

## First-Year Seminars Fall 2020 Orientation

Acronym	Course #	CRN	Course Title	Day	Time	Instructor
FRST	1002-001	81305	Critical Thinking and Reading: An Explanation of Ethical Standards in Everyday Life	TR	10:30AM-12:20PM	Youngblood, L.
FRST	1002-002	81306	Critical Thinking and Reading: Extraordinary Claims	MWF	8:30AM - 9:45AM	Blaskiewicz, R.
FRST	1002-003	81307	Critical Thinking and Reading: American Stories	MWF	9:55AM –11:10AM	Cross, P.
FRST	1002-004	81308	Critical Thinking and Reading: Reason, Truth, and Power	MWF	9:55AM –11:10AM	Pomeroy, A.
FRST	1002-005	81309	Critical Thinking and Reading: In the Year of COVID-19	MWF	9:55AM –11:10AM	Gust, G.
FRST	1002-007	81311	Critical Thinking and Reading: In the Year of COVID-19	MWF	11:20AM-12:35PM	Gust, G.
FRST	1002-008	81312	Critical Thinking and Reading: Extraordinary Claims	MWF	11:20AM-12:35PM	Blaskiewicz, R.
FRST	1002-010	81314	Critical Thinking and Reading: Representation and Reality	MW	12:30PM- 2:20PM	O'Hara, J.
FRST	1002-011	81315	Critical Thinking and Reading: Activism and Advocacy	MWF	12:45PM–2:00PM	McGovern, H.
FRST	1002-012	81316	Critical Thinking and Reading: The Developing World	MW	3:35PM–5:25PM	Murphy, K.
FRST	1002-014	81318	Critical Thinking and Reading: Habits of Mind	TR	8:30AM-10:20AM	Berg, M.
FRST	1002-015	81319	Critical Thinking and Reading: The Narrating Brain		Online	Fonseca, L.
FRST	1002-016	81320	Critical Thinking and Reading: Material Culture	TR	11:20AM – 1:10PM	Morfit, J.
FRST	1002-017	81321	Critical Thinking and Reading: A Liberal Arts Education	TR	12:30PM – 2:20PM	Hultquist, A.
FRST	1002-018	81322	Critical Thinking and Reading: A Liberal Arts Education	TR	2:30PM – 4:20PM	Hultquist, A.
FRST	1002-019	81323	Critical Thinking and Reading: Writing and Communicating Critically	TR	12:30PM – 2:20PM	Crowell, T.
FRST	1002-020	81957	Critical Thinking and Reading: The Urban City	MW	10:30AM-12:20PM	Jackson, C.
GAH	1044-001	81394	Women In The Bible	MWF	8:30AM – 9:45AM	Fiedler, M.
GAH	1046-001	80275	Greek Culture & Modern Hellenism	MW	3:35PM – 5:25PM	Papademetriou, A.
GAH	1060-001	81395	The Passions	TR	10:30AM-12:20PM	Hultquist, A.
GAH	1061-001	80276	Utopianism and The Arts	TR	2:30PM – 4:20PM	Feige, J.
GAH	1062-001	81920	Intro. To Photographic Medium	MW	1120AM – 1:50PM	White, W.
GAH	1063-001	81396	Humanism and Dr. Who	TR	12:30PM – 2:20PM	Forgey, E.
GAH	1064-001	81397	Migration and Immigration	MW	3:35PM – 5:25PM	Kleusner, E.
GAH	1064-002	82021	Migration and Immigration	MW	6:00PM – 7:50PM	LoSasso, J.
GAH	1065-001	81398	The Detective: Foreign Intrigues	MW	3:35PM – 5:25PM	Lechner, D.
GAH	1068-001	81399	Power and Society	MWF	12:45PM – 2:00PM	Gust, G.
GAH	1072-001	81585	Memoirs of Mental Illness	TR	12:30PM – 2:20PM	Ferri, C.
GAH	1088-001	81962	The Villain Within	TR	8:30AM – 10:20AM	Sherrier, M.
GAH	1090-001	80277	History of Paris	MWF	9:55AM – 11:10AM	Olson, K.
GEN	1014-001	81434	Business and Life	TR	6:00PM – 7:50PM	Mehta, C.
GEN	1018-001	81435	Role-Playing Games	TR	8:30AM – 10:20AM	Jeitner, E.
GEN	1036-001	81811	Leadership Strategy and Change	TR	2:30PM – 4:20PM	Sweet, S.
GEN	1036-002	82023	Leadership Strategy and Change	MW	6:00PM- 7:50PM	Baratta ,P.
GEN	1037-001	81436	Life Choices	TR	8:30AM-10:20AM	Rozell, A.
GEN	1037-002	80729	Life Choices	MWF	12:45PM – 2:00PM	Kosick, P.
GEN	1043-001	81437	Tools For Social Change	MW	6:30PM – 8:20PM	Hernandez, A.
GEN	1048-001	81881	Perspectives on Childhood	MWF	8:30AM - 9:45AM	Girgis, H.

