

Submit original with signatures + 1 copy + electronic copy to UAF Governance.
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Political Science	College/School	CLA
Prepared by	Jonathan Rosenberg	Phone	6502
Email Contact	jrosenberg@alaska.edu	Faculty Contact	same

1. ACTION DESIRED
(CHECK ONE): Trial Course ☐ New Course ☒

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:

Graduate course involving reading of professional-level academic materials and government documents and data sets; taught in seminar format, requiring students to conduct discussions and do guided research

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO If yes, Dept: Course #
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO If yes, Dept. Course #

6. FREQUENCY OF OFFERING:
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)						
Mode of delivery (specify lecture, field trips, labs, etc)	Seminar					

9. CONTACT HOURS PER WEEK: LECTURE hours/weeks LAB hours/week PRACTICUM hours/week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

Political Science 669: Arctic Politics and Governance (3 credits)
This course traces current developments in Arctic politics and governance from multiple perspectives; exploring,

interests, processes, and behaviors of Arctic state- and non-state actors, individually and collectively. The course surveys the formal and informal institutions that govern resource development, pollution, shipping, state-indigenous relations, and security. Prerequisites: PS 450, 452, or 454 or equivalent; graduate standing; or permission of instructor. A background in comparative politics and/or international relations is also recommended. (3+0)

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☒

Will this course be used to fulfill a requirement for the baccalaureate core? YES ☐ NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, ☐
Format 6 ☐

W = Writing Intensive, ☐
Format 7 ☐

Natural Science, ☐
Format 8 ☐

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one.

LETTER: ☒

PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES** Graduate standing or instructor permission

These will be required before the student is allowed to enroll in the course.

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

None

16. **PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? Yes/No

no

If yes, give semester, year, course #, etc.:

18. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None, will be part of the regular workload of a new member of the Political Science department

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐ Yes ☒

20. **IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Part of new MA program in Political Science, no direct effect on other programs

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.


Provides new option for graduate students in other programs that emphasize Arctic social sciences.

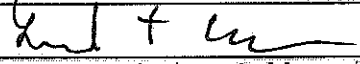
JUSTIFICATION FOR ACTION REQUESTED


The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The course is needed for a new MA program in political science with concentrations in Arctic Policy and Environmental Politics and Policy.

APPROVALS:

	Date	9/28/2010
Signature, Chair, Program/Department of:	Political Science	

	Date	10/18/10
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	10-19-10
Signature, Dean, College/School of:	Liberal Arts	

	Date	
Signature of Provost (if applicable) Offerings above the level of approved programs must be approved in advance by the Provost.		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and

☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

PS 669 (3 credits)
Arctic Politics and Governance
Dr. Chanda Meek, 604(A) Gruening Bldg
(907) 474-5115, clmeek@alaska.edu
Course location/time:

This course traces current political and governance developments in the Arctic from multiple perspectives. The course explores the political interests, processes, and behaviors of Arctic state- and non-state actors as they seek to act individually and collectively in major issue areas, including: resource development, pollution, shipping, state-indigenous relations, and security. We will trace the growing importance and dynamic interactions among international and regional organizations and conventions such as the Arctic Council, the UN Convention on the Law of the Sea and the International Maritime Organization, as well as the trend towards greater Indigenous involvement in governance. In addition to reading, discussions, and guest lectures, students will work with existing databases on Arctic policy and policy indicators to apply real data to contemporary policy debates. This course builds on and contributes to the UAF Political Science Department's scholarship on circumpolar comparative and international politics.

Prerequisites: PS 450, 452, or 454 or equivalent; graduate standing; or permission of instructor. A background in comparative politics and/or international relations is also recommended.

Goals

- Understand the framing of the Arctic as a unique policy venue
- Describe the politics and political behavior of Arctic states and non-state actors in collective action problems
- Understand contemporary policy problems in the Arctic
- Apply policy analysis methods to real Arctic policy problems
- Explore the development of circumpolar institutions
- Examine current arguments and proposals for new Arctic institutions such as an Arctic Treaty modeled on the Antarctic Treaty

Student learning outcomes

By the end of the semester, students will be able to:

- Lead class discussions of the readings and think critically about influences on the formation of Arctic policy
- Demonstrate familiarity with, and the ability to critically evaluate the scholarly and professional literatures on comparative and international politics of the Arctic region through short papers that explore key concepts

- from assigned readings
- Become familiar with analyzing policy issues through applied research
- Employ a systematic method for researching a relevant topic in Arctic policy or political affairs and prepare a 20-page final paper
- Develop an oral presentation of the paper and present it to the seminar, defending the approach of the study as well as key findings

Course requirements

This class will meet as a seminar and will consist principally of student-led discussions of the readings.

