I. Minutes of the 3/11/08 Meeting

II. Consent Agenda
   A. The College of Education
      1. BME 481 Course Change Spring 2009 description, prerequisites
      2. ECI 308 Course Change Fall 2008 description, grading basis
   B. The College of Arts and Letters
      1. HIS 341/341H Course Change Fall 2009 description

II. Action Agenda
   A. The College of Arts and Letters
      1. HIS 475 New Course Fall 2009
      2. Minor Latin American Studies Plan Change Fall 2009 additional courses
      3. CVC 101 New Course Fall 2009
      5. MST 350 New Course Fall 2008
      6. MST 351 New Course Fall 2008
   B. The College of Health and Human Services
      1. DH 496 New Course Fall 2008
      2. DH 102 New Course Fall 2009
      3. DH 339 New Course Fall 2008
      4. BS Dental Hygiene Extended Major Plan Change Fall 2009
   C. The College of Engineering and Natural Sciences
      1. BS in Biomedical Science Plan Change Fall 2009
      2. EE 434 New Course Fall 2008 Co-convene EE 534
      3. EE 435 New Course Fall 2008 Co-convene EE 535
      4. EE 483 New Course Fall 2008 Co-convene EE 581
   D. Liberal Studies approvals
      1. CVC 101 Liberal Studies S'09 AHI
      2. UC 299 Liberal Studies F'08 SPW
      3. USC 299 Liberal Studies F'08 SAS
   E. Diversity Approvals
      1. AIS/ES/WGS 255; AIS/ES/WGS 325 Ethnic Diversity Spring 2009
      2. Coconino Community College Diversity Approvals ANT 230, ART 103 MUS 145 Fall 2008 Ethnic Diversity
      3. Coconino Community College Diversity Approvals REL 241 Fall 2008 Global Diversity
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<td>Diversity Subcommitee</td>
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### Minutes of the 2/12/08 Meeting
Approved as presented.

### Consent Agenda
Approved, 1 opposed.

#### A. Syllabus Approved Format and Policy Statements

#### B. Liberal Studies approvals

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<th>No.</th>
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### Action Agenda

#### A. The College of Social and Behavioral Sciences - Approved with change to request in item 1

1. AIS 460 New Course F'08 Cross List w/ANT460
2. ANT 460 Course Change F'08 add cross-listing with new AIS 460

#### B. The College of Arts and Letters - Items 1-4 approved. Item 5 tabled due to no representation.

1. ENG 300 Course Change Fall 2009 units, description
2. Minor English Ed Plan Change Fall 2009 reduce units, course changes
3. BSED English Plan Change Fall 2009 increase units, NCATE requirements
4. BSED English Extended Plan Change Fall 2009 increase units
5. Minor Latin American Studies Plan Change Fall 2009 additional courses

#### C. The W. A. Franke College of Business - all items approved.

1. HA 100 Course Change Fall 2008 units, description
2. Certificate in Hotel Restaurant Management Plan Change Fall 2008 units, additional course
3. BS Hotel and Restaurant Mgmt Plan Change Fall 2008 Course changes
4. BS International Hospitality Mgmt Extended Plan Change Fall 2008 Course changes

#### D. Diversity Approvals - approved.

1. AIS 460 Diversity F'08 Ethnic Diversity
2. ANT 340 Diversity F'08 Global Diversity
1. Is this course a Diversity or Liberal Studies Course?

   Liberal Studies □  Diversity □  Both □

2. Course change effective beginning of what term and year?
   Fall 2008  Spring 2009

3. College  Education  4. Academic Unit/Department  Educational Specialties

5. Current course subject/catalog number  BME 481

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog
   /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).

   BME 481 CLASSROOM-BASED ASSESSMENT OF LANGUAGE MINORITY STUDENTS (3) Seminar and practicum in linguistic and academic assessment of language minority students, cultural bias, and the distinction between special education and second language development.

   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

   BME 481 CLASSROOM-BASED ASSESSMENT OF LANGUAGE MINORITY STUDENTS (3) Seminar and practicum in linguistic and academic assessment of language minority students, cultural bias, and the distinction between special education and second language development. This course contains an assessment that is part of the BME Professional Portfolio assessment in the capstone course. Prerequisite: BME 310, BME 480.

7. Is this course required or an elective in any other plan (major, minor, certificate)?  Yes x  No □
   If yes, explain and provide supporting documentation from the affected departments.
   MEd in Bilingual Multicultural Education (both ESL and Bilingual emphasis), Graduate Certificate in ESL

8. Does this change affect community college articulation?  Yes □  No xx
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force?  Yes □  No x
   If yes, has the change been approved by the Articulation Task Force?  Yes □  No □

   If this course has been listed in the Course Equivalency Guide, should that listing be left as □ or be revised □

   If revised, how should it be revised? ______

Revised 9/06
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The NCATE assessment planning process identified an assessment in this course that will be used to review candidate performance and overall program performance. The course description has been changed to show that an assessment is part of this course that must be passed for the candidate to be eligible to register for the capstone course.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted √ approved as modified

Revised 9/06
University Curriculum Committee  
Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course?  
   Liberal Studies ☐  Diversity ☐  Both ☐

2. Course change effective beginning of what term and year?  
   Fall 2008

3. College  College of Education  4. Academic Unit/Department  Teaching and Learning

5. Current course subject/catalog number  ECI 308

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).
   ECI 308-Teacher Aide Practicum (1 unit)  
   Field experience in an elementary or secondary school classroom; exposure to and practical experiences in the tasks of a classroom teacher. Pass-fail only.  
   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.
   ECI 308-Teacher Aide Practicum (1 unit)  
   Field experience in an elementary or secondary school classroom; exposure to and practical experiences in the tasks of a classroom teacher. For elementary majors, this field experience is shared by numerous methods courses across several semesters. Pass-fail only.

7. Is this course required or an elective in any other plan (major, minor, certificate)?  Yes ☐  No ✗
   If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation?  Yes ☐  No ✗
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force?  Yes ☐  No ✗
If yes, has the change been approved by the Articulation Task Force?  Yes ☐  No ☐

If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☒ or be revised ☐

If revised, how should it be revised?  

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Revised 9/06
Current Grading Option*  Proposed Grading Option*
Letter Grade □ Pass/Fail X or Both □ Letter Grade □ Pass/Fail □ or Both □ Change to
FWE (pass/fail/in-progress) X

Current Repeat for additional Units  Proposed Repeat for additional Units

Current Max number of units  Proposed Max number of units

Current Prerequisite  Proposed Prerequisite

Current Co-requisite  Proposed Co-requisite

Current Co-Convene with  Proposed Co-Convene with

Current Cross List with  Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies □ Diversity □

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This course has traditionally been tied to only one elementary methods course, but the faculty believes that part of the practicum hours should be connected to each of the methods courses in the elementary program. This will give our teacher candidates more time in the practicum classrooms and will enhance student learning and practice much better than it did before. Students will now have the opportunity to work with children in the community for their whole program, not just one semester.

So, the department of Teaching and Learning has spread out the forty-five practicum hours between literacy, math, science, and socials studies classes. Since students may not take all of these classes in one or even two semesters, the instructors need the ability to give an IP grade for several semesters. Once the students complete all of their methods classes and their assigned practicum hours, then the instructor of record will give a final P/F grade. T&L has expressed its desire to allocate faculty time to oversee the practicum experiences of education students and keep track of grading issues connected to this class.

Currently, the pass/fail option doesn’t allow for an IP grade, which is needed since a grade of “I” will turn to an “F” after one year.

10. Approvals

Sandra F. Stone 3-6-08
Department Chair/Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date 3-4-08

Dean of college/Date

For Committee use only 4-27-08

For University Curriculum Committee/Date

Action taken: ✓ approved as submitted approved as modified
1. Is this course a Diversity or Liberal Studies Course?  
   Liberal ☒  Diversity ☐  Both ☐

2. Course change effective beginning of what term and year?  
   Fall, 2009

3. College  College of Arts and Letters  4. Academic Unit/Department  History

5. Current course subject/catalog number  HIS 341 and 341H

6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).  

   Early Modern Europe (3)  
   Absolutism and enlightenment in the age of Louis XIV and Frederick the Great, 1648-1783.

   Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.

   Early Modern Europe: 1600-1789 (3)  

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes ☐ No ☒  
   If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes ☐ No ☒  
   If yes, explain how in the justification and provide supporting documentation from the affected institutions.

   Is the course a Common Course as defined by your Articulation Task Force? Yes ☐ No ☒  
   If yes, has the change been approved by the Articulation Task Force? Yes ☐ No ☐

   If this course has been listed in the Course Equivalency Guide, should that listing be left as is ☐ or be revised ☐

   If revised, how should it be revised?  

Revised 9/07
IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

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Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies ☐ Diversity ☐

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

This new description better represents the current interdisciplinary course content. It will give students who enroll a better idea in advance of how the course meets the Liberal Studies Aesthetic and Humanistic Inquiry requirement.

10. Approvals

Cynthia Koss 2/26/08
Department Chair/ Unit Head (if appropriate)/ Date

Pam Stephens 3/11/08
Chair of college curriculum committee/Date

Dean 3/11/08
Dean of college/Date

For Committee use only 4/22/08

For University Curriculum Committee/Date

Approved as submitted

Revised 9/07
1. Is this course being proposed for Liberal Studies designation? Yes ☒ No ☑
   If yes, route completed form to Liberal Studies.


3. College College of Arts and Letters 4. Academic Unit/Department History

5. Course subject/catalog number History 475 6. Units/Credit Hours 3

Topics in Medicine, Cultures, Values

7. Long course title
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Medicine, Cultures, Values

9. Catalog course description (max. 30 words, excluding requisites)
   Topics in the social history of medicine exploring cultural diversity and ethics in health care and policy from a comparative perspective. May be repeated three times for credit.

10. Grading option:
    Letter grade + Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with
    11a. Date approved by UGC
        (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes ☒ no ☑
    a. If yes, maximum units allowed? 9
    b. If yes, may course be repeated for additional units in the same term? yes ☐ no ☒
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course) Junior status

15. Corequisites (must be completed with proposed course) None

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☐ no ☒

revised 9/07
17. Is a potential equivalent course offered at a community college (lower division only)?
   If yes, does it require listing in the Course Equivalency Guide? 
   Please list, if known, the institution and subject/catalog number of the course
   yes [ ] no [x]
   yes [ ] no [ ]

18. Names of current faculty qualified to teach this course: Prof. Lindsay Wilson

19. Justification for new course, including unique features if applicable. (Attach proposed
    syllabus in the approved university format).

    I have been teaching these courses under general topics lines since the spring of
    2003. In light of the University's commitment to broadening course offerings that
    prepare students for the health professions, it seems appropriate to give these topics
    a permanent place in the curriculum. This course will meet requirements for the
    degree in History as well as an undergraduate minor and graduate certificate in
    Interdisciplinary Health Studies. All of the topics will emphasize ethical reflection and
    cultural diversity in health care because these are the areas of study that professionals
    in the field have said their students need and they seem in keeping with NAU's Liberal
    Studies mission.

    All of the topics are based on the premise that different cultures have sought to
    define and explain health and illness by linking them closely to their representations of
    the world, of life, of death, and of human beings' relationships to each other. Although
    the biological reality of an illness cannot be denied, how one experiences health and
    illness may vary according to the meaning ascribed to it by one's culture, which
    changes over time. As they explore these variants, students will be encouraged to
    make comparisons across cultures and to discern the legacy of the past in
    contemporary debates about health and disease.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Lindsay Wilson Contact email: Lindsay.Wilson@nau.edu
Dept. Chair name: Cynthia Kosso Dept. Chair email: Cynthia.Kosso@nau.edu
College Contact name: Beth Grimes College Contact email: Beth.Grimes@nau.edu

20. This course is a Single section ☐ Multi-section
21. List names of faculty who may teach this course: Prof. Lindsay Wilson
22. Section enrollment cap: 20

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☐ Science ☐ Social and Political Worlds ☐

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐ Effective Writing ☐ Critical Thinking ☐ Quantitative Reasoning ☐
   Scientific Inquiry ☐

25. Is this a topics course? Yes ☐ No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number.
   Students will refine information literacy, critical thinking, and research skills as applied to primary and secondary sources in the social history of medicine. By the end of the course, they will be able to 1) identify specific interpretations of a topic; 2) identify points of conflict among various interpretations; 3) infer assumptions underlying those interpretations; 4) apply different assumptions to the same subject matter and generate alternate questions and possible conclusions. They will hone their skills in argumentation, both written and oral.

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

   Rubric for:
   1) 2 pp. essays examining and evaluating a single text.
   2) 3-5 pp. essays comparing and contrasting different authors' approaches to the same subject:
      1) Does the student formulate an argument that responds directly to the question posed?
      2) Does the student provide ample and persuasive evidence to support the argument?
3) Does the student take into account counter-evidence?
4) Does the student provide accurate documentation?
4) Does the student demonstrate an ability to think both critically and creatively?
5) Is the essay accurate with regard to grammar, spelling, punctuation?

Rubric for:
3) 8-10 pp. synthetic essay, historiographic essay, or research project:
   1) Does the student show critical thinking?
   2) Does the student ask interesting and historically significant questions?
   3) Is the essay well-argued?
   4) Does the student show understanding of relevant historiographies?
   5) Is there proper documentation?
   6) Are a variety of primary and secondary sources used?
   7) Do the sources, taken as a whole, represent a broad spectrum of possible approaches or fields?
   8) Does the student show creativity and awareness of various methodological possibilities? Are the methodologies appropriate?
   9) Is the essay accurate with regard to grammar, spelling, punctuation?

29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.     

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply?     

31. Do you intend to offer ABC 300 and ABC 300W?  yes  no  
   If no, please submit a course delete form for the ABC 300.  

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply?     

33. Does this proposal replace or modify an existing course or experience? yes  no  
   If yes, which course(s)?     

34. Do you intend to offer ABC 400 and ABC 400C?  yes  no  
   If no, please submit a course delete form for the ABC 400.  

35. Approvals

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? _____

31. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? _____

33. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? _____

34. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

35. Approvals

   Cynthia Koss
   2/21/08

   Department Chair (if appropriate)
   Sam Stephens
   3-11-08

   Chair of college curriculum committee
   Jean Brier
   3-11-08

   Dean of college

   For Committees use only

   For Liberal Studies Committee
   Date

   Action taken: ____________________________ Approved as submitted
   modified
   Ron C ______
   4-22-08

   For University Curriculum Committee
   Date

   Action taken: ____________________________ Approved as submitted
   ✔ Approved as modified

revised 9/07
College of Arts and Letters  
Department of History  
Northern Arizona University

**History 475**  
**Topics in Medicine, Cultures, Values**  
**Bodies and Souls**  
**Semester:** TBA  
**Time:** TBA  
3 credit hours

Professor Lindsay Wilson  
E-mail: Lindsay.Wilson@nau.edu  
Office: BS-207  Phone: 523-6217  
Office Hours: TBA and by appt.  
Course Prerequisites: Junior Status

**Course Description:**  
All cultures have sought to define and explain health and illness by linking them closely to their representations of the world, of life, of death, and of human beings’ relationships with each other. Although the biological reality of an illness cannot be denied, how one experiences illness may vary according to the meaning ascribed to it by one’s society and culture. Scholarship in the cultural history of medicine reveals that health and illness are not immutable givens defined once and
for all, but dynamic concepts that are constituted and reconstituted in response to cultural and social change. Despite their aspirations for objectivity, those who generate and apply medical knowledge do not exist independently of cultural and social influences and their authority can serve to reinforce or to challenge stereotypes. Etiologies of disease at once incorporate and sanction a society’s fundamental ways of organizing its world.

This course examines the cultural legacies underlying current debates regarding sickness and health. The work of historians reveals that we can look to the past both for inspiration and for lessons in how not to react. Documentation of the changes that cultures have experienced so far demonstrates that further changes are possible, indeed inevitable. What form these changes take will be shaped amidst competing social, political, economic, and legal pressures. Nevertheless, there is room for choice. How we as individuals and as a society choose to react will affect our common future. The texts in this course offer us occasion for reflection and, along with class and WebCT discussions, can provide the foundation for making well-informed choices and participating in debates about public policy.

Focusing on the theme, "bodies and souls," we will explore how critical aspects of human experience like birth, sexuality, food, and death that were once filled with religious meaning have become secularized and medicalized. We will consider what has been lost and gained in the process.

Student Learning Expectations/Outcomes for this Course:

As a result of taking this course, you will be able to:

** Demonstrate an understanding of historical issues of ethics and cultural diversity in health care;
** Exchange ideas related to the history of health care orally, in writing, and electronically;
** Evaluate the merits and defects of historical arguments;
** Conduct research in history.

Course Structure/Approach:

In this seminar, we will examine a variety of topics that will enable us to explore in greater depth the interplay among medicine, cultures, and values. Our common readings will consist of primary and secondary sources in the social history of medicine, while also drawing on scholarship in related fields like anthropology, sociology, psychology, political science, philosophy, literature, and gender studies. These readings will be supplemented by films and news articles relating directly to our common readings.

The seminar format requires active student participation. I will give you study questions and paper topics in advance of each week's meeting, but do not revised 9/07
expect a weekly lecture. It is your responsibility to have read and thought deeply about the assigned reading before you come to class. Student reports, posted in advance on Vista, will be a regular feature of the class.

You will be asked to discuss and debate issues in which competing ideas are challenged and defended. Our objective is to recreate as closely as possible the actual academic world in which ideas are constantly subject to inquiry and revision and in which collaboration can prove to be as important as individual creative insight.

**Textbook and Required Materials:** Please note that most texts will be available in the 475 Vista shell. You are REQUIRED to print these texts out and bring them to class. Failure to do so will lower your participation grade dramatically. In addition, there are two books for purchase: Mary Lynn Rampolla, *A Pocket Guide for Writing in History* and Philippe Aries, *Western Attitudes toward Death.*

**Recommended Optional Materials/References:** Please see the Vista shell for these materials.

**Course Outline:**

**Week 1  Introduction**

**Week 2  Medicine, Ethics, and Faith: Is the Hippocratic Oath Obsolete? and When Freud Meets Buddha: Cultural Differences in Medicine**

**Everyone read:**
1) The Hippocratic Oath and Maimonides' and the hand-out, "Hippocratic Oath: Should it be Updated?"

2) Remen’s “The Doctor's Dilemma. Returning Service, Grace, and Meaning to the Art of Healing,”

3) Case studies on the Cultural Diversity in Health website (http://www.ggalanti.com/case_studies/cases_by_topic.html.)

4) The Special Case of War: From the Nazis to the War on Terror read The Nuremberg Code at http://www.ushmm.org/research/doctors/code_expl.htm. read the following articles in the Vista Shell:

**Selections from Newspapers, 2005:**
Neil Lewis, "Doctors at U.S. Base Linked to Questioning; Coercive Interrogations at Guantanamo," *International Herald Tribune*
Kate Zernike, "Newly Released Reports Show Early Concern on Prison Abuse," *New York Times (NYT).*

**Selections from The New England Journal of Medicine, 2004-5:**
M.G. Bloche and J.H. Marks, "Doctors and Interrogators at Guantanamo Bay"
Bloche and Marks, "When Doctors Go to War" and correspondence revised 9/07
G.J. Annas, "Unspeakably Cruel—Torture, Medical Ethics, and the Law"
R.J. Lifton, "Human Rights: Doctors and Torture" and correspondence
Selections from The Lancet (Britain) 2004:
Steven Miles, "Abu Ghraib: Its Legacy for Medicine" and editorial, "How Complicit are Doctors in Abuses of Detainees?"
ACLU: "Statement of Leonard Rubenstein, Executive Director, Physicians for Human Rights" 2004

Individual Reports: Scholarly Articles:

Week 3  Is It a Disease? Ethical and Legal Ramifications of Naming a Disease: Fibromyalgia, Suicide


Suicide: The Scene at NAU today:
Excerpts from Chris Coplan's "College-Age Students Remain No. 2 Victims of Suicide," The Lumberjack, October 19-25, 2006, p. 3:
"Despite the happy-go-lucky nature of any college campus, the ever-loomig thought of suicide is often considered. According to the American Association of Suicidology Web site, a suicide occurs every 17 minutes....More than 31,000 Americans commit suicide every year. Last year, according to a Big Ten Student Suicide Survey, 15 to 24 year olds accounted for 13.3 percent of all suicides, a total of 3,165 people. The overall U.S. suicide rate has tripled between 1952 and 1995. Youths between the ages of 15 and 24 are the age group with the second-highest number of suicides... In the Fall 2005 semester, the NAU Counseling and Testing Center reported 500 students sought counseling. Of those students, 178 were emergency after-hours calls. Of the 178 students, 34 of those students brought up depression, 18 brought up suicide and six involved self-injuries---cutting or burning themselves. 'Depression is the No. 1 issue among these students,' said Christopher Gunn, director of the Counseling and Testing Center."

Everyone read:

B) In the News: Choose one
S. Tavernise, "In college and in despair, with parents in the dark," NYT
J. Langone, "Two Perspectives on Suicide," NYT

(or find your own article)
C) Placing Suicide in a Broader Cultural and Temporal Context:

Individual Reports: Scholarly Articles

Reviews of G. Minois, History of Suicide


Lee and Kleinman, 'Suicide as Resistance in China'

Ezzell, "Why? The Neuroscience of Suicide," Scientific American

Janet Theiss, "Female Suicide, Subjectivity and the State in 18th-Century China,"

Gender and History 16:3 (Nov. 2004): 513-537.


OR

D) Individual Reports: Films

Dramas


VT8506 Daughter of Suicide, 1999.

VT8613 For Colored Girls Who Have Considered Suicide, when the Rainbow is Enuf, 1982.


DVD509 Tam e guilass: Taste of Cherry. Iran, 1999.

1285 Kandahar: Journey into the Heart of Afghanistan, 2003


VT1055 La Ciudad y los Perros: The City and the Dogs. 1987


Documentary, culture


Documentaries, mostly clinical


VT4571 Suicide, the teenager's perspective. 1990.

VT9671 Assessing Suicide Risk, 1996.

Weeks 4 and 5:  Is It a Disease? Homosexuality

"One of the most striking aspects of the interaction between Western medicine and society in the modern period was the tendency to medicalize deviance, to frame a variety of stigmatized or problematic behaviors in medical terms—to see guiltless disease where earlier generations might have diagnosed sin. It was true of drug and alcohol addiction, compulsions, anxieties, and depression as well as of suicide and strong physical attraction to one’s own sex."

The Contemporary University Scene, article from the Arizona Daily Sun, 1/10/07:

"Houston: The body of an 18-year-old fraternity pledge who died of alcohol poisoning was defaced with numerous anti-gay epithets and obscene drawings, according to a medical examiner’s report.

Phanta ‘Jack’ Phoummarrath, a freshman at the University of Texas at Austin, died after ingesting large amounts of alcohol at a pledge party...Phoummarrath’s body was found the day after.

A grand jury indicted three members of the fraternity last month on hazing charges following a yearlong investigation. The Travis County medical examiner’s office reported that partygoers used green and black markers to write ‘FAG,’ ‘I’m gay’ and ‘I AM FAT’ on Phoummarrath’s head, face, torso, legs and feet. Someone also added drawings depicting naked men and women and blackened his toenails.

‘It was disgusting and despicable behavior,’ Houston attorney Randy Sorrels, who is representing Phoummarrath’s family, said...Sorrels said Phoummarrath was not gay. He said the drawings and epithets were a juvenile prank, and that it had not yet been determined how long before Phoummarrath’s death the actions took place.”

Everyone read:
1) Placing Homosexuality in Context: Homosexuality in the West from the Past to the Present:
   Everyone read:
   A) Bert Hansen, “American Physicians’ ‘Discovery’ of Homosexuals, 1880-1900: A New Diagnosis in a Changing Society” (Vista)
   B) the hand-out detailing historic and contemporary approaches to homosexuality in light of the Hansen reading.

2) Individual Reports on Articles in the News:
   A) In the News: Differing Cultural Approaches to Homosexuality
      3) Korea: Hsu Yo, “Life and Death in Queer Korea.”
      6) India: Handout on Fights to Decriminalize Homosexuality, 2005.

3) Individual Reports: Films; One Film to be Viewed in Class
   Dramas:
   DVD 756 Far from Heaven, 2003
   Video Stores Kinsey.
   DVD 2090. Lola und Bilidikid: Lola and Billy the Kid. Germany.
   Documentaries:
   VT 5724 The Celluloid Closet, 1996.
   DVD1602 Fish Can’t Fly, 2005.
   VT4997 The Great Divide, 1993.
   VT5568 I Shall Not Be Removed: The Life of Marlon Riggs, 1996.
   VT6874 Off the Straight and Narrow, 1998.
   VT 1609. The Times of Harvey Milk, 1986.
   VT6687 Diversity Issues in Higher Education, 1995
   VT6819 Psychotherapy with gay and lesbian clients, 1995

Week 6: Sex and Disease: From Syphilis to AIDS

A. Everyone read
   1) Peter Allen's The Wages of Sin: Introduction, Chapter 6, AIDS
   Throughout history, Western culture has often viewed diseases---from
   leprosy to syphilis to AIDS---as punishment for sin. Allen offers a
   history of this perception and explains how these ancient views
   continue to shape contemporary life and public policy. He concludes that
   "diseases rarely ‘just happen.’ More often than not, society’s economic
   structure and moral values permit them to happen, make them inevitable."
   2) one recent article on AIDS in the US. I recommend the following
   website: www.aegis.com or www.aviva.com

B. Individual Reports: Films; One Film to be Viewed in Class

revised 9/07
VT7607 AIDS Together: Young Adults Living with AIDS, 1996.
VT7651 Circle of Warriors, 1989.

C. Individual Reports: Scholarly Articles: Your Choice

Week 7: AIDS, II

A. Everyone read
2) Abigail Zuger, "What did we learn from AIDS?", NYT, 11/11/03.

B) Individual Reports: Articles in the News
1) Farmer, “Pandemic: Facing AIDS”
2) Lacey, “For Ugandan Girls, Delaying Sex has Economic Cost”
3) Etzioni, “Straight Talk Needed in Fight against HIV”
4) Sharon LaFraniere, “Sex Abuse Casts Shadow on Childhood in Africa,” NYT 12/1/06
5) Nicholas Kristof, “A Cambodian Girl’s Tragedy: Being Young and Pretty,” NYT, 12/12/06 and “The Good Daughter, in a Brothel,” NYT 12/17/06
6) Search for other articles by Nicholas Kristof, NYT.
7) Nadia Abou El-Magd, “Arab TV Gets Sex Advice from a Woman,” Arizona Daily Sun, 12/2/06
8) Donald McNeil, “Circumcision Halves HIV Risk, U.S. Agency Finds,” NYT, 12/14/06
10) Do a keyword search on the Bill and Melinda Gates Foundation in the NYT and post salient details.

OR

C. Individual Reports: Films; One Film to be Viewed in Class
VT8605 Everyone’s Child, 1996.
VT64 More Time, 1993.

D. Individual Reports: Scholarly Articles: Your Choice

Weeks 8 and 9: Food Matters

A. Everyone read
2. Joan Jacobs Brumberg, Fasting Girls
These texts explore the significance of food to women from the Middle Ages to the twentieth century. Bynum argues that “modern medical and psychological categories such as anorexia do not recapture the intense religiosity of the high and late Middle Ages. These holy women did not have a universal psychological ailment; their behavior reflected historical theological doctrines and the position of women in society.” Brumberg carries the story into the modern period, charting the transition from sainthood to patienthood that accompanied the process of secularization and medicalization. Refusal of food was transformed from a religious act into a pathological state. Nevertheless, many of the psychological causes and social ramifications underlying such refusal remained the same. Brumberg concludes that “From the vantage point of the historian, anorexia nervosa appears to be a secular addiction to a new kind of perfectionism, one that links personal salvation to the achievement of an external body configuration rather than an internal spiritual state.” Her work reinforces Charles Rosenberg’s notion that “a disease is no absolute physical entity but a complex intellectual construction, an amalgam of biological state and social definition.”

3. Dennis Altman, Excerpts from "The Rediscovery of Sex" and "The Globalization of Western Ideas Regarding Bodies and Souls" in Global Sex

B. Individual Reports: Articles in the News
Michelle Stacey, “Bodysense”
“ASU Study: School Junk Food Sales Soaring”
Brody, “Adding Some Heft to the Ideal Feminine Form”
Jones, “The Height of Vanity” (Cosmetic Surgery in China)
Harris, “If Shoe Won’t Fit, Fix the Foot?” (Popular but potentially deforming surgery in The U.S.
Kershaw, “Freud Meets Buddha: Therapy for Immigrants; Disorders from the East Emerge Here.”
Kolata, “Company Making Case to Allow Breast Implants”

C. Individual Reports: Scholarly Articles
1)Malcolm MacLachlan, Culture and Health, Chapter 3: Culture-Bound Syndromes, pp. 76-96.
3)Joseph Alter, Gandhi’s Body: Sex, Diet, and the Politics of Nationalism, reviewed In the AHR, December 2001: 1784-5.
4)Marion Nestle, Safe Food: Bacteria, Biotechnology, and Bioterrorism
5)Greg Critser, Fat Land: How Americans Became the Fattest People in the World

D. Films in class: The Famine Within, 1990
Western Eyes

revised 9/07
Week 10: How We Are Born

A. Everyone read
   Judith K. Leavitt, *Brought to Bed: Childbearing in America, 1750-1950*

   Leavitt observes that “childbirth is more than a biological event in women’s lives. It is a vital component in the social definition of womanhood... Over the two-hundred-year period examined in this book, birth changed from a woman-centered home event to a hospital-centered medical event. The process by which this occurred reflected the needs women felt to upgrade and to control their birthing experiences, as well as the increasing medical management of birth. Examination of the role women themselves played in bringing childbirth from a traditional happening that epitomized women’s power to a hospital routine that represented the height of mid-twentieth-century medical power forms a major focus of this book.”

B. Individual Reports: Articles in the News
   Howard Markel, “The Doctor Who Made His Students Wash Up,” (review of Sherwin Nuland’s *The Doctors’ Plague: Germs, Childbed Fever and the Strange Story of Ignac Semmelweis*), *NYT*, 10/7/03.
   Barron Lerner, “Scholars Argue Over Legacy of Surgeon Who was Lionized (J. Marion Sims),” *NYT*, 10/03.
   Jane Brody, “As Cases of Induced Labor Rise, So Do Experts’ Concerns,” “NYT,” 1/14/03.
   Joseph Treaster, “Rise in Insurance Forces Hospitals to Shutter Wards; Cuts in Obstetric Care,” *NYT*, 2003

   OR

C. Individual Reports: Films
   VT5843 Birth and Belief in the Andes of Ecuador (1994)
   VT9277 Born in the U.S.A. (2000)

D. Film in Class: *The Timeless Way. A History of Birth from Ancient to Modern* in global perspective
E. Individual Reports: Scholarly Articles


3) Robbie Davis-Floyd, *Birth as an American Rite of Passage.*

**Week 11: Contraception**

A. Everyone

1) view the PBS documentary, "The Pill" and read the documentation upon which the video is based at http://www.pbs.org/wgbh/amex/pill


B. Individual Reports: Articles in the News

“Birth Control in Russia,” *NYT* editorial, 9/2/03.

Seth Mydans, “Resisting Birth Control, the Philippines Grows Crowded,” *NYT*, 3/21/03.
“Abortion and Breast Cancer,” *NYT*, 1/6/03.

“Humanity’s Slowing Growth,” *NYT*, 3/17/03.
John Schieszer, “Male Birth Control Pill Soon a Reality,” *MSNBC.com*, 10/1/03.
McKinley, "Bill to Legalize Abortion Set to Pass in Mexico City," *NYT* 3/31/07

C. Individual Reports: Films; One Film to be Viewed in Class

VT9023 The Right to Choose (2000) (Ethiopia)
DVD1148 Sex and the Holy City (2000)
VT5265 When Abortion Was Illegal (1992)
(60 min.) The People Paradox; (60 min.) China Revs Up:
Website documentation: www.pbs.org/wgbh/nova/worldbalance

D. Individual Reports: Scholarly Articles

Tyrene White, “Domination, Resistance and Accommodation in China’s One-Child Campaign.”

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Weeks 12 and 13: How We Die

Some facts about death in the U.S. in 2000 from Nicholas Christakis, associate professor of sociology and medicine at the University of Chicago:
“Forty to seventy percent of Americans die in pain, eighty percent die in institutions rather than at home as many prefer, sixty percent of Americans have significant suffering when they die. About thirty-five percent of families lose all or most of their life savings in the course of caring for the person who’s dying.”

A. Everyone read:

Philippe Ariès, Western Attitudes toward Death

Ariès concludes his analysis of changing attitudes toward death from the Middle Ages to the present with the question, “Is there a permanent relationship between one’s idea of death and one’s idea of oneself? If this is the case, must we take for granted, on the one hand, contemporary man’s recoil from the desire to exist, the inverse of what occurred during the second Middle Ages, the thirteenth to fifteenth centuries? And, on the other hand, must we take for granted that it is impossible for our technological cultures ever to regain the naive confidence in Destiny which had for so long been shown by simple men when dying?”

Sherwin Nuland, M.D., How We Die: Reflections on Life’s Final Chapter

Nuland complements Ariès’ historical vision with his experience as a surgeon, observing that “we live today in the era not of the art of dying, but of the art of saving life, and the dilemmas in that art are multitudinous. As recently as half a century ago, that other great art, the art of medicine, still prided itself on its ability to manage the process of death, making it as tranquil as professional kindness could. Except in the too-few programs such as hospice, that part of the art is now mostly lost, replaced by the brilliance of rescuer and, unfortunately, the all-too-common abandonment when rescue proves impossible.”

B. Film to View in Class:

Bill Moyers, On Our Own Terms: Living with Dying
and Referral Packet for Arizona
In this video, Moyers seeks to counteract a mass avoidance by Americans who live their lives uninformed about death, ill-prepared to encounter it, and squeamish at the very mention of the d-word. “America,” observes Moyers, “has always been a nation without limits. And death is the ultimate boundary. But there’s something very costly about not being honest about death, so that you don’t prepare.”

C. Individual Reports: Films
VT7092 What is death?
VT7093 The dying person.
VT7094 Facing mortality.
VT7095 The deathbed.
VT7096 Fear of death and dying.
VT7097 Sudden death.
VT7098 A child’s view of death.
VT7099 Grief and Bereavement.
VT7100 Death rituals.

DVD 857 Holy City of Life and Death (2004) India.
VT4677 From Life to Life: Death and Mourning in the Jewish Tradition (1979)

D. Individual Reports: Scholarly Articles
Joao Reis, Death is a Festival: Funeral Rites and Rebellion in Nineteenth-Century Brazil (esp. Intro; Conclus; chs. 3, 8, 9, 11), 2003.


Joan Didion, The Year of Magical Thinking, 2005.


Weeks 14 and 15: Presentations and Self-Evaluations

Assessment of Student Learning Outcomes:

Methods of Assessment:
You will develop your skills of analysis and expression through

*** six 2 pp. essays examining and evaluating a single text to be presented
to the class orally and via Vista discussion: 30% of final grade.

*** three 3-5 pp. essays comparing and contrasting different authors'
approaches
to the same subject to be presented to the class orally and via Vista
discussion: 40% of final grade.

*** one 8-10 pp. synthetic essay, historiographic essay, or research project to
be presented to the class orally and Vista discussion: 30% of final
grade.

**Timeline for Assessment:**
The 2 pp. essays will be due every other week; the 3-5 pp. essays will be due on
weeks 4, 8, 12; the final project will be due on week 14.

**Rubric for evaluating the 2 pp. and 3-5 pp. essays:**
1) Do you formulate an argument that responds directly to the question
posed?
2) Do you provide ample and persuasive evidence to support your argument?
3) Do you take into account counter-evidence?
4) Do you provide proper documentation?
5) Do you demonstrate an ability to think both critically and creatively?
6) Is the essay accurate with regard to grammar, spelling, punctuation?

