

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

Academic Year 2010

SEMESTER III

Policies	2
Overview	4
The Human Experience and Cooperation	6
Human Biology and the Life Sciences	7
Constructive Action Practicum: Communicating with Others: Interpersonal Communication and Conflict Resolution	12
Math III: Quantitative Methods & Medical Statistics	14
Writing through Literature and Philosophy	19

## 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.

**General Education:**

The *General Education Plan* is part of the foundation of undergraduate education at MCNY. It aims to foster the intellectual, personal, and professional growth of all students. It prepares them to advocate for social justice as they encourage positive changes in their workplaces and communities. To this end, the *Common Curriculum*, in conjunction with program-specific general education courses, will comprise MCNY's *General Education Plan*. This plan provides a rigorous, coherent, and integrated cluster of courses that develops knowledge in history, aesthetics, politics, oral and written communication, values and ethics and mathematical and scientific reasoning.

The *Common Curriculum* contains 8 existing courses (24 credits) that are centralized in the Business, Human Services, and American Urban Studies curricula. The course names are as follows:

- |   |   |
|---|---|
| 1. American Government  | 5. Contemporary Values and Classical Ethics   |
| 2. Political and Economic Philosophy                          | 6. Public Speaking and the Arts of Persuasion |
| 3. Computer Applications for Profit and Non-Profit Management | 7. Human Biology & the Life Sciences          |
| 4. College Writing: Critical Thinking and Writing             | 8. Empowerment through the Arts               |

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

**Constructive Action Documents:**

The college maintains a sample collection of Constructive Action (CA) documents from each program to maintain as part of the college's archives. The deans, in collaboration with Directors and Chairs select faculty members from each program from which to collect CA samples.

## 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. Students 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 semester 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 fieldwork experience of seven hours weekly.*

## Bachelors of Arts in American Urban Studies (120 Credits)

Associates of Arts in Liberal Arts (60 Credits) (Semesters 1 & 2, and either sequence 3 & 4, 5, or 6 OR sequence 4 & 5, or 6)							<b>BOLD TYPE: Program Specific (Major)</b> <i>ITALICS: Common Curriculum</i>	
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
<b>Purpose Seminar</b>	Self-Assessment through Writing & Technology [Computer Applications & Information Literacy]  3 credits	Becoming an Independent Learner [Introduction to College Writing]  3 credits	Communicating with Others: Interpersonal Relations & Conflict Resolution  3 credits	Living and Learning in Groups [Group Facilitation Skills]  3 credits	Communicating across Cultures [Ethnographic Skills]  3 credits	<i>Promoting Empowerment through the Arts</i>  3 credits	<b>Empowering Urban Communities through Civic Engagement I [Research &amp; Planning]</b>  4 credits	<b>Empowering Urban Communities through Civic Engagement II [Implementation &amp; Assessment]</b>  4 credits
<b>Liberal Arts &amp; Sciences Courses through Dimensions</b>	<i>Contemporary Values &amp; Classical Ethics (V)</i>  3 credits	Understanding Self in the World (V, SO, SYS)  3 credits	The Human Experience and Cooperation (V, SO, SYS)  3 credits	World History & Geography (V, SO, SYS)  3 credits	<b>Everyday Life in Urban Settings (V, SO, SYS)</b>  3 credits	<b>Urban Health &amp; Ecology (V, SO, SYS, SKI)</b>  3 credits	<b>American Urban Politics (V, SO, SYS)</b>  4 credits	<b>American Urban Culture (V, SO, SYS)</b>  4 credits
	Latin for Writers I (V, SO, SYS, SKI)  3 credits	Latin for Writers II (V, SO, SYS, SKI)  3 credits	<i>Human Biology &amp; the Life Sciences (V, SO, SYS)</i>  3 credits	Linguistics for Non-linguists (SKI)  2 credits	Language and Culture (V, SO, SKI)  3 credits	<i>American Government (SYS)</i>  3 credits	<b>American Economic History I (V, SYS)</b>  4 credits	<b>American Economic History II (V, SYS)</b>  4 credits
<b>Values (V)</b>	<i>Computer Applications for Profit and Non-Profit Management (SKI)</i>  3 credits	<i>Critical Thinking and Writing (SKI)</i>  3 credits	Writing through Literature and Philosophy (V, SKI)  3 credits	<i>Public Speaking and the Art of Persuasion (SO, SYS, SKI)</i>  3 credits	<i>Political &amp; Economic Philosophy (V)</i>  3 Credits	Understanding Poetry, Drama, & Film (V, SO, SKI)  3 credits	Music, Religion, & Philosophy (V, SO, SYS)  3 credits	MCNY Great Books Seminar (V, SO, SYS, SKI)  3 credits
<b>Self &amp; Others (SO)</b>								
<b>Systems (SYS)</b>	Math I: Mathematical Reasoning (SKI)  3 credits	Math II: Introduction to Statistical Reasoning (SKI)  3 credits	Math III: Quantitative Methods & Medical Statistics (SKI, SYS)  3 credits	Earth Science (V, SO, SYS, SKI)  4 credits	<b>Economic Principles and Financial Literacy (V, SO, SKI)</b>  3 credits	Creative Writing: Imaginative Uses of Language (V, SO, SKI)  3 credits		
<b>Skills (SKI)</b>								
	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>	<b>15 credits</b>

