Modern China
Yingyi Situ
Orientation: May 16, 8:00-9:15 AM; Additional Mandatory Meeting: June 15 8:00-9:15 AM - 191
Orientation: May 16, 8:00-9:15 AM; Additional Mandatory Meeting: June 15 8:00-9:15 AM - 192
Orientation: June 20, 8:00-9:15 AM; Additional Mandatory Meeting: July 18, 8:00-9:15 AM - 391
Summer A, C 2006
Distance Learning, (I), Mandatory Orientation

Objectives: 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 3,000 years of tradition.

Course Content: Analyze the political, economic, social, scientific and intellectual changes occurring as China prepares to move into the twenty-first century.

Prerequisites: Open to Juniors and Seniors Only

Attendance:

Class Format: Video, films/discussion of reading/lecture/presentation; telecourse.

Laboratory/Field Experience:

Readings: Textbooks & related literature

Paper/Projects:

Evaluation: Research paper, on-line discussion, Journals, Review of video programs
GIS 3219-291, 292, 491, 492
Ethics in America
Lucinda Jassel
Orientation 5/17 8:00-9:15 AM; Addl. Mtg: 7/12 8:00-9:15 AM – 291, 292
Orientation 6/19 8:00-9:15 AM; Addl. Mtg: 8/14 8:00-9:15 AM – 491, 492
Summer B, D 2006
(W2), (V), Distance Learning Course, Mandatory Orientation

Objectives: To engage students in a discussion of ethics in personal and professional environments.

Course Content: Students will view a series of ten discussions of hypothetical problems requiring ethical reasoning and decision making.

Prerequisites: Open to Juniors & Seniors Only

Attendance: Mandatory

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.
OBJECTIVE: To utilize knowledge and methodology from diverse disciplines to analyze the problem of energy and resource use and distribution.

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, movie, physics text and papers on ethics.

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: Ectopia (Calleubach, and Crimes Against Native (Kennedy). 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.

EVALUATION: The final grade will be generated as follows: Homework Assignment 10%, The Prize Video series Report 5%, Book Report 15%, three Exams 30%, Class Participation 10%, Final Project 20%, and Final Project Presentation 10%
OBJECTIVE: To utilize knowledge and methodology from diverse disciplines to analyze the problem of energy and resource use and distribution.

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, movie, physics text and papers on ethics.

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EVALUATION: The final grade will be generated as follows: Homework Assignment 10%, The Prize Video series Report 5%, Book Report 15%, three Exams 30%, Class Participation 10%, Final Project 20%, and Final Project Presentation 10%
Objectives & Course Content: This course will examine various forms of addiction, including alcohol/drug, gambling, sex, spending, eating, and others. They will be examined from the viewpoints of biology, psychology, sociology, anthropology, economics, philosophy, and the arts. Readings from scientific journals, fiction, and film will be used.

Prerequisites: Open to Juniors and Seniors only

Attendance:

Class Format: Lecture/discussion

Laboratory/Field Experience: None

Readings: Will be supplied

Paper/Projects: One paper

Evaluation: 3 Exams
GIS 3353-191, 291,591

Perspective on NJ Communities

Diane Holtzman

To Be Announced

Summer 2006

Objectives: To introduce the students to the impact of economics, history culture, political environments and biological uniqueness to the South Jersey region.

Course Content: This course will use perspectives from economics, sciences history, political science and the humanities to investigate the nature of community and the application of the concept to Southeast New Jersey.

Attendance: Class attendance factored into the grade.

Class Format: Lecture, research supplemented by guest lecturers from community groups, economic development councils, county government.

Laboratory/Field Experience: possible field trips to local historical sites

Readings: From selected tests on South Jersey – TBA in class.

Papers/Projects: Two research papers—one research paper must be focused on historical research; Readings from assigned texts; Two exams; oral presentation in class re: research findings

Evaluation: All equal weight: tests, research, and participation.
Objectives: To understand the historical context of epidemics and the role of HIV/AIDS in a global context, in our present time.

Course Content: The goal of this seminar is to explore the scientific, multicultural, and humanistic approaches to understanding the beginning and current realities of the HIV/AIDS epidemic. The course focuses on the causes, biopsychosocial-spiritual aspects, and ethical dilemmas associated with HIV disease and AIDS. A brief history of epidemics, and the historical significance and influence of HIV/AIDS on contemporary culture, science, and society will be examined. Issues to be explored include: the biology of AIDS, testing and counseling, confidentiality, values, education and prevention strategies, legal aspects, harassment, civil rights, clinical trials, economics, global realities, society’s response, among others. Students will have an opportunity to participate in service learning within the HIV community.

Prerequisites: Open only to Juniors and Seniors

Attendance: Punctuality and attendance expected

Class Format: Reading, Lectures, videos, guest speakers, class discussion, oral presentations

Laboratory/Field Experience:


Paper/Projects: Paper, Homework assignments, exams

Evaluation: Completion of paper, homework, and exams
Objective & Course Content: To chronicle Africa’s triple heritage of indigenous cultures, the influences of Islam and the influences of the West and to offer a view of contemporary of Africa from inside looking out.

