Objectives & Course Content: An in-depth examination of China as it seeks to modernize after a century of cataclysmic changes. Explores the strategies to achieve this goal without destroying the fabric of 3000 years of tradition. Analyze the political, economic, social, scientific and intellectual changes occurring as China moves into the twenty-first century.

Prerequisites: Open to Juniors and Seniors only, Distance Learning Course

Attendance: Mandatory Orientation: 9/5, 8:30-10:20 AM
Additional Required Meetings: 11/28 and 12/12, 8:30-10:20 AM

Class Format: On-line lectures and discussions; review of video program; Journals and Research papers

Laboratory/Field Experience:

Readings: Two required textbooks

Paper/Projects:

Evaluation: Research paper, class discussion; journals
Objectives & Course Content: To engage students in a discussion of ethics in personal and professional environments. Students will view a series of ten discussions of hypothetical problems requiring ethical reasoning and decision making.

Prerequisites: Open to Juniors & Seniors Only

Attendance: Section 091 and 092 Mandatory Orientation: Wednesday, September 6, 8:30 – 9:45 am Additional Mandatory Meeting: Wednesday, November 29, 8:30 – 9:45 am

Class Format: This class requires frequent participation in a discussion/assignment conference on WebCaucus. Students must activate their Loki computer accounts in D127.

Laboratory/Field Experience: None

Readings: Readings will be assigned from a reader and a study guide designed for this series.

Paper/Projects: Students will write two papers using assigned materials for the course.

Evaluation: Grades will be assigned on the basis of performance on the computer conference and papers. There are no exams.
This Course Meets at Stockton Carnegie Library Center in Atlantic City.

Objectives & Course Content: This course will analyze Jewish women in the context of their religious and cultural heritage. A variety of topics will include: women's traditional and evolving role in major historical events from biblical times to present, Jewish women as feminists and Jewish women as daughters, wives and mothers. Common themes in the lives of Jewish women will be identified. Students will struggle to make connections and find the common ground between the Orthodox Jewish woman, the Jewish feminist and the completely secularized Jewish woman.

Prerequisites: Not open to freshman; Course Meeting off Campus at Carnegie Center in Atlantic City.

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings: 5 Books

Paper/Projects: 1 Paper, 1 Class Presentation Related to Paper

Evaluation: 2 exams, 1 oral report and 1 paper/presentation
OBJECTIVE: To utilize knowledge and methodology from diverse disciplines to analyze the problem of energy and resource use and distribution. Students will learn to integrate information from the natural sciences, social sciences, and humanities to understand the "Energy Problem." They will then learn to synthesize this material by researching topics in this area.

COURSE CONTENT: The topics covered by this seminar course will include the physics of energy and entropy, power generation, energy conservation, alternative energy sources, resource depletion, the ethics of uneven distribution of resources both to distant peoples and future generations, Strategic Defense, and, finally, alternative solutions. These topics will be dealt with using various types of readings including: a novel, videos, texts physics text and papers on energy and ethics.

PREREQUISITES: There are no prerequisites. The class is not open to students who have received credit for GNM 1601 or 1101 - Energy and Society.

ATTendance: Is expected. This is a seminar course and as such demands participation. One week equivalent of absences are allowed. After that the final grade is prorated on the basis of attendance.

CLASS FORMAT: This is a seminar class. There will be a limited number of mini-lectures. The dominant mode will be discussion with students taking primary responsibility for introducing concepts and material into the discussion.

READINGS: Callenbach, (Ecotopia) and Kennedy (Crimes against Nature).

An eight episode video series (The Prize) will be shown at the beginning of the term. Students will write a one-page summary for each episode in teams of three.

PAPERS/PROJECTS: There will be a final project report and presentation working on a team basis.

LABORATORY/FIELD EXPERIENCE: Stockton Energy Projects and two field trips.