**Rubric for evaluating the 8-10 pp. synthetic essay, historiographic
essay, or research project:**
1) Do you show critical thinking?
2) Do you ask interesting and historically significant questions?
3) Is the essay well-argued?
4) Do you show understanding of relevant historiographies?
5) Is there proper documentation?
6) Is a variety of primary and secondary sources used?
7) Do the sources, taken as a whole, represent a broad spectrum of possible
approaches or fields?
8) Do you show creativity and awareness of various methodological
possibilities?
   Are the methodologies appropriate?
9) Is the essay accurate with regard to grammar, spelling, punctuation?

**Grading Criteria for Essays:**

**F: 59 and below:** The essay is unacceptable in one of the following
areas:

* The essay is dishonest.
* The essay does not possess an identifiable thesis.
* The essay does not fulfill the assignment.

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*There is no discernable pattern of organization for the ideas presented.
*There is no interpretation and no evidence.
*Presentation is so flawed that the essay is unintelligible.
*Grammar, spelling and punctuation errors make it unreadable.
*The essay is not typed.

**D: 60-69: The essay is seriously deficient in at least one of the following areas:**
*The essay possesses a poorly focused thesis demonstrating little thought.
*The organization is confusing, inconsistent, and/or incomplete.
*There is little or no development of interpretation or argument to support the thesis.
*There is nothing beyond the most general evidence and obvious details.
*The approach and/or tone is inappropriate to the topic.
*Grammar, spelling, and punctuation errors are so abundant that the essay is almost unreadable.

**C: 70-79: The essay meets the following standards with serious deficiency in one or more areas:**
*The essay has a thesis which may be too general, superficial, or incomplete.
*A pattern of organization exists, but it is inconsistent or incomplete.
*There is explanation and interpretation, but not sufficiently focused on the thesis.
*Explanation lacks sufficient and appropriate evidence and detail.
*The conclusion follows the thesis, but there are serious gaps in order and logic.
*The student fails to demonstrate an understanding of chronology and causation.
*Most sentences are grammatically correct, but are often vague or wandering.
*There may be serious errors in presentation and/or a profusion of minor errors.

**B: 80-89: The essay meets the following standards in the majority of areas:**
*The essay has a clear though predictable thesis.
*The organization is consistent with the thesis.
*There is an interpretation and an argument to support the thesis.
*Interpretations are supported with primary and secondary source evidence
*The argument demonstrates a generally correct understanding of chronology and causation.
*Possible counterarguments are introduced.
*There are few errors in grammar, spelling, and punctuation.

**A: 90-100: The essay meets the following standards in all areas and excels in one or more of them:**

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*The essay possesses a clear thesis displaying considerable thought and insight.
*The organization is clear and consistent with that thesis.
*There is an interpretation and an argument to explain and support the thesis.
*Interpretations are fully developed with effective use of primary and secondary source evidence and detail.
*The argument demonstrates a clear knowledge of chronology and causation.
*Possible counterarguments are introduced and discussed.
*The conclusion follows from the thesis, argument, and evidence.
*There are few if any errors in grammar, punctuation, and spelling.

**Rubric for evaluating class participation:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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| **D:** 60-69 | Present, Not Disruptive.  
+ Tries to respond when called on but does not offer much.  
+ Demonstrates very infrequent involvement in discussion. |
| **C:** 70-79 | Demonstrates adequate preparation; knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
+ Offers straightforward information (e.g. straight from the reading) without elaboration or very infrequently.  
+ Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
+ Demonstrates sporadic involvement. |
| **B:** 80-89 | Demonstrates good preparation: knows reading facts well, has thought through their implications.  
+ Offers interpretations and analysis of material (more than just facts) to class.  
+ Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
+ Demonstrates consistent ongoing involvement. |
| **A:** 90-100 | Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (other readings, earlier discussions, own experiences).  
+ Offers analysis, synthesis, and evaluation of course material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
+ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate. |

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+Demonstrates ongoing very active involvement but does not dominate, talk only to the professor, or insist on pursuing tangents that divert the class's attention from the material at hand.

**Grading System:** Final grades will be determined by averaging the grades for each category of assignment (2 pp. essays; 4-5 pp. essays; 8-10 pp. final project) in accordance with the percentage accorded each category on a 100 point scale: A = 90-100; B= 80-89; C= 70-79; D= 60-69; F= 59 and below.

**Course Policies:**

You should expect to spend 2 hours studying outside of class for every hour spent in class, thus 6 hours outside of class for this 3-hour class.

You are responsible for all assigned work. If you must miss a class, you will be expected to submit a short paper analyzing the material discussed within two weeks of the missed class. This paper is in addition to the regular writing requirements. It is your responsibility to discuss with me the topic for this paper.

In the absence of documented extenuating circumstances, no more than 2 classes may be missed if you wish to receive credit for the course.

You are expected to arrive to class on time. Each time you are late, your final grade will be lowered by 1%. All papers are due at the beginning of class unless otherwise specified. The penalty for late papers is –5 points per day.

You must complete all assignments in order to receive credit for the course.

The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is your responsibility to familiarize yourself with these matters as defined by the university. Please see Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm.

**NAU POLICY STATEMENTS TO BE ATTACHED**

SAFE ENVIRONMENT POLICY, STUDENTS WITH DISABILITIES, INSTITUTIONAL REVIEW BOARD, ACADEMIC INTEGRITY, STUDENT CODE OF CONDUCT, CLASSROOM MANAGEMENT STATEMENT
College of Arts and Letters  
Department of History  
Northern Arizona University  

History 475  
Topics in Medicine, Cultures, Values  
Gender, Race, Class, and Culture Matter in Health Care  
Semester: TBA  
Time: TBA  
3 credit hours  

Professor Lindsay Wilson  
E-mail: Lindsay.Wilson@nau.edu  
Office: BS-207  Phone: 523-6217  
Office Hours: TBA and by appt.  
Course Prerequisites: Junior Status  

Course Description:  
All cultures have sought to define and explain health and illness by linking them closely to their representations of the world, of life, of death, and of human beings’ relationships with each other. Although the biological reality of an illness cannot be denied, how one experiences illness may vary according to the meaning ascribed to it by one’s society and culture. Scholarship in the cultural history of medicine reveals that health and illness are not immutable givens defined once and for all, but dynamic concepts that are constituted and reconstituted in response to cultural and social change. Despite their aspirations for objectivity, those who generate and apply medical knowledge do not exist independently of cultural and social influences and their authority can serve to reinforce or to challenge stereotypes. Etiologies of disease at once incorporate and sanction a society’s fundamental ways of organizing its world.  

This course examines the cultural legacies underlying current debates regarding sickness and health. The work of historians reveals that we can look to the past both for inspiration and for lessons in how not to react. Documentation of the changes that cultures have experienced so far demonstrates that further changes are possible, indeed inevitable. What form these changes take will be shaped amidst competing social, political, economic, and legal pressures. Nevertheless, there is room for choice. How we as individuals and as a society choose to react will affect our common future. The texts in this course offer us occasion for reflection and, along with class and WebCT discussions, can provide the foundation for making well-informed choices and participating in debates about public policy.

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Focusing on the theme, "gender, race, and class matter in health care," we will see how disease etiologies serve to project and rationalize widely held values and attitudes in social debates about race, gender, and class.

**Student Learning Expectations/Outcomes for this Course:**
As a result of taking this course, you will be able to:
** Demonstrate an understanding of historical issues of ethics and cultural diversity in health care;
** Exchange ideas related to the history of health care orally, in writing, and electronically;
** Evaluate the merits and defects of historical arguments;
** Conduct research in history.

**Course Structure/Approach:**
In this seminar, we will examine a variety of topics that will enable us to explore in greater depth the interplay among medicine, cultures, and values. Our common readings will consist of primary and secondary sources in the social history of medicine, while also drawing on scholarship in related fields like anthropology, sociology, psychology, political science, philosophy, literature, and gender studies. These readings will be supplemented by films and news articles relating directly to our common readings.

The seminar format requires active student participation. I will give you study questions and paper topics in advance of each week's meeting, but do not expect a weekly lecture. It is your responsibility to have read and thought deeply about the assigned reading before you come to class. Student reports, posted in advance on Vista, will be a regular feature of the class.

You will be asked to discuss and debate issues in which competing ideas are challenged and defended. Our objective is to recreate as closely as possible the actual academic world in which ideas are constantly subject to inquiry and revision and in which collaboration can prove to be as important as individual creative insight.

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**Recommended Optional Materials/References:** Please see the Vista shell for these materials.

**Course Outline:**

**Week 1**  
**Introduction**  
A. Hippocrates, *Oath, 5th* c. BCE; Maimonides, *Oath, 12th* c.

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B. Abstract of Articles in the News: Should the Hippocratic Oath be Updated?
C. Exercise in Evaluating Sources: "What does that article really say?"
from the National Cancer Institute (2008)

Week 2 Medicine, Ethics, and Faith: Does the Hippocratic Oath Need to be Updated?

Remen shares the concern of many that medicine may be losing its soul. “Meaning” for doctors appears threatened by medical education, the third-party payment system, and technological advances. “We’re very technically capable, “she asserts, “but we’re not very wise.” We’ll look at the historical roots of physicians’ quest for meaning and wisdom and at Remen’s course, “The Healer’s Art,” taught to freshmen medical students at UC-San Francisco, that teaches about ritual, prayer, and imagery. In this course, students rewrite the Hippocratic oath for themselves. The oath is about a commitment to befriend life. It is also a way of life. The qualities embodied in it—compassion, harmlessness, covenant, service, reverence for life—are not the qualities of an expert or a technician, but qualities of the soul. But how relevant is the oath today? Does it need to be rewritten, taking into account medical, social, political, and economic changes?

B. Caring for Patients from Different Cultures website (http://www.gggalanti.com/case_studies_by_topic.html)

C. The Contemporary Scene: Articles in the News
Please respond to at least one of the articles and to others’ responses on Vista discussion.

D. Preliminary Review of the Historical Literature
Review the journal literature in the history of medicine and select 6 book reviews and an article or historiographic essay on a topic of particular interest to you. Three of the book reviews should be on the same book and come from different kinds of journals. Recommended journals: The American Historical Review; Bulletin of the History of Medicine; Journal of the History of Medicine and Allied Sciences; Perspectives in Biology and Medicine, all available in Vista. If you’d like to read about contemporary issues in medicine, see The Journal of the American Medical Association, The New England Journal of Medicine, The Lancet, Scientific

E. Individual Reports: Scholarly Articles

Weeks 3 and 4: Epidemics East and West: The Case of the Bubonic Plague
A. Common Readings
1) Selections from Charles Rosenberg, Framing Disease (1992)
4) Selections from Giovanni Boccaccio, The Decameron, 14th c.
5) Michael Dols, The Black Death in the Middle East (1979)

B. The Contemporary Scene: Articles in the News: See what you can find.

C. Individual Reports: Scholarly Articles

D. Video in class: VT6751 “The Black Death,” History’s Turning Points.

Weeks 5, 6, 7: Pathologies of Power: AIDS and the Colonial Legacy
A. Charles Rosenberg, Framing Disease rubric (1992)
B. Peter Allen, The Wages of Sin: Sex and Disease, Past and Present (2000): Introduction, Chapter 6: AIDS in the USA, selected chapters on sexually transmitted diseases in history; Conclusion.

Throughout history, Western culture has often viewed diseases---from leprosy to syphilis to AIDS---as punishment for sin. Allen offers a history of this perception and explains how these ancient views continue to shape contemporary life and public policy. He concludes that “diseases rarely ‘just happen.’ More often than not, society’s economic structure and moral values permit them to happen, make them inevitable.”

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C. Dennis Altman, “Imagining AIDS: And the New Surveillance,” in *Global Sex* (2001)

Altman approaches the AIDS epidemic from a world perspective, noting that “by the beginning of this century the number of people infected with HIV was approaching 35 million, with infections increasing rapidly in much of Africa, south Asia, and the Caribbean...In little more than a decade the rapid spread of the international AIDS pandemic has profoundly changed the ways in which we live and understand the world. Never has a common, global problem so clearly drawn attention to the important differences that shape the experience of diverse cultures and societies.


E. The Contemporary Scene: Articles in the News: Find an article on aviva.org or aegis.com published within the last two years. I would like to have reports on responses to the AIDS crisis in Africa, Asia, and Latin America, as well as in Europe and the U.S.

F. Videos: Class Choice

DVD843 Angels in America (HBO), 2003
7607 Alone Together: Young Adults Living with HIV, 1996.
8605 Everyone’s Child, 1996.
64 More Time, 1993.
Also available at Cline: Nkosi: The Voice of Africa’s Orphans; Her Giveaway (In)visible Woman; The Transformation

G. Individual Reports: Scholarly Articles

5. S. Maoulidi, "HIV/AIDS Transmission in Tanzania: Why are Girls Still Being Buried Alive in Muslim Communities?"
6. C.H. Harjo, "Still Stigmatized: Although the Shadow of AIDS has shortened, many Jews are still in denial about its presence..."

H. Extra Credit: Play on Campus: *The Vagina Monologues*
Weeks 8 and 9: Ethical Dimensions of Medical Research; Race and the Problems of Medicalizing Social Categories, I


Curator Overview
Exhibition Narrative: Science as Salvation: Weimar Eugenics, 1919-1933
The Biological State: Nazi Racial Hygiene, 1933-1939
Final Solutions: Murderous Racial Hygiene, 1939-1945

Examine Key Artifacts
Video Testimony


"On December 9, 1946, an American military tribunal opened criminal proceedings against 23 leading German physician administrators for their willing participation in war crimes and crimes against humanity. In Nazi Germany, Jews, Poles, Russians, Gypsies. After almost 140 days of proceedings, including the testimony of 85 witnesses and the submission of 1,500 documents, the American judges pronounced their verdict on August 20, 1947. Sixteen of the doctors were imprisoned. Seven were sentenced to death. They were executed on June 2, 1948." In the wake of this trial, The Nuremberg Code incorporated a ten-point list of guidelines defining legitimate research. Although the code informed numerous international ethics statements, it failed to find a place in either American or German national law codes. We will study this trial for the questions it raises about ethical guidelines for medical research and the responsibility physicians may or may not have to abide by certain transcendent values in opposition to nationalistic ideologies and prevailing scientific currents.
C. The Contemporary Scene: Articles in the News
Jehl, “CIA Said to Rebuff Congress on Nazi Files,” NYT 1/30/05.
Alessandra Stanley, “Race as a Fiction Invented by the Ruling Classes”
Wade, “Two Scholarly Articles Diverge on Role of Race in Medicine”
Pollack, “Big DNA Files Help Blacks Fight Diseases”

D. Individual Reports: Scholarly Articles
1) Frank Dikotter, “Review Essay: Race Culture: Recent Perspectives in
2) Nicholas Hudson, “Hottentots’ and the Evolution of European Racism,”
Journal of European Studies 34(4):308-332,
4) Fred Katz, Ch. 3, Some Faces of Evil, pp. 45-60 in Ordinary People and
Extraordinary Evil. A Report on the Beguilings of Evil,
5) John Efron, Defenders of the Race: Jewish Doctors and Race Science in
Fin-de-Siecle Europe, pp. 1-12.
6) Sherwin Nuland, “The Death of Hippocrates: When Medicine Turns
7) Harriet Johnson, “Unspeakable Conversations: Should I have been
Killed at Birth? The Case of My Life,” NYT Magazine, 2/16/03.

E. Extra Credit Video
DVD 750, "The Grey Zone," is based in part on the novel, Auschwitz:
A Doctor’s Eyewitness Account.

Weeks 10 and 11: Race and the Problems of Medicalizing Social
Categories,

A. Allen Brandt, "Racism and Research: The Case of the Tuskegee
Syphilis Study" (1997)
Brandt concludes, “In retrospect the
Tuskegee Study revealed more about the pathology of racism than it did
about the pathology of syphilis; more about the nature of scientific
inquiry
than the nature of the disease process...As this history of the study
suggests,
the notion that science is a value-free discipline must be rejected. The
need
for greater vigilance in assessing the specific ways in which social
values
and attitudes affect professional behavior is clearly indicated.”

B. VHS Nova: The Deadly Deception
Nova conducts an investigation into one of the most notorious
experiments

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in medical history: the Tuskegee Study of Untreated Syphilis in the Negro Male.

C. The Contemporary Scene: Articles in the News
   Markel, “The Ghost of Medical Atrocities: What’s Next, after the Unveiling?”
   Lerner, “Scholars Argue over Legacy of Surgeon who was Lionized” (J Marion Sims)
   Vega, “Cash-for-Sterilization Plan Starts Slowly in New York”
   Waldman, “Distrust of Government Reopens the Door for Polio in India”
   Hendricks, “Havasupai File $25M Suit against ASU”
   Sontag, “Abuses Endangered Veterans in Cancer Drug Experiments”
   “Remembering Tuskegee: Syphilis Study Still Provokes Disbelief, Sadness”

D. Individual Reports: Scholarly Articles

   “Eugenics Board Sterilizes Thousands,” from *Winston-Salem Journal* and
   “Wake Forest Medical School Apologizes for Furthering State’s Sterilization Campaign,” from *Chronicle of Higher Education*.


   4) http://www.eugenicsarchive.org/eugenics
   This site invites you “to experience the unfiltered story of American eugenics --- primarily through materials from the Eugenics Record Office at Cold Spring Harbor, which was the center of American eugenics research from 1910-1940.

E. Extra Credit Video
   VT114, "Miss Evers' Boys"

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Weeks 12 and 13: Health and the Environment

A. Articles:


B. Videos: Class Choice:
1. Science for Survival (VT5710), 1995: Activist Vandana Shiva "is devoting her scientific knowledge to proving that local farming methods...are vital to the survival of the Indian ecosystem. Millions of women, with their managerial, economic and scientific skills are the backbone of India's rural economy...The film also looks at the work of Dr. Sharadini Dahanukar who has set out to prove that ayurvedic medicine, which relies heavily on women's knowledge of plants and herbs, has scientific validity."

2. Dr. Vandana Shiva, Cline lecture series, 2004 (VT9460): "Dr. Shiva is an activist campaigning against genetic engineering, biopiracy and hydropiracy and campaigning for earth democracy, sustainability, and justice... An old politics that's very state-centered and corporate-controlled, is being transformed by another politics which is people-centered."

3. Another World is Possible (VT148): "In early 2002, in Porto Alegre, Brazil, 50,000 gathered for the World Social Forum with the goal of opposing corporate globalization and developing alternative visions for the future."

4. Fury for the Sound (VT6831), 1997: Reveals the role of women in establishing grassroots social movements like the one to protest clearcut logging in Clayoquot Sound on Canada's West Coast.

Weeks 14 and 15: Presentations and Self-Evaluations

Assessment of Student Learning Outcomes:

Methods of Assessment:
You will develop your skills of analysis and expression through
***six 2 pp. essays examining and evaluating a single text to be presented to the class orally and via Vista discussion: 30% of final grade.
***three 3-5 pp. essays comparing and contrasting different authors' approaches to the same subject to be presented to the class orally and via Vista discussion: 40% of final grade.
***one 8-10 pp. synthetic essay, historiographic essay, or research project to be presented to the class orally and Vista discussion: 30% of final grade.

**Timeline for Assessment:**
The 2 pp. essays will be due every other week; the 3-5 pp. essays will be due on weeks 4, 8, 12; the final project will be due on week 14.

**Rubric for evaluating the 2 pp. and 3-5 pp. essays:**
1) Do you formulate an argument that responds directly to the question posed?
2) Do you provide ample and persuasive evidence to support your argument?
3) Do you take into account counter-evidence?
4) Do you provide proper documentation?
5) Do you demonstrate an ability to think both critically and creatively?
6) Is the essay accurate with regard to grammar, spelling, punctuation?

**Rubric for evaluating the 8-10 pp. synthetic essay, historiographic essay, or research project:**
1) Do you show critical thinking?
2) Do you ask interesting and historically significant questions?
3) Is the essay well-argued?
4) Do you show understanding of relevant historiographies?
5) Is there proper documentation?
6) Is a variety of primary and secondary sources used?
7) Do the sources, taken as a whole, represent a broad spectrum of possible approaches or fields?
8) Do you show creativity and awareness of various methodological possibilities?
   Are the methodologies appropriate?
9) Is the essay accurate with regard to grammar, spelling, punctuation?

**Grading Criteria for Essays:**
**59 and below: The essay is unacceptable in one of the following areas:**
* The essay is dishonest.
* The essay does not possess an identifiable thesis.
* The essay does not fulfill the assignment.
* There is no discernable pattern of organization for the ideas presented.
* There is no interpretation and no evidence.
* Presentation is so flawed that the essay is unintelligible.
* Grammar, spelling and punctuation errors make it unreadable.
* The essay is not typed.

**60-69: The essay is seriously deficient in at least one of the following areas:**
* The essay possesses a poorly focused thesis demonstrating little thought.
*The organization is confusing, inconsistent, and/or incomplete.
*There is little or no development of interpretation or argument to support the thesis.
*There is nothing beyond the most general evidence and obvious details.
*The approach and/or tone is inappropriate to the topic.
*Grammar, spelling, and punctuation errors are so abundant that the essay is almost unreadable.

70-79: The essay meets the following standards with serious deficiency in one or more areas:
*The essay has a thesis which may be too general, superficial, or incomplete.
*A pattern of organization exists, but it is inconsistent or incomplete.
*There is explanation and interpretation, but not sufficiently focused on the thesis.
*Explanation lacks sufficient and appropriate evidence and detail.
*The conclusion follows the thesis, but there are serious gaps in order and logic.
*The student fails to demonstrate an understanding of chronology and causation.
*Most sentences are grammatically correct, but are often vague or wandering.
*There may be serious errors in presentation and/or a profusion of minor errors.

80-89: The essay meets the following standards in the majority of areas:
*The essay has a clear though predictable thesis.
*The organization is consistent with the thesis.
*There is an interpretation and an argument to support the thesis.
*Interpretations are supported with primary and secondary source evidence
*The argument demonstrates a generally correct understanding of chronology and causation.
*Possible counterarguments are introduced.
*There are few errors in grammar, spelling, and punctuation.

90-100: The essay meets the following standards in all areas and excels in one or more of them:
*The essay possesses a clear thesis displaying considerable thought and insight.
*The organization is clear and consistent with that thesis.
*There is an interpretation and an argument to explain and support the thesis.
*Interpretations are fully developed with effective use of primary and secondary source evidence and detail.

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The argument demonstrates a clear knowledge of chronology and causation.
Possible counterarguments are introduced and discussed.
The conclusion follows from the thesis, argument, and evidence.
There are few if any errors in grammar, punctuation, and spelling.

Rubric for evaluating class participation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
</tr>
</tbody>
</table>
| D: 60-69 | Present, Not Disruptive.  
+Tries to respond when called on but does not offer much.  
+Demonstrates very infrequent involvement in discussion. |
| C: 70-79 | Demonstrates adequate preparation; knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
+Offers straightforward information (e.g. straight from the reading) without elaboration or very infrequently.  
+Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
+Demonstrates sporadic involvement. |
| B: 80-89 | Demonstrates good preparation: knows reading facts well, has thought through their implications.  
+Offers interpretations and analysis of material (more than just facts) to class.  
+Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
+Demonstrates consistent ongoing involvement. |
| A: 90-100 | Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (other readings, earlier discussions, own experiences)  
+Offers analysis, synthesis, and evaluation of course material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
+Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate.  
+Demonstrates ongoing very active involvement but does not dominate, talk only to the professor, or insist on pursuing tangents that divert the class's attention from the material at hand. |

Grading System: Final grades will be determined by averaging the grades for each category of assignment (2 pp. essays; 4-5 pp. essays; 8-10 pp. final project) in accordance with the percentage accorded each category on a 100 point scale: A = 90-100; B= 80-89; C= 70-79; D= 60-69; F= 59 and below.

Course Policies:
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You should expect to spend 2 hours studying outside of class for every hour spent in class, thus 6 hours outside of class for this 3-hour class.

You are responsible for all assigned work. If you must miss a class, you will be expected to submit a short paper analyzing the material discussed within two weeks of the missed class. This paper is in addition to the regular writing requirements. It is your responsibility to discuss with me the topic for this paper.

In the absence of documented extenuating circumstances, no more than 2 classes may be missed if you wish to receive credit for the course.

You are expected to arrive to class on time. Each time you are late, your final grade will be lowered by 1%. All papers are due at the beginning of class unless otherwise specified. The penalty for late papers is −5 points per day.

You must complete all assignments in order to receive credit for the course.

The History Department takes academic integrity very seriously and will not tolerate acts of academic dishonesty. It is your responsibility to familiarize yourself with these matters as defined by the university. Please see Appendix G of NAU's Student Handbook

NAU POLICY STATEMENTS TO BE ATTACHED

SAFE ENVIRONMENT POLICY, STUDENTS WITH DISABILITIES, INSTITUTIONAL REVIEW BOARD, ACADEMIC INTEGRITY, STUDENT CODE OF CONDUCT, CLASSROOM MANAGEMENT STATEMENT
1. Is this course being proposed for Liberal Studies designation? Yes ☒ No ☐
   If yes, route completed form to Liberal Studies.

   Spring 2009 Fall 2008

3. College CAL 4. Academic Unit /Department CAL

5. Course subject/catalog number CVC 101 6. Units/Credit Hours 3

7. Long course title Introduction to Cinema and Visual Culture (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Intro to Cinema & Visual Culture

9. Catalog course description (max. 30 words, excluding requisites).
   This class introduces students to the historical issues and theoretical concepts in Cinema Studies and provides a foundational understanding of visual culture, especially as it relates to cinema.

10. Grading option:
    Letter grade ☒ Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with NA 11a. Date approved by UGC NA
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with NA
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes ☒ no ☐
    a. If yes, maximum units allowed? NA
    b. If yes, may course be repeated for additional units in the same term? yes ☐ no ☒
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course) None

15. Corequisites (must be completed with proposed course) None

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☒ no ☐
   Name of plan? Cinema and Visual Culture Program
   Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only) yes ☐ no ☒
If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐

Please list, if known, the institution and subject/catalog number of the course

Note that while there are other film classes at Community Colleges and here at NAU, this course is synthetic and interdisciplinary: it combines film with theoretical approaches to visual culture.

18. Names of current faculty qualified to teach this course: Joe Boles, Paul Helford, Irene Matthews, Janna Jones.

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

Our justification for the CVC Program is also, in large part, the justification for this class. The growth of film courses at NAU and elsewhere in the academy is an acknowledgement that film, as a medium, reflected, shaped, and in some fashion, defined much of 20th century life. As the media options for visual culture expand and as story telling is itself increasingly visual in the 21st century, we have decided our program is best seen as providing the study of cinema and visual culture. This course specifically addresses that concern. This course and the CVC studies area and its attendant programming (film series, festivals, workshops, etc) provides a locus around which the many film offerings on campus can revolve. This introductory course is key to the vision for the program, with its specific attention to providing a shared vocabulary and a set of theories to better analyze and understand visual culture across disciplines.

For Official AIO Use Only:
Component Type
Consent
Topics Course

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If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: Joseph Boles
Dept. Chair name: Michael Vincent
College Contact name: Jean Boreen

Contact email: joseph.boles@nau.edu
Dept. Chair email: 
College Contact email: Jean Boreen

20. This course is a ☑ Single section ☐ Multi-section
21. List names of faculty who may teach this course: Helford, Boles, Matthews, Jones
22. Section enrollment cap: 30

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☑ Cultural Understanding ☐ Science ☐ Social and Political Worlds ☐

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐ Effective Writing ☑ Critical Thinking ☐
   Quantitative Reasoning ☐ Scientific Inquiry ☐

25. Is this a topics course? Yes ☐ No ☑
   If YES, please complete questions 34-36. If NO, please go to question 42.
35. Approvals

Department Chair (if appropriate)  3-11-08  
Jane Brown  
Date

Chair of college curriculum committee  3-11-08  
Jane Brown  
Date

Dean of college  3-11-08  
Date

For Committees use only

For Liberal Studies Committee  
Date

Action taken:  
modified  
Approved as submitted  
Ron Smith  
4.22.08

For University Curriculum Committee  
Date

Action taken:  
Approved as submitted

Please attach Syllabus here.
CVC 101
Introduction to Cinema and Visual Culture
(3 credits)

College of Arts and Letters

TTH schedule
with an evening screening

Faculty: Joe Boles, Irene Matthews, Paul Helford, Janna Jones

Office Address and Office hours: As per....

[Note: These assignments and films reflect Dr Boles' approach. Other faculty will select different films and readings, but the themes and topics will reflect the issues addressed in the description and outcomes. Some possible alternatives listed in brackets in the text of the syllabus]

Course prerequisites
None

Course description
This class introduces students to the historical issues and theoretical concepts in Cinema Studies as an academic field, as well as to cinema and film, more generally, as a force in art, culture, economics, and politics. Additionally, the course provides a foundational understanding of the study of visual culture—in photography, television, advertisements, art history, architecture, fashion and even music—especially as it relates to cinema. Specific attention will be paid to

- the discipline-specific terminology and conventions in the study of cinema and visual culture, including issues such as the role of the director, cinematographer, film editor and other members of a film's cast and crew; the meaning of the "shot," the "cut," "composition," "mise en scene," as well as the other basic elements in the grammar of film; film genres, traditions, history, etc.
- the interpretation of cinematic and other images as texts, such as evidenced in set design, costume, lighting, acting, as well as issues such as montage, juxtaposition, persistence, allusion, parody of/to image(s).
- theories of reception, audience, and spectatorship, with especially attention to the issues of ethnic, national, and gender identity, as well as venue/format for the visual image and the patterns of consumption of the same.
- the variety of critical, interpretive, and theoretical approaches used in the production and the study of film, both over time and in current scholarship, such as in psychoanalytic, postmodern, feminist, or neorealist theories of representation and interpretation.
- the effect of cinema and visual images more generally as they move through history, artistic communities, and social and political cultures, as seen through concepts identity, representation and agency.

Student Learning Expectations/Outcomes for this Course
At the conclusion of this class, students will be better able to:
- Critique, analyze, and theorize, at an introductory level, the production, distribution, consumption/reception, interpretation, and effects of visual culture and cinema—as evidenced in descriptive, comparative, and expository writing.
- Use the discipline and industry-specific vocabulary attendant to cinema accurately and effectively in spoken and written contexts.
- Demonstrate, in spoken and written contexts, an introductory understanding of the theoretical concepts in Cinema Studies and in the study of Visual Culture.

This course bears Liberal Studies credit within the Aesthetic and Humanistic Inquiry block with a focus on the skill of effective writing.

Courses in this block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression, in this class, specifically, that of film and the various forms of visual culture. This course helps students develop an understanding of the relationship between the historical, political, social, and especially aesthetic context and the human creative expression that is cinema. We will make use of major conceptual frameworks and concepts such as the theories of representation and agency to make sense of cinema and visual culture more generally. We will explore the diversity of cinematic expressions of human experience in theories informed by national, ethnic, and gender identity. Students will also develop their capacities for analysis and ethical reasoning through a variety of means, including close reading of film texts, comparative explorations of the materials in visual culture from many groups and nations, and study of the intent, practices, reception, and consumption of the work of many film directors and visual artists.

**Textbook and required materials**

[Other faculty members could elect to use other texts, for example, one on film and one on visual culture and supplement with reserve readings in Vista. The Hill and Gibson book, for example, could be replaced by readings on film history, international film, or film’s impact on culture, depending on the faculty member teaching the class, but still address the themes, for example, of the context of film in society.]


**Course structure/approach**

Class will be a combination of lecture, discussion, and small group discussion, using film clips and images on a frequent basis. **Screenings will be either face to face or simply viewed by the assigned date, depending on the professor teaching the class.**
Course Outline

WEEK 1  A COPY OF A COPY WITHOUT AN ORIGINAL
T   Introduction
TH  FFC: Chapter 1 “Image and Reality,” pp. 1-29 and images on DVD as indicated.
    POL: Introduction, pp. 1-9
    FS: General Introduction, pp. xiii-xv

Screening:  Gentlemen Prefer Blondes (Howard Hawks, 1953)
            "Material Girl" (Madonna, 1985)

WEEK 2  LOOKING AT LOOKING
Weekly Discussion post due
Smart Comment # 1 due

Screening: The General (Buster Keaton, 1927)

WEEK 3  THE SHOT, THE CUT, THE HORROR
T   FFC: Chapter 3 “Building Blocks: The Shot,” pp. 51-80 and DVD images or film clips
Weekly discussion post due
TH  FFC: Chapter 4 “Building Blocks: The Cut,” pp. 81-107 and DVD images or film clips
Smart Comment # 2 due

Screening: Psycho (Alfred Hitchcock, 1960)

WEEK 4  THE DIRECTOR AND ALL THE REST
T   FFC: Chapter 5: “Tellers of Film,” pp. 108-132 and DVD images or film clips
Weekly discussion post due
TH  FFC: Chapter 6: “The Film Director, pp. 133-170 and DVD images or film clips

Smart comment # 3 due
Screening: Far From Heaven (Todd Haynes, 2002)
And clips from All That Heaven Allows (Douglas Sirk, 1955)
WEEK 5  WHO WATCHES THE WATCHERS?
T  POL: Chapter 2 “Viewers Make Meaning,” pp. 45-71
Weekly discussion post due
TH  POL: Chapter 3 “Spectatorship, Power, and Knowledge,” pp. 72-108
PS: “Film Audiences,” pp. 200-209
Paper #1 due
Screening: Rear Window (Alfred Hitchcock, 1954)

WEEK 6  VISUAL CULTURE AND THE PUBLIC
T  FFC: Chapter 7 “Film as Cultural Practice,” pp. 171-210 and DVD images or film clips
Weekly discussion post due
TH  POL: Chapter 5 “The Mass Media and the Public Sphere,” pp. 151-188
Archive Assignment #1 due
Screening: Vertigo (Alfred Hitchcock, 1958)
Nota Bene: While Dr Boles would do a comparison of two Hitchcock films, Dr Matthews, for example, might provide a contrast of Hitchcock to a Latin American or Iranian filmmaker but still illustrate spectatorship and reception by film audiences.

