Objectives & Course Content: Provides a framework and perspective for analyzing the family as a communication system. Examines the ways in which members of family systems interact in order to develop, sustain, and manage their relationships in an era when family issues are at the forefront of national concerns, particularly in government, educational, and religious arenas. Topics include: multigenerational communication, ethnicity and family interaction, family communication patterns as reflected in rituals, narratives and rules, the development and maintenance of intimacy among family members, family conflict models and constructive versus destructive conflict strategies, decision making, and developmental change.

Prerequisites: None

Attendance: Mandatory Orientation

Class Format: Distance Learning Course – e-mail and internet access required

Laboratory/Field Experience:

Readings: Galvin & Brommel – Family Communications, and Telecourse study guide

Paper/Projects: Weekly essays on the course material

Evaluation: Essays
Objectives: A writing intensive (W1) course. The objectives of this course are to help students appreciate the various aims that argument can serve with an emphasis on the rhetorical style of writing known as “Argument & Persuasion.”

Course Content: We will cover the elements of persuasion (logos, ethos, and pathos), and the structure of arguments (claims, reasons and assumptions).

Prerequisites: Students must have met the College’s basic writing competency requirement.

Attendance: Required. Two unexcused absences are allowed without penalty. After that, absences will be noted and will adversely affect your grade.

Class Format: Through selected textbook readings and supplemental readings in newspapers and periodicals on current ethical issues, we will have discussions, writing workshops and some lecture.

Laboratory/Field Experience: Students are encouraged to use the writing center for supplemental tutoring as needed.


Paper/Projects: There will be formal assignments due approximately every two weeks. This course will also include the copious treatment of a research paper (5-8 page final research argument).

Evaluation: Final grade will be based on a composite of written assignments, midterm, attendance, effort, class participation, and final research paper with oral presentation.
Objectives: to develop analytical skills, rhetoric skills and writing skills, to investigate contemporary cultural and social issues.

Prerequisites:

Attendance: Mandatory

Class Format: Lecture, discussion, collaborative groups

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: Five essays

Evaluation: Written assignments, participation, reading quizzes
Objectives & Course Content: The objective of this course is to teach students how the law, and those that create it, control society. Students who take this course should have an interest in the law and expect to participate, through class discussion, in a case sensitive curriculum. As a case sensitive course, students are expected to read, understand, and make applicable to society, case law. Following this course, students will find themselves with a greater understanding of the law and its impact on society. This course will investigate, through a study of selected cases, how case law impacts our societal existence. Perhaps more significantly, the course will examine the role that the courts play in our society by examining the case law in the areas of cruel and unusual punishment, commitment, competency, discrimination, and privacy.

Prerequisites: None required

Attendance: To be announced

Class Format: This class is geared around the interchange of ideas. As such, this course will likely be less in a lecture style, and more in a discussion format. Students will be expected to brief cases, and participate in follow-up discussion.

Laboratory/Field Experience: None required


Paper/Projects: Students will be required to make an oral presentation at the end of the semester and keep a ledger throughout the semester. The oral presentation, at the close of the course, enables the students to demonstrate two things. First, the oral presentation allows the student a forum to articulate how he or she thinks the law impacts society. Secondly, it provided the student an opportunity to teach, or at the very least, provide their spin on the material covered in the course. The ledger, which students are required to keep, allows students an out of class opportunity to apply the principles of the class in a daily setting. Be it newspaper or magazine clippings, students, through this requirement, can see and discuss the daily impacts of the law on our society.

Evaluation: A student’s final grade will involve a mixture of items and reward a student’s in class performance as much as his/her out of class work. I envision that a student’s grade will come from the following sources: 35% Written Blue Book Final, 10% Final Oral Presentation, 35% Class Participation, 5% Class Ledger, 15% Professor’s Discretion
Objectives & Course Content: This course recognizes and examines crime as a social construct that differs within various historical, political, social, and cultural contexts. Topics considered will include broad categories of crime as well as specific criminal cases.

Prerequisites:

Attendance:

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Objectives & Course Content: Examines the causes, context, and consequences of the 9/11 catastrophe, in which Al Qaeda terrorists crashed hi-jacked Boeing 727’s into the World Trade Center in New York City and the Pentagon in Washington DC, while failing in an effort at a third target. The course examines five areas of inquiry, which are raised by September 11. What has been and should be the US role in the world? What is the nature of terrorism in the 21st century and the extent of its threat to humanity? How did Afghanistan come to be the base for Al Qaeda and Osama bin Laden, and what are the possible futures for this Central Asian country. In what ways do fundamentalist Islam and Middle East turmoil breed hostility and terrorism directed toward the West? Has September 11 changed American life and, if so, how do we redefine what is normal?

