RAMAPO COLLEGE OF NEW JERSEY
AIID 101-03: First-Year Seminar
Liberal Studies: Encounters with the Other

Course Information
Prerequisites: First-time, First-year Student Status
Classroom: H-129, F 10:15am-12:05pm (common lecture)
A 220, T 11:30am-1:00pm (section meeting)

Instructor Information
Tae Kwak, Associate Professor of History
Office location and phone number: A208, 201-684-7216
Office hours: TBA
Email address: tkwak@ramapo.edu
Mailbox located in SSHGS office, upstairs in B wing

Peer Facilitators:
TBA

Common FYS 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 Goals
This team-taught First Year Seminar will introduce students to the various disciplines and interdisciplinary groups of the Salameno School of Humanities & Global Studies: 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 “Encounters with the Other.” This course asks what it means to recognize something outside ourselves as “other.” How do concepts of sameness and difference inform our conception of ourselves and our communities? What happens when we encounter “others?” What does it mean to recognize the “other” in ourselves? We will consider these and related questions as we investigate how the various disciplines represented in the Salameno School of Humanities and Global Studies explore such issues.

This course will meet on Tuesdays and Fridays. On Fridays we will meet as one large group in H-129 where different ideas, topics, and methodologies from the several disciplines and interdisciplinary groups of SSGHS will be presented to the whole class. On Tuesdays 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.

**Measurable Student Learning Outcomes**
As a result of the course activities and assignments, students should:

- Develop an understanding of the intercultural and international dimensions of defining and encountering “the other”

- 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 Humanities and Global 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
Peer Facilitators
As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator (or 2). 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 Student Success 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 Student Success 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: success@ramapo.edu

Required Texts (available in the bookstore and online)


Course Requirements

Classroom Participation
Students are expected to participate in both the large and small sections of the course. We value participation and view it as an essential component of learning. Missing more than two class sessions will have a substantial negative impact on your participation grade.

Writing Assignments
All students will write three papers over the course of the semester. The first is based on the summer reading, and the last is a research paper. The first paper will be 3-5 pages, the second paper will be 5-7 pages, and the research paper will be 10 pages. The research paper will be written using a drafting and revision process. Details of each paper will be discussed in class and some will require outside sources; the content will differ among sections.

Poster Session
Students will participate in a poster session during the final exam period.

Reading Notes
All students must take reading notes throughout the semester that will be regularly uploaded to Moodle/Turnitin.com. The reading notes must be uploaded before we meet on Fridays. To receive credit for the reading notes, you must include the following elements:

• What is the main point of the reading
• What is one strength of the reading
• What one weakness of the reading
• What is one question that arises from the reading
• How does the reading connect to the course theme, encounters with the other
• Notes that demonstrate you completed the reading.

These notes do not need to be long: 2 pages is sufficient, but they should still be thoughtful and carefully proofread. For weeks when a film is assigned in place of a textual reading, the film is the “reading” for that week.

We will take a class trip later in the semester, and you will write a written response to that trip. Details TBA.

Library Research
There will be one library session for each section of the course that will focus on conducting college-level research.

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.

