

**Bachelor of Liberal Arts in American Urban Studies**

SPRING SEMESTER 2008

SEMESTER 2

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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 10<sup>th</sup> 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: Spring 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.*

Audrey Cohen School for Human Services and Education

Bachelor of Arts in American Urban Studies (128 credits)

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
Introduction to College Writing  (3 credits)	Reading and Writing across the Disciplines: Humanities, Mathematics, Social Sciences, & Natural Sciences (3 credits)	Writing through Literature and Philosophy  (3 credits)	Language and Culture  (3 credits)	Understanding Poetry, Drama, & Film  (3 credits)	Public Speaking and the Arts of Persuasion  (4 credits)	Creative Writing  (4 credits)	Music, Religion and Philosophy  (4 credits)
Latin for Writers I  (3 credits)	Latin for Writers II  (3 credits)	Linguistics for Writers (3 credits)	Urban Health and Ecology (3 credits)	Everyday Life in Urban Settings I (4 credits)	Everyday Life in Urban Settings II (4 credits)	American Urban Politics (4 credits)	American Urban Culture (4 credits)
Constructive Action Practicum: Computer Applications and Information Literacy (2 credits)	Constructive Action Practicum: Self-Assessment through Writing and Technology  (3 credits)	Constructive Action Practicum: Interpersonal Communication and Conflict Resolution (3 credits)	Constructive Action Practicum: Communicating across Cultures  (3 credits)	Constructive Action Practicum: Empowerment through the Arts  (3 credits)	Constructive Action Practicum: Civic Engagement  (4 credits)	Constructive Action Practicum A: Assessing the Needs of Urban Communities  (4 credits)	Constructive Action Practicum B: Planning and Managing Urban Change  (4 credits)
Earth Science  (4 credits)	Human Biology and the Life Sciences  (3 credits)	Math I: Quantitative Reasoning  (3 credits)	Math II: Introductory Data Analysis (3 credits)	Math III: Introduction to Statistical Research (2 credits)			Contemporary Urban Issues  (4 credits)
Understanding Self in the World  (4 credits)	The Human Experience and Cooperation  (4 credits)	Historical Values, Systems, & Skills  (4 credits)	Political Values, Systems, & Skills (4 credits)	Economic Values, Systems and Skills  (4 credits)	American Economic History I  (4 credits)	American Economic History II  (4 credits)	
16 credits	16 credits	16 credits	16 credits	16 credits	16 credits	16 credits	16 credits

## Self-Assessment through Writing and Technology

### Overview

In the Constructive Action Practicum, **Self-Assessment through Writing and Technology**, students learn to use writing and the resources of the World Wide Web for assessing their own strengths and weaknesses as students and citizens of the world. On the basis of this assessment, they make a plan for improving their weaknesses and using their strengths to enhance their performance as students and citizens.

The first part of the course is devoted to data gathering. Students learn to navigate the World Wide Web in search of self-assessment activities. They explore and assess their learning styles, personality, career goals, and their duties as citizens of the world.

In the second part of the course, students use technology to continue their self-assessment through writing and e-discussions. They visit web sites devoted to writing, identify an area of writing mechanics they want to improve, make a plan for improving it, and implement the plan. What they write about in their e-discussions is themselves as learners and citizens of the world. What do they want to achieve in life? Do they have a purpose? How do they want to improve the world? What are their values? What do they believe and why do they believe it? What do they know about their own personalities and how their personalities influence their relationships with others? What systems in their lives have most impacted them? What systems in the world need to be improved and how can they as citizens of the world improve them? What skills must they develop to improve the world?

In the third part of the course, students create a personal web site based on the first two parts of the course. In addition to using the principles of good web design, this web site should provide a profile of themselves as students and citizens and indicate clearly the relation between their plan for taking charge of their learning and improving the world.