Prerequisites: None

Attendance: Mandatory Orientation: 1/17 – 8:30-10:20 AM

Class Format: on-line lectures and discussions

Laboratory/Field Experience: Trip to 9/11 site

Readings: Firehouse, (Halberstam); The 9/11 Commission Report, Middletown America (Sheehy)

Paper/Projects: 1 three page paper on field trip; online assignments; WebCT discussions

Evaluation: Web-based final project commemorating 9/11, or analyzing some aspect of it. Paper, WebCT discussions, weekly online assignment, 3 tests
Course Content: This course is designed to help students develop a systematic understanding of China-US cultural, economic and political relations and the implications of China-US relations on maintaining world order and the stability of the international community. The course will focus on the cross-cultural study of China-US relations. It will emphasize seven key areas as China is emerging as an international power in the new millennium. 1. The history of China-US relations. 2. China’s economic reform and the US influence. 3. The ideological differences between China and the US. 4. China’s brain drain and Chinese immigrants’ American dream. 5. China’s entrance into the WTO and China-US relations and the maintenance of world order.

Prerequisites: None.

Attendance: Mandatory

Class Format: Lecture/Discussion

Readings: To be determined.

Paper/Projects: To be determined.

Evaluation: HW Assignments and Exercises 20%; In-Class Exercises 15%; Presentation 15%; Quiz (1) 15%; Quiz (2) 15%; Final Exam 20%
GSS 2161-001
Perspectives on Sexuality (V)
Elizabeth Calamidas
TR 10:30-12:20
Spring 2006

Objectives: This course examines human sexuality as a dimension of a healthy personality. The influence of psychological, physiological and socio-culture factors on one’s sexual functioning, development, identity and expression are addressed. Emphasis is placed on understanding issues relevant to making personal choices on sexuality. Students will receive accurate and current information about human sexuality to enable them to make informed choices about their own sexual values and behaviors.

Course Content: Psychological, physiological and socio-cultural dimensions of sexuality will be discussed.

Prerequisites: Not open to students with credit for GEN 1410, GNM 2200, GSS 2160, or an equivalent human sexuality course.

Attendance: Required

Class Format: Lecture

Readings: Crooks and Bauer: Our Sexuality. 9th ed. (2005)

Evaluation: Four to Five multiple-choice examinations.

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Objectives & Course Content: "Every law, every judicial decision is the product of its own time. We shall be concerned with the way in which the social context of a decision [concerning African-Americans]...conditions the result." H. Horowitz

Focuses on state statues and legal cases during slavery in addition to Jim Crow laws. However, more contemporary legislation and legal cases will also be reviewed.

Prerequisites: None

Attendance: Required

Class Format: Lecture, class discussion, media presentations

Laboratory/Field Experience: None

Readings: Higginbotham, In the Matter of Color; Berry, Black Resistance White Law; Douglass, Narrative of the Life of Frederick Douglass: an American Slave

Others to be announced.

Paper/Projects: Class presentations required on a legal case involving African Americans

Evaluation: Essay midterm and final, class participation/attendance, group projects, quizzes and assignments
Objectives & Course Content: To introduce the student to the discipline of African American Studies. Broad overview and introduction to the core areas in African American Studies including: Black History, Black Psychology, Black Religion, Black Social Organization, Black Economics, Black Expressive Culture and Black Politics.

Prerequisites:

Attendance: This is a distance learning course. Students must attend all four designated meetings.
Mandatory Orientation: 1/17, 8:30 – 10:20 AM
Additional Meetings: 3/07, 4/18, & 4/25, 8:30 – 10:20 AM

Class Format: Electronic

Laboratory/Field Experience: None

Readings: Karenga: Introduction To Black Studies, 2000
Reid-Merritt, Sister Power, 1996
Mosley, Black Genius, 1999


Evaluation: Mid-Term and Final Exams
Objectives:
We will be looking at the ways mass media and other forms of popular culture influence us – and how we exert an influence on what becomes “popular.” We will certainly look at television (concentration on the situation comedy, past and present); radio, tabloid and “legitimate” press; and popular music. We may also examine music videos, movies, and pop icons.

Prerequisites: Fulfillment of the BASK requirement.

Attendance: Absolutely mandatory. Three or more absences may result in my lowering of your final grade.

Class Format: Lecture and discussion.

Laboratory/Field Experience:

Required Books: Diana Hacker’s *A Writer’s Reference*, and a textbook may be added. Students will, however, be expected to watch television, listen to radio, buy periodicals and newspapers, etc. In general, mass media will serve as the major “textbook.”

Paper/Projects: Writing About Popular Culture is a Writing Intensive, W-1, course, therefore, grades will depend on a series of essays that students will write throughout the semester. There will be at least one major paper for each genre we cover, and shorter essays as well.

Evaluation: Please note that I do not give “I” (“Incomplete”) grades.
Objectives: The course will examine some of the critical issues confronting society today. The goal of the course is to provide students with the knowledge awareness understanding of major critical issues.

Course Content: The course will focus on economy and work, poverty, racial and ethnic relations, sexual orientation, ageism, family issues, education, health and health care, and environment.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture

Laboratory/Field Experience:

Readings: To be assigned

Paper/Projects: Class presentations

EVALUATION: EXAMS, CLASS ATTENDANCE/PARTICIPATION, CLASS PRESENTATION
The course has four main objectives: to learn about the background to and mechanism of the Nazi genocide of Jews; to gain knowledge about the perpetrators, the victims, the rescuers of Jews and the communities of bystanders; to learn about human behavior and reactions under conditions of genocide; and to reflect on what lessons for today could be learnt from one of the worst human crimes of the twentieth century.