## **The Human Experience and Cooperation** (SSC 231)

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 4:** 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 evaluate and use ethical principles to make mature and responsible choices. (*Values & Ethics*).
- Ability 6:** 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

## **HUMAN BIOLOGY AND THE LIFE SCIENCES BIO CC 180**

### **Description**

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, as well as those of human beings living in different parts of the world. 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 reproductive technology. A portion of the coursework may be tied to the Purpose course during the semester regarding global human biology issues.

### **Learning Outcomes**

1. You will demonstrate how human biology systems interact with each other to maintain homeostasis in the human body.
2. You will become acquainted with available resources to make sound decisions regarding good health and well-being.
3. You will use critical thinking skills to debate regarding global and ethical issues in human biology.

### **Dimension Specific Abilities**

**Ability 1:** The ability to think independently, critically, and creatively about self, knowledge, and the world.

**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.

## Requirements

Documentation for research, including citations from required course readings, needs to conform to the student guide to APA style

In addition, students are expected to use computer and information technologies (word processing, Internet research, and e-mail) in the completion of course experiences. You MUST have access to a computer and the Internet. We will be using email and websites throughout the entire semester. It is YOUR responsibility to make sure I have your CORRECT email address.

1. Required texts. The following books are available at the **college bookstore**.

a. Layman, D. (2003) *Biology demystified*. New York: McGraw-Hill

2. Required Websites (included, but not limited to)

a. About.com. (2010).

[www.about.com](http://www.about.com).

b. American Dietetic Association. (2010).

<http://www.eatright.org>.

c. American Heart Association. (2010).

<http://www.americanheart.org/>

d. Centers for Disease Control. (2010).

<http://www.cdc.org>.

e. Diabetes Facts and Figures (American Diabetes Association) . (2010).

<http://www.diabetes.org>.

f. Diabetes & Cardiovascular Disease. (2010).

<http://www.heartinfo.org/news2001/diabetes.083100.htm>.

g. HIV Life Cycle—*AIDS.org*. (2010).

<http://www.aids.org/factSheets/106-HIV-Life-Cycle.html>.

h. Joint United Nations Programme on HIV/AIDS. (2010).

<http://www.unaids.org/>.

i. National Center for Case Study Teaching in Science. (2010).

<http://ublib.buffalo.edu/libraries/projects/cases/case.html>.

## Assessment

Grades will be assigned on the basis of the percentage of possible points obtained. If you need to know your grade early, bring a SASE or postcard on the day of the final exam. Information about grades cannot be given via email due to confidentiality issues.

Grading Standards: A= 90-100%, B= 80-89%, C= 70-79.5%, D= 60-69.5% of the possible points awarded.

- a. Written Work (Homework, off-site assignments, case study narratives) 50%
- b. Take Home Examinations (3) 30%
- c. Participation (Group work, presentations, debates) 15%
- d. Preparedness (notebook, textbook, timeliness) 5%

ALL HOMEWORK IS TO BE SUBMITTED AT THE START OF CLASS ON ITS DUE DATE. IF YOU ARE ABSENT, ALL WORK MUST BE E-MAILED TO THE INSTRUCTOR BY THE END OF THE CLASS MEETING TIME THE DAY THE WORK IS DUE. NO LATE WORK WILL BE ACCEPTED.

### **Participation**

As a member of a learning community, each student is expected to attend each class session and complete assignments on time. Enthusiastic and intellectual participation in class activities is an integral part of learning. Documented tardiness or absences (e. g., jury duty, doctor's excuses, etc.), provided there is no established pattern of these and they do not exceed the equivalent of **ONE** class session, may be made up at the instructor's convenience. Six or more absences will result in an automatic failing grade. *Undocumented tardiness/absences, failure to provide substitution for documented absences, or routinely being in class as an unenthusiastic participant, will result in lower final grade for the course.* In the event of bad weather, call 212-343-1234 X3000 to inquire if classes have been cancelled.

