

AIID-101-01  
Fall 2011

## **AIID 101 Introduction to Liberal Studies: Insiders vs. Outsiders**

### **RAMAPO COLLEGE OF NEW JERSEY School of American and International Studies**

#### **Course Information**

4 Credit Hours

Prerequisites and/or Co-requisites: First-time, first-year student status

Fall 2011

Large group (all four sections together): Wednesdays, 3:00 to 4:30 p.m., room H-129

Individual sections meet Wednesdays, 4:45 to 6:15 p.m., in the following locations:

Section 1 (Atkinson), B-221

Section 2 (Gronbeck-Tedesco), A-226

Section 3 (Barnes), A-227

Section 4 (Mazza), A-225

College Web Address: [www.ramapo.edu](http://www.ramapo.edu)

College Closings/Special Announcements Phone No.: (201) 236-2902

AIS Office: B-213

AIS Phone No.: (201) 684-7406

#### **Faculty: Name                      Field      Phone                      Email                      Office Number**

Section 1: Roark Atkinson, History, 201-684-7237, [atkinson@ramapo.edu](mailto:atkinson@ramapo.edu), B-208

Section 2: Todd L. Barnes, Literature, 201-684-7180, [toddbarnes@ramapo.edu](mailto:toddbarnes@ramapo.edu), B-141

Section 3: Dr. Gronbeck-Tedesco, 201-684-7241, American Studies, B-132

Section 4: Dr. J. Mazza, Political Science, 201-684-7105, [jmazza@ramapo.edu](mailto:jmazza@ramapo.edu), B-231

#### **Common Course Description**

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College's academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo's academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

#### **Course Description for AIS's First Year Seminar**

This team-taught First Year Seminar will introduce students to the various disciplines and interdisciplinary groups of the School of American and International Studies (AIS): American studies, anthropology, history, international studies, literature, philosophy, political science, and world languages. Our disciplinary areas are various, but all are part of a liberal arts curriculum and concern the human experience in its local and global context.

This course will prepare students for the kind of academic inquiry expected at college and seeks to foster openness including a willingness to challenge assumptions and to acknowledge error. It strives to introduce students to the complexities of cultural interaction and foster the ability to think critically about

such encounters. The goal is transformation, not mere transmission of knowledge—we seek to instill in our students a lifelong love of learning so that they will become active learners who own their education. Our theme for this course is “Insiders vs. Outsiders.” This course asks what it means to be an outsider or an insider. How do we define some people and concepts as “outside” and others as belonging? What does it mean to be an authentic insider and how do we recognize ourselves as either outsiders or insiders? We will consider these and related questions as we investigate how the various disciplines and interdisciplinary groups represented in the School of American and International Studies explore such issues.

This course will meet weekly. During the first half of the class period we will meet as one large group where different ideas, topics, and methodologies from the several disciplines and interdisciplinary groups of AIS will be presented to the whole class. During the second half of the class period we will meet in individual sections to discuss the issues presented to the whole class, often from the particular disciplinary viewpoint or focus of that section.

**Course Objectives**

As a result of the course activities and assignments, students should:

- Develop an understanding of the intercultural and international dimensions of what it means to be an “outsider” or an “insider”
- Develop an understanding of the aims of an interdisciplinary liberal arts education and develop the skills needed to pursue it
- Investigate the discipline in which they plan to major, or explore a range of possible liberal arts majors
- Develop a sense of connection to the School of American and International Studies and the larger Ramapo community through the development of relationships with faculty and peers in the classroom
- Develop an understanding of the complexity of human cultural experience and skills for interpreting that experience
- Identify the resources and support services Ramapo College offers to students
- Stimulate communication and critical thinking skills through analytical, persuasive, and reflective writing and speaking

**Measurable Student Learning Outcomes**

<b>Students will:</b>	<b>Research Paper</b>	<b>Class discussions and essays</b>	<b>Final Project</b>
demonstrate the ability to think critically and creatively.	x	x	
demonstrate proficiency in written communication.	x	x	
demonstrate proficiency in oral communication.			x
demonstrate information literacy and technological competency.	x		x

**Peer Facilitators**

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

### **General Education Program Course**

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences. Through its introduction to the disciplines and interdisciplinary groups of AIS this course fulfills the FYS category of interdisciplinary studies.

### **Writing Intensive (WI) Course**

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, [cas@ramapo.edu](mailto:cas@ramapo.edu).”

### **First-Year Academic Advising**

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: [caafye@ramapo.edu](mailto:caafye@ramapo.edu)

### **Readings**

The books listed below are required reading for this course. Additional readings are available in a course packet. Each instructor's individual section may include supplementary readings and materials that will address the material presented in the large group from a specific disciplinary or interdisciplinary perspective.

- Course Packet.
- Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2011. [ISBN 0-312-66482-6, ISBN-13: 978-0-312-66482-4]
- Loewen, James W. *Lies My Teacher: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. [ISBN: 978-0-7432-9628-1]
- Shakespeare, William. *Othello, the Moor of Venice: Texts and Contexts*. Bedford/St. Martin's; First Edition edition (December 27, 2006). [ISBN-10: 9780312398989]
- Topp, Michael M. *The Sacco and Vanzetti Case: A Brief History with Documents*. Bedford/St. Martins [ISB 978-312-400880]

**Course Requirements and Grading Policy**

Assignments, due dates, and grading breakdown are below. All students will fulfill the same requirements, but the specific nature of each assignment will be defined in section by each faculty member, and may differ between sections.

