

Graduate Academic Board

Agenda

January 21, 2011

ADM 204

9:30 – 11:30 am

I. Roll Call

- | | | | |
|--|--|---------------------------------------|--|
| <input type="checkbox"/> Susan Modlin | <input type="checkbox"/> Bogdan Hoanca | <input type="checkbox"/> Peter Olsson | <input type="checkbox"/> Randy Magen |
| <input type="checkbox"/> Vacant | <input type="checkbox"/> Minnie Yen | <input type="checkbox"/> Deborah Mole | <input type="checkbox"/> FS at large vacancy (CAS) |
| <input type="checkbox"/> Patricia Sandberg | <input type="checkbox"/> Mary Dallas Allen | <input type="checkbox"/> Jens Munk | |
| <input type="checkbox"/> Judith Moore | <input type="checkbox"/> Deb Russ | <input type="checkbox"/> Becky Sawyer | |

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

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

IV. Administrative Reports

- A. Associate Vice Provost Bart Quimby
- B. Associate Dean of the Graduate School David Yesner
- C. Interim University Registrar Shirlee Willis-Haslip and Assistant Registrar Lora Volden

V. Chair's Report

- A. GAB Chair-Judith Moore
- B. Faculty Alliance-Patricia Sandberg
- C. Graduate Council- Deb Russ

VI. Program/Course Action Request - Second Reading

No revisions received:

- Chg ANTH A602 Proseminar in Cultural Anthropology (3 cr) (3+0)
- Chg ANTH A605 Proseminar in Biological Anthropology (3 cr) (3+0)
- Chg ANTH A611 Proseminar in Archeology (3 cr) (3+0)
- Chg ANTH A615 Advanced Applied Anthropology (3 cr) (3+0) (**stacked with ANTH A415**)
- Chg ANTH A627 Ethnohistory of Alaska Natives (3 cr) (3+0) (**stacked with ANTH A427**)

VII. Program/Course Action Request - First Reading

- Chg ANTH A631 Field Methods in Archeology (1-8 cr) (0+3-24) (**stacked with ANTH A431**) (pg. 5-13)
- Chg ANTH A645 Advanced Evolution of Humans and Disease (3 cr) (3+0) (**stacked with ANTH A445**) (pg. 14-34)
- Chg ANTH A657 Nutritional Anthropology (3 cr) (3+0) (**stacked with ANTH A457**) (pg. 35-44)
- Chg ANTH A675 Cultural Resource Management (3 cr) (3+0) (pg. 45-51)
- Chg ANTH A680 Advanced Analytical Techniques in Archeology (3 cr) (3+0) (**stacked with ANTH A480**) (pg. 52-61)
- Chg ANTH A681 Advanced Museum Studies in Anthropology (**stacked with ANTH A481**) (pg. 62-78)

- Del ANTH A692 Graduate Seminar in Anthropology (3 cr) (3+0) (pg. 79-81)
- Chg ANTH A695 Anthropology Practicum (3 cr) (3+0) (pg. 82-84)
- Chg ANTH A699 Thesis Research (1-6 cr) (0+3-18) (pg. 85-87)
- Add NS A623 Transcultural Nursing (3 cr) (3+0) (stacked with NS A423) (pg. 88-98)
- Chg CE A631 Structural Finite Elements (3 cr) (3+0) (pg. 99-104)

No revisions received:

- Add AEST A609 Alaska Natural Resource Development & The Environment (3 cr) (3+0)

VIII. Old Business

- A. Priority Registration
- B. Electronic signatures- Lora Volden and Christine Lidren are researching options

IX. New Business

- A.

X. Informational Items and Adjournment

- A. [Curriculum Log](#)
- B. [Catalog Copy \(Chapters 10, 11, 12\) in Word Format](#)
- C. [Accreditation website](#)
- D. Doctoral Program Criteria- *Quick Links* column on right hand side of Governance website
<http://www.uaa.alaska.edu/governance/>

Graduate Academic Board

Summary

January 14, 2011

ADM 204

9:30 – 11:30 am

I. Roll Call

| | | | |
|-----------------------|-----------------------|------------------|-------------------------------|
| (e) Susan Modlin | (x) Bogdan Hoanca | (x) Peter Olsson | (x) Randy Magen |
| () Vacant | (x) Minnie Yen | (x) Deborah Mole | () FS at large vacancy (CAS) |
| (x) Patricia Sandberg | (x) Mary Dallas Allen | (x) Jens Munk | |
| (x) Judith Moore | (x) Deb Russ | (x) Becky Sawyer | |

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

Approved

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

Bogdan Hoanca was present at last GAB meeting

Approved

IV. Administrative Reports

A. Associate Vice Provost Bart Quimby

Email send out to faculty list serve about updating the curriculum/ discovered different dates on CAR and CCG

International student transcript evaluation discrepancies

B. Associate Dean of the Graduate School David Yesner

Christine Brems- new Interim Vice Provost for Research and Dean of the Graduate School

C. Interim University Registrar Shirlee Willis-Haslip and Assistant Registrar Lora Volden

Distributed priority registration handout

MOTION (Deb Mole): The Graduate Academic Board approves the detailed handout on priority registration.

2nd: Bogdan Hoanca

Unanimously approved

V. Chair's Report

A. GAB Chair-Judith Moore

No report

B. Faculty Alliance-Patricia Sandberg

AMP being reviewed

C. Graduate Council- Deb Russ

VI. Program/Course Action Request - Second Reading

Add PM A651 Advanced Construction Project Management (3 cr) (3+0) (pg. 5-10)

Approved

VII. Program/Course Action Request - First Reading

Chg ANTH A602 Proseminar in Cultural Anthropology (3 cr) (3+0) (pg. 11-16)

Chg ANTH A605 Proseminar in Biological Anthropology (3 cr) (3+0) (pg. 17-21)

Chg ANTH A611 Proseminar in Archeology (3 cr) (3+0) (pg. 22-25)

Accepted ANTH A602, ANTH A605, ANTH A611

Chg ANTH A615 Advanced Applied Anthropology (3 cr) (3+0) (**stacked with ANTH A415**) (pg. 26-34)

Chg ANTH A627 Ethnohistory of Alaska Natives (3 cr) (3+0) (**stacked with ANTH A427**) (pg. 35-43)

Accepted ANTH A615 and ANTH A627

| | | |
|-----|-----------|--|
| Chg | ANTH A631 | Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A431) (pg. 44-52) |
| Chg | ANTH A645 | Advanced Evolution of Humans and Disease (3 cr) (3+0) (stacked with ANTH A445) (pg. 53-73) |
| Chg | ANTH A657 | Nutritional Anthropology (3 cr) (3+0) (stacked with ANTH A457) (pg. 74-83) |
| Chg | ANTH A675 | Cultural Resource Management (3 cr) (3+0) (pg. 84-90) |
| Chg | ANTH A680 | Advanced Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A480) (pg. 91-100) |
| Chg | ANTH A681 | Advanced Museum Studies in Anthropology (stacked with ANTH A481) (pg. 101-117) |
| Del | ANTH A692 | Graduate Seminar in Anthropology (3 cr) (3+0) (pg. 118-120) |
| Chg | ANTH A695 | Anthropology Practicum (3 cr) (3+0) (pg. 121-123) |
| Chg | ANTH A699 | Thesis Research (1-6 cr) (0+3-18) (pg. 124-126) |

No revisions received:

| | | |
|-----|-----------|--|
| Add | AEST A609 | Alaska Natural Resource Development & The Environment (3 cr) (3+0) |
| Add | NS A623 | Transcultural Nursing (3 cr) (3+0) (stacked with NS A423) |

VIII. Old Business

A. Priority Registration

B. Electronic signatures- Lora Volden and Christine Lidren are researching options

IX. New Business

A.

X. Informational Items and Adjournment

A. [Curriculum Log](#)

B. [Catalog Copy \(Chapters 10, 11, 12\) in Word Format](#)

C. [Accreditation website](#)

D. Doctoral Program Criteria- *Quick Links* column on right hand side of Governance website
<http://www.uaa.alaska.edu/governance/>

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| Initiator (faculty only) | | Date | <input type="checkbox"/> Approved | | |
| <u>David R. Yesner</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 |

FIELD METHODS IN ARCHAEOLOGY
ANTH A631
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. Initiation date: 02/01/10
2. A. College or school: College of Arts and Sciences
 - B. Course prefix: ANTH
 - C. Course number: A631
 - D. Number of course credits: 1-8
 - E. Number of contact hours: 0 + (3-24)
 - F. Grading basis: A-F
 - G. Stacking: ANTH A431
 - H. Course description: Advanced techniques of archaeological survey and excavation, including archaeological data recovery and recording techniques, initial laboratory processing, and preliminary analysis of archaeological materials. Special note: May be repeated once for credit. Graduate students will supervise the work of less experienced undergraduates under the overall supervision of the project director. They will be responsible for the quality of the excavation and recording of their undergraduate crew. They will be critically evaluated as potential professionals.
 - I. Course prerequisite: ANTH A211 or equivalent
 - J. Registration restrictions: Graduate standing
 - K. Course fee: No
3. Course level justification: graduate level course that requires background coursework in archaeological method and theory
4. Instructional goals and student outcomes
 - A. The instructor will:

1. Deliver hands-on instruction on basic techniques of archaeological survey, including the use of a total station (laser transit) and/or GPS devices as appropriate
 2. Demonstrate basic archaeological excavation techniques, including the use of a variety of excavation methods as well as various approaches to stratigraphic excavation; methods appropriate to a particular field setting will be emphasized
 3. Demonstrate basic archaeological sampling, retrieval, and conservation techniques for a variety of materials, including various types of artifacts, animal bones, radiocarbon samples, and other materials
 4. Demonstrate basic archaeological recording techniques, including artifact drawings, feature drawings, stratigraphic profiles, digital field photography, and field note recording
 5. In so far as possible, demonstrate basic archaeological cataloging techniques, including both hardcopy and digital techniques
 6. In so far as possible, demonstrate initial sorting of major categories of archaeological materials for specialized analysis
 7. Through field lectures, provide information on the environmental background and regional archaeological record relevant to a field class
 8. In so far as possible, through field lectures, provide information on specialized analytical approaches to recovered materials, including geoarchaeology, lithic analysis, other artifact analyses, zooarchaeology, and (when appropriate) paleoethnobotany and/or human osteology.
- B. The student will be able to:
1. Utilize a range of equipment for undertaking archaeological survey and mapping, including contour mapping and locating site features
 2. Apply a variety of archaeological excavation methods, including the use of a range of equipment as well as various approaches to stratigraphic excavation
 3. Sample a variety of archaeological materials, including various types of artifacts, animal bones, radiocarbon samples, and other materials
 4. Demonstrate basic archaeological recording techniques, including artifact drawings, feature drawings, stratigraphic profiles, digital field photography, and field note recording

5. Discuss the regional archaeological record relevant to a field class
 6. Exercise a leadership role in helping to mentor undergraduate students, supervise excavation areas, direct survey teams, and record essential archaeological materials
- C. Assessment Measures: supervisor's archaeological field notes; observation of student field supervision; possible final examination and/or final paper
6. Topical course outline: As appropriate to particular field settings
 - A. Classroom and field lectures
 - B. Transportation of archaeological materials to field setting
 - C. Archaeological field camp setup
 - D. Archaeological site mapping and surface survey
 - E. Archaeological site excavation
 - F. "Backfilling" of archaeological excavation units
 - G. Transportation of archaeological materials to university laboratory
 7. Suggested texts:

Balme, Jane, and Alistair Paterson, eds.

2006 *Archaeology in Practice: A Student Guide to Archaeological Analysis*. Blackwell, New York.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder

2008 *Field Methods in Archaeology* (8th ed.). Mayfield, Mountain View, CA.

Stewart, R. Michael

2002 *Archaeology: Basic Field Methods*. Kendall/Hunt, Dubuque.

8. Bibliography:

Joukowsky, Martha

1980 *A Complete Field Manual of Archaeology*. Prentice Hall, Englewood Cliffs, NJ.

McMillon, William

1991 *The Archaeology Handbook: A Field Manual and Resource Guide*. University Press of America, Chicago.

Rice, Patricia C.

1998 *Doing Archaeology: A Hands-on Manual*. Mayfield, Mountain View.