GEN	1053-001	80087	Introduction to Digital Literacy	TR	10:30AM-12:20PM	Lee, J.
GEN	1056-001	81438	History of Health Fraud	MWF	12:45PM – 2:00PM	Blaskiewicz, R.
GEN	1058-001	80955	Engaging the Compromised Brain	TR	12:30PM – 2:20PM	Cassel, S.
GEN	1061-001	81439	Learning Differences in Social Context	MWF	12:45PM – 2:00PM	McConville, P.
GNM	1026-001	80962	Alternative Health Care	MWF	11:20AM-12:35PM	Caplan, R.
GNM	1031-001	81457	Diversity and Technology	T	6:00pm – 7:50PM	Heinrich, R.
GNM	1056-001	80677	Environmental Citizenship	MWF	2:10PM- 3:25PM	Jauregui, M.
GNM	1064-001	81458	Game On: Math and Sports	TR	2:30PM – 4:20PM	McShea, B.
GNM	1068-001	80768	Weather and Climate in NJ	MWF	2:10PM – 3:25PM	Trout, J.
GSS	1014-001	82038	Understanding People	MW	6:00PM – 7:50PM	Johnson, N.
GSS	1044-001	80121	Diversity Issues	TR	12:30PM- 2:20PM	Cleveland, D.
GSS	1044-003	81471	Diversity Issues	MW	3:35PM – 5:25PM	Cirio, J..
GSS	1062-001	81830	Disabilities and Dignity	TR	2:30PM – 4:20PM	Meyers, S.
GSS	1072-001	80123	Pathways To Learning	MW	9:55AM -11:45AM	Lebak, K.
GSS	1072-002	81961	Pathways to Learning	TR	2:30PM – 4:20 PM	White, M.
GSS	1074-001	82024	The Power of Sports	TR	6:00PM – 7:50PM	Tarver, W.
GSS	1092-001	80332	Intro. to African-American Studies	TR	10:30AM-12:20PM	Allison, D.

**FRST 1002-001**

**L. Youngblood**

**Critical Thinking & Reading: An Exploration of Ethical Standards in Everyday Life**

**TR 10:30 AM-12:20 PM**

**CRN: 81305**

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

**FRST 1002-002**

**R. Blaskiewicz**

**Critical Thinking & Reading: Extraordinary Claims**

**MWF 8:30 AM – 9:45 AM**

**CRN: 80276**

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 UFOlogy 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 1002-003**

**P. Cross**

**Critical Thinking & Reading: American Stories**

**MWF 9:55 AM–11:10 AM**

**CRN: 81307**

In this first-year seminar, we’re going to think critically about life in today’s America and gain insight into others’ experiences. We will read texts that explore how we are quick to stereotype and make assumptions about each other. We will try to move past our own biases toward greater understanding of those who disagree with us or have other perspectives. We will read the New York Times to learn about national and world events as they occur. As a first-year seminar, this course should introduce students to the rigor and rewards of intellectual pursuit and lay a foundation for success in future college courses. We will work on developing first-year students’ skills as critical thinkers, unselfish writers, active readers, confident speakers and listeners, and careful researchers.

