

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

SPRING SEMESTER 2008

SEMESTER I

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Policies

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.” **Failures must be repeated.**

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person

without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

Bachelor of Liberal Arts in American Urban Studies

Overview

The Bachelor of Liberal Arts in American Urban Studies is an interdisciplinary program designed to give students a broad foundation in the liberal arts as well as specialized knowledge in the area of American urban studies. The degree features courses in economics, sociology, and political science as well as courses in the major area of study. As such, it is an appropriate choice for students seeking entrance to law school, teacher certification programs, public administrations, business, and/or advanced study in graduate school.

Throughout history and across all cultures, cities represent the greatest achievements of a civilization. As centers of culture, commerce, government, arts and industry, urban centers are consequently important areas of study. Our program in American Urban studies, focuses learning on urban life in American cities through a comprehensive review of the liberal arts, humanities, social sciences, math and the natural sciences. New York City is the global learning laboratory that provides MCNY students with unique opportunities to participate in world-renowned New York cultural organizations, government offices and international institutions.

The cornerstone of our unique purpose-centered educational approach is the Constructive Action. More than a thesis, it is an act of service that empowers students to better manage their lives, meet societal needs and work alongside others to improve the world. Student learn to integrate knowledge with work. They learn to plan, carry out and assess enhancements directly related to the application of learning to real world issues.

The first two semesters introduce students to basic college skills and develop proficiencies in critical thinking, the techniques of effective writing, the use of technology, subject specific content and the basic framework of the Purpose-Centered curriculum. Key to this freshman year experience is mastering how to write a Constructive Action. *Commencing with the third semester (and throughout the remaining semesters), students are required to engage in a supervised fieldwork experience of seven hours weekly.*

SEMESTER I

INTRODUCTION TO COLLEGE WRITING

For both self-assessment and career development, writing competency is an essential skill. This course introduces students to patterns of development, summary and paraphrase, analysis, evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Students will learn to write and structure essays consisting of five paragraphs or more. By mastering this essay form, they will learn to develop a thesis statement through focused paragraphs, clear arguments with supporting evidence, and effective conclusions.

Due to the increasing demand and numerous benefits of using technology to communicate and conduct research in today's academic and professional environment, this course will integrate the merging technologies throughout the semester. There will be sessions devoted to computer literacy and information literacy. In addition, a computerized learning center will serve as the writing lab. It will be available for students to work on their writing assignments and enhance their writing skills. Some class sessions will also take place at the center.

The writing center will use multiple methodologies and activities to help strengthen students' skills as they work on their writing. The activities are designed to blend the flexibility of learning technologies for skills reinforcement, writing, assessment, and interactive purposes. Providing for a learner controlled setting, writing center activities will enable collaborative learning as well as self-directed instruction.

OBJECTIVES

Students will

1. develop an understanding and appreciation of writing as a process, including the stages of prewriting, outlining, drafting, revising, editing and presentation.
2. combine paragraphs logically into unified essays which include an introduction, a body and a conclusion.
3. understand, interpret and evaluate written work.
4. analyze and compose essays using different patterns of exposition and a variety of sources.
5. recognize and correct organizational, logical and mechanical flaws in their own and fellow students' writing.
6. use various technological devices to enhance their writing skills and share their writing with others.

REQUIRED TEXTBOOK

Nadell, J., Langan, J., & Comodromos, E.A. (2006). *The Longman Writer: Rhetoric, Reader, Handbook*. New York: Pearson Education.

OTHER MATERIALS

Two computer disks
A two-pocket portfolio
A three ring binder

ASSESSMENT

Class Participation and Attendance	10%
Assignments	25%
Essays and Writing Portfolio	30%
Quizzes	20%
Final Assessment	15%

Attendance: to all class meetings is expected. If for a reason beyond your control you have to be absent, please contact the professor and make arrangements to get the material missed and submit the required assignments. Assessment of your overall **class participation** will be based on your relevant comments during class discussions, responding to questions, your input on reading assignments and all other valuable contributions.

Assignments: Assigned readings and activities must be completed as required. When group projects are assigned, please make the proper arrangements to meet with your group. Your participation will affect the overall performance and grade of the group. Writing lab assignments need to be completed and submitted as specified.

