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:

Attendance: Orientation meeting mandatory.

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: Essays on the course material

Evaluation: Essays
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:

University Press (if this text is available) otherwise,
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.
GSS 2131-491
Understanding September 11
David Emmons
Orientation: 6/19 – 11:30 AM - 12:45 PM
Summer D 2006
Distance Learning Course

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

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: 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: Hybrid: On-Line/in-class exams


Evaluation: Two (2) multiple-choice examinations.

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<tr>
<th>Score Range</th>
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<td>90 - 100%</td>
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<td>0 - 59%</td>
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GSS 2183-391
Issues in Deviance
Janice Joseph
Orientation:  6/19 8:00-11:00 AM; Addl. Mtgs:  7/5, 7/6, 7/18, 7/19 8:00-11:00 AM
Summer C 2006
Distance Learning Course, Mandatory Orientation

Objectives: To provide students with a general overview of deviance and to identify some of the issues related to deviance.

Course Content: 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


Paper/Projects: None

Evaluation: 2 Exams 60%; Class Participation & Paper 30%; Class Presentation 10%
GSS 2232-191
Critical Social Issues
Janice Joseph
Orientation 5/19 11:30AM -2:30PM; Addl. Mtgs: 5/31, 6/1, 6/14, 6/15 11:30AM – 2:30PM
Summer A 2006
Distance Learning Course; Mandatory Orientation

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:


Paper/Projects: Class presentations

Evaluation: Exams 60%; Class attendance/participation 30%; Class presentation 10%
Course Objectives & Content: Broadly speaking, what has been the impact of War on American Society? For example, how have our wars affected America’s political and economic institutions; our racial, ethnic, gender and class relations; our cultural values; and our role on the world stage? What have been the different reasons (stated and actual) enunciated by the American Government for fighting these wars, and why have some wars been considered more legitimate than others by the American Public? Who have fought our wars over the centuries, and how has the nature of warfare changed over time? Finally, what are the philosophical foundations of “Just War Theory”, and how do they compare with the philosophical underpinnings of “Pacifist Theory”? These are the kinds of social science questions this course intends to explore this term, and by examining these various facets of American Warfare, we hope to arm students with the wisdom necessary to make informed decisions about the efficacy and legitimacy of future American military operations.

Prerequsites: None

Attendance: Mandatory. I reserve the right to fail students with more than two unexcused or three total absences throughout the semester.

Class Format: Seminar.

Laboratory/Field Experience: None.

Readings: There will be a course packet developed for the course, with readings excerpted from the following texts:

Snow & Drew, From Lexington to Desert Storm & Beyond: War and Politics in the American Experience
Tuck, The Rights of War and Peace: Political Thought and the International Order
Titus, The Home Front and War in the 20th Century
Downing, Paths of Glory: Social Change in America from the Great War to Viet Nam
Edgerton, Hidden Heroism: Black Soldiers in America's Wars
McFarland, Women at War: Gender Issues of Americans in Combat
Resch, Americans at War: Society, Culture, and the Homefront

Paper/Projects: Class Presentation on American Warfare; Reaction Paper to American War Films; Final Paper on the Impact of Warfare on American Society.

Evaluation: Pop Quizzes; Mid-Term Examination (Identifications; Short Answers; Essay Question)
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: 5/17 11:30 AM – 12:45 PM
Additional Meetings: 5/31, 6/14, 6/28, 7/12, 11:30 AM – 12:45 PM

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 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: Students must have LOKI Account and access to Stockton’s WebCaucus and E-Mail

Attendance: Mandatory

Class Format: Webcaucus, E-Mail

Laboratory/Field Experience:

Readings: Lindgren & Taub, Law of Sex Discrimination

Evaluation: Students will be evaluated on; Conference Participation 20%; Midterm Exam 40%; Final Exam 40%
Objectives: To increase student knowledge of the struggles and successes, contributions and crises, and tragedies and triumphs of modern African Americans, to foster better interracial understanding, advance justice for all citizens, develop stronger student scholarship, citizenship and leadership.

Prerequisites: None

Attendance: Expected 90% of classes, except for emergencies or special situations approved by instructor.

Class Format: Small group discussion, general class dialogue and/or debate, lively lectures (with intermittent singing, poetry or dancing) by instructor with appropriate videos and student leadership or performances, where possible.

Laboratory/Field Experience: None

Readings: (Required)

1. *Women, Race, And Class* – Angela Davis
2. *When And Where I Enter: The Impact Of Black Women On Race And Sex In America*, Paula Giddins
4. *A. Phillip Randolph*, Jervis Anderson
5. *Blues People*, Leroi Jones
6. *From Plantation To Ghetto*, August Meied and Elliot Rudwid
7. *Black Odyssey*, Nathan Irvin Huggins

(Recommended)

1. *Street Code*, Elijah Anderson
2. *Martin & Malcolm & America*, James Cone
3. *Voices Of Freedom*, Henry Hampton
4. *Harder We Run: Black Workers Since The Civil War*, William Harris
5. *Black Preaching*, Henry Mitchell
6. *Here I Stand, Paul Robeson*
7. Prophecy Deliverance, Cornell West
10. *The Black Panthers Speak*, Eric Foner
11. *Twentieth Century America*, Irvin Unger
12. *Bearing The Cross*, David Garrow
14. Democracy Matter, Cornell West
15. *Freedom Song*, Mary King
16. *Phenomenal Women*, Pat Reid-Merritt

Paper/Projects: One 10-15 paper on a subject or interest original to the student. Typically, three books may be compared from required reading, recommended reading and outside-of-course reading.