Objectives: The course has four main objectives: to learn about the background to and mechanism of the Nazi genocide of Jews; to gain knowledge about the perpetrators, the victims, the rescuers of Jews and the communities of bystanders; to learn about human behavior and reactions under conditions of genocide; and to reflect on what lessons for today could be learnt from one of the worst human crimes of the twentieth century.

Course Content:
This course concerns an event of world-historical significance: Nazi Germany's attempt during the Second World War to exterminate European Jews. How did the Holocaust happen, step by step? What patterns can be found in who died and who survived, who murdered and who saved? What can we learn from such extremes about politics, and about ourselves?

Prerequisites: Knowledge of modern European history or history of the Second World War will be an asset.

Attendance: Mandatory

Class Format: Lecture and discussions about the readings of primary and secondary readings and about screened films.

Laboratory/Field Experience: A possible trip to the U.S. Holocaust Memorial Museum in Washington D.C.

Required Readings:

Paper/Projects: One 5-6 page long analytical paper, and one critical review of a film.

Evaluation: Students will be evaluated on the basis of attendance, active and intelligent participation in class discussion, written works, including one 5-6 page long paper, one major test, one critical review of film and short written assignments.
Course Content: An introduction to the people, culture, geography, and history of the Middle East from prehistory to the present.

Prerequisites: None.

Attendance: Required

Class Format: Web based, Lecture and Discussion.

Readings: Various (Text and Web).

Projects: Individual and Group Reports.

Evaluation: Regular attendance, Class and Web Discussion, Quizzes, Paper (10-12 pages) and Final Examination.
Objectives & Course Content: What is the function of sports in western society? This course is designed to introduce the student to a survey of issues and literature related to the study of sports as a social institution. This course experience will develop the student’s analytical skills and enhance the ability to view sports in a new perspective. Like any new learning, the study of sports can at times be painful, and seem as if sacred principles and mythology are threaten. However, the student will soon realize that though the road to a “new place” can at times be less than smooth; the arrival affords an outstanding view of the role, function and impacts of sports within society. Never again will the student “see” sports through the same prism, and “that is a good thing”

Prerequisites: None.

Attendance: Mandatory attendance at Course Orientation Program; Mandatory Orientation on 1/23, 2:10 – 3:25 PM; Additional Mandatory Meeting: 4/24, 2:10 – 3:25 PM

Class Format: Distance Learning via Telecourse, and Web Conferencing

Readings: Course Text: Voices in Sports & Society by Robert A. Mertzman, Kendall/Hunt

Paper/Projects: Final Term Paper

Evaluation: Mid-term, final examinations, term paper and participation in Web Conferencing
Course Content: This course provides an overview of the changing roles of American women, focusing primarily on the period from the mid 19th century to current day. It provides an interdisciplinary exploration of women’s issues and lives from many points of view with an emphasis on feminist perspectives. The course utilizes an array of sources from law, history, literature, sociology and film, among others, to explain the cultural and legal forces that impact women’s status in society.

Prerequisites: There are none, but GSS 1027 or GSS 2301 is required in order to obtain a minor in Women’s Studies.

Attendance: The class is very participatory in nature, and thus attendance is required.

Class Format: Discussion/Lecture.

Evaluation: This class includes two written analyses of books of your choice related to women’s studies, subject to approval, one critique of The Handmaid’s Tale, and a major research paper and oral presentation conducted in a group setting.
OBJECTIVES: In this course we study conflicts, some on a large international scale and some small, between individuals.

COURSE CONTENT: Each time the course is offered it is changed because it is shaped by the international events and the interests of the students taking it.

ATTENDANCE: Mandatory

READINGS: Hand-outs

PAPERS/PROJECTS: Six opinion papers

EVALUATION: Based on class participation and on the six papers.
Objectives & Course Content: This course will examine herbal medications that affect the mind, the brain, and behavior. It will look at how their effectiveness, how they work, their uses, and their safety. Several classes of psychoactive plants will be covered: sedatives, anti-anxiety herbs, stimulants, cognitive enhancers, psychotherapeutics, analgesics, hallucinogens, and cannabis.

Prerequisites:

Attendance: Required

Class Format: Lecture, discussion

Laboratory/Field Experience:

Readings: Texts: Spinella, Psychopharmacology of Herbal Medicine

Paper/Projects: None

Evaluation: Three non-cumulative examinations, covering the reading and lectures.
Course Objectives & Content: This course will view the contemporary world of nations as an international system with interconnected national subsystems. The competing processes of system integration and subsystem autonomy will provide a conceptual tool for understanding international economics, politics and ethnic relationships. Insights will be drawn from economics, political science, sociology, anthropology, and psychology.

Prerequisites:

Attendance:

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Course Objective & Content: This course will examine the politics and economics all many kinds of gaming (Casinos, Lotteries) as well as the models and data with respect to tourism. We will use State Federal as well as international readings and data. A more complete description will be furnished on the first day of class. Note that this class is a W2 and Q2.

Prerequisites: None

Attendance: Required

Class Format: Lecture/Discussion and guest speakers

Laboratory/Field Experience:

Readings: We will be reading one or two short readings for each class; no textbook is required, readings will be provided.

Computer Requirement: Students are expected to demonstrate competence in word processing and spreadsheet programs.

