I. Roll
( ) Dave Fitzgerald (CBPP)  ( ) Ira Ortega (COE)  ( ) Christina Stuive (SA)  ( ) Adjunct vacancy
( ) Paola Banchero (CAS)  ( ) Jeffrey Callahan (CTC)  ( ) Francisco Miranda (FS CAS)  ( ) USUAA vacancy
( ) Mari Ippolitio (CAS)  ( ) Utpal Dutta (SOE)  ( ) Alberta Harder (FSAL)  ( ) Ex-Officio Members:
( ) Barbara Harville(CAS)  ( ) Michael Hawfield (KPC)  ( ) Soren Orley (FSAL)  ( ) Susan Kalina
( ) Len Smiley (CAS)  ( ) Kevin Keating (LIB)  ( ) FS at large vacancy  ( ) Lora Volden
( ) Helena Jermalovic (COH)  ( ) Joan O’Leary (Mat-su)  ( ) Kathrynn Hollis Buchanan(Kodiak)  ( ) S&P
( ) Eileen Weatherby (COH)  ( ) Thia Falcone (Adjunct)

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

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

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
B. University Registrar Lora Volden

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald
B. GERC

VI. Program/Course Action Request- Second Readings
Add CE A426 Traffic Modeling and Simulation (Stacked with CE A626)(3 cr)(3+0)(pg. 5-12)

VII. Program/Course Action Request- First Readings
Add CIS A250 Basic Web Page Design and Development (stacked with CIS A350)(3 cr)(3+0)(pg. 13-17)
Add CIS A350 Advanced Web Page Design and Development (stacked with CIS A250)(3 cr)(3+0)(pg. 18-22)
Add WS A252 Women and Social Action (Cross listed with SOC A252)(3 cr)(3+0)(pg. 23-26)
Chg SOC A252 Women and Social Action (Cross listed with WS A252)(3 cr)(3+0)(pg. 27-30)
Add MUS A216 World Music (Cross listed with AKNS A216)(3 cr)(3+0)(pg. 31-35)
Add AKNS A216 World Music (Cross listed with MUS A216)(3 cr)(3+0)(pg. 36-40)
Chg MUS A431 Counterpoint (3 cr)(3+0)(pg. 41-43)
Chg MUS A432 Orchestration (3 cr)(3+0)(pg. 44-46)
Chg AKNS A290 Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 47-50)
Chg AKNS A490 Advanced Topics in Alaska Native Studies (1-3)(1-3+0)(pg. 51-55)
Chg AKNS A492 Cultural Knowledge of Native Elders (3 cr)(3+0)(pg. 56-60)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chg</strong></td>
<td><strong>AKNS A495</strong></td>
<td>Alaska Native Studies Internship (1-3)(1-3+0)(pg. 61-64)</td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td><strong>HIST A308</strong></td>
<td>Europe in the High Middle Ages (3 cr)(pg. 65-71)</td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td><strong>HIST A336</strong></td>
<td>Latin America to 1800 (3 cr)(pg. 72-78)</td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td><strong>HIST A338</strong></td>
<td>Modern Latin America (3 cr)(pg. 79-85)</td>
</tr>
<tr>
<td><strong>Add</strong></td>
<td><strong>JPN A390</strong></td>
<td>Selected Topics: Studies in Japanese Culture and Society (3 cr)(3+0)(pg. 85-92)</td>
</tr>
</tbody>
</table>

**VIII. Old Business**

**IX. New Business**

**X. Informational Items and Adjournment**
Undergraduate Academic Board

Summary

October 26th, 2012
2:00-5:00
ADM 204

I. Roll
(x) Dave Fitzgerald (CBPP)  ( ) Vacant (COE)  ( ) Christina Stuive (SA)  ( ) Adjunct vacancy
(e) Paola Banchero (CAS) (x) Jeffrey Callahan (CTC)  (x) Francisco Miranda (FS CAS)  ( ) USUAA vacancy
(x) Mari Ippolito (CAS) (x) Utpal Dutta (SOE)  (x) Alberta Harder (FSAL)  (x) Susan Kalina
(x) Barbara Harville (CAS) (x) Michael Hawfield (KPC)  (x) Soren Orley (FSAL)  ( ) Lora Volden
(x) Len Smiley (CAS) (x) Kevin Keating (LIB)  ( ) FS at large vacancy  (x) Lora Volden
( ) Helena Jermalovic (COH) (x) Joan O’Leary (Mat-su)  (e) Kathrynn Hollis Buchanan (Kodiak) (x) S&P
(x) Eileen Weatherby (COH) (e) Thia Falcone (Adjunct)

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

III. Approval of Meeting Summary (pg. 2-4)
Approved

IV. Administrative Report
A. Vice Provost for Undergraduate Academic Affairs Susan Kalina
Four Provost finalists are scheduled to come to campus for interviews and open forums. Information can be found on the Provost’s website.

Met with the chairs of UAB and GAB, Lora Volden, the AAC Chair, and the Governance Office regarding student learning outcome changes. A memo will be distributed to the faculty soon.

B. University Registrar Lora Volden
Course spring schedule is available Monday. Priority registration for graduate students is November 9th. International Transcript Evaluation Task Force is meeting November 13th.

V. Chair’s Report
A. UAB Chair- Dave Fitzgerald

B. GERC
GERC chair distributed a handout of approved BOR policy and regulation changes proposed by the committee.

Motion to approve the GERC BOR policy and regulation changes.
Unanimously Approved

VI. Program/Course Action Request- Second Readings
Chg Minor, Justice (pg.5)
Chg Bachelor of Arts, Justice (pg. 6-12)
Unanimously Approved

Add CIS A490 Current Topics in Management Information Systems (3 cr)(3+0)(pg. 13-16)
Unanimously Approved

Chg MEDT A302 Clinical Laboratory Education and Management (4 cr)(4+0)(pg. 17-22)
Unanimously Approved

VII. Program/Course Action Request- First Readings
Chg GEOL A490 Advanced Topics in Geology (Stacked with GEOL A690) (1-4 cr)(1-4+0)(pg. 23-32)
Postponed

Chg ACCT A310 Individual Income Tax (3 cr)(3+0)(pg. 33-36)
Waive first reading, approve for second

Add CE A426 Traffic Modeling and Simulation (Stacked with CE A626)(3 cr)(3+0)(pg. 37-44)
Accepted for first reading

VIII. Old Business

IX. New Business

A. Faculty Senate President Robert Boeckmann
   Robert attended the meeting to observe the work of board and to communicate with members
   Discussed efforts going on in general education; a meeting will be held in January with UAA,
   UAF, and UAS regarding general education

B. Electronic Catalog Presentation (Lora Volden)
   Distributed a handout to the board regarding CourseLeaf CIM
   Discussed the electronic features for both the curriculum and catalog portions

C. Statement of Pedagogy
   Discussed and resolved before the meeting

X. Informational Items and Adjournment
# Course Action Request

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN SOENGR</td>
<td></td>
<td>CE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>A426</td>
<td>N/A</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3+0)</td>
<td></td>
</tr>
</tbody>
</table>

6. Complete Course Title  
Traffic Modeling and Simulation

Abbreviated Title for Transcript (30 character)

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- College
- Major
- Other

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

11. Implementation Date
- Semester/year: Spring/2013  
- From: 2013/2013  
- To: 9999/9999

12. Cross Listed with
- Stacked with CE A626
- Cross-Listed Coordination

13a. Impacted Courses or Programs: List any programs or college requirements that require this course.

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Civil Engineering, BS</td>
<td>Courtesy Coordination, 10/09/2012</td>
<td>Dr. Osama Abaza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Civil Engineering, MS</td>
<td>Courtesy Coordination, 10/09/2012</td>
<td>Dr. Osama Abaza</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13b. Coordination Email: Date: 10/09/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

13c. Coordination with Library Liaison: Date: 10/09/2012

14. General Education Requirement
Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Fine Arts
- Social Sciences
- Natural Sciences
- Humanities
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Introduces concepts of traffic flow simulation, modeling of driver behavior, and application of traffic simulation in Intelligent Transportation Systems (ITS).

16a. Course Prerequisite(s) (list prefix and number)  
[CE A405 and ES A302] with a minimum grade of C

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)
- College
- Major
- Class
- Level

16e. Registration Restriction(s) (non-codable)
- Instructor’s permission

17. Mark if course has fees

18. Mark if course is a selected topic course

19. Justification for Action
Increases the available technical electives for civil engineering students. Not offered by other departments.

Initiator Name (typed): Ghulam H Bham  
Initiator Signed Initials: ______________________  
Date: ______________________

Initiator (faculty only)
Ghulam H. Bham  
Initiator (TYPE NAME)

Approved
Disapproved

Dean/Director of School/College
Date

Approved
Disapproved

Undergraduate/Graduate Academic Board Chairperson
Date

Approved
Disapproved

Provost or Designee
Date
I. **Initiation Date:** October 9, 2012

II. **Course Information**
   A. **College:** School of Engineering  
   B. **Course Title:** Traffic Modeling and Simulation  
   C. **Course Subject/Number:** CE A426  
   D. **Credit Hours:** 3.0  
   E. **Contact:** 3+0  
   F. **Grading Information:** A-F  
   G. **Course Description:** Introduces concepts of traffic flow simulation, modeling of driver behavior, and application of traffic simulation in Intelligent Transportation Systems (ITS).
   H. **Stacked:** CE A626  
   I. **Status of course relative to degree or certificate program:** Technical elective, BS program in Civil Engineering  
   J. **Lab Fees:** No  
   K. **Coordination:** UAA/SOE/CE faculty list serves  
   L. **Course Prerequisites:** [CE A405 and ES A302] with a minimum grade of C  
   M. **Registration Restrictions:** Instructor’s permission

III. **Course Activities**
    Course activities will be composed of demonstration, lectures and discussion by instructor. Instructor will provide regular homework assignments, a project, review of high quality technical papers and self-study materials. The instructor will also train students in related traffic simulation software. The students’ performance will be assessed based on homework, a final examination, project assignments that will lead to a detailed project report, and technical presentation on the project assigned.

IV. **Evaluation**
    Evaluation procedures are at the discretion of the instructor and will be discussed during the first class in the semester. Students will be evaluated on a semester-long class project, homework assignments, presentations, technical skills, attendance and participation in class activities. Project evaluation will generally include quality of content, problem solving, and amount of effort.

V. **Course Level Justification**
    This course is offered as a technical elective in transportation engineering. The course builds on material covered in CE A405, Transportation Engineering I.
VI. **Course Outline**

- **Fundamentals of system simulation**
  - Define systems, models, simulation models
  - Define types of simulation models

- **Building simulation models**
  - Components of a simulation model
  - Steps in a simulation model

- **Traffic flow simulation approaches**
  - Analytical versus simulation
  - Discrete versus continuous
  - Macroscopic, mesoscopic, microscopic

- **Traffic flow simulation software for ITS applications**
  - PTV-America, McTrans, Transport Simulation System

- **Review of probability and statistics**
  - Random variables and their properties
  - Simulation output data and stochastic processes
  - Estimation of means and variances
  - Confidence interval

- **Detailed review of development, calibration and validation of a microscopic multilane traffic simulation model**
  - Concepts
  - Approaches
  - Methods
  - Statistical analysis of results
  - Stability analysis of the model

- **Statistical modeling**
  - Continuous distributions
  - Goodness-of-fit tests

- **Random numbers**
  - Mid-Square method
  - Linear Congruential Generators (LCG)
  - Test for random number generators

- **Random variates**
  - Inverse Transform
  - Composition
  - Convolution
  - Acceptance-Rejection

- **Variance reduction technique**
  - Common random numbers
VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:
   1. Emphasize the fundamental concepts and models of traffic simulation with emphasis on the techniques and skills of utilizing traffic simulation software to evaluate traffic operation and control strategies.
   2. Develop skills to conduct simulation studies for traffic operation and control, and the application of simulation models for the industry.

Student Learning Outcomes. After successful completion of course, student will be able to demonstrate:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in the use of microscopic traffic simulation models</td>
<td>Final project report, Class presentations, Exam</td>
</tr>
<tr>
<td>Techniques to evaluate and interpret the results from microscopic traffic simulation models</td>
<td>Project assignments, Class presentations</td>
</tr>
<tr>
<td>Proficiency in the concepts of calibration and validation of simulation models</td>
<td>HW assignments, Project assignments, Project report, Exam</td>
</tr>
<tr>
<td>The application of simulation models for analyzing traffic operation and control</td>
<td>HW assignments, Project report, Exam</td>
</tr>
<tr>
<td>The capability to write a technical report and present the results of their simulation studies to professionals</td>
<td>Project report and presentation</td>
</tr>
</tbody>
</table>

VIII. Suggested Texts


IX. Bibliography and Resources

1. Following software can be used:
   a. AIMSUN from Transport Simulation System (TSS) (http://www.aimsun.com).
   b. CORSIM from McTrans at Univ. of Florida (http://mctrans.ce.ufl.edu/),
   c. VISSIM from PTV-America (http://www.ptvamerica.com).
## 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  
CE

### 2. Course Prefix  
CE

### 3. Course Number  
A626

### 4. Previous Course Prefix & Number  
N/A

### 5a. Credits/CEUs  
3.0

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

### 6. Complete Course Title  
Traffic Modeling and Simulation

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

### 8. Type of Action:  
☑ Add  ☐ Change  ☐ Delete

**If a change, mark appropriate boxes:**
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other

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

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

### 11. Implementation Date  
semester/year  
From: Spring/2013  
To: 9999/9999

### 12. Cross List with  
Stacked with  
CE A426  
Cross-Listed Coordination

### 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](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering, BS</td>
<td>Courtesy Coordination, 10/12/2012</td>
<td>Dr. Osama Abaza</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering, MS</td>
<td>Courtesy Coordination, 10/12/2012</td>
<td>Dr. Osama Abaza</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed): Ghulam H. Bham**  
Initiator Signed Initials: _________  
Date:________________

### 13b. Coordination Email  
Date: 10/09/2012  
submitted to Faculty Listserv: [uae-faculty@lists.uaa.alaska.edu](mailto:uae-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison  
Date: 10/09/2012

### 14. General Education Requirement  
Mark appropriate box:
- Oral Communication  
- Written Communication  
- Quantitative Skills  
- Humanities  
- Fine Arts  
- Social Sciences  
- Natural Sciences  
- Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)

Introduces concepts of traffic flow simulation, modeling of driver behavior, and application of traffic simulation in Intelligent Transportation Systems (ITS).