FIELD METHODS IN ARCHAEOLOGY
ANTH A431
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. Initiation date: 02/01/10
2. A. College or school: College of Arts and Sciences
 - B. Course prefix: ANTH
 - C. Course number: A431
 - D. Number of course credits and: 1-8
 - E. Number of contact hours: 0 + (3-24)
 - F. Course title: Field Methods in Archaeology
 - G. Grading basis: A-F
 - H. Stacking: ANTH A631
 - I. Course description: Introduction to basic techniques of archaeological survey and excavation, including archaeological data recovery and recording techniques, initial laboratory processing, and preliminary analysis of archaeological materials.
 - J. Course prerequisite: ANTH A211
 - K. Registration restrictions: None
 - L. Course fee: No
3. Course level justification: upper-level course that generally requires background coursework in archaeological methods
4. Instructional goals and student outcomes
 - A. The instructor will:
 1. Deliver hands-on instruction on basic techniques of archaeological survey, including the use of a total station (laser transit) and/or GPS devices as appropriate

2. Demonstrate basic archaeological excavation techniques, including the use of a variety of excavation methods as well as various approaches to stratigraphic excavation; methods appropriate to a particular field setting will be emphasized
3. Demonstrate basic archaeological sampling, retrieval, and conservation techniques for a variety of materials, including various types of artifacts, animal bones, radiocarbon samples, and other materials
4. Demonstrate basic archaeological recording techniques, including artifact drawings, feature drawings, stratigraphic profiles, digital field photography, and field note recording
5. Demonstrate basic archaeological cataloging techniques, including both hardcopy and digital techniques
6. Demonstrate initial sorting of major categories of archaeological materials for specialized analysis
7. Through field lectures, provide information on the environmental background and regional archaeological record relevant to a field class
8. Through field lectures, provide information on specialized analytical approaches to recovered materials, including geoarchaeology, lithic analysis, other artifact analyses, zooarchaeology, and (when appropriate) paleoethnobotany and/or human osteology.

B. The student will be able to:

1. Utilize a range of equipment for undertaking archaeological survey and mapping, including contour mapping and locating site features.
2. Apply a variety of archaeological excavation methods, including the use of a range of equipment as well as various approaches to stratigraphic excavation.
3. Sample a variety of archaeological materials, including various types of artifacts, animal bones, radiocarbon samples, and other materials.
4. Demonstrate basic archaeological recording techniques, including artifact drawings, feature drawings, stratigraphic profiles, digital field photography, and field note recording.

C. Assessment Measures: student archaeological field notes; observation of student fieldwork; final examination.

6. Topical course outline (as appropriate to particular field settings):

- A. Classroom and field lectures
- B. Transportation of archaeological materials to field setting
- C. Archaeological field camp setup
- D. Archaeological site mapping and surface survey
- E. Archaeological site excavation
- F. "Backfilling" of archaeological excavation units
- G. Transportation of archaeological materials to university laboratory

7. Suggested texts:

Balme, Jane, and Alistair Paterson, eds.
2006 *Archaeology in Practice: A Student Guide to Archaeological Analysis*.
Blackwell, New York.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder
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Stewart, R. Michael
2002 *Archaeology: Basic Field Methods*. Kendall/Hunt, Dubuque.

8. Bibliography:

Dancey, William S.
1981 *Archaeological Field Methods: An Introduction*. University Press of
America, Chicago.

Joukowsky, Martha
1980 *A Complete Field Manual of Archaeology*. Prentice Hall, Englewood
Cliffs, NJ.

McMillon, William
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Rice, Patricia C.
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| Initiator (faculty only) | | Date | <input type="checkbox"/> Approved | | |
| <u>Christine Hanson</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 |

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Describe available knowledge of major aspects of
 - a. the impact of humans on pathogen ecology and evolution
 - b. the impact of pathogens on human ecology and evolution
2. Provide students with an understanding of
 - a. interrelationship of human behavior and evolution and disease organisms
 - b. the nature of infection and human biological and behavioral response

Defined Outcomes: The student will be able to:

1. Identify the essential characteristics of pathogens
2. Describe the processes of disease
3. Identify the different classes of pathogens
4. Discuss the impact of disease on human history

IV. Methods of Assessment

Examinations, term paper, annotated bibliography, class presentation. Graduate students will be assigned more extensive reading and will be required to pursue a major semester-long research project, to deliver a presentation of their research findings to the class, and to report their results in written form.

V. Course Level Justification

Graduate level course; includes more statistical treatments and more student projects than ANTH A445.

VI. Course Activities

Lectures; guest speakers; discussion; films about the the impact of disease. Use a database management program such as Endnote© to input and output bibliographic data.

VII. Course Outline

- 1.0 Introduction
 - 1.1 Health and disease in anthropological perspective
 - 1.2 Medical history and the fossil record
- 2.0 Parasites, vectors and hosts

- 3.0 Viruses
 - 3.1 Kuru
 - 3.2 RNA Viruses: Influenza, measles, poliomyelitis, yellow fever
 - 3.3 DNA Viruses: smallpox and HIV/AIDS

- 4.0 Bacteria
 - 4.1 Cholera
 - 4.2 Legionellosis
 - 4.3 Typhoid fever
 - 4.5 Plague, then and now
 - 4.6 Leprosy (Disease of the Soul)
 - 4.7 Tuberculosis
 - 4.8 Treponematoses - pinta, yaws, and syphilis

- 5.0 Animal Parasites
 - 5.1 Protozoa: Malaria - biography of a successful parasite
 - 5.2 Schistosomiasis - a worm's eye view

- 6.0 Selection and Disease
 - 6.1 Diabetes and the thrifty genotype
 - 6.2 Botulism

- 7.0 Women and Reproduction: Biocultural Enigmas

- 8.0 Food: Too Little and Too Much
 - 8.1 Kwashiorkor
 - 8.2 Marasmus

- 9.0 Vitamins and Minerals
 - 9.1 Vitamins A and C
 - 9.2 The B complex
 - 9.3 Vitamin D and calcium

- 10.0 A Toxic Environment: Ergotism and Witchcraft in Salem Village

- 11.0 The New World: A New Perspective

VIII Suggested Texts:

No textbook exists at this time. Reading materials will be chosen from past and current publications.

IX Bibliography:

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- Gordon, A.J. (1978) *Medical Anthropology: Ethnicity and Alcohol Use*. Pleasantville, NY: Redgrave.
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- Gregg, C.T. (1983) *A Virus of Love*. Albuquerque: University of New Mexico Press.
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- Harris, M. and E.B. Ross (1987) *Food and Evolution*. Philadelphia: Temple University Press.
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Defined Outcomes: The students will be able to:

1. Identify the essential characteristics of pathogens
2. Describe the processes of disease
3. Identify the different classes of pathogens
4. Discuss impact of disease on human history

IV. Course Activities:

Lectures, guest speakers, class discussion, films. Use of a database management program such as Endnote© to input and output bibliographic data.

V. Methods of Assessment

Examinations, term paper, annotated bibliography, class presentation.

VI. Course-Level Justification

Students are expected to have a general background in anthropological concepts, and a specific background in biological anthropology.

VII. Course Outline

1.0 Introduction

- 1.1 Health and disease in anthropological perspective
- 1.2 Medical history and the fossil record

2.0 Parasites, vectors and hosts

3.0 Viruses

- 3.1 Kuru
- 3.2 RNA Viruses: Influenza, measles, poliomyelitis, yellow fever
- 3.3 DNA Viruses: smallpox and HIV/AIDS

4.0 Bacteria

- 4.1 Cholera
- 4.2 Legionellosis
- 4.3 Typhoid fever
- 4.5 Plague, then and now
- 4.6 Leprosy (Disease of the Soul)
- 4.7 Tuberculosis
- 4.8 Treponematoses - pinta, yaws, and syphilis

5.0 Animal Parasites

- 5.1 Protozoa: Malaria - biography of a successful parasite
- 5.2 Schistosomiasis - a worm's eye view

- 6.0 Selection and Disease
 - 6.1 Diabetes and the thrifty genotype
 - 6.2 Botulism
- 7.0 Women and Reproduction: Biocultural Enigmas
- 8.0 Food: Too Little and Too Much
 - 8.1 Kwashiorkor
 - 8.2 Marasmus
- 9.0 Vitamins and Minerals
 - 9.1 Vitamins A and C
 - 9.2 The B complex
 - 9.3 Vitamin D and calcium
- 10.0 A Toxic Environment: Ergotism and Witchcraft in Salem Village
- 11.0 The New World: A New Perspective

VIII Suggested Texts:

No textbook exists at this time. Reading materials will be chosen from past and current publications.

IX Bibliography:

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- Gordon, A.J. (1978) *Medical Anthropology: Ethnicity and Alcohol Use*. Pleasantville, NY: Redgrave.
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Course Action Request

University of Alaska Anchorage

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

| | | | | | | |
|---|--------------------------|---|---|---|--------------------------------|--|
| 1a. School or College AS CAS | | 1b. Division ASSC Division of Social Science | | | 1c. Department Anthropology | |
| 2. Course Prefix ANTH | 3. Course Number A657 | 4. Previous Course Prefix & Number N/A | 5a. Credits/CEUs 3.0 | 5b. Contact Hours (Lecture + Lab) (3+0) | | |
| 6. Complete Course Title Nutritional Anthropology <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 type="checkbox"/> Add or <input checked="" 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 checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (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 semester/year From: Fall/2011 To: /9999 | | |
| | | | | 12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ANTH A457 Cross-Listed Coordination Signature _____ | | |
| 13a. Impacted Courses or Programs: List any programs or college requirements that require this course. 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 . | | | | | | |
| <i>Impacted Program/Course</i> | | <i>Catalog Page(s) Impacted</i> | <i>Date of Coordination</i> | <i>Chair/Coordinator Contacted</i> | | |
| 1. MA Program in Anthropology | | 2009-10 catalog p. 257 | 02/01/10 | Steve J. Langdon, Chair, Department of Anthropology | | |
| 2. | | | | | | |
| 3. | | | | | | |
| Initiator Name (typed): <u>David R. Yesner</u> Initiator Signed Initials: _____ Date: _____ | | | | | | |
| 13b. Coordination Email Date: <u>02/10/10</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu) | | | 13c. Coordination with Library Liaison Date: <u>01/10/10</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 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>) Relationship of human culture to food and nutrition. Includes the history of human diet and its relationship to biological and cultural evolution, contemporary human nutrition in cross-cultural perspective, dietary adequacy and nutritional pathology, food-getting and food-preparation technology, and relationship between food and population, gender, ideology, and socioeconomic status. Special note: In addition to meeting all requirements for ANTH A457, graduate students will be required to research the literature on a current topic in nutritional anthropology, and to submit an extensive, detailed paper summarizing their findings in a rigorous analytical framework. Additional class readings may also be assigned. Not available to students who have completed ANTH A457. | | | | | | |
| 16a. Course Prerequisite(s) (<i>list prefix and number</i>) N/A | | 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 checked="" type="checkbox"/> Level | | | 16e. Registration Restriction(s) (<i>non-codable</i>) Graduate standing; | | | |
| 17. <input type="checkbox"/> Mark if course has fees | | | 18. <input type="checkbox"/> Mark if course is a selected topic course | | | |
| 19. Justification for Action Update CCG to maintain professional standards. Change in description reflects course content more accurately. Slight modification of special note. | | | | | | |

| | | | | | |
|--------------------------------------|----------------------------------|------|--------------------------------------|---|------|
| Initiator (faculty only) | | Date | <input type="checkbox"/> Approved | | |
| <u>David R. Yesner</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 |

NUTRITIONAL ANTHROPOLOGY
ANTH A657
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. Initiation date: 02/01/10
2. A. College or school: College of Arts and Sciences
 - B. Course prefix: ANTH
 - C. Course number: A457
 - D. Number of course credits: 3.0
 - E. Number of contact hours: 3+0
 - F. Grading basis: A-F
 - G. Stacking: ANTH A457
 - H. Course description: Relationship of human culture to food and nutrition. Includes the history of human diet and its relationship to biological and cultural evolution, contemporary human nutrition in cross-cultural perspective, dietary adequacy and nutritional pathology, food-getting and food-preparation technology, and relationship between food and population, gender, ideology, and socioeconomic status. Special note: In addition to meeting all requirements for ANTH A457, graduate students will be required to research the literature on a current topic in nutritional anthropology, and to submit an extensive, detailed paper summarizing their findings in a rigorous analytical framework. Additional class readings may also be assigned. Not available to students who have completed ANTH A457.
 - I. Course prerequisite(s)/test score(s)/corequisite(s): N/A
 - J. Registration restrictions: Graduate standing.
 - K. Course fee: No
3. Course level justification: graduate-level course that requires previous knowledge about anthropological methods, concepts, and theories.
4. Instructional goals and student outcomes
 - A. The instructor will:

1. Discuss the basic role of human dietary substances (carbohydrates, proteins, fats; vitamins, minerals) in human nutrition
2. Discuss intracultural and intercultural variation in dietary needs and dietary patterns
3. Discuss field and laboratory techniques for assessing human diets and human nutrition
4. Describe the history of human diet and nutrition, from early hominids to contemporary Western diets
5. Discuss the relationship between diet and social patterns, including ethnicity, gender, ideology, and social stratification

B. The student will be able to:

1. Describe the basic role of human dietary substances (carbohydrates, proteins, fats; vitamins, minerals) in human nutrition
2. Critically analyze intracultural and intercultural variation in dietary needs and dietary patterns
3. Describe field and laboratory techniques for assessing human diets and human nutrition
4. Critically analyze the history of human diet and nutrition, from early hominids to contemporary Western diets
5. Critically analyze the relationship between diet and social patterns, including ethnicity, gender, ideology, and social stratification

C. Assessment Measures: midterm and final examinations; student journal; daily questions; research paper, class presentations, class discussions. Graduate students will be required to research the literature on a current topic in nutritional anthropology, and to submit an extensive, detailed paper summarizing their findings in a rigorous analytical framework. Additional class readings may also be assigned.