**FRST 1002-004****Critical Thinking & Reading: Reason, Truth, and Power****CRN:81308**

What does it mean to believe in something? How are our beliefs formed? What mechanisms, coercions, constructs, and spheres of interest influence the formation of our beliefs? What constitutes good reasons for holding beliefs? What is the role of reasoning in attaining or aiming at truth? And what is the role of truth in attaining or aiming at what is good or right?

In this course we will explore these issues aided by a wide variety of selected readings. We will probe the nature of thought and language, and the extent to which they are (and are not) susceptible to social control and the devices of power. We will, therefore, learn to “see” clearly.

Where power is operative, we need not only to recognize it but also counteract it with power of our own. Therefore, students will also learn how to examine and clarify their own thinking, and develop the critical reasoning skills essential to truly take possession of one’s own mind and so also, ones self.

**A. Pomeroy****MWF 9:55 AM – 11:10 AM****FRST 1002-005****Critical Thinking & Reading: In the Year of COVID-19****CRN: 81309**

Linguistics pioneer and political activist Noam Chomsky recently said that “I try to encourage people to think for themselves, to question standard assumptions...Don’t take assumptions for granted. Begin by taking a skeptical attitude toward anything that is conventional wisdom. Make it justify itself. It usually can’t. Be willing to ask questions about what is taken for granted. Try to think things through for yourself.” In essence, Chomsky is describing critical thinking with these words, and highlights its importance for individuals living in a complex and contentious world of the kind we all face today in the wake of COVID-19. In simple terms, this course is also interested in critical thinking, and its aim is to introduce students to college-level critical thinking, reading, and writing skills. Students will explore a wide variety of texts, artworks, and media forms and will be encouraged to analyze and critique the ideas and approaches of others with subtlety and nuance. By examining a number of significant (and controversial) forms of representation, students will work together to consider questions of justice, truth, history, and politics, and history, and in turn, will come to a better understanding of their own views and their own place in the world – which is especially important in a presidential election year. Hence, students will work to sharpen their approaches to complex cultural productions and challenging socio-political ideas, and hone their skills in constructing, justifying, and supporting their personal (or political) views. In the end, by analyzing the challenges of justice and “reality” in the age of President Trump, it is hoped that students in this class will acquire foundational skills that are crucial to success in college – as well as the “real world.”

**G. Gust****MWF 9:55 AM – 11:10 AM****FRST 1002-007****Critical Thinking & Reading: In the Year of COVID-19****G. Gust****MWF 11:20 AM–12:35 PM****FRST 1002-008****Critical Thinking and Reading: Extraordinary Claims****CRN: 81312**

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 UFOlogy 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

**R. Blaskiewicz****MWF 11:20 AM–12:35 PM**

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 1002-010**

**Critical Thinking and Reading: Representation and Reality**

**CRN: 81314**

Everybody can think. Thinking by itself 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 more. We mean a very specific and distinct method of information gathering, processing, evaluation and judgment. We mean being able to examine an issue or idea, ask good questions, compare and synthesize other perspectives, recognize biases and assumptions, and make determinations – all key elements of intellectual and professional life.

Our course material will include an array of essays, articles, television, film, art, photography, and more. As we encounter them, we will focus on the concept of establishing truth. Where do we find the truth? 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?

**J. O'Hara**

**MW 12:30 PM – 2:20 PM**

**course offered in A/C**

**FRST 1002-011**

**Critical Thinking and Reading: Activism and Advocacy**

**CRN: 81315**

What is an activist? How does activism work to promote and create change? 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 activism through fiction and nonfiction texts, film, guest speakers, and a class activism project. For example, we'll learn how much of what we think we know about many famous activists and how their work is incomplete, and we'll consider what inspires and motivates activists and what activists tactics work. Students will participate in an activist project.

