Course Objectives & Content: This course will look at college culture and social life in both historical and contemporary perspective. The goal of the course is develop a deeper understanding of the beliefs and values behind a liberal arts education, and to effect a successful transition into college.

Prerequisites: None

Attendance: Required

Class Format: Lecture and class discussion

Laboratory/Field Experience:
1. Cross-college fieldwork in Stockton to discover the significant cultural/social focal points
2. In-depth fieldwork in one cultural/social area of the college

Readings: To be assigned

Paper/Projects:
On-line blog/diary documenting freshman year experience
   a. Students will be expected to attend at least four campus events such as concerts, lectures, or plays, and discuss them on their blogs.

Evaluation: Essays, field accounts, blog/diary
Objectives & Course Content: The main objective of the course will be to get students to confront and discuss issues of diversity, focusing on race and ethnicity, gender, and religion. A number of contemporary situations will be used to illustrate and illuminate difficult questions about diversity. There will be different sections of the course with different instructors. There will be some commonalities to all of the sections and some areas where instructors may individualize their section. Students in the course will get the benefit of a variety of perspectives on diversity issues as instructors may sometimes switch or combine sections. The class will use lectures, discussion, films, speakers and service learning to promote awareness of diversity issues.

Prerequisites: Open to Freshmen only; this is a Freshman Seminar
Objectives & Course Content: The main objective of the course will be to get students to confront and discuss issues of diversity, focusing on race and ethnicity, gender, and religion. A number of contemporary situations will be used to illustrate and illuminate difficult questions about diversity. There will be different sections of the course with different instructors. There will be some commonalities to all of the sections and some areas where instructors may individualize their section. Students in the course will get the benefit of a variety of perspectives on diversity issues as instructors may sometimes switch or combine sections. The class will use lectures, discussion, films, speakers and service learning to promote awareness of diversity issues.

Prerequisites: Open to Freshmen only; this is a Freshman Seminar

Attendance: Required

Class Format: Seminar

Laboratory/Field Experience: Cultural apprenticeship

Readings: The Spirit Catches You & You Fall Down – Anne Fadiman

Paper/Projects: Reaction papers and collaborative writing

Evaluation: Portfolio
GSS 1052-001
Global Exchange & Business
Michael Scales
TR 2:30-4:20
Fall 2006
This is a Freshman Seminar. This is an I course

Objectives: To provide a foundation for an introductory examination of the fundamentals of contemporary business in the U.S. and globally.

Course Content: The course will focus on the basic concepts of business, managing a business, entrepreneurship, understanding people in organizations, marketing, financial issues and the impact of a global economy.

Prerequisites: Open only to freshmen.

Attendance: Required and unexcused absence will result in point penalties against the final grade.

Class Format: The course will consist of lecture, case studies, video scenarios, role play, team class presentation and individual written assignments. Guest lecturers will be included.

Laboratory/Field Experience: An off-campus visit to a local business will be part of the course.

Readings: Business Essentials, by Ebert and Griffin, 5th ed.
The World is Flat, by Thomas L. Friedman

Papers/Projects: Each student will be expected to write a paper on a business subject and actively participate in-group activities and team case studies.

Evaluation: Written exams will be used in addition to the writing requirement.
Objectives: The student will:

1. Describe the relationship between ethical behavior and professionalism
2. State the historic development of ethics as a discipline, and the history of, and criteria for, professionalism.
3. Apply critical thinking, and ethical theories and principles to ethical dilemma.
4. Utilize appropriate library skills and APA writing methods when preparing written communication.
5. Value accountability as the basis for responsibility when demonstrating ethical behavior.
6. Describe the history of selected professions.
7. Be aware of the consequences of failure to integrate ethical principles in decision making.
8. Be able to apply ethical decision making to a variety of scenario

Course Content: Ethical failures and their consequences will be explored using a historical perspective. A variety of profession will be the focus of ethical history and moral failure. The development of professional status, critical thinking, and ethical theory and principles will be integrated so that the student has an overview of the current status of ethics and their relationship to professional status and behavior.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture/Discussion, Guest Speakers, Audio Visuals, WebCT Interaction

4. Other Readings as Assigned.

Evaluation: Research Paper/Presentation 30%; 3 tests (60%); Participation/Attendance 10%
Objectives & Course Content: To provide students with: a) an overview of long term economic and employment trends and the best educational preparation for them; b) an overview of the major areas of the curriculum, as an aid to the selection of courses and majors; and c) an overview of the thinking skills necessary to do well both in college and in subsequent professional work.