5. Topical course outline

- A. An overview of anthropology, food, and nutrition
- B. Human nutritional needs: human energetics
- C. Human nutritional needs: protein, fats, vitamins, minerals
- D. Human nutrition: individual variation and intracultural variation
- E. Malnutrition and undernutrition; biological adaptation to dietary intake
- F. Food-getting and preparation; food storage; nutrient yields and toxicants
- G. Food sharing and food exchange
- H. Assessing modern diets; dietary recall
- I. Assessing ancient diets: human remains, bioarchaeology
- J. Primate diets
- K. Hunter-gatherer diets, past/present; optimal foraging theory (OFT)
- L. The transition to agriculture
- M. Intensive agriculture and pastoralism
- N. Cultural adaptation: perception, classification, preferences
- O. Cultural adaptation: conservation and “overexploitation” of resources
- P. Cultural adaptation: ethnicity, ideology, belief systems, taboos
- Q. Food, nutrition, and population
- R. The Post-Columbian exchange and modern cuisines
- S. The Industrial Revolution and Western diets
- T. Diet and social stratification

7. Suggested texts:

Bryant, Carol A., Kathleen M. DeWalt, Anita Courtney, and Jeffrey H. Schwartz (eds.)
2003 *The Cultural Feast: An Introduction to Food and Society* (2nd ed.).
Wadsworth/Thompson, Belmont, CA.

Goodman, Alan, Dana Dufour, and Gretel H. Pelto (eds.)
2000 *Nutritional Anthropology*. Mayfield, New York.

Ungar, Peter S., and Mark S. Teaforde (eds.)
2002 *Human Diet: Its Origin and Evolution*. Bergin and Garvey, New York.

8. Bibliography:

Harris, Marvin, and Eric B. Ross
1987 *Food and Evolution: Toward a Theory of Human Food Habits*.
Temple University Press, Philadelphia.

Wing, Elizabeth S., and Antoinette Brown
1980 *Paleonutrition*. Academic Press, New York.

FOOD AND NUTRITION: AN ANTHROPOLOGICAL PERSPECTIVE
ANTH A457
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

1. Initiation date: 02/01/10
2. A. College or school: College of Arts and Sciences
 - B. Course prefix: ANTH
 - C. Course number: A457
 - D. Number of credit hours: 3.0
 - E. Number of contact hours: 3+0
 - F. Grading basis: A-F
 - G. Stacking: ANTH A657
 - H. Course description: Cross-cultural analysis of hunting and gathering societies, including their prehistory, subsistence, demography, economic and political organization, social structure, and ideology, with special attention given to contemporary issues such as gender roles and aboriginal land rights.
 - I. Course prerequisite(s): ANTH A202 or ANTH A205
 - J. Registration restrictions: None
 - K. Course fees: No
3. Course level justification: upper-level course that requires some background in anthropology and/or human nutrition
4. Instructional goals and student outcomes
 - A. The instructor will:
 1. Discuss the basic role of human dietary substances (carbohydrates, proteins, fats; vitamins, minerals) in human nutrition
 2. Discuss intracultural and intercultural variation in dietary needs and dietary patterns

3. Discuss field and laboratory techniques for assessing human diets and human nutrition
4. Describe the history of human diet and nutrition, from early hominids to contemporary Western diets
5. Discuss the relationship between diet and social patterns, including ethnicity, gender, ideology, and social stratification

B. The student will be able to:

1. Describe the basic role of human dietary substances (carbohydrates, proteins, fats; vitamins, minerals) in human nutrition
2. Critically analyze intracultural and intercultural variation in dietary needs and dietary patterns
3. Describe field and laboratory techniques for assessing human diets and human nutrition
4. Critically analyze the history of human diet and nutrition, from early hominids to contemporary Western diets
5. Critically analyze the relationship between diet and social patterns, including ethnicity, gender, ideology, and social stratification

C. Assessment Measures: midterm and final examinations; student journal; daily questions; class discussions

5. Topical course outline

- A. An overview of anthropology, food, and nutrition
- B. Human nutritional needs: human energetics
- C. Human nutritional needs: protein, fats, vitamins, minerals
- D. Human nutrition: individual variation and intracultural variation
- E. Malnutrition and undernutrition; biological adaptation to dietary intake
- F. Food-getting and preparation; food storage; nutrient yields and toxicants
- G. Food sharing and food exchange
- H. Assessing modern diets; dietary recall

- I. Assessing ancient diets: human remains, bioarchaeology
 - J. Primate diets
 - K. Hunter-gatherer diets, past/present; optimal foraging theory (OFT)
 - L. The transition to agriculture
 - M. Intensive agriculture and pastoralism
 - N. Cultural adaptation: perception, classification, preferences
 - O. Cultural adaptation: conservation and “overexploitation” of resources
 - P. Cultural adaptation: ethnicity, ideology, belief systems, taboos
 - Q. Food, nutrition, and population
 - R. The Post-Columbian exchange and modern cuisines
 - S. The Industrial Revolution and Western diets
 - T. Diet and social stratification
7. Suggested texts:
- Bryant, Carol A., Kathleen M. DeWalt, Anita Courtney, and Jeffrey H. Schwartz (eds.)
 2003 *The Cultural Feast: An Introduction to Food and Society* (2nd ed.).
 Wadsworth/Thompson, Belmont, CA.
- Ungar, Peter S., and Mark S. Teaforde (eds.)
 2002 *Human Diet: Its Origin and Evolution*. Bergin and Garvey, New York.
- Goodman, Alan, Dana Dufour, and Gretel H. Pelto (eds.)
 2000 *Nutritional Anthropology*. Mayfield, New York.
8. Bibliography:
- Harris, Marvin, and Eric B. Ross
 1987 *Food and Evolution: Toward a Theory of Human Food Habits*.
 Temple University Press, Philadelphia.
- Wing, Elizabeth S., and Antoinette Brown
 1980 *Paleonutrition*. Academic Press, New York.

CULTURAL RESOURCE MANAGEMENT
ANTH A675
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation February 2010

II: Course Information

| | |
|------------------------------|---|
| College: | College of Arts and Sciences |
| Course Subject: | ANTH |
| Course Number: | A675 |
| Credits: | 3.0 |
| Contact Hours: | 3 + 0 |
| Course Program Title: | Cultural Resource Management |
| Course Description: | An integrated anthropological perspective on historic preservation and the management of cultural resources in the United States. Includes the history of resource protection legislation, the design and implementation of cultural resource management projects, and applications of relevant cultural resource laws. |
| Grading Basis: | A-F |
| Prerequisite(s): | ANTH A211 |
| Registration Restriction(s): | Graduate standing |
| Lab Fees: | No |

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Describe available knowledge of major aspects of
 - a. Cultural Resource laws
 - b. Environmental and Indian Law as they apply to cultural resources
 - c. the practice of cultural resource management with an emphasis on Alaska CRM
2. Provide students with an understanding of
 - a. the complexities of the cultural resource field
 - b. current controversies in cultural resource management
 - c. applications of the appropriate laws as they relate to cultural resources.

Defined Outcomes: The students will be able to:

1. Apply the appropriate cultural resource laws in practical situations
2. Prepare permits, use resources in state and federal offices, and prepare determinations of eligibility and assessments of effect
3. Describe the procedures of the major cultural resource laws and their roles in heritage management
4. Discuss the current state of cultural resource management in Alaska and in the United States

IV. Course Activities

Lectures; guest speakers; class discussion.

V. Methods of Assessment

Weekly papers, class presentations, participation in class discussion.

VI. Course Level Justification

Students are expected to have a substantial background in anthropological and specifically archaeological concepts.

VII. Topical Course Outline

1. History of CRM Resource Law
2. Fields included in CRM
3. Management of cultural resources in the US
4. Antiquities Act of 1906
5. National Historic Preservation Act (NHPA)
6. Section 106 - Federal undertaking
 - a. When the Section 106 process is undertaken
 - b. Consultation (including Government to Government)
 - c. "Potential" to affect cultural resources
 - d. Area of potential effect
 - e. State Historic Preservation Officer
 - f. Review and compliance
 - g. National Register of Historic Properties
 - h. Determinations of eligibility
 - i. Keeper of the National Register
 - j. Traditional Cultural Properties
 - k. Comparisons with Section 4(f) of the Department of Transportation Act.
 - k. Agreement Documents
 - l. Mitigation
7. NEPA and cultural resources
 - a. Using NEPA with Section 106
 - b. What NEPA can do that Section 106 can't do
8. National Historic Landmarks
 - a. National Park Service and landowners
 - b. Responsibilities of a federal agency to cultural resources on its lands
9. Section 304 and FOIA (Freedom of Information Act)
10. Section 110 - Responsibilities of a federal agency to cultural resources on its lands
 - a. Unfunded mandate under NHPA
 - b. Planning a project
 - c. Setting up a budget; figuring out schedules, equipment, and hiring for the field
11. Native Americans and Cultural Resource Management.
 - a. Government-to-Government Consultation
 - b. American Indian Religious Freedom Act
 - c. Executive Order for Sacred Lands
12. Origins of NAGPRA
 - a. Museums and Inventories
 - b. National Museum of the American Indian Act (NMAIA)
 - c. Discoveries and excavation

13. ARPA

- a. Excavation on Federal Land, land management, obtaining permits
- b. ARPA enforcement
- c. How the law protects cultural resources on federal lands; how the law protects cultural resources taken from non-federal lands

14. Alaska Historic Preservation Act

15. Alaska Native Claims Settlement Act

16. Alaska National Interest Lands Conservation Act

VIII. Suggested Texts

Fine-Dare, Kathleen S. 2002. *Grave injustice: the American Indian Repatriation Movement and NAGPRA*. University of Nebraska Press, Lincoln.

Hardesty, Donald L. and Barbara J. Little. 2000. *Assessing site significance: a guide for archaeologists and historians*. Altamira Press, Walnut Creek, CA.

King, Thomas F. 2008. *Cultural resource laws and practice*, 3rd ed. Altamira Press, Walnut Creek, CA.

King, Thomas F. 2003. *Places that count: traditional cultural properties in cultural resource management*. Altamira Press, Walnut Creek, CA.

National Park Service. 2006. *Federal Historic Preservation laws: The official compilation of the United States Cultural Heritage Statutes*, 2006 ed. US Department of the Interior, National Park Service, and US Government Printing Office, Washington, DC.

Alaska Journal of Anthropology Volume 5, Number 2, 2007.

IX Bibliography:

Barr, Brad and Katrina van Dine. 2006. Application of the Antiquities Act to the oceans: something old, something new, something borrowed, something blue. In: *The Antiquities Act: a century of American archaeology, historic preservation, and nature conservation*, David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. Pp.251-263. University of Arizona Press, Tucson.

Brown, Michael F. 2003. *Who owns Native culture?* Harvard University Press, Cambridge, MA.

Carroll, Charles. 1998. *Administering Federal Laws and Regulations Relating to Native Americans: Practical Processes and Paradoxes*. CRM 16 (Special Issue): 16-21.