WEEK 7  TELLERS OF STORIES OR MANUFACTURING OF DESIRE
T  FFC Chapter 8
“Master Narratives and Dominant Fictions” pp. 211-254 and DVD images or film clips
Weekly discussion post due
TH  POL Chapter 6
“Consumer Culture and the Manufacturing of Desire?” pp. 189-236
Smart Comment #4 due
Screening: Triumph of the Will (Leni Riefenstahl, 1935)
And clips from Star Wars (George Lucas, 1977)

WEEK 8  THE COMFORT OF GENRES
T  FFC Chapter 9 “Westerns, Science Fiction, Neorealism, Melodrama,” pp. 255-293
Weekly discussion post due
Smart Comment #5 due
WEEK 9  FILM AND CULTURE, TAKE 2
     Weekly discussion post due
TH    FS: “Introduction to Film Studies,” pp. 1-21
     Plan or outline for Paper # 2 due

Screening: The Battleship Potemkin (Sergei Eisenstein, 1925)

WEEK 10  THEORY AND PRACTICES
T    FS: “The Film Text and Film Form,” “Film Acting,” “Film Costume,” “Film Music”—pp-22-48
     Weekly discussion post due
TH    FS: “Classic Film Theory,” “Impressionism, Surrealism,” “Psychoanalysis,” pp. 49-88
     Archive Assignment # 2 due

Screening: Blonde Venus (Josef von Sternberg, 1932)

WEEK 11  POSTMODERNISM AND SELF AWARE CINEMA
T    FS: “Post structuralism and deconstruction” pp-89-93
     Weekly discussion post due
TH    FS “Film and Postmodernism pp. 94-103
     POL: Chapter 7 “Postmodernism and Popular Culture,” pp. 237-278
     Draft of Paper # 2 due

Screening: The Purple Rose of Cairo (Woody Allen, 1985) and clips/stills from Cindy Sherman’s work

[Again with different professors, one has different examples and readings, Professor Helford might do this unit as “movies about the movies” while Professor Jones might introduce her scholarship on amateur film and the question of “authorial voice.”]
WEEK 12  RACE, GENDER AND THE BODY
T    FS: “Marxism” & “Feminism pp. 104-132
Weekly discussion post due
TH    FS: “Gay and Lesbian Criticism,” “Queer Theory” pp.133-150
Pre-Conferences on paper # 2
Screening: Imitation of Life (Douglas Sirk, 1959)
Screening: The Body Beautiful (Ngozi Onwurah, 1991)

WEEK 13  FILM IN THE WORLD, THE WORLD IN FILM
T    FS: “Race and Ethnicity,” “Film and Cultural Identity”, pp.156-173
Weekly discussion post due
TH    FS: Sociology and Film, pp. 188-192
Paper # 2 due
Screening: Do the Right Thing (Spike Lee, 1989)

WEEK 14  “WE TOO ARE CHILDREN OF THIS AGE...
WEARED ON STRIFE AND CHAOS.”
T    FS: “Film and History,” pp. 174-187
Weekly discussion post due
TH    FS: “Cultural Studies and Film,” pp.193-199
Screening: Ran (Akira Kurosawa, 1985)
Post-Conferences on Paper # 2 this week

WEEK 15  SHOT BY SHOT
T    Review—clips from Thelma and Louise
No discussion post this week
TH    Review—clips from Metropolis
Archive assignment # 3 due
[Again, for a shot by shot analysis of films, different profs would do different films. Professor Boles is looking, with these two films, to have students work with narrative and allegorical films. The intent for all will be a class review.]

Final exam: See posted schedule
Recommended optional materials/references
See the bibliographies in our three textbooks at the end of each chapter and on the CD attached to FFC.

Assessment of Student Learning Outcomes
A Guideline, Not a Contract: While you have a right to expect we will stay on topic, this syllabus is a guideline, not a contract. I reserve the right to add readings, quizzes or films as needed. I also may choose to drop or substitute readings if there are any problems with availability.

Attendance: You must come to all classes. Points are given for attendance, not deducted for absence. No excused absences, though extra credit projects for a few missed classes is possible. Calling about an absence, though a courtesy, does not excuse an absence. In addition, if you miss more than 4 classes your grade may be dropped. And if you miss more than 6 you may be administratively dropped from the class. If you are late or leave early, attendance points will be taken from you.

Assignments:

Film Screenings: [Some faculty will have students watch these on their own]
You will need to watch 1-2 films a week for this class at the assigned evening screening.

Research Archive Assignments:
[Some faculty members will use quizzes, viewing journal entries, or additional papers to chart student progress. This “click” is the one that makes sure students are doing the reading and watching the films.]
Each section of the class has Research/Glossary Archive assignments. These are formal responses to the readings, films, and other material which will demonstrate
- That you indeed have done the reading
- That you understand the readings and can connect it to course themes and issues

I require this archive in lieu of quizzes and midterms. I will ask you to generate annotated lists, definitions, summaries, comparisons, short essays and other material.
If you do excellent work and complete all the archive assignments throughout the term, I may reduce the number of questions you will need to do on the final.

Your archive can include formal responses to the readings and films in addition to what is assigned. This is your opportunity to write about things which are of more value and interest to you. Ambition will be rewarded.

The Archive will be collected three times this term. See the Course Schedule and the Course Content sections for specific assignments, due dates, and point assignments
Sample Archive questions:
1) Develop an annotated list of the 10 major concepts raised in weeks 1-6, at least ten of which must be shared in common by both the FCC and POL
2) Identify 5 "replacement" images from the films we have seen thus far for the FCC and POL book chapters we have read, and a brief explanation why they are equal to—or better than—the ones used.
3) Provide an example of the three forms of "reading" (p. 57 in POL), using Far from Heaven and the clips from All that Heaven Allows.
4) Provide a shot by shot and a cut by cut analysis of a 5 minute sequence from Psycho, excluding the opening and shower scenes which were discussed in class.
Smart Comments
[Other faculty will do additional papers in lieu of these smart comments, but all will provide a form of student synthesis of material rather than a charting of facts or vocabulary learned]
You will be asked to provide 5 "smart comments" about the films, the readings and other material. These will be short, a paragraph to a couple of pages, in which you present
- astute observations about central, salient, and significant issues
- distillation of multiple essays into a statement of common, shared, or contradictory themes or claims
- application of theoretical ideas presented in lectures and readings
- demonstration of your individual visual acuity and literacy skills
These will be formal assignments and due as indicated on the syllabus.

You will send Smart Comments to me via Vista by the due dates.
Sample Smart Comment Question:
After doing all the reading for this section, select a scene from *The General* and respond to this question: "How do the cinematic elements of this scene—inter-title text, costume, setting, lighting, music, set, blocking of the shots—help convey the film's larger meaning, message, and purpose? In other words, what is the relationship of aesthetics to the ideas, concepts, or ethics of the film? Be sure to use the readings from this section to help support your claims. 1-2 pages.

Discussions
[Some faculty will choose to do and assess face to face discussion.]
I will divide the class into two Vista discussion groups. Students with last names A-K are assigned to the "Cineaste Group" and those with last names L-Z are assigned to the "Auteur Group."

Prior to submitting Smart Comments, each student in a discussion group will post at least 2 meaningful responses to the questions provided in the discussion area on each section of the class. These postings will go through the Vista discussion section for this class. These comments can be thoughtful questions about the content, salient responses to other students, strategies you might suggest for completing the Smart Comment or Paper assignment, drafts of what you intend to write, additional information about the topic, etc.

The discussions must be respectful and should provide clarification, enhancement, alternate and substantiated positions on the topic. No insulting, dismissive, or offensive speech. [See policy statements below.] And yes, you must read everyone's comments. There will be a question or two on the final focused on the discussions. *Discussions will be variations on the smart comment which will follow. In other words, they will be directed at elements of the Smart Comment you will write for Thursday classes.*

Papers
There will be two papers in this class. Assignments to be distributed.
Sample Paper assignment (elements):

Purpose: Demonstrate your ability to synthesize readings, images, and lecture notes; develop and defend a thesis; demonstrate an understanding and mastery of reading; document careful reading of films.

- You will address all the films and readings from week five through ten.
- The paper will incorporate the theoretical issues the course has raised to week ten, as many of the other themes/learning outcomes of the class as relevant. Specific paper topics will include issues relating to spectatorship, comparative theoretical approaches to film, comparative use of technique across film genre, etc
- Central to your success will be the visual acuity and visual literacy skills you have developed over the term. Carefully and comparatively discussed scenes, dialogue, settings, and images will be the rule. Discussion of film technique will improve your ability to document your assertions.
- Use of specific and accurately documented quotations will be presumed.
- Your ability to observe patterns in and the differences amongst the films will be part of your success.

Length: 4-6 pages double spaced. Ambition will be rewarded and quality longer papers of 9-15 pages will be considered for extra credit. If you plan to do an extra credit paper, contact me.
Final Exam: I will waive portions or all of this part of the exam if the Research Archive has risen to an A or B level. Assume you will be asked questions akin to those asked in discussions, smart comments, archive, and paper assignments.

The final exam will be done in two parts. The Long Question section will be released to you a month before the end of the semester. You will select a question, discuss your approach with me, and have it ready to be turned in by the Exam submission date. The Short Essay portion of the exam will be released to you a week before the Exam Submission date and it will address all the material raised in the class.

**Grading System: 1000 points**

100 points for.............. Attendance  
100 points for ..............Research Archive [your reading, film screening, and evidence of mastery of both]  
250 points for ...............Smart Comments [evidence of application of theories, readings, lectures]  
175 points for ...............Discussions [meaningful responses]  
250 points for ...............Papers—  
100 points for ...............Final Exam  
25 points for ...............Conferences

Up to 100 points allowed for extra credit work. I may approve additional extra credit options for exceptional students.

---

900-- 1000 = A  
800 -- 899 = B  
700 -- 799 = C  
600 -- 699 = D  
599 -- 0 = F

**Course policy**

**Attendance Policy:** You must come to all classes. Points are given for attendance, not deducted for absence. No excused absences, though extra credit projects for a few missed classes is possible. Calling about an absence, though a courtesy, does not excuse an absence. In addition, if you miss more than 4 classes your grade may be dropped. And if you miss more than 6 you may be administratively dropped from the class. If you are late or leave early, attendance points will be taken from you.

**Retests/Makeups:** If you miss any test, quiz or assignment you must contact me within a week of missing.

**Plagiarism Policy:** Don’t do it! See official policy:  
http://www4.nau.edu/stulife/StudentHandbook/Appendix_G_AcademicDishonesty.htm

**University policies:** Attach the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies or reference them on the syllabus.
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<tr>
<th>1. College</th>
<th>College of Arts and Letters</th>
<th>2. Academic Unit/Department</th>
<th>Humanities, Arts, and Religion</th>
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<tr>
<td>3. Academic Plan Name</td>
<td>Cinema and Visual Culture Studies</td>
<td>4. Subplan (if applicable)?</td>
<td>NA</td>
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<td>5. Effective Date</td>
<td>FALL 2009</td>
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<td>6. Is this proposal for a:</td>
<td>☑ New Plan</td>
<td>☐ Plan Change</td>
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<td>☐ New Subplan</td>
<td>☐ Subplan Change</td>
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Revised 09/07
Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted. (Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

College of Arts and Letters
Cinema and Visual Culture Studies

Riles Building, room 200
NAU PO Box 5064, Flagstaff, AZ 86011-5064
Fax 928-523-8477

Plan Advisor
Joseph Bates (928-523-9515)

Undergraduate Information
You may pursue the following academic plan in NAU’s interdisciplinary Cinema and Visual Culture Studies program:

- minor in Cinema and Visual Culture studies

We designed this minor to provide you with a broad cross-disciplinary familiarity with Cinema and more general understandings of visual culture.

For additional information about this minor, contact the plan advisor.

Minor Cinema and Visual Culture Studies

To complete this minor you must take the following 21 units:

- CVC 101 Introduction to Cinema and Visual Culture

18 units selected from the following courses:
- EMF 222 Introduction to Electronic Media, Film, and Entertainment
- EMF 321 History of Entertainment I: Radio, Film, and Television from 1920s-1960s
- EMF 322 History of Entertainment II: Radio, Film, and Television from 1960s-Present
- CCJ 314 Hollywood and Crime
- COM 382 The Art of Communication: Film
- COM 383 Topics in Cinema
- ENG 266 World Cinema: An Introduction
- ENG 366 Film and/as Literature
- ENG 467 Special Topics in World Cinema
- ES 200 Race, Identity, and Film
- HUM 370 Popular Arts: Film
- HUM 383 Latin American Film
- PHI 325 Ethics in Film
- REL 365 Religion and Film
- WLLC 141 Introduction to German Cinema

Be aware that some of the courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.
8. For undergraduate plans, will this requirement be a student individualized plan? ☒ no ☐ yes
*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
☐ a. verify satisfactory completion of a non course requirement.
☐ b. indicate admission to a major.
☒ c. will not be used.
**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.
If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


Minors do not need to provide outcomes but those listed on the syllabus for the CVC 101 class are a starting point, specifically those that identify the need to provide a base set of concepts and vocabulary terms which will help students synthesize the variety of disciplinary approaches to the study of film.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The Program in Cinema and Visual Culture at NAU is founded on the belief that cinema is integral to our cultural heritage; that visual acuity and literacy are prerequisites to a fuller understanding of film, the arts, and the cultural traditions they reflect and shape; and that global, critical, historical, methodological, and theoretical perspectives and discourses about film and visual culture are essential to our understandings of the politics and practices of representation.

The Program in Cinema and Visual Culture provides students with essential analytical and creative writing skills. The Program introduces students to Cinema Studies as an academic discipline and asks them both to explore the emerging vocabularies of cinemas from diverse visual cultures and to study the film industry’s methods and production traditions and standards. Finally, the Program provides students with an exploration of cinema as an artistic, political, cultural, and economic engine in world societies and, at times, a counter-discourse to traditional forms of narrative and social organization.

The curriculum in the Program is designed to provide aesthetic, historical and social perspectives on film and visual culture from the Arts and Letters and Social and Behavioral Sciences, specifically the School of Communication and to explore visual technologies, media, and modes of exhibition. In its cultural programming, the Program provides the campus and community with film series, lectures, festivals, and forums for the discussion of the roles of the visual in society.

In a new program there are no past assessment measures. When established they will include the degree to which this class: provides an introduction to cinema and visual culture; creates coherence in the disparate film offerings; serves as a recruitment and retention tool; and provides a useful and attractive minor for students across campus.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
This minor will require the addition of one class, to be offered initially once a year and if demand grows, each semester. The Deans of CAL and SBS have agreed to provide course reassignment sufficient to meet this demand.

Revised 09/07
13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?  
If so, attach supporting documentation from the affected departments/units and college dean.  
**English; Criminal Justice; Ethnic Studies; Humanities, Arts, and Religion; Modern Languages; Communication**

14. Will present library holdings support this academic plan/subplan?  
Yes, we have a very good collection of books on the study of film and visual culture, as well as an impressive holding of feature films and documentaries.

**Certifications**

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**For committee use only**

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Action taken: [ ] approved as submitted [ ] approved as modified

**Note:** Submit original to associate provost’s office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
To: Joseph Boles, Astrid Klocke  
From: Cecilia Ojeda, Chair of the Department of Modern Languages  
Date: January 22, 2008  
Re: The Program in Cinema and Visual Culture at NAU

This is an official letter of support for the Program in Cinema and Visual Culture currently in the planning stages at NAU. It is my opinion that such a program will benefit students at Northern Arizona University as it will contribute to develop a more sophisticated understanding of contemporary culture, both at the national and international levels. It is an indisputable fact that at present the global cultural landscape calls for an informed public cognizant of the immense power of visual technologies and mass media in shaping people’s opinions and perceptions of the world. It is our responsibility to educate our younger citizens to be critical viewers, and not merely consumers of images.

The faculty of the Department of Modern Languages has an important role to play in the establishment and development of said program through the offering of courses such as WLLC 111 Introduction to Russian Cinema, WLLC 141 Introduction to German Cinema, WLLC 151 Introduction to Asian Cinema, WLLC 161 Introduction to French Cinema just to name a few. The inclusion of these courses in the program’s curriculum will support NAU’s strategic plan towards internationalization and recognize its commitment to diversity. I look forward to the successful development of this program in the near future.

Sincerely,

Cecilia Ojeda  
Chair, Department of Modern Languages  
College of Arts and Letters  
Northern Arizona University
HAR
Dear Joe:
The Department of Humanities, Arts and Religion is very pleased to support the prospective new program in Cinema and Visual Culture Studies. The program represents the first serious attempt at NAU to address in a programmatic fashion the cultural significance and impact of the most powerful communication medium of the twentieth century. The proposed program builds on your own vital work prior to and during your association with HAR, notably your development of the Tuesday Night Film Series and your important course, HUM 370: Popular Arts: Film. Following your model and inspiration, our department is now in the process of developing additional courses, both on-campus and online, focusing on Latin American Film, Iberian Film, and Religion and Film. It is our hope and intention that Humanities, Arts and Religion will be considered among the academic homes for the new Cinema and Visual Culture Studies program, since it fits closely with our emphasis on examining the institutions of modernity that form and preserve our systems of value and meaning. We welcome the opportunity to be a part of this important initiative.
Curtis Hinsley
Chair, HAR

English
Dear Dr. Joseph Boles:
The Department of English fully supports the development of a Film Studies Minor, and we are happy for the minor to use our celebrated ENG 266, World Cinema: An Introduction, and ENG 366, Film and Literature, courses. We have taught units on screenwriting in our creative writing capstone courses, and I hope to have an undergraduate screenwriting course to add to the minor offerings in the future. In addition, thanks to the good work of Dr. Irene Matthews, we are in the approval process for ENG 467C, a topics course in world film.
Best,
Allen
Allen Woodman, Chair
English Department

Communication
Dear Joe,
I am writing in support of the CVC program and the new course proposal you are submitting to the CCC and UCC.
This is an excellent program and I am pleased that courses from the School of Communication are part of the plan. Also, I very much like the syllabus for the CVC 101 syllabus. It looks like a great course and will be a wonderful addition to the program as it is outlined in the new plan you are submitting to the UCC. Good luck with a smooth passage through these committees.
Best, mark

Criminal Justice
Joe and Larry
My apologies - I somehow overlooked this email - it arrived when I was out of town and got lost in the pile that had accumulated when I returned. If it is still possible, CCJ would welcome inclusion of CCJ 314 in the Cinema Studies minor. (Please note that the course will have our new CCJ prefix in the fall). Again, sorry for my delayed response. Please let me know if
anything additional is needed, and if you will still consider inclusion of our course.
Nancy

Ethnic Studies
Thank you, Joe.
I've been out of town but have just sent a note to Larry Gould saying that ES 200 can certainly be included in the Cinema Studies minor. Good for you for doing this work to develop the minor which is important. Take care and see you around. Sara
UNIVERSITY CURRICULUM COMMITTEE

Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?  
   Yes ☐  No X
   
   If yes, route completed form to Liberal Studies.

   Fall 2008

   See effective dates schedule.

3. College  Arts and Letters  4. Academic Unit  Humanities, Arts and Religion

5. Course subject/catalog number  MST 350

   (Please add syllabus to the end of this form.)

6. Units  3

7. Co-convened with

   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

7a. Date approved by UGC

8. Cross-listed with

   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Museum Studies I

   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Museum Studies I

11. Catalog course description (max. 30 words, excluding requisites).

   Introduction to the history of museums and museum practice. This is the first part of a two-course sequence.

12. Grading option:  Letter grade  X  Pass/Fail ☐  or Both ☐

   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course?  Yes ☐  No X

14. May course be repeated for additional units?

   yes ☐  no X

   a. If yes, maximum units allowed?

   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)

15. Please check ONE of the following that most appropriately describes the course:

   Lecture w/0 unit embedded lab ☐  Lecture only X  Lab only ☐  Clinical ☐  Research ☐

   Seminar  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

16. Prerequisites (must be completed before proposed course)  Junior Status and ENG 105

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

   instructor consent ☐  department consent ☐  no consent X

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no X
   Name of new plan?
   
   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no X
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no X
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no X
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student
   learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   This course will serve students who wish to explore the field of museum studies and/or employment in museums. The
   first course in a proposed two-semester sequence, it will afford students an understanding of ideas and concepts central to
   the study of museums and museum practice. While there is a demonstrated need for academically trained museum
   professionals, NAU currently offers no courses that prepare students for museum professions. This course, combined with
   other museum studies courses currently in development and internships in appropriate institutions, will work to fill that need.

24. Names of current faculty qualified to teach this course Jennifer McLerran, Tom Patin,
    George Speer, Curtis Hinsley

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied? ______

26. Will present library holdings support this course? yes X no □
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____  Contact email: _____
Dept. Chair name: _____  Dept. Chair email: _____
College Contact name: _____  College Contact email: _____

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE

30. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Science □  Social and Political Worlds □

31. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □  Effective Writing □  Critical Thinking □
   Quantitative Reasoning □  Scientific Reasoning □

32. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

36. To which degree programs offered by your department/academic unit does this proposal apply? _____

37. Do you intend to offer ABC 300 and ABC 300W?  yes □  no □

revised 8/06
If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? 

37. Does this proposal replace or modify an existing course or experience? yes □  no □
   If yes, which course(s)? 

40. Do you intend to offer ABC 400 and ABC 400C? yes □  no □
    If no, please submit a course delete form for the ABC 400.

41. Approvals

   [Signatures and dates]

   Department Chair (if appropriate)
   [Signature]
   1/8/08

   Chair of college curriculum committee
   [Signature]
   03/11/2008

   Dean of college
   [Signature]
   2/11/2008

For Committees use only

[Space for comments]

For Liberal Studies Committee

Action taken: Approved as submitted
   [Signature]
   4/22/08

For University Curriculum Committee

Action taken: Approved as submitted
   [Signature]
   Approved as modified

NORTHERN ARIZONA UNIVERSITY

revised 8/06
College of Arts and Letters  
Department of Humanities, Arts, and Religion  

MST 350: MUSEUM STUDIES I  
[3 credit hours]  

Day/Time:  
Building/Room:  

Instructor:  
Office:  
Office Phone:  
E-mail:  
Office Hours:  

Course Prerequisite: Junior Status  

Course Description and Objectives: 
Museums Studies I, the first component of a two-course sequence intended to introduce the student to the field of museology, addresses the history of the idea of the museum and the formation of museums. Students will also be introduced to contemporary museological discourse. We will cover a variety of topics: the early history of the formation of museums; the types of museums; collecting and curating; the relationships between nationalism, modernity, and museums; various social, economic, and intellectual functions of museums; implicit theories of art and of history that structure museums; the formation of gendered and ethnic identity in/through museums; colonialism; tourism; the marketing of art; and the relationships of museums to the practice of art and art history.  

Students will be required to write four short papers demonstrating an understanding of ideas and concepts covered in the assigned readings and class discussions. In addition, a final paper that demonstrates a comprehensive grasp of course content will be required. Students will also be expected to participate in short field trips to local museums and interpretive centers.  

Student Learning Expectations/Outcomes for this Course: 
In the process of participating in this course, students will have an opportunity to develop and to demonstrate the following:  

- A foundational understanding of the history and function of museums of various types.  
- A foundational understanding of key concepts in museum studies.  
- The ability to write and speak in a clear, coherent, and cohesive fashion, demonstrating an understanding of basic museological concepts, in all written and oral contexts.  
- The ability to apply key concepts of museological discourse to analysis of exhibitions viewed both in-class and in the course of field trips.  

Course Structure/Approach: 
The course will be taught as lecture and discussion. The instructor will provide students with discussion questions that will guide their reading and serve as the focus of class discussions. Students will be expected to complete all readings before the day on which they listed on the syllabus and come to class prepared to discuss them. Lectures will be combined with class discussions to facilitate the development of critical thinking skills. Writing assignments, both in and out of class, will be designed to develop effective writing skills.  

Textbook:  
*Museum Studies: An Anthology of Contexts*, edited by: Bettina Messias Carbonell  
All other readings are available on Vista.  

COURSE OUTLINE:  
(Readings are read prior to and discussed during the day indicated.)  

Week 1  
Course Introduction: syllabus/course info, etc.  
I. THE HISTORICAL BACKGROUND

Week 2
Bazin, “Foreword” (Carbonell)
Findlen, “The Museum: Its Classical Etymology and Renaissance Genealogy” (Carbonell)
Shelton, “Cabinets of Transgression: Renaissance Collections and the Incorporation of the New World” (Vista)
Duncan and Wallach, “The Universal Survey Museum” (Carbonell)

Week 3
Hudson, “The Museum Refuses To Stand Still” (Carbonell)
Duffy, “Museums of ‘Human Suffering’ and The Struggle For Human Rights” (Carbonell)
Duncan, “The Art Museum as Ritual” (Vista)

Week 4
Miller, “The Life of Harold Sellers Colton: A Philadelphia Brahmin in Flagstaff,” selections (Vista)
Olberding, “Telling the Story: The Museum of Northern Arizona” (Vista)
Mangum and Mangum, “One Woman’s West: The Life of Mary-Russell Ferrell Colton,” selections (Vista)

Week 4, day 2
PAPER #1 DUE
Class meets at Museum of Northern Arizona today

II. “NATURE” IN THE MUSEUM: NATURAL HISTORY, ANTHROPOLOGY, ETHNOLOGY

Week 5
Peale, “To the Citizens of the United States of America” (Carbonell)
Goldwater, “The Development of Ethnological Museums” (Carbonell)
Boas, “Museums of Ethnology and Their Classification” (Carbonell)
Looby, “The Constitution of Nature” (Carbonell)

Week 6
Hinsley, “Magnificent Intentions’: Washington, D.C., and American Anthropology in 1846” (Carbonell)
Grognet, “Ethnology: A Science on Display” (Carbonell)
Bouquet, “Thinking and Doing Otherwise: Anthropological Theory in Exhibitionary Practice” (Carbonell)
Kirshenblatt-Gimblett, “Objects of Ethnography” (Vista)

Week 7, day 1
Prakash, “Museum Matters” (Carbonell)
Teslow, “Reifying Race: Science and Art in Races of Mankind at the Field Museum of Natural History” (Vista)
Love, “Curators as Agents of Change: An Insect Zoo for the Nineties” (Vista)

III. MUSEUMS AND NATIONHOOD

Week 7, day 2
Anderson, “Census, Map, Museum,” from Imagined Communities (Vista)
Coombes, “Museums and The Formation of National and Cultural Identities” (Carbonell)
McLean, “Museums and National Identity” (Vista)

Week 8
Heartney, “Fracturing The Imperial Mind” (Carbonell)
Rydell, “The Chicago World’s Columbian Exposition of 1893” (Vista)
Duncan, “Art Museums and the Ritual of Citizenship” (Vista)
Loventhal, “National Museums and Historical Truth” (Vista)

Week 9
Kennedy, “Some Thoughts About National Museums At The End of The Century” (Carbonell)
Fenton, “The Pitt-Rivers Museum, Oxford” (Carbonell)

Week 9, day 2

revised 8/6
IV. LOCATING HISTORY IN THE MUSEUM

Week 10
Flower, “Local Museums” (Carbonell)
Crane, “Memory, Distortion and History In The Museum” (Carbonell)
Schlereth, “Collecting Ideas and Artifacts: Common Problems of History Museums and History Texts” (Carbonell)
Giryn, “Balancing Acts: Science, Enola Gay and History Wars at the Smithsonian” (Vista)
Dubin, “Battle Royal: The Final Mission of the Enola Gay,” and “The Postmodern Exhibition: Cut on the Bias, or Is Enola Gay a Verb?” (Vista)

Week 11
Leone and Little, “Artifacts As Expressions of Society and Culture: Subversive Genealogy and The Value of History” (Carbonell)
Corbin, “Mining The Museum: Artists Look At Museums, Museums Look At Themselves” (Carbonell)
Duffy, “The Holocaust Museum Concept” (Vista)
Edge and Weiner, “Collective Memory and the Museum: Towards a Reconciliation of Philosophy, History and Memory in Daniel Libeskind’s Jewish Museum” (Vista)

Week 12
Wallach, “The Battle Over The West as America” (Vista)
Dubin, “A Matter of Perspective: Revisionist History and The West as America” (Vista)
De Gorgas, “Reality As Illusion, The Historic Houses That Become Museums” (Carbonell)
Lober, “Community Builders: The Riordan Families of Flagstaff” (Vista)
Arizona State Parks, “You’re Invited to Visit the Riordan Mansion in Flagstaff, Arizona” (Vista)

Week 12, day 2
PAPER #3 DUE
Class meets at Riordan Mansion today

V. ARTS AND AUDIENCES

Week 13
De Forest, “The Importance of Art Museums in Our Smaller Cities” (Vista)
Dana, “The Museum As An Art Patron” (Carbonell)
Bataille, “Museum” (Carbonell)
Gilman, “Aims and Principles of The Construction and Management of Museums of Fine Art” (Carbonell)
Bourdieu, Darbel and Schnapper, “Conclusion To The Love of Art” (Carbonell)

Week 14
Wolff, “Women At The Whitney, 1910-30: Feminism/Sociology/Aesthetics” (Carbonell)
Davalos, “Exhibiting Mestizaje: The Poetics and Experience of The Mexican Fine Arts Center Museum,” (Carbonell)
Zolberg, “An Elite Experience for Everyone?: Art Museums, the Public and Cultural Literacy” (Vista)
McShine, “From ‘The Museum as Muse: Artists Reflect’: Introduction” (Carbonell)

Week 15
Hooper-Greenhill, “Changing Value in the Art Museum: Rethinking Communication and Learning” (Carbonell)
Kirshenblatt-Gimblett, “Secrets of Encounter” (Carbonell)
Haxthausen, “Introduction,” The Two Art Histories: The Museum and the University (Vista)
Trod, “The Discipline of Pleasure: Or, How Art History Looks at the Art Museum” (Vista)

Week 15, day 2
PAPER #4 Due

Week 16
Lubow, “Remoderning: How MOMA Will Retell the Story of Modernism” (Vista)

Week 16, day 2

revised 8/06
Class Meets at NAU Art Museum today
FINAL PAPER DUE

ASSESSMENT OF STUDENT LEARNING OUTCOMES:
   Methods of Assessment:
   1) Discussion/attendance (20% of total grade).
   2) Four 3-5 page typewritten papers (each 10% of total grade).
   3) 8-10 page final paper (40% of total grade).

   Timeline for Assessment:
   Four 3-5 page papers due:
      Week 4, Day 2
      Week 9, Day 2
      Week 12, Day 2
      Week 15, Day 2
   Final 8-10 page paper due:
      Week 16, Day 2

Grading System:

ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

The grading scale for the course is as follows:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
Below 59% = F

Grading Criteria:

See attached grading form with detailed description of evaluation criteria.

COURSE POLICIES:

Late Assignments: There will be NO makeup writing assignments or makeup tests unless there is a valid medical written excuse (from the doctor, hospital, etc), or a valid institutional excuse presented (or notification that it will be forthcoming) within 24 hours of the missed assignment. A missed assignment will be counted as a zero.

Attendance Policy: Given the structure of the course, which is based partly on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings both verbally and in writing. Any more than two unexcused absences (those without a valid medical excuse or a valid institutional excuse) will result in a reduction of the student’s letter grade by one-third (i.e., from an A to an A-).

Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device MUST BE SWITCHED off BEFORE you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

University policies: See the NAU website for the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.
Evaluation Criteria

20% Responsiveness  Does your paper respond appropriately to the assignment? Does it show that you’ve understood what the assignment asks?

20% Thesis  Does your paper have a clear, convincing, and relevant thesis, a claim that explains why you are writing and why the reader should be reading? If you are arguing for something, is your argument compelling and convincing? Will it make your audience care? If you are explaining something, do you make clear what it is you are explaining, and why the reader might want to know about it?

20% Organization  Does your paper focus clearly on the logic required by your thesis, excluding what is irrelevant? Does the paper make good organizational sense? Do you make your argument in terms that are as specific as possible? Do you particularize each of the grounds you give for accepting your claim, or for following and understanding your thesis idea? Do you give examples so readers can see what you actually mean? Are the grounds you give relevant to the point you’re trying to make? A well-focused paper will follow clearly, avoid unclear digressions, and its different parts will all seem to be relevant to the claim you’re making.

20% Fullness  Do you develop your ideas sufficiently that your argument can be followed, and that your reader will grant you authority for what you say? Do you give your arguments enough time? Do you say enough, staying with points long enough to convince your reader that you know what you’re talking about?

20% Presentation  How well have you edited your paper? Are there spelling errors? Punctuation problems? Awkward sentences?

Grade

\[
\begin{align*}
R & \quad (0-20 \text{ pts}) & T & \quad (0-20 \text{ pts}) & O & \quad (0-20 \text{ pts}) & F & \quad (0-20 \text{ pts}) & P & \quad (0-20 \text{ pts}) & = & \text{Total} & \quad (0-100 \text{ pts}) \\
\end{align*}
\]

Comments:
1. Is this course being proposed for Liberal Studies designation?  Yes [ ]  No [X]

If yes, route completed form to Liberal Studies.


Fall 2008

3. College  Arts and Letters  

Humanities, Arts and Religion

4. Academic Unit /Department

5. Course subject/catalog number  MST 351

6. Units/Credit Hours  3

7. Long course title  Museum Studies II

(max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Museum Studies II

9. Catalog course description (max. 30 words, excluding requisites).

In-depth study of museums and museum practice. This is the second part of a two-course sequence. Prerequisite: MST 3XX, Museum Studies I.

10. Grading option:

Letter grade  [X]  Pass/Fail [ ]  or Both [ ]

(If both, the course may only be offered one way for each respective section.)

11. Co-convened with

11a. Date approved by UGC

(Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with

(Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units?  yes [ ]  no [X]

a. If yes, maximum units allowed?

b. If yes, may course be repeated for additional units in the same term?  yes [ ]  no [ ]

(ex. PES 100)

14. Prerequisites (must be completed before proposed course)  

MST 350 (Museum Studies I)

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  yes [ ]  no [X]

Name of plan?

Note: If required, a new plan or plan change form must be submitted with this request.

revised 9/07
19. Is the course needed for a plan of study (major, minor, certificate)?
   Name of new plan?
   yes ☐ no X

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no X
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no X
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no X
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   This course will serve students who wish to explore the field of museum studies and/or employment in museums in greater depth. The second course in a proposed two-semester sequence, it will afford students a deepened understanding of ideas and concepts central to the study of museums and museum practice. While there is a demonstrated need for academically trained museum professionals, NAU currently offers no courses that prepare students for museum professions. This course, combined with other museum studies courses currently in development and internships in appropriate institutions, will work to fill that need.

24. Names of current faculty qualified to teach this course Jennifer McLerran, Tom Patin, George Speer, Curtis Hinsley

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes X no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _______ Contact email: _______.
Dept. Chair name: _______ Dept. Chair email: _______.
College Contact name: _______ College Contact email: _______.

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _______.
29. Section enrollment cap: _______.

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-32.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 36-37.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 38-40.

NEW LIBERAL STUDIES COURSE
30. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □  Cultural Understanding □  Science □  Social and Political Worlds □

31. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication □  Effective Writing □  Critical Thinking □
   Quantitative Reasoning □  Scientific Reasoning □

32. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY
33. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number: _______.

34. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _______.

35. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 41

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)
36. To which degree programs offered by your department/academic unit does this proposal apply? _______.

37. Do you intend to offer ABC 300 and ABC 300W?  yes □  no □
If no, please submit a course delete form for the ABC 300.

GO TO question 41

NEW SENIOR CAPSTONE COURSE (refer to question 19)

38. To which degree programs offered by your department/academic unit does this proposal apply? ___________

37. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? ___________

40. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

41. Approvals

   [Signatures and dates]

For Committees use only

For Liberal Studies Committee

Action taken: _______________ Approved as submitted _______________ Approved as modified

[Signature] 4-22-08

For University Curriculum Committee

Action taken: _______________ Approved as submitted _______________ Approved as modified

[Signature]
Course Prerequisite: MST 350 (Museum Studies I)

Course Description and Objectives:

Museums Studies II, the second component of a two-course sequence, introduces the student to recent discourse and debate in the field of museology. Readings are paired with close examination of exhibitions as case studies. We will cover a variety of topics such as the New Museology, the rhetorics of museum display, museums as contact zones, the impact of postcolonial theory on museological practice, the advent of virtual museums, and legal and ethical issues in museum practice.

Students will be required to write four short papers demonstrating an understanding of ideas and concepts covered in the assigned readings and class discussions. In addition, a final paper that demonstrates a comprehensive grasp of course content will be required. Students will also be expected to participate in short field trips to local museums and interpretive centers.

Student Learning Expectations/Outcomes for this Course:
In the process of participating in this course, students will have an opportunity to develop and to demonstrate the following:

- A advanced understanding of the history and function of museums of various types.
- A advanced understanding of key concepts in museology.
- The ability to write and speak in a clear, coherent, and cohesive fashion, demonstrating an understanding of basic museological concepts, in all written and oral contexts.
- The ability to apply key concepts of museological discourse to analysis of exhibitions viewed both in-class and in the course of field trips.

Course Structure/Approach:
The course will be taught as lecture and discussion. The instructor will provide students with discussion questions that will guide their reading and serve as the focus of class discussions. Students will be expected to complete all readings before the day on which they listed on the syllabus and come to class prepared to discuss them. Lectures will be combined with class discussions to facilitate the development of critical thinking skills. Writing assignments, both in and out of class, will be designed to develop effective writing skills.

Textbook:
There is no required textbook for this course. All readings are available on Vista.