Prerequisites: Open to juniors and seniors only

Attendance: Mandatory

Class Format: Distance Learning
WebCT or E-mail based interactions as the need arises

Readings:
Alie, Mazrui & Toby Levine, The Reader Africans, Praeger Publishers
Adam Hochschild, King Leopold’s Ghost, Houghton Mifflin, NY 2000

Paper/Projects:

Evaluation: 2 Exams and a series of papers. Topic to be assigned.
Objectives & Course Contents: This class will discuss the history of punishment, beginning in Mesopotamia and ending in the United States during the late 1990s. Topics such as the factors influencing punishment, such as economic, religious, technological and political factors, and the methods of torturing and punishing people will be examined. The class will be divided into two parts. Part one will focus primarily on punishment in Europe, the Middle-East and Northern Africa. Part two will cover the United States, starting at the point of European colonization. Specific areas, such as the role of torture and prisons during the inquisition, use of inmates for medical experiments and the exploitation of inmates in the post-Civil War South will be addressed.

Prerequisites: Open to juniors and seniors only;

Attendance: Strongly encouraged

Class Format: Discussion/lecture

Laboratory/Field Experience:

Readings:


Paper/Projects:

Evaluation: Book critique, research paper, midterm, final, class participation
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; not open to students with credit for GSS 2233.

Attendance: Mandatory

Class Format: On-line Lectures and Discussions

Laboratory/Field Experience:

Readings: Textbooks & Related Literature

Paper/Projects:

Evaluation: Research Paper; On-line Discussion; Essays
GIS 3654-191, 391
Our Living Planet
Gordon. Grguric
TBA
Summer A, C 2006
This is a Distance Learning course, (W2)

PREREQUISITE: Access to email through home, work, or Stockton's computer labs, ability to work with an interactive CD-ROM either at home or in Stockton's computer labs.

OBJECTIVE: This course will utilize video, print, possibly Internet and CD-ROM resources in order to convey the complexity and interdependence of all things (living and nonliving) on our Earth. The course will look at how our civilization must make choices about how to deal with the resources provided on our planet. Thus, economic, legal and political aspects of some major environmental issues will be analyzed.

COURSE CONTENT: Some of the topics covered may include: mineral and energy resources, their pricing and utilization; the climate puzzle, Earth's atmosphere, human perturbations of climate, where are we going; our ocean as a waste repository; the Earth's future: balance of nature and the impact of humans.

ATTENDANCE: Mandatory for Orientation and Examinations.

CLASS FORMAT: Distance learning course.

PAPERS/PROJECTS: There will likely be papers and/or student projects.

EVALUATION: WRITTEN EXAMINATIONS, PROBABLY ESSAY TYPE.
Objectives: The Holocaust event has become a central reference in the affairs of man. The impossible became stark reality. Man discovered his own destructive potential and proved able to execute it to the last detail in full view of the world.

Course Content: This seminar will examine the following topics:

A) To what extent did the Holocaust horror impact upon our civilization? What lesson has been learned, if any (in view of the Waldheim case & Bitburg)?

B) What is, or has been, the impact of the Genocide Convention (in view of our current international politics)?

C) Has the moral consciousness of man improved to redress the moral and psychological scars of Auschwitz? If “Yes,” how (in view of increasing racial antagonism)? If “No,” why not (in view of a decadent atmosphere nowadays)?

D) What causes enabled such a sinister ideology as Nazism to flourish? Are they still at work? Could they succeed today if the political and economic conditions were similar?

Prerequisites: Open to Juniors and Seniors only.

Attendance: Required.

Class Format: Seminar

Laboratory/Field Experience:

Readings:
1) “The Nazi Holocaust” by Ronnie S. Landau
2) “Probing the Limits of Representation” by Saul Friedlander
3) “Reading the Holocaust” by Inga Clendinnen

Reference Readings and Further Studies
Marrus, The Holocaust in History
Rubenstein, The Cunning of History
Walliman & Dobkowski, Genocide and the Modern Age
Articles from the journal Holocaust and Genocide Studies
Papers from the 1988 International Conference on “The Impact of the Holocaust”
The Holocaust: Selected Documents
Kren & Rappaport, The Holocaust and the Crisis in Human Behavior
Evans, In Hitler’s Shadow

Paper/Projects:

Evaluation:
Course Content: This course will examine “The Night” from a variety of different perspectives. Students will get a brief introduction to solar and lunar astronomy and orbital dynamics to make sure everyone understands what causes day and night, the changes in the length of the day throughout the year, and the phases of the moon. We will then go on to examine ‘night’ from a variety of perspectives including: mythology, use in literature and film, biology (human and animal), monsters and imagination, sleep, and sociological/political aspects of night.

Prerequisites: None

Attendance: Mandatory

Class Format: Lecture

Readings: Books, poetry and assigned articles; “Enchanted Night” by Martin Dressler; “Night Images” by Edwin Hopper

Papers/Projects: “Night” portfolio & journal

Evaluation: Portfolio, journal, test, essay, paper
Objectives & Course Content: From mainstream films like The Manchurian Candidate and JFK to TV series like The X-Files, popular culture in the US has been filled with themes of conspiracy and paranoia. Film makers and writers have given expression to widespread suspicions that forces “out there” are determined to take us over, while we are never told “what is really going on.” In this class, students will examine the causes and representations of these fears and obsessions as they appear in contemporary literature, film, and television. Class discussions and writing assignments will focus on precisely how writers and artists re-create conspiracy theories and just how much such theories permeate our everyday lives and cultural worldview.

Prerequisites: Open to Juniors and Seniors Only

Attendance: Mandatory

Class Format: Discussion

Laboratory/Field Experience:

Readings:

Paper/Projects: 1 research paper, 2 response essays, 1 annotated bibliography

Evaluation: papers noted above, two in-class writing exercises, class presentation,