Evaluation: 1/6th - Classroom attendance; 1/6th - classroom personal participation; 1/6th - quizzes; 1/4th - midterm exam, paper; 1/4th - final exam. **** Lowest grade of midterm or paper will be dropped.
Course Content: An examination of the period roughly measured by the decade associated with the election of J.F.K., the explosion of a civil rights movement, the controversies over the Vietnamese War, the rise of a youth counter-culture, a War on Poverty, major assassinations, urban unrest and modern feminism.

Prerequisites:

Attendance: Mandatory

Class Format: Lecture/Discussion; Some Films, Speakers

Laboratory/Field Experience: None

Readings: 5-6 Paperbacks, Including William Chafe, The Unfinished Journey (Text)

Paper/Projects: Evaluation: 2 Exams 60%; Paper 25%; Class Participation 15%
GSS 2626-191, 192, 391,392
International Culture
Rupendra Simlot
Orientation: 5/16, 8:00 – 9:15 AM; Add’l Mtg.: 6/13, 8:00 – 9:15 AM - 191
Orientation: 6/19, 8:00 – 9:15 AM; Add’l Mtg.: 7/17, 8:00 – 9:15 AM - 391
Orientation: 6/19, 11:30 AM – 12:45 PM; Add’l Mtg.: 7/17, 11:30 AM – 12:45 PM – 392
Summer A, C, 2006
Distance Learning, Mandatory Orientation, (I)

Objectives & Course Content: This seminar course will introduce the students to the cultures of various countries: 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 tourism but also for doing business internationally.

Prerequisites: Not open to freshmen

Attendance: Mandatory

Class Format:

Laboratory/Field Experience:

Readings: Books

Paper/Projects:

Evaluation: Assignments & Exams
Contemporary Tourism

Dr. Brian J. Tyrrell

TBA

Summer 2006

Attributes: W2/I

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: To strengthen upper-level students’ ability to create clear, concise written prose; to appreciate writing as a rational as well as creative process; to examine the culture of the American workplace; to scrutinize the written messages we receive every day in American society. Students will gain experience constructing memos, letters, resumes, and proposals. Will also communicate via e-mail. Assignments will require some analysis of workplace culture and the psychodynamics of writing to different audiences.

Prerequisites: Not open to freshmen. Basic computer literacy required.

Attendance: Absolutely mandatory. No free absences.

Class Format: Workshop, with some lecture and discussion.

Laboratory/Field Experience: Each class session will be held in a computer lab.

Readings: Writing in the Workplace, Jo Allen
The Overnight Resume, by Asher

Paper/Projects: Lots of short assignments: e-mails, memos, letters, plus a resume and cover letter and formal proposal.

Evaluation:
Grade based on quality of written work (90%)
Class participation (10%)
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 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; Periodic Exams; Final Paper.
GSS 3160-191
Stress and Anxiety
Israel Posner
Orientation: 5/16 7:15 PM; Addl. Mtgs: 5/25, 6/5, 6/15, 6:00-7:15 PM
Summer A 2006
Distance Learning Course, Mandatory Orientation

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:
Orientation: Session I - May 17, 7:00 PM,
Additional Meetings (Mandatory) - May 23, 6:00 PM; June 2, 6:00 PM and June 16, 6:00 PM

Class Format: Distance Learning Course (Telecourse)

Laboratory/Field Experience:

Readings: J. Greenberg. Stress Management

Paper/Projects:

Evaluation: 3 exams
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
Objectives: The primary focus will be on the history of the Holocaust and antisemitism, the rise of the Nazis in Germany, and the steps that led from racist discrimination to the deportation and systematic mass murder of millions of Jews and other groups, such as Gypsies (Sinti and Roma), homosexuals, and the mentally and physically handicapped in Hitler’s Third Reich. The legacies of the Holocaust will be explored by examining modern genocides and the human rights movement. Pitfalls, issues of sensitivity and portrayal, and strategies for making this material appropriate for all classroom levels, kindergarten through 12th grade will be explored. A study of practices and techniques used for Holocaust and genocide education and an analysis of resources available for teaching about Holocaust and genocide will be discussed. This course is designed as a W2 and V and it meets the requirements of the New Jersey Holocaust and Genocide Mandate for grades K-12. Participants will be informed about all educational resources that can be used either for further study or as material to be used in their own classrooms or other work environments.

Course Content: The historical background of the Holocaust and other genocides will be studied first as a foundation. Reading memoirs and other literature, viewing films, and meeting Holocaust survivors will supplement the content. In addition, participants will learn teaching strategies and develop resource materials that can be used in a school or community setting. The content gained in this course can be used in all fields of study including, science, psychology, sociology, literature, nursing, and liberal arts. The content knowledge will raise awareness about prejudice, stereotyping, and discrimination. We will travel as a class to the United States Holocaust Memorial Museum on Thursday, August 3, 2006.

Prerequisites: None

Attendance: Mandatory

Class Format: Seminar style

Laboratory/Field Experience: Trip to US Holocaust Memorial Museum in Washington, DC on Thursday, August 3, 2006.

Readings: The World Must Know (Berenbaum), Facing History & Ourselves Resource Book, and memoirs.

Paper/Projects: Book reviews and final project

Evaluation: Attendance, class participation, assigned papers, and final project.