



## GOVERNOR'S SCHOOL OF INTERNATIONAL STUDIES at RAMAPO COLLEGE OF NEW JERSEY

### PROGRAM DESCRIPTION

The Governor's School of International Studies (GSIS) gathers talented rising seniors from New Jersey high schools for an intensive, residential learning experience designed to develop intellectual abilities, reinforce and enrich a positive self-image, and challenge capabilities with new vision through deep personal involvement and sincere, open exploration of ideas and feelings. GSIS aims high! Expected outcomes include:

- a transdisciplinary global awareness and appreciation of both living and non-living systems;
- enriched personal awareness of diversity among ideas, people, and visions of the future;
- recognition of the perils and promise of global and local changes in technology, economic conditions, and patterns of interdependence;
- ability to clarify personal values and to take a moral stance; ability to work collaboratively with other scholars, faculty, and staff; and
- an enhanced sense of personal responsibility, agency, and hope, which leads to a new sense of civic and global commitment amidst a recognition of complexity and ambiguity.

GSIS is housed on the beautiful campus of Ramapo College of New Jersey in northern Bergen County. Curricular activities carry into weekends and evenings but there is time for such social activities as the "GSIS Olympics," alumni barbeque, family days, talent share, and farewell dance. GSIS avails itself of proximity to New York City with a United Nations field trip. Students must attend the entire program. No weekend or evening leaves are permitted.

### THE CURRICULUM

#### Core Courses

In morning sessions, scholars investigate contemporary international issues. College faculty and international policy experts assist scholars on the background and research tools necessary for them to prepare for their international policy debates. The courses typically meet for three sessions each, and provide the skills necessary to undertake the capstone International Communications and Negotiations Simulation (ICONS) module, described below. The courses also introduce the crisis scenarios that provide the grist for ICONS.

**Negotiations and Diplomacy:** scholars consider practical and ethical dilemmas of negotiation through case studies. In addition to understanding the "science" of negotiation theory, students also practice the "art" of negotiation. Class discussion, role-playing and other small group activities are an important aspect of this course.

**Human Rights and Rule of Law:** scholars examine pressing human rights issues that defined the past two centuries, the evolution of the idea of human rights since the European Age of Enlightenment, the development of human rights law since World War II, and the origins and roles of non-governmental organizations (NGOs) and the United Nations.

**Global Environment and Resources:** scholars address current global problems and issues related to the environment and resource use and distribution. Basic scientific principles meet human behavior, cultural traditions, and global economic realities.

**International Trade and Economics:** scholars are introduced to principles of international trade and economics with an emphasis on the roles of international economic institutions and their impacts on developing nations. Scholars learn to recognize different economic mechanisms and to analyze policy options in international business and economic case studies.

**International Public Health:** scholars learn about the interconnectedness of global public health policy, international development work, and the daily lives of people. Case studies focus on specific diseases and prevention strategies in light of varied socio-cultural and economic realities.

#### Workshops and Seminars

##### **Intercultural Communications Seminar**

The Intercultural Communications Seminar is an experientially based course designed to expose scholars to the skills, attitudes, and knowledge required to interact effectively in other cultures. Scholars will discuss issues including negotiation of cultural and social identities for effective communication, conflict resolution in cross-cultural interactions, and develop interactive strategies for increasing intercultural competence. The seminar will also include a critical reflection



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component, which will encourage scholars to draw from their experiences to gain insights into their own as well as society's barriers to intercultural communication.

### **Global Media Literacy Workshop**

In the Media Literacy Workshop scholars discuss media and debate its impact in society, transforming students into active and critical media producers. The approach is cross-cultural and comparative. Module objectives include gaining an understanding of interrelationships between communications and international, political and economic infrastructures; acquiring fundamental knowledge of relevant technologies and regulation; learning to write cyber-columns, op-ed's, media alerts and press releases; writing, producing, and performing for the electronic media; planning and conducting a press conference; and learning about standards of media ethics.