Paper Projects:

Evaluation: Essay Mid-term 30%; Essay Final 30%; Quizzes/Homework 30%; Class Participation 10%
COURSE CONTENT: This course will consider the qualities of biology and culture that make humans unique as a species, and the evidence for our development as a species over time. First, we will cover aspects of human anatomy, physiology, and reproduction that make us similar to, yet distinct from, other mammal and primate groups. We will then study the living nonhuman primates, focusing on their social biology, behavior, and especially communication. Finally we will examine the geological, paleontological, and archaeological record of the hominds, for evidence on the evolution of our genus and species to the present. We may consider questions as to the development of language, art, music, and mathematics; are the observed differences between human sexes cultural or biological; what are possible futures for our species?

PREREQUISITES: Students are assumed to have had high school biology and some social science courses.

ATTENDANCE: Mandatory.

CLASS FORMAT: Lecture/demonstration in F-wing lab.

READINGS: Text, handouts, and reader.

PAPERS/PROJECTS: Several written assignments and book report.

LABORATORY/FIELD EXPERIENCE: I class meeting weekly in the F-wing lab.

EVALUATION: Grades will be based on class participation, midterm and final exams, a book report, and writing assignments. This is a W-2 writing course.
Objectives & Course Content: This seminar course will introduce the students to the cultures of various countries’ cultures: language, communication, non-verbal dimensions, values, education, and cultural shock will be discussed. A comparison will be undertaken between American and various other cultures of Asia, Europe and Latin countries. Students will be able to understand various cultures not only for their general knowledge but also for tourism.

Prerequisites: Not open to Freshmen

Attendance: Mandatory

Class Format: Distance Learning

Laboratory/Field Experience: None

Readings: Books

Paper/Projects: None

Evaluation: Exams and Discussions
GSS 2646-001  
Perceptions and Perspectives  
M. Potchak  
MWF 12:45–2:00PM  
Spring 2006

Objectives: This course focuses on the different perspectives of students – how their perceptions have formed and developed – and how these perceptions play an integral role in the student’s life and their time spent on campus. Students will investigate various social settings to determine the extent that their perceptions of race, religion, ethnicity, socioeconomic status, political affiliations and gender determine their perspectives on life.

Course Content: Students will be required to read recent literature on race, ethnicity, socioeconomic status, political affiliations and gender in order to better understand the controversies that are currently debated in the United States. Organizations that offer services and information regarding these topics will be explored. Students will also be required to go into social setting and observe and record situations that help them to better understand why their perspectives are different than others.

Prerequisites: None

Attendance: Measured by signatures on attendance sheet. Attendance is worth 13% of grade.

Class format: Lecture (30)/Seminar (70)

Laboratory/Field Experience: Students are required to visit social situations in order to conduct their observations both on and off campus.

Readings: TBD

Papers/Projects: Social observations

Evaluation: Attendance/Participation (26 classes @ ½ point per class) 13; Assignments (3@ 9 points each) 27; Final Project 30; Final Exam 30 = 100
Course Content: This course seeks to examine the ways in which social change is affected and effected through the use of the legal system and government. It examines the public policy process and the steps in public policy formulation. Moreover, it examines how the business community influences public policy. The course examines why some social reform movements have been viewed by most observers as "successful" in bringing about social change and affecting public policy while others have been less successful in achieving their goals.

Prerequisites: Not open to students who have had or are taking POLS 3221

Attendance: Required.

Class Format: Round table discussion, lecture.

Readings: As assigned

Papers/Projects: Quizzes, term paper and presentation; W2 course

Evaluation: Quiz grades, term paper, presentation, and participation.
GSS 3121-091
Women in Leadership
Marilyn E. Vito
W 6:00-7:50
Spring 2006

Objectives: To introduce students to the barriers and drivers for women who achieve roles of leadership in a variety of venues; to encourage self-evaluation for personal prejudices that are gender related; and to identify strengths and weaknesses that may propel or deter students in achieving leadership roles.

Course Content: The history of political activism, workplace biases, and women’s changing roles and activities in the United States for the past two centuries will be viewed through historical perspective. Students will also examine recent trends in social and economic environs in the United States in order to identify cultural, societal and monetary biases that either support or hinder women in their quest for leadership roles. Study will include consideration of the psychology of gender bias in order to identify techniques for use by women and men in overcoming barriers to women’s success as leaders.

Course Description: Through textbooks, current articles and essays, and films, students will study the history of women’s roles in the leadership of both government and non-governmental institutions in the United States in the past two centuries. Projects exploring women’s successful leadership will require students to post papers and Power Point presentations into a Web-based class conference. This course qualifies as a junior/senior level W2 and assumes that students have rudimentary writing skills.

Attendance: Mandatory Orientation, once-weekly meetings, and Final Session

Class Format: Distance Education incorporating films, textbook, current periodicals and publications for readings, and student presentations online; once-weekly meetings for guest lecturers and in-person discussions..


Papers/Projects: Research, develop, document and present (online) a topic related to women in leadership roles (suggested topics will be provided). Reaction papers on selected readings: Minimum of three reaction papers.