### 16a. Course Prerequisite(s) (list prefix and number)

### 16b. Test Score(s)

### 16c. Co-requisite(s) (concurrent enrollment required)

### 16d. Other Restriction(s)  
☑ College  ☐ Major  ☐ Class  ☐ Level

### 16e. Registration Restriction(s) (non-codable)  
Instructor's permission and graduate standing

### 17. Mark if course has fees

### 18. Mark if course is a selected topic course

### 19. Justification for Action

A new course for transportation graduate students in traffic simulation. Not offered by other departments.

---

**Initiator (faculty only)**  
Ghulam H. Bham  
Initiator (TYPE NAME)

☑ Approved  
☐ Disapproved  
Date  
Dean/Director of School/College  
Date

☑ Approved  
☐ Disapproved  
Date  
Undergraduate/Graduate Academic  
Date

☑ Approved  
☐ Disapproved  
Date  
Board Chairperson

☑ Approved  
☐ Disapproved  
Date  
Provost or Designee
I. **Initiation Date:** October 9, 2012

II. **Course Information**

| A. College: | School of Engineering |
| B. Course Title: | Traffic Modeling and Simulation |
| C. Course Subject/Number: | CE A626 |
| D. Credit Hours: | 3.0 |
| E. Contact: | 3+0 |
| F. Grading Information: | A-F |
| G. Course Description: | Introduces concepts of traffic flow simulation, modeling of driver behavior, and application of traffic simulation in Intelligent Transportation Systems (ITS). |
| H. Stacked: | CE A426 |
| I. Status of course relative to degree or certificate program: | Graduate level course in Civil Engineering |
| J. Lab Fees: | No |
| K. Coordination: | UAA/SOE/CE faculty list serves |
| L. Course Prerequisites: | N/A |
| M. Registration Restrictions: | Instructor’s permission and graduate standing |

III. **Course Activities**

Course activities will be composed of demonstration, lectures and discussion by instructor. Instructor will provide regular homework assignments, a project, review of high quality technical literature including journal papers and self-study materials. The instructor will also train students in related traffic simulation software. The students’ performance will be assessed based on homework, a final examination, presentations on technical literature, project assignments that will lead to a detailed project report, and a presentation on the project assigned.

IV. **Evaluation**

Evaluation procedures are at the discretion of the instructor and will be discussed during the first class in the semester. Students will be evaluated on a semester-long class project, homework assignments, presentations, technical skills, attendance and participation in class activities. Project evaluation will generally include quality of content, problem solving, and amount of effort.

V. **Course Level Justification**

This course adds an important graduate level course in transportation engineering. It provides an opportunity for learners to develop concepts in development of traffic simulation models and skills in modeling and simulation of traffic including applications in ITS. This course will prepare learners for both professional practice as well as research in the areas of traffic modeling and simulation.
VI. Course Outline

- Fundamentals of system simulation
  - Define systems, models, simulation models
  - Define types of simulation models
- Building simulation models
  - Components of a simulation model
  - Steps in a simulation model
- Traffic flow simulation approaches
  - Analytical versus simulation
  - Discrete versus continuous
  - Macroscopic, mesoscopic, microscopic
- Traffic flow simulation software for ITS applications
  - PTV-America, McTrans, Transport Simulation System
- Review of probability and statistics
  - Random variables and their properties
  - Simulation output data and stochastic processes
  - Estimation of means and variances
  - Confidence interval
- Detailed review of development, calibration and validation of a microscopic multilane traffic simulation model
  - Concepts
  - Approaches
  - Methods
  - Statistical analysis of results
  - Stability analysis of the model
- Statistical modeling
  - Continuous distributions
  - Goodness-of-fit tests
- Random numbers
  - Mid-Square method
  - Linear Congruential Generators (LCG)
  - Test for random number generators
- Random variates
  - Inverse Transform
  - Composition
  - Convolution
  - Acceptance-Rejection
- Variance reduction technique
  - Common random numbers
VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The instructor will:

1. Emphasize the fundamental concepts and models of traffic simulation with emphasis on the techniques and skills of utilizing traffic simulation software to evaluate traffic operation and control strategies.
2. Develop skills to conduct simulation studies for traffic operation and control, and the application of simulation models in research and the industry.

Student Learning Outcomes. After successful completion of course, student will be able to demonstrate:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in the use of microscopic traffic simulation models</td>
<td>Final project report, Class presentations, Exam</td>
</tr>
<tr>
<td>Techniques to evaluate and interpret the results from microscopic traffic simulation models</td>
<td>Project assignments, Class presentations</td>
</tr>
<tr>
<td>Proficiency in the concepts of calibration and validation of simulation models</td>
<td>HW assignments, Project assignments, Project report, Exam</td>
</tr>
<tr>
<td>The application of simulation models for analyzing traffic operation and control</td>
<td>HW assignments, Project report, Exam</td>
</tr>
<tr>
<td>Understanding and presentation of technical literature and their application</td>
<td>Presentation of technical literature related to traffic simulation models</td>
</tr>
<tr>
<td>The capability to write a technical report and present the results of their simulation studies to professionals</td>
<td>Project report and presentation</td>
</tr>
</tbody>
</table>

VIII. Suggested Text


IX. Bibliography and Resources

1. Following software can be used:
a. AIMSUN from Transport Simulation System (TSS) (http://www.aimsun.com),
b. CORSIM from McTrans at Univ. of Florida (http://mctrans.ce.ufl.edu/),
c. VISSIM from PTV-America (http://www.ptvamerica.com),
3. Technical journal papers.
### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>A250</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

### Complete Course Title

**Basic Web Page Design and Development**

**Basic Web Design and Develop**

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

### Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### Type of Action:

- [x] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- [ ] Other (please specify)
- Number
- Contact Hours
- Repeat Status
- Cross-Listed/Stacked
- Course Prerequisites
- Co-requisites
- Registration Restrictions

### Repeat Status No

- # of Repeats
- Max Credits

### Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### Implementation Date

- semester/year
- From: Spring/2013
- To: /9999

### Cross Listed with Stacked with

- CIS A350
- [ ] Cross-Listed Coordination

**Signature**

---

### 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](http://www.uaa.alaska.edu/governance).

#### Initiator Name (typed): Dennis Drinka

Initiator Signed Initials: [_________] Date: [__________]

#### Coordination Email

Date: 10/22/2012

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

#### Coordination with Library Liaison

Date: 10/22/2012

### General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### Course Description (suggested length 20 to 50 words)

Focuses on fundamentals of designing and developing web pages for businesses using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance.

### Course Prerequisite(s) (list prefix and number)

None

### Test Score(s)

N/A

### Co-requisite(s) (concurrent enrollment required)

N/A

### Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### Registration Restriction(s) (non-codable)

Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.

### Mark if course has fees

- [ ] Standard CBPP computer lab fee

### Mark if course is a selected topic course

- [ ]

### Justification for Action

Fills a need for students interested in learning the fundamentals of web design for business applications.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Drinka</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   November 6, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Management Information Systems
   Course Title: Basic Web Page Design and Development
   Course Number: CIS A250
   Stacked Course: CIS A350
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Focuses on fundamentals of designing and developing web pages for businesses using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance.
   Course Prerequisites: None
   Registration Restrictions: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Interactive online training

IV. Course Level Justification
   Builds on computer skills learned from business or personal work experience.

V. Outline
   Web Fundamentals
   1. Introduction to the Internet, WWW, and markup language
   2. Web page structural basics
   3. Hyperlinks
   4. Web design basics
5. Cascading style sheets
6. Page layout
7. Tables
8. Forms
9. Multimedia and interactivity

VI. Suggested Texts

VII. Bibliography
VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
   The instructor will:

   1. Demonstrate the characteristics of well-designed web pages
   2. Guide the students through the use of HTML for building web pages
   3. Guide the students through the use of CSS for building web pages

B. Student Learning Outcomes.
   Students will be able to:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Design web pages for business applications</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>2. Build web pages using the most recent versions of HTML</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
<tr>
<td>3. Build web pages using the most recent versions of CSS</td>
<td>Cases</td>
</tr>
<tr>
<td></td>
<td>Exams</td>
</tr>
</tbody>
</table>
## Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADBP Division of Business Programs</td>
<td>CIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>A350</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course Title

**Advanced Web Page Design and Development**

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

**Advanced Web Dsgn and Develop**

### 7. Type of Course

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action:

- [x] Add
- [ ] Change
- [ ] Delete

**If a change, mark appropriate boxes:**

- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [ ] Course Description
- [ ] Text Score Prerequisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [ ] Other

(please specify)

### 9. Repeat Status No

- Max Credits

<table>
<thead>
<tr>
<th>Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date

- From: Spring/2013
- To: /9999

### 12. Cross Listed with

- [ ] CIS A350

**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](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Dennis Drinka

Initiator Signed Initials: _________ Date: __________________

### 13b. Coordination Email

Date: 10/22/2012

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

### 13c. Coordination with Library Liaison

Date: 10/22/2012

### 14. General Education Requirement

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

### 15. Course Description (suggested length 20 to 50 words)

Focuses on advanced features of designing and developing web pages for businesses using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Also includes basic client-side scripting programming for web pages using current scripting techniques such as JavaScript and jQuery.

### 16a. Course Prerequisite(s) (list prefix and number)

(CIS A210 or CS A109 or CS A110 or CS A111 or CS A201 or CSE A205) with a minimum grade of C

### 16b. Test Score(s)

<table>
<thead>
<tr>
<th>Score(s)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 16c. Co-requisite(s) (concurrent enrollment required)

<table>
<thead>
<tr>
<th>Score(s)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 16d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 16e. Registration Restriction(s) (non-codable)

- [ ] Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.

### 17. Mark if course has fees

Standard CBPP computer lab fee

### 18. Mark if course is a selected topic course

### 19. Justification for Action

Provides students with skills needed for more advanced web applications development.
<table>
<thead>
<tr>
<th>Role</th>
<th>Approval Status</th>
<th>Date</th>
<th>Role</th>
<th>Approval Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator (TYPE NAME)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td>Provost or Designee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Date Initiated
   November 6, 2012

II. Course Information
   College/School: College of Business and Public Policy
   Department: Computer Information Systems
   Program: Management Information Systems
   Course Title: Advanced Web Page Design and Development
   Course Number: CIS A350
   Stacked Course: CIS A250
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A-F
   Course Description: Focuses on advanced features of designing and developing web pages for businesses using the most recent versions of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Includes concepts related to best practices for managing design processes, selecting service providers, prototyping, testing, and accessibility compliance. Also includes basic client-side scripting programming for web pages using current scripting techniques such as JavaScript and jQuery.
   Course Prerequisites: [CIS A210 or CS A109 or CS A110 or CS A111 or CS A201 or CSE A205] with a minimum grade of C
   Registration Restrictions: Students may apply no more than 3 credits from CIS A250 or CIS A350 toward graduation requirements.
   Fees: Standard CBPP computer lab fee

III. Course Activities
   A. Lectures
   B. Interactive online training

IV. Course Level Justification
   Focuses on advanced web page design and development. Builds on previous programming experience to introduce the use of client-side scripting for web pages.
V. Outline

A. Web Fundamentals
   1. Introduction to the Internet, WWW, and markup language
   2. Web page structural basics
   3. Hyperlinks
   4. Web design basics
   5. Cascading style sheets
   6. Page layout
   7. Tables
   8. Forms
   9. Multimedia and interactivity

B. JavaScript Fundamentals
   1. Functions
   2. Conditionals
   3. Introduction to objects
   4. Loops
   5. Arrays
   6. Recursion

C. jQuery
   1. Document Object Model
   2. jQuery event driven programming
   3. jQuery effects
   4. Sliding panels
   5. Tabbed pages
   6. Collapsible message panels

VI. Suggested Texts


VII. Bibliography


VIII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.  
The instructor will:

1. Demonstrate the characteristics of well designed web pages

2. Guide the students through the use of HTML and CSS for building web pages

3. Teach students how to develop basic client-side scripts using JavaScript and jQuery

B. Student Learning Outcomes.  
Students will be able to:  

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
</tr>
<tr>
<td>Exams</td>
</tr>
</tbody>
</table>