Discussion leader* -- 3 @ 5%

Short papers* -- 2 @ 15%

Research paper* -- 1 @ 45%

Draft 10%

Final 30%

Presentation 5%

Participation 10%

Attendance 5%

In-class assignments and other participation* 5%

*Specific instructions will be posted on Blackboard.

Assigned readings

All students are expected to come to class having read the texts and materials. We will read approximately 100 pages per week.

Being a discussion leader (15%)

Discussion questions and topics will be distributed in class the week before they are due. Each week a few students or groups of students will be assigned specific questions or topics. Those students will make short presentations and lead discussions on their assigned questions or topics. Presentations will be evaluated on how well they engage the assigned readings, how thoroughly they address the question or topic, how effectively they stimulate and guide discussion, and on organization and clarity of expression.

Short papers (30%)

In lieu of exams, three times during the semester short paper topics will be posted on Blackboard. All students will write two short papers (i.e., you will have three opportunities to write two papers). Papers will be based on assigned readings and must be at least 4 pages long, excluding bibliography and graphics. In these papers students will demonstrate their ability to use the assigned readings to make a coherent and well-substantiated argument about a broad theme in Arctic politics and policy. Students should draw from the literatures of the current and future

assignments so that they can include a comparison of the theme across at least two countries.

Research paper (45%)

All students will write a 20-page research paper on an original topic that they develop in consultation with the instructor. Students must use a minimum of 15 journal articles and/or academic book chapters. Writing will follow a required five-step process: (1) submission and approval of a topic; (2) individual conference with instructor on topic and bibliography; (3) draft of complete paper [graded]; (4) peer review of draft paper on blackboard; (5) submission of final draft [graded].

Each student will give a short presentation of her or his research (approximately 20 minutes). Deadlines for each step of the process are listed in the class schedule (below). Complete instructions will be posted on Blackboard.

Participation and attendance (10%)

Attendance at all class sessions is required. Absences will be excused only for extraordinary and unavoidable situations. Students must arrive on time and stay for the entire class period. Two unexcused absences will result in a deduction of a full letter grade for the class, and will negatively affect your participation grade as well. For example, if you do B work but have two unexcused absences you will receive a C for the course. In addition, all students must come to class prepared—having done all of the assigned readings and ready to contribute to discussions.

During at least two class sessions, students will be asked to analyze policy issues through the use of empirical data. Working in groups, students will be given research questions before the day of class that can be answered through existing databases on Arctic policy and living conditions. Students will employ quantitative and/or qualitative methods to answer their questions and present their analyses in class. Specific instructions will be given out in class.

Required readings

In a seminar timely, careful and critical reading of all assigned readings is essential. Readings drawn from two main texts are listed below. There are also several required readings—articles, book excerpts and documents—posted on the Blackboard course page. Instructions for accessing Blackboard materials can be found below.

1. Young, O.R. (ed). 1992. Arctic Politics: conflict and cooperation in the Circumpolar North. Hanover: University Press of New England.
2. Heininen, L. and C. Southcott (eds). 2010. Globalization and the Circumpolar North. Fairbanks: University of Alaska Press.
2. PS 669 Course packet. Available at the bookstore.

Course conduct and students' responsibilities

The *American Heritage Dictionary* defines seminar as “[a] small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their reports and findings.”

This class will be conducted as a seminar. For a seminar to be successful, all students must do all of the assigned readings and be fully engaged in all class discussions. In other words, coming prepared to every class meeting is a minimal expectation and requirement for all students.

There will be regular, short lectures and occasional videos but, for the most part, weekly class meetings will be devoted to the discussion of assigned readings and/or the presentation of students' research. For most class sessions there will be a set of questions and topics to guide discussion. Everyone will come to class prepared to discuss all of the questions and topics for the day. In addition, students will take turns acting as discussion leaders for particular topics, questions and/or readings.

Tentative Class schedule

We will do our best to keep to this schedule. If any changes are needed they will be announced in class and posted on Blackboard.

All readings must be completed for the class meeting on the date indicated.

All readings other than the two textbooks will be archived on Blackboard under “Course Documents”.