This course will provide: a) a review of the major schools of thought on long term economic and employment trends and their implications for education; b) a comparison of the major areas of the curriculum in terms of their subject matter, methods of inquiry, and some currently "hot" topics; and c) work on the study and thinking skills necessary to do well both in college and in the world of work.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture

Laboratory/Field Experience: None

Readings: Portions of four books

Paper/Projects: None

Evaluation: Regular quizzes and tests at the end of each block of material. No cumulative final exam.
Objectives: the study and practice of writing Argument and Persuasion essays as well as understanding the strengths and weaknesses of logical arguments particularly as they apply to modern social issues.

Prerequisites: Students must have met the college’s basic writing competency requirements.

Attendance: Attendance and active participation is expected and part of the student evaluation.

Class Format: classes will include lecture, discussion, reading, and writing as well as computer lab.

Laboratory/Field Experience: Not applicable

Readings: TBA

Paper/Projects: Students will write 7-10 essays on subjects chosen from the text and in-class discussions.

Evaluation: Attendance, active participation, written assignments.
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: Students will examine and explore six contemporary social controversies in an effort to develop a reasoned point of view with respect to these issues. Students will conduct research, analyze and synthesize information, articulate arguments, and persuade others through essays, papers, and oral presentations.

Prerequisites: Fulfillment of BASK writing requirement. Course Meeting Off Campus (Mays Landing); Driving Required

Attendance: Students are to be present, on time, and prepared for each and every class. There will be an incentive for perfect attendance and disincentives for absences and tardiness.

Class Format: The format will include lectures, student presentations, small group work, and video- and audio- streaming presentations in a fully electronic classroom.

Readings:


There will be supplemental readings and hand-outs.

Paper/Projects and Evaluation: Eighty percent (80%) of the final grade will be based on written essays and papers, and oral reports. The remaining twenty percent (20%) will be based on quizzes and class participation. The instructor reserves the right to determine which activities carry the most weight after formal notification in class.

The use of technology for oral presentations is strongly encouraged. The +/- grading system will be used.
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:


Paper/Projects: Group Presentation

Evaluation: 3 Exams (short answer)
Objectives & Course Content: Examines the causes, context, and consequences of the 9/11 catastrophe, in which Al Qaeda terrorists crashed hijacked 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: This is a Distance Learning Course, Mandatory Orientation.

Attendance: Mandatory Orientation: 9/06; 2:10-3:25 PM

Class Format: on-line lectures and discussions

Laboratory/Field Experience: Trip to 9/11 site

Readings: Firehouse, (Halberstam)
Middletown, (Sheehy)
and a third 9/11 book

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

Evaluation: Web-based final project commemorating 9/11, or analyzing some aspect of it.
Paper, project, Webcaucus discussions, weekly online assignment, exam
Objectives & Course Content: This course will offer an overview and a forum for discussion of selected debates related to global sustainability, environmental devastation, human rights, hunger, and global poverty. The overarching goal of the course is to allow students to recognize the complex character of transnational social, political, and economic change and develop a critical understanding of the threats, opportunities, and ethical issues raised by these changes. Students will be required to address a specific issue in depth through the completion of a research project and in-class presentation. Class sessions will examine environmental issues such as global warming, ozone depletion, water pollution and scarcity, biodiversity, deforestation as well as political issues such as global hunger, poverty, human rights and population growth. Placed in the context of the international political and economic order, we will be interested in exploring the interconnectedness of these environmental, economic, social, and political issues.

Prerequisites: This is an introductory, 2000-level course. A conceptual overview and history of each topic will be presented with no presumption of previous familiarity. In addition to facilitating discussion, the instructor will draw out important issues relate to international political, economic, or social dynamics, and provide background in class lectures, allowing students with little or no background in these issues to participate actively in debates.

Attendance:

Class Format: Most class time will be focused on interactive discussion. Roughly one-third of class time will be lecture by the instructor.

Laboratory/Field Experience:

Readings: Two texts and additional on-line readings will be assigned.

