<table>
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<tr>
<th>Acronym</th>
<th>Course #</th>
<th>CRN #</th>
<th>Course Title</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>FRST</td>
<td>1002-001</td>
<td>80274</td>
<td>Critical Thinking &amp; Reading: Representation &amp; Reality</td>
<td>MW</td>
<td>10:30 am–12:20 pm</td>
<td>O’Hara, J.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-002</td>
<td>80275</td>
<td>Critical Thinking &amp; Reading: Representation &amp; Reality</td>
<td>MW</td>
<td>12:30 pm – 2:20 pm</td>
<td>O’Hara, J.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-003</td>
<td>80276</td>
<td>Critical Thinking &amp; Reading: Extraordinary Claims</td>
<td>MWF</td>
<td>8:30 am – 9:45 am</td>
<td>Blaskiewicz, R.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-004</td>
<td>80277</td>
<td>Critical Thinking &amp; Reading: Extraordinary Claims</td>
<td>MWF</td>
<td>9:55 am – 11:10 am</td>
<td>Blaskiewicz, R.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-005</td>
<td>80278</td>
<td>Critical Thinking &amp; Reading: Art, Truth, and Representation in the Age of Trump</td>
<td>MWF</td>
<td>9:55 am – 11:10 am</td>
<td>Gust, G.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-006</td>
<td>80279</td>
<td>Critical Thinking &amp; Reading: Evidence, Opinions, and (Sometimes) Changing Our Minds</td>
<td>MWF</td>
<td>9:55 am. – 11:10 am</td>
<td>Reddy, N.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-007</td>
<td>80280</td>
<td>Critical Thinking &amp; Reading: American Stories</td>
<td>MWF</td>
<td>9:55 am – 11:10 am</td>
<td>Cross, P.</td>
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<tr>
<td>FRST</td>
<td>1002-008</td>
<td>80281</td>
<td>Critical Thinking &amp; Reading: Art, Truth, and Representation in the Age of Trump</td>
<td>MWF</td>
<td>11:20 am-12:35 pm</td>
<td>Gust, G.</td>
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<tr>
<td>FRST</td>
<td>1002-009</td>
<td>80282</td>
<td>Critical Thinking &amp; Reading: An Exploration of Ethical Standards in Everyday Life</td>
<td>MWF</td>
<td>11:20 am-12:35 pm</td>
<td>Youngblood, L.</td>
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<tr>
<td>FRST</td>
<td>1002-010</td>
<td>80283</td>
<td>Critical Thinking &amp; Reading: Habits of Mind</td>
<td>TR</td>
<td>8:30 am – 10:20 am</td>
<td>Berg, M.</td>
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<tr>
<td>FRST</td>
<td>1002-011</td>
<td>80284</td>
<td>Critical Thinking &amp; Reading: A Liberal Arts Education</td>
<td>TR</td>
<td>10:30 am-12:20 pm</td>
<td>Hultquist, A.</td>
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<tr>
<td>FRST</td>
<td>1002-012</td>
<td>80285</td>
<td>Critical Thinking &amp; Reading: The Narrating Brain</td>
<td>TR</td>
<td>10:30 am-12:20 pm</td>
<td>Fonseca, L.</td>
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<tr>
<td>FRST</td>
<td>1002-013</td>
<td>80286</td>
<td>Critical Thinking &amp; Reading: A Liberal Arts Education</td>
<td>TR</td>
<td>12:30 pm - 2:20 pm</td>
<td>Hultquist, A.</td>
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<tr>
<td>FRST</td>
<td>1002-014</td>
<td>80287</td>
<td>Critical Thinking &amp; Reading: Writing &amp; Communicating Critically</td>
<td>TR</td>
<td>12:30 pm - 2:20 pm</td>
<td>Crowell, T.</td>
</tr>
<tr>
<td>FRST</td>
<td>1002-015</td>
<td>80288</td>
<td>Critical Thinking &amp; Reading: The Criminal Trial</td>
<td>MWF</td>
<td>2:10 pm – 3:25 pm</td>
<td>Copeland, J.</td>
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<td>FRST</td>
<td>1002-016</td>
<td>81888</td>
<td>Critical Thinking &amp; Reading: American Icons</td>
<td>MW</td>
<td>3:35 pm – 5:25 pm</td>
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<td>FRST</td>
<td>1002-017</td>
<td>81979</td>