- Conard, Rebecca. 2006. John F. Lacey: Conservation's public servant. In: *The Antiquities Act: a century of American archaeology, historic preservation, and nature conservation*, David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. Pp. 48-63. University of Arizona Press, Tucson.
- Dale, Rachel Joan and J. David McMahan. 2007. Human remains and Cultural Resource Management in Alaska: State laws and guidelines. *Alaska Journal of Anthropology* 5(2): 87-95.
- Gerstenblith, Patty. 2002. Cultural Significance and the Kennewick Skeleton: some thoughts on the resolution of cultural heritage disputes. In: *Claiming the stones, naming the bones: Cultural property and the negotiation of national and ethnic identity*, Elazar Barkan and Ronald Bush, eds. Pp. 162-197. Getty Research Institute, Los Angeles.
- Killion, Thomas W ed. *Opening archaeology: repatriation's impact on contemporary research and practice*. School for Advanced Research Press, Santa Fe.
- King, Thomas F. 2009. *Our unprotected heritage: whitewashing the destruction of our cultural and natural environment*. Left Coast Press, Walnut Creek, CA.
- King, Thomas F. 2007. *Saving places that matter: A citizen's guide to the National Historic Preservation Act*. Left Coast Press, Walnut Creek, CA.
- King, Thomas F. 2005. *Doing archaeology: a cultural resource management perspective*. Left Coast Press, Walnut Creek, CA.
- King, Thomas F. 2003. *Places that count: Traditional Cultural Properties in cultural resource management*. Altamira Press, Walnut Cree, CA.
- King, Thomas F. 2002. *Thinking about Cultural Resource Management: Essays from the edge*. Altamira Press, Walnut Creek, CA.
- King, Thomas F. 2000. *Federal planning and Historic Places: The Section 106 process*. Altamira Press, Walnut Creek, CA.
- Lee, Ronald F. 2006. The origins of the Antiquities Act. In: *The Antiquities Act: A century of American archaeology, historic preservation, and nature conservation*, David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. Pp. 15-34. University of Arizona Press, Tucson.
- Marek-Martinez, Ora V. 2008. NAGPRA's Achilles Heel: The disposition of culturally unidentifiable human remains. *Heritage Management* 1(2): 243-260.
- Neumann, Thomas W. and Robert M. Sanford. 2001. *Cultural Resources archaeology: An introduction*. Altamira Press, Walnut Creek, CA.

- Schmickle, Bill. 2007. *The politics of Historic Districts: A primer for grassroots Preservation*. Altamira Press, Lanham, MD.
- Shearer, Amanda M. 2007. Implementing Government-to-Government Relationships between Federal Agencies and Alaska Native Tribes. *Alaska Journal of Anthropology* 5(2): 97-108
- Stapp, Darby C. and Michael S. Burney. 2002. *Tribal Cultural Resource Management: The full circle to stewardship*. Altamira Press, Walnut Creek, CA.
- Stapp, Darby C. and Julia G. Longenecker. 2009. *Avoiding archaeological disasters: Risk assessment for Cultural Resource Managers*. Left Coast Press, Walnut Creek, CA.
- Stipe, Robert E., ed. 2003. *A richer heritage: Historic preservation in the twenty-first century*. Chapel Hill, NC.
- Thompson, Raymond Harris. 2006. Edgar Lee Hewett and the politics of archaeology. In: *The Antiquities Act: a century of American archaeology, historic preservation, and nature conservation*, David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. Pp. 35-47. University of Arizona Press, Tucson.
- Tyler, Norman. 2000. *Historic preservation: An introduction to its history, principles, and practice*. W.W. Norton, New York.
- Waldbauer and Sherry Hutt. 2006. "Cultural Property" begins: The centennial of the Antiquities Act. In: *Yearbook of Cultural Property Law 2006*, Sherry Hutt, ed. Pp. 147-174. Left Coast Press, Walnut Creek, CA.
- Watkins, Joe E. 2006. The Antiquities Act at one hundred years. In: *The Antiquities Act: a century of American archaeology, historic preservation, and nature conservation*, David Harmon, Francis P. McManamon, and Dwight T. Pitcaithley, eds. Pp. 187-198. University of Arizona Press, Tucson.
- Willems, Willem J.H. and Monique H. van den Dries. 2007. *Quality management in archaeology*. Oxbow Books, Oxford.

ADVANCED ANALYTICAL TECHNIQUES IN ARCHAEOLOGY
ANTH A680
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation February 2010

II: Course Information

| | |
|------------------------------|--|
| College: | College of Arts and Sciences |
| Course Subject: | ANTH |
| Course Number: | A680 |
| Credits: | 3.0 |
| Contact Hours: | 3 + 0 |
| Course Program Title: | Advanced Analytical Techniques in Archaeology |
| Course Description: | Methods and techniques of description, classification, and analysis of archaeological data. Laboratory work with archaeological specimens and data is emphasized. Special note: In addition to meeting all requirements for ANTH A480, graduate students will be assigned more extensive reading and will be required to pursue a major semester-long research project, to deliver a presentation of their research finds to the class, and to report their results in written form. |
| Grading Basis: | A-F |
| Stacking: | ANTH A480 |
| Prerequisite(s): | ANTH A211 |
| Registration Restriction(s): | Graduate standing |
| Lab Fees: | Yes |

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Describe available knowledge of major aspects of
 - a. laboratory techniques commonly used to analyze major classes of archaeological remains
 - b. proper procedures and ethics involved in handling artifacts
2. Provide students with an understanding of
 - a. the appropriate ways to present the results of analyses
 - b. the research applications of the analysis of archaeological remains

Defined Outcomes: The student will be able to:

1. Identify different kinds of archaeological data
2. Describe accepted procedures for handling and processing archaeological data
3. Create basic databases for archaeological collections
4. Undertake basic cleaning and cataloging of archaeological specimens
5. Describe methods of treatment and preservation for different kinds of archaeological specimens
6. Conduct basic descriptive artifact studies, particularly of stone and bone materials

IV. Course Activities:

The course is laboratory-oriented, with most course work being done by students on an independent basis in the anthropology laboratory. Demonstrations and presentations, including guest lectures, will supplement laboratory assignments.

V. Methods of Assessment

Evaluation will be based on the quality and timeliness of laboratory and other assignments. There will be examinations at the discretion of the instructor. Graduate students will be assigned more extensive reading and will be required to pursue a major laboratory analysis project and report their findings in written and oral form to the class.

VI. Course Level Justification

Students are expected to have a substantial background in anthropological concepts.

VII. Course Outline

- a. Science in archaeology, hypothesis testing, typologies, ethics
- b. Curating, processing, labeling, and storing artifacts
- c. Database management
- d. Documenting artifacts: drawing, photographs, scanning, microscopes and photography
- e. Computer drafting and drawing, submitting illustrations, maps, drawings for publication
- f. Quantification and statistics
- g. Historic artifacts: textiles, beads, ceramics, metals
- h. Faunal analysis
- i. Lithic analysis
- j. Ceramics analysis
- k. Analysis of human remains
- l. Plant remains: seeds, wood, leaves, pollen

VIII. Suggested Texts

Balme, Jane and Alistair Paterson, eds. 2006. *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Blackwell, Malden, MA.

Sutton, Mark Q. and Brooke S. Arkush. 2006. *Archaeological Laboratory Methods: An Introduction* (4th ed). Kendall/Hunt, Dubuque.

IX Bibliography:

Andrefsky, William. 2005. *Lithics: Macroscopic Approaches to Analysis* (2nd ed). Cambridge University Press, Cambridge, UK.

Balme, Jane and Alistair Paterson, eds. 2006. *Archaeology in Practice. A Student Guide to Archaeological Analyses*. Blackwell, Malden, MA.

Banning, E.B. 2000. *The Archaeologist's Laboratory: The Analysis of Archaeological Data*. Springer Science and Business Media, New York.

Bintliff, John. 2004. *A Companion to Archaeology*. Blackwell, Malden, MA.

Dorrell, Peter G. 1995. *Photography in Archaeology and Conservation* (2nd ed). Cambridge Manuals in Archaeology. Cambridge University Press, Cambridge.

Ewen, Charles R. 2003. *Artifacts*. Archaeologist's Toolkit Vol. 4. Altamira Press, Walnut Creek.

Kooyman, Brian P. 2000. *Understanding Stone Tools and Archaeological Sites*. University of New Mexico Press, Albuquerque.

- Maschner, Herbert D.G. and Christopher Chippindale, eds. 2005. *Handbook of Archaeological Methods*, Volume 1 and 2. Altamira Press, Walnut Creek.
- Rice, Prudence. 2006. *Pottery Analysis: a Source Book*. University of Chicago Press, Chicago.
- Rodgers, Bradley A. 2004. *The Archaeologist's Manual for Conservation: A Guide to Non-toxic, Minimal Intervention Artifact Stabilization*. Kluwer Academic/Penum Publishers, New York.
- Shopland, Norena. 2005. *Archaeological Finds: A Guide to Identification*. Tempus Publishing Limited. Stroud, Gloucestershire.
- Sobolik, Kristin D. 2003. *Archaeobiology*. Archaeologist's Toolkit Vol. 5. Altamira Press, Walnut Creek.
- Steiner, Melanie. 2005. *Approaches to Archaeological Illustration: A Handbook*. Practical Handbook No. 18. Council for British Archaeology, Bootham, UK.
- Sullivan, Lynne P. and S. Terry Childs. 2003. *Curating Archaeological Collections: From the Field to the Repository*. Archaeologist's Toolkit Vol. 6. Altamira Press, Walnut Creek.
- Sutton, Mark Q. and Brooke S. Arkush. 2006. *Archaeological Laboratory Methods: An Introduction* (4th ed). Kendall/Hunt, Dubuque.



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

| | | | | | | |
|--|--------------------------|---|--|---|--|--|
| 1a. School or College AS CAS | | 1b. Division ASSC Division of Social Science | | | 1c. Department Anthropology | |
| 2. Course Prefix ANTH | 3. Course Number A480 | 4. Previous Course Prefix & Number N/A | 5a. Credits/CEUs 3.0 | 5b. Contact Hours (Lecture + Lab) (3+0) | | |
| 6. Complete Course Title Analytical Techniques in Archaeology Analyt. Tech. in Archaeology <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 type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> | | | | 9. Repeat Status No # of Repeats Max Credits | | |
| <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 checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify) | | | | 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/2011 To: /9999 | | |
| | | | | 12. <input type="checkbox"/> Cross Listed with _____ <input checked="" type="checkbox"/> Stacked with ANTH A680 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. BA/BS Anthropology | | p. 88-89 | 02/12/10 | | Langdon, Chair, Department of Anthropology | |
| 2. | | | | | | |
| 3. | | | | | | |
| Initiator Name (typed): <u>Diane K. Hanson</u> Initiator Signed Initials: _____ Date: _____ | | | | | | |
| 13b. Coordination Email Date: <u>12/10/10</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu) | | | 13c. Coordination with Library Liaison Date: <u>1/25/10</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 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>) Methods and techniques of description, classification, and analysis of archaeological data. Laboratory work with archaeological specimens and data is emphasized. | | | | | | |
| 16a. Course Prerequisite(s) (<i>list prefix and number</i>) ANTH A211 | | 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>) N/A | | | |
| 17. <input checked="" type="checkbox"/> Mark if course has fees | | | 18. <input type="checkbox"/> Mark if course is a selected topic course | | | |
| 19. Justification for Action Upgrade of course prerequisite and update of CCG to maintain professional standards. Special note no longer applies. | | | | | | |
| Initiator (faculty only) _____ Date _____ Diane K. Hanson Initiator (TYPE NAME) | | | | <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Dean/Director of School/College _____ Date _____ | | |
| <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Department Chairperson _____ Date _____ | | | | <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Undergraduate/Graduate Academic Board Chairperson _____ Date _____ | | |
| <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Curriculum Committee Chairperson _____ Date _____ | | | | <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Provost or Designee _____ Date _____ | | |

ANALYTICAL TECHNIQUES IN ARCHAEOLOGY
ANTH A480
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation February 2010

II: Course Information

| | |
|------------------------------|--|
| College: | College of Arts and Sciences |
| Course Subject: | ANTH |
| Course Number: | A480 |
| Credits: | 3.0 |
| Contact Hours: | 3 + 0 |
| Course Description: | Methods and techniques of description, classification, and analysis of archaeological data. Laboratory work with archaeological specimens and data is emphasized. Special Note: May be stacked with ANTH A680. |
| Grading Basis: | A-F |
| Stacking: | ANTH A680 |
| Prerequisite: | ANTH A211 |
| Registration Restriction(s): | None |
| Lab Fees: | Yes |

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

1. Describe available knowledge of major aspects of
 - a. laboratory techniques commonly used to analyze major classes of archaeological remains.
 - b. proper procedures and ethics involved in handling artifacts

2. Provide students with an understanding of
 - a. the appropriate ways to present the results of analyses
 - b. the research applications of the analysis of archaeological remains.

Defined Outcomes. The student will be able to:

1. Identify different kinds of archaeological data
2. Describe accepted procedures for handling and processing archaeological data
3. Create basic databases for archaeological collections
4. Undertake basic cleaning and cataloging of archaeological specimens
5. Describe methods of treatment and preservation for different kinds of archaeological specimens
6. Conduct basic descriptive artifact studies, particularly of stone and bone materials

IV. Course Activities

The course is laboratory-oriented, with most course work being done by students on an independent basis in the anthropology laboratory. Demonstrations and presentations, including guest lectures, will supplement laboratory assignments.