Paper/Projects: Each student will be required to write a research paper (roughly ten pages) engaging an issue of relevance to the course. Students will be strongly encouraged to utilize the Internet as a research tool in this project. Once student papers have been edited by the instructor, they will be placed on websites that the students constructed over the course of the class. In this way, papers and other references may be read and reviewed by other class members prior to discussion. Students will be required to present their papers to the class, and encouraged to make full use of the media tools available to them (overhead projector, computer-generated graphs or charts, etc.).
**Evaluation:** Short weekly quizzes will motivate students to not fall behind in the readings. The final exam will be cumulative. The student paper and presentation will comprise a substantial portion of the student’s grade.
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 for 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. Implications of China-US relations for the maintenance of world order.

Prerequisites: None.

Attendance: Mandatory

Class Format: Lecture/discussion/guest speaker sessions/movie or video sessions

Readings: Course reader

Projects: None

Evaluation: in-class exercises (100 points), essays (300 points), final exam (150 points), presentation (100 points), pop quizzes (50 points), written homework (100 points)
Objectives & Course Content: To provide students with a general overview of deviance and to identify some of the issues related to deviance. This course will use an interdisciplinary approach to deviance with emphasis on the sociological, socio-psychological, psychological, biological and anthropological perspectives of deviance. It will also examine issues such as the development of a deviant career, societal reaction to deviance and the effects of deviance on society.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture/discussion

Laboratory/Field Experience: None

Readings: Sociology of Deviant Behavior. Marshall Clinard & Robert Meir, (most recent). Other readings will be assigned.

Paper/Projects: None

Evaluation: Exams; Class Participation; Class Presentation
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: Not open to those with credit for GSS 1031

Attendance:

Class Format:

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
GSS 2240-001
The Holocaust
Murray Kohn
M/W  3:35 – 5:25 PM
Fall 2006
Values (V)

Objectives: A cursory review of the Holocaust period. Its roots, development and consequences.

Course Content: An analysis of the historical conditions which made possible the Holocaust to succeed.

Prerequisites: None

Attendance: Maximum 2 absences

Class Format: Lectures, student participation through topical presentation.

Laboratory/Field Experience: A possible class trip to the Holocaust Museum in Washington, DC.

Readings: Text and related materials.

Paper/Projects: A topical paper.

Evaluation:
Objective & Course Content: Demographic projections indicate that by the mid-century (2050) one half of the U.S. population will be made up of people of African, Asian and Latino/Latina backgrounds. The shift in minority/majority numerical size will most likely create challenges that only a well-educated and culturally tolerant society can survive. It is imperative that our nation’s cultural education begin now. This shift in demographics is also compounded by the increase of other definable groups such as the disabled, the aged, gays and lesbians as well as a variety of other special interest groups. All of these entities will be competing for an equal voice in our democratic republic and capitalistic economic system.

This course was developed to help students recognize and appreciate the differences and the similarities between diverse groups and individuals in a multicultural society. It is our hope that with this knowledge you will be able to make a difference and become a facilitator in improving intra/inter-cultural relations at work, in your community and in the global village.

Prerequisites:

Attendance: Mandatory Orientation and Additional Meeting Dates.

Class Format: Distance Learning Course (Telecourse)

Laboratory/Field Experience: None

Readings: Telecourse guide & reader – Dealing with Diversity

Paper/Projects: Diversity project required.

Evaluation: Midterm & final (multiple choice), film critiques, and a special project.
Course Objectives:
1. Exposure to a range of historical and contemporary issues facing women.
2. Exposure to a variety of perceptions of women through history and cross-culturally.
3. Introduction to material on changing roles of women.
4. Reflection on our own lives in relation to course material.
5. Interdisciplinary consideration of issues related to women.
6. Exposure to different social sciences and social science research.

Course Content: Readings, discussion, presentations in relation to the objectives.

Prerequisites:

Attendance: Required

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings:

Paper/Projects: Short papers on readings and observations

Evaluation: Attendance and participation, papers, exams
GSS 2310-091
Sex Discrimination & Law
Arleen Gonzalez
Mandatory Orientation:
Additional Mandatory Meeting:
Fall 2006
Distance Learning Course, Mandatory Orientation, (W2), (I)

Objectives & Course Content: A study of leading cases and legislative enactments which have addressed issues relating to sex discrimination. Through selected readings, we will examine the political, sociological and economic implications of these decisions. Although, we will study how sex discrimination issues have been treated historically, our primary focus will be on developments which have occurred since the 1960's. Topics to be covered will include: the proposed Equal Rights Amendments, abortion, the Civil Rights Act, employment discrimination, public health care and the marital relationship.