Essays: All drafts and revised essays must be submitted on the due dates to avoid being penalized for lateness. Always save more than one electronic copy of your work and a hard copy just in case you encounter technical problems. Make sure all computer disks used to save your work are labeled with your name, course title, time of class, and professor's name. Keep all hard copies of drafts in a two-pocket portfolio.

Quizzes: To be able to assess your skills and abilities throughout the course, short tests may be administered with or without prior notification on material discussed and skills worked on in class or assigned. Therefore, you must keep up to date on all class related activities.

CLASS SESSIONS

- 1 Introduction
Discussion of Syllabus
The Writing Process

- 2 Diagnostic
Reviewing the Basics
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 2

- 3 Writing an Effective Thesis Statement
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 3 and 4
Chapter 20 pp. 537-543

Information Literacy Session

- 4 Writing Different Types of Paragraphs
Using Microsoft Word
Patterns of Development
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 5, 6 and 10

- 5 Description
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 11
Maya Angelou, "Sister Flowers"
Write a Five Paragraph Essay using Description

Using and Evaluating Internet Materials

- 6 Revising Sentences and Paragraphs
Chapters 7-9
Final Draft of Description Due

- 7 Narration
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 12
Audre Lorde, "The Fourth of July"
First Draft of Narrative Essay Due

- 8 Midterm

Power Point Basics

- 9 Illustration
Division-Classification
Definition
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 13, 14, & 18
- Group Presentations**
Kay S. Hymowitz, "Tweens: Ten Going on Sixteen"
Scott Russell, "The Men We Carry in Our Minds"
Alexandra Robbins & Abby Wilner, "What Is the
Quarterlife Crisis?"
- 10 Process Analysis
Comparison-Contrast
Cause-Effect
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapters 15-17
- Group Presentations**
Clifford Stoll, "Cyberschool"
Patricia Cohen, "Reality TV: Surprising Throwback to the Past"
Jay Walljasper, "Our Schedules, Our Selves"
- Essay Using at Least Two of the Patterns Discussed Due
- 11 Argumentation-Persuasion
Eight Strategies for Using Argumentation-Persuasion in an Essay
Read: Nadell, Langan, & Comodromous, The Longman Writer
Chapter 19
- James Barszcz, "Can you be Educated from a Distance"
- 12 Debating the Issues: Date Rape
Camile Paglia, "Rape: A Bigger Danger Than Feminists Know"
Susan Jacoby, "Common Decency"
- First Draft of Argumentation Essay Due
- 13 Debating the Issues: Torture of Terrorists
Jonathan Alter, "Time to Think About Torture"
Henry Potter, "Now the Talk is About Bringing Back Torture"
- 14 Power Point Presentation
Final Assessment and Writing Portfolio Due
- 15 Getting Ready for College Writing II

SEMESTER I

Latin for Writers

Overview

Latin is a literacy tool. To learn Latin is to learn literacy. Latin is the language through which across the ages students have been brought into the mainstream of Western literacy and professionalism. It was the first professional language in the West, providing the foundational vocabulary for the professions of law, medicine, and education. It was the language that for centuries defined what it meant to be literate and professional. In this course, **Latin for Writers**, you will gain knowledge of this tradition and enhance your own literacy skills through a comparative analysis of the grammars of Latin and English. You will acquire a basic systemic knowledge of what a language is, how a language works, and how to talk about the work that a language does.

Dimension Specific Abilities

Ability 2: The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (*Self & Others*)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (*Values & Ethics*)

Ability 5: The ability to describe social, natural and technological systems, using methods specific to the humanities and the social and natural sciences (*Systems*)

You will develop these abilities by mastering the following course objectives:

1. Acquiring knowledge of the essential forms, grammar, and syntax of the Latin language;
2. Understanding how these Latin fundamentals differ from the grammar and syntax of English, leading to an increased understanding of how both languages function;
3. Developing familiarity with basic Latin vocabulary and word derivations from Latin into English and the Romance languages (French, Spanish, Italian, Portuguese, Romanian, etc.) and the impact of Latin on the professional vocabularies of law, medicine, and education;
4. Reading, understanding, and translating adapted and un-adapted passages in Latin;
5. Becoming acquainted with the daily life and culture of the ancient Romans;
6. Recognizing and understanding the values and social attitudes of the ancient Romans;
7. Designing a Latin module for 5th graders

By the end of the course, you will be well on your way to becoming that most valuable of marketable commodities—the Literate Professional.