V. Methods of Assessment

Evaluation will be based on the quality and timeliness of laboratory and other assignments. There will be examinations at the discretion of the instructor.

VI. Course-Level Justification

Students are expected to have a substantial background in anthropological concepts.

VII. Course Outline

- a. Science in archaeology, hypothesis testing, typologies, ethics
- b. Curating, processing, labeling, and storing artifacts
- c. Database management
- d. Documenting artifacts: drawing, photographs, scanning, microscopes and photography
- e. Computer drafting and drawing, submitting illustrations, maps, drawings for publication
- f. Quantification and statistics
- g. Historic artifacts: textiles, beads, ceramics, metals
- h. Faunal analysis
- i. Lithic analysis
- j. Ceramics analysis
- k. Analysis of human remains
- l. Plant remains: seeds, wood, leaves, pollen

VIII. Suggested Texts

Balme, Jane and Alistair Paterson, eds. 2006. *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Blackwell, Malden, MA.

Sutton, Mark Q. and Brooke S. Arkush. 2006. *Archaeological Laboratory Methods: An Introduction* (4th ed). Kendall/Hunt, Dubuque.

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Andrefsky, William. 2005. *Lithics: Macroscopic Approaches to Analysis* (2nd ed). Cambridge University Press, Cambridge, UK.

Banning, E.B. 2000. *The Archaeologist's Laboratory: The Analysis of Archaeological Data*. Springer Science and Business Media, New York.

Bintliff, John. 2004. *A Companion to Archaeology*. Blackwell, Malden, MA.

Dorrell, Peter G. 1995. *Photography in Archaeology and Conservation* (2nd ed). Cambridge Manuals in Archaeology. Cambridge University Press, Cambridge.

Ewen, Charles R. 2003. *Artifacts*. Archaeologist's Toolkit Vol. 4. Altamira Press, Walnut Creek.

Kooyman, Brian P. 2000. *Understanding Stone Tools and Archaeological Sites*. University of New Mexico Press, Albuquerque.

Maschner, Herbert D.G. and Christopher Chippindale, eds. 2005. *Handbook of Archaeological Methods*, Volume 1 and 2. Altamira Press, Walnut Creek.

Rice, Prudence. 2006. *Pottery Analysis: a Source Book*. University of Chicago Press, Chicago.

Rodgers, Bradley A. 2004. *The Archaeologist's Manual for Conservation: A Guide to Non-toxic, Minimal Intervention Artifact Stabilization*. Kluwer Academic/Penum Publishers, New York.

Shopland, Norena. 2005. *Archaeological Finds: A Guide to Identification*. Tempus Publishing Limited. Stroud, Gloucestershire.

Sobolik, Kristin D. 2003. *Archaeobiology*. Archaeologist's Toolkit Vol. 5. Altamira Press, Walnut Creek.

Steiner, Melanie. 2005. *Approaches to Archaeological Illustration: A Handbook*. Practical Handbook No. 18. Council for British Archaeology, Bootham, UK.

Sullivan, Lynne P. and S. Terry Childs. 2003. *Curating Archaeological Collections: From the Field to the Repository*. Archaeologist's Toolkit Vol. 6. Altamira Press, Walnut Creek.

| | | | | | |
|--------------------------------------|----------------------------------|------|--------------------------------------|---|------|
| Initiator (faculty only) | | Date | <input type="checkbox"/> Approved | | |
| <u>Paul White</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 |

ADVANCED MUSEUM STUDIES IN ANTHROPOLOGY
ANTH A681
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation 11/20/2009

II. Course Information

College: College of Arts and Sciences

Course Subject: ANTH

Course Number: A681

Credits: 3.0

Contact Hours: 3 + 0

Course Program/Title: Advanced Museum Studies in Anthropology

Course Description: History and practice of anthropology in museums. Anthropological and metaphysical dimensions of museums and material culture; the history of ethnographic collecting and research (particularly in North America); critical theory and practice of exhibitions and cultural representation; repatriation and indigenous museums in historical context.

Special Note: In addition to doing the work assigned to undergraduates, graduate students will be expected to undertake an extensive collection research or exhibition preparation project which will constitute a significant portion of their grade.

Grading Basis: A-F

Prerequisite(s): Graduate Standing.

Registration Restriction(s): N/A

Lab Fees: No

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Detail the history of museums in the United States and their pivotal and continuing connection to anthropological practice.
2. Expose students to seeing museums as social institutions that reflect and reify cultural projections about the past, present, and future.
3. Define how museums function in the contemporary context, including an understanding of curation issues, legal frameworks, funding concerns, and engagement with multiple publics.
4. Explain techniques important for critically evaluating and developing museum exhibits.
5. Advise students through the varied stages of exhibit design and creation.

Defined Outcomes: The student will be able to:

1. Discuss the historical development of museums in relationship to developments within anthropology.
2. Elucidate the contemporary context of museums within an anthropological framework.
3. Detail key concerns and debates in museum practice.
4. Demonstrate skills and preparation necessary to stage a small-scale exhibit.

IV. Methods of Assessment

Students are expected to come prepared to discuss readings assigned each week and may in some weeks be asked to lead discussion. Students additionally write a series of short critical essays on readings and complete museum assignments, such as gallery reviews, for presentation in class. Graduate students are expected to take lead positions in developing a small exhibit at the Anchorage Museum or other museum arranged by the instructor.

IV. Course-Level Justification

Course requires that graduate students take a leading role either in exhibit preparation and design or in collections management, commensurate with graduate-level responsibilities and developing skills for professional employment.

V. Course Activities

The course will be taught in seminar format led by the instructor. Readings and discussion will be supplemented with behind-the-scenes tours of museum collections, gallery visits, occasional guest presentations, and work with museum collections. This course is generally taught off campus in a museum setting.

VII. Topical Course Outline

1. History of museums
 - a. Collecting culture and the rise of antiquarianism
 - b. Establishment of ethnological museums
 - c. Connections between museum collections and anthropological theory
 - d. History of anthropological and historical museums in the United States

2. Legal and ethical frameworks
 - a. Ethics of curation and display
 - b. Legal protocols for collections management
 - c. Repatriation
 - d. Relationships between museums and indigenous peoples
3. Exhibition
 - a. Controversies and debates in museum exhibits
 - b. Rules of exhibit design
 - c. Stages of exhibit production
4. Interpretation
 - a. Contemporary issues of cultural representation
 - b. Critical analysis of museum displays
 - c. Visitor surveys and polls
 - d. Incorporating public feedback into museum design
5. Collections management
 - a. Preservation and conservation of artifacts
 - b. Research in the museum context
6. Future of Museums
 - a. Financing museum exhibits
 - b. Issues in museum financing
 - c. Contemporary issues in museum management

VIII. Suggested Texts

Alexander, Edward

2007 *Museums in Motion: An Introduction to the History and Functions of Museums*. 2nd ed. Walnut Creek, CA: AltaMira.

Cooper, Karen Coody

2007 *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Walnut Creek, CA: Alta Mira.

Karp, Ivan, and Steven Lavine (eds.)

1991 *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press.

Weil, Stephen

2007 *Making Museums Matter*. Washington DC: Smithsonian Institution Press.

IX. Bibliography

Alexander, Edward

2007 *Museums in Motion: An Introduction to the History and Functions of Museums*. 2nd ed. Walnut Creek, CA: AltaMira.

- American Association of Museums
 1984 *Caring for Collections: Strategies for Conservation, Maintenance, and Documentation*. New York: American Association of Museums.
- Ames, Kenneth, Barbara Franco, and L. Thomas Frye
 1997 *Ideas and Images: Developing Interpretive History Exhibits*. Walnut Creek, CA: Alta Mira.
- Ames, Michael
 1992 *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Vancouver: UBC Press.
- Anderson, Gail (ed.)
 2004 *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, CA: AltaMira.
- Bennett, Tony
 1995 *The Birth of the Museum: History, Theory, Politics*. New York: Routledge.
- Boquet, Mary (ed.)
 2001 *Academic Anthropology and the Museum: Back to the Future*. New York: Berghahn Books
- Cabonell, Bettina (ed.)
 2003 *Museum Studies: An Anthology of Contexts*. New York: Wiley-Blackwell.
- Clifford, James
 1988 *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.
- Cole, Douglas
 1985 *Captured Heritage: The Scramble for Northwest Coast Artifacts*. Seattle: University of Washington Press.
- Cooper, Karen Coody
 2007 *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Walnut Creek, CA: Alta Mira.
- Crowell, Aron, Amy Steffian, Gordon Pullar (eds.)
 2001 *Looking Both Ways: Heritage and Identity of the Alutiiq People*. Fairbanks: University of Alaska Press.
- Dean, David
 1996 *Museum Exhibition: Theory and Practice*. New York: Routledge.

- Falk, John
2009 *Identity and the Museum Visitor Experience*. Walnut Creek, CA: Left Coast Press.
- Fitzhugh, William, and Aron Crowell
1988 *Crossroads of Continents: Cultures of Siberia and Alaska*. Washington, DC: Smithsonian Institution Press.
- Fitzhugh, William, and Chisato Dubreuil (eds.)
1999 *Ainu: Spirit of a Northern People*. Washington, DC: Smithsonian Institution Arctic Studies Center and University of Washington Press.
- Fitzhugh, William, and Susan Kaplan
1982 *Inua: Spirit World of the Bering Sea Eskimo*. Washington, DC: Smithsonian Institution Press.
- Genoways, Hugh
2003 *Museum Administration: An Introduction*. Walnut Creek, CA: Alta Mira.
- Genoways, Hugh, and Mary Anne Andrei (eds.)
2008 *Museum Origins: Readings in Early Museum History and Philosophy*. Walnut Creek, CA: Left Coast Press.
- Greenfield, Jeanette
1996 *The Return of Cultural Treasures*. 2nd ed. Cambridge: Cambridge University Press.
- Karp, Ivan (ed.)
1992 *Museums and Communities: The Politics of Public Culture*. Washington, DC: Smithsonian Institution Press.
- Karp, Ivan, and Steven Lavine (eds.)
1991 *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press.
- Kirshenblatt-Gimblett, Barbara
1998 *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: University of California Press.
- Kreps, Christina
2003 *Liberating Culture: Cross-Cultural Perspectives on Museums, Curation, and Heritage*. New York: Routledge.
- Leon, Warren and Roy Rosenzweig (eds.)
1989 *History Museums in the United States: A Critical Assessment*. Urbana: University of Illinois Press.

- Linenthal, Edward
2001 *Preserving Memory: The Struggle to Create America's Holocaust Museum*. New York: Columbia University Press.
- Lonetree, Amy, and Amanda J. Cobb-Greetham (eds.)
2008 *The National Museum of the American Indian: Critical Conversations*. Lincoln: University of Nebraska Press.
- Macdonald, Sharon (ed.)
2006 *A Companion to Museum Studies*. New York: Blackwell.
- Malaro, Marie
1998 *A Legal Primer on Managing Museum Collections*. 2nd ed. Washington, DC: Smithsonian Institution Press.
- Messenger, Phyllis Mauch
1999 *The Ethics of Collecting Cultural Property: Whose Property? Whose Culture?* 2nd ed. Albuquerque: University of New Mexico Press.
- Meyer, Carter Jones, and Diane Royer (eds.)
2001 *Selling the Indian: Commercializing and Appropriating American Indian Cultures*. Tucson: University of Arizona Press.
- Parker, Patricia
1990 *Keepers of the Treasures: Protecting Historic Properties and Cultural Traditions on Indian Lands*. Washington DC: US National Park Service.
- Pearce, Susan
1992 *Museums, Objects, and Collections: A Cultural Study*. Washington DC: Smithsonian Institution Press.
- Schlereth, Thomas (ed.)
1982 *Material Culture Studies in America*. Nashville: American Association for State and Local History Press.
- Serrell, Beverly
1996 *Exhibit Labels: An Interpretive Approach*. Walnut Creek, CA: AltaMira.
- Serrell, Beverly
2006 *Judging Exhibitions: A Framework for Assessing Excellence*. Walnut Creek, CA: Left Coast Press.
- Sleeper-Smith, Susan (ed.)
2009 *Contesting Knowledge: Museums and Indigenous Perspectives*. Lincoln: University of Nebraska Press.

Stocking, George (ed.)

1985 *Objects and Others: Essays on Museums and Material Culture*. Madison: University of Wisconsin Press.

Thomas, Nicholas

1991 *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Cambridge, MA: Harvard University Press.