Prerequisites: Not open to those with credit for GEN 3615

Attendance: Mandatory Orientation: Additional Mandatory Meeting:

Class Format: Distance Learning

Laboratory/Field Experience:

Readings: TBA

Paper/Projects:

Evaluation: Midterm 40%
      Final 40%
Participation Web Caucus 20%
Objectives & Course Content: Purpose of this course is to examine the lives of boys and girls, including topics such as the development of gender roles, gender comparisons, women and work, love relationships, physical and mental health, and issues in adulthood. There will also be special emphasis placed on patterns of aggressive behavior in males and females. New research has been conducted that emphasized female relational aggression and male physical aggression. Some of these recent research studies will be examined.

Prerequisites: None

Attendance: Required

Class Format: Lecture, Discussion, Project

Laboratory/Field Experience: None

Readings: Textbook and selected readings

Paper/Projects: Final Project

Evaluation: 3 Exams, Project
GSS 2342-001
Pathways to Learning
K. Lebak
TR 10:30AM-12:20PM
Fall 2006

Objectives:

Course Content:

Prerequisite:

Attendance: Required.

Class Format:

Laboratory/Field Experience:

Readings:

Paper/Projects:

Evaluation:
GSS 2349-001
The Politics of Law
Douglas Gershuny
R 6:00-9:50 PM
Fall 2006

Objectives & Course Content: The course will cover the relationship between political ideology and the legal system, focusing on how the ideology and values shape and influence legal institutions and the decision-making process. Students will examine this subject from a variety of perspectives across the political spectrum, as well as explore how class, race and gender play a role in our legal process, using key contemporary issues in the law as polestars for discussions.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture

Laboratory/Field Experience: NA

Readings: Peter Iron’s, People’s History of the Supreme Court and handouts

Paper/Projects: 2 Papers (5-7 pages)

Evaluation: Grade based on papers, class participation and attendance
Objectives & Course Content: This course will examine herbal and plant medications which affect the mind, the brain, and behavior. It will assess which one's work, how they work, and what their therapeutic uses are. Several classes of psycho-active plants will be covered: sedatives and anxiolytics, 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: One paper which will cover one herb/plant in detail

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: none

Attendance: mandatory Monday and Wednesday…will meet also 4 Fridays over the course of the term for group presentation/project work

Class Format: seminar

Laboratory/Field Experience:

Readings: various primary sources

Paper/Projects: group work which will be completed in four parts. Various writing assignments and a final exam

Evaluation: papers, projects, attendance and class participation.
Objectives & Course Content: Examines three principal institutions that play a critical role in social and economic transition: civic and neighborhood organizations, regional and local governments and semi-development agencies with respect to South African transition.

Prerequisites: Permission of Instructor

Attendance: Includes Required South Africa Study Tour - Extra Cost

Class Format: Seminar
So. Africa Study/Tour - Field trip to South Africa 12/27/06 – 1/13/07
Required Deposit of $500 and Extra Cost TBA

Laboratory/Field Experience:

Sebastian Mullaby, After Apartheid, Basic Books, NY 1995

Paper/Projects: Journals
Ten-pages typed term papers on topic to be assigned

Evaluation:
(3) Short papers - 20%
Journal - 30%
Term papers - 30%
Attendance and class participation - 20%
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 Orientation Sec. 091: 9/09/06, 8:15 AM, additional Mtg.: 12/02/06, 8:15 AM
Mandatory Orientation Sec. 092: 9/09/06, 10:00 AM, additional Mtg.: 12/02/06, 10:00 AM

Class Format: Distance Learning

Laboratory/Field Experience: None

Readings: Intercultural Business Communication, L. Chaney & J. Martin

Paper/Projects: None

Evaluation: Participation and Exams
Objectives & Course Content: Our world consists not only of independent nations but is influenced by multinational, transnational, and supranational institutions and networks. Some are political organizations, some are economic structures, many are both. This course examines the structure and impact of the United Nations and its affiliates such as the World Bank, FAO, WHO, and ILO; of multinationals; cartels; and economic communities such as OPEC and OECD, as well as military alliances (NATO) and power blocs.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture and Discussion

Laboratory/Field Experience: None

Readings: To be announced

Paper/Projects: Yes

Evaluation: Exam, class performance
GSS 2646-001
Perceptions and Perspectives
Marissa Levy
TR 12:30-2:20PM
Fall 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.