Evaluation: Quizzes, Papers, Project
Objectives/ Course Content: Contemporary Tourism introduces students to one of the most exciting and fastest growing industries. This course evaluates the historical development and growth of the tourism industry, contemplates the sometimes disparate components of the industry and reviews the organization, management and structure of the tourism industry. Students wishing to pursue careers in organizations either directly or indirectly involved in hospitality and/or tourism will especially benefit from this course. This course provides an overview of the complexities of tourists, the tourism industry and the global tourism system. This is a foundation course for students interested in future studies in tourism.

Objectives: 1. To introduce students to the impact of widespread usage of the internet on contemporary society. 2. To develop writing, debating and critical thinking skills. 3. To enhance the students’ abilities to study related topics and to be able to present it to an appropriate audience.

Course Content: The Internet has made a swift entrance into our lives during the last decade. It now affects almost any human activity we can imagine. The aim of this course is to explore and understand cyberspace, its development, dynamics, and effects society. Each student will choose material, conduct research on the selected topics, and present his/her findings to the class throughout the semester.

Prerequisites: Familiarity with the Internet is required. Open to juniors and seniors only.

Attendance: Required and will be a factor in elevation.

Class Format: Lecture, demonstration, films, debate, and students’ presentation of their work.

Laboratory/Field Experience: Students will make presentations of their work. We may use a laboratory for this purpose.

Readings: Weekly reading assignments from the textbook(s) and other reference material.

Papers/Projects: Projects will be assigned to enhance students’ understanding of the different concepts. All the students will write a term paper.

Evaluation: Students will be graded based on tests, paper, projects, debate and presentations.
Objectives & Course Content: This course looks at the relations of the countries of South Asia—Afghanistan, Bangladesh, Bhutan, India, Pakistan, Nepal, and Sri Lanka—with each other and with the rest of the world. This is a course in international relations, and as such, its orientation is toward broader issues of world politics, using South Asia as a case. It analyzes the problems of development and security that confront these countries as part of the developing world. The course focuses considerable attention on the “big questions” that the study of South Asia raises, such as what makes a country democratic, what causes ethnic conflict and how can it be resolved, what is the best approach to reducing poverty, and what makes a country a great power?

The course is divided into five main sections. Sections I and II provides an introduction to the region and a brief profile of the domestic setting in each of the countries in it. Part III looks at the relations of the countries in the region with each other. This section focuses on two themes that are major influences on regional relations: first, the enduring hostility between India and Pakistan—causes, consequences and possibilities for change; and then we consider the role of India as the pre-eminent power in the region and examine how this particular configuration of power in the region structures conflict and cooperation. Part IV focuses on the relations of South Asian states with the rest of the world and key issues such as nuclear proliferation and international terrorism. Part V looks at South Asia in the global economy. We examine development issues in the context of changing domestic and foreign economic policies in these countries. We will be particularly interested in how the challenges faced by the countries of this region illustrate dilemmas faced by much of the developing world.

Prerequisites: None

Attendance: I will be taking attendance at each class meeting. To successfully participate in the class, you need to attend regularly, arrive on time, come prepared, having carefully completed the readings, be able to ask and answer relevant questions, and be prepared to participate in group exercises. If a student misses a class it is her/his responsibility to ask the Instructor what class materials he/she missed, get the missed material from one of your classmates, review it carefully, and then if you have any questions, come to see me during my office hours.

Class Format: In order to achieve these aforementioned objectives, we will rely on a mixture of lectures, active learning exercises, facilitated discussions, films, and other supplementary material. Rather than sitting passively and listening to hours of lectures, students are required to come to class familiar with the assigned material and ready to participate in our discussions. Students are also expected to keep abreast of current events in South Asia through regular consultation of a major newspaper or news service (BBC, The New York Times, The Washington Post, NPR, etc.), newsmagazine (Time, Newsweek, The Economist, etc.), or through reliable on-line sources.

Laboratory/Field Experience: None

Readings: There are three required texts for this course: Chadda, Maya “Building Democracy in South Asia.”
Paper/Projects: Since this class provides a broad overview of different theoretical perspectives, views, and themes, students are required to write a research paper. This research paper provides students an opportunity to more closely explore issues and concepts related to the topic of South Asia as a region. The goal of the paper is for students to do additional outside reading, to explore how the literature on development, regional cooperation, inter-state disputes or ethnic has been applied to particular issue(s) related to the topic of South Asia in the region, and to reach your own conclusions about how well the literature explains the selected issue(s) and how the literature could be refined.

Evaluation: Take-Home Exams- There will be two take home exams required in this course. The questions will be handed out in-class, a week before they are due.
Take-home mid-term examination (25%)
Take-home final exam (30%)
Research paper - (25%)
Research paper proposal - (5%)
First Draft Research paper – (10%)
Final Draft of Research Paper – (10)
Participation – (10%)
Article/Book Review (10%): Each student will choose a key book/article from a list distributed by the instructor. They must complete a concise, clear, and critical review of no more than 750 words.
Objectives: The purpose of the course is to provide an in-depth study of public policy at the federal, state and local levels of government. The course will examine both problems and solutions that significantly impact the public.

Course Content: Important current issues confronting all levels of government but primarily New Jersey state government will be addressed. Throughout the course, students will be required to participate in class discussion on emerging issues.

Prerequisites:

Attendance: Required at all classes and will constitute a portion of the student’s final grade.