<td>Critical Thinking &amp; Reading: American Stories</td>
<td>MWF</td>
<td>8:30 am – 9:45 am</td>
<td>Cross, P.</td>
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<td>GAH</td>
<td>1038-001</td>
<td>80106</td>
<td>Reacting to the Past</td>
<td>TR</td>
<td>2:30 pm - 4:20 pm</td>
<td>Mallet, M.</td>
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<tr>
<td>GAH</td>
<td>1038-002</td>
<td>80107</td>
<td>Reacting to the Past</td>
<td>MW</td>
<td>3:35 pm – 5:25 pm</td>
<td>Panagakos, K.</td>
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<td>GAH</td>
<td>1044-001</td>
<td>80344</td>
<td>Women in the Bible</td>
<td>MWF</td>
<td>8:30 am – 9:45 am</td>
<td>Fiedler, M.</td>
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<tr>
<td>GAH</td>
<td>1046-001</td>
<td>80109</td>
<td>Greek Culture &amp; Modern Hellenism</td>
<td>MWF</td>
<td>11:20 am-12:35 pm</td>
<td>Papademetriou,A.</td>
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<tr>
<td>GAH</td>
<td>1055-001</td>
<td>80345</td>
<td>Introduction to American Film</td>
<td>TR</td>
<td>6:00 pm – 7:50 pm</td>
<td>Trama, R.</td>
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<tr>
<td>GAH</td>
<td>1060-001</td>
<td>80346</td>
<td>The Passions</td>
<td>TR</td>
<td>2:30 pm – 4:20 pm</td>
<td>Hultquist, A.</td>
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<td>GAH</td>
<td>1062-001</td>
<td>80110</td>
<td>Intro. To Photographic Medium</td>
<td>MW</td>
<td>2:10 pm – 4:40 pm</td>
<td>White, W.</td>
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<tr>
<td>GAH</td>
<td>1064-001</td>
<td>80347</td>
<td>Migration and Immigration</td>
<td>MW</td>
<td>3:35 pm – 5:25 pm</td>
<td>Kluesner, E.</td>
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<tr>
<td>GAH</td>
<td>1064-002</td>
<td>80348</td>
<td>Migration and Immigration</td>
<td>TR</td>
<td>6:00 pm – 7:50 pm</td>
<td>LoSasso, J.</td>
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<tr>
<td>GAH</td>
<td>1065-001</td>
<td>80349</td>
<td>The Detective: Foreign Intrigues</td>
<td>MWF</td>
<td>12:45 pm – 2:00 pm</td>
<td>Lechner, J.</td>
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<tr>
<td>GAH</td>
<td>1068-001</td>
<td>80111</td>
<td>Power and Society</td>
<td>MWF</td>
<td>12:45 pm – 2:00 pm</td>
<td>Pomeroy, A.</td>
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<td>GAH</td>
<td>1072-001</td>
<td>81347</td>
<td>Memoirs of Mental Illness</td>
<td>TR</td>
<td>10:30 am-12:20 pm</td>
<td>Ferri, C.</td>
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<tr>
<td>GAH</td>
<td>1075-001</td>
<td>80112</td>
<td>History and Video Games</td>
<td>MWF</td>
<td>8:30 am - 9:45 am</td>
<td>Rosner, L.</td>
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<tr>
<td>GAH</td>
<td>1088-001</td>
<td>82037</td>
<td>The Villain Within</td>
<td>TR</td>
<td>8:30 am – 10:20 am</td>
<td>Sherrier, M.</td>
</tr>
<tr>
<td>GEN</td>
<td>1013-001</td>
<td>80974</td>
<td>Comm Theory and Presentation</td>
<td>MWF</td>
<td>8:30 am - 9:45 am</td>
<td>Worthington, A.</td>
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<tr>
<td>GEN</td>
<td>1014-001</td>
<td>80370</td>
<td>Business and Life</td>
<td>TR</td>
<td>6:00 pm - 7:50 pm</td>
<td>Mehta, C.</td>
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<tr>
<td>GEN</td>
<td>1018-001</td>
<td>80371</td>
<td>Role-Playing Games</td>
<td>TR</td>
<td>8:30 am – 10:20 am</td>
<td>Jeitner, E.</td>
</tr>
<tr>
<td>GEN</td>
<td>1026-001</td>
<td>82038</td>
<td>Successful Learning Strategies</td>
<td>TR</td>
<td>6:00 pm - 7:50 pm</td>
<td>Shobe, E.</td>
</tr>
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</table>
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?
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 Readings course, 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.