Weil, Stephen

2007 *Making Museums Matter*. Washington DC: Smithsonian Institution Press.

MUSEUM STUDIES IN ANTHROPOLOGY
ANTH A481
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation 11/20/2009

II. Course Information

College: College of Arts and Sciences

Course Subject: ANTH

Course Number: A481

Credits: 3.0

Contact Hours: 3 + 0

Course Program/Title: Museum Studies in Anthropology

Course Description: History and practice of anthropology in museums. Anthropological and metaphysical dimensions of museums and material culture; the history of ethnographic collecting and research (particularly in North America); critical theory and practice of exhibitions and cultural representation; repatriation and indigenous museums in historical context.

Grading Basis: A-F

Prerequisite(s): ANTH A202 or ANTH A205 or ANTH A211

Registration Restriction(s): N/A

Lab Fees: No

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Detail the history of museums in the United States and their pivotal and continuing connection to anthropological practice.
2. Expose students to seeing museums as social institutions that reflect and reify cultural projections about the past, present, and future.

3. Define how museums function in the contemporary context, including an understanding of curation issues, legal frameworks, funding concerns, and engagement with multiple publics.
4. Explain techniques important for critically evaluating and developing museum exhibits.
5. Advise students through the varied stages of exhibit design and creation.

Defined Outcomes: The student will be able to:

1. Discuss the historical development of museums in relationship to developments within anthropology.
2. Elucidate the contemporary context of museums within an anthropological framework.
3. Detail key concerns and debates in museum practice.
4. Demonstrate the skills and preparation necessary to staging a small-scale exhibit.

IV. Methods of Assessment

Discussion of assigned weekly readings (students may in some weeks be asked to lead discussions); critical essays on readings; museum assignments, such as gallery reviews, for presentation in class. Students are expected to work interdependently on tasks necessary for the development of a small exhibit at the Anchorage Museum or other museum arranged by the instructor.

V. Course-Level Justification

Course requires that students have a sound understanding of anthropological concepts and theories taught in lower division classes.

VI. Course Activities

The course will be taught in seminar format led by the instructor. Readings and discussion will be supplemented with behind-the-scenes tours of museum collections, gallery visits, occasional guest presentations, and work with collections. This course is generally taught off campus in a museum setting.

VII. Topical Course Outline

1. History of museums
 - a. Collecting culture and the rise of antiquarianism
 - b. Establishment of ethnological museums
 - c. Connections between museum collections and anthropological theory
 - d. History of anthropological and historical museums in the United States
2. Legal and ethical frameworks
 - a. Ethics of curation and display
 - b. Legal protocols for collections management
 - c. Repatriation
 - d. Relationships between museums and indigenous peoples

3. Exhibition
 - a. Controversies and debates in museum exhibits
 - b. Rules of exhibit design
 - c. Stages of exhibit production
4. Interpretation
 - a. Contemporary issues of cultural representation
 - b. Critical analysis of museum displays
 - c. Visitor surveys and polls
 - d. Incorporating public feedback into museum design
5. Collections management
 - a. Preservation and conservation of artifacts
 - b. Research in the museum context
6. Future of Museums
 - a. Financing museum exhibits
 - b. Issues in museum financing
 - c. Contemporary issues in museum management

VIII. Suggested Texts

Alexander, Edward

2007 *Museums in Motion: An Introduction to the History and Functions of Museums*. 2nd ed. Walnut Creek, CA: AltaMira.

Cooper, Karen Coody

2007 *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Walnut Creek, CA: Alta Mira.

Karp, Ivan, and Steven Lavine (eds.)

1991 *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press.

Weil, Stephen

2007 *Making Museums Matter*. Washington DC: Smithsonian Institution Press.

IX. Bibliography

Alexander, Edward

2007 *Museums in Motion: An Introduction to the History and Functions of Museums*. 2nd ed. Walnut Creek, CA: AltaMira.

American Association of Museums

1984 *Caring for Collections: Strategies for Conservation, Maintenance, and Documentation*. New York: American Association of Museums.

- Ames, Kenneth, Barbara Franco, and L. Thomas Frye
 1997 *Ideas and Images: Developing Interpretive History Exhibits*. Walnut Creek, CA: Alta Mira.
- Ames, Michael
 1992 *Cannibal Tours and Glass Boxes: The Anthropology of Museums*. Vancouver: UBC Press.
- Anderson, Gail (ed.)
 2004 *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, CA: AltaMira.
- Bennett, Tony
 1995 *The Birth of the Museum: History, Theory, Politics*. New York: Routledge.
- Boquet, Mary (ed.)
 2001 *Academic Anthropology and the Museum: Back to the Future*. New York: Berghahn Books
- Cabonell, Bettina (ed.)
 2003 *Museum Studies: An Anthology of Contexts*. New York: Wiley-Blackwell.
- Clifford, James
 1988 *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.
- Cole, Douglas
 1985 *Captured Heritage: The Scramble for Northwest Coast Artifacts*. Seattle: University of Washington Press.
- Cooper, Karen Coody
 2007 *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Walnut Creek, CA: Alta Mira.
- Crowell, Aron, Amy Steffian, Gordon Pullar (eds.)
 2001 *Looking Both Ways: Heritage and Identity of the Alutiiq People*. Fairbanks: University of Alaska Press.
- Dean, David
 1996 *Museum Exhibition: Theory and Practice*. New York: Routledge.
- Falk, John
 2009 *Identity and the Museum Visitor Experience*. Walnut Creek, CA: Left Coast Press.

- Fitzhugh, William, and Aron Crowell
 1988 *Crossroads of Continents: Cultures of Siberia and Alaska*. Washington, DC: Smithsonian Institution Press.
- Fitzhugh, William, and Chisato Dubreuil (eds.)
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 1982 *Inua: Spirit World of the Bering Sea Eskimo*. Washington, DC: Smithsonian Institution Press.
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- Greenfield, Jeanette
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 1992 *Museums and Communities: The Politics of Public Culture*. Washington, DC: Smithsonian Institution Press.
- Karp, Ivan, and Steven Lavine (eds.)
 1991 *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press.
- Kirshenblatt-Gimblett, Barbara
 1998 *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: University of California Press.
- Kreps, Christina
 2003 *Liberating Culture: Cross-Cultural Perspectives on Museums, Curation, and Heritage*. New York: Routledge.
- Leon, Warren and Roy Rosenzweig (eds.)
 1989 *History Museums in the United States: A Critical Assessment*. Urbana: University of Illinois Press.
- Linenthal, Edward
 2001 *Preserving Memory: The Struggle to Create America's Holocaust Museum*. New York: Columbia University Press.

- Lonetree, Amy, and Amanda J. Cobb-Greetham (eds.)
2008 *The National Museum of the American Indian: Critical Conversations*.
Lincoln: University of Nebraska Press.
- Macdonald, Sharon (ed.)
2006 *A Companion to Museum Studies*. New York: Blackwell.
- Malaro, Marie
1998 *A Legal Primer on Managing Museum Collections*. 2nd ed. Washington,
DC: Smithsonian Institution Press.
- Messenger, Phyllis Mauch
1999 *The Ethics of Collecting Cultural Property: Whose Property? Whose
Culture?* 2nd ed. Albuquerque: University of New Mexico Press.
- Meyer, Carter Jones, and Diane Royer (eds.)
2001 *Selling the Indian: Commercializing and Appropriating American Indian
Cultures*. Tucson: University of Arizona Press.
- Parker, Patricia
1990 *Keepers of the Treasures: Protecting Historic Properties and Cultural
Traditions on Indian Lands*. Washington DC: US National Park Service.
- Pearce, Susan
1992 *Museums, Objects, and Collections: A Cultural Study*. Washington DC:
Smithsonian Institution Press.
- Schlereth, Thomas (ed.)
1982 *Material Culture Studies in America*. Nashville: American Association for
State and Local History Press.
- Serrell, Beverly
1996 *Exhibit Labels: An Interpretive Approach*. Walnut Creek, CA: AltaMira.
- Serrell, Beverly
2006 *Judging Exhibitions: A Framework for Assessing Excellence*. Walnut
Creek, CA: Left Coast Press.
- Sleeper-Smith, Susan (ed.)
2009 *Contesting Knowledge: Museums and Indigenous Perspectives*. Lincoln:
University of Nebraska Press.
- Stocking, George (ed.)
1985 *Objects and Others: Essays on Museums and Material Culture*. Madison:
University of Wisconsin Press.

Thomas, Nicholas

1991 *Entangled Objects: Exchange, Material Culture, and Colonialism in the Pacific*. Cambridge, MA: Harvard University Press.

Weil, Stephen

2007 *Making Museums Matter*. Washington DC: Smithsonian Institution Press.

GRADUATE SEMINAR IN ANTHROPOLOGY
ANTH A692
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation 11/20/2009

II. Course Information

College: College of Arts and Sciences

Course Subject: ANTH

Course Number: A692

Credits: 3.0

Contact Hours: 3 + 0

Course Program/Title: Graduate Seminar in Anthropology

Course Description: Examination of advanced concepts, theory, and/or methodology in one of the four subfields of anthropology.

Grading Basis: A-F

Prerequisite(s): Graduate standing in Anthropology

Registration Restriction(s): N/A

Lab Fees: No

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

Support and develop a program of independent research by graduate students, through a combination of fieldwork, laboratory research, literature review, and anthropological writing.

Defined Outcomes: The student will be able to:

Produce an MA thesis at the conclusion of the course, which must be defended before faculty and students and approved by a graduate committee.

IV. Methods of Assessment

Quality of thesis research based on whether the research is primarily quantitative, qualitative, or a combination of both, as demonstrated in periodic meetings with thesis chair, comparing task accomplishments with written task assignments agreed to (even suggested by) the student.

V. Course-Level Justification

Course represents the culmination of graduate study for all students undertaking the MA program.

VI. Course Activities

Vary according to research topic.

VII. Topical Course Outline

Varies according to research topic.

VIII. Suggested Texts

Vary according to research topic.

IX. Bibliography

Varies according to research topic.

ANTHROPOLOGY PRACTICUM
ANTH A695
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation February 2010

II: Course Information

| | |
|----------------------------------|---|
| College: | College of Arts and Sciences |
| Course Subject: | ANTH |
| Course Number: | A695 |
| Credits: | 3.0 |
| Contact Hours: | 3 + 0 |
| Course Description: | Anthropology Practicum in the public or private sector. Emphasis on the application of anthropological skills under the supervision of a professional anthropologist. Special note: the ANTH A615 prerequisite is designated for the Applied Cultural track in the Anthropology MA Program, while the ANTH A675 prerequisite is designated for the Applied Archaeology (Cultural Resource Management) track in the Anthropology MA Program. |
| Grading Basis: | A-F |
| Prerequisite(s)/co-requisite(s): | ANTH A615 or ANTH A675, may be taken concurrently |
| Registration Restriction(s): | Graduate standing |
| Lab Fees: | No |

III. Instructional Goals and Student Outcomes

The Instructor will:

- Work with the agency mentor to establish an appropriate workload and project for the student
- Evaluate the journal and presentation

The student will be able to:

- Develop specific skills related to their employment and will be able to relate those skills to other possible job positions
- Describe and successfully complete assigned tasks
- Produce specific products desired by the employer
- Summarize skills learned from the practicum work

IV. Course Activities:

This is a practicum course. Activities will vary depending on the agency or mentor with whom the student is working.

V. Methods of Assessment

Students will demonstrate their understanding of agency work and procedures through:

- a journal of activities that will be reviewed by the faculty coordinator;
- a short paper summarizing activities;
- copies of products of the activities whenever feasible;

Students will work under the supervision of agency or other professional anthropologists to develop an understanding of the work requirements, tasks and environment of professional anthropological employment. Agency mentors will evaluate the abilities of the student and this evaluation will be submitted to the faculty coordinator to be considered as a part of the overall assessment of the student.

VI. Course-Level Justification

Students are expected to have a substantial background in anthropological concepts and graduate standing.

VII. Course Outline

Content and tasks will be based on agency needs and setting.

VIII. Suggested Text

There are no suggested texts. Materials appropriate to the needs of specific agencies will be used in this course.

IX Bibliography:

Materials appropriate to the needs of specific agencies will be used in this course.

THESIS RESEARCH
ANTH A699
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Date of Initiation 11/20/2009

II. Course Information

College: College of Arts and Sciences

Course Subject: ANTH

Course Number: A699

Credits: 1.0-6.0

Contact Hours: 0 + 3-18

Course Program/Title: Thesis Research

Course Description: Independent research conducted under the supervision of a student's graduate committee. Special Note: Students may enroll for variable credit, but a total of 6 credits are required for graduation. Offered Fall and Spring semesters.