1. Design web pages for business applications

2. Build web pages using the most recent versions of HTML and CSS

3. Develop simple client-side code using JavaScript and jQuery
**Course Action Request**  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
<th>1b. Division</th>
<th>ASSC Division of Social Science</th>
<th>1c. Department</th>
<th>Women's Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course Prefix</td>
<td>WS</td>
<td>3. Course Number</td>
<td>A252</td>
<td>4. Previous Course Prefix &amp; Number</td>
<td>5a. Credits/CEUs</td>
</tr>
<tr>
<td>5b. Contact Hours</td>
<td>(Lecture + Lab)</td>
<td>(3+0)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Complete Course Title</td>
<td>Women and Social Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbreviated Title for Transcript (30 characters)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Type of Course</td>
<td>Academic</td>
<td>Preparatory/Development</td>
<td>Non-credit</td>
<td>CEU</td>
<td>Professional Development</td>
</tr>
<tr>
<td>8. Type of Action:</td>
<td>Add</td>
<td>Change</td>
<td>Delete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If a change, mark appropriate boxes:</td>
<td>Prefix</td>
<td>Credits</td>
<td>Title</td>
<td>Grading Basis</td>
<td>Course Description</td>
</tr>
<tr>
<td>9. Repeat Status No</td>
<td># of Repeats</td>
<td>0</td>
<td>Max Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Grading Basis</td>
<td>A-F</td>
<td>P/NP</td>
<td>NG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Implementation Date</td>
<td>semester/year</td>
<td>From: Fall/2013</td>
<td>To: /9999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Cross Listed with SOC A252</td>
<td>Stacked with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13a. Impacted Courses or Programs:</td>
<td>List any programs or college requirements that require this course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impacted Program/Course</td>
<td>Catalog Page(s)</td>
<td>Date of Coordination</td>
<td>Chair/Coordinator Contacted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator Name (typed): Kimberly Pace</td>
<td>Initiator Signed Initials:</td>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13b. Coordination Email</td>
<td>Date: 10/22/12</td>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13c. Coordination with Library Liaison</td>
<td>Date: 10/22/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. General Education Requirement</td>
<td>Mark appropriate box:</td>
<td>Oral Communication</td>
<td>Written Communication</td>
<td>Quantitative Skills</td>
<td>Humanities</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Course Description</td>
<td>(suggested length 20 to 50 words)</td>
<td>Examines the evolving role of women in contemporary organizations and social movements with an emphasis on leadership.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16a. Course Prerequisite(s) (list prefix and number)</td>
<td>(SOC A101 or WS A200) with a minimum grade of C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16b. Test Score(s)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16c. Co-requisite(s) (concurrent enrollment required)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16d. Other Restriction(s)</td>
<td>(non-codable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16e. Registration Restriction(s)</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Mark if course has fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Mark if course is a selected topic course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Justification for Action</td>
<td>Creation of a new lower division course in response to an increased demand for lower division courses in Sociology and Women's Studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator (faculty only)  
Kimberly J. Pace  
Initiator (TYPE NAME)  
Approved  
| Disapproved |

Dean/Director of School/College  
Date:  
Approved  
| Disapproved  

Undergraduate/Graduate Academic  
Board Chairperson  
Date:  
Approved  
| Disapproved  

Provost or Designee  
Date:  
Approved  
| Disapproved  

Curriculum Committee Chairperson  
Date:  

Course Content Guide

Women’s Studies

Women and Social Action

WS A252 Cross Listed with SOC A252

Date: September 25, 2012

College: College of Arts and Sciences

Course Number: WS A252

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: Women and Social Action

Grading Basis: A – F

Course Description:

Examines the evolving role of women in contemporary organizations and social movements with an emphasis on leadership.

Course Prerequisites/Test Scores/Corequisite(s)/Other Restriction(s)/Registration Restriction(s)

Prerequisites: (SOC A101 or WS A200) with a minimum grade C

1. Instructional Goals and Student Learning Outcomes:

a. Instructors will:

1. Discuss the evolving role of women in organizations and social movements.
2. Discuss perspectives on gender and leadership in contemporary societies.
3. Examine case studies of women’s leadership in historical and contemporary settings.
4. Develop written and oral communication skills applicable to the study of women and social action
5. Develop research skills relevant to the fields of Sociology and Women’s Studies.
b. **Student Learning Outcomes:**
The student will be able to:

1. Discuss the historical evolution of women’s leadership roles in social movements and organizations.
2. Compare and contrast competing perspectives on gender and leadership.
3. Examine the role of women in contemporary social movements and organizations through local, state, national and international case studies of collective action.
4. Develop research skills as well as written and oral analytical skills.

2. **Assessment Measures:**
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, homework, and a comprehensive exam.

3. **Course Level Justification:**
Provides foundational knowledge of the subject and develops basic skills.

4. **Course Outline:**
   a. Introduce historical overview of the role women have played in organizations and social movements at the local, state, national and international levels.
   b. Discuss influential female leaders in organizations and social movements at the local, state, national and international levels.
   c. Discuss case studies focusing on women’s leadership roles in such areas as health and reproductive freedom, the environmental movement, economic inequity and politics and law, media, the arts and science.
   d. Examine the challenges faced by women in social justice movements.
   e. Engage in both self-directed and collaborative learning activities.

5. **Suggested Text:**

6. **Bibliography:**

### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>ASSC Division of Social Science</td>
<td>Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC</td>
<td>A252</td>
<td>SOC A352</td>
<td>3.0</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women and Social Action</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add or Change or Delete</td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- College
- Major
- Other CCG (please specify)

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>semester/year</td>
</tr>
<tr>
<td>From: Fall/2013</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS A252</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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](http://www.uaa.alaska.edu/governance).

**Impacted Program/Course**

<table>
<thead>
<tr>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):**

**Initiator Signed Initials:**

**Date:**

13b. **Coordination Email:**

Date: 10/1/12

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

13c. **Coordination with Library Liaison**

Date: 10/1/12

14. **General Education Requirement**

**Mark appropriate box:**

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Social Sciences
- Natural Sciences
- Integrative Capstone

15. **Course Description** *(suggested length 20 to 50 words)*

Examines the role of women in contemporary organizations and social movements with an emphasis on leadership.

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) <em>(list prefix and number)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>(SOC A101 or WS A200) with a minimum grade of C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16c. Co-requisite(s) <em>(concurrent enrollment required)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
</tr>
<tr>
<td>Major</td>
</tr>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) <em>(non-codable)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. **Justification for Action**

Creation of a new lower division course in response to an increased demand for lower division courses in Sociology and Women's Studies.

**Initiator (faculty only):**

**Date:**

**Initiator (TYPE NAME):**

**Date:**

[Approval and Disapproval Signatures for Dean/Director of School/College, Department Chairperson, Curriculum Committee Chairperson, Undergraduate/Graduate Academic Board Chairperson, Provost or Designee]
Course Content Guide

Sociology

Women and Social Action

SOC A252 Cross Listed with WS A252

Date: September 25, 2012

College: College of Arts and Sciences

Course Number: SOC A252

Number of Credits: 3

Contact Hours: 3 + 0

Course Program Title: Women and Social Action

Grading Basis: A – F

Course Description:

Examines the evolving role of women in contemporary organizations and social movements with an emphasis on leadership.

Course Prerequisites/Test Scores/Corequisite(s)/Other Restriction(s)/Registration Restriction(s)

Prerequisites: (SOC A101 or WS A200) with a minimum grade of C.

1. Instructional Goals and Student Learning Outcomes:

a. Instructors will:

1. Discuss the evolving role of women in organizations and social movements.
2. Discuss perspectives on gender and leadership in contemporary societies.
3. Examine case studies of women’s leadership in historical and contemporary settings.
4. Develop written and oral communication skills applicable to the study of women and social action
5. Develop research skills relevant to the fields of Sociology and Women’s Studies.
b. Student Learning Outcomes:
The student will be able to:

1. Discuss the historical evolution of women’s leadership roles in social movements and organizations.
2. Compare and contrast competing perspectives on gender and leadership.
3. Examine the role of women in contemporary social movements and organizations through local, state, national and international case studies of collective action.
4. Develop research skills as well as written and oral analytical skills.

2. Assessment Measures:
Various assessment tools can be used at the instructor’s discretion, including: quizzes, in-class presentations, short reports, take-home exams, homework, and a comprehensive exam.

3. Course Level Justification:
Provides foundational knowledge of the subject and develops basic skills.

4. Course Outline:
a. Introduce historical overview of the role women have played in organizations and social movements at the local, state, national and international levels.
b. Discuss influential female leaders in organizations and social movements at the local, state, national and international levels.
c. Discuss case studies focusing on women’s leadership roles in such areas as health and reproductive freedom, the environmental movement, economic inequity and politics and law, media, the arts and science.
d. Examine the challenges faced by women in social justice movements.
e. Engage in both self-directed and collaborative learning activities.

5. Suggested Text:

6. Bibliography:

### Course Action Request

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A216</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>Abbreviated Title for Transcript (30 character)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Music</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td># of Repeats</td>
<td>A-F</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td>P/NP</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td>NG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Spring/2013</td>
<td>AKNS A216</td>
<td>List any programs or college requirements that require this course.</td>
</tr>
<tr>
<td>To: /9999</td>
<td></td>
<td>If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
</tr>
</tbody>
</table>

**Impacted Program/Course**  
<table>
<thead>
<tr>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22, 2012</td>
<td>Dr. Christopher Sweeney</td>
<td></td>
</tr>
<tr>
<td>March 22, 2012</td>
<td>Dr. Maria Williams</td>
<td></td>
</tr>
</tbody>
</table>

**Impacted Program/Course**  
<table>
<thead>
<tr>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 22, 2012</td>
<td>Dr. Christopher Sweeney</td>
<td></td>
</tr>
</tbody>
</table>

**Initiator Name (typed):** Karen Strid-Chadwick  
**Initiator Signed Initials:________________ Date:________________**

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>Date: March 22, 2012</th>
<th>13c. Coordination with Library Liaison</th>
<th>Date: March 22, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>submitted to Faculty Listserv: <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**14. General Education Requirement**  
Mark appropriate box:
- Oral Communication
- Written Communication
- Quantitative Skills
- Social Sciences
- Natural Sciences
- Humanities
- Integrative Capstone

**15. Course Description (suggested length 20 to 50 words)**  
Survey course on indigenous music cultures of the world. Musical traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East are examined within the framework of musical styles and cultural context.

**16a. Course Prerequisite(s) (list prefix and number)**  
<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
</tr>
</thead>
</table>

**16d. Other Restriction(s)**  
- College
- Major
- Class
- Level

**16e. Registration Restriction(s) (non-codable)**  

**17. Mark if course has fees**  

**18. Mark if course is a selected topic course**  

**19. Justification for Action**  
This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of the world, and a global understanding of creative expression; an emphasis is placed on the cultural context of musical cultures. All music majors are required to take MUS A216 for the Fine Arts Requirement.
<table>
<thead>
<tr>
<th>Position</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karen Strid-Chadwick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean/Director of School/College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate/Graduate Academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Chairperson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost or Designee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I. Course Description: Survey course on indigenous music cultures of the world. Musical traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East are examined within the framework of musical styles and cultural context.

II. Course Design: overview: This course will examine indigenous music cultures of the world: traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East. This course is an introduction to the different musical styles and worldviews, and focuses on how music is not only defined, but also placed within each cultural context. Issues of change, adaptation, and contemporary influences on music traditions will also be discussed. Lectures and discussions are enhanced by listening CD’s, required reading, video/films, and guest lectures. Ability to read music is not essential.
A. Credits: 3
B. Lecture/lab ratio: 3 + 0
C. Degree requirements met: Fine Arts GER. All music majors are required to take MUS A216 for the Fine Arts Requirement.
D. Grading basis: A - F
E. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of the world, and a global understanding of creative expression; an emphasis is placed on the cultural context of musical cultures.

III. Course Activities: Course activities will include lectures, guided listening and analysis of recordings of various musical genres, guided discussion of assigned readings and research topics, and opportunities to learn from guest artists and scholars. In addition, the student will write a five-seven page research paper and make an oral presentation to the class.
IV. Instructional Goals and Student Learning Outcomes:

Teacher will

A. demonstrate the requisite skills necessary to analyze various world music traditions with regard to rhythm, and form/structure, as well as cultural contextual information.
B. assist the student in learning concepts of music, and music terminology.
C. provide a methodology for the students to hear the differences and similarities in the music of various music cultures and be able to discuss issues of music, change, and cultural context.
D. provide an overview of different music cultures of the world and recognize the unique musical characteristics in each major region.

Student will be able to

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and compare/contrast various musical styles from both musical and cultural viewpoints</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Apply aural skills and knowledge of styles necessary to recognize the music of the different world cultures</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Illustrate the role of music in cultures of different world music traditions</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Discuss issues of music, change, and cultural context</td>
<td>Objective exams &amp; research paper</td>
</tr>
<tr>
<td>Identify music terminology</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

V. Course Outline:

A. Cultural Perspective
   1. World music traditions by: geography, history, and culture
   2. The role of lifestyle and ceremony in indigenous music (religious, social, cultural context, etc.)