### 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 make systems better through the use of knowledge and civic engagement from the local to the global level (Systems)

**Ability 4:** The ability to integrate theory with practice to make a positive difference in the world (Purpose)

## **Course Objectives**

### **Section 1 (Week 1 to week 4): Information Literacy**

Students develop their research skills by learning to navigate the World Wide Web. They learn about search engines and different ways of searching for information. They compile a portfolio of relevant web sites and do a battery of self- assessment tests in the following areas:

- Learning styles
- Personality
- Career goals
- Citizenship

### **Section 2 (Week 5 to week 7): Using Technology to Improve Writing Skills**

Here students visit web sites that focus on writing, do an assessment of their writing through testing and pick one or two topics in the area of mechanics to improve. They make a plan for improving in those areas, implement the plan, and assess the results. Students learn to use e-mail and discussion boards by writing up the results of their self-assessment research in section I. They post comments and exchange feedback with their peers through emails and discussion boards. The objective is to improve their writing and critical thinking in their role as citizens of the world.

### **Section 3 (Week 8 to 10): Self-assessment – preparing the write-up for the personal web page**

Having worked on assessing and improving writing techniques, they now focus on creating a non-linear presentation of their assessment that is suitable for the online environment. Besides working on the process of writing about themselves [drafts of self-assessment essay], they will also learn to build audio [humorous monologue] and visual elements [a picture gallery that defines who they are] for the personal web page that they are about to create in the final weeks.

### **Section 4 (Week 11 to week 14): Development and presentation of the Personal Web Page**

- Training in Dreamweaver software

- Creation of a personal web page
- Self-assessment of the web page.

Training in DreamWeaver software to create html pages will be a significant part of the web-page creation activity. Some of the key aspects of what makes a good web page [formatting, intelligent use of color, hyperlinks etc] will be discussed here. Students investigate why certain websites have won top awards and apply the same criteria to building their own personal web pages to ensure good quality. A demonstration of their completed web page will be the highlight of the course. A combination of self-assessment and peer-assessment will determine their final grade.

Reading and Writing across the Disciplines:  
Humanities, Mathematics, Social Sciences, and Natural Sciences

**Overview**

This course is designed to help you develop skills that you will need throughout your educational and professional careers. It is a course in reading and writing across the academic disciplines. Reading and writing in the academic disciplines differ from the personal or everyday style of reading and writing you might find in a letter or a popular magazine article. Different academic disciplines frequently demand different approaches and strategies to reading and writing. In this course, you will learn to read and write academic prose in the humanities, mathematics, the social sciences and the natural sciences. You will demonstrate this ability through researching, planning, and writing a formal research paper in one or more of the academic disciplines.

**Required texts**

*Academic Communities/Disciplinary Conventions*, Bonnie Beedles, Michael Petracca. Prentice Hall, 2001

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

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

**Course Objectives**

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

1. Assessing your own learning style (*Abilities 1 & 9*)
2. Demonstrating the ability to identify spurious and manipulative arguments (*Ability 1*)
3. Developing a repertoire of academic reading strategies for the different disciplines (*Ability 2*)
4. Doing research in an academic discipline (*Ability 5*)
5. Writing a paper in one of the academic disciplines (*Abilities 1,2, 5, ,9*)

## Latin for Writers II

In the past when students learned Latin, they were not just learning “how to order a meal in a foreign language, but the structure of a language, and hence of language itself—what it was, how it was put together, and how it worked (Dorothy Sayers, 1947).

### Description

Latin for Writers II is the second course in a two-semester sequence in the study of Latin. In this course you continue to study Latin as a language system in order to increase your knowledge of language in general and of English in particular. You further develop your ability to analyze and describe sentences as structures of logical relationships through the critical reading, translation, and analysis of Latin sentences. In addition, you continue to use what you are learning about language as a system to monitor more effectively your own use of the written word. You broaden your study of the influence of Latin on English vocabulary and the use of Latin as a professional language in law, science, and education. Similarly, you extend your study of Roman history and mythology and the influence of Roman culture, especially literature, on the development of Western civilization and the liberal arts.