**H. McGovern**

**MWF 12:45 PM – 2:00 PM**

**FRST 1002-012**

**Critical Thinking and Reading: The Developing World**

**CRN: 81316**

What is the Third World? What does it mean? Why might we choose to not use this term as a reference for certain places and people across the world? Is it different from saying Developing World? This seminar teaches critical thinking through addressing key concepts such as “development,” “poverty,” “inequality,” and yes, “Third World,” in relation to developing countries. In the context, students will learn to critically weigh in on ideas, events, and policies in selected countries through both individual thinking and group-based thinking.

**K. Murphy**

**MW 3:35 PM – 5:25 PM**

**FRST 1002-014**

**Critical Thinking and Reading: Habits of Mind**

**CRN: 81316**

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.

**M. Berg**

**TR 8:30 AM – 10:20 AM**

**FRST 1002-015**  
**Critical Thinking and Reading: The Narrating Brain**  
**CRN: 81319**

**L. Fonseca**  
**online**

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: Material Culture**  
**CRN: 81320**

**J. Morfit**  
**TR 11:20 AM – 1:10 PM**

Material culture encompasses any object or environment created through human intervention. Critical thinking is careful and systematic thinking. This course will focus on thinking carefully about the things we make, the environments we create, and what they can tell us about the culture we live in.

**FRST 1002-017**  
**Critical Thinking and Reading: A Liberal Arts Education**  
**CRN: 81321**

**A. Hultquist**  
**TR 2:30 PM – 4:20 PM**

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 a 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.

**FRST 1002-018**  
**Critical Thinking and Reading: A Liberal Arts Education**  
**CRN: 81322**

**A. Hultquist**  
**TR 2:30 PM – 4:20 PM**

**FRST 1002-019**  
**Critical Thinking and Reading: Writing and Communicating Critically**  
**CRN: 81323**

**T. Crowell**  
**TR 12:30 PM – 2:20 PM**

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 1002-020**  
**The Urban City**  
**CRN: 81957**

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.

**C. Jackson**  
**MW 10:30 AM – 12:20 PM**  
**offered on A/C campus**

**GAH 1044-001**  
**Women in The Bible**  
**CRN: 81394**

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.

**M. Fiedler**  
**MWF 8:30 AM – 9:45 AM**

**GAH 1046-001**  
**Greek Culture & Modern Hellenism**  
**CRN: 80275**

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.

**A. Papademetriou**  
**MW 3:35 PM – 5:25 PM**

**GAH 1060-001**  
**The Passions**  
**CRN: 81395**

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.”

**A. Hultquist**  
**TR 10:30 AM – 12:20 PM**

**GAH 1061-001**  
**Utopianism and the Arts**  
**CRN: 80276**

This course examines a variety of art forms in the context of utopian communities in the United States. Through readings, slide presentations, film and other media, students develop connections between the arts, belief, and social interaction as historically unfolded in these communities. Assignments will be reading and writing intensive, from analytical essay to creative response.

**J. Feige**  
**TR 2:30 PM – 4:20 PM**

**GAH 1062-001**  
**Intro. To Photographic Medium**  
**CRN: 81920**

A survey of the medium of photography. Students will learn the technical principles of the medium and the history of photographic images. The objectives are to introduce students to the mechanics of photography and to examine the effects of this visual language in our daily lives. Students must provide manually adjustable 35mm camera, film, and paper.

**W. White**  
**MW 11:20 AM – 1:50 PM**

**GAH 1063-001**  
**Humanism and Dr. Who**  
**CRN: 81396**

In this course, students will use episodes of Doctor Who to examine the legacy of humanist philosophy and human its inquiry. Humanism can help us better understand ourselves and the world around us, offering us important tools for crafting a conscious, ethical and meaningful life-as well as help us create a valuable course of study over the next four years. Through a variety of texts and media, students will be asked to examine, critique and build answers to the most important questions posed by philosophers as well as by themselves and other members of the class.