Required Texts

Goldman, N. & Nyenhuis, J. (1986, second edition), *Latin via Ovid*. Wayne State University Press: Detroit

Traupman, John. *The New College Latin & English Dictionary* by Dr. John C. Traupman. AMSCO School Publications: New York.

Goldman, N & Rossi, M (1995) Practice! Practice! A Latin Via Ovid Workbook

Recommended Text

Goldman, N. & Szymanski, L., (1993) *English Grammar for Students of Latin*. Wayne State University Press: Detroit

Week I

Sessions I: Introduction: Lecture

The Indo-European Family of Languages; the Latin Alphabet; Guide to Pronunciation

Publius Ovidius Naso: A Biographical Note

Session II: Charta Geographica

Omission of Article; Word Order; Omission of Pronoun Subject; Number: Singular and Plural; Case: Nominative, Accusative, and Ablative; The Expletive, *There is, There Are*

Questions and Answers; Apposition; Pronunciation; Geographical Etymology

Week 2

Session III: Europa Et Taurus

Omission of Possessive Adjective; Word Order in Transitive Sentences; the Verb: Present Tense; Person and Number: Genitive Case: Nouns in **-us**; Preposition in + Accusative Case; Historical Present; Pronunciation; Roots and Prefixes

Session IV: Minerva et Arachne (Part 1)

Parts of Speech: Inflection of Nouns; Number, Gender, and Case; the Five Declensions; First Declension; Agreement of Nouns and Adjectives; Commands; Etymology

Week 3

Session V: Minerva et Arachne (Part 2)

Infinitive, Complementary and Stem; First and Second Conjugations; Personal Endings; Linking Verb **Sum, Esse**; Indirect Object, Dative Case; Ablative Case; Imperative Mood; Vocative Case; Enclitic **-que**; Principal Parts of Verbs; Etymology: Romance Language Cognates; Prefixes, Roots, Suffixes

Session VI: Latona Et Niobe (Part 1)

Second Declension Masculine and Neuter Nouns; Agreement of Adjectives; Cardinal Numbers 1-12 and Roman Numerals; Masculine Nouns in First Declension; Etymology: **via**; suffix **-ion**; **-tia** > -ce

Week 4

Session VII: Latona et Niobe (Part 2)

First and Second Declension Adjectives; Ablative of Means; Vocative Case in **-e**; Accusative Case with Prepositions; Verb Compounds; Etymology: Numbers and Roman Numerals

Session VIII: Pan et Syringa. Future Tense Indicative: Omission of and; **Tecum, Mecum**; Second Declension Nouns in **-er, -ir**; Adjectives in **-er**; Future of **Sum**; Word Order of Adjectives; Etymology: **colo, osus**, Latin to English words intact

Week 5

Session IX: Callisto (Part I) Perfect Indicative Forms and Meanings; Perfect Tense Second Conjugation; Dative with Certain Adjectives; Subordinate Clauses; Conditions; **Suus** and **Eius**; Etymology: the Zodiac

Session X: Callisto (Part 2)

Cardinal Numbers 13-19; Special Perfect Tense Forms; Perfect Tense of **Sum**; **Adsum**; **Absum**; Antepenultimate Rule; Etymology: Persona, Identical Cognates

Week 6

Session XI: Philemon et Baucis (pars prima)

Duo, Duae, Duo; Mille, Millia; Third Declension; **I**-Stems; Adjectives with Third Declension Nouns; Partitive Genitive; Ordinal Numbers; Etymology: **Domus, Rex**

Session XII: Philemon et Baucis (pars secunda)

Common Gender Nouns; Neuter Third Declension; Video = Infinitive: Third Conjugation; Negative Commands; Substantives; Past Perfect (Pluperfect); Etymology: Who Invented the Motor Car?