### *\*Major Concepts*

*Past perfect, future tense, future perfect, auxiliary verb, participle, gerund, active and passive voice, mood (imperative, subjunctive) subordinate conjunctions, types of sentences (simple, compound, complex), declarative, interrogative, negative, affirmative sentences, direct and indirect questions, conditional sentences, comparison of adjectives, possessive, interrogative, demonstrative adjectives, possessive, reflexive, demonstrative pronouns, relative pronouns*

### Learning Outcomes

By the end of the course, you will be able to:

- Think more critically about language and how you use it;
- Be proficient in using traditional grammar to describe the structure of sentences in Latin and English;
- Monitor more effectively the surface features of your own writing in English, e.g., endings, tense, usage, spelling, etc.;
- Expand your vocabulary through the study of Latin roots and word derivations;
- Appreciate the connection between language and culture.

## Requirement

1. You will achieve these learning outcomes by meeting the following course objectives:
  - Mastering the essential forms, grammar, and syntax of the Latin language;
  - Analyzing Latin and English sentences as structures of logical relationships;
  - Using accurately a common language (traditional grammar) to describe those relationships;
  - Learning the structure of sentences through translating sentences from Latin to English and English to Latin;
  - Studying basic Latin vocabulary and word derivations from Latin into English and the Romance Languages (French, Spanish, Italian, Portuguese, Romanian, etc.);
  - Using your new knowledge of language to spot more effectively the formal breakdown of someone else's language or to prevent the formal breakdown of your own, e.g., fragments, run-on sentences, etc.
  - Researching and discussing the impact of Latin on the professional vocabularies of law, medicine, and education;
  - Describing the daily life and culture of the ancient Romans;
  - Recognizing and understanding the values and social attitudes of the ancient Romans;
  - Maintaining a journal of your language learning experience

**E-Learning Journal** You will be required to keep an electronic journal throughout the semester in which you reflect on your learning experience in this course. The journal will also give you the opportunity to monitor your own writing and to put into practice what you are learning about language as a system, and how that system functions. You will reflect on what you are learning and how you are learning it and on your successes as well as on your failures in learning. Through writing your journal, you will develop information literacy skills, enhance your critical thinking and writing skills, as well as develop a personal repertoire of study skills.

## Required Texts

- Goldman, N., & Rossi, M. (1995). *Practice! Practice! A Latin Via Ovid Workbook* Detroit: Wayne State University.
- Goldman, N., & Nyenhuis, J. (1982). *Latin Via Ovid: A First Course*. 2<sup>nd</sup> Edition. Detroit: Wayne State University.
- Goldman, N. & Szymanski, L., (1993) *English Grammar for Students of Latin*. Wayne State University Press: Detroit
- Traupman, John. *The New College Latin & English Dictionary*. (1995) AMSCO School Publications: New York

## Recommended Websites

Latin Resources:

<http://www.wcupa.edu/library.fhg/internet/recommnd/Latin.htm>

<http://www.slu.edu/colleges/AS/languages/classical/latin/tchmat/tchmat.html>

[http://www.cornellcollege.edu/classical\\_studies/latin/tips.shtml](http://www.cornellcollege.edu/classical_studies/latin/tips.shtml)

Latin Texts Online:

<http://larryavisbrown.homestead.com/files/xeno.ovid1.htm>

<http://www.perseus.tufts.edu>

Ovid's Metamorphoses:

<http://www.tkline.freemove.co.uk/Ovhome.htm>

<http://classics.mit.edu/Ovid/metam.html>

<http://www.tkline.freemove.co.uk/Ovhome.htm>

<http://classics.mit.edu/Ovid/metam.html>

## Recommended Readings:

Ehrlich, E. (1987) *Amo, Amas, Amat: How to Use Latin to Your Own Advantage and to the Astonishment of Others*. New York: Harper and Row, 1987

Mandelbaum, A. [Trans.] (1993) *The Metamorphoses of Ovid: A New Verse Translation*. New York: Harcourt