Date	Topics	Assignment
1/27	Introduction and overview	Blackboard Initial Assessment Introductory readings (Blackboard folder) Lawson Brigham, “Think Again: the Arctic” Foreign Policy [2010] Aug. 16
2/3	Arctic political history – developments in the 1990s to 2010	Young, 1992 Preface, Chapter 1 Part III: p. 175-247 Heininen and Southcott Ch. 1 Heininen and Southcott Ch. 2
2/3	Short paper directions on Blackboard	Topics posted
2/10	Arctic state and non-state actors	Arctic policies of the 8 Arctic nations (see reading packet)

		<p>U.S. Congressional Research Service, "Changes in the Arctic: Background and Issues for Congress," (March 2010)</p> <p>Heininen, Lassi, "Circumpolar International Relations and Geopolitics" [2004] in AHDR</p> <p>Heininen and Southcott Ch. 9</p>
2/17	Contemporary Arctic policy problems: climate change	Arctic Climate Impact Assessment (Exec. Summary and choose one Key Finding chapter to present in class)
2/17	Contemporary Arctic policy problems: transportation	Arctic Marine Shipping Assessment (Read Exec. Summary and Guest speaker)
2/17	Short paper #1 due	Topics posted
2/24	<p>Contemporary Arctic policy problems: security</p> <p>Students will pick one Arctic state and be prepared to present and discuss security issues, drawing from readings and one other source</p>	<p>Heininen and Southcott Ch. 8</p> <p>Robert Dufresne, "Controversial Canadian Claims over Arctic Waters and Maritime Zones" (2008) Library of Parliament PRB 07-47E</p> <p>Katarzyna Zysk, "Russia's Arctic Strategy: Ambitions and Constraints," (2010) 57(2) Joint Force Quarterly</p> <p>Øystein Jensen & Svein Vigeland Rottem, "The politics of security and international law in Norway's Arctic waters," (2010) 46 (236) Polar Record 75-83</p> <p>Jørgen Taagholt and Jens Claus Hansen, "Greenland: Security Perspectives," (2001). Available from ARCUS</p> <p>George A. Backus and James H. Strickland, "Climate-Derived Tensions in Arctic Security,</p>

		[2008] Linda Jakobson, "China Prepares for an Ice-Free Arctic," March 2010 (2010/2) SIPRI Insights on Peace and Security
3/3	Contemporary Arctic policy problems: Arctic pollution and conservation	Paul Arthur Berkman & Oran R. Young, 'Governance and Environmental Change in the Arctic Ocean,' (April 2009) 324 Science 339 Olav Schram Stokke, Geir Honneland and Peter Johan Schei, "Pollution and conservation," in Stokke and Honneland, p. 78-111 Other article TBA
3/3	Short paper #2 due	Topics posted
3/8-3/12	Spring Break	
3/15-3/19	Individual conferences on paper topics	
3/17	Contemporary Arctic policy problems: demography, health and social well-being	Dmitry Bogoyavlenskiy and Andy Siggner, "Arctic Demography" in AHDR [2004] Carl M. Hild and Vigdis Stordahl, "Human Health and Well-being" in AHDR [2004] Heininen and Southcott Ch. 5 Nordic Council of Ministers, "Arctic Social Indicators" [2010]
3/24	Contemporary Arctic policy problems: resource development and governance	"Resource Governance" in AHDR [2004] Heininen and Southcott Ch. 3
3/24	Short paper #3 due	
3/31	Comparative Indigenous-state and international relations in the Arctic	Else Grete Broderstad and Jens Dahl, "Political Systems" in AHDR [2004] Terry Fenge and Bernard W.

		<p>Funston, "Arctic Governance: Traditional Knowledge of Arctic Indigenous Peoples from an International Policy Perspective" [2009]</p> <p>Heininen and Southcott Ch. 4</p> <p>Heininen and Southcott Ch. 7</p> <p>Other reading TBA</p>
4/7	Deadline for approval of paper topics	Make an appointment
4/7	<p>The development of Arctic institutions</p> <p>Choose two institutions from the compendium to compare in their approach and effectiveness. Further directions for this in-class assignment will be given out on Blackboard.</p>	<p>Arctic Governance background papers in reader</p> <p>Arctic Governance Compendium www.arcticgovernance.org</p>
4/14	Does the Arctic need a binding treaty?	<p>Alexander Proelss & Till Mueller, 'The Legal Regime of the Arctic Ocean,' (2008) 68 ZaöRV 651-87</p> <p>Ilulissat Declaration, May 28, 2008</p> <p>Arctic Governance Project Report 14 April 2010: Arctic Governance in an Era of Transformative Change: Critical Questions, Governance Principles, Ways Forward</p>
4/21	Current affairs	Readings TBA, guest lecture
4/21	Deadline for submission of required draft	
4/28	Current affairs	Readings TBA
5/5	Student presentations of research	
5/10	Deadline for final draft of paper	
5/12	Student presentations of research	8-10PM Final Exam period

This syllabus is subject to change by the professor during the semester. However, any changes will not result in more work than already scheduled for the students.