Week 7

Session XIII: Echo et Narcissus

Superlatives; Subordinate Clauses: **Quamquam**; Conjugation of **Possum**; Ablative Case; Third Declension I-Stems; Future Perfect Indicative; **Quem**; Reflexive Pronouns **Se**; Gender of Third Declension Nouns; Etymology; Assimilation, *pos-* and *pot-* words

Session XIV: Phoebus et Daphne

Third Conjugation; Third *-io*; Personal Pronouns; Etymology: Aqua, **Dico**, **Facio**

Week 8

Session XV: Pyramus et Thisbe (pars prima)

Fourth Conjugation; Future Tense, All Conjugations; Synopsis of Verbs; Simile; Superlatives in *-er*; **Domus**; Etymology: **-arium**, **orium**

Session XVI: Pyramus et Thisbe (pars secunda) Demonstratives **Hic** and **Ille**; Imperative Mood, All Conjugations; Etymology: Space Age Vocabulary

Week 9

Session XVII: Atalanta et Hippomenes (pars prima) Passive Voice Indicative; Ablative of Agent; Relative Pronoun **Qui**, **Quae**, **Quod**; Fourth Declension; Passive Infinitive: **Dexter**, **Sinister**, **Augur**

Session XVIII: Atlanta et Hippomenes (pars secunda)

Perfect Passive Participle; Interrogative Pronoun **Quis**, **Quid**; Interrogative Adjective **Qui**, **Quae**, **Quod**; Irregular Verb **Es**; **Millia**, **Tres**; Passive of **Video**; Etymology: *-or*; Romance Language Cognates

Week 10

Session XIX: Midas et Vis Aruea

Ablative Absolute; Principal Parts of Verbs; Fifth Declension; Third Declension Adjectives; Etymology: **-atas**, **-tudo**, **-io**, **idus**

Session XX: Midas et Pan

Perfect Passive System; *Idem*, *Eadem*, *Idem*; Deponet Verbs; Onomatopoeia; Declension of *Se*; Etymology: *Piscis in Mari*

Week 11

Session XXI: Orpheus et Eurydice

Conjugation of **Fero**; Third Declension Adjectives; Participles; Present Active Participles; Etymology: Latin in Musical Terms

Session XXII: Mors Orphei

Future Active Participle; Active Periphrastic; Comparison of Adjectives; Comparison of Adverbs; Infinitives; Compounds of **Es**; Etymology: Musical Terms

Week 12

Session XXIII: Iason et Argonautae

Indirect Statement; **Nego, Quidam, Quaedam, Quiddam**; Irregular Adjectives; Etymology; Geographical Terms

Session XXIV: Amor Iasonis

Subjunctive: Present Active and Passive; Subjunctive of **Sum** and **Possum**; Subjunctive Usage; Independent; Etymology: Island, Rivers, Seas, Cities

Week 13

Session XXV: Labores Iasonis

Subjunctive: Imperfect Active and Passive; Subjunctive Usage: Dependent; Sequence of Tense; Purpose Clauses; Result Clauses; Imperfect Subjunctive of **Sum** and **Possum**; Etymology: Legal Latin

Session XXVI: Facta Magica Medae Subjunctive: Imperfect Active and Passive; Pluperfect Subjunctive; Contrary-to-fact Conditions; Subjunctive Perfect and Pluperfect of **Sum**: Dative with Certain Verbs; Dative of Compound; Etymology: Medical Latin

Week 14

Session XXVII: Thesus Troezenae

Synopsis of Subjunctive: Indirect Question; Sequence of Tenses; **Utor** with the Ablative; Locative Case; Etymology: Church Latin

Session XXVIII: Thesueus Athenis

Cum Preposition and Conjunction; Cum with the Subjunctive; Temporal Conjunctions; Adjectives with the Dative; Word Mosaic; Unusual Word Order; Irregular Comparison of Adjectives and Adverbs; Etymology: Biological, botanical, and Zoological Latin

Session XXIX: Theseus Cretae

Relative Clauses with Indicative, with Subjunctive: Characteristic and Purpose; Impersonal Verbs; Transitional Relative Pronouns; Facere ut; Gerunds in the Genitive; Etymology: Psychological Latin; Education and Educational Terms

Week 15 Final Examination

SEMESTER 1

CA Practicum
Introduction to Computer Applications
And Information Literacy

Overview

Today knowledge of computer applications is considered a basic literacy that all workers should possess. This course is designed to assure that students entering MCNY have a firm grasp of basic computer applications and a familiarity with working in the e-environment. The course covers the basic functions of word-processing, the use of spreadsheets, and electronic presentations and runs for fifteen weeks. By the end of the course, you should have developed basic computer literacy skills in Microsoft Word, Excel, and Power Point.