B. Theoretical Perspective
   1. Music theory: introduction to concepts of pitch, scales, rhythm, form/structure
   2. Problems in notation in non-Western musical traditions

C. Characteristics of Global Indigenous Music by region
   1. Europe;
   2. The Americas;
   3. Asia;
   4. Africa;
   5. Oceania;
   6. Near East/Middle East

D. Extensions
   1. Basic concepts of ethnomusicology
   2. Understanding of cultural change/adaptation/continuity
VI. Suggested Text:


VII. Bibliography


VIII. References


* Please note: These are classics in the field of ethnomusicology.
# Course Action Request

## University of Alaska Anchorage

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A216</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

World Music

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

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☒ Add</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major

**10. Grading Basis**

- ☒ A-F
- ☐ P/NP
- ☐ NG

**11. Implementation Date**

- Semester/year
  - From: Spring/2013
  - To: /9999

**12. Cross Listed with**

- MUS A216

**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](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Music</td>
<td></td>
<td>March 22, 2012</td>
<td>Dr. Christopher Sweeney</td>
</tr>
<tr>
<td>2. Alaska Native Studies</td>
<td></td>
<td>March 22, 2012</td>
<td>Dr. Maria Williams</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: __________ Date: ______________

**13b. Coordination Email**

Date: March 22, 2012

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

**13c. Coordination with Library Liaison**

Date: March 22, 2012

**14. General Education Requirement**

Mark appropriate box:

- ☒ Oral Communication
- ☐ Written Communication
- ☐ Quantitative Skills
- ☐ Humanities
- ☐ Social Sciences
- ☐ Natural Sciences
- ☐ Integrative Capstone

**15. Course Description** (suggested length 20 to 50 words)

Survey course on indigenous music cultures of the world. Musical traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East are examined within the framework of musical styles and cultural context.

**16a. Course Prerequisite(s) (list prefix and number)**

**16b. Test Score(s)**

**16c. Co-requisite(s) (concurrent enrollment required)**

**16d. Other Restriction(s)**

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

**16e. Registration Restriction(s) (non-codable)**

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of the world, and a global understanding of creative expression; an emphasis is placed on the cultural context of musical cultures. All music majors are required to take MUS A216 for the Fine Arts Requirement.
<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Strid-Chadwick</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic Board Chairperson</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

37
I. **Course Description:** Survey course on indigenous music cultures of the world. Musical traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East are examined within the framework of musical styles and cultural context.

II. **Course Design:** This course will examine indigenous music cultures of the world: traditions of Europe, the Americas, Africa, Asia, Oceania and the Near/Far East. This course is an introduction to the different musical styles and worldviews, and focuses on how music is not only defined, but also placed within each cultural context. Issues of change, adaptation, and contemporary influences on music traditions will also be discussed. Lectures and discussions are enhanced by listening CD’s, required reading, video/films, and guest lectures. Ability to read music is not essential.

   A. **Credits:** 3
   B. **Lecture/lab ratio:** 3 + 0
   C. **Degree requirements met:** Fine Arts GER. All music majors are required to take MUS A216 for the Fine Arts Requirement.
   D. **Grading basis:** A – F
   E. **Course level justification:** This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of the world, and a global understanding of creative expression; an emphasis is placed on the cultural context of musical cultures.

III. **Course Activities:** Course activities will include lectures, guided listening and analysis of recordings of various musical genres, guided discussion of assigned readings and research topics, and opportunities to learn from guest artists and scholars. In addition, the student will write a five-seven page research paper and make an oral presentation to the class.
IV. Instructional Goals and Student Learning Outcomes:
Teacher will
A. demonstrate the requisite skills necessary to analyze various world music traditions with regard to rhythm, and form/structure, as well as cultural contextual information.
B. assist the student in learning concepts of music, and music terminology.
C. provide a methodology for the students to hear the differences and similarities in the music of various music cultures and be able to discuss issues of music, change, and cultural context.
D. provide an overview of different music cultures of the world and recognize the unique musical characteristics in each major region.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and compare/contrast various musical styles from both musical and cultural viewpoints</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Apply aural skills and knowledge of styles necessary to recognize the music of the different world cultures</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Illustrate the role of music in cultures of different world music traditions</td>
<td>Objective exams</td>
</tr>
<tr>
<td>Discuss issues of music, change, and cultural context</td>
<td>Objective exams &amp; research paper</td>
</tr>
<tr>
<td>Identify music terminology</td>
<td>Objective exams</td>
</tr>
</tbody>
</table>

V. Course Outline:
A. Cultural Perspective
   1. World music traditions by: geography, history, and culture
   2. The role of lifestyle and ceremony in indigenous music (religious, social, cultural context, etc.)
B. Theoretical Perspective
   1. Music theory: introduction to concepts of pitch, scales, rhythm, form/structure
   2. Problems in notation in non-Western musical traditions
C. Characteristics of Global Indigenous Music by region
   1. Europe;
   2. The Americas;
   3. Asia;
   4. Africa;
   5. Oceania;
   6. Near East/Middle East
D. Extensions
   1. Basic concepts of ethnomusicology
   2. Understanding of cultural change/adaptation/continuity
VI. Suggested Text:


VII. Bibliography


VIII. References


* Please note: These are classics in the field of ethnomusicology.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR Division of Fine Arts</td>
<td>Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A431</td>
<td>N/A</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. Complete Course Title
Counterpoint
Abbreviated Title for Transcript (30 character)

7. Type of Course
- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. Type of Action:
- [ ] Add
- [x] Change
- [ ] Delete

If a change, mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [ ] Title
- [ ] Grading Basis
- [x] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Other Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [x] Other Update CCG (please specify)

9. Repeat Status No

<table>
<thead>
<tr>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x]</td>
<td></td>
</tr>
</tbody>
</table>

10. Grading Basis
- [x] A-F
- [ ] P/NP
- [ ] NG

11. Implementation Date
From: Fall/2013 To: /9999

12. [ ] Cross Listed with
- [ ] 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](http://www.uaa.alaska.edu/governance).

13b. Coordination Email
Date: Oct. 22, 2012

13c. Coordination with Library Liaison
Date: Oct. 22, 2012

14. General Education Requirement
Mark appropriate box:
- Oral Communication
- Written Communication
- Oral Communication
- Fine Arts
- Social Sciences
- Quantitative Skills
- Humanities
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Study of contrapuntal techniques in Western music focusing on the 16th through 18th centuries.

16a. Course Prerequisite(s) (list prefix and number)
MUS A232

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16e. Registration Restriction(s) (non-codable)

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action
Update CCG

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: __________________________ Date: ______________

14. General Education Requirement
Mark appropriate box:
- Oral Communication
- Written Communication
- Oral Communication
- Fine Arts
- Social Sciences
- Quantitative Skills
- Humanities
- Natural Sciences
- Integrative Capstone

15. Course Description (suggested length 20 to 50 words)
Study of contrapuntal techniques in Western music focusing on the 16th through 18th centuries.

16a. Course Prerequisite(s) (list prefix and number)
MUS A232

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

17. [ ] Mark if course has fees

18. [ ] Mark if course is a selected topic course

19. Justification for Action
Update CCG

Initiator Name (typed): Karen Strid-Chadwick

Initiator Signed Initials: __________________________ Date: ______________

[Template]
I. **Course Description:** Study of contrapuntal techniques in Western music focusing on the 16th through 18th centuries.

II. **Course Design:**
   A. **Overview:** This is a technical upper-division course for advanced music majors. The course covers 16th century species through 18th century imitative counterpoint.
   B. **Credits:** 3
   C. **Contact hours:** 3 + 0
   D. **Degree requirements met:** satisfies requirement for BM Performance majors
   E. **Grading mode:** A - F
   F. **Prerequisite:** MUS A232

III. **Course Activities:** Course activities include lecture, listening, score analysis, class discussion, exercises and written assignments in species and imitative counterpoint. The midterm project is the composition of a two voice fugue. The final project is the production of a three-voice contrapuntal composition. Students are required to complete written assignments using a music notation program.

IV. **Evaluation:**
   A. Exams
   B. Assignments

V. **Instructional Goals and Student Learning Outcomes:**
   **Instructor will:**
   A. Demonstrate two voice imitative counterpoint
   B. Demonstrate three voice counterpoint composition
   C. Demonstrate major contrapuntal forms

   **Student will:**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a short two voice fugue</td>
<td>Midterm and assignments</td>
</tr>
<tr>
<td>Write a three voice contrapuntal composition</td>
<td>Final exam and assignments</td>
</tr>
<tr>
<td>Identify major contrapuntal forms</td>
<td>Objective exams and assignments</td>
</tr>
</tbody>
</table>
VI. Course Outline:
   A. The Five Species of Counterpoint
      1. 1:1 cpt
      2. 2:1 cpt
      3. 4:1 cpt
      4. syncopation and suspension
      5. free counterpoint
   B. Melodic design and composition
   C. Imitation and invertible counterpoint
   D. Invention and fugue design and composition
   E. Overview of contrapuntal techniques (19th-21st century)

VII. Suggested text:

VIII. Bibliography:


### Course Action Request

**University of Alaska Anchorage**

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

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A432</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orchestration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
</tr>
<tr>
<td>☐ Preparatory/Development</td>
</tr>
<tr>
<td>☐ Non-credit</td>
</tr>
<tr>
<td>☐ CEU</td>
</tr>
<tr>
<td>☐ Professional Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Add</td>
</tr>
<tr>
<td>☒ Change</td>
</tr>
<tr>
<td>☐ Delete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If a change, mark appropriate boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Prefix</td>
</tr>
<tr>
<td>☐ Credits</td>
</tr>
<tr>
<td>☐ Course Number</td>
</tr>
<tr>
<td>☐ Contact Hours</td>
</tr>
<tr>
<td>☐ Grade</td>
</tr>
<tr>
<td>☐ Grading Basis</td>
</tr>
<tr>
<td>☐ Cross-Listed/Stacked</td>
</tr>
<tr>
<td>☐ Title</td>
</tr>
<tr>
<td>☐ Repeat Status</td>
</tr>
<tr>
<td>☐ Course Description</td>
</tr>
<tr>
<td>☐ Course Prerequisites</td>
</tr>
<tr>
<td>☐ Co-requisite(s)</td>
</tr>
<tr>
<td>☐ Test Score Prerequisites</td>
</tr>
<tr>
<td>☐ Registration Restrictions</td>
</tr>
<tr>
<td>☐ Other Restrictions</td>
</tr>
<tr>
<td>☐ Class</td>
</tr>
<tr>
<td>☐ Level</td>
</tr>
<tr>
<td>☐ College</td>
</tr>
<tr>
<td>☐ Major</td>
</tr>
<tr>
<td>☒ Other Update CCG (please specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2013</td>
</tr>
<tr>
<td>To: /999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stacked with</td>
</tr>
<tr>
<td>Cross-Listed Coordination Signature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

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](http://www.uaa.alaska.edu/governance).

**Initiator Name (typed):** Karen Strid-Chadwick

**Initiator Signed Initials:**

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: Oct. 22, 2012</td>
</tr>
</tbody>
</table>

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

<table>
<thead>
<tr>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: Oct. 22, 2012</td>
</tr>
</tbody>
</table>

**14. General Education Requirement**

**Mark appropriate box:**

- Oral Communication
- Fine Arts
- Written Communication
- Social Sciences
- Quantitative Skills
- Natural Sciences
- Humanities
- Integrative Capstone

**15. Course Description (suggested length 20 to 50 words)**

Principles and practices of composing and transcribing music for various instrumental ensembles, including band and orchestra.

**16a. Course Prerequisite(s) (list prefix and number)**

MUS A232

**16b. Test Score(s)**

**16c. Co-requisite(s) (concurrent enrollment required)**

**16d. Other Restriction(s)**

- ☐ College
- ☐ Major
- ☐ Class
- ☐ Level

**16e. Registration Restriction(s) (non-codable)**

**17. Mark if course has fees**

**18. Mark if course is a selected topic course**

**19. Justification for Action**

**Update CCG**

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Strid-Chadwick</td>
</tr>
</tbody>
</table>

**Initiator (TYPE NAME)**

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean/Director of School/College</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate/Graduate Academic Board Chairperson</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Date of Coordination:**

<table>
<thead>
<tr>
<th>Date: Oct. 22, 2012</th>
</tr>
</thead>
</table>

Dr. Christopher Sweeney

Oct. 22, 2012

Dr. Christopher Sweeney

Oct. 22, 2012

Dr. Christopher Sweeney

[www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance)
I. Course Description: Principles and practices of composing and transcribing music for various instrumental ensembles, including band and orchestra.

II. Course Design:
   A. Overview: The study of the ranges, transpositions, timbres, and performance capabilities of the instruments for band and orchestra. Students will write arrangements for individual instruments, small ensembles and orchestra. Students will study selected scores. A limited number of arrangements will be performed in class. The final project is an arrangement of a short piano piece for full orchestra.
   B. Credits: 3
   C. Contact hours: 3 + 0
   D. Degree requirements met: satisfies requirement for Bachelor of Music degrees
   E. Grading mode: A - F
   F. Prerequisite: MUS A232

III. Course Activities: Lecture, listening, drills on ranges and terminology, assignments on writing for each instrument. Students are required to complete assignments using a music notation program.