EVALUATION: The final grade will be generated as follows:
Homework Assignment  10%
The Prize Video series Report 5%
Book Reports 15%
Three Exams  30%
Class Participation  10%
Final Project  20%
Final Project Presentation  10%
Total  100%
Attendance can modify this as discussed above.
COURSE OBJECTIVE: This course is designed to introduce the student to the bicycle and the various ways it has affected our lives. Among other topics the students will learn how the bicycle moved evolved from recreation to a working tool, how bicycle racing encouraged the use of performance enhancing drugs, and how the bicycle has contributed to development of literary journals.

COURSE CONTENT: The course will present a historical background of the bicycle, when it was developed, the various types of bicycles, and how the bicycle introduced a new form of entertainment and sports. The course will then concentrate on integrating this knowledge with a broad perspective of how the bicycle has and does influence our lives. Specific topics that will be addressed during the course are: bicycle racing, physics of bicycle riding, how the bicycle allowed people greater mobility (freedom), how the bicycle has helped to create small businesses, and does success in sports demand the use of banned substances. The Tour de France is considered to be the pinnacle of bicycle racing. This specific race and issues surrounding it will be highlighted.

CLASS FORMAT: Although the course will contain formal lectures, it is my goal to engage the students in scholarly discussion of the topics and have them interact with the information. This course will allow students an opportunity to explore an interesting subject, learn how to develop viewpoints and arguments, present their ideas to colleagues in a clear, concise manner, and to defend their ideas against criticism.

ATTENDANCE: The course will be capped at a maximum of 20 students.

READINGS: Bicycle – The History by David Herlihy, 2. Le Tour – a history of the Tour de France by Geoffrey Wheatcroft, 3. The crooked path to victory – drugs and cheating in professional bicycle racing by Les Woodland, 4. The Literary Cyclist by James Starrs

PAPERS AND PROJECTS
It is proposed that the students write at least three papers in this course.
1. The first paper will be about a subject related to the Tour de France.
2. The second paper will be about how the bicycle has affected society.
3. The third paper will address a topic presented in one of the proposed films (not a critique) or the issue of drug abuse in cycling.

EVALUATION: Students will also engage in group projects and activities. One such activity will be to present a group talk about multiple bicycle companies. There are many high-end, small, personal bicycle companies that may be discussed.
2. A second activity will be to assign each member of a group a different foreign language. The group will then attempt to discuss topics and reach a conclusion, but each member will be limited to speaking “their” language.
3. A presentation about one of the bicycles observed at the Metz museum.
Objectives/Course Content: This upper-level W-2 seminar course analyzes diverse ethical and social concerns that arise in organizational contexts and enhances and broadens the student’s understanding of the wide range of principles and dynamics that affect ethical behavior. Case studies include current “ethical” events as well as the successes and failures of past business decisions such as Ford and the “Pinto”, Johnson & Johnson and the “Tylenol”, Enron & WorldCom/MCI accounting scandals and the Exxon Valdez and Union Carbide-Bhopal environmental catastrophes.

Prerequisites: Juniors/Seniors only. Students should be prepared to discuss their critical analysis of a current ethical dilemma, and to submit a brief written summary on a weekly basis. Mastery of writing quality and content is required and should not be attempted by students enrolled in BASK courses.

Class Format: Lectures discussions, student’s oral and written presentations.

Papers/Projects: Each student shall submit a brief analysis of an ethical dilemma currently receiving media attention each week. Each team shall conduct at least one (1) presentation and submit one (1) written complication of that presentation. Each student shall individually prepare a written analysis of an ethical problem encountered during the student’s higher educational experience.

Readings: TBA

Evaluation: This upper-level seminar course does not require any tests or examinations. Grading is based upon attendance and participation, weekly submission and presentation of critical analysis of current ethical dilemmas, team presentations (written and oral) of current or past ethical dilemmas, and the student’s final individual presentation (written and oral) of a personal ethical dilemma experience.
Objective & Course Content: This course explores human consciousness from physiological, psychological, and philosophical perspectives. We will examine the various states of consciousness produced by hypnosis, biofeedback, psychoactive drugs, meditation, and psychic states. In addition, we will explore varieties of unconsciousness such as repressed memories, sleep and dreams, and comas. Evolutionary and religious interpretations will be interwoven with current findings from the biomedical and psychological communities in our discussion of the continuum of consciousness and its implications for human potential.