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. 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 beauty, truth, meaning, politics, justice, 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 the controversial age of President Donald Trump. 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 “truth” and representation, 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.”

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 including American history, social media and smartphones, and you’ll have the chance to pick a research topic that interests you.

In this freshman seminar, we’ll think critically about life in America, tell our stories, and gain insight into others’ experiences. We will use the *New York Times* as a principal text to learn about national and world events as they occur. We will also review events and decisions in American history to provide a context for understanding some of the problems of today. We will also examine the economic, social, and political issues that divide us in America and work toward finding common ground wherever possible.

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. 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 beauty, truth, meaning, politics, justice, 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 the controversial age of President Donald Trump. 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 “truth” and representation, 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.”

FRST 1002-009
Critical Thinking & Reading: An Exploration of Ethical Standards in Everyday Life
CRN 80282
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 1002-010
Critical Thinking & Reading: Habits of Mind
CRN 80283
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.

FRST 1002-011
Critical Thinking & Reading: A Liberal Arts Education
CRN 80284
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.

FRST 1002-012
Critical Thinking & Reading: The Narrating Brain
CRN 80285
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 1002-013
Critical Thinking & Reading: A Liberal Arts Education
CRN 80286
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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Schedule</th>
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<tr>
<td>FRST 1002-014</td>
<td>Critical Thinking &amp; Reading: Writing &amp; Communicating Critically</td>
<td>T. Crowell</td>
<td>TR 12:30 PM – 2:20 PM</td>
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<tr>
<td>CRN 80287</td>
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<td></td>
<td>This is a freshman 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.</td>
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<tr>
<td>FRST 1002-015</td>
<td>Critical Thinking &amp; Reading: The Criminal Trial</td>
<td>J. Copeland</td>
<td>MWF 2:10 PM – 3:25 PM</td>
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<td>CRN 80288</td>
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<td>This seminar focuses on the American criminal trial in literature and popular culture and asks: Why do people like to watch movies and TV shows about trials? How do watching criminal trials and reading about them shape our ideas of what makes a good story and what is fair and not fair? What causes people to commit crimes? When should people be held responsible for their behavior, and when should they “get off” for reasons such as mental illness or self-defense? How can strategies that lawyers use to win in the courtroom help you to succeed in college? In this course you will develop critical thinking, reading, viewing, and listening skills. Through frequent writing and speaking, you will practice evaluating evidence, taking a position and supporting it, using effective storytelling strategies, and crediting sources appropriately.</td>
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<tr>
<td>FRST 1002-016</td>
<td>Critical Thinking &amp; Reading: American Icons</td>
<td>R. Gregg</td>
<td>MW 3:35 PM – 5:25 PM</td>
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<tr>
<td>CRN 81888</td>
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<td>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.</td>
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<tr>
<td>FRST 1002-017</td>
<td>Critical Thinking &amp; Reading: American Stories</td>
<td>P. Cross</td>
<td>MWF 8:30 AM – 9:45 AM</td>
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<tr>
<td>CRN 81979</td>
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<td>In this freshman seminar, we’ll think critically about life in America and gain insight into others’ experiences that may be different from our own. We will use the New York Times as a principal text to learn about national and world events as they occur. We will also review events in recent American history to provide a context for understanding today’s events. The events of September 11th will receive special attention, as we examine the threat of extremism in today’s America and abroad. We will also look at social issues in America, including the social, economic, religious, and racial divisions that continue to dominate the news.</td>
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<tr>
<td>GAH 1038-001</td>
<td>Reacting to the Past</td>
<td>M. Mallett</td>
<td>TR 2:30 PM – 4:20 PM</td>
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<td>CRN 80106</td>
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<td>Reacting to the Past is a series of games in which students act as players in pivotal historic contests by engaging important social and political texts. Reliving critical intellectual arguments, players score points through persuasion and debate, and by building alliances to achieve their goals.</td>
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<tr>
<td>GAH 1038-002</td>
<td>Reacting to the Past</td>
<td>K. Panagakos</td>
<td>MW 3:35 PM – 5:25 PM</td>
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<td>CRN 80107</td>
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GAH 1044-001
Women in the Bible   M. Fiedler
CRN 80344    MWF 8:30 AM – 9:45 AM
In this course, we will explore the women discussed in the Old Testament by investigating the range of roles that women play within biblical narratives as wives and mothers, heroes and villains, warriors, queens, and prophets. We will discuss how stories about biblical women have been reinterpreted according to the values of different times and cultures, and we will discuss the ways in which biblical traditions about women may have impacted the understanding of gender in Western culture, past and present. No previous background in the Old Testament is assumed or required . . . just an open mind.

