You have been placed, and either MUST take a FRST 1002 first-year seminar or MUST take a G-first-year seminar, so please note which you should take (advisors will help you) before reading descriptions and falling in love with a class.

<table>
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<tr>
<th>Acronym</th>
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<td>FRST</td>
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<td>MW</td>
<td>8:30AM - 9:45AM</td>
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<td>11:20AM - 12:35PM</td>
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<td>MW</td>
<td>12:45-2:00</td>
<td>McGovern, H. ONLINE R1 (Race)</td>
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<td>8:30AM – 9:45AM</td>
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<td>The Passions</td>
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<td>10:30AM - 12:20PM</td>
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<td>Migration &amp; Immigration</td>
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<td>LoSasso, J. HYBRID Migration Studies</td>
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<td>Ferri, C. Offered in Atlantic City Disability Studies</td>
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<td>History of Health Fraud</td>
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<td>Learning Differences in Social Context</td>
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<td>FRST 1002-003</td>
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<td>R. Blaskiewicz</td>
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According to retired British soccer star, sports commentator, and occasional deity David Icke, an evil cabal of secret elites has controlled the world for centuries, manipulating financial markets, starting wars, and profiting from human misery. That these elites, including the Bush family and the British royals, are interdimensional human-reptilian hybrids seems hardly worth mentioning, really. While Icke’s claims are extreme, he is actually a very popular speaker on the UFOology lecture circuit who commands large fees. How do otherwise level-headed people come to believe such strange things? In this class, we will examine extraordinary claims in popular culture,
claims that are so big that if they are true we’ll have to completely revise our understanding of the universe, our relationship to others, and even ourselves.

**FRST 1002-009**  R. Blaskiewicz  
**Critical Thinking & Reading: Extraordinary Claims**  MWF  
**11:20AM-12:35PM**  
**CRN: 80778**

**FRST 1002-011**  McGovern  
**Critical Thinking and Reading: Activism in the George Floyd Era**  MWF  
**12:45-2:00**  
**Online**  
**CRN: 80780**

How does activism work to promote and create change related to issues of race? What misconceptions do we have about who is an activist and how activism works? We will actively read, research, and critically think together while exploring issues surrounding race and activism through the common reading, *Between the World and Me*, and readings from a new textbook called *This Ain’t Yesterday’s Literacy*, which explores the responses to George Floyd’s murder. We’ll read articles and speeches and watch videos as we explore race and race-related activism in U.S. culture. Our explorations will complexly challenge our thinking—for instance, we’ll (carefully!) explore historical use of a racial slur and its reclamation today in Black music and culture. We’ll discover what inspires and motivates activists. We’ll explore which activist tactics work. You will participate in an activist project, creating your own Call to Action and your own Black body acknowledgement and helping host an event to help others create their Black body acknowledgements.

**FRST 1002-012**  R. Gregg  
**Critical Thinking and Reading: American Icons**  MW: 3:35PM – 5:25PM  
**CRN: 80781**

In this seminar we will examine American Icons, looking at them critically to see how they have changed over time. The topics we will consider will be wide ranging, from the Statue of Liberty, Ellis Island, the Twin Towers, the White House and other significant monuments, to people and characters like Muhammad Ali, Rosie the Riveter, Mickey Mouse, and Mickey Mantle. Students will have the opportunity to pick an icon of their choosing to undertake a research paper and presentation.
Critical Thinking and Reading

How do you decide what and who to believe? How does your background – your beliefs and opinions, your identities and experiences – shape the way you view and learn about the world? This course is designed to help you think deeply about how we think – how we know what we know, what informs our beliefs and our opinions, and how we (sometimes) change our minds. We’ll consider what kinds of evidence make for good arguments and how we can best assess others’ use of evidence. We’ll read about a range of topics from current events and history, and you’ll have the chance to pick a research topic that interests you. This class aims to develop your skills in reading and critical thinking. You’ll become a stronger reader of assigned academic texts, and you’ll learn about how to identify credible, relevant sources for research and further learning about topics that matter to you.