Dimension Specific Abilities

Ability 2: The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (*Self & Others*).

Ability 9: The ability to direct and assess your life-long learning. (*Purpose*)

Week 1: basic computer concepts

- information input and storage
- c.p.u., monitor and keyboard
- handling the mouse
- using disks

Week 2: basic computer operations

- reading the screen
- desktop and icons
- taskbars

Week 3: basic operations, cont.

- icons
- taskbars

Week 4: basic computer operations

- starting a program

- quitting a program
- shutting down
- restarting

Week 5: working within documents

- the menu
- opening a document
- saving (save & save as)
- Windows 95
- ⇒ closing windows
- ⇒ minimizing & maximizing
- ⇒ moving windows

Week 6: documents

- setting up a document
- formatting
- insert menu

Week 7: entering data

- displaying formatting marks
- spell check and grammar check
- selecting and formatting paragraphs
- changing font type and size
- alignment of text
- bold, italicize, and underline

Week 8: graphics

- inserting clipart
- creating graphics
- resizing graphics

Week 9: using a header to number pages

- headers and footers
- entering text using click and type
- entering a page number into the header
- creating tables and shapes

Week 10: typing the body of the research paper

- changing the default size

- indenting paragraphs
- adding footnotes
- modifying a style

Week 11: creating an alphabetical works cited page

- manual page breaks
- centering the title of the works cited page
- creating a hanging indent
- creating a hyperlink

Week 12: work review

- title bar
- menu bar
- standard toolbar
- formatting toolbar

Week 13 main features of Excel

- the screen
- entering formulas
- inserting rows
- making a graph
- making & filling tables
- troubleshooting
- types of printers

Week 14: power point 2000

- the power point window
- choosing a design template
- adding animation effects
- in class presentation

SEMESTER 1

Earth Science

Overview

This is a sequence for two semesters in Earth Science. It focuses on the study of the natural phenomena that structure the environment of the earth such as the system of solar energy and the seasons, the rate of rotation of the globe, the atmosphere and global temperatures, oceans and oceanic circulation, plate tectonics, rates of fluvial processes, calculations of energy systems, cycles of rock change, schemes of hierarchical location, designation of "spheres" (lithosphere, atmosphere, etc.) and other important geographical topics. Throughout the sequence, we will consider the interaction of physical geography and environmental change, the effect of climate on culture, and the relations between natural ecosystems and human population growth and distribution

In the laboratory portion of the course, we trace the development of modern cartography and learn various forms of mapping: scales, projections, symbols (points, areas, lines), the concepts of latitude and longitude. New York City will be our test case: students will practice mapping features of urban environments with techniques from the ancient Egyptians to those of present day geographers. As they study human settlements and the forces that shape them, they will be able to answer questions such as, What natural phenomena made New York a place where many people wanted to settle? Why are there skyscrapers in Midtown and Lower Manhattan, but none in Greenwich Village? Field trips to museums and geographic excursions will also be part of the laboratory experience.

Required Texts

Tarback & Lutgens (2003) Tenth edition. *Earth Science*

Saddle River, NJ: Prentice Hall

Tarback & Lutgens (2003) Fourth Edition *Applications and Investigations in Earth Science*

Saddle River, NJ: Prentice Hall

Recommended Readings

Strahler, A. (2002) Second edition. *Physical Geography: Science and Systems of the Human Environment*

MacDonald, G. 2003. *Biogeography: Introduction to Space, Time, and Life*. University of California-Los Angeles,

Sobel, Dava.(1995) *Longitude: The True History of a Genius who Solved the Greatest Scientific Problem of His Time*

Dimension Specific Abilities

Ability 1: The ability to think independently, critically, and creatively about self, knowledge, and the world (*Self & Others*)

Ability 5: The ability to describe social, natural and technological systems, using methods specific to the humanities and the social and the natural sciences

Ability 6: The ability to make systems better through the use of knowledge and civic engagement from the local to the global level

Ability 7: The ability to use mathematical reasoning to analyze the world

First Semester: Earth Science I

Weeks 1-3

In the introductory section of the first semester, we will introduce the study of science by learning the scientific method, the tools of a scientist and the way matter is measured. We will view the Earth as a giant multi-dimensional system. We will develop awareness and appreciation of the planet Earth and its many interrelationships. The formation of the universe will be discussed and the composition and structure of the lithosphere will be examined. Other topics in this area include cycles of rock change, the water cycle, earth's ground water system, weathering and erosion, and mass wasting. Both erosion features and depositional features will be examined.