**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: L-211, x7557, crw@ramapo.edu.

**Weekly Class Schedule**

IMPORTANT: Check your Moodle page for the assigned readings. You should print these out and bring them with you.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topic, reading assignment</th>
<th>Due dates</th>
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<tbody>
<tr>
<td>Tues, Sept 1</td>
<td>Opening Convocation, Phil Klay, author of <em>Redeployment</em></td>
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<tr>
<td>Fri, Sept 4</td>
<td>Introduction to course: led by Tae Kwak</td>
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<tr>
<td>Tues, Sept 8</td>
<td>Section meeting</td>
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<tr>
<td>Fri, Sept 11</td>
<td>Hugh Sheehy on <em>Deep Down Dark</em></td>
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<tr>
<td>Tues, Sept 15</td>
<td>Section meeting (Root’s section: CLA)</td>
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<tr>
<td>Fri, Sept 18</td>
<td>Showing and discussion of <em>Eye of the Storm</em></td>
<td>Summer Reading Paper due</td>
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<tr>
<td>Tues, Sept 22</td>
<td>Section meeting: 60 min with Peer Facilitators</td>
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<tr>
<td>Fri, Sept 25</td>
<td>Lecture by Tae Kwak on <em>Lies My Teacher Told Me</em></td>
<td>Reading Notes 1 due</td>
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<td>Tues, Sept 28</td>
<td>Section meeting: 60 min with Peer Facilitators</td>
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<td>Fri, Oct 2</td>
<td>Lecture by Rebecca Root</td>
<td>Reading Notes 2 due</td>
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<td>Tues, Oct 6</td>
<td>Section meeting: Academic advising with Center for Student Success</td>
<td>Reading Notes 3 due</td>
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<tr>
<td>Fri, Oct 9</td>
<td>Lecture by Stacie Taranto</td>
<td>Paper 2 Due</td>
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<tr>
<td>Tues, Oct 13</td>
<td>Section meeting: 60 min with Peer Facilitators</td>
<td>Reading Notes 4 due</td>
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<tr>
<td>Fri, Oct 16</td>
<td>Lecture by Hugh Sheehy</td>
<td>Reading Notes 5 due</td>
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<tr>
<td>Tues, Oct 20</td>
<td>Section meeting: Pathways in Root’s section</td>
<td>Reading Notes 6 due</td>
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<tr>
<td>Fri, Oct 23</td>
<td>Lecture by Todd Barnes</td>
<td>Reading Notes 7 due</td>
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<tr>
<td>Tues, Oct 27</td>
<td>Section meeting: Pathways in Kwak’s section</td>
<td>Reading Notes 8 due</td>
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<tr>
<td>Fri, Oct 30</td>
<td>Lecture by Yvette Kisor</td>
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<td>Tues, Nov 3</td>
<td>Section meeting</td>
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<tr>
<td>Fri, Nov 6</td>
<td>Lecture by Lisa Cassidy</td>
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<tr>
<td>Tues, Nov 10</td>
<td>Section meeting: Pathways in Sheehy’s section</td>
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<tr>
<td>Fri, Nov 13</td>
<td>Lecture by Natalia Santamaria-Laorden (or other LANG prof)</td>
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Fall 2015 Course Syllabus

**INTD 101-XX** 4 Credits

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tues, Nov 17</td>
<td>Section meeting: Library Research Session</td>
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<tr>
<td>Fri, Nov 20</td>
<td>Lecture by Tae Kwak on <em>Lies My Teacher Told Me</em></td>
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<td></td>
<td>Reading Notes 9 due</td>
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<tr>
<td>Tues, Nov 24</td>
<td>Section meeting canceled (offset of class trip)</td>
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<td></td>
<td>Draft of Paper 3 due</td>
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<tr>
<td>Fri, Nov 27</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Tues, Dec 1</td>
<td>Section meeting</td>
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<td></td>
<td>Response to class trip due</td>
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<tr>
<td>Fri, Dec 4</td>
<td>Lecture by Jeremy Teigen</td>
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<td></td>
<td>Reading Notes 10 due</td>
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<tr>
<td>Tues, Dec 8</td>
<td>Section meeting</td>
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<tr>
<td>Fri, Dec 11</td>
<td>Wrap-Up by Tae Kwak</td>
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<tr>
<td>Tues, Dec 15</td>
<td>Reading Day: no classes</td>
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<tr>
<td>Final Meeting</td>
<td>Poster session</td>
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**Grading Policy**

Paper 1 (15%)
Paper 2 (20%)
Research Paper (25%)
Poster (10%)
Participation (10%)
Reading Notes and Response to Class Trip (20%)

Late assignments will be severely graded down. Turn in all work on time.

The grading scale is:

A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D 66-69

**Incomplete Grades**

Incomplete Grades are given only in exceptional circumstances when approved by the instructor and when requested by a student who has satisfactorily completed at least two-thirds of course requirements prior to the end of a term, for reasons of illness or other emergency. When the work is completed by the date indicated on the academic calendar, the grade assigned replaces the I. If work is not satisfactorily completed by the date indicated in the Academic Calendar, the grade is changed to F.

**Attendance Policy**
Missing more than two class sessions will have a substantial negative impact on your participation grade.

Arrive and depart class on time. Late students are likely to be marked absent.

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Turn your cell phone and other personal electronics off before you arrive to class. Otherwise, you may be marked absent for that class.

**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.

**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. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu.

**Academic Integrity Policy**

All members of the 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.

**Procedure**

a. Responsibilities

The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost 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. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.
b. Criteria

There are four (4) 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 authorization from the instructor;
   - 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 or endnote 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 George T. Potter Library Website: [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, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
   - stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or
College office or building for the purpose of obtaining an unadministered test;
o 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;
o disregarding policies governing the use of human subjects or animals in research;
o sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
o 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:
o citing information not taken from the source indicated;
o citing of sources in a “works cited” that were not used in that project;
o altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
o submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;
o falsifying information or signatures on registration, withdrawal, or other academic forms and records.

c. Reporting Violations
In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here: http://www.ramapo.edu/catalog-2015-2016/academic-policies/