Grading Basis: P-NP

Prerequisite(s): None

Registration Restriction(s): Candidacy Status and permission of thesis chair.

Lab Fees: No

III. Instructional Goals and Student Outcomes

Instructional Goals: The instructor will:

1. Support and develop a program of independent research by graduate students, through a combination of fieldwork, laboratory research, literature review, and anthropological writing.
2. Communicate with the student on a regular, mutually arranged basis to discuss thesis research.

Defined Outcomes: The student will be able to:

1. Demonstrate their ability to develop a research question on an anthropological topic and to pursue its investigation.
2. Produce an MA thesis at the conclusion of the course, which must be defended before faculty and students and approved by a graduate committee.

IV. Methods of Assessment

Quality of thesis research based on whether the research is primarily quantitative, qualitative, or a combination of both, as demonstrated in periodic meetings with thesis chair, comparing task accomplishments with written task assignments.

V. Course-Level Justification

Course represents the culmination of graduate study for all students undertaking the MA program.

VI. Course Activities

Vary according to research topic.

VII. Topical Course Outline

Varies according to research topic.

VIII. Suggested Texts

Vary according to research topic.

IX. Bibliography

Varies according to research topic.

Course Content Guide
University of Alaska Anchorage
School of Nursing
Bachelors of Science Program

I. Date Initiated: Spring 2010

II. Information for the Course Action Request

College/School: HW CHSW
 Department: NUR
 Course Title: Transcultural Nursing
 Subject/Number: NS A623
 Credits & Contact: 3 (3+0)
 Grading Basis: A-F
 Course Description: Analyzes socio-cultural factors that influence health, illness, and health-related behaviors, including cultural beliefs, values, and lifestyles. Explores the historical development of the major non-western and western health systems with implications for nursing practice. Places health-related behaviors within a cultural context and applies the models and research findings to culturally sensitive approaches to clients and families seeking professional nursing care. Special Note: Students may take NS A423 or NS A623 for credit, but not both
 Course Prerequisite: NA
 Co-requisite(s): NA
 Registration Restrictions: RN Licensure in State of Alaska or instructor permission
 Course Fees: Yes

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

| | |
|----|---|
| 1. | Review principles/theories related to transcultural issues in nursing care, including culturally competent care |
| 2. | Guide students in the application of concepts related to transcultural nursing and its application to clients and families as it relates to cultural beliefs and health practices |
| 3. | Guide the students in the development of cultural competence in order to influence the provision and quality of health care |
| 4. | Reflect on various ethnic, religious and cultural groups and their health care beliefs and practices |

B. Student Outcomes/Assessment Procedures

| | Student Outcomes | Assessment/Evaluation Methods |
|----|----------------------------------|--------------------------------------|
| | The student will be able to: | |
| 1. | Analyze the impact of biological | Exams, Transcultural Assessment, |

| | | |
|-----|---|--|
| | differences on health & illness | Transcultural Analysis Paper, Discussion Board |
| | Student Outcomes The student will be able to: | Assessment/Evaluation Methods |
| 2 | Examine historical and contemporary issues and trends in transcultural nursing | Exams, Transcultural Topic Paper, Discussion Board, Cultural Genogram and self-assessment |
| 3. | Compare theoretical models of transcultural nursing to nursing practice | Exams, , Theoretical model comparison Paper, Discussion Board |
| 4. | Relate evidenced-based strategies for providing culturally competent nursing care when differences exist in health beliefs and health practices | Exams, Transcultural Topic Paper, Discussion Board |
| 5 | Integrate an ethical decision-making framework in providing culturally congruent care that incorporates moral concepts, professional ethics, and law, and respects diverse values and beliefs | Exams, Ethical decision making exerciser, Discussion Board |
| 6. | Analyze ways in which culture influences health practices across the lifespan | Exams, Discussion boards, Cultural Genogram and self-assessment |
| 7. | Evaluate the effects of integrating traditional and complementary health care practices | Exams, Discussion boards, Transcultural Assessment, Transcultural Topic Paper |
| 8. | Examine cultural factors that affect clinical decision making, nursing actions, and evaluation | Exams, Discussion boards, Transcultural Assessment, Transcultural Topic Paper |
| 9. | Evaluate the effects of cultural competency on organizational culture | Exams, Discussion boards |
| 10. | Describe areas of transcultural nursing research and evidence-based nursing practice | Literature search & annotated bibliography, write research questions for potential research projects |

IV. Course Level Justification

This graduate course requires students to use knowledge from pre-requisite courses and/or professional experience in applying models and research findings to individuals and families with regard to transcultural issues, including health care beliefs and evidence-based practices, and physiological and cultural issues related to ethnicity, religion, or nationality of origin.

V. Course Outline

1. Historical and Theoretical Foundations of Transcultural Nursing
 - 1.1 Theoretical foundations of transcultural nursing, including models of care

- 1.2 Culturally competent nursing care
- 1.3 Influence of cultural and health belief Systems on health care practices
- 1.4 Cultural competence in nursing assessment
- 1.5 Culture and health

2. Transcultural Nursing Across the Lifespan
 - 2.1 Transcultural perspectives in childbearing
 - 2.2 Transcultural perspectives in the care of children
 - 2.3 Transcultural perspectives in the nursing care of adults
 - 2.4 Transcultural perspectives in the care of older adults

3. Nursing in Multicultural Health Care Settings
 - 3.1 Creating culturally competent organization
 - 3.2 Cultural diversity in the health care workforce

4. Issues in Transcultural Nursing
 - 4.1 Transcultural aspects of pain
 - 4.2 Religion, culture, and nursing
 - 4.3 Cultural competence in ethical decision making
 - 4.4 International nursing
 - 4.5 Research in transcultural nursing

VI. Suggested Text(s)

Andrews, M., & Boyle, J. (2008). *Transcultural concepts in nursing care* (5th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

D'Avanzo, C. (2008). *Mosby's pocket guide series: Cultural health assessment* (4th ed.). St. Louis, MO: Mosby.

VII. Bibliography

Bougere, M. (2008) Culture, grief and bereavement: Applications for clinical practice. *Minority Nurse*, Winter: 26-9.

Campesino, M. (2007). Beyond transculturalism: Critiques of cultural education in nursing. *Journal of Nursing Education* 47(7), 298-304.

Davidhizar, R., & Giger, J. (2008). Understanding ethnopharmacology: Implications for cultural relativism. *Journal of National Black Nurses' Association* 19(1): 63-68.

Dreher, M., Shapiro, D., & Asselin, M. (2006). *Healthy places healthy people: A handbook for culturally competent community nursing practice*. Indianapolis, IN: Sigma Theta Tau, International.

Ferguson, V. (1999). *Case studies in cultural diversity: A workbook*. Sudbury, MA: Jones and Barlett.

- Giger, J., & Davidhizar, R. (2008). *Transcultural nursing: Assessment and intervention* (5thed.). St. Louis, MO: Mosby.
- Kelley, M., & Fitzsimons, V. (2000). *Understanding cultural diversity: Culture, curriculum, and community in nursing*. Sudbury, MA: Jones and Bartlett.
- Leininger, M., & McFarland, M. (2002). *Transcultural nursing: Concepts, theories, research & practice* (3rded.). New York, NY: McGraw-Hill.
- Muñoz, C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2nd ed.). Clifton Park, NY: Delmar Learning.
- Purnell, L. (2005). *Guide to culturally competent health care* (2nd ed.). Philadelphia, PA: F.A. Davis.
- Spector, R. (2009). *Cultural Diversity in Health and Illness* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- St. Hill, P., Lipson, J., & Meleis, A. (2003). *Caring for women cross-culturally*. Philadelphia, PA: F.A. Davis.
- Torsvik, M., & Hedlund, M. (2008). Cultural encounters in reflective dialogue about nursing care: A qualitative study. *Journal of Advanced Nursing* 63(4), 389-96.
- Yogerst, L. (2008). Cultivating a transcultural spirit of nursing practice. *Nursingmatters*, 19(11), 5, 10.

**Course Content Guide
University of Alaska Anchorage
School of Nursing
Bachelors of Science Program**

I. Date Initiated: Spring 2010

II. Information for the Course Action Request

College/School: HW CHSW
 Department: NUR
 Course Title: Transcultural Nursing
 Subject/Number: NS A423
 Credits & Contact Hours: 3.0 (3+0)
 Grading Basis: A-F
 Course Description: Examines socio-cultural factors that influence health, illness, and health-related behaviors, including cultural beliefs, values, and lifestyles. Explores the historical development of the major non-western and western health systems with implications for nursing practice. Places health-related behaviors within a cultural context and applies the elements of a culturally sensitive approach to clients seeking professional nursing care services. Special Note: Students may take NS A423 or NS A623 for credit, but not both
 Course Prerequisite: Grade of C or better in NS A315 and P in NS A315L
 Co-requisite(s): NA
 Registration Restrictions: RN license to practice in the State of Alaska, enrolled in baccalaureate program or instructor permission
 Course Fee: Yes

III. Instructional Goals, Student Outcomes, and Assessment Procedures

A. Instructional Goals

The instructor will:

| | |
|----|--|
| 1. | Review and reflect on the principles/theories related to transcultural issues in nursing care, including culturally competent care |
| 2. | Guide the students through the application of the concepts related to transcultural nursing and its application to clients and families as it relates to cultural beliefs and health practices |
| 3. | Guide the students in the development of cultural competence in order to influence the provision and quality of health care |
| 4. | Reflect on various ethnic, religious and cultural groups and their health care beliefs and practices |

B. Student Outcomes/Assessment Procedures

| | Student Outcomes | Assessment/Evaluation Methods |
|--|------------------------------|-------------------------------|
| | The student will be able to: | |

| | | |
|----|---|--|
| 1. | Describe the impact of biological differences on health & illness | Exams, Transcultural Assessment, Transcultural Topic Paper, Discussion Board |
|----|---|--|

| | Student Outcomes The student will be able to: | Assessment/Evaluation Methods |
|----|---|---|
| 2. | Examine historical and contemporary issues and trends in transcultural nursing | Exams, Transcultural Assessment, Transcultural Topic Paper, Discussion Board, Cultural genogram and self-assessment |
| 3. | Apply theoretical models of transcultural nursing to nursing practice | Exams, Transcultural Assessment, Transcultural Topic Paper, Discussion Board |
| 4. | Relate strategies for providing culturally competent nursing care when differences exist in health beliefs and health practices | Exams, Transcultural Assessment, Transcultural Topic Paper, Discussion Board |
| 5. | Integrate an ethical decision-making framework in providing culturally congruent care that incorporates moral concepts, professional ethics, and law, and respects diverse values and beliefs | Exams, Ethical decision making exercise, Discussion Board |
| 6. | Describe ways in which culture influences health practices across the lifespan | Exams, Discussion boards, Cultural genogram and self-assessment |
| 7. | Evaluate the effects of integrating traditional and complementary health care practices | Exams, Discussion boards, Transcultural Topic Paper |
| 8. | Examine cultural factors that affect clinical decision making, nursing actions, and evaluation | Exams, Discussion boards, Transcultural Assessment, Transcultural Topic Paper |
| 9. | Examine the effects of cultural competency on organizational culture | Exams, Discussion boards |

IV. Course Level Justification

This course requires students to apply knowledge from pre-requisite courses to individuals and families with regard to transcultural issues, including health care beliefs and practices, and physiological and cultural issues related to ethnicity, religion, or nationality of origin.

V. Course Outline

1. Historical and Theoretical Foundations of Transcultural Nursing
 - 1.1 Theoretical foundations of transcultural nursing
 - 1.2 Culturally competent nursing care
 - 1.3 Influence of cultural and health belief systems on health care practices
 - 1.4 Cultural competence in nursing assessment
 - 1.5 Culture and health

2. Transcultural Nursing Across the Lifespan
 - 2.1 Transcultural perspectives in childbearing
 - 2.2 Transcultural perspectives in the care of children
 - 2.3 Transcultural perspectives in the nursing care of adults
 - 2.4 Transcultural perspectives in the care of older adults
3. Nursing in Multicultural Health Care Settings
 - 3.1 Creating culturally competent organization
 - 3.2 Cultural diversity in the health care workforce
4. Issues in Transcultural Nursing
 - 4.1 Transcultural aspects of pain
 - 4.2 Religion, culture, and nursing
 - 4.3 Cultural competence in ethical decision making
 - 4.4 International nursing
 - 4.5 Research in transcultural nursing

VI. Suggested Text(s)

Andrews, M., & Boyle, J. (2008). *Transcultural concepts in nursing care* (5th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

D'Avanzo, C. (2008). *Mosby's pocket guide series: Cultural health assessment* (4th ed.). St. Louis, MO: Mosby.