## Schedule

Content and organization of a unit on nutrition and metabolism in a theme-based format for Human Biology nonmajors.			
Class period	Assignment	Topics and objectives	Homework
(1)	Unit 1 Nutrition and Metabolism  Chapter 19 Biology Demystified	Digestion: Tearing food apart <ul style="list-style-type: none"> <li>• Hows and wheres of the digestive process: organs, glands, secretions</li> <li>• Absorption of macromolecules (active transport of sugars and amino acids)</li> <li>• Fat digestion</li> </ul>	Text questions pp340-342 (1-10). Discussion: What is gastric bypass and how effective is it?
(2)	Chapter 2 & Chapter 4	Macromolecules and oxidative metabolism <ul style="list-style-type: none"> <li>• Atomic composition of macromolecules</li> <li>• Energy in making and breaking chemical bonds</li> <li>• Distinguishing differences among basic macromolecules</li> <li>• Functional uses of macromolecules based on structure</li> <li>• Focus on role of enzymes in cellular chemistry</li> <li>• What do we need ATP for?</li> <li>• How do we make ATP? (Focus on mitochondrion—model or analogy)</li> <li>• What happens in glycolysis?</li> <li>• What is the purpose of the Krebs cycle?</li> <li>• What goes on in the electron transport chain?</li> </ul>	
(3)	Chapter 15, Chapter 19, external readings	Absorptive vs. postabsorptive metabolism (feast vs. famine) <ul style="list-style-type: none"> <li>• Role of the liver</li> <li>• Hormones and regulation of hunger and satiety</li> <li>• Essential macronutrients</li> <li>• Essential micronutrients (who needs vitamins?)</li> </ul>	
(4)	Case study ("Morgan: A case of diabetes" from the National Center for Case Study Teaching)	Case study on obesity and diabetes <ul style="list-style-type: none"> <li>• Regulation of body weight and fat content</li> <li>• Link between obesity and diabetes</li> <li>• Characteristics of type I and type II diabetes</li> <li>• Remediation (treatment) of type II diabetes: diet, exercise</li> </ul>	
(5)	Case Study Presentations	Presentation of case study and Debate about nutritional plans	Take Home Exam
(6)	Unit 2 Work and fitness—can you climb to a 5 <sup>th</sup> floor walk-up apartment?  Chapter 16 & 18	Cardiovascular and Respiratory Systems integration to provide oxygen <ul style="list-style-type: none"> <li>• Heart and blood vessels</li> <li>• Blood and its components</li> <li>• Blood pressure</li> <li>• Path of airflow</li> <li>• Body acid-base balance</li> </ul>	

Audrey Cohen School for Human Services and Education

		<ul style="list-style-type: none"> <li>Heart-lung connection</li> </ul>	
(7)	Chapter 14 External Reading	Nervous and endocrine control of oxygenation <ul style="list-style-type: none"> <li>Sympathetic nerve-adrenal connection</li> </ul>	Case study ("Wake-Up Call " from the National Center for Case Study Teaching)
(8)	Case Study Presentations	Presentations: asthma/physical training/fitness	Take Home Exam
(9)	Unit 3 Infection and immunity-the HIV epidemic  Chapter 5 & 6	Cell Structure <ul style="list-style-type: none"> <li>Function</li> <li>Organelles</li> <li>Transport through cell membranes</li> <li>Viruses</li> </ul>	
(10)	Chapter 5 External Readings	DNS-RNA-protein <ul style="list-style-type: none"> <li>Transcription</li> <li>Translation</li> <li>Protein Synthesis</li> </ul>	
(11)	Case study ("Abracadabra: Magic Johnson and Anti-HIV Treatments" from the National Center for Case Study Teaching)	Immune system function <ul style="list-style-type: none"> <li>Population consequences of infection</li> </ul>	Take Home Exam
(12)	Unit 4 Reproductive Biology- whose child is this?  Chapter 5  Case Study (" <a href="#">The Case of the Dividing Cell: Mitosis and Meiosis in the Cellular Court</a> from the National Center for Case Study Teaching)	Mitosis and Meiosis <ul style="list-style-type: none"> <li>Gamete production</li> </ul>	
(13)	Chapter 20	Reproductive system <ul style="list-style-type: none"> <li>structure and function</li> </ul>	Take Home Exam
(14)	Case Study: Two Peas in a Pod? A Case of Questionable Twins	Human population growth <ul style="list-style-type: none"> <li>Molecular biology</li> <li>Biotechnology</li> </ul>	Prepare for reproductive technology debate
(15)		Debate: reproductive technology (IVF); cloning; stem cells prenatal screening/diagnosis	