IV. Evaluation:
   A. Exams
   B. Assignments

V. Instructional Goals and Student Learning Outcomes:
   Instructor will:
   A. Demonstrate ranges, transpositions and performance capabilities of the instruments for band and orchestra
   B. Demonstrate arrangements for individual instruments, small and large ensembles

   Student will:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write ranges, transpositions and performance capabilities of the instruments for band and orchestra</td>
<td>Objective exams and assignments</td>
</tr>
<tr>
<td>Write arrangements for individual instruments, small and large ensembles</td>
<td>Objective exams and assignments</td>
</tr>
</tbody>
</table>
VI. Course Outline:
   A. Acoustics
   B. Notation
   C. String instruments
   D. Woodwind instruments
   E. Brass instruments
   F. Percussion instruments
   G. Scoring for the orchestra
   H. Score study

VII. Suggested text:


VIII. Bibliography:


### Course Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>AS CAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Division</td>
<td>AHUM Division of Humanities</td>
</tr>
<tr>
<td>1c. Department</td>
<td>Alaska Native Studies</td>
</tr>
</tbody>
</table>

#### Course Information

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>AKNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Course Number</td>
<td>A290</td>
</tr>
<tr>
<td>4. Previous Course Prefix &amp; Number</td>
<td>N/A</td>
</tr>
<tr>
<td>5a. Credits/CEUs</td>
<td>1-3</td>
</tr>
<tr>
<td>5b. Contact Hours (Lecture + Lab)</td>
<td>(1-3+0)</td>
</tr>
</tbody>
</table>

#### Complete Course Title

**Topics in Alaska Native Studies**

#### Abbreviated Title for Transcript (30 character)

**Topics in AK Native Studies**

#### Type of Course

- Academic
- Preparatory/Development
- Non-credit
- CEU
- Professional Development

#### Type of Action:

- Add
- Change
- Delete

#### Repeat Status

- Yes
- # of Repeats: 3
- Max Credits: 12

#### Grading Basis

- A-F
- P/NP
- NG

#### Implementation Date

From: Spring/2013
To: /9999

#### Cross Listed with

- Stacked with

#### Mark if course has fees

- None

#### Mark if course is a selected topic course

- Yes

#### General Education Requirement

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Integrative Capstone

#### Course Description (suggested length 20 to 50 words)

Examines topics on contemporary issues in Alaska Native studies at an introductory level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.

#### Course Prerequisite(s) (list prefix and number)

- None

#### Test Score(s)

- N/A

#### Co-requisite(s) (concurrent enrollment required)

- None

#### Other Restrictions

- College
- Major
- Class
- Level

#### Registration Restriction(s) (non-codable)

- None

#### Mark if course is a selected topic course

- Yes

#### Justification for Action

Updated title, repeat status, CCG; student learning outcomes and course description to better reflect course level expectations.

<table>
<thead>
<tr>
<th>Initiator Name (typed): Maria Williams</th>
<th>Initiator Signed Initials:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (faculty only)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Williams</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiator (TYPE NAME)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean/Director of School/College</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate/Graduate Academic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost or Designee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td></td>
</tr>
<tr>
<td>Disapproved</td>
<td></td>
</tr>
</tbody>
</table>

---

47
I. Date Initiated  
November 6, 2012

II. Course Information  
College/School: College of Arts and Sciences  
Department: Alaska Native Studies  
Program: minor, Alaska Native Studies  
Course Title: Topics in Alaska Native Studies  
Course Number: AKNS A290  
Credits: 1-3  
Contact Hours: Determined by the number of credits  
Grading Basis: A-F  
Course Description: Examines topics on contemporary issues in Alaska Native studies at an introductory level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.  
Course Prerequisites: None  
Registration Restrictions: None  
Fees: Yes

III. Course Activities  
Because this is a “selected topics” course, the exact focus of the course may vary depending on the topic addressed. However, in general, the course will involve a combination of:  
A. Lectures  
B. Discussions  
C. Guest speakers

IV. Course Level Justification  
This 200-level class examines selected topics in Alaska Native Studies and does not require extensive background.

V. Course Evaluation  
Grades are primarily based on student essays, exams, class participation and attendance.

VI. Course Outline  
This class explores different issues in Alaska Native studies. Students will be exposed to new ideas and information that are currently impacting Alaska Native people, and
topics can range from politics/policies, art practices/production, resource extraction, global climate change, and Alaska Native corporations. Guest speakers throughout the semester will bring Alaska Native perspectives into the classroom. Topics to be covered will include:

A. Colonialism and Neo-colonialism in Alaska
B. Alaska Native art traditions
C. Traditional Ecological Knowledge or TEK
D. Subsistence challenges/issues
E. Alaska Native Claims Settlement Act (ANCSA)
F. Alaska Native Tribes and People
G. Village out-migration
H. Federal Indian Policy
I. History of Alaska Natives
J. Politics and Public Policy
K. Resource extractions and impacts on Alaska Native people
L. Global Climate change and impacts on Alaska Native people

VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals.
The instructor will:

1. Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.

2. Empower students to participate in class discussion, facilitated debates, and various in-class activities and exercises that are designed to bring the historical issues alive for learning, including using Native Case Studies.

3. Challenge students to debate controversial issues surrounding Alaska Native people objectively.

4. Provide an interaction with guest lecturers who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native history, art production, elder knowledge, Alaska Native land claims, traditional knowledge, Alaska Tribal sovereignty issues, to foster student learning and mentorship.

B. Student Learning Outcomes.
Students will be able to:  

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge on issues centered on current and historical Alaska Native topics, including education, boarding schools, subsistence, and contemporary approaches to indigenous based</td>
<td>Homework, essays, and exams, class discussions, class presentation(s).</td>
</tr>
<tr>
<td>pedagogy</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>2. Articulate the events that led to ANCSA and ANILCA.</td>
<td>Homework, essays, quizzes, in-class exercises, and journals</td>
</tr>
<tr>
<td>3. Demonstrate that they have attained an understanding of interdisciplinary approaches to colonialism, neocolonialism, resource extraction, and its impact on Alaska Native communities</td>
<td>In-class exercises, and discussions.</td>
</tr>
<tr>
<td>4. Demonstrate that they have attained a basic understanding of federal Indian policy, and compare and contrast the Alaska Native tribal status and courts to those of the Lower 48 American Indian Tribes.</td>
<td>Quizzes and discussions.</td>
</tr>
</tbody>
</table>

**VIII. Suggested Text**

None required.

**IX. Bibliography**

Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
Alaska Native Studies  

2. Course Prefix  
AKNS  

3. Course Number  
A490  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
1-3  

5b. Contact Hours (Lecture + Lab)  
(1-3+0)  

6. Complete Course Title  
Advanced Topics in Alaska Native Studies  
Adv. Topics in AKNS  
Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action:  
☐ Add  ☒ Change  ☐ Delete  

If a change, mark appropriate boxes:  
☐ Prefix  ☐ Course Number  
☒ Title  ☒ Repeat Status  
☐ Grading Basis  ☒ Cross-Listed/Stacked  
☐ Course Description  ☒ Course Prerequisites  
☐ Test Score Prerequisites  ☒ Co-requisites  
☐ Other Restrictions  ☒ Registration Restrictions  
☐ Class  ☐ Level  ☐ College  ☐ Major  
☒ Other Updating CCG (please specify)  

9. Repeat Status choose one  # of Repeats 3  Max Credits 12  

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

11. Implementation Date semester/year  
From: Spring/2013  To: 9999  

12. ☐ Cross Listed with  ☐ 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.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Maria Williams  
Initiator Signed Initials: _________  
Date:________________  

13b. Coordination Email Date: 07/05/2012  
submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison Date: 07/05/12  

14. General Education Requirement  
Mark appropriate box:  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
☐ Fine Arts  ☐ Social Sciences  ☐ Natural Sciences  ☐ Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
Examines topics on contemporary issues in Alaska Native Studies at an advanced level. Course can include political, social and historical aspects of Alaska Native people and culture. Special Note: Subtitle varies. May be repeated three times for credit with a different subtitle.  

16a. Course Prerequisite(s) (list prefix and number)  
N/A  

16b. Test Score(s)  
N/A  

16c. Co-requisite(s) (concurrent enrollment required)  
N/A  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s) (non-codable)  
Upper division standing  

17. ☒ Mark if course has fees  

18. ☒ Mark if course is a selected topic course  

19. Justification for Action  
Updated title, repeat status, CCG; student learning outcomes and course description to better reflect course level expectations.  

Initiator (faculty only)  
Maria Williams  
Initiator (TYPE NAME)  

☑ Approved  ☐ Disapproved  

Dean/Director of School/College Date  

☐ Approved  ☐ Disapproved  

Undergraduate/Graduate Academic Board Chairperson Date  

☑ Approved  ☐ Disapproved  

Provost or Designee Date  

☐ Approved  ☐ Disapproved  

Department Chairperson Date  

☐ Approved  ☐ Disapproved  

Curriculum Committee Chairperson Date  

51
<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Date Initiated</td>
<td>November 6, 2012</td>
</tr>
<tr>
<td>II. Course Information</td>
<td></td>
</tr>
<tr>
<td>College/School:</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Alaska Native Studies</td>
</tr>
<tr>
<td>Program:</td>
<td>minor, Alaska Native Studies</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Advanced Topics in Alaska Native Studies</td>
</tr>
<tr>
<td>Course Number:</td>
<td>AKNS A490</td>
</tr>
<tr>
<td>Credits:</td>
<td>1-3</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>Determined by the specific nature of the topics and the number of credits</td>
</tr>
<tr>
<td>Grading Basis:</td>
<td>A-F</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Examines topics on contemporary issues in Alaska Native studies at an advanced level. Course can include political, social and historical aspects of Alaska Native peoples and culture. Special Note: Subtitle varies. May be repeated for credit up to three times with a different subtitle.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Registration Restrictions:</td>
<td>Yes, Upper division standing</td>
</tr>
<tr>
<td>Fees:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

III. Course Activities
Because this is a “selected topics” course, the exact focus of the course may vary depending on the topic addressed. However, in general, the course will involve a combination of:
A. Lectures
B. Discussions
C. Guest speakers

IV. Course Level Justification
This 400-level course examines selected topics in Alaska Native Studies and does require a background in Alaska Native history, politics/policy, and culture. Research Paper.

V. Course Evaluation
Grades are primarily based on student essays, exams, class participation and attendance.

VI. Course Outline
This class explores various issues in Alaska Native Studies. Students will address at an advanced level new ideas and information that are currently impacting Alaska
Native people, and topics can range from politics/policies, art practices/production, resource extraction, global climate change, and Alaska Native corporations. Guest speakers throughout the semester will bring Alaska Native perspectives into the classroom. Topics to be covered will include:

A. Colonialism and Neo-colonialism in Alaska
B. Alaska Native Art traditions
C. Traditional Ecological Knowledge or TEK
D. Subsistence challenges/issues
E. Alaska Native Claims Settlement Act (ANCSA)
F. Alaska Native Tribes and People
G. Village out-migration
H. Federal Indian Policy
I. History of Alaska Natives
J. Politics and Public Policy
K. Resource extractions and impacts on Alaska Native people
L. Global Climate change and impacts on Alaska Native people

VII. What follows is a sample course offering

a) Decolonizing Methodologies

This course focuses on research methods that work to honor Indigenous ways of producing and sharing knowledge, including seeking proper permissions from Indigenous communities and individuals before beginning research, sharing research materials and outcomes, and respecting the boundaries of knowledge intended for specific audiences. We will also study how these methods stand in contrast to a long history of "colonizing" research that distorted knowledge gained from and about Indigenous peoples and/or that failed to build reciprocal and respectful relationships between researchers and Indigenous communities.


VIII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
</tr>
</tbody>
</table>
1. Engage students through lecture and presentation formats, bringing the subject matter to a level within their comprehension.

2. Empower students to participate in class discussion, facilitated debates, and various in-class activities and exercises that are designed to bring the historical issues alive for learning, including using Native Case Studies.

3. Challenge students to debate controversial issues surrounding Alaska Native people objectively.

4. Provide an interaction with guest lecturers who provide a high level of expertise in their fields, such as federal Indian policy, Alaska Native history, art production, elder-knowledge, Alaska Native land claims, traditional knowledge, or Alaska Tribal sovereignty issues, to foster student learning and mentorship.

### B. Student Learning Outcomes.

**Students will be able to:**

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate issues centered on current and historical Alaska Native topics, including education, boarding schools, subsistence, and contemporary approaches to indigenous based pedagogy</td>
<td>Homework, essays, and class discussions, class presentation(s), research paper(s).</td>
</tr>
<tr>
<td>2. Articulate the events that led to ANCSA and ANILCA.</td>
<td>Homework, essays, quizzes, in-class exercises, and journals</td>
</tr>
<tr>
<td>3. Demonstrate an understanding of interdisciplinary approaches to the study of colonialism, neo-colonialism, resource extraction, and its impact on Alaska Native communities</td>
<td>Readings, in-class exercises and discussions, and research paper(s).</td>
</tr>
<tr>
<td>4. Demonstrate knowledge of basic federal Indian policy, and compare and contrast the Alaska Native tribal status and courts to those of the Lower 48 American Indian Tribes.</td>
<td>Readings on Federal Indian Law, and ANCSA, quizzes, and discussions.</td>
</tr>
</tbody>
</table>
IX. **Suggested texts:**


Note: Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Alaska Native Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A492</td>
<td>AKNS A492</td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course Title**

**Cultural Knowledge of Native Elders**

**Cultural Knowledge of Elders**

Abbreviated Title for Transcript (30 character)

7. **Type of Course**

- [ ] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

8. **Type of Action:**

- [ ] Add
- [ ] Change
- [ ] Delete

If a change, mark appropriate boxes:

- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other Updating CCG (please specify)

9. **Repeat Status No**

- [ ] # of Repeats 0
- [ ] Max Credits

10. **Grading Basis**

- [ ] A-F
- [ ] P/NP
- [ ] NG

11. **Implementation Date**

- [ ] semester/year

From: Spring/2013

To: /9999

12. **Cross Listed with**

- [ ] Stacked with

Cross-Listed Coordination Signature

13a. **Impacted Courses or Programs:** List any programs or college requirements that require this course.