Class Format: Classes will consist of lecture and discussion with an emphasis on special guest lecturers with diverse governmental experience.

Laboratory/Field Experience:

Readings: Will be assigned as it relates to the specific lecture. Reading will consist of handouts, Internet assignments and current events from newspapers.

Paper/Projects: There will be one major project that may be done as an individual or in a small group. The project will comprise 1/3 of the student’s final grade.

Evaluation: There will be a number of quizzes and take home assignments on the readings. Quizzes, take home assignments and attendance will comprise 1/3 of the grade. The major project will count for 1/3 of the grade. A take home final will consist of 1/3 of the student’s final grade.
Objectives: To introduce students to the societal problem of mental illness and to related policy and service delivery issues.

Course Content: This course will examine how society responds to the problem of mental illness, including the history of mental health policy and practice in the United States. Topics such as the asylum, institutionalization, deinstitutionalization, community mental health, behavioral health, and managed care will be covered. The class will examine the value base and assumptions underlying mental health policy and practice, as well as the complexities involved in planning, implementing, and managing systems of care for mentally ill adults, children, and their families.

Prerequisites: None

Attendance: Required

Class Format: Service Learning option. Lectures, readings, guest speakers

Laboratory/Field Experience: Service Learning option

Readings: To be announced

Paper/Projects:

Evaluation: Papers. Service Learning
Objectives and Course Content: The objective of this course is to explore and analyze selected problems of democracy through an examination of the writings of both classical and modern political philosophers. Readings and discussions will focus on the history and development of democratic ideals, justifications for democracy and issues such as liberty, equality, representation, participation, and majority rule. Beginning with the classical period and the writings of Aristotle, we shall trace the development of democratic ideals in the works of Locke, Madison, Jefferson, Tocqueville, and John Stuart Mill. The second part of the course explores the dilemmas of liberal democracy in twentieth century America by focusing on such issues as the relationship between elites and masses, the character of the democratic citizenry, the tensions between capitalism and democracy, the impact of new media technologies on citizen participation, the challenge of bureaucratic organization, and recent feminist critiques of democratic politics.

Prerequisites: Junior/Senior standing Highly recommended.

Attendance: Mandatory

Class Format: Lecture/discussion

Laboratory/Field Experiences: None

Readings:

Paper/Projects: One 8-12 page research paper.

Objectives & Course Content: What was the American Democratic experiment like in the 1830’s? What is it like today? What has changed, and why? These are just some of the questions this course will seek to answer by exploring deeply the many social science by hypotheses and predictions made by the French Aristocrat Alexis De Tocqueville in his classic work “Democracy in America.” Not only is Tocqueville’s account of American Democracy one of the most important works in the science of politics, but his observations on such matters as the role of religion in a democracy, American Race relations, the impact of democracy on family and gender relations, the insidious rise of American materialism and an industrial aristocracy, and the eternal tension between equality and liberty in a democracy make him one of the most versatile social scientists ever. By investigating Tocqueville’s classic work, students will become much more acquainted with the pros and cons of American’s particular form of Democracy.

Prerequisites: None

Attendance: Mandatory. I reserve the right to fail students with more (2) unexcused or (3) total absences throughout the semester.

Class Format: Lecture/Group Discussion

Laboratory/Field Experience: None


Paper/Projects: Final paper on a particular social science hypothesis made by Tocqueville – Does it Stand-up Today?

Evaluation: Attendance and participation (Socratic question and answer); Pop quizzes; Mid-Term Exam; Final Paper.
GSS 3160-001
Stress Management
John Rizzo
TR 10:30-12:20
Spring 2006

Objectives: Assist the student regarding causes, management control, and adapting to stress and anxiety.

Course Content: The physiological and psychological components of stress are analyzed as well as the effect of stress on health and illness. Focuses on contemporary methods of managing stress and anxiety.

Attendance: If a student's final grade is 1-2 points below the next highest grade, attendance will be the determining factor. Four (4) or more absences WILL NOT weigh in the student's favor.

Readings: Comprehensive Stress Management, Greenberg. Anxiety and It's Treatment, Griest.

Papers/Projects: One paper based on an outside reading assignment.

Evaluation: Grades will be weighted as follows:
   Exam 1 - 50%
   Exam 2 - 50%
   Active class participation will add up to five (5) points to the final grade.
GSS 3160-091  
Stress Management  
Israel Posner  
TBA  
Spring 2006  
Distance Learning Course  

Objectives & Course Content: To give students an appreciation of the multiple forces, (economic, political, psychological cultural) which influence American business. An examination of the political, cultural, economic and psychological forces which influence American business activity and the people that work therein. The course will examine the creative process by which products are developed and marketed and how national and international factors influence critical decision making.  

Prerequisites:  

Attendance: Mandatory Orientation Meeting: 1/17, 9:00-9:50 PM  
Additional Mandatory Meetings on 2/28, 4/4, 5/2, 8:00-9:50 PM  

Class Format: Distance Learning Course (Telecourse)  

Laboratory/Field Experience:  

Required Reading: Comprehensive Stress Management by J. Greenberg, McGraw-Hill  

Paper/Projects:  

Evaluation: 3 exams
GSS 3241-001
Educating Students with Disabilities
Staff

M 06:00pm-09:50pm

Spring 2006

Objectives: To provide a comprehensive and practical overview of the field of education for people who want to improve the lives of people with disabilities and the lives of those who are gifted and talented. To become knowledgeable of the history and the current status of special education law; become knowledgeable of special education classifications; to observe the resources and teaching techniques used to implement students’ individual education plans; and to demonstrate the knowledge and skill necessary to work with students with disabilities.