COURSE OUTLINE:
(Readings are read prior to and discussed during the day indicated.)

I. THE NEW MUSEOLOGY

Week 1
Course Introduction: syllabus/course info, etc.
Weil, “Rethinking the Museum: An Emerging New Paradigm”
revised 9/07
II. MUSEOLOGICAL SPACES AND IDENTITY CONSTRUCTION

Week 3
Patin, “Exhibitions and Empire: National Parks and the Performance of Manifest Destiny”
Halloran and Clark, “National Park Landscapes and the Rhetorical Display of Civic Religion”

Week 4
Gable and Handler, “In Colonial Williamsburg, the New History Meets the Old”
Bograd and Singleton, “The Interpretation of Slavery: Mount Vernon, Monticello, and Colonial Williamsburg”
Bordewich, “Free At Last: A New Museum Celebrates the Underground Railroad”
Ruffins, “Reinventing the Old Plantation: Reparations, Reconciliation, and Museumizing American Slavery”

Week 5
Mesa-Bains, “The Real Multiculturalism: A Struggle for Authority and Power”
Davalos, “Looking for ‘Whiteness’, Nation and Empire in All the Wrong Places: The Nelson A. Rockefeller Collection of Mexican Folk Art at the Mexican Museum”
Barrera, “Aliens in Heterotopia: An Intertextual Reading of the Border Patrol Museum”
Higonnet, “A New Center: The National Museum of Women in the Arts”
**VISIT NAU ART MUSEUM**

Week 5, day 2
PAPER #1 DUE

III. RHETORICS OF MUSEUM DISPLAY

Week 6
Vogel, “Always True to the Object, in Our Fashion”
Ruffins, “An Elegant Metaphor: The Exhibition as Form”
Roberts, “Changing Practices of Interpretation”
Porter, “Partial Truths”
Solomon-Godin, “‘The Label Show’: Contemporary Art and the Museum”

Week 7
Wollen, “Introduction” in *Visual Display: Culture Beyond Appearances*
Hooper-Greenhill, “Exhibitions and Interpretation: Museum Pedagogy and Cultural Change”
Chambers, “Critiquing Exhibition Criticism”
**VISIT WUPATKI, SUNSET CRATER, WALNUT CANYON**

Week 7, DAY 2
PAPER #2 DUE

IV. POST-COLONIAL THEORY AND CONTEMPORARY MUSEUM PRACTICE

Week 8
Maurer, “Presenting the American Indian: From Europe to America”
Simpson, “Native American Museums and Cultural Centers”
Simpson, “From Treasure House to Museum…and Back”

revised 8/06
Week 9
McMaster, “Museums and the Native Voice”
West, “Creating a Museum for the 21st Century”
Rosoff, “Integrating Native Views into Museum Procedures: Hope and Practice at the National Museum of the American Indian”

Week 10
Atalee, “No Sense of the Struggle: Creating a Context for Survivance at the National Museum of the American Indian”
Carpio, “(Un)disturbing Exhibitions: Indigenous Historical Memory at the National Museum of the American Indian”
Lonetree, “Missed Opportunities: Reflections on the National Museum of the American Indian”

Week 11
Fuller, “The Museum as a Vehicle for Community Empowerment: The Ak-Chin Indian Community Ecomuseum Project”
Clements, “The Integration of Traditional Indian Beliefs into the Museum at Warm Springs”
Isaac, “Meditating Knowledges: Zuni Negotiations for a Culturally Relevant Museum”
Two Bears, “A Navajo Student’s Perception: Anthropology and the Navajo Nation Archaeology Department Student Training Program”
Echo-Hawk, Exploring Ancient Worlds”

VISIT MUSEUM OF NORTHERN ARIZONA

Week 11, day 2
PAPER #3 DUE

V. LEGAL AND ETHICAL ISSUES

Week 12
Kreps, “Reclaiming the Spirit of Culture: Native Americans and Cultural Restitution”
Trope and Echo-Hawk, “The Native American Graves Protection and Repatriation Act: Background and Legislative History”
Fine-Dare, “NAGPRA and Repatriation Efforts in the 1990s”
Gulliford, “Native Americans and Museums: Curation and Repatriation of Sacred and Tribal Objects”

Week 13
McKown, “Implementing a ‘True Compromise’: The Native American Graves Protection and Repatriation Act After Ten Years”
McKown and Echo-Hawk, “Deft Deliberations”
Ferguson, et al., “Repatriation at the Pueblo of Zuni: Diverse Solutions to Complex Problems”

Week 14
Brodie, Doole and Watson, “Stealing History: The Illicit Trade in Cultural Material”
Renfrew, “Museum Acquisitions: Responsibilities for the Illicit Traffic in Antiquities”
Kirchenblatt, Gimblett, “World Heritage and Cultural Economics”
Warren, “A Philosophical Perspective on the Ethics and Resolution of Cultural Property Issues”

SPtalk ON NAGPRA

Week 14, day 2
PAPER #4 DUE

VI. THE VIRTUAL MUSEUM

Week 15
Boxer, “Online, Anything and Everything Can Be a Museum Piece”
Hafner, “At Museums, Computers Get Creative”
McKenzie, “Building a Virtual Museum Community”
Worden, “Thinking Critically About Virtual Museums”
Heyman, “Smithsonian Perspectives: The Electronic Transformation That is Underway at the Smithsonian Will Fulfill a Central Promise of Democracy”

revised 8/06
VII. MUSEUM CAREERS

Week 16
American Association of Museums, *Careers in Museums: A Variety of Vocations*

GUEST SPEAKERS: Museum Curator, Museum Registrar, Museum Collections Manager, Museum Preparator, Museum Communications and Marketing Specialist

Week 16, Day 2
FINAL PAPER DUE

ASSESSMENT OF STUDENT LEARNING OUTCOMES:
Methods of Assessment:
1) Discussion/attendance (20% of total grade).
2) Four 3-5 page typewritten papers (each 10% of total grade).
3) 8-10 page final paper (40% of total grade).

Timeline for Assessment:
Four 3-5 page papers due:
Week 5, Day 2
Week 7, Day 2
Week 11, Day 2
Week 14, Day 2
Final 8-10 page paper due:
Week 16, Day 2

Grading System:

ALL assignments must be completed in order to pass the course, unless you provide the instructor with a valid written medical or institutional letter discussing why this will not be possible (notes from the Fronske health center are not acceptable). With proper documentation, your remaining grades will be averaged together.

The grading scale for the course is as follows:

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
Below 59% = F

Grading Criteria:

See attached grading form with detailed description of evaluation criteria.

COURSE POLICIES:

Late Assignments: There will be NO makeup writing assignments or makeup tests unless there is a valid medical written excuse (from the doctor, hospital, etc), or a valid institutional excuse presented (or notification that it will be forthcoming) within 24 hours of the missed assignment. A missed assignment will be counted as a zero.

Attendance Policy: Given the structure of the course, which is based partly on class discussions, it is imperative that you attend each class, participate actively, and demonstrate your knowledge of the assigned readings both verbally and in writing. Any more than two unexcused absences (those without a valid medical excuse or a valid institutional excuse) will result in a reduction of the student’s letter grade by one-third (i.e., from an A to an A-).
Statement on Plagiarism and Cheating: The Department of Humanities, Arts, and Religion considers cheating and plagiarism serious issues and deals with them severely. Any student found cheating or plagiarizing will fail the exam or assignment, and may be removed from the class.

Cell Phones and Other Electronic Devices: ALL cell phones, pagers, beeping watches and any other form of electronic device MUST BE SWITCHED off BEFORE you enter the classroom. If one of these devices goes off, you will be asked to leave the class for the remainder of the period.

University policies: See the NAU website for the Safe Working and Learning Environment, Students with Disabilities, Institutional Review Board, and Academic Integrity policies.
Evaluation Criteria

20% Responsiveness
Does your paper respond appropriately to the assignment? Does it show that you’ve understood what the assignment asks?

20% Thesis
Does your paper have a clear, convincing, and relevant thesis, a claim that explains why you are writing and why the reader should be reading? If you are arguing for something, is your argument compelling and convincing? Will it make your audience care? If you are explaining something, do you make clear what it is you are explaining, and why the reader might want to know about it?

20% Organization
Does your paper focus clearly on the logic required by your thesis, excluding what is irrelevant? Does the paper make good organizational sense? Do you make your argument in terms that are as specific as possible? Do you particularize each of the grounds you give for accepting your claim, or for following and understanding your thesis idea? Do you give examples so readers can see what you actually mean? Are the grounds you give relevant to the point you’re trying to make? A well-focused paper will follow clearly, avoid unclear digressions, and its different parts will all seem to be relevant to the claim you’re making.

20% Fullness
Do you develop your ideas sufficiently that your argument can be followed, and that your reader will grant you authority for what you say? Do you give your arguments enough time? Do you say enough, staying with points long enough to convince your reader that you know what you’re talking about?

20% Presentation
How well have you edited your paper? Are there spelling errors? Punctuation problems? Awkward sentences?

Grade

\[
\begin{array}{cccccc}
R & T & O & F & P & = \text{Total} \\
(0-20 \text{ pts}) & (0-20 \text{ pts}) & (0-20 \text{ pts}) & (0-20 \text{ pts}) & (0-20 \text{ pts}) & (0-100 \text{ pts})
\end{array}
\]

Comments:
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No X
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College School of Health Professionals
   Consortium of Professional Schools

4. Academic Unit Dental Hygiene

5. Course subject/catalog number DH-496

6. Units 3

7. Co-convened with DH-596
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Beyond Cultural Diversity
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) Beyond Cultural Diversity

11. Catalog course description (max. 30 words, excluding requisites).

   Provides a background in multicontextuality and best practices for teaching all students. The concepts presented
   are targeted toward and specifically adapted to Allied Health and Nursing education.

12. Grading option: Letter grade X Pass/Fail ☐ or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☐ No ☐

14. May course be repeated for additional units? yes ☐ no X
   a. If yes, maximum units allowed?
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☐ no ☐

15. Please check ONE of the following that most appropriately describes the course:
   Lecture w/0 unit embedded lab ☐ Lecture only X Lab only ☐ Clinical ☐ Research ☐
   Seminar ☐ Field Studies ☐ Independent Study ☐ Activity X Supervision ☐

16. Prerequisites (must be completed before proposed course) Junior Standing

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
   instructor consent ☐ department consent ☐ no consent X

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no X
   Name of new plan?

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no X
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no X
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no X
   If yes, does it require listing in the Course Equivalency Guide? yes □ no □
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

   DH-496 is designed to acquaint pre-service health care professionals with the various contexts of diversity prior to entering practice.

24. Names of current faculty qualified to teach this course

   Maxine Janis, Marjorie Reveal, Denise Helm

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes X no □
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____

Contact email: _____
Dept. Chair email: _____
College Contact email: _____

27. This course is a  □ Single section  □ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.
OR
If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.
OR
If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness □ Technology and Its Impact □ Valuing the Diversity of Human Experience □

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Lab Science □
   Science/Applied Science □ Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

33. Is this a topics course?  Yes □  No □
   If YES, please complete questions 34-36.  If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? __________

38. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? __________

40. Does this proposal replace or modify an existing course or experience? yes □ no □
   If yes, which course(s)? __________

41. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.

42. Approvals

[Signatures and dates]

Deborah Martinez
Date: 2-5-07

Chair of college curriculum committee
Date: 2-9-07

Dean of college
Date: __________

For Committees use only

For Liberal Studies Committee
Date: __________

Action takes: Approved as submitted [signed]

For University Curriculum Committee
Date: __________

Action taken: Approved as submitted [signed] Approved as modified [checkmark]

revised 8/06
NORTHERN ARIZONA UNIVERSITY
Bachelor of Science in Dental Hygiene
2008-2009

Admission Requirements and Application Process for Dental Hygiene

The Dental Hygiene program at NAU adheres to a 1+3 curriculum, where one year of prerequisite coursework is combined with three years of dental hygiene coursework at NAU. Students must have completed (or be in the process of completing) 32 units of coursework including completion of 7 credit units of CHM 130 and lab plus BIO 181 prior to applying to the program. The prerequisites are listed in the Degree Progression Plan (on the other side of this sheet) as the courses to be taken during the freshmen year.

Applications are due February 1 of every year. The application, tips to completing the application, and criteria for scoring the application can be found at the Dental Hygiene website. http://jan.uce.nau.edu/~dh-p/

GENERAL INFORMATION

This Degree Progression Plan is to be used in conjunction with the academic catalog and degree progress report. Many courses have pre-requisites. Please check the academic catalog for pre-requisite and placement information.

Students should see an academic advisor regularly to confirm their academic progress.

Students must see an academic advisor before enrollment for the 7th term in preparation for graduation.

Submit graduation application during 7th term.

Honors students complete different requirements to meet NAU's liberal studies program. Students should consult an Honors Program advisor for complete information on fulfilling Honors Liberal Studies requirements.

All NAU students are required to complete at least 120 total units which includes:
- 35 units of liberal studies courses: http://www4.nau.edu/aio/Articulation/LScourselist.htm
- 6 units of diversity courses: (3 units in Global & 3 units in Ethnic): The diversity requirement may be fulfilled in any part of the program of study.
  http://www4.nau.edu/aio/Articulation/DiversityCourseList.htm
- 30 units of upper division courses (300-400 level), 18 of these units must be taken at NAU

English placement: http://www.nau.edu/comp/placement.html
Math placement: http://www.cens.nau.edu/Academic/Math/studentInformation/

You may contact the following people for more information:

Linda Jerome
Academic Advising Coordinator
College of Health and Human Services,
Building # 66, Room 116
(928) 523-6198
Linda.Jerome@nau.edu

Revised, Jan 2008, J. Jerome
BEYOND CULTURAL DIVERSITY

FOR HEALTH PROFESSION EDUCATORS
Syllabus DH 499 496
INSTRUCTOR INFORMATION

Name: Maxine Janis, RDH, MPH
Office: Health Professions Building, Room 210
Office Hours: Unavailable - Instructor Off-campus summer session
Phone: (928)523-5727

Biography: Hello! I joined Northern Arizona University, Department of Dental Hygiene in 2004 as visiting assistant professor. I received my Dental Hygiene education at Yakima Valley Community College in 1995 and a master's degree in Public Health-Health Administration and Policy in 2004 from Portland State University. Currently, I am the Director of the Hopi Project. Additionally, I teach junior and senior level dental hygiene theory and coordinate clinical rotations to the Hopi Indian Health Care Center.

COURSE INFORMATION

Course Title: Beyond Cultural Diversity
Course Number: DH 499
Course Discipline: Health Science
Course Date: Monday, July 10, 2006 through Wednesday August 9, 2006

Course Description:
Provides a background in multicontextuality and best practices for teaching all students. The concepts presented will be targeted and adapted specifically to dental hygiene education. The course is a Web based course requiring independent thought and motivation. Active participation in online discussions is required. The textbook, course content material and website readings will be the basis of the assignments. Students are encouraged to share their previous knowledge and professional experience regarding the course topic. Opportunities to select areas of personal interest for course assignments will be encouraged.

COURSE GOALS
After successful completion of this course, students will be able to:
1. Analyze learning characteristics of the adult learner and apply the concepts to health profession education.
2. Analyze a recent health professions program/class for inclusion of diverse students within a health discipline program.
3. Evaluate cultural diversity variations to consider when working with health profession students and analyze current practices in place to accommodate diverse ethnicities among students.
4. Apply the key characteristics of student learning styles to oneself, personal teaching styles and to students learning activities.
5. Identify generational characteristics of students and apply this information to student learning.
6. Analyze principals of mulicontextuality as it applies to student learning.
7. Implement universal design principles into didactic and clinical teaching.
8. Apply “best practice” principles within lectures, discussion, reading cooperative/collaborative learning, reflection/journaling, and problem based learning.
9. Create and evaluate assessments for learning within a health discipline curriculum.

Required reading: Required readings available online through NAU library.

INTRODUCTION

Welcome to the WEB VISTA (The new WebCT) course. All course work should be communicated through WEB VISTA. If you have computer problems, contact the Student Help Desk at 1-888-520-7215.

COURSE REQUIREMENTS
The readings and assignments are based on the level of credit the student has elected. All readings and assignments are posted on the corresponding content page. There will be feedback provided on all assignments. Through required discussions, participants will share ideas and experience. Through required journal entries, participants will reflect on concepts and consider application in their teaching area of interest. A final course project requires the participant to create a unit utilizing the principles presented in the course.

GRADING FORMAT
All assignments and the course grade will be scored on an A-F scale as follows:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F less than 59%

COURSE SCHEDULE

I. Introductions
II. Dimensions of Diversity
   a. Learning styles
   b. Gender
   c. Adult learners
   d. Cultural diversity considerations
   e. Multicontextuality
III. Promoting student understanding
   a. High expectations verses minimum standards
   b. Time management (time on task)
IV. Learner centered practices
   a. Active learning
      i. Reflective journaling
      ii. Critical thinking
   b. Feedback
   c. Group work verses individual work
## Course Schedule Summer 2007

<table>
<thead>
<tr>
<th>Suggested Date to View Topic</th>
<th>Module/Topic</th>
<th>Assignments</th>
<th>Date Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 7/9</td>
<td>Welcome</td>
<td>Introduction</td>
<td>Sunday 7/15</td>
</tr>
<tr>
<td>Tuesday 7/10</td>
<td>Generational Characteristics</td>
<td>Discussion Posting</td>
<td>Sunday 7/15</td>
</tr>
<tr>
<td>Wednesday 7/11</td>
<td>Cultural Diversity</td>
<td>Discussion Posting</td>
<td>Sunday 7/15</td>
</tr>
<tr>
<td>Thursday 7/12</td>
<td>Learning Styles</td>
<td>Journal Entry</td>
<td>Sunday 7/15</td>
</tr>
<tr>
<td>Friday 7/13</td>
<td>Adult Learner</td>
<td>None</td>
<td></td>
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<td>Monday 7/16</td>
<td>Multicontextuality</td>
<td>Assignment</td>
<td>Sunday 7/22</td>
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<td>Tuesday 7/17</td>
<td>Self Identification</td>
<td>Journal Entry</td>
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<tr>
<td>Thursday 7/19</td>
<td>Preferred Method of Instruction</td>
<td>None</td>
<td></td>
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<tr>
<td>Friday 7/20</td>
<td>Teaching Students How to Learn</td>
<td>Discussion Posting</td>
<td>Sunday 7/22</td>
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<tr>
<td>Monday 7/23</td>
<td>Universal Design</td>
<td>Assignment</td>
<td>Sunday 7/29</td>
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<tr>
<td>Tuesday 7/24</td>
<td>Meeting the Class</td>
<td>Discussion Posting</td>
<td>Sunday 7/29</td>
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<td>Wednesday 7/25</td>
<td>Discussion</td>
<td>Discussion Posting</td>
<td>Sunday 7/29</td>
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<tr>
<td>Thursday 7/26</td>
<td>Lectures</td>
<td>Journal Entry</td>
<td>Sunday 7/29</td>
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<tr>
<td>Friday 7/27</td>
<td>Reading as Active Learning</td>
<td>Reading Guide</td>
<td>Tuesday 7/31</td>
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<tr>
<td>Monday 7/30</td>
<td>Reflection and Journaling</td>
<td>Assignment</td>
<td>Sunday 8/5</td>
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<td>Tuesday 7/31</td>
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<tr>
<td>Wednesday 8/1</td>
<td>Collaborative/Cooperative Learning</td>
<td>None</td>
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<tr>
<td>Thursday 8/2</td>
<td>Technology</td>
<td>Discussion Posting</td>
<td>Sunday 8/5</td>
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<tr>
<td>Friday 8/3</td>
<td>Problem Based Learning</td>
<td>Discussion Posting</td>
<td>Sunday 8/5</td>
</tr>
<tr>
<td>Monday 8/5</td>
<td>Assessments</td>
<td>None</td>
<td>Wednesday 8/8</td>
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<td>Final Project</td>
<td>Culmination Project</td>
<td>Wednesday 8/8</td>
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<td></td>
<td>Class Evaluation</td>
<td>Final Journal Entry</td>
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<tr>
<td>Tuesday 8/7</td>
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<td></td>
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<tr>
<td>Wednesday 8/8</td>
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</tbody>
</table>

All assignments are due by 11:55 on the date posted.

For those students taking the course for a grade, assignments will be graded as follows:

- Discussions are participation points only (maximum of 10 points) 10 points possible
- Journal Entries are 5 points each 15
- Assignments are 10 points each 40
- Final Project is 10 points each 40

Total possible: 140
UNIVERSITY GRADUATE COMMITTEE

GRADUATE CURRICULUM

PROPOSAL FOR NEW GRADUATE COURSE

1. New course effective with what term and year? (i.e., Spring 2007): **Summer 2007**
2. College: School of Health Professions/Consortium of Professional Schools
3. Department: Dental Hygiene
4. Course Subject/Catalog Number: DH 596
5. Units: 3
6. Co-convened with: DH 496
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
7. Cross-listed with:
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
8. Long Course Title: **Beyond Cultural Diversity**
9. Short Course Title (30-character maximum, including spaces): **Beyond Cultrual Diverstiy**
10. Catalog Course Description (60-word maximum): Provides a background in multicontextuality and best practices for teaching all students. The concepts presented are targeted toward and specifically adapted to Allied Health and Nursing education.
11. Grading Option:  □ letter grade  □ Pass/Fail  □ Both
12. May this course be repeated for additional units?  □ Yes  □ No
   12.b. If yes, what are the maximum units allowed?
   12.c. If yes, may course be repeated from additional units in the same term?  □ Yes  □ No
13. Please check **ONE** of the following that most accurately describes the format of the course:
   □ Lecture Only  □ Seminar
   □ Lab Only  □ Field Studies
   □ Lecture and Lab Combined  □ Independent Study
   □ Clinical  □ Activity
   □ Research  □ Supervision
13b. If the course will be delivered electronically, check **ONE** of the following:
14. Prerequisites: (must be completed before taking proposed course):

15. Corequisites: (must be completed with proposed course):

16. If course has no requisites, what consent will be required for all sections? (Check only one.)
   - Instructor Consent
   - Department Consent
   - No Consent Required.

17. Justification for new course (including unique features, if any): This course has been offered as DH 599 Contemporary Developments for the past 2 years with great success.

18. Is this course required for a new plan? □ Yes  □ No
   If plan has not been approved, you must also submit a plan form that includes the addition of this course.
   18.b. If yes, has the plan been approved? □ Yes  □ No
   18.c. When?
   18.d. Name of plan:

19. Does this course duplicate content of existing courses? □ Yes  □ No
   19.b. If yes, list every course with duplicate material and estimate the percentage of duplication.
   Letters of support from each department with a course listed above must accompany this form.

20. Will this course affect other academic plans, units, or enrollment? □ Yes  □ No
   Letters of support from each department affected must accompany this form.

21. Names of current faculty qualified to teach this course: Maxine Janis, Marjorie Reveal, Denise Helm

22. If this course requires additional faculty, space, or equipment, how will these requirements be met?

23. Will present library holdings support this course? □ Yes  □ No

24. Approvals

   ____________________________  ____________________________
   Department Chair (if appropriate)  Date  11-6-06

   ____________________________  ____________________________
   Chair of college curriculum committee  Date  02-8-07

   ____________________________  ____________________________
   Dean of College  Date  03-9-07

For University Graduate Committee use only
Approved: ____________________________  Date
BEYOND CULTURAL DIVERSITY

FOR HEALTH PROFESSIONAL EDUCATORS
Syllabus DH-599
BEYOND CULTURAL DIVERSITY FOR HEALTH PROFESSION EDUCATORS
INSTRUCTOR INFORMATION

Name: Maxine Janis, RDH, MPH
Office: Health Professions Building, Room 210
Office Hours: Unavailable - Instructor Off-campus summer session
Phone: (928)523-5727

Biography: Hello! I joined Northern Arizona University, Department of Dental Hygiene in 2004 as visiting assistant professor. I received my Dental Hygiene education at Yakima Valley Community College in 1995 and a master's degree in Public Health-Health Administration and Policy in 2004 from Portland State University. Currently, I am the Director of the Hopi Project. Additionally, I teach junior and senior level dental hygiene theory and coordinate clinical rotations to the Hopi Indian Health Care Center.

COURSE INFORMATION

Course Title: Beyond Cultural Diversity
Course Number: DH599
Course Discipline: Health Science
Course Date: Monday, July 9, 2007 through Wednesday August 10, 2007

Course Description:
Provides a background in multicontextuality and best practices for teaching all students. The concepts presented will be targeted and adapted specifically to health professions education. The course is a Web based course requiring independent thought and motivation. Active participation in online discussions is required. The textbooks, course content material and website readings will be the basis of the assignments. Students are encouraged to share their previous knowledge and professional experience regarding the course topic. Opportunities to select areas of personal interest for course assignments will be encouraged.

COURSE GOALS
After successful completion of this course, students will be able to:

1. Analyze learning characteristics of the adult learner and apply the concepts to a health professions education.
2. Analyze a recent health professional program/class for inclusion of diverse students within the health professional program.
3. Evaluate cultural diversity variations to consider when working with health profession students and analyze current practices in place to accommodate diverse ethnicities of health discipline students.
4. Apply the key characteristics of student learning styles to oneself, personal teaching styles and to students learning activities.
5. Identify generational characteristics of students and apply this information to student learning.
6. Analyze principals of multicontextuality as it applies to student learning.
7. Implement universal design principles into didactic and clinical teaching.
8. Apply “best practice” principles within lectures, discussion, reading cooperative/collaborative learning, reflection/journaling, and problem based learning.
9. Create and evaluate assessments for learning within a health discipline curriculum.

TEXTBOOKS:

Required reading: Reserved readings available online through NAU library.

INTRODUCTION

Welcome to the WEB VISTA course. All course work should be communicated through WEB VISTA.
If you have computer problems, contact the Student Help Desk at 1-888-520-7215.

COURSE REQUIREMENTS
There will be two major projects due at the end of the term:

1) Research Project
A final in-depth research paper investigating concepts of multicontextuality will be required.

2) Developing a Unit of Instruction
A final course project requires the participant to create a unit of instruction utilizing the principles presented in the course.

Additionally, all readings and assignments are posted on the corresponding content page. There will be feedback provided on all assignments. Through required discussions, participants will share ideas and experience. Through required journal entries, participants will reflect on concepts and consider application within their teaching area of interest.

GRADING FORMAT
All assignments and the course grade will be scored on an A-F scale as follows:
A   90-100%
B   80-89%
C   70-79%
D   60-69%
F   less than 59%

COURSE SCHEDULE

I. Introductions
II. Dimensions of Diversity
   a. Learning styles
   b. Gender
   c. Adult learners
   d. Cultural diversity considerations
   e. Multicontextuality
III. Promoting student understanding
   a. High expectations verses minimum standards
   b. Time management (time on task)
IV. Learner centered practices
a. Active learning
   i. Reflective journaling
   ii. Critical thinking
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c. Group work verses individual work

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<td>Teaching Students How to Learn</td>
<td>Discussion Posting</td>
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<td>Universal Design</td>
<td>Assignment</td>
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<td>Reading as Active Learning</td>
<td>Reading Guide</td>
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<td>Monday 7/30</td>
<td>Reflection and Journaling</td>
<td>Assignment</td>
<td>Sunday 8/5</td>
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<td>Collaborative/Cooperative Learning</td>
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<td>Friday 8/3</td>
<td>Problem Based Learning</td>
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<td>Sunday 8/5</td>
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<td>Monday 8/6</td>
<td>Assessments</td>
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<td>Final Research Paper</td>
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<td>Final Unit of Instruction Project</td>
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<td>Class Evaluation</td>
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</tbody>
</table>
DH-599 BEYOND CULTURAL DIVERSITY FOR HEALTH PROFESSION EDUCATORS

GRADING AND POINT ASSIGNMENTS

All assignments are due by 11:55 on the date posted.

Assignments will be graded as follows:

Discussions are participation points only (maximum of 10 points) 10 points possible
Journal Entries are 5 points each 15
Assignments are 10 points each 40

Final Research Paper 75
*Final Unit of Instruction Project (Culmination Project) 75

Total possible: 215
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?  Yes ☐ No X
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College  School of Health Professionals
   Consortium of Professional Schools

4. Academic Unit  Dental Hygiene

5. Course subject/catalog number  DH-496
6. Units  3

7. Co-convened with  DH-596
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   7a. Date approved by UGC

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Beyond Cultural Diversity
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  Beyond Cultural Diversity

11. Catalog course description (max. 30 words, excluding requisites).

   Provides a background in multicontextuality and best practices for teaching all students. The concepts presented
   are targeted toward and specifically adapted to Allied Health and Nursing education.

12. Grading option:  Letter grade X  Pass/Fail ☐  or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course?  Yes ☐  No ☐

14. May course be repeated for additional units?  yes ☐ no X
   a. If yes, maximum units allowed?
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)  yes ☐ no ☐

15. Please check ONE of the following that most appropriately describes the course:

       Lecture w/0 unit embedded lab ☐  Lecture only X  Lab only ☐  Clinical ☐  Research ☐
       Seminar ☐  Field Studies ☐  Independent Study ☐  Activity X  Supervision ☐

16. Prerequisites (must be completed before proposed course)

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):

       instructor consent ☐  department consent ☐  no consent X

revised 8/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐ no X
   Name of new plan?

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no X
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no X
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no X
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☐
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

This course has been offered as DH 599 Contemporary Developments for the past 2 years with great success.

24. Names of current faculty qualified to teach this course Maxine Janis, Marjorie Reveal, Denise Helm

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes X no ☐
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: ______
Dept. Chair name: ______
College Contact name: ______
Contact email: ______
Dept. Chair email: ______
College Contact email: ______

27. This course is a □ Single section □ Multi-section
28. List names of faculty who may teach this course: ______
29. Section enrollment cap: ______

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness □ Technology and Its Impact □ Valuing the Diversity of Human Experience □

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry □ Cultural Understanding □ Lab Science □
   Science/Applied Science □ Social and Political Worlds □

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking □ Critical Reading □ Effective Oral Communication □ Effective Writing □ Critical Thinking □
   Ethical Reasoning □ Quantitative/Spatial Analysis □ Scientific Inquiry □ Use of Technology □

33. Is this a topics course? Yes □ No □
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. ______

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ______

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42.
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? __________

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? __________

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? __________

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

[Signatures and dates]

For Committees use only

[Signatures and dates]

Action taken:

[Signatures and dates]

revised 8/06
1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   If yes, route completed form to Liberal Studies.


3. College CHHS 4. Academic Unit/Department Dental Hygiene

5. Course subject/catalog number DH 102 6. Units/Credit Hours 1

7. Long course title Orientation to Dental Hygiene
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Orientation to Dental Hygiene

9. Catalog course description (max. 30 words, excluding requisites).

Designed to acquaint pre-dental hygiene students with the professions of dental hygiene and dentistry. Surveys oral health and introduces patient education. DH 102 is a prerequisite for admissions to the NAU dental hygiene program.

10. Grading option:
    Letter grade ☒ Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with 11a. Date approved by UGC
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes ☐ no ☒
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? yes ☐ no ☐
    (ex. PES 100)

14. Prerequisites (must be completed before proposed course)

15. Corequisites (must be completed with proposed course)

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? yes ☒ no ☐
    Name of plan?
    Dental Hygiene Extended Major

revised 9/07
Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only) yes ☐ no ☒
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☒
   Please list, if known, the institution and subject/catalog number of the course

18. Names of current faculty qualified to teach this course: Jennifer Klaus, Sara Pisa

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

   Curriculum evaluation revealed components of DH-100 and DH-101 are unnecessary in prerequisite courses; current trends in the profession of dental hygiene, ethics, and developing technology are taught in other Dental Hygiene courses at a more appropriate time in the curriculum.

   DH-102 has been developed to address the learning needs of prerequisite dental hygiene students.

For Official AIO Use Only:
Component Type
Consent
Topics Course

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ________

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? ______

31. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? ______

33. Does this proposal replace or modify an existing course or experience? yes □ no □
   If yes, which course(s)? ______

34. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.

35. Approvals

   ____________________________  ____________________________
   Department Chair (if applicable)  Date (3-26-08)

   ____________________________  ____________________________
   Chair of college curriculum committee  Date (3-27-08)

   ____________________________  ____________________________
   Dean of college  Date (3-27-08)

For Committees use only

   ____________________________  ____________________________
   For Liberal Studies Committee  Date

   Action taken: modified  Approved as submitted  4-22-08

   ____________________________  ____________________________
   For University Curriculum Committee  Date

   Action taken: approved as submitted  Approved as modified

revised 9/07
DH 102: Orientation to Dental Hygiene

Jennifer Klaus, BSDH, MAdmin
Office-CHHS 208
(928) 523-7447
Office Hours: By Appointment
Jennifer.klaus@nau.edu

Credit Hours: 1
Course Prerequisites: none

Course Description
This course is designed to acquaint the pre-dental hygiene student with the profession of dentistry and how it relates to dental hygiene. It is a survey of dental hygiene, oral health, and an introduction to patient education. This course is a prerequisite for admission into the NAU dental hygiene program.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
➢ Become familiar with and use the APA writing style format.
➢ Discover about dental hygiene as a profession.
➢ Recognize different dental specialties within the field of dentistry.
➢ Become aware of dental terminology, classification, and occlusion.
➢ Develop an understanding of dental anatomy and periodontal disease.
➢ Describe various aspects of patient education and disease prevention.
➢ Asepsis and patient management in dentistry.
➢ Observe a dental hygienist and/or specialty office.
➢ Experience dental hygiene care from a patient perspective

Course Structure/Approach
Course material will be presented through on-line Vista format. Students will progress through 7 modules with one to three weekly discussions. Students will post a response to each discussion question that is posted, and respond to at least one of another student's postings. Each student will complete two assignments, one midterm examination and a final examination.

Discussion Forum Participation: some activities require participation through discussions under the communication heading in the course menu. Through discussion, students will share ideas with one another to enhance peer learning and growth. All assignments are listed under the assignment heading in the course menu.

Textbook and Required Materials
There are no required textbooks. All reading assignments are provided online within the Vista Course Shell. All writing in this course is conducted at a University level, using APA format. If you are not familiar with APA, please purchase an APA manual listed in syllabus.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
</tr>
</thead>
</table>
| 1    | Module 1 | **Introduction, Writing Criteria, The Profession of Dental Hygiene**  
- Welcome and writing criteria  
- History of dental hygiene  
- Dental Hygiene as a profession  
- Education  
- Licensure and duties | Course Content  
Website |
| 2    | Module 2 | **Dental Anatomy and Classification**  
- Basic Dental Anatomy  
- Teeth and Gingiva  
- Numbering Systems  
- Dental Classification  
- Occlusion | Course Content  
Website |
| 3    | Module 3 | **Preventative Dentistry**  
- Dental Caries  
- Fluoride  
- Sealants  
- Nutrition | Course Content  
Website |
| 4    | Module 4 | **Periodontal Disease**  
- Periodontal Disease  
- Soft and Hard Deposits  
- Periodontal Classifications  
- Periodontal Surgery Procedures | Course Content  
Website |
| 5    | Module 5 | **Patient Education**  
- Oral Cancer Screening  
- Oral Hygiene Instruction  
- Tooth brushing Techniques  
- Flossing Techniques  
- Oral Hygiene Aids | Course Content  
Website |
| 6    | Module 6 | **Asepsis and the Dental Appointment**  
- Asepsis of the Dental Unit  
- The Dental Appointment | Course Content  
Website |
| 7    | Module 7 | **Dental Specialties and Technology**  
- Dental Specialties  
- Dental Technology | Course Content  
Website |
Evaluation Methods

1. **Weekly Threaded Discussions.** Each student is required to respond to the posted discussion question(s) with a reflective response each week. Additionally, each student is required to respond to another student’s response to the question(s). Responses are due Friday at 11:55pm. (10 points/discussion)

2. **Assignments.** 3 assignments are available but students will choose to complete only 2 OUT OF 3 ASSIGNMENTS. Please refer to the assignment folder for assignment details. If a student completes more than two of the required assignments, the highest score will count for assignment #1 and assignment #2 will be an average of the second and third highest assignment scores. All assignments are due by 11:55 pm on the due date. No exceptions or submissions via email at 11:56pm. (100 points/each: 200 points total)

3. **Mid-term Examination.** Covers Modules 1-3 of the Content Module. There are 41 questions that consist of matching, multiple choice, and fill in the blank. The exam will be available for one hour from the time the exam is started.