Papers/Projects: Projects: Social observations.

Evaluation:

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>13</td>
</tr>
<tr>
<td>Assignments (3 @ 9 points each)</td>
<td>27</td>
</tr>
<tr>
<td>Final Project</td>
<td>30</td>
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<td>Final Exam</td>
<td>30</td>
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Total: 100
GSS 3105-001
News Media in Society
Michael Pollock
W 6:00-9:50 PM
Fall 2006

Objectives: To provide perspective and greater understanding of news media's impact and role in society.

Course Content: The course will examine ethical considerations, misconceptions, manipulation of the public, fairness and objectivity in news coverage, invasion of privacy, social responsibility, credibility and power of the media, First Amendment rights and censorship. Specific cases and personalities who have shaped media institutions will be discussed.

Prerequisites:

Attendance: Mandatory

Class Format: Lectures, class discussion and guest presentations by media professionals.

Laboratory/Field Experience:

Readings: Text to be selected, various publications.

Paper/Projects: Three or four analytical papers on subjects to be assigned.

Evaluation: Quality of papers and class participation.
Objective/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 & Course Content: Students will learn the contexts in which serial killers and mass murderers were born, developed, lived and killed. Various topics will be discussed as the lives of the killers evolve. Through tracing the life of Ted Bundy from 1946 through 1989, and the life of Gary Ridgeway (Green River Killer) from 1949 to present, as well as other selected killers, this course will examine the perpetrators’ biological and psychological development, review the sociological theories of crime and structure in which they lived their family systems the politics of their time, music, TV, and movies of their era, the effects of mental illness, the role of forensic science in their capture, and advancements in forensic psychology.

Prerequisites: Open to Juniors and Seniors only

Attendance: Mandatory

Class Format: Lecture/Discussion

Laboratory/Field Experience:

Readings: TBA

Paper/Projects: One paper, several in-class projects

Evaluation: In-class projects, two exams, one paper
**GSS 3241-001**

*Educating Students with Disabilities*

J. Fipp  
M 06:00PM-09:50 PM  
Fall 2006

**Objectives:** Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: Knowledge of the history and the current status of special education law; knowledge of special education classifications and specific categories of exceptionality; resources and teaching techniques/modifications used to implement students’ Individual Education Plans.

**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.

**Prerequisites:**

**Attendance:** Required.

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

**Laboratory/Field Experience:**

Additional readings as assigned by instructor.

**Paper/Projects:**

**Evaluation:**

1. 3 classroom observations  
2. Group research project and presentation on a special education category  
3. Lesson plan: pair project  
4. 2 evaluations  
5. Class attendance and participation
Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: Knowledge of the history and the current status of special education law; knowledge of special education classifications and specific categories of exceptionality; resources and teaching techniques/modifications used to implement students’ Individual Education Plans.

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Prerequisites:

Attendance: Required.

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

Laboratory/Field Experience:


Paper/Projects:

Evaluation:

1. 3 classroom observations 15%
2. Group research project and presentation on a special education category 20%
3. Lesson plan: pair project 10%
4. 2 evaluations 40%
5. Class attendance and participation 15%
Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: Knowledge of the history and the current status of special education law; knowledge of special education classifications and specific categories of exceptionality; resources and teaching techniques/modifications used to implement students’ Individual Education Plans.

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Prerequisites:

Attendance: Required.

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

Laboratory/Field Experience:

Additional readings as assigned by instructor.

Paper/Projects:

Evaluation:

1. 3 classroom observations 15%
2. Group research project and presentation on a special education category 20%
3. Lesson plan: pair project 10%
4. 2 evaluations 40%
5. Class attendance and participation 15%
Objectives: Upon completion of the course, the student will demonstrate knowledge and skills through task completion and class participation related to: Knowledge of the history and the current status of special education law; knowledge of special education classifications and specific categories of exceptionality; resources and teaching techniques/modifications used to implement students’ Individual Education Plans.

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Prerequisites:

Attendance: Required.