FRST 1002-015
Critical Thinking and Reading: The Narrating Brain
12:20PM
CRN: 80784
L. Fonseca
You have created a story about who you are, why you have done the things you have done, and your place in the world. You believe you see the world for what it really is. However, we (yes, even you) are actually irrational, delusional beings. Our brains are constantly interpreting information and stimuli without our conscious knowledge. Where there are gaps in that information, our brains fill them with lies. Our brains like meaning, connections, coherent narratives. But the world does not give our brains what they want. We will look at how biases and fallacious thinking influence our personal narratives, why narratives are important, and how to be comfortable in the discomfort of our unreliable brain.

FRST 1002-016
Critical Thinking and Reading: A Liberal Arts Education
– 2:20 PM
CRN: 80786
A. Hultquist
What is a liberal arts education? Why do we go to college? What do we expect from a four-year degree? Why might we choose a liberal arts education rather than 2-year program or a professional training program? How does a liberal arts degree prepare students for life, for work, for the future? You have begun your own liberal arts education, so I want us to think about what your college career means. Why are you here? What does your university offer you? Why it might be necessary to have a liberal arts education in our time? This semester, we will be reading a variety of material that ask and answer these questions. You will find your own voice in the conversation to think critically about issues surrounding the purpose of a liberal arts education.
In Atlantic City

This course will introduce students to college-level critical thinking through the study of ethical reasoning in everyday life. With a solid background in major ethical theories, students will engage in critical thinking to examine real and hypothetical cases that involve ethical dilemmas. Students will apply problem-solving skills to the dilemmas so that they can effectively articulate problems, examine all courses of action under the ethical theories and argue in support of a proposed solution.

Our course will cover a wide range of topics including popular myths, legends, group behavior and psychological phenomena. We will also learn about common mistakes, bad habits and shortcuts that most of us use when we think. The course will involve reading, writing response papers and class discussions, all with the goal of developing and practicing new habits of mind. These new habits will serve as valuable tools both inside and outside of class.

The Urban City is an introductory course designed at unpacking urban stigmas of cities and in particular, Atlantic City. Through history, arts/culture, and community engagement, students will...
reflect on their relationship with the city and develop communication, critical thinking and intercultural skills.

FRST 1002-024 T. Crowell
Critical Thinking and Reading: Writing and Communicating Critically TR 12:30 PM – 2:20 PM
CRN: 81655
This is a first-year seminar designed with the goal of improving reading and critical thinking skills as applied to written and verbal communication. Emphasis is on active reading with attention to analysis and criticism of authors' ideas and arguments, as well as improving students' ability to compare points of view and defend their own ideas. In addition, students will learn the skills and strategies necessary to prepare and deliver informative and persuasive speeches using several different presentational styles (e.g., extemporaneous, impromptu, manuscript). The primary emphases in this course are: (a) selecting, researching (including critical evaluation of source materials) to support speech topics; (b) critically constructing and organizing speeches; (c) incorporating technology in speeches; (d) nonverbal and paralinguistic speech delivery skills; and (e) the use of critical analysis to critique others' speeches. The ultimate goal is for students to gain more confidence and improve their reading, writing, and communications skills by development and implementation of critical thinking strategies and tactics.

FRST 1002-095 J. O’Hara
Critical Thinking and Reading: Representation and Reality MW 10:30 PM – 12:20 PM
CRN: 80776
Online

Everybody can think. Thinking by itself is innate. It can range from simple awareness (“look at that”) to basic decision-making (“I will do X because of Y”). But when we add the adjective “critical” to the noun “thinking” we mean something different. We mean a very specific and distinct method of information gathering, processing, evaluating and decision-making, nothing short of an effort to arrive at the truth of a matter.

But what matters should we think about? Our course material will include an array of essays, articles, images, videos, and more: We will take up contemporary issues in society and culture, such as race and racism, religion, conspiracy theories, mass media, propaganda, art, money, and more. Where do we find the truth about anything? Who establishes the truth? How are truths maintained and contested? If enough people believe in something, does this mean it is true? And if “truth” – that lofty word – is so real, so seemingly objective, then why does it change so much? Is nothing permanently true? Or is anything possibly true?
Women in The Bible
MW 8:30 AM – 9:45 AM
CRN: 80850
HYBRID
Students will read text directly from the Old Testament with the goal of trying to understand why certain explanations were given. We will then read a variety of explanations written by women for the basis of comparison to the old patriarchal interpretations. Students will be required to write their own possible explanations taking the time period, social structure, and conflicts into account. The Bible text does not denigrate women, interpretations do. Join us as we understand, then reinterpret and reframe the old perceptions.