Course Page on Blackboard

A course page for this class has been created on Blackboard. This page will contain all course documents including readings not found in the textbooks, discussion questions and topics, and all assignments not fully described in this syllabus. It is essential that you use the Blackboard course page and check it regularly. If you have any trouble using Blackboard be sure to ask the instructor.

To access Blackboard:

Go to the following URL: <http://myua.alaska.edu/cp/home/loginf>

Signing into Blackboard through MyUA for the very first time is simple:

You just enter your UAF Blackboard password the first time you use the My Courses channel and it remembers your password until you decide to change it. Once you've done that, every time you use MyUA, you just click on any of your courses in the My Courses channel and you will go right to that class, without signing-in again.

OR go to <http://classes.uaf.edu/>

Type your UA username and password, press login

Look for PS 669

Grading of participation, written and oral work will generally follow this rubric:

Participation will be graded on attendance, evidence of preparation for the course, contribution to discussion.

Written work will be graded on grammar, content, use of a standard method for references and citations, and use of evidence and primary materials as well as creativity.

Oral presentations will be graded on content, organization, clarity, and citation of others' works.

Grade	Basis for evaluation
A	work <i>exceeds</i> requirements, has <i>no</i> major factual or grammatical errors, includes more than the required amount of content and includes <i>thoughtful</i> ,

	<i>insightful and creative</i> elements demonstrating mastery of the material
B	work <i>exceeds</i> requirements, has <i>few</i> major factual or grammatical errors, and includes <i>key</i> content required in the assignment
C	work <i>meets</i> requirements, has <i>few</i> major factual or grammatical errors, and includes only the <i>basic</i> content required in the assignment
D	work <i>does not meet</i> basic requirements of the assignment, has <i>multiple</i> major factual or grammatical errors, and includes <i>only part</i> of the content required in the assignment
F	work <i>does not meet</i> basic requirements of the assignment, has <i>many</i> major factual or grammatical errors, and is missing <i>key</i> content required

The grade scale:

97-100 = A
94-96 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
65-66 = D
60-64 = D-
0-59 = F

Grades that have fractions of points of .5 or higher will be rounded up. This course is not graded on a curve.

Course policies

Attendance and punctuality are required. Students are responsible for all materials, information, handouts, announcements and assignments made orally, electronically or in writing. Unexcused absences will result in a lowered course grade. Late assignments will be accepted only if you receive the explicit approval of the instructor. Schedules, deadlines and requirements apply to all students unless other arrangements are made with the instructor.

All electronic devices, except computers used for note-taking and presentations, must be turned off and put away before class starts. Cell phone or internet use not

related to class are not allowed and will count against your participation grade.

Available Assistance

All students are encouraged to seek whatever assistance they may need from the instructor to successfully complete course requirements. Please come to office hours, send e-mails, and leave phone messages. You have a better chance of improving your grade earlier, rather than later.

The instructor will be happy to review and comment on draft papers and to offer suggestions for preparing presentations. You can also take your drafts to the Writing Center (Gruening 801) for help with organization, presentation and clarity.

Students with special circumstances related to family responsibilities, employment, military service, medical conditions, etc. should consult the instructor at the beginning of the semester.

Accommodation for disabilities

At UAF the Office of Disability Services implements the Americans with Disabilities Act (ADA). You can contact the Office in 208 Whitaker at 474.5655, via TTY at 474.1827, or via email at fydso@uaf.edu. If you need an accommodation, please see Disability Services so that they and you can develop a plan. Please let me know at least one week in advance of any scheduled assignment or exam if you need an accommodation.

Scholastic Dishonesty

As described by UAF scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by the UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. *Cheating* includes providing answers to or taking answers from another student. *Plagiarism* includes use of another author's words or arguments without attribution. *Collusion* includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty can be punishable by your removal from the course and a grade of F; dishonesty may be reported to the UAF administration. Please see the UAF code of conduct for more information. It is located in the UAF course catalog and available on the university website - <http://www.uaf.edu/catalog/current/academics/regs3.html>.



College of Liberal Arts

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907 474-7231
FAX 907 474-5817
fycla@uaf.edu
www.uaf.edu/cia

MEMORANDUM

TO: Jonathan Rosenberg, Political Science Department Chair

FROM: CLA Curriculum Council

DATE: 10/14/2010

RE: New Course PS 669

The CLA Curriculum Council has reviewed your new course submissions for PS 669. A minor change is needed before they can approve it, please see the following comments. Please contact David Crouse [Council Chair] at x5234 or by e-mail at dcrouse1@alaska.edu with any questions.

Requested change for PS 669:

1. Prerequisites are inconsistent between the form and the syllabus. Please correct this.