Weeks 4-8

We will look at the interaction of physical geography and environmental change, the system of solar energy and the seasons, the rate of rotation of the globe, and other topics. Of special importance is that students thoroughly understand various schemes of hierarchical location and designations of "spheres." Other topics in this area include cycles of rock change, rates of fluvial processes, forces involved in volcanic activity, and aspects of plate tectonics.

Throughout, students will be called upon to apply their mathematical skills as they calculate the forces released by all of the above energy systems. Here field trips to the American Museum of Natural History will provide the experiential component of their study of the above topics in geology and environmental studies.

Weeks 9-15

The final area of Earth Science I will be devoted to a wide-ranging exploration of the relations between natural ecosystems and life forms on the planet. Starting with the history of geology, we will learn about fossils and various dating

techniques used to determine both relative and absolute ages. The geological time scale will be explored to understand the history of the Earth. The earth's hydrosphere and atmosphere will be studied in the last section, which includes oceanography and the Earth's weather and climate.

The course will end with a contemporary perspective on environmental problems in New York City. Given all that students now know about the broad principles of earth science and geography, we can expect them to investigate the kinds of environment-related social issues to be found in the various neighborhoods of the city. What is the cause of high lead poisoning rates in Hunt's Point? How has the automobile affected people in terms both of personal health and community solidarity? Students will continue their field trips, this time looking for present-day evidence of the links between environmental change and the well being of persons and communities.

Understanding Self in the World

Religion and Psychology

Overview

Understanding Self in the World is the first of two interdisciplinary seminars required for the bachelor of liberal arts at Metropolitan College of New York. It is a course in self-assessment that encourages students to explore the question, “Who Am I?” from the perspectives of world religion, literature, art, philosophy, and psychology. The course is structured in terms of three units. The first unit adopts a comparative religion approach in the study of polytheism and monotheism as expressed in the religious beliefs, music, architecture, and art of Hinduism and Islam. Unit II focuses on the psychological interpretation of religion and the self by three of the major psychologists of the 20th century, William James, Sigmund Freud, and Carl Jung. Unit III explores American transcendentalism as a form of secular religion through reading the essays and journals of Ralph Waldo Emerson and the poetry of Walt Whitman. Course lectures will be supplemented by field trips, both actual and virtual, to museums and art galleries.

Dimension Specific Abilities

In this course, students will develop through practice the following Dimension Specific Abilities:

Ability 1: The ability to think independently, critically, and creatively about self, knowledge, and the world (Self & Others)

Ability 2: The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression (Self & Others)

Ability 3: The ability to describe and connect to individual and diverse group values in the past and the present (Values & Ethics)

Ability 4: The ability to evaluate and use ethical principles to make mature and responsible choices

Required texts

The Bhagavad Gita

Approaching the Qur'an, Michael A. Sells

Varieties of Religious Experience, William James

The Future of an Illusion, Sigmund Freud

Jung: A Beginner's Guide, Ruth Berry

Essays, Ralph Waldo Emerson

Song of Myself, Walt Whitman

Course Objectives

You will develop these abilities by mastering the following course objectives:

- Learning the basic religious principles of Hinduism and Islam (*Abilities 3 & 4*)
- Comparing the worldviews of Hinduism and Islam (*Abilities 1 & 3*)
- Interpreting the religious experience according to theories of psychology (*Abilities 1,2, & 3*)
- Analyzing aspects of the religious experience in American literature (*Abilities 1, 2 & 3*)
- Developing an interpretive frame for your own religious/psychological views (*Abilities 1 & 2*)

Course Content**Module I: The Self in Religion: Hinduism and Islam (Weeks 1 - 5)**

The Bhagavad Gita

Approaching the Qur'an, Michael Sells

Module II: The Self in Psychology: James, Freud, and Jung (Weeks 6 -10)

Varieties of Religious Experience, William James

The Future of an Illusion, Sigmund Freud

Jung: A Beginner's Guide, Ruth Berry

Module III: The Self in American Wisdom Literature: Emerson and Whitman (Weeks 11 - 14)

Essays, Ralph Waldo Emerson

Leaves of Grass, Walt Whitman