GAH 1046-001
Greek Culture & Modern Hellenism   A. Papademetriou
CRN 80109    MWF 11:20 AM – 12:35 PM
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 1055-001
Introduction to American Film   R. Trama
CRN 80345    TR 6:00 PM – 7:50 PM
This seminar will look at American film history from a cultural perspective. Special emphasis will be placed on "Hollywood" film style and theme, and the creative reactions to this popular form. Students will develop an understanding of the studio and star system, classic film types such as the romantic comedy and the western and modern responses in counterculture and "indie" films.

GAH 1060-001
The Passions   A. Hultquist
CRN 80346    TR 2:30 PM – 4:20 PM
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 1062-001
Intro. To Photographic Medium   W. White
CRN 80110    MW 2:10 PM – 4:40 PM
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 35 mm camera, film, and paper.

GAH 1064-001
Migration and Immigration   E. Kleusner
CRN 80347    MW 3:35 PM – 5:25 PM
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 examine the differing levels of racial and ethnic prejudice each group faced, the efforts of migrants and 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 1064-002
Migration and Immigration   J. LoSasso
CRN80348    TR 6:00 PM – 7:50 PM

GAH 1065-001
The Detective: Foreign Intrigues   J. Lechner
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 1068-001  
Power and Society  
A. Pomeroy  
CRN 80111  
MWF 12:45 PM – 2:00 PM  
This course will focus on the theme of the 2009-10 First Year Experience: Power. We will begin the course with a discussion of selections from the Freshmen common reading, Mohsin Hamid's The Reluctant Fundamentalist, in the context of the theme. Students will then read a variety of texts: novels, memoirs, philosophical works, poetry, essays, speeches in order to explore the nature and function of human power. Through the readings we will examine both individual and social power and will discuss the ways in which they structure each other. Throughout the course, we will be engaging in evaluation questions regarding the goods and harms brought about by the exercise of power. Finally, we will return to ourselves, asking about our own power(s), about how they can be liberated and fruitfully developed.

GAH 1072-001  
Memoirs of Mental Illness  
C. Ferri  
CRN 81347  
TR 10:30 AM – 12:20 PM  
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 1075-001  
History of Video Games  
L. Rosner  
CRN 80112  
MWF 8:30 AM – 9:45 AM  
This course will explore the way that video games represent and recreate historical events, people, and settings. Students will examine the decisions game designers make in portraying history, how historical processes shape the production of video games, how historical study can enrich our enjoyment of video games, and how these games can help us understand the relationship between storytelling and historical study. This is a project-based course in which students will research and design their own historical games.