Course Content: As part of the course, GSS3241, participants are required to observe one child. The child observed is to be receiving special education in any of the settings provided for within special education law. During our class, we compare students’ observations, verify how behavior reflects the disability, and discuss the cascade of services and placements available under the individuals with disabilities education act. We also discuss ways our future teachers might teach children with different learning styles and different educational needs.

Prerequisite:

Attendance: Required.

Class Format: Lecture, demonstration, discussion, student presentations.

Laboratory/Field Experience:


Paper/Projects: As Assigned

*Evaluation:*

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance, punctuality, and participation</td>
<td>20%</td>
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<tr>
<td>Assessments – Two</td>
<td>30%</td>
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<tr>
<td>Journal Reviews and discussion</td>
<td>10% - due date</td>
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<tr>
<td>Movie Review and discussion</td>
<td>5% - due date</td>
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<tr>
<td>Term Paper and presentation</td>
<td>20% - due date</td>
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<tr>
<td>Observation and discussion</td>
<td>15% - due date</td>
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Objectives: Upon completion of the course, the student will be able to: effectively advocate for students with exceptionalities; make an appropriate student referral for specialized education services; determine the eligibility of a student for specialized education services; participate effectively in an IEP meeting; make appropriate modifications for students with exceptionalities; provide support and information to families of students with exceptionalities.

Course Content: This course is a survey of the basic characteristics and unique educational and life needs of populations of children and youth who have been determined to differ significantly from their “average” peers in terms of mental, physical, and/or emotional characteristics. It is also a brief introduction to those educational and related programs and services that are collectively known as “special education” in contemporary public schools. This aspect of the course will include programming theories and approaches, legal requirements, and other general topics.

Prerequisite: Required.

Class Format: Lecture, demonstration, discussion, student presentations.

Laboratory/Field Experience:


Paper/Projects: Weekly journal and reflection writings, presentation/project, 2 exams

*Evaluation: Students are evaluated on the basis of performance on examinations, observations, participation, and portfolio development.*
Objectives: To provide students with an introduction to special education.

Course Content: FOUNDATIONS: (1) History (2) Current and trends and issues (3) Legal aspects (4) Parents and the family (5) Multicultural/bilingual aspects. Definitions, Characteristics, Assessment of Effective Teaching Practices For Children Identified as: mentally retarded; learning disabled emotionally disturbed; communication disorders; hearing impaired; visually impaired; physically disabled; other health impaired; gifted.

Prerequisite: Knowledge of developmental or educational psychology.

Attendance: Required.

Class Format: Discussion, cooperative learning groups, student presentations, lecture, video, simulations.

Laboratory/Field Experience: 10 hours of field study required – to be arranged in consultation with instructor.

Readings: Turnbull, et al., Exceptional Lives, or Hallahan and Kauffman, Exceptional Learners; Introduction to Special Education. Text vary by instructor. Supplemental readings will include the newspaper, articles provided by the instructor.

Paper/Projects: To be announced.

Evaluation: Attendance, class and group participation, presentations, journal and field study, mid-term and final exam.
GSS 3241-004  
Educating Students with Disabilities  

Staff  
TR 06:00pm-07:50pm  
Spring 2006  

Objectives: To provide students with an introduction to special education.  

Course Content: FOUNDATIONS: (1) History (2) Current and trends and issues (3) Legal aspects (4) Parents and the family (5) Multicultural/bilingual aspects. Definitions, Characteristics, Assessment of Effective Teaching Practices For Children Identified as: mentally retarded; learning disabled emotionally disturbed; communication disorders; hearing impaired; visually impaired; physically disabled; other health impaired; gifted.  

Prerequisites: Knowledge of developmental or educational psychology.  

Attendance: Required.  

Class Format: Discussion, cooperative learning groups, student presentations, lecture, video, simulations.  

Laboratory/Field Experience: 10 hours of field study required – to be arranged in consultation with instructor.  

Readings: Turnbull, et al., Exceptional Lives, or Hallahan and Kauffman, Exceptional Learners; Introduction to Special Education. Text vary by instructor. Supplemental readings will include the newspaper, articles provided by the instructor.  

Paper/Projects: To be announced.  

Evaluation: Attendance, class and group participation, presentations, journal and field study, mid-term and final exam.
Objectives: Pico Iyer has likened travel to falling in love. Travel, he has said, is "a mating of illusions: You give me my dreamed-of vision of Tibet and I'll give you your wished-for California." This course uses Iyer's metaphor of travel as a love affair to explore the interactions between travelers and the people who host them during their journeys. Through reading anthropological studies together with travel love stories, both fictional and nonfictional, we will compare and question travelers’ and hosts’ illusions about each other. Students will write literary travel essays narrating and reflecting on their own journeys into cross-cultural and host-guest interactions, whether at home or away. For purposes of the writing assignments, we will define travel broadly to include all of our experiences in becoming more critical observers of our own cultures. The best travel essays arrive at a reversal of the us/them perspective; we will aim for that reversal as we study ways of getting there.