Prerequisites: Open to Juniors and Seniors only;

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
Course Content and Objectives: What constitutes a good society? What is freedom? What is the meaning of social justice? What is success? What is happiness? These questions are as old as philosophy and humankind. They are timeless and perennial questions that need to be reevaluated and freshly answered with the changing environment of world society. The answers given to these questions are inevitably built on the foundations of implicit as well as explicit value premises about what is or is not desirable. The main objectives of this course are to examine the alternative answers given to these questions and the value premises upon which these answers are constructed in various classical and modern works of world literature (e.g. fiction, drama, poetry) dealing with such social problems as poverty, inequality, repression, and war.

Prerequisites: Open to Juniors and Seniors only

Attendance: Mandatory.

Class Format: Seminar.

Laboratory/Field Experience: None.

Readings: To be arranged.

Paper/Projects: No exams. One paper due at the end of the term.

Evaluation:
Attendance .......................10%
Participation .....................30%
Paper ..............................60%
Total .............................100%
GIS 3648-001
Gender/Violence in Society/Film/Fiction
Elaine Ingulli
MWF 2:10-3:25-reads attendance on Friday
Fall 2006

Objectives: To explore issues of gender and violence in society from a feminist perspective; to examine the relationship between theory, social science research findings re: violence/gender and ways in which film/fiction address these issues, contribute to the ways in which we think about these issues; impact of gender (of directors, screenwriters, critics and cast) and film techniques, on the way an audience perceives film and generates meaning out of film; into to film/literary analysis as way of exploring fiction in which gender/violence are central themes.

Prerequisites: Juniors and Seniors only. This course counts towards a minor in Women’s Studies.

Attendance: Required. Class with meet MW as scheduled and on F for extended period (2:10-4:45) on alternate Fridays

Class Format: Seminar – fiction and film explored through class discussions and writings; Social Science perspective presented through student projects and class presentations throughout the semester. Interdisciplinary.

Readings: To be decided.

Papers/Projects: To be decided.
GIS 3653-091
Crime: Cross Cultural Consideration
Peter Liu
Fall 2006
Orientation on 9/05  9:00-10:20 AM
Additional Meetings on 10/03, 11/28 and 12/12 at 8:30 - 10:20 AM
Distance Learning Course, Mandatory Orientation and Additional Meetings

Objectives & Course Content:  This course provides an interdisciplinary and cross-cultural examination of the causes of criminality and its control. It explores historical, cultural, social, economic, political, religious, and psychological factors that contribute to criminal behaviors. It also reviews variations in the formal and informal crime control mechanisms, and suggests more comprehensive and affective approaches to fighting against crime. The USA, Japan, and China, which represent three very different types of societies, are used as examples to discuss the course topics.

Prerequisites:  Open to juniors and seniors only; This is a Distance Learning Course;

Attendance:  Mandatory Orientation and Additional Mandatory Meetings

Class Format:  Distance Learning

Laboratory/Field Experience:

Readings:  Textbooks & Related Literature

Paper/Projects:

Evaluation:  Research Paper; On-line Discussion; Essays
Course Content: All communicators adjust their messages to better fit the needs of their audience. Mass audiences pose a particularly vexing problem for media producers because the two parties lack direct contact. Students will learn and demonstrate a variety of qualitative and quantitative audience research techniques.

Prerequisite(s): Open to Juniors and Seniors only. Knowledge of basic statistics and interview skills recommended.

Attendance: Required

Class Format: Hybrid – Lectures & Online discussions.


Projects: Students will conduct a series of interviews with community members about their media usage habits. These individual interviews will be pooled and the class will examine the results. In addition to these exercises, students will complete a short research project, and a final.