### **International Dance Workshop**

Intercultural dynamics are taught through Argentine Tango, which exercises multiple senses and provides a break from academic stress.

### **Global Seminar**

Every year a seminar course focuses on a region or topic related to current world events. Recent Global Seminars include: Global Conflict Resolution; Iraq: A Work in Progress; Africa and the Millennium Development Goals.

### **International Communications and Negotiations Simulation (ICONS)**

ICONS is an interdisciplinary computer-assisted learning exercise designed to provide a structured opportunity to practice and test social science theories presented in the formal coursework. Students are assigned to one of ten country teams. Recent country teams include: Brazil, China, Ethiopia, Germany, Ghana, India, Indonesia, Jordan, Russia, and United States. Under the supervision of a Resident Teaching Assistant, each group formulates foreign policy, agrees on negotiation priorities and strategies, and then attempts to resolve through diplomatic means a number of specific issues (e.g., arms control, international debt and development concerns, international trade agreements, human rights, and environmental problems). The simulation is conducted in several sessions, incorporating research, in-team consultations and message-drafting, on-line negotiations, and small and large group debriefings.

### **SELECTION CRITERIA**

- keen and demonstrated interest in international studies
- ability to participate in a rigorous academic environment
- ability and desire for close cooperation and collaboration with peers
- commitment to the full program
- at least a B average in academic course grades (excluding gym, art, and shop courses)
- rank at least in the 90th percentile on recent achievement or aptitude tests (or among the school's top scores if fewer than six students score at least in the 90<sup>th</sup> percentile)
- complete, thoughtful, and timely application
- extracurricular activities that demonstrate engagement with community, international and/or intercultural affairs, and self-discipline
- substantive and positive recommendations

### **FOR ADDITIONAL INFORMATION:**

Dr. Jeremy Geller, Executive Director, Roukema Center for International Education  
Ramapo College of New Jersey

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[www.ramapo.edu/international/governorschool](http://www.ramapo.edu/international/governorschool)

[www.nj.gov/govschool](http://www.nj.gov/govschool)



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**Information For Principal, Guidance Counselor, Nominating Committee**

Please verify that this application is complete as follows:

- Students should meet the criteria listed in the "Selection Criteria" section.
- All student contact information must be supplied.
- If student email address is unavailable, use family or guidance counselor email.
- All school contact information must be supplied.
- Student and Parent signatures are required.
- Reference letters should be from teachers of subjects relevant to GSIS (e.g., social studies, history, geography, environmental studies, etc.) who are not related to the applicant.
- Students must supply two typed essays as described below, and a list of extracurricular activities and awards or honors.
- Attach an official transcript for grades 9 and 10.
- Grade 11 first marking period grades are required. If these are not available at the time the application is submitted, they must be supplied to the GSIS by December 12.
- PSAT Scores:
  - a. Junior year PSAT scores are preferred – If these are not available please indicate this on the Checklist.
  - b. If a student has not taken the PSAT as a Junior, Sophomore PSAT scores or SAT scores may be substituted. Please indicate this on the Checklist.
  - c. If no standardized test scores are available, please indicate this on the Checklist.
- Nominating Committee must submit a narrative explaining its support of the applicant.
- Applicant is nominated to only one Governor's School.