<b>Assignment</b>	<b>Due Date</b>	<b>Percentage of Grade</b>
Short paper on college-assigned summer reading	28 September	10%
Paper One	26 October	20%
Research Paper	14 December	20%
Participation and section-based assignments	Ongoing	15%
Final Poster Project	14 December	15%
Experiential Component*	Ongoing	5%
Oral Presentation	TBA	15%
Total		100%

**\*Course Enrichment Component** – *For all 4-credit undergraduate courses, except those that have scheduled meeting times in excess of 50 hours (3000 minutes) – e.g. lecture-lab courses.*

This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. Your experiential requirement is to attend one AIS Film Series event during the semester and turn in a one-page response paper that relates the film to themes from the course. The ultimate goal is to help students relate what they learn in the classroom to experiences they have outside of the classroom.

**Attendance Policy**

The pace is challenging, and if you fall behind, it can be extremely difficult to catch up; missing just one or two classes can have serious consequences. Therefore, you are expected to attend class regularly and to come prepared to participate fully (that means having completed the assignment for that day!).

Attendance will be taken and your class participation will make up a significant part of your final grade in the course. You may not make up any in-class work that you miss, but you will be responsible for assignments made in your absence. In terms of policy: more than two unexcused absences **WILL** affect your participation grade.

**Policy on Electronic Devices in the Classroom**

Cell phones should be off or on silent and should be both out of sight and out of your hands. Text messaging is NOT allowed. Laptops are allowed only with permission of the instructor.

**Electronic Forms of Communication**

In accordance with College policy, we will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

### **Students with Disabilities**

If you need course adaptation or accommodations because of a documented disability, please make an appointment during your instructor's office hours.

### **Policy on Academic Integrity**

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided. Students who violate this policy will be referred to the Office of the Provost. An abbreviated version of this policy is described below.

**Policy:** All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

**Procedures:** The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

**Criteria:** There are four broad forms of academic dishonesty:

#### **1. Cheating**

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
- using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

#### **2. Plagiarism**

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.
- Examples of standard citation formats can be found on the [Library Website: Citation Manuals and Style Guides](#).

### 3. Academic Misconduct

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

### 4. Fabrication

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citation of information not taken from the source indicated;
- listing of sources in a "works cited" that were not used in that project;
- altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
- submission as one's own of any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

More on academic integrity can be found here:

[http://www.ramapo.edu/catalog\\_11\\_12/academic-policies.html?col10=open#CollapsiblePanel10](http://www.ramapo.edu/catalog_11_12/academic-policies.html?col10=open#CollapsiblePanel10)

**Weekly Class Schedule** (subject to change)

Week 1 (7 Sept) Course Introduction

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Section: Discussion of Summer Reading; Assign paper on Summer Reading

Week 2 (14 Sept)      Disciplinary Lenses: Liberal Studies  
Reading:

Course Packet Part A

Week 3 (21 Sept)      Hunting the Outsider: History (Atkinson)  
Reading:

Course Packet Part B:

Helmut Walser Smith's "The Butcher's Tale" (excerpts)  
"The Prosecutions at Bamberg" from *Witchcraft in Europe*  
*Witchcraft in Early Modern Scotland* (excerpts)

**Opening Convocation**

Week 4 (28 Sept)      Discussion of Summer Reading and Convocation  
**Paper on Summer Reading Due (3 pages)**

Week 5 (5 Oct) Staging the Other (Barnes)  
Reading:

Reading: William Shakespeare, *Othello, the Moor of Venice: Texts and Contexts*

Week 6 (12 Oct)      The Immigrant as Outsider (Mazza)  
Reading:

M. Topp, *The Sacco and Vanzetti Case*

Part One: Introduction

Part Two: documents 1,3,9,10,12,20, 23 and 24.

Week 7 (19 Nov)      Guest Lecture: Language (Straile-Costa)  
Reading:

TBA

Week 8 (26 Oct)      Advisement  
**Paper One Due (4-5 pages)**

Week 9 (2 Nov) The Unruly Other (Gronbeck-Tedesco)  
Reading:

Course Packet Part C:

Annette J. Saddik, "Rap's Unruly Body: The Postmodern Performance of Black Male Identity on the American Stage."

Robert Cantwell, "We are the Folk."

Week 10 (9 Nov)      Class Trip Off Campus (Note: trip will be Sunday—no class Wednesday)

Week 11 (16 Nov)      TBA  
Reading:

TBA

23 Nov                      Thanksgiving Break: No Class

Week 12 (30 Nov)      Library Orientation (Keller)  
Working on Final Poster Project

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Week 13 (7 Dec)      TBA

Week 14 (14 Dec)      Poster Session  
**Final Poster Project Due**  
**Paper Two Due (4-5 pages)**

Important Dates

Last day for Schedule Adjustments: September 12<sup>th</sup>

Last day to withdraw with 100% tuition refund: September 12<sup>th</sup>

Last day to withdraw with 50% tuition and/or housing refund: September 26<sup>rd</sup>

Last day to withdraw from courses with “W” grade: October 27<sup>th</sup>

Thanksgiving Recess: Nov 23<sup>th</sup> - 26<sup>th</sup>

Reading Day: December 14<sup>th</sup>

Final Exam Week: December 15<sup>th</sup> – 21<sup>st</sup>