If more than three entries, submit a separate table. A template is available at [www.uaa.alaska.edu/governance](http://www.uaa.alaska.edu/governance).

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s)</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AKNS minor</td>
<td>333, 91</td>
<td>10/7/12</td>
<td>Maria Williams</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Maria Williams

Initiator Signed Initials: __________  Date: __________

13b. **Coordination Email**

13c. **Coordination with Library Liaison**

- [ ] Date: 10/07/12

submitted to Faculty Listserv: [uaa-faculty@lists.uaa.alaska.edu](mailto:uaa-faculty@lists.uaa.alaska.edu)

14. **General Education Requirement**

Mark appropriate box:

- [ ] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Social Sciences
- [ ] Natural Sciences
- [ ] Integrative Capstone

15. **Course Description (suggested length 20 to 50 words)**

This course is offered in a structured setting, to provide a hands-on experiential learning encounter for the student. Elders from different Alaska Native cultures will be invited to participate and impart knowledge to the students. The course fosters an appreciation of diversity with cultures, and a broader understanding of creative expression, and Indigenous worldview. Special Note: Students enrolling in this course should have either upper division class standing with a strong background in the social sciences or appropriate life experience, or a combination of the two prior to enrolling for this course.

16a. **Course Prerequisite(s) (list prefix and number)**

N/A

16b. **Test Score(s)**

16c. **Co-requisite(s) (concurrent enrollment required)**

- [ ] AKNS 201 or Upper-division standing

16d. **Other Restriction(s)**

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

16e. **Registration Restriction(s) (non-codable)**

17. **Mark if course has fees**

18. **Mark if course is a selected topic course**

19. **Justification for Action**

Updated title and CCG; student learning outcomes and course description to better reflect course level expectations.

Initiator (faculty only):

Initiator (TYPE NAME)

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Department Chairperson

Date

Approved

Disapproved

Undergraduate/Graduate Academic

Board Chairperson

Date

Approved

Disapproved

Provost or Designee

Date
I. Date Initiated
   November 6, 2012

II. Course Information
   College/School: College of Arts and Sciences
   Department: Alaska Native Studies
   Program: minor, Alaska Native Studies
   Course Title: Cultural Knowledge of Native Elders
   Course Number: AKNS A492
   Credits: 3
   Contact Hours: 3 hours per week for 15 weeks
   Grading Basis: A-F
   Course Description: This course is offered in a structured setting, to provide a
   hands-on experiential learning encounter for the student. Elders from different Alaska Native cultures will be invited
to participate and impart knowledge to the students. The course fosters an appreciation of diversity with cultures,
and a broader understanding of creative expression, and Indigenous worldview. Special Note: Students enrolling in
this course should have either upper division class standing with a strong background in the social sciences or
appropriate life experience, or a combination of the two prior to enrolling for this course.
   Course Prerequisites: N/A
   Registration Restrictions: AKNS 201 or upper-division standing
   Fees: yes

III. Course Activities
   This course is offered in a structured setting, to provide a hands-on experiential
   learning encounter for the student. Elders from different Alaska Native cultures will be invited
to participate and impart knowledge to the students. The course fosters an appreciation of diversity with cultures,
and a broader understanding of creative expression, and Indigenous worldview.

IV. Course Level Justification
   This 400-level class allows students to study and learn from Alaska Native elders and
   tradition bearers. The student should have some knowledge of Alaska Native peoples
   and cultures.

V. Course Evaluation
   Class participation, student journals and research papers.
VI. **Course Outline**

This class explores traditional knowledge and worldview and incorporates visiting Alaska Native elders and tradition bearers. Students will learn Alaska Native perspectives and worldview, and gain a deeper understanding of knowledge transmission, and Indigenous epistemologies. Depending on the visiting Elders, topics can vary, but can include:

A. Music and dance  
B. Indigenous history and oral traditions  
C. Indigenous concepts of teaching and learning  
D. Indigenous concepts of the environment, subsistence, and relation to the land  
E. Indigenous art techniques, including gathering and preparing materials that are used in Alaska Native art production  
F. Indigenous languages and relationship to culture  
G. Indigenous worldview

VII. **Instructional Goals and Student Learning Outcomes**

<table>
<thead>
<tr>
<th><strong>A. Instructional Goals.</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will:</td>
<td></td>
</tr>
<tr>
<td>1. Provide an enriching classroom experience for the student that is focused on Alaska Native elder knowledge.</td>
<td></td>
</tr>
<tr>
<td>2. Assist the student in learning concepts of Alaska Native and Indigenous worldview.</td>
<td></td>
</tr>
<tr>
<td>3. Challenge the student to learn and discuss Indigenous knowledge systems.</td>
<td></td>
</tr>
<tr>
<td>4. Provide an interaction for the students with knowledgeable elders who have detailed knowledge on Alaska Native oral traditions, subsistence, traditional ecological knowledge, art systems, and worldview/cosmology.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Student Learning Outcomes.</strong></th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate what they have learned from the visiting Elders</td>
<td>Class participation, final project, in class exercises, and journal</td>
</tr>
</tbody>
</table>
2. Articulate the knowledge and skill obtained from the Elders in areas that include art production, worldview, subsistence, traditional ecological knowledge, and language.

Homework, in-class exercises, journals, final project and/or research paper.

3. Demonstrate an understanding of Indigenous-based pedagogy and learning – as compared to Western-based learning

In-class exercises, class participation, and discussions, and journals

4. Articulate the importance of traditional knowledge and be able to apply this knowledge

Final class projects, journals, and research paper(s).

VIII. Suggested Text


A Place for Winter by Paul Tiulana. (CIRI Foundation, 1987)

IX. Bibliography


http://www.alaskool.org

http://www.uaf.edu/anlc/
Course Action Request
University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM Division of Humanities</td>
<td>Alaska Native Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A495</td>
<td>AKNS A495</td>
<td>1-3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native Studies Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Academic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Action:</th>
<th>9. Repeat Status Yes</th>
<th># of Repeats</th>
<th>10. Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Add</td>
<td>☐</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>☒ Change</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Delete</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ A-F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester/year:</td>
</tr>
<tr>
<td>Spring/2013</td>
</tr>
<tr>
<td>To: /9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Impact Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Maria Williams
Initiator Signed Initials: _________

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 10/19/2012</td>
<td>Date: 10/22/2012</td>
</tr>
</tbody>
</table>

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)

<table>
<thead>
<tr>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td>☐ Humanities</td>
</tr>
<tr>
<td>☐ Fine Arts</td>
</tr>
<tr>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is designed as a supervised on-campus or off-campus internship which provides an opportunity for the students to work in the professional environment of an Alaska Native organization. Students perform significant work and/or research and develop professional skills and networks. The internship requires a formal agreement between the student, the faculty member and the supervisor. Special Note: May be repeated for up to six credits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS A201</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ College</td>
</tr>
<tr>
<td>☐ Major</td>
</tr>
<tr>
<td>☐ Class</td>
</tr>
<tr>
<td>☐ Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor permission, upper division standing, and knowledge of Alaska Native issues required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Mark if course has fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated the repeat status, the CCG; student learning outcomes and course description to better reflect course level expectations.</td>
</tr>
</tbody>
</table>

Initiator (faculty only) Maria Williams
Initiator (TYPE NAME) 

<table>
<thead>
<tr>
<th>Initiator Signed Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________</td>
<td>________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Coordination Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost or Designee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Department Chairperson
Board Chairperson

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Provost or Designee

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Dean/Director of School/College

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Undergraduate/Graduate Academic

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Curriculum Committee Chairperson

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

Approved
Disapproved

Provost or Designee

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>
COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
Alaska Native Studies Program

I. Date Initiated

November 6, 2012

II. Course Information

College/School: College of Arts and Sciences
Department: Alaska Native Studies
Program: minor, Alaska Native Studies
Course Title: Alaska Native Studies Internship
Course Number: AKNS A495
Credits: 1-3
Contact Hours: Determined by the number of credits
Grading Basis: A-F
Course Description: This is designed as a supervised on-campus or off-campus internship which provides an opportunity for the students to work in the professional environment of an Alaska Native organization. Students perform significant work and/or research and develop professional skills and networks. The internship requires a formal agreement between the student, the faculty member and the supervisor. Special Note: May be repeated for up to six credits.

Course Prerequisites: AKNS A201
Registration Restrictions: Instructor permission, upper division standing, and knowledge of Alaska Native issues required.

Fees:

III. Course Activities

This is designed as a supervised on-campus or off-campus internship, which provides an opportunity for students to work in the professional environment of an Alaska Native organization. Students perform significant work and/or research and develop professional skills and networks. The internship requires a formal agreement between the student, the faculty member and the supervisor.

IV. Course Level Justification

This internship provides students an opportunity to bring together in an applied situation the various knowledge skills, and commitments developed through prior courses in Alaska Native Studies. The internship provides an experiential learning environment for the student.

V. Course Evaluation

Student evaluation is based on the internship outcomes, and the student's final written report. The formal agreement of the internship is established by the student, the
faculty member and the supervisor and will be the guiding document for the internship and the basis for final evaluation.

VI. Course Outline

The internships will provide students with a professional experience in working and/or researching for an Alaska Native organization. May vary depending on credit hours.

VII. Instructional Goals and Student Learning Outcomes

<table>
<thead>
<tr>
<th>A. Instructional Goals.</th>
<th>The instructor will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engage students through real-life professional experience, bringing the subject matter to a level within their comprehension.</td>
<td></td>
</tr>
<tr>
<td>2. Empower students to participate working in a professional setting.</td>
<td></td>
</tr>
<tr>
<td>3. Provide a professional interactive experience for the student within an Alaska Native organization or office, including Native corporations, profit and non-profit, village IRA Council, and non-governmental organizations.</td>
<td></td>
</tr>
<tr>
<td>4. Provide an interaction with professionals working in fields that include federal Indian policy, Alaska Native history, art production, elder knowledge, Alaska Native land claims, traditional knowledge, Alaska Tribal sovereignty issues, to foster student learning and mentorship.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Student Learning Outcomes.</th>
<th>Students will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of how Native organizations are managed, and how they operate</td>
<td>Student journal and supervisor report</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate what they learned in the internship, and what the skills they acquired.</td>
<td>Student journal/final report and supervisor report</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate a new understanding of Alaska Native communities and organizations</td>
<td>Student journal/final report</td>
<td></td>
</tr>
</tbody>
</table>
4. Articulate how their internship will inform their professional career.

<table>
<thead>
<tr>
<th></th>
<th>Student journal/final report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VIII Suggested Text**

None required.

**IX Bibliography**

Reading selections will include a variety of articles from numerous sources. ISER, Alaskool, and the Alaska Native Knowledge Network will be utilized for various historical and current articles.
Proposal to Initiate, Add, Change, or Delete a Course

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>A308</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Type of Course</th>
<th>8. Type of Action:</th>
<th>9. Repeat Status No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe in the High Middle Ages</td>
<td>☒ Academic</td>
<td>☒ Add or ☐ Change or ☐ Delete</td>
<td># of Repeats</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>☐ P/NP</td>
<td>/9999</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Cross Listed with</th>
<th>13a. Impacted Courses or Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Stacked with</td>
<td>List any programs or college requirements that require this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13b. Coordination Email</th>
<th>14. General Education Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: Fall/2013</td>
<td>Mark appropriate box:</td>
</tr>
<tr>
<td>To: Fall/2013</td>
<td>☐ Oral Communication</td>
</tr>
<tr>
<td>semester/year</td>
<td>☐ Written Communication</td>
</tr>
<tr>
<td>/9999</td>
<td>☐ Quantitative Skills</td>
</tr>
<tr>
<td></td>
<td>☐ Social Sciences</td>
</tr>
<tr>
<td></td>
<td>☐ Natural Sciences</td>
</tr>
<tr>
<td></td>
<td>☐ Integrative Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Description (suggested length 20 to 50 words)</th>
<th>16a. Course Prerequisite(s) (list prefix and number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An analysis of key issues in Europe from roughly 1000-1400, including feudal and manorial structures, religious developments, such as new monastic orders and the growth of papal power, intellectual and economic developments, such as the rise of scholasticism and book-keeping, and political and social developments. Particular emphasis will be placed on the impact of the Crusades, the Twelfth Century Renaissance, religious minorities, dissent, and rural and urban life.</td>
<td>HIST A101 with a minimum grade of C and ENG A111</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16d. Other Restriction(s)</th>
<th>16e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ College</td>
<td>☐ Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. ☐ Mark if course has fees</th>
<th>18. ☐ Mark if course is a selected topic course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a new upper-division course on the history of the central and late Middle Ages to fill a gap in the curriculum of the History Department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Initiation (faculty only)</th>
<th>20b. Initiation (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Ball</td>
<td>Date: Ray Ball Signed Initials: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21. Date of Coordination</th>
<th>22. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>23. Impacted Program/Course</th>
<th>24. Catalog Page(s) Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HISTORY, BA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. Date of Coordination</th>
<th>26. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Coordination with Library Liaison</th>
<th>28. Date: 10/12/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 10/12/2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. Initiation (faculty only)</th>
<th>30. Initiation (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Ball</td>
<td>Date: Ray Ball Signed Initials: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31. Date of Coordination</th>
<th>32. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33. Impacted Program/Course</th>
<th>34. Catalog Page(s) Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>35. Date of Coordination</th>
<th>36. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>37. Coordination with Library Liaison</th>
<th>38. Date: 10/12/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 10/12/2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>39. Initiation (faculty only)</th>
<th>40. Initiation (TYPE NAME)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ray Ball</td>
<td>Date: Ray Ball Signed Initials: ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>41. Date of Coordination</th>
<th>42. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>43. Impacted Program/Course</th>
<th>44. Catalog Page(s) Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>45. Date of Coordination</th>
<th>46. Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>47. Coordination with Library Liaison</th>
<th>48. Date: 10/12/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: 10/12/2012</td>
<td></td>
</tr>
</tbody>
</table>
I. Initiation Date: Fall 2013

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: History of Europe in the High Middle Ages
D. Course Subject/Number: HIST A308
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: An analysis of key issues in Europe from roughly 1000-1400, including feudal and manorial structures, religious developments, such as new monastic orders and the growth of papal power, intellectual and economic developments, such as the rise of scholasticism and book-keeping, and political and social developments. Particular emphasis will be placed on the impact of the Crusades, the Twelfth Century Renaissance, religious minorities, dissent, and rural and urban life.