**CHECKLIST: Complete and Sign. STUDENT NAME: \_\_\_\_\_**

1. <b>Transcript</b> of the student's academic course grades. Check one. <input type="checkbox"/> The transcript contains current 11 <sup>th</sup> year grades. <input type="checkbox"/> The transcript does not include 11 <sup>th</sup> year grades but these will be sent by year end.	
2. <b>Junior year PSAT scores</b> or acceptable substitute. Check one. <input type="checkbox"/> Junior year PSAT scores are enclosed. ( <b>strongly preferred</b> ) <input type="checkbox"/> Junior year PSAT scores are not available but will be sent by year end. <input type="checkbox"/> PSAT scores from pre-junior year or SAT scores are enclosed. ( <b>acceptable</b> ) <input type="checkbox"/> No PSAT/SAT scores are available for this student.	
3. <b>Letters of reference.</b> Check to indicate inclusion. <input type="checkbox"/> Teacher 1: name/subject: _____ <input type="checkbox"/> Teacher 2: name/subject: _____	
4. <b>Required application and supporting documentation.</b> Check to indicate inclusion. <input type="checkbox"/> This page and Application Pages A & B. <input type="checkbox"/> Autobiographical sketch. <input type="checkbox"/> Student contact information. <input type="checkbox"/> GSIS essay. <input type="checkbox"/> Parent and student signature. <input type="checkbox"/> Extracurricular activities and awards. <input type="checkbox"/> School has retained a copy of the application. <input type="checkbox"/> Nominating Committee narrative.	
_____ Signature of Principal	_____ Print Name



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**Please Print or Type:**

All fields, including email, are mandatory unless stated otherwise.

Name of Student \_\_\_\_\_ Home Phone (\_\_\_\_) - \_\_\_\_\_  
(Last) (First)

Street Address \_\_\_\_\_ Email \_\_\_\_\_

City or Town \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_ State Legis. District # \_\_\_\_\_

Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_ Gender (M/F) \_\_\_\_ Race/Nat'l Origin \_\_\_\_\_  
mo day yr (this information is voluntary)

Father/Guardian Full Name \_\_\_\_\_ Mother/Guardian Full Name \_\_\_\_\_

Father/Guardian Email \_\_\_\_\_ Mother/Guardian Email \_\_\_\_\_  
If Available If Available

**PARENT AND STUDENT CERTIFICATION**

I am a resident of the State of New Jersey.  
I will be a senior in the 2009-2010 school year.  
I am willing and able to attend the entire session.

This is to certify that I give permission for  
my child to attend the Governor's School of  
New Jersey.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent

**Dates To Remember**

**November 21, 2008** - High schools submit application packets to County Superintendents' offices.

**December 12, 2008** - Applications of finalists selected by counties are submitted to the Governor's School of International Studies at Ramapo College.

**January 15, 2009** - Dates for 2009 summer Governor's Schools will be posted to [www.nj.gov/govschool](http://www.nj.gov/govschool).

**April 2009** - Decision letters sent to all finalists by the Governor's School in the Sciences.



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Application Page B

Name of Student \_\_\_\_\_

Name of School \_\_\_\_\_

Public \_\_\_\_\_ Private/Parochial \_\_\_\_\_

School Street Address \_\_\_\_\_

School City/Town \_\_\_\_\_ School County \_\_\_\_\_

Name of School District \_\_\_\_\_

School Guidance Counselor \_\_\_\_\_

School Guidance Department Telephone \_\_\_\_\_

School Guidance Counselor Email \_\_\_\_\_

Name of School District \_\_\_\_\_

Names of References \_\_\_\_\_

Teacher 1 Name and Email Address

Teacher 2 Name and Email Address

**STUDENT ATTACHMENTS**

1. Attach a typed autobiographical sketch of 150 to 200 words including your personal background, experience, and aspirations, and why you want to participate in the Governor's School of International Studies.
2. Attach a typed essay of 200 to 250 words describing two key challenges to global prosperity, how they might be related, and how "prosperity" might be described.
3. Attach a list of extracurricular activities or awards relevant to the Governor's School of International Studies. (Model UN, Debate Team, service or political action clubs, etc.)
4. Attach a list of other extracurricular school and community activities, indicating offices held, leadership positions, and amount of time devoted to each per week. Include paid work experience as well as volunteer positions.

**STUDENT: KEEP A COPY OF YOUR APPLICATION!**

The Governor's School does not discriminate on the basis of sex, race, color, creed, national origin, physical handicap, political activity, or private conduct.