Prerequisites: Not open to freshmen. Grade of B or better in one W1 course.

Attendance: Mandatory.

Class Format: Discussion (50%) / Workshopping of student writing (50%)

Laboratory/Field Experience: There will be at least one field trip at a time to be announced.

Readings: We will read travel love stories by such authors as Salman Rushdie, Yoko Tawada, Tobias Schneebaum, Marilyn Abildskov, and Pankaj Mishra. To develop a framework for our analyses of these love stories, we will also read excerpts from Edward Said and from studies in the anthropology of tourism.

Paper/Projects: Assignments include (1) two multi-draft essays that will be revised based on group and teacher feedback, (2) written comments on classmates’ drafts, (3) quizzes, and (4) two kinds of short exercises: homework assignments and in-class writings.

Evaluation: Essays 60% (30% each); Class participation and attendance 15%; Written comments on classmates’ drafts 10%; Exercises (homework/in-class) 10%; Quizzes 5%.
GSS 3360-001  
Schools of the Future  
Staff  
W 06:00pm-09:50pm  
Spring 2006

Objectives: To examine demographic data, current reform studies, major educational philosophies, personal experiences to assess the true condition of contemporary education in the U.S.; analyze emerging practices, technology, and a wide range of problems that are of concern to educational policy makers; identify how goals, problems and solutions are represented by all the different stakeholders involved in education.

Course Content: This course will analyze philosophies and issues that will affect policy development and reform in education in the next century. Problem areas in education will be examined from a variety of perspectives, in an effort to “brainstorm” possibilities for change.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

Class Format: Lecture, discussion, audio-visuals, student presentations.

Laboratory/Field Experience:

Readings: Windows on the Future – Ted McCain & Ian Jukes (Education in the Age of Technology)

Paper/Projects: Students complete the contracted work including readings, discussions, papers, and class presentations (individual and in-group debate format). This is a W2 writing course.

Evaluation: Regular attendance; class participation; Oral and written presentations/reports; policy options paper; final examination.
GSS 3360-002
Schools of the Future
Staff
TR 02:30pm-04:20pm
Spring 2006

Objectives: To examine demographic data, current reform studies and major educational philosophies to assess the condition of education in the U.S.; analyze emerging practices, technology and a wide range of problems that are of concern to educational policy makers; identify how goals, problems and solutions are represented by all the different stakeholders involved in education.

Course Content: This course will analyze philosophies, concepts and issues that could affect policy development and reform in education. Problems in education will be examined and potential solutions will be explored from a variety of perspectives in an effort to determine possibilities for improvement, change and reform.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

Class Format: Lecture, discussion, audio-visuals, student presentations.

Laboratory/Field Experience:

Readings: The basic text for this course is *Taking Sides (13th Edition)* by James Noll. Additional readings as assigned.

Paper/Projects: Students complete the contracted work including readings, discussions, papers, and class presentations (individual and in-group debate format). This is a W2 writing course.

*Evaluation: Regular attendance; class participation; Oral and written presentations/reports; policy options paper; final examination.*
Objectives: To examine demographic data, reform studies, achievement levels, prevalent educational philosophies, and relevant personal experiences to assess the condition of contemporary U.S. education; explore emerging practices, technologies, and other trends that confront educational policy makers at the local, state, and national levels; identify how educational goals, challenges, and potential solutions are viewed from different perspectives; determine and assess the implications of significant policy changes on various educational stakeholders.

Course Content: You will analyze philosophies and issues that impact policy development and educational reform in the 21st century. A broad range of educational challenges will be examined and explored in an effort to develop potential strategies to address these issues. You will conduct research, synthesize information, articulate reasoned arguments, and persuade others through written essays and oral presentations.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

Class Format: Lecture, discussion, audio-visuals, student presentations.

Laboratory/Field Experience:


Paper/Projects: Students complete the contracted work including readings, discussions, papers, and class presentations (individual and in-group debate format). This is a W2 writing course.

Evaluation: Regular attendance; class participation; Oral and written presentations/reports; policy options paper; final examination.
Objectives: Two major trends in contemporary American society are the rapid pace of technological innovation and the aging or "graying" of our population. This course shall explore each trend separately, but more importantly, as they occur in unison. How do the two trends interact and affect each other? How will modern technology affect the lives of aging Americans (our lives!)? Will it enhance, endanger or lengthen older lives? The course begins with a look at technology's impact on our society in general. Then we move into issues of aging and technology: health and disease, biomedical research, medical ethics, long-term care, housing, and the workplace.

Course Content: This is a W2 course.

Prerequisites: None

Attendance: Required

Class Format: Lecture, discussion, short presentations

Laboratory/Field Experience: Service Learning is optional

Readings: (Tentative) Dychtwald, Age Power; Burdick & Kwon, Gerotechnology: Research and applications in technology and aging. Additional readings will be assigned from online sources.

Paper/Projects: A number of short papers.

Evaluation: Based on 3 essay format quizzes, writing assignments, group presentation or service learning.