**E. Forgey**  
**TR 12:30 PM – 2:20 PM**

**GAH 1064-001**  
**Migration and Immigration**  
**CRN: 81397**

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.

**E. Kleusner**  
**MW 3:35 PM – 5:25 PM**

**GAH 1064-002**  
**Migration and Immigration**  
**CRN: 82021**

**J. LoSasso**  
**MW 6:00 PM – 7:50 PM**

**GAH 1065-001**  
**The Detective: Foreign Intrigues**  
**CRN: 81398**

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.

**D. Lechner**  
**MW 3:35 PM – 5:25 PM**

**GAH 1068-001**  
**Power and Society**  
**CRN: 81399**

Power has been called the “ultimate aphrodisiac,” as well as the true “measure of a man.” Philosopher Edmund Burke once wrote that “The greater the power, the more dangerous the abuse” while comic book pioneer Stan Lee gave us the well-known saying that “With great power there must come great responsibility.” In light of such thoughts, the aim of this course is to examine the meaning and impact of power by considering the history, philosophy, and literature of power. We will focus on a wide variety of authors and texts from the classical period to today that will allow us to consider the politics of power in a sophisticated, new light. In more direct terms, this is a class concerned with developing students' critical thinking skills, and in this case, we will take the historical world-at-large as our field of research, essentially as our central philosophical “text” itself on the subject of power. In class, we will utilize a variety of approaches to examine power in an election year, not to mention a time of coronavirus. As a whole, the course will explore the topic of power chronologically, inviting students to ponder changes in meaning and the development of new political systems via written examples drawn from the fields of history, philosophy, religion, politics, history, and literature. In the end, the class will help students hone their critical thinking skills, as well as their aptitude with written communication – all while

**G. Gust**  
**MWF 12:45 P – 2:00 PM**

getting a better sense of the power structures around us and solidifying their own individual views of politics and power.

**GAH 1072-001**

**Memoirs of Mental Illness**

**CRN: 81585**

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.

**C. Ferri**

**TR 12:30 PM – 2:20 PM**

**offered on A/C campus**

**GAH 1088-001**

**The Villain Within**

**CRN: 81962**

This first-year seminar explores the concept of the villain in literature and popular culture and how perception shapes our view of human nature and appropriate social behavior. We will examine the integral role villains play in the development of plot and character in variety of texts, including the Freshman Common Reading. Additional reading may include fairy tales, short stories, graphic novels, or plays as well as non-fiction work drawn from the areas of biography and psychology. In this course students will develop their skills as active readers, effective writers, and lifelong learners, and perhaps, along the way, learn a little bit more about themselves

**M. Sherrier**

**TR 8:30 AM – 10:20 AM**

**GAH 1090-001**

**History of Paris  
80277**

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.

**K. Olson**

**MWF 9:55 AM – 11:10 AM**

**GEN 1014-001**

**Business and Law**

**CRN: 81434**

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.

**C. Mehta**

**TR 6:00 PM – 7:50 PM**

**GEN 1018-001**

**Role-Playing Games**

**CRN: 81435**

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.

**E. Jeitner**

**TR 8:30 AM – 10:20 AM**



**GEN 1036-001**  
**Leadership Strategy and Change**  
**CRN: 81811**

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

**S. Sweet**  
**TR 2:30 PM – 4:20 PM**

**GEN 1036-002**  
**Leadership Strategy and Change**  
**CRN: 82023**

**P. Baratta**  
**MW 6:00 PM – 7:50 PM**

**GEN 1037-001**  
**Life Choices**  
**CRN: 81436**

This course aims to provide the tools for students to make good decisions and form good habits. We will focus on the areas of time management, nutrition, fitness, current events, and personal finance.

