

**RAMAPO COLLEGE OF NEW JERSEY**  
**First-Year Seminar**  
***Perspectives on Global Affairs***

**Course Information**

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

Class Meeting Day(s), Time and Room Location: G Building 200, Wednesday 11:30AM – 2:45PM

**Instructor Information**

Instructor's Name, Title: Dr. Anita Srivastava

Office Location & Phone No.: ASB 326 – Adjunct faculty office

Office Hours: Wednesdays, 10am – 11:30am

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school phone number: 201-684-7696

adjunct office: A-220

**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**

The goal of this course is to establish a basic foundation of knowledge about the world and international issues. At the end of this course you will better understand the relevance of international issues to individuals in the United States including yourself as students of Ramapo College. The course is structured in a manner that encourages you to think critically and objectively about the political, economic, and social environments of the countries and peoples of the world and will help develop the ability to discuss these observations as they relate to global affairs. You should emerge from the course with improved research, writing and analytical skills, a firm grasp of several substantive issues and a familiarity with fundamental concepts in the study of global affairs – in short, skills and knowledge that will help you flourish at Ramapo College and beyond.

**Course Goals**

This course fulfills the First-Year Seminar category of the general education curriculum. 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. Moreover, this course fulfills your international issues, interdisciplinary, intercultural understanding, and sustainability categories.

**Measurable Student Learning Outcomes**

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 from personal opinions and experiences.

Measurable Learning Outcomes	Research Paper	Class discussions and essays	Final Project

Students will demonstrate the ability to think critically and creatively.	x	x	x
Students will demonstrate proficiency in written communication.	x	x	
Students will demonstrate proficiency in oral communication.		x	x
Students will demonstrate information literacy and technological competency.	x	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.

### 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. Prior to individual advising sessions, your peer facilitator will instruct you on printing your recommended academic four-year plan, major requirements, and degree evaluation. In October, all first-year students will be required to attend the annual Majors Fair, where representatives are available from each major to assist students in learning more about the academic programs at Ramapo. 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)

### Texts, Readings, Materials

List all readings (i.e., required, Library Reserve, and recommended) in the documentation format most appropriate for your discipline. For example:

1. Jackson, Robert. *Annual Editions: Global Issues 11/12, 27th Edition*. McGraw-Hill Higher Education, 2012. ISBN: 978-0-07-812770-0
2. Loewen, James W. *Lies My Teacher: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. ISBN: 978-0-7432-9628-1
3. Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2009. ISBN-13: 978-0-312-66482-4.

In addition to the required text and lecture notes, students are urged to keep abreast with current events, domestic and international by regularly reading publications such as the *New York Times*, *The Wall Street Journal*, *Fortune*, *Forbes*, *the Economist* and listening to discussions on npr (National Public Radio) or npr.com.

### Course Requirements

**Writing Assignments** – Assignments are due at the beginning of class time on the date required. No late assignments will be accepted without prior approval from the instructors. (Note: prior approval means you contact me with enough time to discuss the potential extension. In other words, unless you have arranged with me ahead of time for another due date, any assignment turned in after the due date will not be accepted). There will be no extra credit opportunities for you to “make up” an assignment.

All written assignments must be typed, double spaced, and stapled. All references and citations must be done in MLA (Modern Language Association) format. You should consult the MLA style manual in our required book list for proper format requirements for a given citation. Correct formatting will be part of your grade for all written assignments.

**Examinations, Quizzes, Library Research, and Group discussions** – Periodic assignments will be used to assess your progress. These will include written work, quizzes, presentations and group projects. Due dates for any assignments will be included in the lecture.

**Oral presentations:** Students will work in groups of two to research a business career and present to the class through a PowerPoint presentation a detailed job description, typical work environment, daily work activities, salaries and outlook for professional growth and development.

**Final Research Paper** – At the end of the semester you will write a research paper covering various topics covered in class on globalization. This paper would require you to conduct independent research on substantive and current issues, writing in MLA format. This will constitute 20% towards your final grade. More details will be provided in class.

### **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.

Moreover, this course fulfills your international issues, interdisciplinary, and intercultural understanding categories of First-Year Seminar.

### **Weekly Class Schedule**

For each class meeting, indicate date, topic and required readings and assignments. Indicate due dates for papers, assignments, quizzes, and exams. With as much detail as possible, a syllabus should provide students with a sense of the course's structure and sequence so that they could perceive a relationship between the goals of the course and the topics of materials to be covered. The calendar should include notice of when exams are to be given, or are due, or conferences to be held.

### **Weekly Class Schedule**

**September 7th**

#### **Course Introduction**

##### **Student and faculty introduction**

Please prepare a brief oral introduction of yourselves. You may include topics such as career goals, unique or special aspects of yourself, expectations of the course and expectations of your college life at Ramapo College. I look forward to meeting and getting to know each one of you

##### **Book discussion**

Be ready to discuss the book, and its significance to the current global environment.