GAH 1046-001
A. Papademetriou
Greek Culture & Modern Hellenism
MW 3:35 PM – 5:25 PM
CRN: 81662
Why does Greek culture have such a powerful impact on succeeding cultures and societies? This course explores what Greek culture is, its historical development, and examines timeless themes of myth and culture, sex, ideas (philosophy), politics, war, tragedy, art and architecture, and science.

GAH 1060-001
A. Hultquist
The Passions
TR 10:30 AM – 12:20 PM
CRN: 80851
This course examines and analyzes the notion of “the passions,” a concept that has powerful meaning in discourses of emotion. In other words, we will examine what emotions mean in philosophy, literature, and history, and how they change over time. We will examine historical concepts of the passions and emotions from a range of thinkers from the classical influences, through medieval devotion, through Enlightenment discourse to the modern usage of the work “emotion.”

GAH 1064-091
J. LoSasso
Migration & Immigration
M 6:00PM – 7:50PM
CRN: 81820
HYBRID
Using a wide variety of sources—novels, documentaries, photographs, paintings, and music—this course will study the experiences of immigrants and migrants in the United States from 1800 to the present. We will immigrants to retain close knit communities, the importance of "old world"
experiences and culture, the underlying reasons for migration, and the urban and industrial contexts within which migrations occurred. Considerable emphasis will be placed on the gender dimensions of migration and other historiographical questions.

GAH 1065-001  
Detective: Foreign Intrigues  
12:45PM – 2:00PM  
CRN: 80852  
D. Lechner  
This is a freshmen seminar. Open to freshman only. This course will examine the role of the detective in fiction from around the world, considering whether the role is commonly shared among diverse cultures and what can be learned from similarities and differences in (or total absence of) that role (loner, dissident from or enforcer of the existing power structure, etc.) in specific cultures.

GAH 1072-001  
Memoirs of Mental Illness  
– 2:20PM  
CRN: 81292  
C. Ferri  
In Atlantic City  
This course examines selected psychological disorders from the powerful viewpoint of individuals who have personally dealt with mental illness. The memoirs selected will be examined as works of literature and used to demonstrate the symptomatology, diagnosis and treatment of various psychiatric disorders.

GAH 1081-001  
American Myths and Icons  
– 5:25PM  
CRN: 81860  
S. Albertson  
This course will examine the foundational “myths” that continue to shape American history and culture, primarily through reading and evaluating material that deals with the alternative viewpoints and experiences. Students will also learn about various American Icons – the people, please and products that we have come to define what it is to be “American.”

GAH 1090-001  
History of Paris  
AM – 11:10 AM  
CRN: 80470  
K. Olson  
An introductory survey of the cultural, artistic, literary, and social life of the city of Paris. We will explore painting, sculpture, architecture, music, dance, theater, literature, as well as the history and geography of this great city through the extensive use of technology.
GEN 1014-001  
Business and Life  
C. Mehta  
PM – 7:50 PM  
CRN: 80883  
Provides a general survey of business, identifies the roles and responsibilities of business in modern society and focuses on selected functions and processes within the business community. Issues such as globalization, diversity, technology, consumer attitudes, and competitive pressures are reviewed. Basic business, consumerism, and ethics concepts are investigated and quantitative analysis and practical exercises.

GEN 1018-001  
Role-Playing Games  
E. Jeitner  
TR 8:30 AM – 10:20 AM  
CRN: 80884  
This course examines the cultural phenomena of role-playing games. Students will consider what constitutes a role-playing game, how games confront players with issues of identity construction and storytelling, and how players create a subculture.

GEN 1036-091  
Leadership Strategy and Change  
J. Marchetti  
R 10:30AM – 12:20PM  
CRN: 81199  
HYBRID  
This course will introduce students to the principles of leadership fundamentals—including theories, practices and strategies. A key goal for this course will be to help students become comfortable with developing their own leadership style—including communications skills, problem-solving abilities, and ethical reasoning and decision-making talents. Students will analyze, reflect, and comment upon leadership issues pertaining to current events in a variety of fields—including business, politics, and society in general. Students will actively participate in situational scenarios, including role-playing exercises and Socratic circles.