**A. Rozell**  
**TR 8:30 AM – 10:20 AM**

**GEN 1037-002**  
**Life Choices**  
**5PM – 2:00 PM**  
**CRN: 80729**

**P. Kosick**  
**MWF 12:4**

**GEN 1043-001**  
**Tools for Social Change**  
**CRN: 81437**

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.

**A. Hernandez**  
**MW 6:30 PM – 8:20 PM**  
**offered on A/C campus**

**GEN 1048-001**  
**Perspectives on Childhood**  
**CRN: 81881**

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.

**H. Girgis**  
**MWF 8:30 AM – 9:45 AM**

**GEN 1053-001**  
**Introduction to Digital Literacy**  
**CRN: 80087**

Digital literacy involves a wide range of interrelated skills, including technology literacy, information literacy, media literacy, visual literacy, and social-communication skills. In this course, students will examine the multi-literacy in order to be successful digital citizens, and demonstrate their competencies through hands-on projects.

**J. Lee**  
**TR 10:30 AM – 12:20 PM**

**GEN 1056-001**  
**History of Health Fraud**  
**CRN: 81438**

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?

**R. Blaskiewicz**  
**MWF 12:45PM – 2:00PM**

**GEN 1058-001**  
**Engaging the Compromised Brain**  
**CRN: 80955**

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.

**S. Cassel**  
**TR 12:30PM – 2:20PM**

**GEN 1061-001**  
**Learning Differences in Social Context**  
**CRN: 81439**

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.

**P. McConville**  
**MWF 12:45PM – 2:00 PM**

**GNM 1026-001**  
**Alternative Health Care**  
**CRN: 80962**

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.

**R. Caplan**  
**MWF 11:20AM – 12:35PM**

**GNM 1031-001**  
**Diversity and Technology**  
**CRN: 81457**

This course is designed to provide an avenue for students to gain hands-on experience with some of the tools of Stockton's computing learning environment, to explore computing occupations and the special challenges of women, to develop a basic understanding of the scientific method, and to explore the possibility of a major or minor in computer science and information systems. No prior computer experience is necessary.

**R. Heinrich**  
**TR 6:00 PM – 7:50 PM**

**GNM 1056-001**  
**Environmental Citizenship**  
**CRN: 80677**

**M. Jauregui**  
**MWF 2:10 PM – 3:25 PM**

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 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**  
**CRN: 81458**

**B. McShea**  
**TR 2:30 PM – 4:20 PM**

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**  
**Weather and Climate in NJ**  
**CRN: 80768**

**J. Trout**  
**MWF 2:10 PM – 3:25 PM**

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.

**GSS 1014-001**  
**Understanding People**  
**CRN: 82038**

**N. Johnson**  
**MW 6:00 PM – 7:50 PM**

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.

**GSS 1044-001**  
**Diversity Issues**  
**CRN: 80121**

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.

**D. Cleveland**  
**TR 12:30 PM – 2:20 PM**

**GSS 1044-003**  
**Diversity Issues**  
**CRN: 81471**

**J. Cirio**  
**MW 3:35 PM – 5:25 PM**

**GSS 1062-001**  
**Disabilities and Dignity**  
**CRN: 81830**

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.

**S. Meyers**  
**TR 2:30PM – 4:20PM**

**GSS 1072-001**  
**Pathways to Learning**  
**CRN: 80123**

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.

**K. Lebak**  
**MW 9:55 AM – 11:45 AM**

**GSS 1072-002**  
**Pathways to Learning**  
**CRN: 81961**

**M. White**  
**TR 2:30 PM – 4:20 PM**

**GSS 1074-001**  
**The Power of Sports**  
**CRN: 82024**

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.

**W. Tarver**  
**TR 6:00 PM - 7:50 PM**

**GSS 1092-001**

**Intro. to African-American Studies**

**CRN: 80332**

**D. Allison**

**TR 10:30 AM – 12:20 PM**

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.