GAH 1088-001  
The Villain Within  
M. Sherrier  
CRN 82037  
TR 8:30 AM – 10:20 AM  
This freshman 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.

GEN 1013-001  
Communication Theory and Presentation Skills  
A. Worthington  
CRN 80974  
MWF 8:30 AM – 9:45 AM  
As a freshman seminar, this course is intended for students who are taking a speech communication class for the first time. The course is designed to explore the theories of interpersonal, group, public and intercultural communication and how they apply to real-life situations at school, work, and recreation. In addition, students will participate in class public speaking exercises and be taught how to develop, organize and deliver a speech.

GEN 1014-001  
Business and Life  
C. Mehta  
CRN 80370  
TR 6:00 PM – 7:50 PM  
Values/ethics course (V).  
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 through quantitative analysis and practical exercises.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>CRN</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>GEN 1018-001</td>
<td>Role-Playing Games</td>
<td>E. Jeitner</td>
<td>80371</td>
<td>TR 8:30 AM – 10:20 AM</td>
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<td></td>
<td>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.</td>
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<tr>
<td>GEN 1026-001</td>
<td>Successful Learning Strategies</td>
<td>E. Shobe</td>
<td>82038</td>
<td>TR 6:00 PM – 7:50 PM</td>
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<td>This course is designed to teach students how to strategically map their own path to success in college. Students will learn key thinking skills, academic skills, and self-management to foster the perspective that every college experience can be an opportunity for learning and advancement, both inside and outside the classroom. Students will also promote academic success in others by developing and hosting workshops.</td>
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<tr>
<td>GEN 1027-001</td>
<td>College Success</td>
<td>A. Situ-Liu</td>
<td>81766</td>
<td>MWF 8:30 AM – 9:45 AM</td>
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<td>This course aims to help students learn successfully in college. To achieve this goal, the course focuses on building Growth Mindset, developing effective Learning Skills, and applying the knowledge to student experience in order to facilitate their successful college journeys.</td>
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<tr>
<td>GEN 1033-001</td>
<td>Honors Freshman Seminar: Life of the Mind</td>
<td>J. Duntley</td>
<td>81355</td>
<td>MWF 11:20 AM – 12:35 PM</td>
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<td>This is an Honors course open only to students in the Honors Program. This course provides a challenging and stimulating introduction to the intellectual and creative life of college work. The themes vary each year but the focus is always on small-group discussion and projects, critical reading, and written and oral expression. Opportunities may include field trips, guest speakers and performances.</td>
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<tr>
<td>GEN 1033-003</td>
<td>Honors Freshman Seminar: Life of the Mind</td>
<td>M. Rodriguez</td>
<td>81357</td>
<td>MWF 11:20 AM – 12:35 PM</td>
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<tr>
<td>GEN 1036-001</td>
<td>Leadership Strategy and Change</td>
<td>P. Baratta</td>
<td>80372</td>
<td>MW 6:00 PM – 7:50 PM</td>
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<td>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.</td>
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<tr>
<td>GEN 1037-001</td>
<td>Life Choices</td>
<td>A. Rozell</td>
<td>80373</td>
<td>TR 8:30 AM – 10:20 AM</td>
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<td>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.</td>
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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.

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.

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.

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?

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.

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 1026-001**  
**Alternative Health Care**  
**CRN 81218**  
**R. Caplan**  
**MWF 11:20 AM – 12:35 PM**  
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 1031-001**  
**Gender Issues in Computing**  
**CRN 80388**  
**R. Heinrich**  
**TR 6:00 PM – 7:50 PM**  
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 an 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.

**GNM 1040-001**  
**Dinosaurs**  
**CRN 80717**  
**M. Bonnan**  
**TR 2:30 PM – 4:20 PM**  
This course explores how scientific concepts relating to the earth and life on it (especially dinosaurs) have developed over the past several centuries. It considers both the processes by which these concepts developed as well as the nature and extent of the evidence used by scientists to support their ideas. Thus, the purpose of this course is to provide not only current information about the results of science but also an understanding of how the process of science works.