I. Course Prerequisites: HIST A101: Western Civilization I with minimum grade of C and English A111 or A211

J. Course Fees: None

K. Status of Course: Selective for upper division requirement for BA in History

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals:

1. To present and examine the key political, social, economic, religious, intellectual, and cultural developments in European history during the High Middle Ages.

2. To use the study of medieval European history to develop the student’s ability to think historically, that is,
   --to place ideas, events, objects and texts in proper historical context;
   --to examine causation and consequences (e.g., the growth of papal power and the Crusades)
   --to analyze patterns of change and continuity (e.g., developments in spiritual life, like the outpouring of female spirituality in and outside of convents)
-- to assess possibilities of **contingency** (e.g., The role of the Norman Conquest and dynastic alliances in European conflicts)
--and to recognize and evaluate the **complexity** of the historical process.

3. To develop the student’s ability to read, think and write critically through the examination and analysis of (translated)primary and secondary sources (in English) on medieval European history.

4. To develop the student’s ability to communicate effectively orally and in writing at an advanced undergraduate level.

**B. Student Learning Outcomes and Assessment Procedures.**

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes: Students will be able to:</strong></th>
<th><strong>Assessment Procedures:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Note: This course is writing intensive.</em>*</td>
<td><strong>Content exams and analytical essays</strong></td>
</tr>
<tr>
<td>1. Describe the key political, social, religious, economic and cultural developments in European History from 1000-1400.</td>
<td><strong>Analytical essays and/or research paper</strong></td>
</tr>
<tr>
<td>2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts relating to medieval European history</td>
<td><strong>Analytical essays and exams, and/or research paper, oral presentations and discussion</strong></td>
</tr>
<tr>
<td>3. Discuss and analyze the causes and consequences of key historical developments in the history of Europe during the High and Late Middle Ages.</td>
<td><strong>Analytical essays and exams, and/or research paper</strong></td>
</tr>
<tr>
<td>4. Recognize and analyze patterns of change and continuity across region and time in medieval European history.</td>
<td><strong>Analytical essays and exams, and/or research paper</strong></td>
</tr>
<tr>
<td>5. Recognize and assess the role of complexity and contingency in European history during the Middle Ages through study and analysis of specific historical events and processes (for example, the role of military technology, disease, and religious fervor during the First Crusade).</td>
<td><strong>Analytical essays and exams, and/or research paper</strong></td>
</tr>
<tr>
<td>6. Communicate effectively orally and in writing at an advanced undergraduate level.</td>
<td><strong>Analytical essays and exams, and/or research paper, oral presentations and discussion</strong></td>
</tr>
</tbody>
</table>

**IV. Guidelines for Evaluation:**

Students will be evaluated on the above outcomes through participation in classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research papers. The specific number, type and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing and historical thinking and research skills.
V. **Course Level Justification:**
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper division written and oral skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper division offering.

VI. **Topical Course Outline:**

1.0 Carolingian Legacies
2.0 Aristocratic Culture: Chivalry and Warfare
3.0 Agricultural Societies
4.0 Urban Economies
5.0 Medieval Christianity
6.0 New Religious Orders and Church Reform
7.0 Intellectual Life: Abelard to Aquinas
8.0 Monarchies in the Middle Ages
9.0 Crusades, Crusaders, and Crusader States
10.0 Minorities and Dissidents in Medieval Europe
11.0 Marriage and Family in the High Middle Ages
12.0 World Views: Travelers and Traders
13.0 The Age of Calamities

VII. **Suggested Text and Readings:**


**VIII. Select Bibliography:** There is a vast and ever-growing bibliography on medieval European history from 1000-1400. The following are just a few of the most important works.


Databases and Websites:

Fordham Internet Medieval Sourcebook: [http://www.fordham.edu/Halsall/sbook.asp](http://www.fordham.edu/Halsall/sbook.asp)

Hanover Historical Texts Project, The Middle Ages: [http://history.hanover.edu/project.php#ma](http://history.hanover.edu/project.php#ma)

TEAMS Middle English Texts Series: [http://www.lib.rochester.edu/camelot/teams/tmsmenu.htm](http://www.lib.rochester.edu/camelot/teams/tmsmenu.htm)
Course Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course  

1a. School or College  
AS CAS  

1b. Division  
AHUM Division of Humanities  

1c. Department  
HISTORY  

2. Course Prefix  
HIST  

3. Course Number  
A336  

4. Previous Course Prefix & Number  
N/A  

5a. Credits/CEUs  
3  

5b. Contact Hours  
(Lecture + Lab)  

6. Complete Course Title  
Latin America to 1800  

Abbreviated Title for Transcript (30 character)  

7. Type of Course  
☒ Academic  ☐ Preparatory/Development  ☐ Non-credit  ☐ CEU  ☐ Professional Development  

8. Type of Action:  
☒ Add  ☐ Change  ☐ Delete  

If a change, mark appropriate boxes:  

- Prefix  
- Credits  
- Title  
- Grading Basis  
- Course Description  
- Test Score Prerequisites  
- Other Restrictions  
- Class  
- Level  
- College  
- Major  
- Cross-Listed/Stacked  
- Registration Restrictions  
- Repeat Status  
- Course Number  
- Contact Hours  
- Co-requisites  
- Registration Restrictions  

9. Repeat Status No  
# of Repeats  
Max Credits  

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

11. Implementation Date  
semester/year  

From: Fall/2013  

To: /9999  

12. ☐ Cross Listed with  
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.  

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY, BA</td>
<td>Courtesy coordination</td>
<td>09/18/2012</td>
<td>Elizabeth Dennison and William Myers</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Initiator Name (typed): Ray Ball  
Initiator Signed Initials:  

Date:  

13b. Coordination Email  
Date: 10/12/2012  

submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)  

13c. Coordination with Library Liaison  
Date: 10/12/2012  

14. General Education Requirement  
Mark appropriate box:  

- Oral Communication  
- Written Communication  
- Quantitative Skills  
- Humanities  
- Fine Arts  
- Social Sciences  
- Natural Sciences  
- Integrative Capstone  

15. Course Description (suggested length 20 to 50 words)  
An analysis of pre-Columbian cultures, the impact of the arrival of Europeans on indigenous societies in Mesoamerica and South America, and the societies that emerged out of conquest and colonization. Emphasis will be placed on labor, economy, religion, culture, society, and daily life up to 1800 and the beginning of Independence movements.  

16a. Course Prerequisite(s) (list prefix and number)  
HIST A101 with a minimum grade of C and ENG A111 or ENG A211  

16b. Test Score(s)  

16c. Co-requisite(s) (concurrent enrollment required)  

16d. Other Restriction(s)  
☐ College  ☐ Major  ☐ Class  ☐ Level  

16e. Registration Restriction(s) (non-codable)  

17. ☐ Mark if course has fees  

18. ☐ Mark if course is a selected topic course  

19. Justification for Action  
Development of a new upper-division course on the history of pre-Columbian and Colonial Latin America to fill a gap in the curriculum of the History Department.  

Initiator (faculty only)  
Ray Ball  
Initiator (TYPE NAME)  

☐ Approved  ☐ Disapproved  

Dean/Director of School/College  
Date  

Undergraduate/Graduate Academic  
Date  

Board Chairperson  
Date  

Provost or Designee  
Date  

72
Course Content Guide  
University of Alaska Anchorage  
Department of History: HIST A336 History of Latin America to 1800

I. Initiation Date: Fall 2013

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Latin America to 1800
D. Course Subject/Number: HIST A336
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: An analysis of pre-Columbian cultures, the impact of the arrival of Europeans on indigenous societies in Mesoamerica and South America, and the societies that emerged out of conquest and colonization. Emphasis will be placed on labor, economy, religion, culture, society, and daily life up to 1800 and the beginning of Independence movements.

I. Course Prerequisites: HIST A101: Western Civilization I with a minimum grade of C and ENG A111 or A211

J. Course Fees: None
K. Status of Course: Selective for upper division requirement and non-Western course requirement for BA in History

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals:

1. To present and examine the key political, social, economic and cultural developments in Latin American history from pre-Columbian times to 1800.

2. To use the study of pre-modern Latin American history to develop the student’s ability to think historically, that is,
   --to place ideas, events, objects and texts in proper historical context;
   --to examine causation and consequences (e.g., labor patterns of repartimiento)
   --to analyze patterns of change and continuity (e.g., developments in syncretic religious practices, like those around the Virgin of Guadalupe)
   --to assess possibilities of contingency (e.g., The Mexica and Inca Empires do not fall without outbreaks of epidemic disease)
   --and to recognize and evaluate the complexity of the historical process.
3. To develop the student’s ability to read, think and write critically through the examination and analysis of primary and secondary sources on Latin American history prior to 1800.

4. To develop the student’s ability to communicate effectively orally and in writing at an advanced undergraduate level.

B. Student Learning Outcomes and Assessment Procedures.

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Note: This is a writing intensive course.</td>
<td></td>
</tr>
<tr>
<td>1. Describe the key political, social, religious, economic and cultural developments in Latin American History from pre-Columbian times to 1800.</td>
<td>Content exams and analytical essays</td>
</tr>
<tr>
<td>2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts on pre-modern Latin American history.</td>
<td>Analytical essays and/or research paper</td>
</tr>
<tr>
<td>3. Discuss and analyze the causes and consequences of key historical developments in Latin American History from pre-Columbian times to 1800.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
<tr>
<td>4. Recognize and analyze patterns of change and continuity across region and time in pre-modern Latin American history.</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>5. Recognize and assess the role of complexity and contingency in pre-modern Latin American history through study and analysis of specific historical events and processes (for example, the role of military technology, disease, and diplomacy in the Conquest of the Mexica).</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>6. Communicate effectively orally and in writing at an advanced undergraduate level.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
</tbody>
</table>

IV. Guidelines for Evaluation:
Students will be evaluated on the above outcomes through participation in classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research papers. The specific number, type and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing and historical thinking and research skills.

V. Course Level Justification:
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper division written and oral skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper division offering.

VI. Topical Course Outline:

1.0 Pre-Columbian Societies: Mesoamerica
2.0 Pre-Columbian Societies: South America
3.0 Iberian Mentalities and the Reconquista
4.0 First Contacts
5.0 The Conquest of Mexico
6.0 The Conquest of Peru
7.0 Iberian Administration
8.0 New World Christianity and the Church in Latin America
9.0 Competition for Brazil
10.0 Colonial Society and Systems of Labor
11.0 Women, the Family, and Daily Life in Colonial Society
12.0 The Bourbon and Pombaline Reforms
13.0 On the Edge of Insurrection: Riots and Revolts in the Eighteenth Century

VII. Suggested Text and Readings:


**VIII. Select Bibliography:** There is a vast and ever-growing bibliography on Pre-Modern Latin American history. The following are just a few of the most important works.


Databases and Websites:

Fordham Colonial Latin America: http://www.fordham.edu/Halsall/mod/modsbook08.asp

LANIC: http://lainc.utexas.edu/
Proposal to Initiate, Add, Change, or Delete a Course

Initiator (faculty only)  Date
Ray Ball

1. School or College
AS CAS

2. Course Prefix
HIST

3. Course Number
A338

4. Previous Course Prefix & Number
N/A

5a. Credits/CEUs
3

5b. Contact Hours (Lecture + Lab)

6. Complete Course Title
Modern Latin America

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

8. Type of Action:  ☑ Add    ☐ Change    ☐ Delete

9. Repeat Status No

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

11. Implementation Date
From: Fall/2013 To: 9999

12. ☐ Cross Listed with
aprogram(s) or college requirement(s) that require this course.