4. **Final Examination.** Covers Modules 4-7 of the Content Module. There are 40 questions consisting of matching and multiple choice. The exam is available for 2 hours from the time the exam is started.

**Grading System**

Final grades will be based on the percentage of total points accumulated on the course discussions, assignments, and examinations submitted.

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
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</tr>
<tr>
<td>Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>70</td>
</tr>
<tr>
<td>Final Examination</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>445</strong></td>
</tr>
</tbody>
</table>

90%-100% (445-399 points) = A  
82-89% (398-363 points) = B  
74-81% (362-328 points) = C  
66-73% (327-292 points) = D  
Below 65% (291-below points) = F
Course Policy

Due dates/writing format
All assignments, discussions, quizzes, and exams must be completed by the due date for credit. All writing in this course is conducted at a University level, using APA format. If you are not familiar with APA, please purchase an APA manual listed in syllabus.

Statement on plagiarism and cheating
See University policies:
http://jan.ucc.nau.edu/academicadmin/plcystmt.html

Withdraw Policy
The course is a seven week course (spring/fall sessions) and a five week course (summer session). The deadline to drop the course is the end of the second week. The deadline to withdraw from the course is the end of the fourth week. Petitions to withdraw after the fourth week will not be allowed.

University Policies
1. Is this course being proposed for Liberal Studies designation?  Yes □  No X
   If yes, route completed form to Liberal Studies.


3. College  Health and Human Services  4. Academic Unit /Department  Dental Hygiene

5. Course subject/catalog number  DH 339  6. Units/Credit Hours  1

7. Long course title  Radiographic Interpretation
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces)  Radiographic Interpretation

9. Catalog course description (max. 30 words, excluding requisites).

   Focuses on interpretation of oral radiographs. Topics include normal radiographic anatomy, hard tissues, caries, periodontal conditions, anomalies, and pathologies. Prerequisite: DH 338 with a grade of “C” or better

10. Grading option:
    Letter grade  X  Pass/Fail □  or Both □
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with  11a. Date approved by UGC
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units?  yes □  no X
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term?  yes □  no X
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course)
    DH 338 – Oral Radiology

15. Corequisites (must be completed with proposed course)
    None

16. Is the course needed for a new or existing plan of study (major, minor, certificate)?  yes X  no □
    Name of plan?  Dental Hygiene Extended Major
    Note: If required, a new plan or plan change form must be submitted with this request.

revised 9/07
17. Is a potential equivalent course offered at a community college (lower division only)  
   yes [X] no  
   If yes, does it require listing in the Course Equivalency Guide?  
   Please list, if known, the institution and subject/catalog number of the course  
   yes [ ] no [ ]  

18. Names of current faculty qualified to teach this course: Jenine Blondeau, Tricia Moore  

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).  

   The outcomes of the final DH 338 examination and junior and senior clinical competency exams indicate a need for additional training in radiographic interpretation. With the broadening scope of practice for hygienists and new restorative materials and techniques, it is becoming increasingly difficult and important for hygienists to be competent in radiographic interpretation. Radiographic techniques are currently taught the first year of the curriculum before students have complete understanding and prior to their clinical exposure. A more advanced course in radiographic interpretation presented later in the curriculum should better prepare students for the professional world.  

For Official AIO Use Only:  
Component Type  
Consent  
Topics Course  

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number.

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? □

31. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? □

33. Does this proposal replace or modify an existing course or experience? yes □ no □
   If yes, which course(s)? □

34. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.

35. Approvals

Department Chair (if appropriate)

Date 3-26-08

Chair of College Curriculum Committee

Date 3-27-08

Dean of College

Date 3-27-08

For Committees use only

For Liberal Studies Committee

Date

Action taken: Approved as submitted

For University Curriculum Committee

Date

Action taken: Approved as submitted
DH339 – Radiographic Interpretation
Spring 2009

Jenine Blondeau, RDH
Office – CHHS 212
(928)523-3980
jenine.blondeau@nau.edu

Office Hours:
Wednesday 1pm – 3 pm
Thursday 9am – 11am
or by appointment

Credit Hours: 1

Course Prerequisites: DH338

Course Description
This course focuses on the interpretation of oral radiographs. Topics addressed in this course include: identification of normal radiographic anatomy, hard tissues, caries, periodontal conditions, anomalies, and pathologies.

Student Learning Outcomes
Upon successful completion of this course, the student will:
- Describe what is radiographic interpretation and why it is important to dental hygiene
- Use professional terminology to describe various conditions on a radiographic image
- Identify normal radiographic anatomy of the oral cavity on intraoral and panoramic images
- Identify anomalies commonly seen in radiographic images
- Identify variations of normal anatomy on intraoral and panoramic images
- Identify dental restorations and materials that are commonly seen on radiographic images
- Use the buccal object rule to identify foreign object location in the intraoral cavity
- Identify possible and probable carious lesions in intraoral radiographs
- Identify periodontal conditions apparent on radiographic images
- Identify intraoral pathologies as they appear on radiographic images
- Determine a dental hygiene diagnosis based on the identification of the above anatomy and/or conditions
- Give an overview of the interpretation using professional language
- Give an overview of the interpretation using lay language

Course Structure/Approach
This course will be a web-enhanced class to include and in-class didactic portion and a web-based portion delivered through Vista. Each unit of instruction will consist of an on-line pre-class quiz. The didactic portion will enhance the student reading and also consist of viewing radiographs of each week’s subject as well as review of the previous material learned. The focus of this course is to build strong radiographic interpretation skills and will focus primarily on actual hand-on interpretation of radiographs. Each section will also consist of on-line assignments that help the student to practice what they have learned in class and in the reading material.

Textbook and Required Materials
Course Outline

Week

1  Introduction, Importance of Dental Radiographic Interpretation
   • Introduction to course
   • Review of FDA Radiographic Recommendation Guidelines
   • What is radiographic interpretation?
   • Why is radiographic interpretation important to the dental hygienist?
   • View various radiographs as an overview to what will be learned in this course

2  Review of Film Exposure, Processing and Technique Errors
   • Film exposure errors – density, contrast
   • Processing errors – time and temperature, contamination, film handling, light exposure
   • Technique errors – common errors in periapical, bitewing and panoramic imaging
   • View various radiographs to help students review typical errors for each section

3  Terminology to Radiographic Interpretation
   • How descriptive terminology is used in radiographic interpretation
   • Diagnosis versus dental hygiene diagnosis
   • Review of basic radiographic terminology
   • View various radiographs and use basic radiographic terminology to describe the image

4-5 Identification of Normal Radiographic Anatomy in Intraoral Radiographs
   • General terms used in identification of normal radiographic anatomy
   • Normal anatomic landmarks of the maxilla
   • Normal anatomic landmarks of the mandible
   • Normal tooth anatomy
   • Tooth anomalies commonly found in radiographic images
   • View various radiographs and have students identify the normal radiographic anatomy

5-6 Identification of Normal Radiographic Anatomy in Panoramic Radiographs
   • What is the panoramic image used for in dentistry?
   • Normal anatomic landmarks of the maxilla and surrounding structures
   • Normal anatomic landmarks of the mandible and surrounding structures
   • Airspaces
   • Soft tissue images
   • Artifacts
   • Positioning errors seen on panoramic radiographs
   • View various panoramic radiographs and identify the normal radiographic landmarks and possible positioning errors

7-8 Identification of Dental Restorations and Dental Materials in Radiographic Images
   • Review of different materials used in dental restorations and other dental procedures
   • Identification of various dental restorations on radiographic images
   • Identification of dental materials on radiographic images
8 Identification of Foreign Objects and Miscellaneous Objects in Radiographic Images
- Identification of jewelry and other artifacts on a radiographic image
- Buccal object rule
- Why is the buccal object rule important?

9-10 Identification of Dental Caries in Intraoral Radiographic Images
- Description of dental caries and G.V. Black’s classification for dental caries
- Detection of dental caries
- Radiographic classification of dental caries
- Conditions often mistaken for caries
- View various radiographic images to help student with the detection of caries on a radiographic image

11-12 Identification of Periodontal Disease in Radiographic Images
- Review of periodontal classifications
- The healthy periodontium as seen radiographically
- Detection of clinical and radiographic periodontal disease
- Radiographic techniques used in the detection of periodontal disease
- Radiographic limitations in the detection of periodontal disease
- Radiographic interpretation of periodontal disease
- Conditions associated with periodontal disease and their radiographic appearance

13-14 Identification of Trauma, Pulpal and Periapical Lesions in Radiographic Images
- Radiographic changes from trauma
- Radiographic changes due to resorption
- Radiographic appearance of pulpal lesions
- Radiographic appearance of periapical lesions

15 Pulling it all together
- Review of course and what was learned
- Students given several radiographic images and asked to interpret them and delivering a dental hygiene diagnosis
- Students deliver an overview to the class as if they were presenting findings to another professional in the oral health care team
- Students deliver an overview to the class as if they were presenting findings to a patient

Evaluation Methods
1. Weekly on-line pre-class quizzes.
2. Weekly on-line post-class quizzes.
3. Subject-specific assignments.
4. 3 exams
5. Final Exam

Course Policies

Ethics:
Personal and professional dental hygiene ethics are expected to be of the highest quality as defined in the Dental Hygiene Programs' policies and procedures. Any breach of ethics, such as: cheating, plagiarism, fabrication, providing false information, forgery, altering documents or helping others when not appropriate to do so are violations of the code of conduct and will result in a 0 for the activity (exam
or assignment) and may result in dismissal from the program or other Dental Hygiene Department and/or University penalties.

The American Dental Hygienist's Association Code of Ethics for Dental Hygienists is located in the Wilkins textbook and in the Cyberclinic Ethics module. Be sure to read and review this code as NAU student dental hygienists will be held to the same standards.

Didactic Course Attendance:
Professional behavior dictates attendance and participation at all sessions to maximize learning and to develop requisite professional skills. Therefore: attendance is required. If you will not be present, you must contact the course instructor PRIOR to class, and then submit a written explanation the day you return to school. Unless the instructor is advised of an absence before lecture class time, students will NOT be allowed to make-up missed exams or quizzes.

Quizzes and Tests:
1. Exams will consist of multiple choice, short answer and x-ray interpretation items.
2. Weekly pre-class quizzes will be based on the required readings.
3. Weekly post-class quizzes will be based on specific subjects discussed in the didactic portion from that week.

92% - 100%  A  
84 - 91%     B  
75 - 83%     C  
67 - 74%     D  
Below 67%    F

Note: If you wish to contest how an item is graded, you must present your arguments in writing and make an appointment with the instructor to discuss the exam with realization that three things can happen:

1. the grade will not change
2. the grade will change positively
3. the grade will change negatively.

Make-up Quizzes and Tests:
If you must miss a quiz or exam due to an accepted University excuse, you may arrange with the instructor PRIOR to the day missed and arrange a make-up. If you cannot pre-arrange, you must notify the instructor as soon as you can to reschedule any make-up quiz or exam.

University Policies
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. College</strong></td>
<td><strong>CHHS</strong></td>
</tr>
<tr>
<td><strong>2. Academic Unit/Department</strong></td>
<td><strong>Dental Hygiene</strong></td>
</tr>
<tr>
<td><strong>3. Academic Plan Name</strong></td>
<td><strong>Dental Hygiene Extended Major</strong></td>
</tr>
<tr>
<td><strong>4. Subplan (if applicable)?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Effective Date</strong></td>
<td><strong>FALL 2009</strong></td>
</tr>
</tbody>
</table>
| **6. Is this proposal for a:** | **☐ New Plan**  
**☐ New Subplan**  
**X Plan Change**  
**☐ Subplan Change**  
**☐ Plan Deletion**  
**☐ Subplan Deletion** |
| **7.** |   |

Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/aqoj/AcademicCatalog/academiccatalog.htm)

Be sure you include all catalog text that pertains to this plan change.

To earn this degree, you must complete at least 126 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with a DH prefix to satisfy these liberal studies requirements.
- at least 28 units of preprofessional requirements
- at least 81 units of major requirements
- elective courses, if needed, to reach an overall total of at least 126 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

Computer skills are required for the dental hygiene plan, and several courses require computer activities, including Internet access. If you don't have computer skills, you should add a computer course to your plan of study.

You must also have CPR certification (healthcare provider level) and first aid certification before beginning the clinical phase of the dental hygiene plan.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted.
(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

- at least 28-29 units of preprofessional requirements
- elective courses, if needed, to reach an overall total of at least 126-127 units

Revised 09/07
total of at least 126 units to graduate. Contact your advisor for details.

**Preprofessional Requirements**

To be eligible to enter the clinical phase of the plan, you must complete the following 28 units of prerequisite courses:

- CHM 130 and 151L (5 units)
- BIO 181:181L, 201, and 202 (12 units)
- NTS 135 or 256 or any Human Nutrition course approved by advisor (3 units)
- PSY 101 (3 units)
- STA 270 (3 units)
- DH 100 and 101 (2 units)

**Major Requirements**

After you have been accepted into the dental hygiene plan, you take the following 81 units:

- DH 208 and 227 (8 units)
- BIO 205 (4 units)
- DH 228, 235, 235L, and 338 (11 units)
- BIO 320 (3 units)
- DH 340 (3 units)
- DH 300, 319, 319L (enroll in 3 labs), 369, 369L, 370, and 418 (13 units)
- DH 320, 320L (enroll in 3 labs), 326, 419, and 450 (13 units)
- DH 373W, which meets NAU's junior writing requirement (3 units)
- DH 408 (3 units)
- DH 354, 425, and 425L (enroll in 4 labs) (8 units)
- DH 416, 426, 426L (enroll in 4 labs), and 470 (8 units)
- DH 495C, which meets NAU's senior capstone requirement (3 units)

**General Electives**

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

To be eligible to enter the clinical phase of the plan, you must complete the following 28-30 units of prerequisite courses:

- DH 100 & DH 101 or DH 102 & DH 339 (28-30 units)
You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

8. For undergraduate plans, will this requirement be a student individualized plan? X no □ yes

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
   □ a. verify satisfactory completion of a non course requirement.
   X b. indicate admission to a major.
   c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.


   Students will successfully meet the competencies and values as outlined in the Dental Hygiene Student Competencies to become competent oral health providers using health promotion and disease prevention strategies.

   Students will be able to formulate comprehensive oral hygiene care plans that are patient-centered and based on current scientific evidence and evaluate the effectiveness of services provided.

   Students will be able to employ professional judgment and critical thinking skills to analyze and creatively address situations in a safe, ethical, and legal manner.

   Students will be able to demonstrate effective interpersonal skills through actions, oral and written communication, and working with diverse populations.

   Students will demonstrate leadership skills and provide service to the community through health promotion activities and education.

   Students will be able to demonstrate a self-responsibility for professional growth and optimum patient care.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

   Curriculum evaluation revealed components of DH-100 and DH-101 are unnecessary in prerequisite courses; current trends in the profession of dental hygiene, ethics, and developing technology are taught in other Dental Hygiene courses at a more appropriate time in the curriculum.

   DH-102 has been developed to address the learning needs of prerequisite dental hygiene students.

Revised 09/07
The outcomes of the final DH-338 examination and junior and senior clinical competency exams indicate a need for additional training in radiographic interpretation. With the broadening scope of practice for hygienists and new restorative materials and techniques, it is becoming increasingly difficult and important for hygienists to be competent in radiographic interpretation. Radiographic techniques are currently taught the first year of the curriculum before students have complete understanding and prior to their clinical exposure. A more advanced course in radiographic interpretation presented later in the curriculum should better prepare students for the professional world.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
   
   Not applicable

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?
   
   If so, attach supporting documentation from the affected departments/units and college dean.
   
   Not applicable

14. Will present library holdings support this academic plan/subplan?

   Yes

Certifications

[Signatures and dates]

For committee use only

[Signature and date]

For University Curriculum Committee

Action taken: [ ] approved as submitted [ ] approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.
# Bachelor of Science
## Dental Hygiene
### 2009-2010
### Degree Progression Plan

## Freshman Year

<table>
<thead>
<tr>
<th>1st term</th>
<th>2nd term</th>
</tr>
</thead>
<tbody>
<tr>
<td>DH 102</td>
<td>Dental Hygiene Orientation</td>
</tr>
<tr>
<td>BIO 181</td>
<td>Unity of Life I</td>
</tr>
<tr>
<td>CHM 130</td>
<td>Fundamental Chemistry</td>
</tr>
<tr>
<td>CHM 151L</td>
<td>Chemistry Lab</td>
</tr>
<tr>
<td>STA 270</td>
<td>Applied Statistics</td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td><strong>TOTAL UNITS</strong></td>
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</tbody>
</table>

## 3rd Summer Term

<table>
<thead>
<tr>
<th>BIO 202</th>
<th>Anatomy &amp; Physiology II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td></td>
</tr>
</tbody>
</table>

*At this point students must be accepted into the Dental Hygiene Department*

*All prerequisite courses must be completed prior to entering the program.*

## Sophomore Year

<table>
<thead>
<tr>
<th>4th term</th>
<th>5th term</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 205 and Laboratory</td>
<td>Elements of Microbiology</td>
</tr>
<tr>
<td>DH 227 and Laboratories</td>
<td>Preclinical Dental Hygiene</td>
</tr>
<tr>
<td>DH 208 and Laboratory</td>
<td>Dental Anat/Emb/Histology</td>
</tr>
<tr>
<td>Any Sociology Class</td>
<td>3</td>
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<tr>
<td>Global or Ethnic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Class</td>
<td>3</td>
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<td></td>
<td></td>
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<tr>
<td><strong>TOTAL UNITS</strong></td>
<td><strong>TOTAL UNITS</strong></td>
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## 6th Summer Term

<table>
<thead>
<tr>
<th>DH 340</th>
<th>Oral Pathology</th>
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<td><strong>TOTAL UNITS</strong></td>
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## Junior Year

<table>
<thead>
<tr>
<th>7th term</th>
<th>8th term</th>
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</thead>
<tbody>
<tr>
<td>DH 300</td>
<td>Pharmacology</td>
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<tr>
<td>DH 319 and Labs</td>
<td>Clinical Dental Hygiene II</td>
</tr>
<tr>
<td>DH 339</td>
<td>Radiographic Interpretation</td>
</tr>
<tr>
<td>DH 418</td>
<td>Periodontics I</td>
</tr>
<tr>
<td>DH 369</td>
<td>Pain Management</td>
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<tr>
<td>DH 369L</td>
<td>Pain Management Lab</td>
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<tr>
<td><strong>TOTAL UNITS</strong></td>
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## 9th Summer Term

<table>
<thead>
<tr>
<th>DH 408</th>
<th>Field Work Experience</th>
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<td><strong>TOTAL UNITS</strong></td>
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## Senior Year

<table>
<thead>
<tr>
<th>10th term</th>
<th>11th term</th>
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<tbody>
<tr>
<td>DH 326</td>
<td>Oral Medicine</td>
</tr>
<tr>
<td>DH 354 and labs</td>
<td>Dental Material</td>
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<tr>
<td>DH 425 and labs</td>
<td>Clinical Dental Hygiene IV</td>
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<tr>
<td>DH 495C</td>
<td>Oral Health Outcomes</td>
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<tr>
<td>Liberal Studies</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>AHI (6 units)</th>
<th>SPW (6 units)</th>
<th>CU (6 units)</th>
<th>Science (7 units)</th>
<th>Additional 3 units to reach 35 total</th>
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</thead>
<tbody>
<tr>
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*Revised, Jan 2008, J. Jerome*
<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>University Curriculum Committee</strong></td>
<td><strong>Proposal for new Academic Plan, Plan change, or Plan Deletion</strong></td>
</tr>
</tbody>
</table>

| 1. College | CENS |
| 2. Academic Unit/Department | Biological Sciences |
| 3. Academic Plan Name | B.S. in Biomedical Science |
| 4. Subplan (if applicable)? | NA |
| 5. Effective Date | FALL 2009 |
| 6. Is this proposal for a: | |
| | ☐ New Plan |
| | ☠ Plan Change |
| | ☐ Subplan Change |
| | ☐ New Subplan |
| | ☠ Subplan Deletion |

7. Revised 09/07
For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the current online academic catalog:
(http://www4.nau.edu/AtoO/Academic-Catalog/academiccatalogs.htm

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

**Major Electives**

- Recommended: BIO 201, 202, 344, 450 (bioinformatics), 416 (human anatomy) (18 units)
  *maximum of 3 units of BIO 300
  **maximum of 6 units total of BIO 485, 497, 498

**Major Electives**

- Recommended: BIO 201, 202, 344, 450 (bioinformatics), 416 (human anatomy) (18 units)
  *maximum of 3 units of BIO 300
  **maximum of 6 units total of BIO 485, 497, 498

8. For undergraduate plans, will this requirement be a student individualized plan*? x no
   □ yes
   *A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.
   If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to: N.A.

Revised 09/07
a. verify satisfactory completion of a non course requirement.
b. indicate admission to a major.
c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage -

N.A.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This change will bring the B.S. degree in Biomedical Science into line with the requirements that are in place with the B.S. degree in Biology for the 6 credit hours of non-BIO prefix course work to be counted towards the 40 hour requirement.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

N.A.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

No.

14. Will present library holdings support this academic plan/subplan?

N.A.

Certifications

[Signatures with dates]

For committee use only

[Signature with date]

For University Curriculum Committee

Action taken: [ ] approved as submitted [ ] approved as modified

Revised 09/07
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation?  Yes ☐  No ☒
   If yes, route completed form to Liberal Studies.

   See effective dates schedule.

3. College  CENS  4. Academic Unit  EE

5. Course subject/catalog number  EE 434
   (Please add syllabus to the end of this form.)

7. Co-convened with  EE 534
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title  Wireless Communication and Networking
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces)  WIRELESS COMM AND NETWORKING

11. Catalog course description (max. 30 words, excluding requisites).
    Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.

12. Grading option:  Letter grade ☒  Pass/Fail ☐  or Both ☐
   (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course?  Yes ☐  No ☒

14. May course be repeated for additional units?  yes ☐  no ☒
   a. If yes, maximum units allowed?  
   b. If yes, may course be repeated for additional units in the same term? (ex. PES 100)  yes ☐  no ☒

15. Please check ONE of the following that most appropriately describes the course:
    Lecture w/o unit embedded lab ☒  Lecture only ☐  Lab only ☐  Clinical ☐  Research ☐
    Seminar ☐  Field Studies ☐  Independent Study ☐  Activity ☐  Supervision ☐

16. Prerequisites (must be completed before proposed course)  EE 348

17. Corequisites (must be completed with proposed course)

18. If course has no requisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐  department consent ☐  no consent ☐
19. Is the course needed for a plan of study (major, minor, certificate)? yes □ no ☒

Name of new plan?

Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes □ no ☒

If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes □ no ☒

If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes □ no □

If yes, does it require listing in the Course Equivalency Guide? yes □ no □

Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

This course will complement the traditional EE communication systems course (EE 430 here at NAU) in two ways. First, it will provide an overview of the all the building blocks of a wireless network, including antennas, radio frequency circuitry, and networking protocols. It is thus much broader than EE 430, which focuses on the fundamentals of a point-to-point communication link that may be wired (copper or optical fiber) or wireless.

This course will is also a core component of an new 3-year NSF Course, Curriculum, and Laboratory Improvement proposal to uses wireless networks as a motivational vehicle for students to learn the design of “complex” systems---systems that integrate communication theory, analog and radio-frequency circuitry, signal processing, control theory, and the hardware and software design of embedded, networked computing systems. Similar courses will be offered by co-PIs at the University of Vermont and the University of South Florida, and we will jointly develop course modules that can be adopted by other universities. A final unique aspect of the course will be a strong assessment effort in collaboration with assessment professionals to measure its effectiveness.

24. Names of current faculty qualified to teach this course

Paul Flikkema, Sheryl Howard

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes ☒ no □
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 42.

LIBERAL STUDIES ONLY

Contact name: _____
Dept. Chair name: _____
College Contact name: _____
Contact email: _____
Dept. Chair email: _____
College Contact email: _____

27. This course is a ☐ Single section ☐ Multi-section
28. List names of faculty who may teach this course: _____
29. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 30-33.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 37-38.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 39-41.

NEW LIBERAL STUDIES COURSE

30. Thematic Focus (check all that apply): If a topics course, must apply to ALL sections.
   Environmental Consciousness ☐ Technology and Its Impact ☐ Valuing the Diversity of Human Experience ☐

31. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐ Cultural Understanding ☐ Lab Science ☐
   Science/Applied Science ☐ Social and Political Worlds ☐

32. Skills (check two): If a topics course, must apply to ALL sections.
   Creative Thinking ☐ Critical Reading ☐ Effective Oral Communication ☐ Effective Writing ☐ Critical Thinking ☐
   Ethical Reasoning ☐ Quantitative/Spatial Analysis ☐ Scientific Inquiry ☐ Use of Technology ☐

33. Is this a topics course? Yes ☐ ☐ No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

34. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

35. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

36. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 42
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? ______

38. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? ______

40. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
   If yes, which course(s)? ______

41. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
   If no, please submit a course delete form for the ABC 400.

42. Approvals

   David R Scott  3-24-08
   Department Chair (if appropriate) Date
   
   Wayne H. Stilwell  3-25-08
   Chair of college curriculm committee Date
   
   Dean of college Date

For Committees use only

For Liberal Studies Committee

Action taken:

   Approved as submitted ____________________________ Approved as modified
   _________ 11/22/08
   _________

For University Curriculum Committee

Action taken:

   ✔ Approved as submitted ____________________________ Approved as modified
   _________

revised 8/06
EE 434 – WIRELESS COMMUNICATION AND NETWORKING: COURSE SYLLABUS

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 434: Wireless Communication and Networking
- Fall 200x
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Paul Flikkema
- Instructor’s Office: Room 207, Engineering Bldg 69
- Office hours: MWF 9:30-11:00 AM and by appointment
- Instructor’s email: paul.flikkema@nau.edu
- Phone: 523-6114
- WWW: www.cens.nau.edu/pgf

Course Prerequisite: EE 348.

Course Description: Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.

Student Learning Expectations/Outcomes for this Course:
Upon completion of this course, you will:
- know, and be able to describe, the fundamental principles of digital communication systems, such as source coding, channel coding, modulation, and multiple access;
- be able to describe the key properties and models of the wireless communication channel and its impact on these systems;
- understand the engineering building blocks and unique characteristics of wireless networks; and
- understand and be able to use tools for analysis and design of wireless ad-hoc and sensor networks.

Overall, the goal of this course is for you to become competent in the field of wireless communication and networking so that you would be able to contribute to a design team. Throughout the course, we will use wireless sensor networks as an example for describing challenges in communication and networking, and articulating effective analytical tools and solution frameworks.

Course Structure/Approach:

Note: this course is co-convened with EE 534. While this course and EE 534 will share common lectures, students taking EE 534 will have additional coursework not required of EE 434 students.

- Quizzes - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 25% of your final course grade.
- Homework assignments - Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. These will count for 20% of your final course grade.
- Exams - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%.
- In-class participation - You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 10% of your final course grade.
You are responsible for all material covered in lectures, reading assignments, and homework assignments. Note that the syllabus material covered in the lectures may not be covered in the text. Finally, most students find that regular attendance is a must for success in the class.

Textbooks:

Tentative Course Outline

In the following, HM = Haykin and Moher, MM = Murthy and Manoj. Also, please note that we may depart from this schedule (in particular the exam dates) if necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading in Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction</td>
<td>HM 1</td>
</tr>
<tr>
<td></td>
<td>Detection and Synchronization</td>
<td>MM 1</td>
</tr>
<tr>
<td>2-5</td>
<td>Modulation and Demodulation;</td>
<td>HM 2</td>
</tr>
<tr>
<td></td>
<td>Radio Communication Channels - Intro</td>
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</tr>
<tr>
<td>6</td>
<td>Exam;</td>
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<tr>
<td></td>
<td>Radio Communication Channels and Modulation</td>
<td></td>
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<tr>
<td>7-8</td>
<td>Channel Coding and Decoding;</td>
<td>HM 4</td>
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<td>Source Coding and Decoding</td>
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<td>9</td>
<td>Multiple Access and Medium Access Control</td>
<td>HM 5, MM 2</td>
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<td>10</td>
<td>Multiple Access and Medium Access Control</td>
<td>MM 5, MM 6</td>
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<tr>
<td>11</td>
<td>Exam</td>
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<td>11-12</td>
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<td>13</td>
<td>Wireless Sensor Networks</td>
<td>MM 12</td>
</tr>
<tr>
<td>14</td>
<td>Self Organization and Autonomic Networks</td>
<td>Class Notes</td>
</tr>
</tbody>
</table>

Assessment of Student Learning Outcomes:
Assessment of student learning is based on the following components.
Note: this course is co-convened with EE 534. While this course and EE 534 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed in the EE 534 syllabus.

Methods of Assessment:
• **Quizzes** - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 25% of your final course grade.
• **Homework assignments and projects** - Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. Semester-long wireless networking design and simulation projects will be included as well. The projects will be done in groups of EE 434 students led by a graduate student from EE 534. The homework assignments and projects will count for 20% of your final course grade.
• **Exams** - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%.
• **In-class participation** - You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your

revised 8/06
in-class participation during the semester, and the evaluation will constitute 10% of your final course grade.

**Timeline for Assessment:**
The timeline for all course components is shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Approximately 6th week</td>
</tr>
<tr>
<td>Exam 2</td>
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<tr>
<td>Final Exam</td>
<td>Finals week</td>
</tr>
<tr>
<td>Homework and Projects</td>
<td>Approximately every week</td>
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<td>Quizzes</td>
<td>Approximately every other week</td>
</tr>
<tr>
<td>In-class Participation</td>
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</tr>
</tbody>
</table>

**Grading System:**
The course grade is based on exam scores, homework and projects, quizzes and in-class participation, as shown below:

<table>
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<th>Component</th>
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</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Homework and Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
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</tr>
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<td>In-class Participation</td>
<td>10%</td>
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</table>

**Grading Rubric:**
Final grades will be determined by the following percentages:
A=90+%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.

However, at the professor's discretion, grading cutoffs may be lowered slightly.

**Course policy:**
- **Late Work:** Assignments are due when specified. Makeup exams are allowed only with prior notice and a written professional/medical excuse.
- **Attendance:** You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.
- **Office Hours:** Office hours are MWF 9:30-11 AM or by appointment. You may either email or phone me to set up an appointment.
- **Cell Phone Use in Class:** If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text message in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.
- **Academic Dishonesty:** Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

**University policies:**
Links to the following policies are available at [http://jan.ucc.nau.edu/academicadmin/plevstmt.html](http://jan.ucc.nau.edu/academicadmin/plevstmt.html)

**Academic Honesty:** Plagiarism, cheating, fabrication, or fraud will result in immediate failure in
the course. It is your responsibility to understand university policy regarding academic dishonesty (see the NAU Student Handbook).

Professional Attitude: Attitude and conduct is expected to reflect the same professionalism that is expected in the engineering workplace. Again, you are responsible for understanding and abiding by the NAU policies regarding classroom conduct.

Other NAU Policies: Please refer to the NAU documents describing policies regarding Safe Working and Learning Environment, Studies with Disabilities, and Institutional Review Board. If you do not already have a copy, please request one from the instructor.
General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 534: Wireless Communication and Networking
- Fall 200x
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Paul Flikkema
- Instructor’s Office: Room 207, Engineering Bldg 69
- Office hours: MWF 9:30-11:00 AM and by appointment
- Instructor’s email: paul.flikkema@nau.edu
- Phone: 523-6114
- WWW: www.cens.nau.edu/pgf

Course Prerequisite: EE 348.

Course Description: Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.

Student Learning Expectations/Outcomes for this Course:
Upon completion of this course, you will:
- know, and be able to clearly describe, the fundamental principles of digital communication systems, such as source coding, channel coding, modulation, and multiple access, including insights regarding relationships between them and the resulting design trade-offs;
- be able to describe and analyze via theory and experiment the key properties and models of the wireless communication channel and its impact on these systems;
- understand the engineering building blocks and unique characteristics of wireless networks, including synthesis of design processes that use those building blocks;
- understand, be able to use, and develop tools for analysis and design of wireless ad-hoc and sensor networks.
Overall, the goal of this course is for you to become fluent in the field of wireless communication and networking so that you would be able to contribute to a design team and lead substantial individual and collaborative research and design projects. Throughout the course, we will use wireless sensor networks as an example for describing challenges in communication and networking, and articulating effective analytical tools and solution frameworks.

Course Structure/Approach:

Note: this course is co-convened with EE 434. While this course and EE 434 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed below:

- **Quizzes** - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 25% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.
- **Homework assignments** - Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. These will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.
- **Exams** - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical
excuse. There will also be a final exam worth 20%. Additional exam questions specifically for EE 534 will require greater insight and theoretical understanding of the subject material than is required for EE 434 students, and will require approximately 33% more work.

- **Research Review** - Students taking EE 534 will be required to do an oral and written review of an active research area in wireless sensor networks. This will count towards 10% of your course grade.
- **In-class participation and leadership** – You will be required to lead small groups in semester-long wireless networking design and simulation projects. Also, you are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.

You are responsible for all material covered in lectures, reading assignments, and homework assignments. Note that the syllabus material covered in the lectures may not be covered in the text. Finally, most students find that regular attendance is a must for success in the class.

**Textbooks:**

**Tentative Course Outline**

In the following, HM = Haykin and Moher, MM = Murthy and Manoj. Also, please note that we may depart from this schedule (in particular the exam dates) if necessary.

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<td>HM 2</td>
</tr>
<tr>
<td>6</td>
<td>Exam; Radio Communication Channels and Modulation</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>Channel Coding and Decoding; Source Coding and Decoding</td>
<td>HM 4</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Access and Medium Access Control</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Multiple Access and Medium Access Control</td>
<td>HM 5, MM 2</td>
</tr>
<tr>
<td>11</td>
<td>Exam</td>
<td>MM 5, MM 6</td>
</tr>
<tr>
<td>11-12</td>
<td>Routing</td>
<td>MM 7</td>
</tr>
<tr>
<td>13</td>
<td>Wireless Sensor Networks</td>
<td>MM 12</td>
</tr>
<tr>
<td>14</td>
<td>Self Organization and Autonomic Networks</td>
<td>Class Notes</td>
</tr>
</tbody>
</table>

**Assessment of Student Learning Outcomes:**
Assessment of student learning is based on the following components.

**Note:** this course is co-convened with EE 434. While this course and EE 434 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed below:

**Methods of Assessment:**
- **Quizzes** - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.
- **Homework assignments and projects** – Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. These will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.

- **Exams** - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%. Additional exam questions specifically for EE 534 will require greater insight and theoretical understanding of the subject material than is required for EE 434 students, and will require approximately 33% more work.

- **Research Review** - Students taking EE 534 will be required to do an oral and written review of an active research area in wireless sensor networks. This will count towards 10% of your course grade.