**GNM 1054-001**  
**Animal Behavior**  
**CRN 80166**  
**R. Jackson**  
**MWF 9:55 AM – 11:10 AM**  
An understanding of animal behavior is important to the fields of ecology, biology, psychology, and anthropology. In this course, we take an ecological and evolutionary approach to the study of the behavior of humans and other free-living vertebrates.

**GNM 1056-001**  
**Environmental Citizenship**  
**CRN 81632**  
**M. Jauregui**  
**MWF 11:20 AM – 12:35 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 80389**  
**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**  
**J. Trout**
This freshman 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 1039-001
Contemporary Issues in Sports
CRN 80399
This course examines sports and its influence on society from a historical, economic, and political perspective. Sports are often at the core of societal interests and serves as the impetus to many policy decisions across our respective communities.

GSS 1044-001
Diversity Issues
CRN 80904
International/multicultural course (I).
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 1044-002
Diversity Issues
CRN 82023

GSS 1044-003
Diversity Issues
CRN 82024

GSS 1045-001
Across Generations
CRN 81977
This course will allow students to gain a basic understanding of intergenerational relationships and the importance of fostering intergenerational collaborations. Beyond topics in older adulthood, this course will also help students learn more about different generations, diverse cultures, and how to interact and form meaningful relationships with those different from them.

GSS 1053-001
Ethics and Professionalism
CRN 81617
Open only to nursing majors. This is a Values and Ethics course (V) This course will introduce the concepts and principles of ethical behavior and professionalism. Students will explore the history of the development of ethics and the professions, and will learn criteria necessary for professional status. Ethical theories, principles, and professional values will be studied. Course content will include the application of critical thinking skills to ethical and professional issues; and the role of writing skills for health professional. Professional responsibility and accountability will be focus for study.

GSS 1053-002
Ethics and Professionalism
CRN 81618

GSS 1072-001
Pathways to Learning
K. Lebak
CRN 80905
MW 9:55 AM – 11:45 AM
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.

GSS 1072-002
Pathways to Learning
M. White
CRN 80763
TR 2:30 PM – 4:20 PM

GSS 1075-001
Academic Identity as Belonging
T. Saintine
CRN 82035
MW 3:35 PM – 5:25 PM
This course’s main objective is to provide students with a deeper, nuanced and more analytical understanding of their experiences in classrooms, and how those experiences have shaped (and continue to shape) their academic identity. Students will draw from the existing literature on identity and academic identity construction to shed light on their sense of belonging to or estrangement from the academic community. We will borrow from qualitative methods of inquiry (like memoing, interviews) to generate data and develop analyses of what it means to be educated.

Much attention will be given to the intersection of “classroom processes” and students’ “personal identities” (Cobb, Gresalfi, & Hodge, 2008, p. 3), and how the two inform students’ confidence and potentially affect their academic performance. A sociocultural perspective of identity will frame and guide most of our reflections and discussions of what it means to be educated. We will combine disciplines like sociology, education, and creative non-fiction to examine the effects that larger social ills (e.g. racism, sexism, elitism…) that pervade classrooms have on students’ relationship to academic institutions and learning.

GSS 1082-001
Healthcare: Consumers, Workforce & Society
CRN 81997
MWF 8:30 AM – 9:45 AM
Students are introduced to traditional and emerging roles within the acute, community, and public health care systems. Research on healthcare careers, credentialing, professionalism, and societal and ethical issues affecting health care will be analyzed. Students will explore the healthcare system from a consumer perspective.

GSS 1082-002
Healthcare: Consumers, Workforce & Society
CRN 81998
MWF 9:55 AM – 11:10 AM

GSS 1082-003
Healthcare: Consumers, Workforce & Society
CRN 81999
MWF 12:45 PM – 2:00 PM

GSS 1090-001
Aging in Society
C. Gayda-Chelder
CRN 81378
TR 10:30 AM – 12:20 PM
Values/ethics course (V).
Surveys the study of aging from biological, psychological, social and cross-cultural viewpoints. Considers the older person as an individual, a family member, a community member, and member of a political constituency. Evaluates ethical issues and the impact of population aging on societies.