Traupman, J. *The New College Latin & English Dictionary*. New York: AMSCO

## Assessment:

1. Participation 10%
2. Homework and in class assignments 30%
3. Quizzes & Tests 30%
4. E-journal 15%
5. Final Exam 15%

## Schedule

### Session 1 INTRODUCTION TO THE COURSE

- Review Major Concepts in Latin I

### Session 2 PYRAMUS ET THISBE (pars prima)

- Fourth Conjugation;
- Future Tense,
- All Conjugations;
- Synopsis of Verbs; Simile;

- **Superlatives in –er; Domus;**
- **Etymology: -arium, -orium**

Assignment due 1) Read pp. 123-130 in *Latin via Ovid*. 2) Translate “Pyramus et Thisbe” p.123 3) Do Chapter XV in *Practica! Practica!*, pp. 34-36. 4) Do weekly e-journal entry.

### **Session 3 PYRAMUS ET THISBE (pars secunda)**

- **Demonstratives Hic and Ille;**
- **Imperative Mood,**
- **All Conjugations;**
- **Etymology: Space Age Vocabulary**

Assignment due 1) Read pp. 131-138 2) Do Chapter XVI in *Practica! Practica!*, 3) Translate p.139-140; 4) Do weekly e-journal entry.

### **Session 4 ATALANTA ET HIPPOMEHES (pars prima)**

- **Passive Voice Indicative**
- **Ablative of Agent**
- **Relative Pronoun (Qui, Quae, Quod**
- **Fourth Declension**
- **Passive Infinitive**
- **Etymology: Dexter, Sinister, Augur**

Assignment due 1) Read pp.139-148 in *Latin via Ovid*, 2) Do Chapter XVII in *Practica! Practica!*, pp. 39-40. 3) Translate p.139, 4) Do weekly e-journal entry.

### **Session 5 ATALANTA ET HIPPOMEHES (pars secunda)**

- **Perfect Passive Participle**
- **Interrogative Pronoun *Quis, Quid***
- **Interrogative Adjective Qui, Quae, Quod**
- **Irregular Verb Eo**
- **Milia, Tres**
- **Passive of Video;**
- **Etymology: -tas, tudo, -io,-idus**

Assignment due 1) Do Chapter XVIII in *Practica! Practica!* pp. 41-43. 2) Read pp. 149-158 in *Latin via Ovid*; 3) Translate p. 149 in *Latin via Ovid*; 4) Do weekly e-journal entry.

### **Session 6 MIDAS ET VIS AUREA**

- **Ablative Absolute**

- **Principal Parts of Verbs**
- **Fifth Declension**
- **Third Declension Adjectives**
- **Etymology: -tas, -tudo, -io,- idus**

Assignment due 1) Read pp.159-166 in *Latin via Ovid*. 2) Do exercises in *Practica! Practica!*, pp. 44-45, 3) Translate p.159, 4) Do weekly e-journal entry.

### **Session 7 MIDAS ET PAN**

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

Assignment due 1) Read pp. 167-176. 2) Do Chapter XX in *Practica! Practica!*, pp. 46-47. 3) Translate pp. 167-168; 4) Do weekly e-journal entry.

### **Session 8 ORPHEUS ET EURYDICE**

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

Assignment due 1) Read pp. 28-32 in *Latin via Ovid*. 2) Translate p. 27. 3) Do weekly e-journal entry.

### **Session 9 MORS ORPHEI**

- **Future Active Participle**
- **Active Periphrastic**
- **Comparison of Adjectives**
- **Comparison of Adverbs**
- **Infinitives**
- **Compounds of Eo**
- **Etymology: Musical Terms**

Assignment due 1) Read pp. 86-97 in *English Grammar for Students of Latin*. 2) Do weekly e-journal entry.