- **In-class participation and leadership** - You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade. *Students taking 534 will also be required to lead small groups in semester-long wireless networking design and simulation projects.*

**Timeline for Assessment:**

The timeline for all course components is shown below:

- Exam 1: Approximately 6th week
- Exam 2: Approximately 10th week
- Final Exam: Finals week
- Research Review Presentation: Last week of classes
- Research Review Report: Last week of classes
- Homework and Projects: Approximately every week
- Quizzes: Approximately every other week
- In-class Participation and Leadership: Throughout semester

**Grading System:**

The course grade is based on exam scores, research review, homework, projects, quizzes, leadership and in-class participation, as shown below:

- Exam 1: 12.5% of final score
- Exam 2: 12.5% of final score
- Final Exam: 20% of final score
- Research Review Presentation: 5% of final score
- Research Review Report: 5% of final score
- Homework and Projects/Leadership: 20% of final score
- Quizzes: 20% of final score
- In-class Participation: 5% of final score

**Grading Rubric:**

Final grades will be determined by the following percentages:

- A=90+%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60%

However, at the professor's discretion, grading cutoffs may be lowered slightly.

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revised 8/06
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UNIVERSITY GRADUATE COMMITTEE

GRADUATE CURRICULUM

PROPOSAL FOR NEW GRADUATE COURSE

1. New course effective with what term and year? (i.e., Fall 2008): **Fall 2008**

2. College: **CENS**

3. Department: **EE**

4. Course Subject/Catalog Number: **EE 534**

5. Units: 3

6. Co-convened with: **EE 434**
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)

7. Cross-listed with:
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)

8. Long Course Title: **Wireless Communications and Networking**

9. Short Course Title (30-character maximum, including spaces): **WIRELESS COMM AND NETWORKING**

10. Catalog Course Description (60-word maximum): **Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.**

11. Grading Option:  ☒ letter grade   ☐ Pass/Fail   ☐ Both

12. May this course be repeated for additional units?   ☐ Yes   ☒ No
   12.b. If yes, what are the maximum units allowed?
   12.c. If yes, may course be repeated from additional units in the same term?   ☐ Yes   ☐ No

13. Please check **ONE** of the following that most accurately describes the format of the course:

   ☐ Lecture Only
   ☐ Lab Only
   ☒ Lecture and Lab Combined
   ☐ Clinical
   ☐ Research
   ☐ Seminar
   ☐ Field Studies
   ☐ Independent Study
   ☐ Activity
   ☐ Supervision
13b. If the course will be delivered electronically, check ONE of the following:

☐ Web
☐ ITV
☐ Other (hybrid, for example). Please explain:

14. Prerequisites: (must be completed before taking proposed course): **EE 348 (or equivalent)**

15. Corequisites: (must be completed with proposed course):

16. If course has no requisites, what consent will be required for all sections?
   (Check only one.)

☐ Instructor Consent
☐ Department Consent
☐ No Consent Required.

17. Justification for new course (including unique features, if any): **This course will provide an overview of all the building blocks of a wireless network, including antennas, radio frequency circuitry, and networking protocols. It is co-convened with EE 434, an undergraduate offering.**

EE 434 is a core component of a new 3-year NSF Course, Curriculum and Laboratory Improvement proposal that uses wireless networks as a motivational vehicle for students to learn the design of “complex” systems – systems that integrate communication theory, analog and radio-frequency circuitry, signal processing, control theory, and the hardware and software design of embedded, networked computing systems.

Students taking EE 534 will be required to do an oral and written review of an active research area (not required of EE 434 students), and will also be required to lead small groups of EE 434 students in semester-long wireless networking design and simulation projects. In addition, homework assignments for EE 535 students include extra problems that explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work than undergraduate homework assignments. Exams and quizzes will include additional questions specifically for EE 534 students, that require greater insight and theoretical understanding of the subject material than is required for EE 434 students, and require approximately 33% more work.

18. Is this course required for a new plan?  ☐ Yes  ☒ No
   If plan has not been approved, you must also submit a plan form that includes the addition of this course.

18.b. If yes, has the plan been approved?  ☐ Yes  ☐ No

18.c. When?

18.d. Name of plan:

19. Does this course duplicate content of existing courses?  ☐ Yes  ☒ No

19.b. If yes, list every course with duplicate material and estimate the percentage of duplication.
Letters of support from each department with a course listed above must accompany this form.

20. Will this course affect other academic plans, units, or enrollment? □ Yes □ No

Letters of support from each department affected must accompany this form.

21. Names of current faculty qualified to teach this course: Paul Flikkema, Sheryl Howard

22. If this course requires additional faculty, space, or equipment, how will these requirements be met?

23. Will present library holdings support this course? □ Yes □ No

24. Approvals

David R Scott
Department Chair (if appropriate) 3-24-08

Wayne A. Wildbrumel 3-25-08
Chair of college curriculum committee

Date

3-25-08

Date

Dear of College 4-22-08

Date

For University Graduate Committee use only

Approved: Ron [Signature] Date

[Signature] Date
EE 534 – WIRELESS COMMUNICATION AND NETWORKING: COURSE SYLLABUS

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 534: Wireless Communication and Networking
- Fall 200x
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Paul Flikkema
- Instructor’s Office: Room 207, Engineering Bldg 69
- Office hours: MWF 9:30-11:00 AM and by appointment
- Instructor’s email: paul.flikkema@nau.edu
- Phone: 523-6114
- WWW: www.cens.nau.edu/pgf

Course Prerequisite: EE 348.

Course Description: Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.

Student Learning Expectations/Outcomes for this Course:
Topics you will become familiar with include:
- the fundamental principles of digital communication systems, such as source coding, channel coding, modulation, and multiple access;
- the key properties of the wireless communication channel and its impact on these systems;
- the building blocks and unique characteristics of wireless networks; and
- the design and analysis of wireless ad-hoc and sensor networks, including issues in self-organization and the allocation of resources.
Throughout the course, we will use wireless sensor networks as an example for describing challenges in communication and networking, and articulating effective analytical tools and solution frameworks.

Course Structure/Approach:

Note: this course is co-convened with EE 434. While this course and EE 434 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed below:

- Quizzes - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.

- Homework assignments - Homeworks will include traditional problems as well as some MATLAB analysis and simulation assignments. These will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless
communication and networking in much greater depth, and require approximately 33% more work.

Projects and Leadership: Students taking 534 will also be required to lead small groups in semester-long wireless networking design and simulation projects.

- **Exams** - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%. Additional exam questions specifically for EE 534 will require greater insight and theoretical understanding of the subject material than is required for EE 434 students, and will require approximately 33% more work.

- **Research Review** - Students taking EE 534 will be required to do an oral and written review of an active research area in wireless sensor networks. This will count towards 10% of your course grade.

- **In-class participation** - You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.

You are responsible for all material covered in lectures, reading assignments, and homework assignments. Note that the syllabus material covered in the lectures may not be covered in the text. Finally, most students find that regular attendance is a must for success in the class.

**Textbooks:**

**Tentative Course Outline**

In the following, HM = Haykin and Moher, MM = Murthy and Manoj. Also, please note that we may depart from this schedule (in particular the exam dates) if necessary.

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</tr>
<tr>
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<td>MM5, MM6</td>
</tr>
<tr>
<td>11</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Routing</td>
<td>MM 7</td>
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Assessment of Student Learning Outcomes:
Assessment of student learning is based on the following components.
Note: this course is co-convened with EE 434. While this course and EE 434 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed below:

Methods of Assessment:
• Quizzes - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 20% of your final course grade. Additional questions for EE 534 will explore theoretical aspects of wireless communication and networking in much greater depth, and require approximately 33% more work.

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Projects and Leadership: Students taking 534 will also be required to lead small groups in semester-long wireless networking design and simulation projects.

• Exams - There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%. Additional exam questions specifically for EE 534 will require greater insight and theoretical understanding of the subject material than is required for EE 434 students, and will require approximately 33% more work.

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The timeline for all course components is shown below:

Exam 1                                    Approximately 6th week
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Quizzes  Approximately every other week
In-class Participation and Leadership  Throughout semester

**Grading System:**
The course grade is based on exam scores, research review, homework, projects, quizzes, leadership and in-class participation, as shown below:

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Final grades will be determined by the following percentages:
A=90+%  B=80-89%  C=70-79%  D=60-69%  F=below 60%.
However, at the professor's discretion, grading cutoffs may be lowered slightly.

**Course policy:**
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EE 434 – WIRELESS COMMUNICATION AND NETWORKING: COURSE SYLLABUS

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 434: Wireless Communication and Networking
- Fall 200x
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Paul Flikkema
- Instructor’s Office: Room 207, Engineering Bldg 69
- Office hours: MWF 9:30-11:00 AM and by appointment
- Instructor’s email: paul.flikkema@nau.edu
- Phone: 523-6114
- WWW: www.cens.nau.edu/pgf

Course Prerequisite: EE 348.

Course Description: Fundamental principles of wireless digital communication systems and networks; key properties of the wireless communication channel; building blocks of wireless networks; design and analysis of wireless ad-hoc and sensor networks.

Student Learning Expectations/Outcomes for this Course:
Topics you will become familiar with include:
- the fundamental principles of digital communication systems, such as source coding, channel coding, modulation, and multiple access;
- the key properties of the wireless communication channel and its impact on these systems;
- the building blocks and unique characteristics of wireless networks; and
- the design and analysis of wireless ad-hoc and sensor networks, including issues in self-organization and the allocation of resources.
Throughout the course, we will use wireless sensor networks as an example for describing challenges in communication and networking, and articulating effective analytical tools and solution frameworks.

Course Structure/Approach:
Note: this course is co-convened with EE 534. While this course and EE 534 will share common lectures, students taking EE 534 will have additional coursework not required of EE 434 students.

- Quizzes - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 20% of your final course grade.

- Homework assignments - Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. These will count for 20% of your final course grade.

- Exams - There will be two exams during the course (each worth 12.5% of the final course
grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%.

• **In-class participation** - You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.

You are responsible for all material covered in lectures, reading assignments, and homework assignments. Note that the syllabus material covered in the lectures may not be covered in the text. Finally, most students find that regular attendance is a must for success in the class.

**Textbooks:**

**Tentative Course Outline**

In the following, HM = Haykin and Moher, MM = Murthy and Manoj. Also, please note that we may depart from this schedule (in particular the exam dates) if necessary.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading in Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction\nDetection and Synchronization</td>
<td>HM 1\nMM 1</td>
</tr>
<tr>
<td>2-5</td>
<td>Modulation and Demodulation;\nRadio Communication Channels - Intro</td>
<td>HM 2</td>
</tr>
<tr>
<td>6</td>
<td>Exam;\nRadio Communication Channels and Modulation</td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td>Channel Coding and Decoding;\nSource Coding and Decoding</td>
<td>HM 4</td>
</tr>
<tr>
<td>9</td>
<td>Multiple Access and Medium Access Control</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Multiple Access and Medium Access Control</td>
<td>HM 5, MM 2</td>
</tr>
<tr>
<td>11</td>
<td>Exam</td>
<td>MM5, MM6</td>
</tr>
<tr>
<td>11-12</td>
<td>Routing</td>
<td>MM 7</td>
</tr>
<tr>
<td>13</td>
<td>Wireless Sensor Networks</td>
<td>MM 12</td>
</tr>
<tr>
<td>14</td>
<td>Self Organization and Autonomic Networks</td>
<td>Class Notes</td>
</tr>
</tbody>
</table>

**Assessment of Student Learning Outcomes:**
Assessment of student learning is based on the following components.

*Note:* this course is co-convened with EE 434. While this course and EE 434 will share common lectures, students taking EE 534 will be required to complete additional coursework as detailed below:

**Methods of Assessment:**
• **Quizzes** - There will be periodic (roughly bi-weekly) announced quizzes during the course; at most five of these will be counted (i.e., your quizzes with the lowest scores will be discarded) for your grade. There will be no make-ups for these quizzes. The set of highest quiz scores will count for 20% of your final course grade.
- **Homework assignments and projects** – Homework will include traditional problems as well as some MATLAB analysis and simulation assignments. Semester-long wireless networking design and simulation projects will be included as well. The projects will be done in groups of EE 434 students led by a graduate student from EE 534. The homework assignments and projects will count for 20% of your final course grade.

- **Exams** – There will be two exams during the course (each worth 12.5% of the final course grade). Make-ups will be allowed only with prior notice and a written professional/medical excuse. There will also be a final exam worth 20%.

- **In-class participation** – You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.

**Timeline for Assessment:**
The timeline for all course components is shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Approximately 6th week</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Approximately 10th week</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Finals week</td>
</tr>
<tr>
<td>Homework and Projects</td>
<td>Approximately every week</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Approximately every other week</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>Throughout semester</td>
</tr>
</tbody>
</table>

**Grading System:**
The course grade is based on exam scores, homework and projects, quizzes and in-class participation, as shown below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>12.5% of final score</td>
</tr>
<tr>
<td>Exam 2</td>
<td>12.5% of final score</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20% of final score</td>
</tr>
<tr>
<td>Homework and Projects</td>
<td>20% of final score</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25% of final score</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>10% of final score</td>
</tr>
</tbody>
</table>

**Grading Rubric:**
Final grades will be determined by the following percentages:
- A=90+-%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.

However, at the professor's discretion, grading cutoffs may be lowered slightly.

**Course policy:**
- **Late Work:** Assignments are due when specified. Makeup exams are allowed only with prior notice and a written professional/medical excuse.
- **Attendance:** You are expected to read material in advance, ask thoughtful questions, and be prepared to be called upon to contribute your insights. I will
monitor your in-class participation during the semester, and the evaluation will constitute 5% of your final course grade.

- **Office Hours:** Office hours are MWF 9:30-11 AM or by appointment. You may either email or phone me to set up an appointment.
- **Cell Phone Use in Class:** If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text message in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.
- **Academic Dishonesty:** Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

**University policies:**
Links to the following policies are available at http://jan.pec.nau.edu/academicadmin/plcystmt.html

**Academic Honesty:** Plagiarism, cheating, fabrication, or fraud will result in immediate failure in the course. It is your responsibility to understand university policy regarding academic dishonesty (see the NAU Student Handbook).

**Professional Attitude:** Attitude and conduct is expected to reflect the same professionalism that is expected in the engineering workplace. Again, you are responsible for understanding and abiding by the NAU policies regarding classroom conduct.

**Other NAU Policies:** Please refer to the NAU documents describing policies regarding Safe Working and Learning Environment, Studies with Disabilities, and Institutional Review Board. If you do not already have a copy, please request one from the instructor.
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒
   (If yes, route completed form to Liberal Studies.)

   (See effective dates schedule.)

3. College CENS
   4. Academic Unit EE

5. Course subject/catalog number EE 435
   (Please add syllabus to the end of this form.)

6. Units 3

7. Co-convened with EE 535
   (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented.)
   7a. Date approved by UGC

8. Cross-listed with
   (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

9. Long course title Error Correcting Codes
   (max 100 characters including spaces)

10. Short course title (max. 30 characters including spaces) ERROR CORRECTING CODES

11. Catalog course description (max. 30 words, excluding requisites).
    Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.

12. Grading option: Letter grade ☒ Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

13. Is this a topics course? Yes ☐ No ☒

14. May course be repeated for additional units? Yes ☐ no ☒
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? (ex. PES 100) yes ☐ no ☒

15. Please check ONE of the following that most appropriately describes the course:
    Lecture w/0 unit embedded lab ☐ Lecture only ☒ Lab only ☐ Clinical ☐ Research ☐
    Seminar ☐ Field Studies ☐ Independent Study ☐ Activity ☐ Supervision ☐

16. Prerequisites (must be completed before proposed course) EE 110 and EE 348

17. Corequisites (must be completed with proposed course)

18. If course has no prerequisites, will all sections of the course require (If course has pre or co requisite, skip to question 19):
    instructor consent ☐ department consent ☐ no consent ☒
    revised 3/06
19. Is the course needed for a plan of study (major, minor, certificate)? yes ☐ no ☒
   Name of new plan?

   Note: A new plan or plan change form must be submitted with this request.

20. Does course duplicate content of existing courses within or outside of your college? yes ☐ no ☒
   If yes, list any courses this course may have duplicative material with and estimate percentage of duplication:

   Please attach letters of support from each department whose course is listed above.

21. Will this course affect other academic plans, academic units, or enrollment? yes ☐ no ☒
   If yes, explain in justification and provide supporting documentation from the affected departments.

22. Is a potential equivalent course offered at a community college (lower division only)? yes ☐ no ☒
   If yes, does it require listing in the Course Equivalency Guide? yes ☐ no ☒
   Please list, if known, the institution, subject/catalog number of the course.

23. Justification for new course, including unique features if applicable. Please indicate how past assessments of student learning prompted proposed changes. (Attach proposed syllabus in the approved university format).

   This course, offered as EE 490 (co-convened with EE 599) in Fall 2007, covers core subject matter in communication and networked systems, which are in turn central to modern Electrical Engineering theory and the design of myriad products and systems employing communication and storage media. It will be an important professional elective course for EE majors.

24. Names of current faculty qualified to teach this course Sheryl Howard, Paul Flikkema

25. If course will require additional faculty, space, or equipment, how will these requirements be satisfied?

26. Will present library holdings support this course? yes ☒ no ☐
If the course being submitted for approval is **NOT** a LIBERAL STUDIES course, please go to step 42.

**LIBERAL STUDIES ONLY**

Contact name: ____  
Dept. Chair name: ____  
College Contact name: ____

Contact email: ____  
Dept. Chair email: ____  
College Contact email: ____

27. This course is a  [ ] Single section  [ ] Multi-section

28. List names of faculty who may teach this course: ____

29. Section enrollment cap: ____

If this course is being submitted for approval as a new **LIBERAL STUDIES** course, please complete questions 30-33.

**OR**

If this course is being submitted for approval as a new **JUNIOR LEVEL WRITING** course, please complete questions 37-38.

**OR**

If this course is being submitted for approval as a new **SENIOR CAPSTONE** course, please complete questions 39-41.

**NEW LIBERAL STUDIES COURSE**

30. Thematic Focus (check all that apply): *If a topics course, must apply to ALL sections.*
   - Environmental Consciousness  [ ]  
   - Technology and Its Impact  [ ]  
   - Valuing the Diversity of Human Experience  [ ]

31. Distribution Block (check one): *If a topics course, must apply to ALL sections.*
   - Aesthetic and Humanistic Inquiry  [ ]  
   - Cultural Understanding  [ ]  
   - Lab Science  [ ]
   - Science/Applied Science  [ ]  
   - Social and Political Worlds  [ ]

32. Skills (check two): *If a topics course, must apply to ALL sections.*
   - Creative Thinking  [ ]  
   - Critical Reading  [ ]  
   - Effective Oral Communication  [ ]  
   - Effective Writing  [ ]  
   - Critical Thinking  [ ]  
   - Ethical Reasoning  [ ]  
   - Quantitative/Spatial Analysis  [ ]  
   - Scientific Inquiry  [ ]  
   - Use of Technology  [ ]

33. Is this a topics course?  
   - Yes  [ ]  
   - No  [ ]

   If YES, please complete questions 34-36.  
   If NO, please go to question 42.

**TOPICS COURSE ONLY**

34. Identify the **Student Learning Outcomes** that will be found in ALL topic syllabi offered under this course number. ____

35. Explain by what method(s) Student Learning Outcomes will be **assessed** in ALL topic syllabi offered under this course number. ____

36. Please attach an example of a Topic Syllabus offered under this course number.

**GO TO question 42**
NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

37. To which degree programs offered by your department/academic unit does this proposal apply? _____

38. Do you intend to offer ABC 300 and ABC 300W? yes □ no □
   If no, please submit a course delete form for the ABC 300.

GO TO question 42

NEW SENIOR CAPSTONE COURSE (refer to question 19)

39. To which degree programs offered by your department/academic unit does this proposal apply? _____

40. Does this proposal replace or modify an existing course or experience? yes □ no □
   If yes, which course(s)? _____

41. Do you intend to offer ABC 400 and ABC 400C? yes □ no □
   If no, please submit a course delete form for the ABC 400.

42. Approvals

[Signatures and dates]

For Committees use only

[Blank space for additional signatures and dates]
General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 435: Error-Correcting Codes
- Fall 2007
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Sheryl Howard
- Instructor’s Office: Room 261, Engineering Bldg 69
- Office hours: 5 hours per week, TBA in class
- Instructor’s email: sheryl.howard@nau.edu

Course prerequisites: EE 110 and EE 348.

Course description:
Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.

Student Learning Expectations/Outcomes for this Course:
- *Will be able to apply the principles of error-correcting codes to communications systems with noise.*
- *Will be able to design both encoders and decoders for linear block codes, convolutional codes and understand the principles of maximum likelihood decoding, Viterbi decoding and maximum a priori decoding for iteratively-decoded codes.*
- *Will be able to make appropriate code design choices for specific communications systems by understanding basic error-correcting code properties such as minimum distance, error-correcting and detecting ability.*

Course structure/approach:
This course is a co-convened course, taught with EE 535. This course is a project-based course, rather than exam-based. Good Matlab and C programming skills and familiarity with the following mathematical skills: complex arithmetic, linear algebra and integration, is expected. Two projects are assigned during the course, involving programming ECC encoders and decoders in Matlab or C, and simulating their performance in various channels. One month is allowed for the completion of each project. EE 435 students are not required to complete the EE 535 portions of each project; however, they may do so for extra credit. A final project, chosen by the student from a list of topics provided by the instructor, is completed at the end of the semester, with both an oral presentation and a project report. EE 435 students may choose either a literature search or a simulation-based final project. Homework assignments will augment the lectures and projects. EE 435 students are not required to do the EE 535 portions of the homework assignments. However, they may do so for extra credit. Attendance at eight EE 698
graduate seminar presentations is required; students must write a report about two of the seminar presentations.

Textbook and required materials:

Recommended optional materials/references (attach reading list):

Course outline:
The proposed schedule below is a guideline only and is subject to change. Supplementary topics may be included at the instructor's discretion.

Week 1: Motivation for Coding, Noise in Communications Systems; Ch. 1, Lin&Costello
Week 2: Probabilistic Channels, Modulation; Ch. 1, Lin&Costello
Week 3: Probability of Error, Channel Capacity; Ch. 1, Lin&Costello
Week 4: Block Codes: Encoding, Minimum Distance, Decoding Ch. 3, Lin&Costello
Week 5: Performance Analysis; Repetition and Hamming Codes Ch. 3/4, Lin&Costello
Week 6: Convolutional Codes: Encoding, Catastrophic Codes Ch. 11, Lin&Costello
Week 7: Convolutional Codes: State Diagrams, Trellises Ch. 11, Lin&Costello
Week 8: Maximum-Likelihood Decoding, the Viterbi Algorithm Ch. 12, Lin&Costello
Week 9: Performance Bounds Ch. 12, Lin&Costello
Week 10: Soft-Decision Decoding: Maximum A Posterior Decoding Ch. 14, Lin&Costello
Week 11: Iterative Decoding, MAP Decoders Ch. 14, Lin&Costello
Week 12: Turbo Codes: Encoding and Decoding Ch. 15, Lin&Costello
Week 13: Low-Density Parity Check (LDPC) codes Sum-Product Decoding Ch. 17, Lin&Costello
Week 14: LDPC Encoding and Code Design; Min-Sum Decoding Ch. 17, Lin&Costello
Week 15: Final Project Preparation
Week 16: Finals Week: Final Presentations; Project Report Due

Assessment of Student Learning Outcomes:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. Assessment of student learning is based on the following components:

- Methods of Assessment:
  - Projects: Two mini-projects; one month allowed for completion of a report on each. One final project, with both an oral presentation and a written report component; six weeks allowed for final project. Final project may be either a literature search on a specific topic or a simulation-based project.
  - Homework
  - Seminar Attendance and Reports: Students are required to attend eight graduate seminar presentations and write a report about two of the presentations.
- Timeline for Assessment: The timeline for all components is shown below:

  Mini-Project 1 Due approximately 6th week
  Mini-Project 2 Due approximately 10th week
  Final Project Report Due finals week

revised 4/08
Final Project Presentation Last week of classes
Homework Approximately every other week
Seminar Attendance and Reports Reports due week 15

Grading System:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. The course grade is based on the projects, presentation and written report on the final project, homework and graduate seminar attendance and reports, according to the table below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-Project 1</td>
<td>100</td>
</tr>
<tr>
<td>Mini-Project 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>100</td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Homework</td>
<td>100</td>
</tr>
<tr>
<td>Seminar Attendance and Reports</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
</tr>
</tbody>
</table>

Final grades will be determined by the following percentages:
A=90+%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.
However, at the professor's discretion, grading cutoffs may be lowered slightly.

Course policy:
- Late Work: Assignments are due when specified. Late homework will only be accepted until solutions are posted (typically two days past the due date), and will be penalized by 10% off. Late project reports will only be accepted for one week past the due date, and will be penalized by 20% off. The final project presentation is due when scheduled, as is the final project report. No late final project reports will be accepted. Seminar reports are due two weeks before finals.
- Office Hours: Office hours will be announced in class and posted on the course website. If your schedule conflicts with my office hours, email me at sheryl.howard@nau.edu to make an appointment. If you have questions on the course material, please contact me as soon as you can for assistance.
- Cell Phone Use in Class: If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text message in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.
- Academic Dishonesty: Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

University policies:
Links to the following policies are posted on the course website, and are also available at http://jan.ucc.nau.edu/academicadmin/pleystmt.html

- Academic Integrity
- Accommodation of Religious Observance and Practice
- Classroom Management
- Institutional Review Board
- Safe Working and Learning Environment
- Students with Disabilities
EE 535 – ERROR-CORRECTING CODES: COURSE SYLLABUS

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 535: Error-Correcting Codes
- Fall 2007
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Sheryl Howard
- Instructor’s Office: Room 261, Engineering Bldg 69
- Office hours: 5 hours per week, TBA in class
- Instructor’s email: sheryl.howard@nau.edu

Course prerequisites: EE 110 and EE 348.

Course description:
Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.

Student Learning Expectations/Outcomes for this Course:
- Will be able to apply the principles of error-correcting codes to communications systems with noise.
- Will be able to design both encoders and decoders for linear block codes, convolutional codes and understand the principles of maximum likelihood decoding, Viterbi decoding and maximum a priori decoding for iteratively-decoded codes.
- Will be able to make appropriate code design choices for specific communications systems by understanding basic error-correcting code properties such as minimum distance, error-correcting and detecting ability.
- Will understand the theoretical, probabilistic framework for optimal decoding in the presence of random noise, as well as simplifications made for practical implementations.
- Understand issues such as finite windowing and quantization of probabilistic messages as a result of the graduate components of course projects.
- Become fluent enough in a particular error-correcting coding topic to give an in-depth presentation on that topic during one class period.

Course structure/approach:
This course is a co-convened course, taught with EE 435. This course is a project-based course, rather than exam-based. Good Matlab and C programming skills and familiarity with the following mathematical skills: complex arithmetic, linear algebra and integration, is expected. Each course component is described below in detail, including expectations of EE 535 students in comparison to EE 435 students.

- Mini-Projects: Two projects are assigned during the course, involving programming ECC encoders and decoders in Matlab or C, and simulating their performance in various channels. One month is allowed for the completion of each project. An extra section is designated for EE 535 students only, which examines aspects of the project in more detail, with a more theoretical orientation or exploring implementation aspects.
- Final Projects: A final project, chosen by the student from a list of topics provided by the instructor, is completed at the end of the semester, with both an oral presentation and a project report. EE 535 students must include both a thorough literature review and a research/simulation component in their final project. The literature review must include at a minimum two IEEE journal articles. Some theoretical analysis of the coding system explored in the final project is expected of EE 535 students. The EE 535 final project report will be held to a higher standard of professionalism than the EE 435 final project reports, both with respect to content and style. Greater theoretical understanding and insight into the final project material should be exhibited in the EE 535 final project report.

- Homework: Homework assignments will augment the lectures and projects. Extra problems in the homework assignments are designated for EE 535 students only. These EE 535 homework problems will explore theoretical aspects of the course material in greater depth. Graduate homework assignments require approximately 33% more work than the EE 435 homework assignments, as well as requiring greater theoretical understanding, and are graded accordingly.

- Class Lecture/Leadership: Graduate students are also expected to present one class lecture on a topic chosen from a list provided by the instructor. EE 535 students are expected to thoroughly research the topic, provide a list of references at the end of their lecture, and answer questions. The lecture may be a slide presentation, or whiteboard lecture, and may include an interactive component with the class. EE 535 students are also expected to take a leading role in class discussions; a percentage of the course lecture/leadership score will come from class participation.

- Seminar Attendance and Reports: Seminar attendance and report requirement is identical to that of EE 435 students: attend eight EE 698 graduate seminar presentations and write a report about two of the seminars. However, EE 535 students will be held to a higher standard of professionalism in their reports, both with respect to content and style. Their reports should express both a more detailed understanding of and greater insight into the seminar material.

Textbook and required materials:

Recommended optional materials/references:

Course outline:
The proposed schedule below is a guideline only and is subject to change. Supplementary topics may be included at the instructor's discretion.

Week 1: Motivation for Coding, Noise in Communications Systems;  Ch. 1, Lin&Costello
Week 2: Probabilistic Channels, Modulation;  Ch. 1, Lin&Costello
Week 3: Probability of Error, Channel Capacity;  Ch. 1, Lin&Costello
Week 4: Block Codes: Encoding, Minimum Distance, Decoding  Ch. 3, Lin&Costello
Week 5: Performance Analysis; Repetition and Hamming Codes  Ch. 3/4,Lin&Costello

revised 4/08
Week 6: Convolutional Codes: Encoding, Catastrophic Codes  
Week 7: Convolutional Codes: State Diagrams, Trellises  
Week 8: Maximum-Likelihood Decoding, the Viterbi Algorithm  
Week 9: Performance Bounds  
Week 10: Soft-Decision Decoding: Maximum A Posterior Decoding  
Week 11: Iterative Decoding, MAP Decoders  
Week 12: Turbo Codes: Encoding and Decoding  
Week 13: Low-Density Parity Check (LDPC) codes Sum-Product Decoding  
Week 14: LDPC Encoding and Code Design; Min-Sum Decoding  
Week 15: Final Project Preparation  
Week 16: Finals Week: Final Presentations; Project Report Due

Assessment of Student Learning Outcomes:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. Assessment of student learning is based on the following components: (please see Course Structure/Approach previously for more detailed expectations of each course component)

- **Projects:** Two mini-projects, including EE 535-specific section; one month allowed for completion of a report on each. One final project, with both an oral presentation and a written report component; six weeks allowed for final project. Final project must include a thorough literature review on a specific topic as well as a research/simulation component. Your references must include a minimum of two IEEE journal articles from either the IEEE Transactions on Communications, Information Theory, Signal Processing or Wireless Communications and Networking, or the IEEE Communications Magazine, or conference proceedings from an IEEE-sponsored conference.
- **Homework:** EE 435 assignment as well as extra problems for EE 535
- **Course Lecture/Leadership:** EE 535 students will present one course lecture on a topic chosen from a list proved by the instructor. EE 535 students are also expected to participate and take a leading role in any class discussions.
- **Seminar Attendance and Reports:** Students are required to attend eight graduate seminar presentations and write a report about two of the presentations.

**Timeline for Assessment:** The timeline for all components is shown below:

Mini-Project 1  
Mini-Project 2  
Final Project Report  
Final Project Presentation  
Homework  
Course Lecture by students  
Seminar Attendance and Reports  
Due approximately 6th week  
Due approximately 10th week  
Due finals week  
Last week of classes  
Approximately every other week  
Once during second half of course  
Reports due week 15

**Grading System:**
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. The course grade is based on the projects, presentation and written report on the final project, homework and graduate seminar attendance and reports, according to the table below.

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<tr>
<td>Mini-Project 2</td>
<td>150</td>
</tr>
</tbody>
</table>

revised 4/08
Final Project Report 150 points
Final Project Presentation 75 points
Homework 150 points
Course Lecture/Leadership 75 points
Seminar Attendance and Reports 50 points
Total Points 800 points

Grading Rubric:
Final grades will be determined by the following percentages:
A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.
However, at the professor's discretion, grading cutoffs may be lowered slightly.

Course policies:
- Late Work: Assignments are due when specified. Late homework will only be accepted until solutions are posted (typically two days past the due date), and will be penalized by 10% off. Late project reports will only be accepted for one week past the due date, and will be penalized by 20% off. The final project presentation is due when scheduled, as is the final project report. No late final project reports will be accepted. Seminar reports are due two weeks before finals.
- Attendance: You are expected to attend class regularly and contribute to all class discussions, taking a leading role in such discussions. Attendance at the final project presentations is mandatory for the entire length of the presentations.
- Office Hours: Office hours will be announced in class and posted on the course website. If your schedule conflicts with my office hours, email me at sheryl.howard@nau.edu to make an appointment. If you have questions on the course material, please contact me as soon as you can for assistance.
- Cell Phone Use in Class: If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text message in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.
- Academic Dishonesty: Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

University policies:
Links to the following policies are posted on the course website, and are also available at
http://jan.ucc.nau.edu/academicadmin/plcsimt.html

- Academic Integrity
- Accommodation of Religious Observance and Practice
- Classroom Management
- Institutional Review Board
- Safe Working and Learning Environment
- Students with Disabilities
1. New course effective with what term and year? (i.e., Fall 2008): Fall 2008
2. College: CENS
3. Department: EE
4. Course Subject/Catalog Number: EE 535
5. Units: 3
6. Co-convened with: EE 435
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
7. Cross-listed with:
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)
8. Long Course Title: Error Correcting Codes
9. Short Course Title (30-character maximum, including spaces): Error Correcting Codes
10. Catalog Course Description (60-word maximum): Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.
11. Grading Option: ☑ letter grade ☐ Pass/Fail ☐ Both
12. May this course be repeated for additional units? ☐ Yes ☑ No
   12.b. If yes, what are the maximum units allowed?
   12.c. If yes, may course be repeated from additional units in the same term?
      ☐ Yes ☐ No
13. Please check ONE of the following that most accurately describes the format of the course:
   ☑ Lecture Only ☐ Seminar
   ☐ Lab Only ☐ Field Studies
   ☐ Lecture and Lab Combined ☐ Independent Study
   ☐ Clinical ☐ Activity
   ☐ Research ☐ Supervision
13b. If the course will be delivered electronically, check ONE of the following:
14. Prerequisites: (must be completed before taking proposed course): **EE 110** and **EE 348**

15. Corequisites: (must be completed with proposed course):

16. If course has no prerequisites, what consent will be required for all sections? (Check only one.)

- Instructor Consent
- Department Consent
- No Consent Required.

17. Justification for new course (including unique features, if any): **This course, offered as EE 599** (co-convened with EE 490) in Fall 2007, covers core subject matter in communications and networked systems, which are in turn central to modern Electrical Engineering theory and the design of myriad products and systems employing communication and storage media. It will be an important professional elective course for EE majors.

The course lectures apply to both undergraduate and graduate students.

- **Homework:** Both undergraduate and graduate students are expected to do homework and project components of this course. Each homework assignment has extra problems included specifically for the EE 535 students. These extra problems explore theoretical aspects of the course in much greater depth. EE 535 homework assignments consist of approximately 33% more work than undergraduate homework assignments, as well as requiring greater theoretical understanding, and are graded accordingly.

- **Mini-Project:** Each mini-project similarly has a section designated for EE 535 students only. This section examines new aspects of this project, which may have a more theoretical orientation or may explore implementation aspects of the project. This additional graduate section requires approximately 50% more work above that required for the undergraduate students, and are graded accordingly.

- **Final Project:** The final project for EE 535 students, on a topic of their choice, is expected to have both a thorough literature review and a research and/or simulation component. The literature review must include at a minimum two IEEE journal articles or IEEE-sponsored conference papers. Furthermore, EE 535 students are expected to include some theoretical analysis of the coding system explored in their final project. The graduate student final project comprises roughly 33-50% more work than the undergraduate final projects, which may be either a literature review or a simulation project, but are not required to include both components; graduate final projects are graded accordingly. The EE 535 final project report will be held to a higher level of professionalism that the EE 435 final project reports, with respect to both content and style. Greater theoretical
understanding and insight into the final project material should be exhibited in the EE 535 final project report.