Evaluation: E-Assignments 25%; Mid-term 25%; Res. Project 20; Final 25%; Attendance 5%
GIS 3671
The Holocaust & the Christian World
Dr. Michael Phayer
Tuesday-Thursday
10:30 AM – 12:20 PM
Fall 2006
W2, V

Objectives:
1. To study the historical, social, political, and cultural roots of the Holocaust;
2. To explore what Christians did and failed to do during the Holocaust; and,
3. To examine some of the controversies and myths linked to Pope Pius XII, the Vatican, and the Catholic Church before, during, and after World War II and the Holocaust.

Course Content: “The Holocaust & the Christian World” will examine the historical, social, political, and cultural roots of the Holocaust. We shall do so by exploring what Christians did and failed to do during the Holocaust, particularly in terms of the accusations made about the apathy and indifference of so many in Nazi occupied Europe toward the persecution and murder of the Jewish people. We shall examine some of the controversies and myths linked to Pope Pius XII, the Vatican and the Catholic Church before, during, and after WW II and the Holocaust.

Prerequisites: An open and inquiring mind; Willingness to learn.

Attendance: Attendance and participation in class are Expected and Required.

Class Format: Lecture; Seminar and discussion; use of film, use of library; guest speakers.

Laboratory/Field Experience: Possible Field Trip to the United States Holocaust Memorial Museum in Washington, DC

Readings (Tentative): Phayer, The Catholic Church and the Holocaust, 1930-1965; Phayer and Fleischner, Cries in the Night: Women Who Challenged the Holocaust; Rittner, Smith, Steinfeldt eds., The Holocaust and the Christian World

Paper/Projects: Three short papers (Think Pieces) each 2 ½ - 3 pages long; Class presentation (possibly with a power point presentation).

Evaluation: Papers, Project; Pop-Quizzes on Readings; Mid-term and Final Exam.
GIS 3725-001
Women in Law, History and Literature, H, W2 (Tutorial)
Audrey Latourette
TR 2:30-4:20
Fall 2006

Objectives: This course endeavors to analyze the status of women in American society from a multidisciplinary perspective, utilizing the disciplines of law, history and literature. This course examines women's cultural and legal existence from Colonial America through contemporary times.

Attendance: Highly recommended.

Class Format: Class discussion participation with significant emphasis upon guided, independent reading and research.

Laboratory/Field Experience: Library research session.


Projects/Papers: A major research project which will combine an analysis of an historical period with a study of relevant laws of the period or literature of the period.

Evaluation: Minor paper; major research paper
Objectives: In this course, students will read documentary theory, review contemporary and archival documentary projects, and produce their own written and visual documentaries. They will encounter diverse documentary media (ethnography, personal history, oral and visual testimony, documentary film, and web documentary projects) that integrate the knowledge and modes of inquiry from a variety of disciplines and fields of study. Through discussion, observation, critical writing, reflection, and photography students will demonstrate their understanding of documentary history and the social role of the documentary genre as well as acquire some of the skills of the documentarian.

Prerequisites: BASK 1101 or GEN 1120

Attendance: Mandatory

Class Format: Seminar

Laboratory/Field Experience: digital photography

Readings: Among the texts that students will read in this course are: James Agee’s Let Us Now Praise Famous Men, Zora Neale Hurston’s Mules and Men, Robert Coles’ Doing Documentary Work, George Orwell’s The Road to Wigan Pier, W. J. T. Mitchell’s Picture Theory: Essays on Verbal and Visual Representation, Charles Darwin’s The Voyage of the Beagle. Selected readings will be distributed to students electronically.

Paper/Projects: Students will produce critical essays, ethnographic documentaries, visual documentaries, peer reviews, critiques of web documentaries, commonplace books, and reflective essays during the semester.

Evaluation: Evaluation is based on: graded projects; self evaluation and peer evaluation; participation in class discussions and group work; and preparation for class. Excessive absences will affect the final grade as will repeatedly handing in work late.