### **Session 10 IASON ET ARGONAUTAE**

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

Assignment due 1) Read pp. 211-220 in *Latin Via Ovid*. 2) Translate p. 211-212 in *Latin via Ovid*. 3) Do exercises in *Practica! Practica!* Pp. 54-55; 4) Do weekly e-journal entry.

### **Session 11 AMOR IASONIS**

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

Assignment due 1) Read pp. 221-230 in *Latin via Ovid*; .2) Do exercises in *Practica! Practica!*, pp. 56-59; 3) Translate pp. 221-222; Do weekly e-journal entry.

### **Session 12 LABORES IASONIS**

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

Assignment due 1) Read pp. 231-240 in *Latin Via Ovid* 2) Translate pp. 231-232 in *Latin via Ovid*; 3) Do exercises in *Practica! Practica!*, pp. 60-62, 3) Do weekly e-journal entry.

### **Session 13: FACTA MAGICA MEDEAE**

- **Subjunctive: Perfect 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**

Assignment due 1) Read pp. 241-250 in *Latin via Ovid* 2) Do exercises in *Practica! Practica!*, pp. pp. 63-65; 3) Do weekly e-journal entry.

**Session 14 THESUS TROEZENE**

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

Assignment due 1) Read pp. 257-266 in *Latin Via Ovid*. 2) Do Chapter XXVII in *Practica! Practica!*, pp. 34-36. 3) Do weekly e-journal entry.

**Week 15 FINAL EXAMINATION**

## Human Biology and the Life Sciences

Human groups largely share a common biology, but they may also be differentiated according to the biological challenges they face. This course presents human biology in a way that connects the topic directly with the life sciences and issues of health. It starts with the concept of a healthy body and explores the mechanisms that enable the body to maintain biological order. This course will provide the student with examples of how human biology ties to current issues and problems that are relevant to their lives. Topics include human body structure and function, reproduction and development, and genetics. An emphasis is placed on the application of principles to current issues in the life sciences, including, but not limited to, common human diseases, genetic engineering, and stem cell research. A portion of the coursework is directly tied to the Purpose course during the semester, in the form of a social action project to be presented during a field experience.

Required Text: *Biology Demystified*, Dale Layman. McGraw Hill, 2003

### Course Outline

Week	Topic
1-5	Unit 1. Nutrition and metabolism—investigating the link between obesity and diabetes Topics: macromolecules and chemical bonding; cell structure; bioenergetics; digestive system structure and function. Current issues: Populations at risk for diabetes; research on dietary fads (do they work and why?)
6-9	Unit 2: Work and fitness—can you climb to a 5 <sup>th</sup> floor walk-up apartment? Topics: variation and natural selection; cardiovascular and respiratory system integration to provide oxygen; homeostasis; nervous and endocrine control (of oxygenation) Current issues: asthma; physical fitness and training
9-12	Unit 3: Infection and immunity—the HIV epidemic Topics: cell structure/function; organelles; viruses; DNS-RNA-protein; immune system function; population consequences of infection Current issues: research—does HIV cause AIDS; vaccines
13-15	Unit 4: Reproductive biology—whose child is this? Topics: gamete production; meiosis; reproductive system structure and function; human population growth; molecular biology and biotechnology—DNA manipulation Current issues: reproductive technology (IVF); cloning; stem cells prenatal screening/diagnosis

## Interdisciplinary Seminar II: The Human Experience and Cooperation

This is a course in the history of cooperation in human development. In approaching this topic, we take an interdisciplinary approach, drawing on the fields of social psychology, anthropology, and literature. We examine both cooperation and competition in the course, but our emphasis will be on the study of cooperation, its advantages and disadvantages, how to promote it, and what happens to a human society when cooperation fails. We pay particular attention to how cooperation relates to evolution and how the model of the cooperative organization is today being championed in the world of business.

### **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 thorough 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 (*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*)

### **Required readings/viewings:**

*Mutual Aid: A Factor in Evolution*, Peter Kropotkin

*The Mountain People*, Colin Turnbull

*Ishmael*, David Quinn