VII. Bibliography

Bougere, M. (2008) Culture, grief and bereavement: Applications for clinical practice. *Minority Nurse*, Winter: 26-9.

Campesino, M. (2007). Beyond transculturalism: Critiques of cultural education in nursing. *Journal of Nursing Education* 47(7), 298-304.

Davidhizar, R., & Giger, J. (2008). Understanding ethnopharmacology: Implications for cultural relativism. *Journal of National Black Nurses' Association* 19(1): 63-68.

Dreher, M., Shapiro, D., & Asselin, M. (2006). *Healthy places healthy people: A handbook for culturally competent community nursing practice*. Indianapolis, IN: Sigma Theta Tau, International.

Ferguson, V. (1999). *Case studies in cultural diversity: A workbook*. Sudbury, MA: Jones and Barlett.

Giger, J., & Davidhizar, R. (2008). *Transcultural nursing: Assessment and intervention* (5th ed.). St. Louis, MO: Mosby.

- Kelley, M., & Fitzsimons, V. (2000). *Understanding cultural diversity: Culture, curriculum, and community in nursing*. Sudbury, MA: Jones and Bartlett.
- Leininger, M., & McFarland, M. (2002). *Transcultural nursing: Concepts, theories, research & practice* (3rd ed.). New York, NY: McGraw-Hill.
- Muñoz, C., & Luckmann, J. (2005). *Transcultural communication in nursing* (2nd ed.). Clifton Park, NY: Delmar Learning.
- Purnell, L. (2005). *Guide to culturally competent health care* (2nd ed.). Philadelphia, PA: F.A. Davis.
- Spector, R. (2009). *Cultural Diversity in Health and Illness* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- St. Hill, P., Lipson, J., & Meleis, A. (2003). *Caring for women cross-culturally*. Philadelphia, PA: F.A. Davis.
- Torsvik, M., & Hedlund, M. (2008). Cultural encounters in reflective dialogue about nursing care: A qualitative study. *Journal of Advanced Nursing* 63(4), 389-96.
- Yogerst, L. (2008). Cultivating a transcultural spirit of nursing practice. *Nursingmatters*, 19(11), 5, 10.



Course Action Request

University of Alaska Anchorage

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

| | | | | | |
|--|--------------------------|--|---|--|--|
| 1a. School or College EN SOENGR | | 1b. Division No Division Code | | 1c. Department Civil Engineering | |
| 2. Course Prefix CE | 3. Course Number A631 | 4. Previous Course Prefix & Number CE A631 | 5a. Credits/CEUs 3.0 CR | 5b. Contact Hours (Lecture + Lab) (3+0) | |
| 6. Complete Course Title Structural Finite Elements <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 type="checkbox"/> Add or <input checked="" type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> | | | 9. Repeat Status No # of Repeats Max Credits | | |
| <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 checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify) | | | 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: Spring/2011 To: 99/9999 | | |
| | | | 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. 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 . | | | | | |
| <i>Impacted Program/Course</i> | | <i>Catalog Page(s) Impacted</i> | <i>Date of Coordination</i> | <i>Chair/Coordinator Contacted</i> | |
| 1. Civil Engineering, MS | | 341 | | Thomas Ravens | |
| 2. Civil Engineering, BS | | | | | |
| 3. | | | | | |
| Initiator Name (typed): <u>He Liu</u> Initiator Signed Initials: _____ Date: _____ | | | | | |
| 13b. Coordination Email Date: <u>afhl@uaa.alaska.edu</u> submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu) | | | 13c. Coordination with Library Liaison Date: <u>Sept. 2010</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 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>) The course will briefly review matrix algebra. Fundamental equations for different finite elements as well as computer modeling of engineering structures using these elements will be examined. Basic finite elements for truss, beam, frame and triangular plane elements will be discussed in detail using the Finite Element analysis. Computational work by means of Finite Element software and computed results is critically examined in class. | | | | | |
| 16a. Course Prerequisite(s) (<i>list prefix and number</i>) CE A431 with a grade of C or better | | 16b. Test Score(s) | | 16c. Co-requisite(s) (<i>concurrent enrollment required</i>) | |
| 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 \$25 | | 18. <input type="checkbox"/> Mark if course is a selected topic course | | | |
| 19. Justification for Action it is a graduate course and also an elective course for Bachelor in Science in Civil Engineering. | | | | | |
| Initiator (faculty only) _____ Date _____ | | <input type="checkbox"/> Approved _____ | | <input type="checkbox"/> Disapproved _____ Dean/Director of School/College _____ Date _____ | |
| Initiator (TYPE NAME) | | <input type="checkbox"/> Approved _____ | | <input type="checkbox"/> Disapproved _____ Undergraduate/Graduate Academic Board Chairperson _____ Date _____ | |
| <input type="checkbox"/> Disapproved _____ Department Chairperson _____ Date _____ | | <input type="checkbox"/> Approved _____ | | <input type="checkbox"/> Disapproved _____ Provost or Designee _____ Date _____ | |
| <input type="checkbox"/> Approved _____ | | <input type="checkbox"/> Approved _____ | | <input type="checkbox"/> Disapproved _____ | |
| <input type="checkbox"/> Disapproved _____ Curriculum Committee Chairperson _____ Date _____ | | <input type="checkbox"/> Disapproved _____ | | <input type="checkbox"/> Disapproved _____ | |

**UNIVERSITY OF ALASKA ANCHORAGE
SCHOOL OF ENGINEERING**

COURSE CONTENT GUIDE

DATE: 9/27/2010

Department: Civil Engineering

Course Prefix, Number, and Title: CE A631 Structural Finite Elements

I. Course description

The course will briefly review matrix algebra. Fundamental equations for different finite elements as well as computer modeling of engineering structures using these elements will be examined. Basic finite elements for truss, beam, frame, 2D plane, plate and 3D elements will be discussed in detail. Computational work is required by means of finite element analysis (FEA) software and computed results are critically examined in class.

II. Course Design

A. Fundamental intent: Designed as a graduate course for Master students and technical elective for undergraduate students majoring in Civil Engineering.

B. Number of Semester Credits: Three (3).

C. Course Schedule: Standard fifteen (15) week semester.

D. Lectures Hours/week: Three (3).

E. Laboratory Hours/week: None (0).

F. Total time of work expected outside of class: Nine (9) hours per week.

G. Programs that require this course: Graduate course for Master and technical elective for Bachelor of Science in Civil Engineering.

H. Grading: A – F.

I. Coordination with affected units: Faculty list serve. Only the Department of Civil Engineering is affected.

J. Justification for Action: Elective course for the Bachelor in Science in Civil Engineering.

K. Prerequisite: CE A431 with grade of C or better.

L. Registration Restrictions:

III. Course level justification

- A. The course will involve application of engineering and scientific knowledge and skills typical of graduate/undergraduate engineering students.
- B. Lectures and required reading will include advanced scientific and engineering topics that require for correct interpretation a background in math and science equivalent to that of master/bachelor degree programs in engineering.
- C. The primary context of the course will be discussion and interaction among professional peers on advanced topics, with the basic assumption that students are accustomed to this level of interaction.
- D. Significant responsibility for independent critical thinking, efficient learning habits, and interpretation of technical information will fall on the student, at a level commonly associated with graduate/undergraduate education.

IV. Course Outline

A. Introduction

- 1. Brief History
- 2. Introduction to Matrix Notation
- 3. Role of the Computer
- 4. General Steps of the Finite Element Method
- 5. Applications of the Finite Element Method
- 6. Advantages of the Finite Element Method
- 7. Computer Programs for the Finite Element Method

B. Introduction to the Stiffness (Displacement) Method

- 1. Definition of the Stiffness Matrix
- 2. Derivation of the Stiffness Matrix for a Spring Element
- 3. Example of a Spring Assemblage
- 4. Assembling the Total Stiffness Matrix by Superposition
- 5. Boundary Conditions
- 6. Potential Energy Approach to Derive Spring Element Equations

C. Development of Truss Equations

- 1. Derivation of the Stiffness Matrix for a Bar Element
- 2. Selecting Approximation Functions for Displacements
- 3. Transformation of Vectors in Two Dimensions
- 4. Global Stiffness Matrix
- 5. Computation of Stress for a Bar in the x-y Plane
- 6. Solution of a Plane Truss

7. Transformation Matrix and Stiffness Matrix for a Bar in Three-Dimensional Space
8. Use of Symmetry in Structure
9. Inclined, or Skewed Supports
10. Potential Energy Approach to Derive Bar Element Equations
11. Comparison of Finite Element Solution to Exact Solution for Bar
12. Galerkin's Residual Method and Its Use to Derive the One-Dimensional Bar Element Equations

D. Development of Beam Equations

1. Beam Stiffness
2. Example of Assemblage of Beam Stiffness Matrices
3. Example of Beam Analysis Using the Direct Stiffness Method
4. Distributed Loading
5. Comparison of the Finite Element Solution to the Exact Solution for a Bar
6. Beam Element with Nodal Hinge
7. Potential Energy Approach to Derive Beam Element Equations
8. Galerkin's Method for Derive Beam Element Equations

E. Frame and Grid Equations

1. Two-Dimensional Arbitrarily Oriented Beam Element
2. Rigid Plane Frame Examples
3. Inclined or Skewed Supports-Frame Element
4. Grid Equations
5. Beam Element Arbitrarily Oriented in Space
6. Concept of Substructure Analysis

F. Development of the Plane Stress and Plane Stiffness Equations

1. Basic Concepts of Plane Stress and Plane Strain
2. Derivation of the Constant-Strain Triangular Element Stiffness Matrix and Equations
3. Treatment of Body and Surface Forces
4. Explicit Expression for the Constant-Strain Triangle Stiffness Matrix
5. Finite Element Solution of a Plane Stress Problem

G. Practical Considerations in Modeling; Interpreting Results; and Examples of Plane Stress/Strain Analysis

1. Finite Element Modeling
2. Equilibrium and Compatibility of Finite Element Results
3. Convergence of Solution
4. Static Condensation
5. Flowchart for the Solution of Plane Stress/Strain Problems

H. Axisymmetric Elements

1. Derivation of the Stiffness Matrix
2. Solution of an Axisymmetric Pressure Vessel

3. Applications of Axisymmetric Elements

I. Three-Dimensional Stress Analysis

1. Three-Dimensional Stress and Strain
2. Tetrahedral Element
3. Isoparametric Formulation

J. Plate Bending Element

1. Basic Concepts of Plate Bending
2. Derivation of a Plate Bending Element Stiffness Matrix
3. Some Plate Element Numerical Comparisons
4. Computer Solution for a Plate Bending Problem

V. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructor will introduce:

1. basic concepts of finite element method,
2. fundamental definitions and properties of stiffness matrix,
3. general approaches to derive stiffness matrix,
4. procedure to develop stiffness matrix for spring, bar, beam, frame, grid, plane stress, plan strain, plate and three-dimensional elements,
5. procedure to solve the finite element problems,
6. computer programming of finite element method,
7. modeling approach in application of finite element problems,
8. discussion of finite element solution, and
9. interpretation of finite element solution.

B. Student Outcomes. Students who successfully complete this course will be able to:

1. understand the basic concepts of finite element method and the fundamental definitions and properties of stiffness matrix,
3. understand the general approaches to derive stiffness matrix for most of structural elements,
4. realize the approximations and possible errors in finite element analysis procedure,
5. realize the necessary computational efforts and convergence problems,
6. apply the modeling approach to practical structural engineering problems,
7. use a general purpose finite element software to create analytical models and solve the structural/geotechnical problems,
8. discuss and interpret finite element solutions, and
9. deliver a project report that meets the objectives of the course.

VI. Course Activities

- A. Class meetings consist of lectures, discussions, and periodic examinations.
- B. Students are assigned required reading and homework problems.

C. Students will complete an analysis and design project by using general purpose finite element software within the time frame of the course.

VII. Course Evaluation.

Course grade is A-F.

Grading procedures are based on homework and tests covering the material taught in the course and a project that implements the principles taught in the course.

The grade will be based on how well the student masters the subject matter.

VIII. Suggested Text:

Daryl L. Logan, 'A First Course in the Finite Element Method' 5th Edition. Cengage Learning Global Engineering Publishing Company, 2011.

IX. Alternative texts and references:

Robert D. Cook, 'Concepts and Applications of Finite Element Analysis, 4th Edition. John Wiley & Sons, inc., 2002.

Kent L. Lawrence, 'ANSYS Tutorial Release 9', SDC Publications, 2005.

Computers & Structures, Inc., 'Analysis Reference Manual: SAP2000-Integrated software for Structural Analysis and Design', version 8, 2002.