GEN 1043-001  
Tools for Social Change  
D. Tome  
MW 6:00PM – 7:50PM  
CRN: 80886  
Students are given the opportunity to learn how to design, implement, and evaluate different models of high-impact practices of community organizing. Successful participation and completion of this course prepares students to become active citizens by promoting civic engagement and social responsibility.
GEN 1043-002  
Tools for Social Change
TR 6:00PM – 7:50PM
CRN: 81682

GEN 1048-001  
Perspectives on Childhood
MWF 9:55AM – 11:10AM
CRN: 81302

This course is open to students from all majors and is the foundation course for the Childhood Studies Minor. An overview of childhood will be investigated from historical, developmental, and contemporary perspectives. Critical thinking will be emphasized when examining topics such as environmental, economic, political, educational, social, cultural, and global issues effecting children and children’s rights. Social media, the arts and literature, and their effects on childhood will also be explored.

GEN 1056-001  
History of Health Fraud
MWF 12:45PM – 2:00PM
CRN: 80887

In the last thirty years, we’ve seen the polarization of “alternative,” “complementary” and “integrative” medicine, modalities commonly referred to as “health fraud” in the 1970s. How did this marketing revolution come about, and why do people reject medicine for magical thinking?

GEN 1058-091  
Engaging the Compromised Brain
TR 12:30PM – 2:20PM
CRN: 81815

Students will develop an understanding of how individuals with brain compromise perceive and interact with their environment through multi-modal activities which develop reading, writing, and discussion skills. Additionally, students will learn about the culture of Stockton University and how to utilize its resources.

GEN 1061-001  
Learning Differences
MWF 12:45PM – 2:00 PM
CRN: 80888
This course is designed to assist students in developing an understanding of disability in the social context, learning differences and neurodiversity, disability rights and history, psychological disabilities, multiple intelligences and learning styles. Students will use this information to develop strategies to improve their own learning and advocate for individuals with disabilities they encounter in future careers, on campus and in the community.

GNM 1026-091
Alternative Health Care
11:20AM – 12:35PM CRN: 81651
ONLINE
This course will examine the two major paradigms in American health care- biomedicine and holism. After a brief review of their historical development, the course will compare and contrast their principal theories and practices. Several practitioners will come to class to discuss and demonstrate alternative healing practices. The course will conclude with a discussion of the future of alternative health care in the United States.

GNM 1056-091
Environmental Citizenship
TR 12:30PM – 2:20PM CRN: 81928
ONLINE
This course will be taught in five parallel sessions, with occasional meetings (lectures, presentations, panels) that include all five sections. We plan to combine our knowledge of different aspects of environmental problems, and the attempt to craft a comprehensive, interdisciplinary curriculum. This course will explore many dangers and environmental crises we face today. Scientific research increasingly tells us that we are destroying the natural systems on which our lives depend. Global climate change, the destruction of the Earth’s ozone layer, the acidification of our rain, the poisoning of our rivers, lakes and oceans, the depletion of our soil, the devastation of our forests, globalization, environmental economics and conservation crises are some of the topics we will focus on.

GNM 1064-001
Game On: Math and Sports
4:20PM CRN: 80910
Sports can be a metaphor for learning mathematics. From algebra to geometry to physics, from tennis to soccer to basketball, this course includes a broad curriculum of math/science levels and a variety of sports. Using actual, re-enacted, or staged events we will discover and examine the
relationship between a sports situation and related mathematical and physics principle. This course will expose students to a variety of topics including: algebra, geometry, statistics, general physics, mathematical modeling, and several different sports, such as soccer, football, and basketball. The course will demand that the students have a strong background in algebra, geometry, statistics, problem solving, and mathematical modeling.