13a. Impacted Courses or Programs:

13b. Coordination Email
Date: 10/12/2012

13c. Coordination with Library Liaison
Date: 10/12/2012

14. General Education Requirement
Mark appropriate box:
☐ Oral Communication    ☐ Written Communication    ☐ Quantitative Skills
☐ Fine Arts    ☐ Social Sciences    ☐ Natural Sciences    ☐ Humanities
☐ Integrative Capstone

15. Course Description (suggested length 20 to 50 words)

16a. Course Prerequisite(s) (list prefix and number)
HIST A132 with a minimum grade of C and ENG A111 or ENG A211

16b. Test Score(s)

16c. Co-requisite(s) (concurrent enrollment required)

16d. Other Restriction(s)

16e. Registration Restriction(s) (non-codable)

17. ☐ Mark if course has fees

18. ☐ Mark if course is a selected topic course

19. Justification for Action

Development of a new upper-division course on the history of Modern Latin America to fill a gap in the curriculum of the History Department.

Initiator (TYPE NAME)

☑ Approved    ☐ Disapproved

☑ Approved    ☐ Disapproved

☑ Approved    ☐ Disapproved

☑ Approved    ☐ Disapproved

Approved
Disapproved

Dean/Director of School/College
Date

Undergraduate/Graduate Academic
Date

Provost or Designee
Date
I. Initiation Date: Fall 2013

II. Course Information:
A. College: College of Arts and Sciences
B. Department: History
C. Course Title: Modern Latin America
D. Course Subject/Number: HIST A338
E. Credit Hours: 3.0 Credits
F. Contact Time: 3+0 Contact Time
G. Grading Information: A-F
H. Course Description: An analysis of Latin American history from the independence movements of the nineteenth century to the present, including the formation of states, the development of national identities, and Latin America’s connection to growing global economies. Emphasis will be placed on post-Independence political and social conflicts, social reforms and revolutions, the impact of modernization and industrialization, and cultural and artistic developments.
I. Course Prerequisites: HIST A132: History of United States II with a minimum grade of C and ENG A111 or A211
J. Course Fees: None
K. Status of Course: Selective for upper division requirement and non-Western course requirement for BA in History

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals:

1. To present and examine the key political, social, economic and cultural developments in Latin American history from pre-Columbian since 1800.

2. To use the study of modern Latin American history to develop the student’s ability to think historically, that is,
   --to place ideas, events, objects and texts in proper historical context;
   --to examine causation and consequences (e.g., conflict between centralism and federalism and its role in promoting the rise of caudillos in 19th century Latin America)
   -- to analyze patterns of change and continuity (e.g., developments in conceptions of Brazilian nationalism and identity as the result of intellectual movements)
-- to assess possibilities of contingency (e.g., if Malgerejo did not sell large tracts of land to Brazil, the society and economy of Bolivia emerge much stronger during the late 19th and early 20th century)
--and to recognize and evaluate the complexity of the historical process.

3. To develop the student’s ability to read, think and write critically through the examination and analysis of primary and secondary sources on Latin American history since 1800.

4. To develop the student’s ability to communicate effectively orally and in writing at an advanced undergraduate level.

B. Student Learning Outcomes and Assessment Procedures.

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to:</th>
<th>Assessment Procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the key political, social, religious, economic and cultural developments in Latin American History from pre-</td>
<td>Content exams and analytical essays</td>
</tr>
<tr>
<td>Columbian times since 1800.</td>
<td></td>
</tr>
<tr>
<td>2. Identify, place in proper historical context and evaluate for historical significance primary documents and texts</td>
<td>Analytical essays and/or research paper</td>
</tr>
<tr>
<td>on modern Latin American history.</td>
<td></td>
</tr>
<tr>
<td>3. Discuss and analyze the causes and consequences of key historical developments in Latin American History since</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
<tr>
<td>1800.</td>
<td></td>
</tr>
<tr>
<td>4. Recognize and analyze patterns of change and continuity across region and time in modern Latin American history.</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>5. Recognize and assess the role of complexity and contingency in modern Latin American history through study and</td>
<td>Analytical essays and exams, and/or research paper</td>
</tr>
<tr>
<td>analysis of specific historical events and processes (for example, the role of immigration policy in the Parsley</td>
<td></td>
</tr>
<tr>
<td>Massacre “El Corte” and in urbanization in the Dominican Republic).</td>
<td></td>
</tr>
<tr>
<td>6. Communicate effectively orally and in writing at an advanced undergraduate level.</td>
<td>Analytical essays and exams, and/or research paper, oral presentations and discussion</td>
</tr>
</tbody>
</table>

IV. Guidelines for Evaluation:
Students will be evaluated on the above outcomes through participation in classroom discussions and presentations, content and essay exams, analytical essays based on assigned readings of both primary and secondary sources, and research
assignments. The specific number, type and weighting of assignments will vary by individual instructor. All assignments will emphasize reading, writing and historical thinking and research skills.

V. Course Level Justification:
This course requires students to analyze, to evaluate and to synthesize historical data, and to demonstrate upper division written and oral skills. To be able to complete this course successfully, students will already need to have mastered some presentation, writing, and study skills. The stress on analysis, critical thinking and careful evaluation of contrasting historical arguments and sources makes this course an upper division offering.

VI. Topical Course Outline:

1.0 Legacies of Colonialism
2.0 Independence Movements
3.0 Early Republics and Foundation Myths: A Common History?
4.0 Caudillos
5.0 Defining Civilization: Liberals and Conservatives
6.0 Contested Citizenship
7.0 Neocolonialism
8.0 Crisis and Revolution at the Turn of Century: Mexico
9.0 Indigenous Movements and Racial Democracies
10.0 Industrialization and Underdevelopment
11.0 Caribbean Routes to Revolution
12.0 Juntas and Terror
13.0 Neoliberalism and New Democracies
14.0 Pink Tides and Post-Soviet Socialism

VII. Suggested Text and Readings:

VIII. Select Bibliography: There is a vast and ever-growing bibliography on Pre-Modern Latin American history. The following are just a few of the most important works.


Databases and Websites:

LANIC: [http://anic.utexas.edu/](http://anic.utexas.edu/)

Fordham 20th Century Latin America: [http://www.fordham.edu/Halsall/mod/modsbook55.asp](http://www.fordham.edu/Halsall/mod/modsbook55.asp)
**Proposal to Initiate, Add, Change, or Delete a Course**

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

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEUs</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN</td>
<td>A390</td>
<td>N/A</td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

**6. Complete Course Title**

**Selected Topics: Studies in Japanese Culture and Society**

St: JPN Culture and Society

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

**7. Type of Course**

- [x] Academic
- [ ] Preparatory/Development
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

**8. Type of Action:**

- [x] Add
- [ ] Change
- [ ] Delete

**9. Repeat Status**

- Yes
- # of Repeats: 2
- Max Credits: 9

**10. Grading Basis**

- [x] A-F
- [ ] P/NP
- [ ] NG

**11. Implementation Date**

- From: Fall/2013
- To: 9999/9999

**12. Cross Listed with**

- [ ] Stacked with

**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](http://www.uaa.alaska.edu/governance).*

<table>
<thead>
<tr>
<th>Impacted Program/Course</th>
<th>Catalog Page(s) Impacted</th>
<th>Date of Coordination</th>
<th>Chair/Coordinator Contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies</td>
<td>Courtesy coordination</td>
<td>10/2/2012</td>
<td>Dorn Van Dommelen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13b. Coordination Email**

Date: 10/2/2012

[submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)]

**13c. Coordination with Library Liaison**

Date: 10/2/2012

**14. General Education Requirement**

**Mark appropriate box:**

- Oral Communication
- Written Communication
- Quantitative Skills
- Humanities
- Fine Arts
- Social Sciences
- Natural Sciences
- Integrative Capstone

**15. Course Description (suggested length 20 to 50 words)**

Examines various aspects of Japanese culture and society with critical analysis of textual and cultural artifacts (e.g., historical, political, literary) through a variety of disciplinary methodologies. Enhances Japanese language skills in writing, reading, speaking, and cultural literacy. Course conducted in Japanese. Special note: Course may be repeated twice for credit with change of subtitle.

**16a. Course Prerequisite(s) (list prefix and number)**

JPN A301 with a minimum final grade of "C"

**16b. Test Score(s)**

N/A

**16c. Co-requisite(s) (concurrent enrollment required)**

N/A

**16d. Other Restriction(s)**

- College
- Major
- Class
- Level

**16e. Registration Restriction(s) (non-codable)**

N/A

**16f. Mark if course has fees**

**17. Mark if course is a selected topic course**

**18. Justification for Action**

The Japanese program is expanding its upper-division course offerings in Japanese literature and culture. Proposed CCG reflects conversion of successful experimental course to permanent course.

**Initiator Name (typed): Michihiro Ama**

Initiator Signed Initials: [ ] Date: [ ]

**19. Initiation/Approval Process**

- [ ] Approved
- [ ] Disapproved

**Dean/Director of School/College**

Date: [ ]

**Undergraduate/Graduate Academic Board Chairperson**

Date: [ ]

**Provost or Designee**

Date: [ ]

---

**Course Description**

Examines various aspects of Japanese culture and society with critical analysis of textual and cultural artifacts (e.g., historical, political, literary) through a variety of disciplinary methodologies. Enhances Japanese language skills in writing, reading, speaking, and cultural literacy. Course conducted in Japanese. Special note: Course may be repeated twice for credit with change of subtitle.

---

**Mark if course has fees**

---

**Mark if course is a selected topic course**

---

**Justification for Action**

The Japanese program is expanding its upper-division course offerings in Japanese literature and culture. Proposed CCG reflects conversion of successful experimental course to permanent course.
University of Alaska Anchorage
Course Content Guide
Department of Languages

JPN A390
Selected Topics: Studies in Japanese Culture and Society

I. Initiation Date: Fall 2012

II. Course Information:
A. College: College of Arts and Sciences
B. Course Title: Studies in Japanese Culture and Society
C. Course Subject/Number JPN A390
D. Credit Hours: 3.0
E. Contact Time: 3 + 0 hours per week
F. Grading Information: A-F
G. Course Description: Examines various aspects of Japanese culture and society with critical analysis of textual and cultural artifacts (e.g. historical, political, literary) through a variety of disciplinary methodologies. Enhances Japanese language skills in writing, reading, speaking, listening, and cultural literacy. Course conducted in Japanese.
Special note: Course may be repeated twice for credit with change of subtitle.

H. Status of Course Relative to Degree or Certificate Programs:
Course may be used as an elective to satisfy the upper-division requirement of a Japanese major or minor.

I. Course Attributes: Applies toward the upper-division requirement for Japanese majors and minors.

J. Lab Fees: Yes
K. Coordination: UAA Faculty List Serve
L. Course Prerequisite: JPN A301 with a minimum final grade of “C”

III. Instructional Goals and Student Learning Outcomes:
A. Instructional Goals: The instructor will
   1. Design the course thematically, featuring discipline areas in geography, history, education, religion, politics, and
industry through the incorporation of content-based texts, including Internet and multimedia materials, in order for students to gain in-depth knowledge of Japanese culture.

2. Guide students in interpretation and critical analysis of textual and cultural artifacts by using appropriate disciplinary methodologies and terminology.

3. Foster students’ curiosity and encourage them to pursue research in the study of Japanese society by examining its culture and values.

B. Student Learning Outcomes: Upon successful completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Students Learning Outcomes</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss textual and cultural artifacts of Japanese culture, and situate them into corresponding historical, geographical, sociological, and economic structures of Japan.</td>
<td>Prepared Oral Presentations, Tests, Quizzes, Discussions</td>
</tr>
<tr>
<td>2. Apply appropriate disciplinary approaches and terminology to the subject under investigation and conduct critical analyses.</td>
<td>Prepared Oral Presentations, Quizzes, Essays</td>
</tr>
<tr>
<td>3. Formulate theses concerning the culture and values of Japanese society and support them with arguments.</td>
<td>Prepared Oral Presentations, Research Papers</td>
</tr>
</tbody>
</table>

IV. Course Activities:
This course reflects content-based small-group collaboration, assisted and facilitated by instructor.

V. Methods of Assessment:
A student’s grade will be based on the syllabus of the individual instructor.

VI. Course-level Justification:
Course requires prior formal study of college Japanese language at the upper-division level to ensure student success.
VII. Course Outline:

1.0 Geography and Culture in Japan
This course examines the ways in which geography, peoples, and climate have shaped Japanese life and culture, with a critical analysis through a variety of disciplinary methodologies (e.g. historical and sociological). It enhances Japanese language skills in writing, reading, speaking, listening, and cultural literacy.

1.1 Size and Population
1.2 Geographic features and climatic conditions
1.3 Natural resources
1.4 Local life, history, food, and events
1.5 Internationalization of local towns

The following reflects other possible versions of the course according to selected topics:

2.0 Japanese History
  2.1 Chronology
  2.2 Modernization
  2.3 History as Educational Subject

3.0 Education in Japan
  3.1 School System Past and Present
  3.2 Entrance Exam Culture
  3.3 College Life and Study Abroad Programs

4.0 Japanese Religion
  4.1 Shinto
  4.2 Buddhism
  4.3 Christianity

5.0 Japanese Family System
  5.1 Generation Change
  5.2 Family Life
  5.3 Individual Identity
6.0 Politics of Japan
   6.1 Political System
   6.2 Domestic Politics
   6.3 Foreign Relations

7.0 Japanese Economy
   7.1 Overview of Japanese Economy after WWII
   7.2 Import and Export
   7.3 Public Finances

8.0 Industry in Japan
   8.1 Agriculture and Fishery
   8.2 Automotive Industry
   8.3 Heavy Industry

VIII. Suggested Texts:


IX. Bibliography:


