

BACHELOR OF LIBERAL ARTS IN AMERICAN URBAN STUDIES

SPRING SEMESTER 2009

SEMESTER 5

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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 and Education 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.

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: Summer 2006
- 6) Keywords for CA

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

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

Empowerment through the Arts

Overview

Art is one of the principal modalities of human communication. The earliest humans left evidence of their art in cave paintings. All primitive peoples have had ritualistic dances and songs. For this Constructive Action Practicum, art will be broadly defined as almost any activity that requires a great deal of imagination and creativity. Some specific examples of art are all forms of creative writing, such as novels, short stories, and poetry, all forms of visual art such as painting and sculpture, all forms of music such as composing, playing an instrument, singing and all forms of kinesthetic art such as dancing, acting, and performance art.

In this practicum students will help to empower a group or an individual through the use of some art form under the guidance of a field supervisor knowledgeable in that art. Preferred internships for this semester are homes for the elderly, public and private schools, day care centers, centers of vocational rehabilitation and other sites in which some art form is used to empower citizens.

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

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

Class Sessions

Weeks 1-4

Exploration: In this portion of the course, students will explore ways they may use art to empower people. Students will identify a field site and an individual or group to work with. They also will identify which art form they would like to pursue during for this constructive action. Students will do research into the art form and obtain the skills needed to achieve a successful constructive action.

Weeks 5-6

Planning: In this portion of this course, students will develop a plan of action for proceeding with their constructive action. This plan of action will include goals and objectives along with a proposed method for evaluating the constructive action.

Weeks 7-10

The Action: During this portion of the course students will work with an individual or group using the art form they chose. Students will record their activities and the responses of the people they work with.

Weeks 11-14

Evaluation: During this portion of the course, students will assess whether the goals and objectives were achieved.

Understanding Poetry, Drama, & Film

This is a course that uses literature to examine cross-cultural and cross-gender communication. To examine these phenomena, we have selected examples from the works of William Shakespeare, which are particularly rich in the examination of these themes. We have chosen from among his works the following for this course: 1) *The Sonnets*, 2) *Twelfth Night*, 3) *The Merchant of Venice*, and 4) *Othello*. In the first two of these, *The Sonnets* and *Twelfth Night*, we will be particularly concerned with cross-gender speech as well as crossing genders. In *The Merchant of Venice*, we will examine Shakespeare's take on anti-Semitism and the cross-cultural communication of Gentiles and Jews that he presents in the play. Finally, in *Othello*, Shakespeare's greatest work on race, we will study black/white communication as an example of cross-cultural conflict between Western and non-Western speakers. Film versions of the plays will be viewed to explore whether a change in the medium changes the message of the work itself.

Economic Values, Systems, and Skills

Although economics as a theoretical discipline is not without its own fascination, it is, arguably, that discipline which, among all the social sciences, can lay greatest claim to practical utility. Typically, economic concerns will intersect with the life of the student at two critical junctures: at the workplace, where an understanding of the firm and the student's role in it can greatly enhance performance, and in civic life, where the student will be expected to vote on important economic issues of the day, issues that will affect his or her employment prospects, wage levels, and degree of household expenditure. This two-fold division corresponds roughly to the distinction between micro- and macroeconomics. Apart from the insight it offers into the interdepartmental workings of the firm, an understanding of microeconomics is also necessary for the successful study of macroeconomics: the one builds on the other.

For this reason, the course syllabus follows a circular pattern: after a brief introduction to the peculiarities of economic thinking in Part One, Part Two commences with the study of macroeconomics. Macroeconomic themes will again be taken up and deepened once the functioning of the banking system has been made clear (Part Three) and a microeconomic analysis of market structure has prepared the way for a discussion of government antitrust policy and of the economic role of government, generally (Part Six). Thus, Part Two takes, as it were, "a first look at unemployment and inflation" (weeks 3-5), while the section on money and banking (Part Three, weeks 6-8) examines inflation and unemployment from the standpoint of worker and consumer expectations and the central bank's stabilization policy. The focus of the following section on microeconomics (Part Four, weeks 9-12) is neatly summed up by one of the chapter headings: "A Guided Tour of the Business Firm." By the end of week 12, the student will have been exposed to, and gained an understanding of, two of the firm's three most important functions: marketing and production. The former is covered in chapters 19 and 20 ("Market Demand and Price Elasticity," "Getting Behind the Demand Curve: Consumer Behavior") and the latter in chapters 22 and 23 ("Optimal Input Decisions by Firms," "Cost Analysis"). As for the remaining function, that exercised by the finance department, this will be one of the topics treated in Part Three, where it will be discussed in connection with the central bank's setting of interest rates and influence on the capital markets. The course will close with a macroeconomic consideration of the government's role in regulating markets and the economy generally. It is hoped that, by maintaining this macroeconomic focus throughout,

students will, at the end, be better able to understand the world in which they live and to harness those economic forces – otherwise beyond their control – to affect wages and enhance their standard of living.

Required Texts:

Edwin Mansfield, *Economics: Principles / Problems / Decisions*. New York, London: W.W. Norton & Co., 1992. [7th ed.]

Robert L. Heilbroner, *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. New York: Simon & Schuster (Touchstone), 1999. [7th ed.]

Roger LeRoy Miller, Daniel K. Benjamin, and Douglass C. North, *The Economics of Public Issues*. Boston: Addison Wesley, 2003 [13th ed.]

Part One

Introduction to Economics

(Weeks 1-2)

- 1 Economic Problems and Analysis
- 2 Economic Models and Capitalism, American-Style
- 3 The Price System

Week 1

Assignment: Read “The Costs of Terrorism” (Miller, Benjamin, & North, Chap. 4, pp. 23-28) and answer the 4 discussion questions at the end.

Week 2

Discussion

Does “pure” capitalism, as an economic model, have a future or is it subject to internal flaws that will call for increasing government intervention and correction? Can such “corrections” be introduced into a capitalist system without disrupting the efficiency of the price and market system? To what extent, if at all, is a Marxist theory of value still relevant to the analysis of such modern-day economic problems as unemployment and monopoly power? (These problems - and others like them - will continue to concern us for the rest of the semester.)

Readings: “The Inexorable System of Karl Marx” (Heilbroner, Chap. VI, pp. 136-170); “The Doctrines of Karl Marx,” (Mansfield, Chap. 35, pp. 731-734)

Assignment: One economist, Friedrich A. von Hayek, has speculated that if the market system had been deliberately designed, it would be “acclaimed as one of the greatest triumphs of the human mind.” Similarly, the computer scientist John H. Holland argues that, from the viewpoint of physics, the feeding of millions of New Yorkers through the market system “day after day with very few shortages or surpluses” is a miraculous feat. Given that the pricing system has been able to successfully coordinate the actions of millions of individuals without central planning each day, how likely is it in your opinion that the “invisible hand” of the market is subject to the kind of malfunction Marx describes? Defend your answer (make sure to explain how the market mechanism works and why Marx believes that the capitalist system must eventually break down). How do you think Marx would argue against this (obvious) objection? (Hint: Think about how economic necessity is being conceived in each case.)

Part Two

Macroeconomics: National Output, Income, and Employment

(Weeks 3-5)

- 4 National Income and Product
- 5 Unemployment and Inflation: A First Look

- 6 Aggregate Demand: The Foundations
- 7 Aggregate Demand and Supply Curves

Week 3

Discussion

Can the economic growth of a nation be extended indefinitely? To what extent does the law of diminishing marginal returns impose limits on a nation’s production possibilities or potential output? How is economic growth related to technological change?

Readings: “The Gloomy Presentiments of Parson Malthus and David Ricardo” (Heilbroner, Chap. IV, pp. 75-105); “Economic Growth” (Mansfield, Chap. 16, pp. 336-343)

Assignment: Explain how Ricardo’s view of the relation between capital formation and economic growth and Malthus’s view of the relation between economic growth and population size - each in its own way - underestimate the extent and impact of future changes in technology.

Week 4

Assignment: Read "Is Water Different?" (Miller, Benjamin, & North, Chap. 6, pp. 40-46) and answer the 4 discussion questions at the end.

Part Three

Money, Banking, and Stabilization Policy

(Weeks 6-8)

- 10 Money and the Economy
- 11 The Banking System and the Quantity of Money

- 12 Monetary Policy
- 13 Inflation, Unemployment, and the Role of Expectations

Week 6

Discussion

To the extent that the Federal Reserve can, through its management of the money supply, influence employment and inflation, it wields an enormous amount of power, largely unchecked by governmental control or authority. Since the Chairman of the Fed is not an elected leader but an appointed one, the very institution of a central bank has been thought by some to evince a "democracy deficit," insulating decisions that affect the common welfare from the popular vote. On the other hand, it has been argued that the Federal Reserve, in order to do what is best for the country over the long-term, must be able to act independently of the short-term interests of politicians and special interest groups, who would try to influence it to act on their behalf. What is the proper balance between independence and democratic accountability? Whatever the appropriate status of the central bank, how could it be anchored within the existing legal framework which, since 1913, has defined the central bank's powers and jurisdiction? What are the historical conditions that have led to the current system of checks and balances?

Reading: Martin Mayer, "The Question of Independence," *The Fed: The Inside Story of How the World's Most Powerful Financial Institution Drives the Markets*. New York: Penguin Putnam, 2001, pp. 80-97 (Chap. 4).

Assignment: Some have described the Chairman of the Federal Reserve as the second most powerful person in the United States - and possibly the world - after the President. Do you think that the central bank, as the regulator of the country's money supply and the ultimate arbiter of levels of output and employment, should be independent in its decision-making or should it be subject to special control, for

example, in times of economic distress or crisis? If the latter, which political bodies would you charge with this function and how would your proposal differ from the controls already in place? If the former, which of the existing institutions do you find particularly effective in maintaining the Fed's independence and why? In formulating your answer, compare the structure, function, and history of the American central bank with that of one of the following: the European Central Bank, the Bank of England, or the Bank of Japan.

Week 7

Assignment: Read "Monetary Policy and Interest Rates" (Miller, Benjamin, & North, Chap. 31, pp. 203-208) and answer the 4 discussion questions at the end.

Part Four

Microeconomics: Consumer Behavior and Business Decision Making (Weeks 9-12)

- 19 Market Demand and Price Elasticity (pp. 403 - 586)
- 20 Getting Behind the Demand Curve: Consumer Behavior

- 21 A Guided Tour of the Business Firm
- 22 Optimal Input Decisions by Business Firms
- 23 Cost Analysis

Week 9

Read "The Perils of Product Differentiation" (Miller, Benjamin, & North, Chap. 17, pp. 112-116) and answer the 4 discussion questions at the end.

Week 10

Discussion

What makes firms different? Given that (1) all firms are pursuing value maximization, (2) all firms are subject to the same laws of supply and demand in their particular industry, and (3) all firms adjust in the long-term to changes in the marketplace, no difference in profits should exist. How, then, is it possible that some firms are more profitable - and hence more competitive - than others? Are there other models of competition that explain business success - models that do not automatically identify the market with a "fixed pie" that cannot be "grown" but only divided up, e.g., models of so-called "co-opetition" that blend cooperation with competition?

Readings: Richard R. Nelson, "Why Do Firms Differ and How Does It Matter?", *Fundamental Issues in Strategy: A Research Agenda* (eds. Richard P. Rumelt, Dan E. Schendel, and David J. Teece). Cambridge, Mass.: Harvard Business School Press 1994, 247- 269; Michael Porter, "How Competitive Forces Shape Strategy," *Strategy: Seeking and Securing Competitive Advantage* (eds. Cynthia A. Montgomery and Michael E. Porter). Boston, Mass.: Harvard Business Review, 1991, 11-25; Barry J. Nalebuff and Adam M. Brandenburger, "Co-Opetition," *Co-Opetition: The New Win-Win Game Theory Approach to Strategy*. New York: Doubleday 1997, 11-40 (Chap. 2).

Assignment: Choose an industry that you have researched and explain how you, as a new business, would cope with the competitive forces in that sector, using Porter's "Five Forces Diagram" to analyze each force.

Part Five

Market Structure and Antitrust Policy

(Week 13)

- 24 Perfect Competition
- 25 Monopoly and Its Regulation

Assignment: Read "Keeping the Competition Out" (Miller, Benjamin, & North, Chap. 18, pp. 117-122) and answer the 4 discussion questions at the end.

Part Six

Government and the Economy

(Week 14)

- 31 The Economic Role of the Government
- 32 Government Expenditures and Taxation

Final Exam

(Week 15)

Everyday Life in Urban Settings I

Overview

This course will focus on the complex interaction of neighborhoods, families and individuals with some of the key institutions in the city. The purpose of the course is to extend the study of urban history and politics to the lived experience of urban life. How do the macro-problems of growing racial and class inequality manifest in the everyday life of the city? How can individuals and communities confront these problems? Unit One will focus on some of the most influential analyses of the urban experience; Unit Two will examine homelessness and the “law and order” city; Unit Three will consider the inequalities of public schools; and Unit Four will spotlight the dilemmas faced by contemporary urban families.

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 present (*Values & Ethics*).

Ability 4: The ability to describe and connect to individual and diverse group values in the past and 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*).

Ability 6: The ability to make systems better through the use of knowledge from the local to the global level. (*Systems*).

Required Readings:

Mitchell Duneier, *Sidewalk*

Jonathan Kozol, *The Shame of the Nation: The Restoration of
Apartheid Schooling in America*

Adrian Nicole LeBlanc, *Random Family: Love, Drugs, Trouble, and
Coming of Age in the Bronx*

***Essays available on reserve in the Library.**

*** *Links to contemporary articles, emailed each week.**

Unit One: Concepts of Everyday Life

95% of all Americans now live in cities or their suburbs and experience everyday existence as urban dwellers. What is the essence of the "urban phenomenon"? How is life different in cities, suburbs, "exurbs" and rural areas? How do we experience time and space? How do the experiences of people living in different neighborhoods of the city differ? What is the culture of consumption that currently occupies the time and space of everyday life?

Required readings (all *, see above):

Georg Simmel, "The Metropolis and Mental Life"

Walter Benjamin, excerpt from *The Arcades Project*

Jane Jacobs, excerpt from *The Death and Life of Great American Cities*

William Julius Wilson, excerpt from *The Truly Disadvantaged*

Mike Davis, excerpt from *City of Quartz*

Unit Two: Homelessness in the "Law and Order" City

How has the problem of homelessness grown since the 1980s? Why are people homeless? What are the implications of the "quality of life" policing approach initiated during the Giuliani years for New York City's homeless population? How does the presence of the homeless illustrate the growing inequalities of urban life?

Required Reading:

Mitchell Duneier, *Sidewalk*

And contemporary articles (see ** above).

Unit Three: Schools

How did public schools rise and decline throughout the 20th century? In what ways do the problems of contemporary public schools reflect the larger inequalities of American society? How can these problems be addressed?

Required reading:

Jonathan Kozol, *The Shame of the Nation*

And contemporary articles (**).

Unit Four: Families

What family structures currently exist in inner-city neighborhoods? Are these structures the result of poverty, cultural decisions, or both? How do individuals and families relate to their surrounding neighborhoods and communities? What can be done to counteract the income inequalities of the contemporary city?

Required reading:

Adrian Nicole LeBlanc, *Random Family*
And contemporary articles (**).

Introduction to Research Statistics: Health & Mental Health

Overview

In this course you will explore the use and interpretation of statistics, graphs and other mathematical tools in the ongoing quest to describe predict and explain important health and mental health phenomena such as asthma and ADD (attention deficit disorder).

Course topics will include:

- 1) Description vs. inference in statistics
- 2) Variables
- 3) Populations & samples
- 4) Families of analytic methods
- 5) Group differences
- 6) Relations among variables
- 7) Treatment implications
- 8) Public policy implications.

These topics will be applied to the emerging health crisis of asthma and the emerging mental health crisis of ADD as special examples in the *application* and *interpretation* of statistics. You will be encouraged to pursue these or other examples of interest. Special consideration will be given to what information is yielded by applied statistics, as well as how one can be fooled by them. As a result of the course, it is expected that you will become more knowledgeable consumers of statistical research.

In terms of Bloom's revised taxonomy of educational objectives, emphasis will be on the *acquisition* of basic statistical knowledge, *comprehension* of selected statistical tests, the *evaluation* of their use and their *application* in selected contexts (e.g. asthma and ADD policy).

GENERAL STUDENT LEARNING OUTCOMES:

- 1) You will demonstrate continued *acquisition* and *comprehension* of basic statistical knowledge, building on work done in Purposes 1 and 2.

- 2) You will demonstrate effectiveness in *evaluating* the use of selected statistical tests, as well as graphic and tabular presentations of quantitative findings.
- 3) You will demonstrate competence in the *application* of statistical results to specific contexts.
- 4) You will become more knowledgeable as consumers of statistical research.

ASSESSMENT:

- | | |
|--------------------------------------|-------|
| 1) Attendance | (20%) |
| 2) Participation in Class Activities | (30%) |
| 3) Midterm Assessment | (25%) |
| 4) Final Assessment | (25%) |

SCHEDULE:

- Week 01: Aims, architecture and limits of statistics
- description, prediction, explanation
 - input, processes, output
 - variables vs. constants
 - measurement
 - assumptions
 - uses and abuses

- Week 02: Description & Prediction in Health & Mental Health
- populations vs. samples
 - descriptive statistics vs. inferential statistics
 - Health example: Asthma
 - Mental Health Example: ADD

Readings: Jordan (2002), ch. 1, ch. 3 (selections)

- Week 03: Families of Analytic Methods
- group differences (e.g. t-tests, F-tests)
 - relations among variables (e.g. r , R)
 - internal structure of a single group

Reading: Jordan (2002), ch. 3 (selections)

Week 04: Comparing groups in Health (Asthma) & Mental Health (ADD)

- generating questions
- designing studies (Research Design)
- interpreting results (insight & error)
- internal & external validity of studies

Readings: Jordan (2002), ch. 3 (selections), ch.5

Week 05: Study of relations among variables in Health (Asthma) & Mental Health (ADD)

- correlation & its measure
- correlation vs. causality
- description & prediction

Readings: Jordan (2002), ch. 1

Week 06: Study of sub-groups in Mental Health (ADD) & Health (Asthma)

- nature of sub-groups
- potential importance of sub-groups
- evidence of sub-groups
- finding sub-groups: ADD, Asthma

Readings: Blashfield [on cluster analysis]

Week 07: MIDTERM ASSESSMENT

Week 08: Nature & Limits of Medical Information

- medical reasoning
- anatomy of an empirical study

Readings: Jordan (2002), ch. 2, ch. 3 (selections)

Week 09: Medical & Psychiatric Diagnoses

- nature of a diagnosis
- generating diagnoses
- testing diagnoses
- errors in diagnosis
- implications for asthma

- implications for ADD

Readings: Jordan (2002), ch. 4
Grallo & Breiner, (2001).

Week 10: Treatment Decisions

- nature of a treatment decision
- framing the decision
- Decision Analysis
- role of probabilities & utilities
- errors in treatment
- implications for asthma
- implications for ADD

Readings: Jordan (2002), ch. 6 (selections)

Week 11: Prognostic Judgments

- nature of a prognostic judgment
- use of probabilities
- standard errors of statistics
- errors in judgment
- implications for asthma
- implications for ADD

Readings: Jordan (2002), ch. 6 (selections)

Week 12: Medical & Psychiatric Information & Cyberspace

- data
- information
- knowledge
- critical analysis
- anticipating error
- applications to asthma
- applications to ADD

Reading: Jordan (2002), ch. 7

Week 13: Advanced Topics & Course Review

Reading: Jordan (2002), ch. 8

Week 14: ASSESSMENT: FINAL EXAMINATION

Week 15: Feedback & Statistics in the Future

READINGS:

Required Text:

Jordan, T. (2002). *Understanding medical information*. New York:

Websites:

www.cdc.gov Centers for Disease Control, Atlanta, GA.

www.dhhs.gov U.S. Department of Health and Human Services,
Washington, DC.

www.nih.gov National Institutes of Health,

www.nimh.gov National Institute of Mental Health,

Recommended Readings: (* refers to a classic text)

Averbach, B. (2000). *Problem solving through recreational mathematics*. New York: Dover.

American Psychiatric Association (2000). *DSM-IV-TR. Diagnostic statistical manual of mental disorders*. Washington, DC: American Psychiatric Association.

Baker, S. (2006). Why math will rock your world. *Business Week, JAN*, 54-62.

*Campbell & Stanley (1966) *Experimental and quasi-experimental designs for research*. Boston, MA: Houghton Mifflin.

Grallo, R. (2004). Contemporary empirical science as quest. *Symposium, XI* (1), 33-42.

- Grallo, R. & Breiner, B. (2004). Educational researcher as problem solver. In R.M. Hashway (Ed.) *Annals of the Association for the Advancement of Educational Research*. Washington DC: University Press of America.
- Hughner, R. & Kleine, S. (2004). Views on health in the lay sector: A compilation and review of how individuals think about health. *Health: An Interdisciplinary Journal for the social study of health, Illness and Medicine*, 8(4), 395-422.
- Kerlinger, F. & Lee (1999). *Foundations of behavioral research*. New York: Wadsworth.
- Mason, J. (1985). *Thinking mathematically*. London: Pearson.