**GNM 1068-001**  
*J. Trout*  
**Weather and Climate in NJ**  
MWF 2:10 PM  
**CRN: 80322**

This first-year seminar course will introduce the basic concepts in science needed to understand the weather in NJ. Students will learn the structure, nomenclature, and history of severe weather, including hurricanes, tornadoes, and severe snow storms. Students will be introduced to the scientific method, improve their research skills, and learn some basic spreadsheet techniques of data analysis. Students will also be introduced to the climate and structure of Stockton University, and how to navigate Stockton in blue skies and stormy weather.

**GNM 1080-001**  
*E. Witt*  
**Exploring Lake Fred**  
TR 2:30PM – 4:20PM  
**CRN: 81861**

Students in this course will gain an understanding of the hydrology, ecology, history and future of Lake Fred. Along the way, students will develop skills that will help them in their college experience and hopefully after graduation, learn more about Stockton, and experience with collecting, analyzing and presenting environmental data.

**GSS 1014-001**  
*N. Johnson*  
**Understanding People**  
TR 12:30PM – 2:20PM  
**CRN: 81684**

People are complex, and perhaps difficult to understand. In this course, we will explore the axiology, psychopathology, and socioeconomic underpinnings that contribute to the cognitive processes resulting in unique decisions in the domains of physical health, mental health, and social interactions. Through an exploration of these domains, students will acquire knowledge about the historical context in which values are developed across cultures, the factors that influence psychologically normative behavior as well as deviations from the norm, and the social
and economic disparities that unequivocally impact social interactions. The course will be grounded in psychological theories central to understanding how race ethnicity, religion, and other factors contribute to human behavior. Students in this course will be invited to internalize the content learned and utilize this knowledge to enhance their personal development and their understanding of the people in their environment. Students will also engage in a host of reflective activities to ensure a fun and interactive, yet fully informative learning experience.

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.

GSS 1044-091
Diversity Issues
2:30PM
CRN: 81721

In Atlantic City

GSS 1044-093
Diversity Issues
7:50PM
CRN: 81960

ONLINE
sometimes switch or combine sections. The class will use lectures, discussion, films, speakers and service learning to promote awareness of diversity issues.

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<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Course Title</th>
<th>Days</th>
<th>Time</th>
<th>CRN</th>
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<tbody>
<tr>
<td>GSS 1062-001</td>
<td>S. Meyers</td>
<td>Disabilities and Dignity</td>
<td>TR</td>
<td>2:30PM –</td>
<td>80704</td>
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<td>GSS 1072-002</td>
<td>M. White</td>
<td>Pathways to Learning</td>
<td>TR</td>
<td>2:30PM –</td>
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<td>GSS 1074-091</td>
<td>W. Tarver</td>
<td>The Power of Sports</td>
<td>TR</td>
<td>6:00 PM –</td>
<td>80926</td>
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<td>GSS 1079-001</td>
<td>T. Saintine</td>
<td>Belonging</td>
<td>MW</td>
<td>12:30PM –</td>
<td>81839</td>
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This course explores the lives of people living with disabilities in America. We will examine the rights and services guaranteed to them, as well as the challenges they face. Included in the course content is an overview of civil rights legislation, specifically the Americans with Disabilities Act, Rehabilitation Act and Individuals with Disabilities Education Improvement Act. Emphasis is given to the social implications of having a disability and the challenges individuals with disabilities face in our society.

This course raises the conscious level of the many avenues from which students learn. Theories of learning from fields of sociology and psychology will be introduced. Through discussion, experiences and reflection students will have a greater understanding of how learning, thinking and knowing occurs.

This course examines the phenomenon of sports. This includes a critical analysis that will lead to a greater understanding of the problems and issues associated with sports as a social institution that is deeply entrenched in the fiber of American culture. Topics will be covered via a combination of readings, lectures, videos, class discussions, and group activities.

This course’s main objective is to provide students with a deeper, nuanced and more analytical understanding of their experiences in the classrooms and how those experiences have shaped (and continue to shape) their academic identity. Through an array of formal and informal activities, students will question and reflect on overused terms like “educated,” “intelligent,” and
“academic learning”; they will reflect on and develop theories about their own relationships to academic learning.

GSS 1092-001
Intro. to African-American Studies
10:30 AM – 12:20 PM
CRN: 80519

International/Multicultural course. To introduce the student to the field 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.