Class Lecture/Leadership: Graduate students are also expected to present one class lecture on a topic chosen from a list provided by the instructor. EE 535 students are expected to thoroughly research the topic, provide a list of references at the end of their lecture, and answer questions. The lecture may be a slide presentation, or whiteboard lecture, and may include an interactive component with the class. EE 535 students are also expected to take a leading role in class discussions; a percentage of the course lecture/leadership score will come from class participation.

EE 535 students are required to attend eight EE 698 graduate seminar presentations and write a report on two of the seminars, just as for EE 435 students. However, EE 535 reports will be held to a higher level of professionalism, with respect to both content and style. The EE 535 reports should express both a more detailed understanding of and greater insight into the seminar material.

18. Is this course required for a new plan? ☒ Yes ☐ No
   If plan has not been approved, you must also submit a plan form that includes the addition of this course.

18.b. If yes, has the plan been approved? ☐ Yes ☒ No

18.c. When?

18.d. Name of plan:

19. Does this course duplicate content of existing courses? ☐ Yes ☒ No

   19.b. If yes, list every course with duplicate material and estimate the percentage of duplication.
   Letters of support from each department with a course listed above must accompany this form.

20. Will this course affect other academic plans, units, or enrollment? ☒ Yes ☐ No
   Letters of support from each department affected must accompany this form.

21. Names of current faculty qualified to teach this course: Sheryl Howard, Paul Flikkema, Niranjan Venkatraman

22. If this course requires additional faculty, space, or equipment, how will these requirements be met?

23. Will present library holdings support this course? ☒ Yes ☐ No

24. Approvals

   David R. Scott
   Department Chair (if appropriate) 3-25-08
   Chair of college curriculum committee 3-25-08

   Dean of College 3-25-08
EE 535 – ERROR-CORRECTING CODES: COURSE SYLLABUS

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 535: Error-Correcting Codes
- Fall 2007
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Sheryl Howard
- Instructor’s Office: Room 261, Engineering Bldg 69
- Office hours: 5 hours per week, TBA in class
- Instructor’s email: sheryl.howard@nau.edu

Course prerequisites: EE 110 and EE 348. Good Matlab and C programming skills are expected. Familiarity with the following mathematical skills: complex arithmetic, linear algebra and integration.

Course description:
Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.

Student Learning Expectations/Outcomes for this Course:
Students will learn the principles of error-correcting codes and their application to communications systems with noise. Students will be able to design both encoders and decoders for linear block codes, convolutional codes and understand the principles of maximum likelihood decoding, Viterbi decoding and maximum a priori decoding for iteratively-decoded codes. Basic error-correcting code properties such as minimum distance, error-correcting and detecting ability, and code rate will be understood.

Course structure/approach:
This course is a co-convened course, taught with EE 435. This course is a project-based course, rather than exam-based. Each course component is described below in detail, including expectations of EE 535 students in comparison to EE 435 students.

- Mini-Projects: Two projects are assigned during the course, involving programming ECC encoders and decoders in Matlab or C, and simulating their performance in various channels. One month is allowed for the completion of each project. An extra section is designated for EE 535 students only, which examines aspects of the project in more detail, with a more theoretical orientation or exploring implementation aspects.

- Final Projects: A final project, chosen by the student from a list of topics provided by the instructor, is completed at the end of the semester, with both an oral presentation and a project report. EE 535 students must
include both a thorough literature review and a research/simulation component in their final project. The literature review must include at a minimum two IEEE journal articles. Some theoretical analysis of the coding system explored in the final project is expected of EE 535 students. The EE 535 final project report will be held to a higher standard of professionalism than the EE 435 final project reports, both with respect to content and style. Greater theoretical understanding and insight into the final project material should be exhibited in the EE 535 final project report.

- **Homework:** Homework assignments will augment the lectures and projects. Extra problems in the homework assignments are designated for EE 535 students only. These EE 535 homework problems will explore theoretical aspects of the course material in greater depth. Graduate homework assignments require approximately 33% more work than the EE 435 homework assignments, as well as requiring greater theoretical understanding, and are graded accordingly.

- **Class Lecture/Leadership:** Graduate students are also expected to present one class lecture on a topic chosen from a list provided by the instructor. EE 535 students are expected to thoroughly research the topic, provide a list of references at the end of their lecture, and answer questions. The lecture may be a slide presentation, or whiteboard lecture, and may include an interactive component with the class. EE 535 students are also expected to take a leading role in class discussions; a percentage of the course lecture/leadership score will come from class participation.

- **Seminar Attendance and Reports:** Seminar attendance and report requirement is identical to that of EE 435 students: attend eight EE 698 graduate seminar presentations and write a report about two of the seminars. However, EE 535 students will be held to a higher standard of professionalism in their reports, both with respect to content and style. Their reports should express both a more detailed understanding of and greater insight into the seminar material.

Textbook and required materials:

Recommended optional materials/references:
Course outline:
The proposed schedule below is a guideline only and is subject to change. Supplementary topics may be included at the instructor's discretion.

Week 1: Motivation for Coding, Noise in Communications Systems; & Costello
Week 2: Probabilistic Channels, Modulation; & Costello
Week 3: Probability of Error, Channel Capacity; & Costello
Week 4: Block Codes: Encoding, Minimum Distance, Decoding & Costello
Week 5: Performance Analysis; Repetition and Hamming Codes Lin & Costello
Week 6: Convolutional Codes: Encoding, Catastrophic Codes & Costello
Week 7: Convolutional Codes: State Diagrams, Trellises & Costello
Week 8: Maximum-Likelihood Decoding, the Viterbi Algorithm Lin & Costello
Week 9: Performance Bounds Lin & Costello
Week 10: Soft-Decision Decoding: Maximum A Posteriori Decoding Lin & Costello
Week 11: Iterative Decoding, MAP Decoders Lin & Costello
Week 12: Turbo Codes: Encoding and Decoding Lin & Costello
Week 13: Low-Density Parity Check (LDPC) codes, Sum-Product Decoding Lin & Costello
Week 14: LDPC Encoding and Code Design; Min-Sum Decoding & Costello
Week 15: Final Project Preparation
Week 16: Finals Week: Final Presentations; Project Report Due

Assessment of Student Learning Outcomes:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. Assessment of student learning is based on the following components:

- Methods of Assessment: (please see Course Structure/Approach previously for more detailed expectations of each course component)
1. Projects: Two mini-projects, including EE 535-specific section; one month allowed for completion of a report on each. One final project, with both an oral presentation and a written report component; six weeks allowed for final project. Final project must include a thorough literature review on a specific topic as well as a research/simulation component. Your references must include a minimum of two IEEE journal articles from either the IEEE Transactions on Communications, Information Theory, Signal Processing or Wireless Communications and Networking, or the IEEE Communications Magazine, or conference proceedings from an IEEE-sponsored conference.

2. Homework: EE 435 assignment as well as extra problems for EE 535

3. Course Lecture/Leadership: EE 535 students will present one course lecture on a topic chosen from a list proved by the instructor. EE 535 students are also expected to participate and take a leading role in any class discussions.

4. Seminar Attendance and Reports: Students are required to attend eight graduate seminar presentations and write a report about two of the presentations.

- Timeline for Assessment: The timeline for all components is shown below:

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Grading System:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. The course grade is based on the projects, presentation and written report on the final project, homework and graduate seminar attendance and reports, according to the table below.

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</tr>
<tr>
<td>Final Project Report</td>
<td>150</td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td>75</td>
</tr>
<tr>
<td>Homework</td>
<td>150</td>
</tr>
<tr>
<td>Course Lecture/Leadership</td>
<td>75</td>
</tr>
<tr>
<td>Seminar Attendance and Reports</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>800</td>
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</table>

Grading Rubric:
Final grades will be determined by the following percentages:
A=90+%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.
However, at the professor's discretion, grading cutoffs may be lowered slightly.

Course policy:
- **Late Work:** Assignments are due when specified. Late homework will only be accepted until solutions are posted (typically two days past the due date), and will be penalized by 10% off. Late project reports will only be accepted for one week past the due date, and will be penalized by 20% off. The final project presentation is due when scheduled, as is the final project report. No late final project reports will be accepted. Seminar reports are due two weeks before finals.

- **Attendance:** You are expected to attend class regularly and contribute to all class discussions, taking a leading role in such discussions. Attendance at the final project presentations is mandatory for the entire length of the presentations.

- **Office Hours:** Office hours will be announced in class and posted on the course website. If your schedule conflicts with my office hours, email me at sheryl.howard@nau.edu to make an appointment. If you have questions on the course material, please contact me as soon as you can for assistance.

- **Cell Phone Use in Class:** If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text messages in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.

- **Academic Dishonesty:** Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

University policies:
Links to the following policies are posted on the course website, and are also available at http://jan.uce.nau.edu/academicadmin/policy.html

- Academic Integrity
- Accommodation of Religious Observance and Practice
- Classroom Management
- Institutional Review Board
- Safe Working and Learning Environment
- Students with Disabilities
EE 435 – Error-Correcting Codes: Course Syllabus

General Information
- College of Engineering and Natural Sciences, Electrical Engineering Dept
- EE 435: Error-Correcting Codes
- Fall 2007
- Class Schedule: TTh 12:45-2 PM, 3 credit hours
- Instructor: Dr. Sheryl Howard
- Instructor's Office: Room 261, Engineering Bldg 69
- Office hours: 5 hours per week, TBA in class
- Instructor's email: sheryl.howard@nau.edu

Course prerequisites: EE 110 and EE 348 or equivalent. Good Matlab and C programming skills are expected. Familiarity with the following mathematical skills: complex arithmetic, linear algebra and integration.

Course description:
Linear block codes, decoding and encoding. Hamming distance, error correction capabilities, convolutional codes, maximum-likelihood decoding and the Viterbi algorithm. Iterative decoding and design of turbo codes and low-density parity-check codes.

Student Learning Expectations/Outcomes for this Course:
Students will learn the principles of error-correcting codes and their application to communications systems with noise. Students will be able to design both encoders and decoders for linear block codes, convolutional codes and understand the principles of ML decoding, Viterbi decoding and MAP decoding for iteratively-decoded codes. Basic error-correcting code properties such as minimum distance, error-correcting and detecting ability, and code rate will be understood.

Course structure/approach:
This course is a co-convened course, taught with EE 535. This course is a project-based course, rather than exam-based. Two projects are assigned during the course, involving programming ECC encoders and decoders in Matlab or C, and simulating their performance in various channels. One month is allowed for the completion of each project. EE 435 students are not required to complete the EE 535 portions of each project; however, they may do so for extra credit. A final project, chosen by the student from a list of topics provided by the instructor, is completed at the end of the semester, with both an oral presentation and a project report. EE 435 students may choose either a literature search or a simulation-based final project. Homework assignments will augment the lectures and projects. EE 435 students are not required to do the EE 535 portions of the homework assignments. However, they may do so for extra credit.
Attendance at eight EE 698 graduate seminar presentations is required; students must write a report about two of the seminar presentations.
Textbook and required materials:

Recommended optional materials/references (attach reading list):

Course outline:
The proposed schedule below is a guideline only and is subject to change. Supplementary topics may be included at the instructor’s discretion.

Week 1: Motivation for Coding, Noise in Communications Systems; Ch. 1, Lin & Costello
Week 2: Probabilistic Channels, Modulation; Ch. 1, Lin & Costello
Week 3: Probability of Error, Channel Capacity; Ch. 1, Lin & Costello
Week 4: Block Codes: Encoding, Minimum Distance, Decoding Ch. 3, Lin & Costello
Week 5: Performance Analysis; Repetition and Hamming Codes Ch. 3 and 4, Lin & Costello
Week 6: Convolutional Codes: Encoding, Catastrophic Codes Ch. 11, Lin & Costello
Week 7: Convolutional Codes: State Diagrams, Trellises Ch. 11, Lin & Costello
Week 8: Maximum-Likelihood Decoding, the Viterbi Algorithm Ch. 12, Lin & Costello
Week 9: Performance Bounds Ch. 12, Lin & Costello
Week 10: Soft-Decision Decoding: Maximum A Posterior Decoding Ch. 14, Lin & Costello
Week 11: Iterative Decoding, MAP Decoders Ch. 14, Lin & Costello
Week 12: Turbo Codes: Encoding and Decoding Ch. 15, Lin & Costello
Week 13: Low-Density Parity Check (LDPC) codes, Sum-Product Decoding Ch. 17, Lin & Costello
Week 14: LDPC Encoding and Code Design; Min-Sum Decoding Ch. 17, Lin & Costello
Week 15: Final Project Preparation
Week 16: Finals Week: Final Presentations; Project Report Due
Assessment of Student Learning Outcomes:
This course is project-based, rather than exam-based. There will be two mini-projects and one final project assigned during the semester. Assessment of student learning is based on the following components:

- **Methods of Assessment:**
  5. **Projects:** Two mini-projects; one month allowed for completion of a report on each. One final project, with both an oral presentation and a written report component; six weeks allowed for final project. Final project may be either a literature search on a specific topic or a simulation-based project.
  6. **Homework**
  7. **Seminar Attendance and Reports:** Students are required to attend eight graduate seminar presentations and write a report about two of the presentations.

- **Timeline for Assessment:** The timeline for all components is shown below:

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**Grading System:**
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<td>50</td>
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<td>100</td>
</tr>
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<td>Seminar Attendance and Reports</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
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Final grades will be determined by the following percentages:
A=90+%, B=80-89%, C=70-79%, D=60-69%, F=below 60%.
However, at the professor's discretion, grading cutoffs may be lowered slightly.

**Course policy:**
- **Late Work:** Assignments are due when specified. Late homework will only be accepted until solutions are posted (typically two days past the due date), and will be penalized by 10% off. Late project reports will only be accepted for one week past the due date, and will be penalized by 20% off. The final project presentation is due when scheduled, as is the final project report. No
late final project reports will be accepted. Seminar reports are due two weeks before finals.

- **Office Hours:** Office hours will be announced in class and posted on the course website. If your schedule conflicts with my office hours, email me at sheryl.howard@nau.edu to make an appointment. If you have questions on the course material, please contact me as soon as you can for assistance.

- **Cell Phone Use in Class:** If you have a cell phone or beeper, please turn it to silent mode. You should not make calls during class. You should not text message in the classroom. If you do receive an emergency call, ask to be excused so that you can take it outside the classroom.

- **Academic Dishonesty:** Incidents of cheating or plagiarism are treated seriously. The NAU policy on academic dishonesty in Appendix G of the current Student Handbook (linked on the course website) applies in these situations.

**University policies:**
Links to the following policies are posted on the course website, and are also available at http://jan.ucc.nau.edu/academicadmin/plcystmt.html

- **Academic Integrity**
- **Accommodation of Religious Observance and Practice**
- **Classroom Management**
- **Institutional Review Board**
- **Safe Working and Learning Environment**
- **Students with Disabilities**
University Curriculum Committee
Proposal for New Course

1. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☑
   If yes, route completed form to Liberal Studies.


3. College Engineering and Natural Sciences
   4. Academic Unit /Department Electrical Engineering

5. Course subject/catalog number EE 483
   6. Units/Credit Hours 3

7. Long course title Analog and Mixed Signal Circuits
   (max 100 characters including spaces)

8. Short course title (max. 30 characters including spaces) Analog/Mixed Signal Circuits

9. Catalog course description (max. 30 words, excluding requisites).
   Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs.

10. Grading option:
    Letter grade ☑ Pass/Fail ☐ or Both ☐
    (If both, the course may only be offered one way for each respective section.)

11. Co-convened with EE 581
    11a. Date approved by UGC
    (Must be approved by UGC prior to bringing to UCC. Both course syllabi must be presented)

12. Cross-listed with N/A
    (Please submit a single cross-listed syllabus that will be used for all cross-listed courses.)

13. May course be repeated for additional units? yes ☐ no ☑
    a. If yes, maximum units allowed?
    b. If yes, may course be repeated for additional units in the same term? yes ☐ no ☑
       (ex. PES 100)

14. Prerequisites (must be completed before proposed course) EE 380

15. Corequisites (must be completed with proposed course) N/A

16. Is the course needed for a new or existing plan of study (major, minor, certificate)? Yes ☐ No ☑
    revised 9/07
Name of plan?

Note: If required, a new plan or plan change form must be submitted with this request.

17. Is a potential equivalent course offered at a community college (lower division only) yes □ no □
    If yes, does it require listing in the Course Equivalency Guide? yes □ no □
    Please list, if known, the institution and subject/catalog number of the course __________

18. Names of current faculty qualified to teach this course: Dr. Nazmul Islam, Dr. Elizabeth Brauer

19. Justification for new course, including unique features if applicable. (Attach proposed syllabus in the approved university format).

    This course covers key material for advanced electronics circuits (both analog and mixed signal circuits) and will enhance the students' choice of electives. This course is an advanced design course which will prepare undergraduate students for careers in the semiconductor industry.
If the course being submitted for approval is NOT a LIBERAL STUDIES course, please go to step 41.

LIBERAL STUDIES ONLY

Contact name: _____                  Contact email: _____
Dept. Chair name: _____               Dept. Chair email: _____
College Contact name: _____           College Contact email: _____

20. This course is a ☐ Single section ☐ Multi-section

21. List names of faculty who may teach this course: _____

22. Section enrollment cap: _____

If this course is being submitted for approval as a new LIBERAL STUDIES course, please complete questions 23-25.

OR

If this course is being submitted for approval as a new JUNIOR LEVEL WRITING course, please complete questions 30-31.

OR

If this course is being submitted for approval as a new SENIOR CAPSTONE course, please complete questions 32-34.

NEW LIBERAL STUDIES COURSE

23. Distribution Block (check one): If a topics course, must apply to ALL sections.
   Aesthetic and Humanistic Inquiry ☐   Cultural Understanding ☐   Science ☐   Social and Political Worlds ☐

24. Skills (check two): If a topics course, must apply to ALL sections.
   Effective Oral Communication ☐   Effective Writing ☐   Critical Thinking ☐
   Quantitative Reasoning ☐   Scientific Inquiry ☐

25. Is this a topics course? Yes ☐ No ☐
   If YES, please complete questions 34-36. If NO, please go to question 42.

TOPICS COURSE ONLY

26. Identify the Student Learning Outcomes that will be found in ALL topic syllabi offered under this course number. _____

27. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. _____

28. Please attach an example of a Topic Syllabus offered under this course number.

GO TO question 35

revised 9/07
29. Explain by what method(s) Student Learning Outcomes will be assessed in ALL topic syllabi offered under this course number. ____

NEW JUNIOR LEVEL WRITING COURSE (refer to question 19)

30. To which degree programs offered by your department/academic unit does this proposal apply? ____

31. Do you intend to offer ABC 300 and ABC 300W? yes ☐ no ☐
If no, please submit a course delete form for the ABC 300.

GO TO question 35

NEW SENIOR CAPSTONE COURSE (refer to question 19)

32. To which degree programs offered by your department/academic unit does this proposal apply? ____

33. Does this proposal replace or modify an existing course or experience? yes ☐ no ☐
If yes, which course(s)? ____

34. Do you intend to offer ABC 400 and ABC 400C? yes ☐ no ☐
If no, please submit a course delete form for the ABC 400.

35. Approvals

David R. Scott 3-29-08
Department Chair (if appropriate) Date

[Signature] 3-25-08
Chair of college curriculum committee Date

[Signature] 3-25-08
Dean of college Date

For Committees use only

[Signature]
For Liberal Studies Committee Date

Action taken: modified Approved as submitted

[Signature] 4/12/08
Approved as modified

[Signature]
For University Curriculum Committee Date

Action taken: Approved as submitted
Please attach Syllabus here.

Course Syllabus
EE 483  Analog and Mixed Signal Circuits

Semester: Spring XX  
Credit hours: 3.0  (lecture)  
Course web page: Blackboard VISTA  
Class times: Lecture TTh 11:10 – 12:25 pm  
Instructor: Dr. Nazmul Islam  

Office hours: T Th 1:00 – 3:00 pm

COURSE PREREQUISITE: EE 380

COURSE DESCRIPTION:
Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs.

LEARNING OUTCOME OF THIS COURSE
The student is able to:
1. Analyze and design op-amps, comparators, sample and hold circuits, switched capacitor circuits, non-linear analog circuits and data converters.
2. Use low-voltage, low-power design techniques for mixed-signal CMOS ICs.
3. Use electronic computer-aided design software (Mentor Graphics) to simulate and characterize circuits.

REQUIRED TEXT

REFERENCE TEXTS

Additional research papers and journal articles will be provided by instructor.

COURSE GRADING
The course grade will be based upon mid-term exam, projects, homework, quizzes, and final exam. Grades will also be based on presenting your work in a well organized, neat, clear, and professional manner using standard technical terms and symbols. Course grading criteria:

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<tr>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Projects</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

revised 9/07
Final grades will be determined by the following percentages:

\[ A = 90+, \quad B = 80-89, \quad C = 70-79, \quad D = 60-69, \quad F = \text{below 60} \]

At the professor’s discretion, grading thresholds may be relaxed slightly.

**PROJECTS**

The project will consist primarily of hand analysis along with schematic capture, simulation and layout using Mentor Graphics computer-aided design software. A project report will be required. There will be 3 project assignments covering the following topics:

Project 1. Designing of a CMOS low power bandgap voltage reference
Project 2. Source cross-coupled differential amplifier
Project 3. Two stage CMOS operational amplifier design

**EXAMS**

The exams will have a mixture of questions. There will be some questions to test fundamental knowledge, questions to test conceptual understanding, and questions to solve circuit problems. The exams will cover the chapters since the previous exam but you will be expected to be able to utilize concepts from all previous chapters. You will be allowed one 8.5" x 11" sheet of notes so you will not need to memorize material but be able to apply it easily. The final exam will be comprehensive - an excellent opportunity to review material from the semester.

**QUIZZES**

During at least 6 regular class periods throughout the semester, a short quiz will be given. These quizzes are worth 10 points each, but only your 5 highest quiz scores will count toward your final grade. The remainder will be dropped. Quizzes will not be announced in advance. Also, they may occur anytime during the class period: beginning, middle, or end. If you are not present when a quiz is given, you will receive a zero for that quiz. No make-up quizzes will be allowed under any circumstances. Suggested strategy: keep current, attend class, and be ready.

**ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY**

ABET Professional Requirements contribution of this course: 2 credits of engineering science, 1 credit design. This course is designed to meet the following ABET learning objectives and outcomes. The numerical rating indicates the level of emphasis. A (1) is exposure and a (5) is mastery. Outcomes listed (N/A) are not addressed by this course.

Objective 1 – **Students receive a personalized college experience in which high quality teaching, advising and mentoring are emphasized.**

1. Outcome 1.1 Be a leader in educational innovation and the use of technology in providing a quality educational experience in the classroom and in distance settings.
2. Outcome 1.2 Attract and retain well-qualified students.
3. Outcome 1.3 Foster advising and mentoring relationships between faculty and students.

Objective 2 – **Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teaming.**

1. Outcome 2.1 Possess professional skills and knowledge of the design process.
2. Outcome 2.2 Ability to function in disciplinary and multi-disciplinary teams.
3. Outcome 2.3 Possess oral and written abilities to effectively communicate.
4. Outcome 2.4 Abilities in creativity, critical thinking and problem identification, formulation and solving.

Objective 3 – **Graduates are grounded in mathematics and engineering science fundamentals and prepared for advanced education and lifelong learning.**

1. Outcome 3.1 Ability to apply knowledge of physics and mathematics (including calculus, linear algebra, complex variables and differential equations).
2. Outcome 3.2 Ability to apply knowledge of probability, statistics, Laplace transforms and Fourier transforms.
(3) Outcome 3.3 Ability to design and conduct scientific and engineering experiments.
(3) Outcome 3.4 Motivation and skills needed for lifelong learning.
(5) Outcome 3.5 Ability to use industry standard analysis and design tools.

**Objective 4 – Graduates are experienced with and understand diverse populations, such as that existing in the American Southwest.**
(N/A) Outcome 4.1 Ability to relate a broad education and contemporary issues to engineering solutions and their impact in a societal and global context.
(2) Outcome 4.2 An appreciation and understanding of professional and ethical responsibility.
(3) Outcome 4.3 Attract and retain under-represented students.

**ATTENDANCE & CLASS PARTICIPATION**
Students are expected to be on time and to attend every class. I appreciate your attentiveness and participation during class. Please feel free to ask questions about course material, homework and lab assignments, textbook, or any other topic. No laptops. Please, no eating during class and turn off cell phones. It’s OK to have something to drink.

**ACADEMIC INTEGRITY**
Cheating - claiming another student’s work as your own or permitting another student to claim your work.
Plagiarism - claiming another person’s writing as your own.
I encourage you to discuss homework problems, solution methods and answers with other students but you cannot simply copy another student’s paper and hand it in. Working together is OK and encouraged. Copying, however, is cheating and both the student who copies and the student who provides the solution will be punished. Cheating and plagiarism will not be tolerated at this university. Violators will be penalized in accordance with the Academic Integrity policy. If you have any questions, ask.

**POLICY STATEMENTS**
These NAU policies will be followed in this class. You may obtain a copy of these policies from http://jan.ucc.nau.edu/academicadmin/policy1.html

**SAFE ENVIRONMENTAL POLICY**
**ACADEMIC INTEGRITY**
**ACADEMIC CONTACT HOUR POLICY**
**CLASSROOM MANAGEMENT STATEMENT**

Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive.

**PROFESSIONAL ETHICS AND CODE OF CONDUCT**
Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere which fosters these values.

**LECTURE OUTLINE**

Although the lectures will generally follow the material in the text, I will occasionally skip certain material. The proposed schedule and sequence below may change somewhat.

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<tr>
<td>2.</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>3.</td>
<td>Chapter 9</td>
</tr>
</tbody>
</table>

revised 9/07
4. Current sinks and sources
5. Reference circuits, common source (CS) amplifiers
6. Cascode amplifiers
7. Feedback & differential amplifiers
8. Differential amplifiers
9. Operational amplifiers & Mid-term Exam
10. Spring Break
11. Op Amps
12. Op Amps (continued)
13. Switched capacitor & sample and hold circuits
14. Non-linear analog circuit (e.g., comparators)
15. Data converter (DAC & ADC)
16. Data converter architecture
17. Final Exam

Chapter 20
Chapter 21
Chapter 21
Chapter 22
Chapters 22 & 23
Chapters 24
Chapter 24
Chapter 24
Chapter 25
Chapter 27
Chapter 28
Chapter 29

revised 9/07
Course Syllabus

EE 581  Analog and Mixed Signal Circuits

Semester:  Spring 2009  
Credit hours:  3.0  (lecture)  
Course web page:  Blackboard VISTA  
Class times:  Lecture  TTh  11:10 – 12:25 pm  room 106, Engineering  
Instructor:  Dr. Nazmul Islam  
Office:  Room 322E, Engineering  
Phone:  (928) 523-5262  
E-mail:  Nazmul.Islam@nau.edu  
Office hours:  T TH 1:00pm – 3:00pm, and by appointments

COURSE PREREQUISITE:  EE 380

COURSE DESCRIPTION:
Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs. The physical design issues and layout techniques will also be addressed.

LEARNING OUTCOME OF THIS COURSE
The student is able to:
4. Analyze and design op-amps, comparators, sample and hold circuits, switched capacitor circuits, non-linear analog circuits and data converters.
5. Design multi-stage MOS amplifier circuits to meet given specifications such as gain, frequency, power, and area specifications.
6. Use low-voltage, low-power design techniques for mixed-signal CMOS ICs.
7. Use electronic computer-aided design software (Mentor Graphics) to simulate and characterize circuits. The analog layout techniques will also be addressed.

REQUIRED TEXT

REFERENCE TEXTS

Additional research papers and journal articles will be provided by instructor.

COURSE GRADING
The course grade will be based upon mid-term exam, projects, homework, quizzes, and final exam. Grades will also be based on presenting your work in a well organized, neat, clear, and professional manner using standard technical terms and symbols. Course grading criteria:

Homework  10 %
Quizzes  10%
Mid-term  15 %
Final Exam  20 %
Projects  45 %

revised 9/07
Final grades will be determined by the following percentages:
A = 90+, B = 80-89, C = 70-79, D = 60-69, F = below 60

Graduate student will have 3 additional assignment and different set of exam questions. Graduate students need to give presentation on their projects.

GRADUATE STUDENTS COURSE LOAD
Both undergraduate and graduate students are expected to do homework and project components of this course. However, each homework assignment will have an extra problem included specifically for the graduate students; undergraduates are not required to do this extra problem. Similarly, each project will have a section designated for graduate students only. Undergraduates are not required to do this extra section of each mini-project. Graduate students have an additional project, not required of the undergraduate students. If desired, however, undergraduates may work any of the extra graduate homework problems or extra mini-project sections for extra credit.

The graduate students of this course will help the instructor to put the layouts of the design on the pad-frame, so it can be sent to MOSIS for fabrication. After getting the IC (integrated circuit) back from fabrication, thorough testing will also be done to check the functionality of the design. These extra activities comprise the 30% additional workload for the graduate students compared to the undergraduate students.

PROJECTS
The projects will consist primarily of hand analysis along with schematic capture, simulation and layout using Mentor Graphics computer-aided design software. A project report will be required. There will be 4 project assignments for graduate students, covering the following topics:

Project 1. Designing of a CMOS low power bandgap voltage reference
Project 2. Source cross-coupled differential amplifier
Project 3. Two stage CMOS operational amplifier design
Project 4. Designing Pipeline digital to analog converter (DAC)

EXAMS
The exams will have a mixture of questions. There will be some questions to test fundamental knowledge, questions to test conceptual understanding, and questions to solve circuit problems. The exams will cover the chapters since the previous exam but you will be expected to be able to utilize concepts from all previous chapters. You will be allowed one 8.5" x 11" sheet of notes so you will not need to memorize material but be able to apply it easily. The final exam will be comprehensive - an excellent opportunity to review material from the semester. The exam questions for the graduate student will be different than that of under-graduate student.

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ATTENDANCE & CLASS PARTICIPATION
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revised 9/07
ACADEMIC INTEGRITY
Cheating - claiming another student's work as your own or permitting another student to claim your work. Plagiarism - claiming another person's writing as your own.
I encourage you to discuss homework problems, solution methods and answers with other students but you cannot simply copy another student's paper and hand it in. Working together is OK and encouraged. Copying, however, is cheating and both the student who copies and the student who provides the solution will be punished. Cheating and plagiarism will not be tolerated at this university. Violators will be penalized in accordance with the Academic Integrity policy. If you have any questions, ask.

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<tbody>
<tr>
<td>18. Course overview, Review</td>
<td>Chapters 1 - 6</td>
</tr>
<tr>
<td>19. CMOS passive elements, noise characteristics</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>20. Analog MOSFET models</td>
<td>Chapter 9</td>
</tr>
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<td>30. Switched capacitor &amp; sample and hold circuits</td>
<td>Chapter 25</td>
</tr>
</tbody>
</table>

revised 9/07
31. Non-linear analog circuit (e.g., comparators) Chapter 27
32. Data converter (DAC & ADC) Chapter 28
33. Data converter architecture Chapter 29

34. **Final Exam**
1. New course effective with what term and year? (i.e., Fall 2008): Fall 2008

2. College: Engineering and Natural Sciences

3. Department: Electrical Engineering

4. Course Subject/Catalog Number: EE 581

5. Current catalog title, course description, and units:
   EE 581 ANALOG CIRCUITS
   Analog circuits are key to the advance of high-speed communications circuits. Covers basic fundamentals of transistors, subcircuits used in analog circuits, amplifiers, and op amps.
   Prerequisite: EE 380. Prerequisite: Admission to Egr-Civil Egr (MEng) or Egr-CompSci & Egr (MEng) or Egr-ElectEgr (MEng) or Egr-EnvEgr (MEng) or Egr-IndProgStdy (MEng) or Egr-MechEgr (MEng) or Egr (MEng) or Master of Engineering TriU or Non-Degree Graduate

6. If co-convened or cross-listed, identify course: NO, will become co-convened.
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)

7. Is the course ☑ elective or ☐ required
   If required, for which plan?
   (Must be approved by UGC prior to submission to UCC. Both course syllabi must be submitted.)

8. Will this change affect other courses or other academic units?
   ☐ Yes ☑ No
   If Yes, letters of support from each department affected must accompany this form.

9. For the following, please complete only those fields for which information is changing:
   9.a. Proposed course subject/catalog number:
   9.b. Proposed Units: 3
   9.c. Is there a current fee that must be attached to this proposed change?
      ☐ Yes ☑ No
      If Yes, please attach a Justification for Instructional Fees form and indicate the new course change.
   9.d. Proposed to co-convene with EE 483 ☑ Date Approved by UGC:
   9.e. Proposed to cross-list with Date Approved by UGC:
   9.f. Proposed Long Course Title: Analog and Mixed Signal Circuits
9.g. Proposed Short Course Title (30-character/space maximum): Analog/Mixed Signal Circuits

9.h. Proposed Catalog Course Description (60-word maximum):
Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs. The physical design issues and layout techniques will also be addressed.

9.i. Proposed Grading Option:  ✔ Letter Grade  ☐ Pass/Fail  ☐ Both
(If both, the course may be offered one way for each respective section.)

9.j. May proposed course change be repeated for additional units?
☒ Yes  ✔ No
If Yes, maximum units that may be repeated:

9.k. Please check ONE of the following that most accurately describes the format of the course:
✔ Lecture Only  ☐ Seminar
☐ Lab Only  ☐ Field Studies
☐ Lecture and Lab Combined  ☐ Independent Study
☐ Clinical  ☐ Activity
☐ Research  ☐ Supervision

9.l. If the course will be delivered electronically, check ONE of the following:
☐ Web
☐ ITV
☒ Other (hybrid, for example). Please explain:

10. Prerequisites: (must be completed before taking proposed course): EE 380

11. Corequisites: (must be completed with proposed course): N/A

12. If course has no requisites, what consent will be required for all sections?
(Write only one.)
☒ Instructor Consent
☐ Department Consent
☐ No Consent Required.

13. Justification for course change: Changing the credit hours to 3, so it can be offered as a regular/full course for grad student. This course will also strengthen the Master of Science in Engineering with an emphasis in Electrical Engineering. Course description has been revised to describe the course content in more detail. The new course content will also prepare students to have better background for careers in Analog and mixed signal circuit design field.
14. Approvals

David K. Scott
Department Chair (if appropriate)  3-24-08
Date

Chair of college curriculum committee

Dean of College  3-25-08
Date

For University Graduate Committee use only

Approved: [Signature]  4/22/08
Date

2006-2007
Course Syllabus

EE 581  Analog and Mixed Signal Circuits

Semester:  Spring 2009  
Credit hours:  3.0  (lecture)  
Course web page:  Blackboard VISTA  
Class times:  Lecture  TTh  11:10 – 12:25 pm  room 106, Engineering  
Instructor:  Dr. Nazmul Islam  
Office:  Room 322E, Engineering  
Phone:  (928) 523-5262  
E-mail:  Nazmul.Islam@nau.edu  
Office hours:  T TH 1:00pm – 3:00pm, and by appointments

COURSE PREREQUISITE:  EE 380

COURSE DESCRIPTION:
Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs. The physical design issues and layout techniques will also be addressed.

LEARNING OUTCOME OF THIS COURSE
The student is able to:
1. Analyze and design op-amps, comparators, sample and hold circuits, switched capacitor circuits, non-linear analog circuits and data converters.
2. Design multi-stage MOS amplifier circuits to meet given specifications such as gain, frequency, power, and area specifications.
3. Use low-voltage, low-power design techniques for mixed-signal CMOS ICs.
4. Use electronic computer-aided design software (Mentor Graphics) to simulate and characterize circuits. The analog layout techniques will also be addressed.

REQUIRED TEXT

REFERENCE TEXTS
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COURSE GRADING
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2006-2007
Mid-term: 15%
Final Exam: 20%
Projects: 45%

Total: 100%

Final grades will be determined by the following percentages:
A = 90+, B = 80-89, C = 70-79, D = 60-69, F = below 60

Graduate student will have 3 additional assignment and different set of exam questions. Graduate students need to give presentation on their projects.