**September 14th**

#### **Globalization Debate**

##### **What is globalization? Trends in globalization.**

##### **Anti-Globalization and Global Pressures**

Discussion question: How has globalization affected different world regions?  
 What are some of the benefits and costs of globalization for different sectors of society (companies, workers, communities)?

- Article 18, 19, and 20 of Jackson, Annual Editions, 11/12
- In-class pop-quiz on case study

**September 21st**

**Opening Convocation, Dr. Kames W. Loewen**

**September 28<sup>th</sup>**

**Globalization Debate continued...**

**The Case against the West, and the Lost Continent**

- Case Study articles 23, 24, 26 of Jackson, Annual Editions, 11/12.
- Library Workshop and in-class assignment - [Students will be introduced to useful library databases, book and journal holdings, and web-based resources related to your course's research topics.](#)

**October 5th**

**Globalization and poverty in the developing world**

**What is the third world? Competing theories of development**

- Articles 21, 22 and 27 of Jackson, Annual Editions, 11/12, and class presentation
- In class pop quiz and group exercise

**October 12th**

**Globalization and poverty in the developing world**

**What is the third world? Competing theories of development**

- Article 27 of Jackson, Annual Editions, 11/12, and class presentation on theories of development.

**October 19th**

**Globalization and culture the developing world**

Articles 3 and 46 of Jackson, Annual Editions, 11/12

- In class pop quiz and group exercise

**October 26th**

**Global Population and Food Production – trends and prospects**

Articles 7, 8, 9, 11 of Jackson, Annual Editions, 11/12

- In class pop quiz and group exercise

**November 2nd**

**Threats to the Global population and Food Production**

Articles 10, 12, and 14 of Jackson, Global Issues 11/12

**November 9th**

**Experiential project exercise**

**November 16th**

**Global Conflict**

Articles 32, 33, 34 and 38 of Jackson, Annual Editions, 11/12 and other assigned readings

- Pop quiz
- In-class simulation exercise

**November 16th**

**Global Cooperation**

Articles 40, 41, and 42 of Jackson, Annual Editions, 11/12 and other assigned readings

- Pop quiz
- In-class simulation exercise

**November 23rd**

**Thanksgiving recess (Wednesday, 11/23 – Saturday, 11/26)**

**November 30th**

**Group PowerPoint presentation.**

In the second week of class you will be divided into groups of four students. Each group must decide collectively on a topic to research. As a group prepare your final presentation to be made in class.

**December 7th**                    **How Global Are You? Test your knowledge. Also review session for Final Exam.**

**December 14th**                **Final Exam**

**December 21<sup>st</sup>**                **End of year celebration and Q&A**

### ***Important Dates***

First Day of Classes: September 1<sup>st</sup>

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

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

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

Reading Day (no classes): December 14<sup>th</sup>

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

Common Finals: December 17<sup>th</sup>

Final Exam Snow Make-Up Day: December 22<sup>nd</sup>

### **Grading Policy**

Your final course grade will be determined by the following:

20% Participation

20% Final exam (multiple choice and essay questions)

20% Weekly Pop Quizzes

20% Final Research paper

20% Group PowerPoint Presentations

Your participation grade will represent more than just your ability to make it to class, you will be expected to engage in thoughtful classroom discussions with your classmates, professors and peer facilitator. Your participation in class discussions, attitude, level of preparation and attendance will be used to assign your participation grade.

### **Grade Distribution**

A	A-	B+	B	B-	C+	C	C-	D+	D	F
>92	90-91	89-85	84-82	81-80	79-75	74-72	71-70	69-65	64-60	<60

### **Attendance**

- Regular class attendance is expected and will be taken at the beginning of each class.
- If you will be absent from class the day an assignment is due, it is expected that the assignment is emailed to the instructor prior to the start of class. If you fail to have an assignment in on time, you will be given a zero.
- More than 5 unexcused absences will result in a failing grade.
- Points may also be deducted from your final grade for chronic lateness and leaving class early.

**Classroom Participation** – This is a seminar course, therefore reading preparation and class participation are essential requirements of the course. You are expected to participate and contribute to the general discussion in class

### **Course Enhancement Component**

This course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom. The experiential component could include visits to museums, guest lectures, library programs,

colloquia, and assigned TV shows (TBD), movies (will be posted),. Albeit not graded, the experiential component will contribute towards participation.

### **Electronic Forms of Communication**

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters. Course related announcements and readings will be posted on Luminis. Please check your e-mail and course website on Luminis frequently.

### **Students with Disabilities**

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

*Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu. Please do not place a time limit on when students may request accommodation, as they may not be aware of their need until later in the semester.*

### **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. 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)