EDUC 400. Exploration in the Counseling Profession

The purpose of this course are two-fold: (1) to begin the exploration of understanding oneself and others as this understanding relates to the development of the person as a counselor and (2) to become exposed to the philosophical, theoretical, and pragmatic implications of the role of counselor/therapist. This course will include an orientation to basic helping/listening skills and an understanding of the professional counseling field.

EDUC 3012. SPTP: Perceptions: Education in “Inner City” New York

In this course we’ll look closely at urban, “inner city,” education in New York City public schools. We’ll begin the term by writing and sharing a brief essay about our perceptions of NYC schools and from where those perceptions come. Most Americans’, those who live in urban areas and those who don’t’, perceptions are shaped by the media: televised and print news reports and a series of popular culture feature films that offer an “authoritative” look at students, teachers and administrators in urban NYC. If you were educated in the system we’ll study, you have the benefit of personal experience to add to our online discussions. I’ll note, however, that personal experience is exactly that—personal, and it may not be generalized to all public school experiences in urban NYC.

We’ll read scholarly texts and autobiographical narratives, and we’ll also view the portrayals of “inner city” schools by contemporary American filmmakers. We’ll examine and explain the nation’s preoccupation with urban schools. What do we learn when we read and hear about urban schools? Why do we want to know? What is the relationship between the perceptions of urban education and the continuing class and racial stereotypes many of us hold about urban, “inner city” America?

For those who are able, we’ll arrange “A Day in the Life” experience in an urban school setting. This course is open to Education minors and graduate students.

ENG 241. Techniques of Fiction

According to fiction writer Lee Martin, "Characters create plots and plots reveal characters." This course considers how the fiction writer is interested in the complexity of being human and the contradictions within the self and the world at large through character-driven stories. We’ll read stories that invite us to think more deeply about the technical choices writers make and the effects these choices have on the process of storytelling. We'll break the craft of fiction into the following elements: characterization, point-of-view, detail, setting, and metafiction. We’ll look at techniques associated with these elements in selected readings, and we’ll practice the techniques via writing activities designed to give us a better grasp on some of the moves that storytellers make. We'll talk about our own stories during workshop
discussions. Each member of the workshop will have the chance to present one story for our consideration.

**ENG 243. Introduction to Creative Non-fiction**

This course maintains the aims and objectives of the conventional course. Students will read short assignments each day and post to Sakai discussion thread, and they will also submit their own essays electronically for instructor feedback. The instructor will moderate the Angel reading discussion and provide feedback on writing exercises using "track changes". At the end of weeks 2, 3, and 4, students will submit a longer, revised “unit essay” for instructor feedback, and the fifth week will be set aside for a virtual workshop of one final essay from each student.

**GENDR 103. Gender and Society**

This interdisciplinary course examines how being male or female is translated into the social relationships of gender. It explores the ways gender roles, identities and institutions are constructed in relation to race, ethnicity, class and sexuality.

**GEOL 117. Dynamic Ocean On-line**

This online course is an introduction to geological and physical oceanography which provides students with an understanding of the marine environment and natural and human impacts on it. Topics include ocean in Earth system, plate tectonics, marine sediments, atmosphere and ocean, currents, waves and tides, coastal ocean and shoreline processes. It also includes study of oceans and climate change, ocean's role in global warming, and ocean acidification. There are no prerequisites for this course.

**GEOL / GS 233. Introduction to Open Source Geographic Information Systems**

Geographic Information Systems (GIS) is the use of computers to manage, display and analyze spatial or geographical information. Open source GIS is composed of software and data that are freely accessible to any willing user. This course will introduce the basic concepts, functions, and applications of GIS using QGIS, an open source desktop GIS. We will discuss data sources and management, spatial analysis, aerial photography and satellite imagery, and data visualization via maps. Through a series of hands-on exercises using QGIS software students will explore the analytical functions of GIS. Students will be expected to download data and software to their personal computers/laptops.

**GOVT 108. International Relations and Zombies**

It is striking how an unnatural problem has become one of the fastest-growing concerns in international relations. I speak, of course, of zombies. This zombie threat is--and should be--taken seriously. Students taking this course should acquire a deep familiarity with the prevailing theories and major scholars explaining the functioning of the international system and its actors so that students can critically address global crises such as an impending zombie attack. In this course you will be asked to consider questions of public policy. For example, should a zombie virus be developed (by states or nonstate actors) as a biological weapon? Is there a moral and strategic imperative to use nuclear weapons against
a state that is ravaged by a zombie outbreak? What role do international institutions, such as the UN, have in the post-zombie reconstruction efforts? These questions and more will be explored during this summer course.

GOVT 377. Global Cyber Politics

With the ever-expanding reach of Information Communication Technological Eco Systems and their necessity in every human interaction, cyber space has transformed into a vital life support system to the human life world. In the context of politics, cyber space has provided new spaces and networks to emerge and has radically transformed political representation and political engagement across societies and cultures globally. This course is an attempt to locate important themes of “international politics” and to explore the transformations of these themes both intellectually and practically when cyber space is used as a form of political space that links national and international political agendas.

The course is looking at the workings of globalization of cyber ecosystems and their consequences. Thus the working of the Internet politics from ‘national perspectives’ such as electoral processes to the impact on transnational social movements to global security concerns forms key foundations of the course.

The course intend to highlight competing, complementing and interwoven themes that students have to grapple daily living in a society where globalization meets global politics with most of these engagements facilitated through Information Communication Technologies (ICTs) from hardwired phones, smart phones, mobile communication backbones to the Internet. States are attempting to rework their foreign policy initiatives, security systems and political communication understanding and anticipating the transformations cyberspace and its technologies have brought forward.

Thus the course is not a set menu of titles but a process of education where most topics will be engaged by students as transformatory phenomena and future oriented projections where students will experiment with learning as well as developing capacities as navigators and pathfinders to understand and predict what social and political change will happen and what options we have to shape or cope with such transformations.

HIST 203. Early Canada

After first laying eyes upon the eastern coast of Canada in May 1534, the French explorer Jacques Cartier remarked that it resembled the "land that God gave to Cain." Despite Cartier's initial misgivings, Canada presented numerous opportunities to Europeans, as it had for the First Nations before them. During the next three centuries, the northern half of North America evolved into an imperial domain of the French, and then of the British. In 1867, through a political union known as Confederation, the Dominion of Canada was created, and the first steps toward the contemporary Canada that we know today were taken. In this course we will explore the political, economic, social, and cultural life of Early Canada, from the age of European contact to the era of Confederation.

ND 290. Expository Writing On-line
This is an online course for students who want further work in writing and revising expository writing. Students will write in a variety of forms, from short creative essays to academic and professional writing. The goal of the course is to help you become a more effective and confident writer, no matter what the task or the audience. We get there with a focus on key elements of writing: organization, prose style, punctuation. Be prepared to take on the mysteries of the comma and the semi-colon!

SSES 115A. Introduction to Kinesiology

This on-line course is the introductory course for the minor in sports studies and exercise science. It focuses on the study of physical activity from theoretical/conceptual, experiential and professional practice frameworks. Sociocultural, behavioral and biophysical perspectives of physical activity are explored. Emphasis is on the role of physical activity in human development throughout the lifespan. The relationship of physical activity to the structures of school, community, workplace and the natural environment is studied.

SSES 212. Sociological Perspectives on Sport

This course is a study of the structural dimensions of the social phenomenon of sport. Attention is directed toward examining the relationship between sport as a social institution and other dominant patterns of social interaction. The culture of the United States is the primary medium for analysis, but comparative and cross-cultural investigations are included where appropriate.