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

Laboratory/Field Experience:


Paper/Projects:

Evaluation:

1. 3 classroom observations 15%
2. Group research project and presentation on a special education category 20%
3. Lesson plan: pair project 10%
4. 2 evaluations 40%
5. Class attendance and participation 15%
Objectives & Course Content: The following are the course objectives: First, understand the important topics in the study of children and crime. Second, gain knowledge about the cause, consequence, treatment, and prevention of child victimization and juvenile delinquency. Third, identify pathways from victimization to delinquency. Fourth, develop critical thinking and analytical skills. Finally, improve written communication skills.

This course will survey two general ways in which children and crime intersect: Children as victims of crime and children as perpetrators of crime. Under children as victims of crime, topics will include child physical abuse, sexual abuse, neglect, corporal punishment, children’s eyewitness testimony, the repressed and recovered memory controversy, and child protective services. Under children as perpetrators of crime, topics will include juvenile delinquency, juvenile justice, trying juveniles as adults, and conflict resolution. Finally, pathways from victim of crime to perpetrator of crime will be explored, and ways to stop this vicious cycle will be discussed. Throughout this course, knowledge about normal child physical, cognitive, and social development will be used to bring light to bear on the class topics. In addition, this course will incorporate theories and research in the fields of psychology, social work, and criminal justice.

Prerequisites: Not open to freshman.

Attendance: Mandatory.

Class Format: This course is organized around lectures, discussions, and group activities.

Readings:
Course packet.
Additional readings may be assigned and kept on reserve in the library.

Paper/Projects:
The course papers are a series of class preparation essays that are completed weekly. These are formally written essays about the readings assigned for the week. While these class preparation essays will reflect students’ understanding of the reading materials, more importantly, these essays serve as a venue for students to practice critical thinking and analytical skills. Therefore, rather than just summarizing the readings, students need to reflect on the readings by expressing emotions, raising questions, explaining observations using the concepts and theories learned in class, thinking of solutions to problems, and critiquing the readings using sound justification. These papers should be typed, single-spaced, and about one page in length. Although short, the papers need to be clear, grammatical, and elegant.
Evaluation: Students’ performance in the course will be evaluated based on attendance and participation, weekly class preparation essays, and a mid-term and a final exam.
GSS 3360-001  
Schools of the Future  
G. Toscana  
W 06:00AM-09:50PM  
Fall 2006

Objectives: To examine demographic data, assess the condition of contemporary education in the United States, analyze emerging practices and technologies and a wide range of problems that are a concern to policy makers. Suggest and examine possible solutions from differing perspectives.

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 “brainstorm” possibilities for change.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

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

Laboratory/Field Experience: One project connected to field setting is required.

Readings:

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
M. Ney
TR 02:30PM-04:20PM
Fall 2006

Objectives: To examine demographic data, assess to condition of contemporary education in the United States, analyze emerging practices and technologies and a wide range of problems that are a concern to policy makers. Suggest and examine possible solutions from differing perspectives.

Course Content: Addresses future issues, philosophical implications and current assumptions that will affect reform and policy development in society and educational management and teaching in the next century.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

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

Laboratory/Field Experience: One project connected to field setting is required.

Readings:

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 3360-083
Schools of the Future

H. Kesselman
MW 04:00-05:50
Fall 2006

Objectives: To examine demographic data, assess to condition of contemporary education in the United States, analyze emerging practices and technologies and a wide range of problems that are a concern to policy makers. Suggest and examine possible solutions from differing perspectives.

Course Content: Addresses future issues, philosophical implications and current assumptions that will affect reform and policy development in society and educational management and teaching in the next century.

Prerequisite: Open only to juniors and seniors.

Attendance: Required

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

Laboratory/Field Experience: One project connected to field setting is required.

Readings:

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 create an understanding of the uniqueness of U.S. democracy and to examine the reasons for its dynamic growth while exploring its successes and failures. We will explore the future course of action required for the U.S. to maximize the opportunity for U.S. democracy to meet the challenges of terrorism and non-western cultures without destroying the very foundation of the U.S. Constitution and Bill of Rights. Historical examples of citizen participation and the effects on our lives will be studied.

Prerequisites: None

Attendance: Required. Absence without medical excuse will result in deduction per absence. Active class participation required. Attendance alone is not sufficient. Tardiness will not be appreciated.

Class Format: Seminar – active class participation and exchange of ideas.

Laboratory/Field Experience: None


Paper/Projects: Tests will all be essay type.

Evaluation: Attendance with participation 30%, First Exam 20%, Second Exam 25%, Third Exam 25%