GRADUATE STUDENTS COURSE LOAD
Both undergraduate and graduate students are expected to do homework and project components of this course. However, each homework assignment will have an extra problem included specifically for the graduate students; undergraduates are not required to do this extra problem. Similarly, each project will have a section designated for graduate students only. Undergraduates are not required to do this extra section of each mini-project. Graduate students have an additional project, not required of the undergraduate students. If desired, however, undergraduates may work any of the extra graduate homework problems or extra mini-project sections for extra credit.

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when a quiz is given, you will receive a zero for that quiz. No make-up quizzes will be allowed under any circumstances. Suggested strategy: keep current, attend class, and be ready.

ATTENDANCE & CLASS PARTICIPATION
Students are expected to be on time and to attend every class. I appreciate your attentiveness and participation during class. Please feel free to ask questions about course material, homework and lab assignments, textbook, or any other topic. No laptops. Please, no eating during class and turn off cell phones. It’s OK to have something to drink. I will expect mandatory attendance for the graduate student and will seek feedback on improving this course.

ACADEMIC INTEGRITY
Cheating - claiming another student’s work as your own or permitting another student to claim your work.
Plagiarism - claiming another person’s writing as your own.
I encourage you to discuss homework problems, solution methods and answers with other students but you cannot simply copy another student’s paper and hand it in. Working together is OK and encouraged. Copying, however, is cheating and both the student who copies and the student who provides the solution will be punished. Cheating and plagiarism will not be tolerated at this university. Violators will be penalized in accordance with the Academic Integrity policy. If you have any questions, ask.

POLICY STATEMENTS
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SAFE ENVIRONMENTAL POLICY

ACADEMIC INTEGRITY

ACADEMIC CONTACT HOUR POLICY

CLASSROOM MANAGEMENT STATEMENT
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Exceptionally high standards of honor and integrity are fundamental and essential to the study and practice of engineering. Academic preparation for the profession must be conducted in an atmosphere which fosters these values.

LECTURE OUTLINE
Although the lectures will generally follow the material in the text, I will occasionally skip certain material. The proposed schedule and sequence below may change somewhat.

<table>
<thead>
<tr>
<th>Week</th>
<th>Text Reference</th>
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<tbody>
<tr>
<td>1.</td>
<td>Course overview, Review</td>
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<tr>
<td>2.</td>
<td>CMOS passive elements, noise characteristics</td>
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<tr>
<td>3.</td>
<td>Analog MOSFET models</td>
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<td>4.</td>
<td>Current sinks and sources</td>
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</table>
5. Reference circuits, common source (CS) amplifiers
6. Cascode amplifiers
7. Feedback & differential amplifiers
8. Differential amplifiers
9. Operational amplifiers & Mid-term Exam
10. Spring Break
11. Op Amps
12. Op Amps (continued)
13. Switched capacitor & sample and hold circuits
14. Non-linear analog circuit (e.g., comparators)
15. Data converter (DAC & ADC)
16. Data converter architecture
17. Final Exam
Course Syllabus

EE 481 Analog and Mixed Signal Circuits

Chapter 2
Chapter 3 Semester: Spring XX
Chapter 4 Credit hours: 3.0 (lecture)
Chapter 5 Course web page: Blackboard VISTA
Chapter 6 Class times: Lecture TTh 11:10 – 12:25 pm room 106, Engineering
Chapter 7 Instructor: Dr. Nazmul Islam
Chapter 8
Chapter 9 Office hours: T Th 1:00 – 3:00 pm

COURSE PREREQUISITE: EE 380

COURSE DESCRIPTION:
Analysis and design of op-amps, comparators, sample and hold circuits, switched capacitor circuits, dynamic analog circuits and data converters. Introduction to low-voltage, low-power design techniques for mixed-signal CMOS ICs.

LEARNING OUTCOME OF THIS COURSE
The student is able to:
5. Analyze and design op-amps, comparators, sample and hold circuits, switched capacitor circuits, non-linear analog circuits and data converters.
6. Use low-voltage, low-power design techniques for mixed-signal CMOS ICs.
7. Use electronic computer-aided design software (Mentor Graphics) to simulate and characterize circuits.

REQUIRED TEXT

REFERENCE TEXTS

Additional research papers and journal articles will be provided by instructor.

COURSE GRADING
The course grade will be based upon mid-term exam, projects, homework, quizzes, and final exam. Grades will also be based on presenting your work in a well organized, neat, clear, and professional manner using standard technical terms and symbols. Course grading criteria:

Homework 10%
Quizzes 10%
Mid-term 15%
Final Exam 20%
Projects 45%

Total 100%
Final grades will be determined by the following percentages:
A = 90+,  B = 80-89,  C = 70-79,  D = 60-69,  F = below 60
At the professor’s discretion, grading thresholds may be relaxed slightly.

PROJECTS
The project will consist primarily of hand analysis along with schematic capture, simulation and layout using Mentor Graphics computer-aided design software. A project report will be required. There will be 3 project assignments covering the following topics:

Project 1. Designing of a CMOS low power bandgap voltage reference
Project 2. Source cross-coupled differential amplifier
Project 3. Two stage CMOS operational amplifier design

EXAMS
The exams will have a mixture of questions. There will be some questions to test fundamental knowledge, questions to test conceptual understanding, and questions to solve circuit problems. The exams will cover the chapters since the previous exam but you will be expected to be able to utilize concepts from all previous chapters. You will be allowed one 8.5” x 11” sheet of notes so you will not need to memorize material but be able to apply it easily. The final exam will be comprehensive - an excellent opportunity to review material from the semester.

QUIZZES
During at least 6 regular class periods throughout the semester, a short quiz will be given. These quizzes are worth 10 points each, but only your 5 highest quiz scores will count toward your final grade. The remainder will be dropped. Quizzes will not be announced in advance. Also, they may occur anytime during the class period: beginning, middle, or end. If you are not present when a quiz is given, you will receive a zero for that quiz. No make-up quizzes will be allowed under any circumstances. Suggested strategy: keep current, attend class, and be ready.

ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY
ABET Professional Requirements contribution of this course: 2 credits of engineering science, 1 credit design. This course is designed to meet the following ABET learning objectives and outcomes. The numerical rating indicates the level of emphasis. A (1) is exposure and a (5) is mastery. Outcomes listed (N/A) are not addressed by this course.

Objective 1 – Students receive a personalized college experience in which high quality teaching, advising and mentoring are emphasized.
(4) Outcome 1.1 Be a leader in educational innovation and the use of technology in providing a quality educational experience in the classroom and in distance settings.
(3) Outcome 1.2 Attract and retain well-qualified students.
(2) Outcome 1.3 Foster advising and mentoring relationships between faculty and students.

Objective 2 – Graduates are technically competent and prepared for leadership and professional practice with strength in design, problem solving, communications and teaming.
(2) Outcome 2.1 Possess professional skills and knowledge of the design process.
(2) Outcome 2.2 Ability to function in disciplinary and multi-disciplinary teams.
(2) Outcome 2.3 Possess oral and written abilities to effectively communicate.
(4) Outcome 2.4 Abilities in creativity, critical thinking and problem identification, formulation and solving.
Chapter 10
Chapter 11 Objective 3 – Graduates are grounded in mathematics and engineering science fundamentals and prepared for advanced education and lifelong learning.
(3) Outcome 3.1 Ability to apply knowledge of physics and mathematics (including calculus, linear algebra, complex variables and differential equations).
(1) Outcome 3.2 Ability to apply knowledge of probability, statistics, Laplace transforms and Fourier transforms.
(3) Outcome 3.3 Ability to design and conduct scientific and engineering experiments.
(3) Outcome 3.4 Motivation and skills needed for lifelong learning.
(5) Outcome 3.5 Ability to use industry standard analysis and design tools.

Objective 4 – Graduates are experienced with and understand diverse populations, such as that existing in the American Southwest.
(N/A) Outcome 4.1 Ability to relate a broad education and contemporary issues to engineering solutions and their impact in a societal and global context.
(2) Outcome 4.2 An appreciation and understanding of professional and ethical responsibility.
(3) Outcome 4.3 Attract and retain under-represented students.

ATTENDANCE & CLASS PARTICIPATION
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LECTURE OUTLINE

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Chapter 12

18. Course overview, Review
19. CMOS passive elements, noise characteristics
20. Analog MOSFET models
21. Current sinks and sources
22. Reference circuits, common source (CS) amplifiers
23. Cascade amplifiers
24. Feedback & differential amplifiers
25. Differential amplifiers
26. Operational amplifiers & Mid-term Exam
27. Spring Break
28. Op Amps
29. Op Amps (continued)
30. Switched capacitor & sample and hold circuits
31. Non-linear analog circuit (e.g., comparators)
32. Data converter (DAC & ADC)
33. Data converter architecture
34. Final Exam

Chapters 1 - 6
Chapter 7
Chapter 9
Chapter 20
Chapter 21
Chapter 21
Chapter 22
Chapters 22 & 23
Chapters 24
Chapter 24
Chapter 24
Chapter 25
Chapter 27
Chapter 28
Chapter 29
Hello, Nicole,

The Liberal Studies Committee met on Friday, April 11 and voted to recommend the following:

CVC 101 Introduction to Cinema and Visual Culture be approved for AHI (effective writing)

If you have any questions, please let me know.

Thanks, Dayle Hardy-Short

Dayle C. Hardy-Short, Ph.D.
Professor, Speech Communication
928.523.2311 (office)
928.523.1505 (fax)
dayle.hardy-short@nau.edu
Northern Arizona University
Box 5619, Flagstaff 86011

Please see email below from Dayle Hardy-Short, Chair of Liberal Studies. This course is an experimental course for liberal studies and is only for one semester, fall 2008.

To order to accommodate this request the following procedure is to be followed:
1. Two courses will be created: UC 299 and UGS 299
2. The UC 299 will be given a requirement designation of SPW in liberal studies
3. The UGS 299 will be given a requirement designation of SAS in liberal studies
4. The requirement designations on these courses will only be for the fall 2008 semester. They will expire at the end of this semester.
5. I do not know who is responsible for building these courses. Whoever builds these courses on the system must notify Theresa Rogers and Lisa Williams prior to allowing students to enroll so the requirement designations can be placed on the courses. This must be done prior to student enrollment.
6. No course fees will be charged for this course.

Please contact me if you have any questions.

Ron Pitt

[Signature]

4.22.08

ucc approved
On Friday, March 28, 2008, the Liberal Studies Committee met and approved the following:
UC 299 State of the World (SPW and SCI, critical thinking)

My understanding is that this course will be taught by Marcus Ford and David Cole only during Fall 2008. I further understand that the instructors intend to bring a permanent version of this course forward at some point in the future for regular curriculum review through the UCC and the LSC (with a revised syllabus and a new course number).

If you have any questions, please let me know.

Dayle Hardy-Short, Chair
Liberal Studies Committee

Dayle C. Hardy-Short, Ph.D.
Professor, Speech Communication
928.523.2311 (office)
928.523.1505 (fax)
dayle.hardy-short@nau.edu
Northern Arizona University
Box 5619, Flagstaff 86011
Diversity Committee Report for April UCC

NAU Courses approved for Ethnic Diversity
   AIS/ES/WGS 225
   AIS/ES/WGS 325

Coconino Community College Courses approved for Diversity
   Ethnic:
      ANT 230
      ART 103
      MUS 145
   Global
      REL 241

Coconino Community College Courses Denied Diversity Designation
   CPS 100
   ART 220
   ART 221
   MUS 207

UCC approved
DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity x Global Diversity Awareness

Course Prefix and Number AIS-ES-WGS 255

Course Title "Authentic Indian." Gender and Indigenous Representation

Justification: This course has been offered now as a topics class. There is student interest and it fills needed gaps in the curriculum of all three programs/department and meets university goals of interdisciplinarity and the university mission of serving Native American peoples/communities.

Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

Check one: new course: ______ modified course: ______ existing course: x

Department Contact Information: Frances Riemer; 3-0352

Name: Doreen E. Martinez, PhD

Phone Number 3-6719

Email Address Doreen.martinez@nau.edu

Campus Box Number 5695

Date of submission 2-12-08

Signature of Department Chair

Signature of Dean

Form Approved by UCC: 5/04/04
Submit electronic and hard copy original to Associate Provost for Academic Administration, Ronald Pitt@nau.edu, Box 6052.

Catalog description: This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. forms in popular experiences e.g., literature, film, media.

Syllabus

Northern Arizona University
College of Social and Behavioral Sciences
Women’s and Gender Studies Program

AIS/ES/WST 255
"Authentic Indian:" Gender and Indigenous Representation
Section 1; Spring 2008

Course time: TTH 11:10-12:25pm
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) 3 credits
Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:15pm-2:15pm and by appointment
E-mail: doreen.martinez@nau.edu (preferable email contact; do not utilize Vista)

To access course syllabi, e-reserves (on-line readings,) grades and other course material go to the website vista.nau.edu Your NAU ID and password are required.

Course Prerequisites: No course prerequisite. This course can be used to fulfill Northern Arizona University’s liberal studies credit (aesthetic and humanistic inquiry.)

Course Description:

This course examines the relationship and negotiation of gender and culture through representation(s) within and concerning Indigenous peoples/communities. We will focus on U.S. representational forms in popular experiences e.g., literature, film, media. This investigation and analysis will be supplemented with legal representation issues as well as contextualization through global Indigenous portrayals.

We will begin our work by reviewing the scientific principles of race that have shaped legal doctrines and social mores. From this foundation will investigate the role of “authenticity,” children’s socialization, and the performances associated with “playing Indian.” From these locations, we explore Indigenous representations in rock art, Native art and athletic team mascots. Lastly, we move into the spaces/locations of Indigenous representations that occur in advertising, literature and films. It is imperative to understand representations from both insider and outsider perspectives. Our work will focus

Form Approved by UCC: 5/04/04
on the vital contributions these perspectives offer to our comprehension of the course material. The course assignments reflect this critical position.

**Student Learning Expectations/Outcomes for this course:**

1. The students will develop knowledge and perspectives regarding the representations of Indigenous gender, peoples and their traditions and history.

2. The students will be able to identify, define, and explain though the tailoring of their writings, how representations and their implications occur in legal statues, science and mainly in the popular discourses.

3. Students will be provided reading and writing assignments to critically develop skills and harness their abilities to synthesize and assess these topics and adjacent arguments and represent conclusions with effective thought and organization. In doing so, students will acquire skills to focus their writings on a specific purpose.

4. In accordance with the Women and Gender Studies Mission, the students will increase their understanding of difference and diversity, with particular focus on Indigenous peoples/communities, as they learn to contextualize and engage in the “re-evaluation of sex and gender” primarily through the application of course readings to classroom discourses. In doing so, we also will meet the liberal studies aims.

5. The students will explore and engage in meaningful theoretical and ethical discourse of the contemporary implications of the material covered in class and in the production of logical, coherent, and well-structured writings and completion of assignments.

6. Students will be expected to effectively and constructively apply the appropriate writing standards. In addition, students will utilize and improve their research and writing skills and their ability to evaluate resources and general social discourse.

7. A central feature of this course will be to understand the interrelationship of gender, race and representation.

**Course Structure:** The course format is a combination of lecture, class discussion, in-class small group exercises, and videos. Our classes will engage in a “critical thinking” format and Socratic style of discussion. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. Student participation is expected and will account for a percentage of the student’s overall grade. It is imperative that students keep up with the reading because the class analyses will be derived from those materials.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


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Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.
### Daily Course Readings and Assignments

*Readings are to be completed for the date listed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
<th>Pages</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Introduction, Overview and Expectations</td>
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<tr>
<td>January 17</td>
<td>Framing Race, Gender and Indigenous Representations</td>
<td>Intro – 10</td>
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<td></td>
<td>PI: American Indians, American Identities</td>
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<td>HI: Absurd Realities II: Hollywood goes to the Indian</td>
<td>12-26</td>
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<tr>
<td>January 22</td>
<td>Challenges from Western Science</td>
<td>Vista</td>
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<tr>
<td>January 24</td>
<td>Gender, Race and the Regulation of Native Identity</td>
<td>Vista</td>
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<td>DNA, Blood and Racializing the Tribe</td>
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<td>January 29</td>
<td>Team Mascots:</td>
<td>Vista</td>
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<td>Ward Churchill “Let’s Have Some ‘Fun’”</td>
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<td>Films: White Man’s Way VT 891,</td>
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<td></td>
<td>and Smoke Signals DVD 174</td>
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<td>January 31</td>
<td>NCAA and team mascots</td>
<td>Vista</td>
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<td>The Fighting “Sioux”</td>
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<td>Honoring Indians:</td>
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<td>Films: In Whose Honor VT 6178</td>
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<td></td>
<td>and Cow Tipping VT 7942</td>
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<tr>
<td>February 5</td>
<td>Authenticity:</td>
<td>Vista</td>
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<tr>
<td>February 7</td>
<td>Walking a Mile – Native Representation</td>
<td>Vista</td>
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**Quiz Due**

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<tr>
<th>Date</th>
<th>Through a Child’s Eyes:</th>
<th>Pages</th>
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<tbody>
<tr>
<td>February 12</td>
<td>Indian for a While – Indian Boyhood and the Discourse</td>
<td>Vista</td>
</tr>
<tr>
<td>February 14</td>
<td>HI: Playing Indian in the 1990’s</td>
<td>187-205</td>
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</table>

### Playing Indian:

| Date          | Thomas King “You’re Not the Indian I had in Mind”                                    | Vista                  |
|---------------|--------------------------------------------------------------------------------------|                       |
| February 19   | PI: Counterculture Indian and the New Age                                             | 154 - 180             |

### Indigenous Gender and Rock Art:

| Date          | Richard Rogers “Deciphering Kokopelli: Masculinity …”                                 | Vista                  |
|---------------|--------------------------------------------------------------------------------------|                       |
| February 26   | Kelley Hays-Gilpin “Rock Art and Gender on the Margins”                               | Vista                  |

| Date          | Native American Art and Licensing:                                                   | Vista                  |
|---------------|--------------------------------------------------------------------------------------|                       |
| March 4       | Indian TM U.S.A.                                                                     | Vista                  |
| March 6       | Royer and Meyer “Selling the Indian”                                                 | Vista                  |

**Representation Paper Due**

Form Approved by UCC: 5/04/04
Stories
March 11 PI: Literary Indians and Ethnographic Objects 71-94
March 13 Thomas King “The Truth about Stories” Vista

Spring break March 17-21

A Contemporary Picture: Counting Coup
March 27 Second Half, Divisionals, State, Postseason, Epilogue Pgs. 205-413
Counting Coup Marker Text Due

Brands and Advertising:
April 1 Debra Merskin “The Persistence of Stereotyping of American Indians in American Advertising Brands” Vista
April 3 PI: Natural Indians and Indians of Modernity 95-127

Race, Gender and Indigenous space:
April 8 PI: Hobby Indians, Authenticity, and Race … 128 - 153
April 10 M. Elise Marubbio “Vanishing Indian Women” Vista
Short Paper Due

From Indigenous spaces/locations:
April 15 HI: The Hollywood Indian vs. Native Americans 107-120
April 17 HI: Cultural Confusion: Broken Arrow 91-106
HI: Driving the Red Road 137-152

The White Man’s Indian:
April 22 HI: Deconstructing an American Myth: The Last of the Mohicans 170-186
Buscombe “Passing as an Indian” Vista
April 24 HI: “Going Indian”: Dances with Wolves 153-169
M. Elise Marubbio “White Painted Lady” Vista
Short Story Rewrite Due

Reinventing and Renaming:
April 29 PI: The Grateful Dead Indians 181-193
May 1 HI: This is What It Means to Say Smoke Signals 206-228

May 8 Final 10:00am-12:00pm

Evaluations methods and deadlines:
Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

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The quiz (75 points) will include true/false, multiple choice, and short answers. The exam will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material.

One paper (100 points) is required for this course. This paper will focus on ONE example of representation from two perspectives (an insider perspective – Indigenous peoples – and from an outsider perspective - Western.) The example must be identified and contextualized within one page; then a page and half from each perspective. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. The conclusion must include a PSA/commercial. This PSA/commercial must be two paragraphs and bring new awareness regarding one of your examples. Be creative and intentional in the techniques you employ to reach the target audience. Each student will be responsible for four additional resources that have not been used in class. Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The next assignment has two components: five whiteness examples and a historical marker. First, each student must identify five examples within the text of the author’s whiteness. The actual quote, page and context must be cited (worth 25 points.) We seek to understand the construction of his whiteness rather than any “name calling.” The second part requires the completion of a historical marker reflecting the insider perspective of the central character in Counting Coup text. A historical marker are those you will see on the sides of streets highlighting some significant event, person or geographic location (often they are blue with yellow lettering.) This part of the assignment, to fit into the expectations of a marker, is two paragraphs in length and must be written for the general public and is worth 50 points. The total points for this assignment are 75 points.

The short story (100 points) will focus on one example or issue regarding Indigenous representations. Each student will be expected to summarize an issue or topic for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Worth 150 points.

The final will take place as an oral presentation. Questions for the final will be provided prior to the final period. During the final period, each student will randomly select a question that they will need to answer. After the initial reply (answer,) classmates will be given the opportunity to ask questions to assist and more fully complete the answer. The final is structured to provide an opportunity to “practice” verbally our challenges and critiques, while having others there to support the efforts. In addition, the classmates’ questions aim to develop perspectives and tools to assist in the audiences’ knowledge comprehension (rather than critique the speaker.) Worth 100 points.

The quiz and final assess your critical reading, critical thinking and deciphering of central course concepts and knowledge, from the readings and class discussions. It will be imperative that you read all course materials and come to class prepared to discuss the material in depth and with breadth. The paper, marker and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while illustrating agency from the insider (Indigenous) perspective.

Form Approved by UCC: 5/04/04
Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quiz</td>
<td>February 7</td>
<td>75</td>
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<tr>
<td>Representation Paper</td>
<td>March 4</td>
<td>100</td>
</tr>
<tr>
<td>Counting Coup Marker</td>
<td>March 27</td>
<td>75</td>
</tr>
<tr>
<td>Short Story</td>
<td>April 10</td>
<td>75</td>
</tr>
<tr>
<td>Short Story Rewrite</td>
<td>April 24</td>
<td>50</td>
</tr>
<tr>
<td>Final</td>
<td>May 8</td>
<td>100</td>
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</tbody>
</table>

Grading:

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>75</td>
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<tr>
<td>Representation Paper</td>
<td>100</td>
</tr>
<tr>
<td>Counting Coup Marker</td>
<td>75</td>
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<tr>
<td>Short Story (both versions)</td>
<td>125</td>
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<tr>
<td>Final</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>25</td>
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</tbody>
</table>

Grade scale:

A 450-500  
B 449-400  
C 399-350  
D 349-300  
F 299 and below

Policies:
Attendance – To excel in this course, you need to be present (beyond physically present). In taking this course, you have agreed – made a contract- to be an active member. Each member is expected to be engaged and ready to participate. Prepare yourself.

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DIVERSITY COURSE/PROGRAM SUBMISSION FORM

Indicate for which Diversity Area the course/program is being submitted:

U.S. Ethnic Diversity X Global Diversity Awareness

Course Prefix and Number  AIS-ES-WGS 325

Course Title "Sister Nation:" Indigenous Women in the U.S.

Justification: This course has been offered twice as a topics line. There is student interest and it fills needed gaps in the curriculum of all three programs/department and meets university goals of interdisciplinarity and the university mission of serving Native American peoples/communities.

Please attach support documentation, including the catalogue description and course syllabus. If a program is being submitted, please attach support documentation. New courses must first have College Curriculum Committee approval. (all documentation must be submitted electronically and hard copy).

Check one: new course: ______ modified course: ______ existing course: X

Department Contact Information: 3-3300

Name: Doreen E. Martinez, PhD

Phone Number  3-6719

Email Address  Doreen.martinez@nau.edu

Campus Box Number  5695

Date of submission  2-12-08

Signature of Department Chair

Signature of Dean

Form Approved by UCC: 5/04/04
Submit electronic and hard copy original to Associate Provost for Academic Administration, 
Ron.Piriz@nau.edu, Box 6052.

Catalog description: This course focuses on a deeper theoretical and an applied understanding of how Indigenous women understand themselves, their communities and responsibilities. We utilize and demand a comprehension of knowledge systems.

Syllabus

Northern Arizona University
College of Social and Behavioral Sciences
Women’s and Gender Studies Program

“A nation is not conquered until the hearts of its women are on the ground.
Then it is done, no matter how brave its warriors
nor how strong its weapons.”
-Cheyenne proverb

AIS-ES-WGS 325 “Sister Nation:” Indigenous Women in the U.S.
Section 1; Spring 2007

Course time: TTH 11:10am-12:25pm 3 credits #4926/5218
Bldg 70 (Social and Behavioral Sciences WEST; SBS-West) Room 204

Instructor: Dr. Doreen E. Martinez
Office: 228 SBS-West (Bldg 70)
Office phone: 928-523-6719
Office hours: TTH 10:00am-11:00am, TH 1:45pm-2:45pm and by appointment
E-mail: doreen.martinez@nau.edu

Course Description:
A deeper theoretical and an applied understanding of how Indigenous women view themselves and their communities is our focus. We utilize a broad overview of knowledge systems, representations, leadership roles, and forms of activism of Indigenous women in the United States to accomplish our goals and objectives. This includes Indigenous feminists as well as Indigenous women who discuss that feminism does not include and/or represent their beliefs and positions.

This course provides a context to the study of Indigenous women that includes historical, theoretical, and racial and gender foundations. Specifically, we discuss the relationship Indigenous women have and have had to feminism including the contributions of Indigenous women to the U.S. women’s movement. We examine the representation of Indigenous individuals and communities by Indigenous women/men (insiders) and by others (outsiders.) Furthermore, we explore the “living history” that operates today throughout generations of Indigenous families and communities. We then shift our focus to the content

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and varying examples of leadership Indigenous women occupy and discuss. Lastly, we conclude by investigating the various issues and forms of activism being practiced and discussed throughout Indian country.

**Course Objectives:**

1) to provide an overview of Indigenous women’s belief systems and epistemological frameworks in the U.S. with specific focus on theoretical foundations and implications.
2) to examine Indigenous racial and gender understandings (contextualize.)
3) to develop the analytical skills needed to critically evaluate the various representations and inferences of Indigenous women.
4) to critically assess the historical role of Indigenous women in relationship to epistemology, feminism, representation, leadership and activism.
5) to understand the varying modes and modalities associated with Indigenous leadership.
6) to investigate contemporary issues of Indigenous women.
7) to constructively and creatively disseminate examples of Indigenous women and the topics or issues they define as important.

**Course Structure:** The course sessions will primarily involve mini-lectures, critical thinking through questions and in-depth discussions. We will use films and outside resources to supplement our work. The assigned readings are required and the basis of all our work, assignments and evaluations.

**Course Texts:** The following texts are required readings. They are available and may be purchased at the Aradia Bookstore, 116 W. Cottage Avenue (the purple house; off Beaver Street) 928-779-3817 and the NAU College Bookstore.


Additional required readings: All additional required readings are posted on Vista. There are a host of articles and chapters that we cover to strengthen our work in addition to above texts. Full references are located on WebCT Vista.

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**Daily Course Readings and Assignments**

*Readings are to be completed for the date listed.*

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<thead>
<tr>
<th>Date</th>
<th>Text, Chapter/Section</th>
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<tbody>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday</td>
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<tr>
<td>January 16</td>
<td>Introduction, Overview and Expectations</td>
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<tr>
<td>January 18</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People</td>
<td>Pgs. xi-xvi, 65-83</td>
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**Providing a Context:**

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<tr>
<td>January 23</td>
<td>GM: Foreword, Introduction, and The Genocide of a Generations Identity, and We, the People CONTINUED</td>
<td>Pgs. xi-xvi, 65-83</td>
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<tr>
<td></td>
<td>Vista: U.S. Empire and the War Against Native Sovereignty</td>
<td>Pgs. all</td>
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<tr>
<td>January 25</td>
<td>IW: Preface and I am Woman</td>
<td>Pgs. VII-19</td>
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<td>SS: Intro.,</td>
<td>Who Gets to be Part of History?</td>
<td>Pgs. 10-27</td>
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<td>Vista: “Better Dead than Pregnant.”</td>
<td>Pgs. all</td>
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<td>Vista: Women, Men and American Indian Policy</td>
<td>Pgs. all</td>
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<td></td>
<td>Vista: Choctaw Women and Cultural Persistence ...</td>
<td>Pgs. all</td>
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<td>February 1</td>
<td>EDGD: Harvest Moon</td>
<td>Pgs. 1-10</td>
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<td>EDGD: Context is Everything</td>
<td>Pgs. 41-74</td>
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<td>Film: Singing Our Songs</td>
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**Indigenous Women Examples and Annotated Bibliography Due**

**Indigenous Women and Feminism:**

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<td>February 6</td>
<td>Vista: No Word for Feminism, and Native American Feminisms</td>
<td>Pgs. all</td>
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<td>EDGD: Womanhood</td>
<td>Pgs. 95-124</td>
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<td>February 8</td>
<td>IW: Law, Politics ..., and the Women’s Movement</td>
<td>Pgs. 36-42, 137-139</td>
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<td>GM: “Indians,” Solipsisms, and Archetypal Holocausts</td>
<td>Pgs. 305-316</td>
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**Indigenous Women and Feminism:**

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<td>Vista: Native American Women Visual Expressions ...</td>
<td>Pgs. all</td>
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<td>Vista: Burning Down the House ...</td>
<td>Pgs. all</td>
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<tr>
<td>February 15</td>
<td>LW: Intro. Through “We AIM not to Please”</td>
<td>Pgs. 1-91</td>
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Quizz Due

**Representation:**

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<td>GM: Yellow Woman and a Beauty of the Spirit</td>
<td>Pgs. 231-242</td>
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<td>EDGD: Ceremony Thinking” and a Linear World</td>
<td>Pgs. 11-40 Vista: “Indian</td>
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<td>February 22</td>
<td>GM: Identification Pleas and Symbolic Racism</td>
<td>Pgs. 269-280, 187-198</td>
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<td>Film: Nokomis</td>
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<td>February 27</td>
<td>GM: Blood Flowing in Two Worlds</td>
<td>Pgs. 13-20</td>
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<td>GM: Home: Urban and Reservation</td>
<td>Pgs. 21-28</td>
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<tr>
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<td>LW: “Crying for a Dream” and “Cankpe Opi Wakpala”</td>
<td>Pgs. 92-127</td>
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<tr>
<td>March 1</td>
<td>GM: She’s Nothing Like We Thought</td>
<td>Pgs. 243-250</td>
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IW: Normal vs. Natural
LW: "The Siege" through "Birth Giving"

Pgs. 127-136
Pgs. 128-169

Bringing the Past Forward: Sisters in Spirit
March 6
Haudenosaunee Women: An Inspiration to Early Feminists
The Untold Story and Mother Earth, Creator of Life

Representation Paper Due
Pg. 28-62

March 8
From Subordination to Domination,
Political Outsider and Lawbreaker.

Pg. 63-98

Bringing the Past Forward:
March 13
GM: The Genocide of a Generation's Identity
Vista: On the Very Idea of "Worldview" ... "Alternative"
Pgs. 65-76
Pgs. all

March 15
IW: Black Robes, The 1950's and Heartless Teachers
Vista: The Question of Whitewashing ...
Pgs. 62-82
Pgs. 205-218

Spring break March 19-23

A contemporary picture: Counting Coup
March 27
Intro., Preseason, Tip-Off Tourney, and First Half

March 29
Second Half, Divisionals, State, Postseason, Epilogue

Counting Coup Marker Text Due
Pgs. 1st half
Pgs. 2nd half

Leadership:
April 3
EDGD: Governance
Pgs. 75-94

EDGD: Love and Acceptance
Pgs. 125-142

April 5
LW: "Sioux and Elephants ..." through "Epilogue"
Pgs. 170-288

Leadership and Activism:
April 10
Vista: "Winona LaDuke" and "Reflections of an AIM Activist"
Pgs. all

April 12
Film: Keepers of the Fire

Short Paper Due

Activism and Identity:
April 17
IW: Isn't Love a Given? and My Love
Pgs. 20-30, 31-35

April 19
IW: Rebel, and Another Side of Me
Pgs. 93-104, 108-117

Activism:
April 24
Vista: Native American Women Sovereignty and Social Change
Pgs. all

April 26
EDGD: The Way Home

Vista: Mothers and Community Builders
Pgs. 143-172
Pgs. all

Short Story Rewrite Due

Activism:
May 1
IW: Perseverance, Flowers and Last Words

GM: Don't Talk, Don't Live
Pgs. 140-143
Pgs. 141-148

May 3
GM: America's Urban Youth ...

GM: The Indians Are Alive
Pgs. 93-101
Pgs. 297-304

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Evaluations methods and deadlines:

Assessment of Outcomes: There are a variety of instrument types utilized to assess your achievement of the learning objectives: examples and annotated bibliography, a quiz, paper, short story including rewrite and a final. More thorough and detailed expectations and guidelines of the assignments are posted on WebCT Vista.

For the Indigenous women examples and annotated bibliography assignment, each student must submit a list of five Indigenous women from an insider perspective who are or were a leader or activist (25 points). Extremely popular examples like Pocahontas, Sacagawea, Wilma Mankiller and Winona LaDuke are discouraged. In addition, this assignment requires the submission of ten annotated bibliographies referencing Indigenous women: a mixture of nonfiction, poetry and academic work is desired (50 points). Total points equal 75.

The quiz (50 points) and final (100 points) will include true/false, multiple choice, short answers and oral presentations. The examinations will evaluate your achievement with respect to all the learning objectives. Questions are structured to determine your understanding and application (not memorization) of course material. The final exam is an oral exam and will be completed collaboratively with your classmates.

One paper (100 points) is required for this course. This paper will focus on two examples of representation (one from an insider perspective and one from an outsider perspective.) Each example must be identified and discussed within two pages. Potential examples can be found in popular media, music, art, brand products (food, clothing), geographic identifiers, and language. The paper total will be five pages in length with a general introduction and conclusion. Each student will be responsible for four additional resources that have not been used in class (two per example). Course material is encouraged as a basis and framework for the topic. ALL papers must be Times New Roman 12 point font with standard margins. References must be included and citations must follow discipline expectations such as APA, MLA or such recognized formats. NO late papers will be accepted.

The assignment regarding the Counting Coup text is a two paragraph descriptive (25 points) of the central person in the text. You will be required to write a “historical marker” from the insider perspective. An outsider perspective is reviewed in class.

The short story (75 points) will focus on one example or issue regarding Indigenous women. Each student will be expected to summarize a person or an issue for a general readership (think of newspaper or website article). A two page maximum is required as well as proper grammar, citations and similar paper expectations e.g., normal font size. A rewrite of the story is also required (50 points.) Total points equal 125.

The paper, examples, annotated bibliography and short story focus on honing your research skills and engaging in the dissemination of knowledge to challenge misconceptions while celebrating the achievements and way of life of Indigenous women. Our ultimate aim is to develop a collection of materials for posting on the AIS and WST web pages that provide resources and important materials.

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Participation points (25 points) will be assessed through demonstration of critical reading, critical thinking and application. Effectiveness in part will be assessed by literal attendance and engaged participation in course meeting times.

Assignments:
- Examples and Annotated Bibliography (February 1) 75 points
- Quiz (February 15) 50 points
- Representation Paper (March 6) 100 points
- Counting Coup Marker (March 29) 25 points
- Short Story (April 12) 75 points
- Short Story Rewrite (April 26) 50 points
- Final (May 10) 100 points

Grading:
- Examples and Annotated Bib. 75
- Quiz 50
- Representation Paper 100
- Counting Coup Marker 25
- Short Story (both versions) 125
- Final 100
- Participation 25
- 500

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