## **Constructive Action Practicum: Communicating with Others:**

### Interpersonal Communication and Conflict Resolution

#### Overview

Conflict is a part of life, and knowing how to handle the inevitable conflicts in a constructive, productive way is a valuable personal and professional skill for adults. It is also one of the most important skills we can teach our children. In the Constructive Action Practicum, **Interpersonal Communication and Conflict Resolution**, you learn to turn conflict into cooperation through understanding the cycle of conflict, developing an awareness of personal attitudes in conflict situations, and mastering the critical elements of effective interpersonal communication such as active listening, detecting hidden agendas, and practicing win-win negotiations. You develop these skills in the real world at your workplace or internship by carrying out a Constructive Action focused on conflict resolution and communication. Internships for this semester may include day care centers, schools, social service agencies, and other sites of interpersonal conflict.

#### **Learning Outcomes**

In this course, you will develop through practice the following abilities:

- Ability 2:** The ability to communicate effectively through reading, writing, listening, speaking and other modes of expression. (Self & Others)
- Ability 4:** The ability to describe and connect to individual and diverse group values in the past and the present. (Values & Ethics)
- Ability 9:** To integrate theory with practice to make a positive difference in the world. (Purpose)
- Ability 10:** To direct and assess your life-long learning. (Purpose)

#### Required Texts

*Messages*, McKay, Davis, & Fanning  
*Who's Afraid of Virginia Woolf?*, Edward Albee

#### Recommended Text

***Speaking the Same Language*, Deborah Zondervan**

## **Sessions**

### Module I: Planning (Weeks 1-6)

- Exploring opportunities for improving interpersonal communication and resolving conflict at their internship or place of employment;
- Making an informed choice of what aspect of interpersonal communication and conflict resolution to address, e.g. listening, assertiveness, fair fighting, etc.
- Making a Plan of Action for improving interpersonal communication and resolving conflict

### Module II: Implementing (Weeks 7-10)

- Carrying out the Plan

### Module III: Assessing the Results (Weeks 11-14)

- Assessing the Results of the Constructive Action
- Assessing Student Learning

**MTH III: Quantitative Methods & Medical Statistics**

MTH 231

**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).

**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%) |

**READINGS:**

**Required Text:**

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

**Websites:**

[www.cdc.gov](http://www.cdc.gov) Centers for Disease Control, Atlanta, GA.

[www.dhhs.gov](http://www.dhhs.gov) U.S. Department of Health and Human Services, Washington, DC.

[www.nih.gov](http://www.nih.gov) National Institutes of Health,

[www.nimh.gov](http://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.

**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: Blasfield [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

## WRITING THROUGH LITERATURE AND PHILOSOPHY ENG 231

### Overview

*All Great Books Were Written This Morning!*

The idea behind this course is that all great – or even just good – literature is as true today and as relevant as in the time it was written, be it the ancient Greeks, Shakespeare, or the eighteenth or nineteenth centuries. The same can be said of truly great philosophy, e.g., Plato, Sartre. Authors write books and poems and plays to explore and shed light and insight on the human condition. Just as the bible is as relevant today as when it was written, so, too, are plays like ‘Antigone’ by Sophocles as relevant and fresh in their portrayal of loyalty, character and speaking truth to power as is the timely novel of today, *Push* by Sapphire. We will read both and in reading, we will find many things to write about. We will write about literature and philosophy and about the things they inspire us to examine and think about. This course should extend the breadth and depth of your reading and writing knowledge and capability immeasurably.

### Learning Outcomes

- Recognize the difference between fiction and non-fiction
- Know the meaning of certain literary terms, e.g., point of view, voice, etc .
- Distinguish the characteristics of different genres, e.g., novels, plays, poems, etc.
- Identify literary themes
- Specify how ‘modern literature differs from ‘traditional’ literature

### Required Texts

Anstendig, L. (1995). *Writing through literature*. Upper Saddle River: Prentice Hall.

Goldman, N. (1997). *Push*. New York: Vintage.

### Assessment

Grades will be based on these elements:

1. Reading assignments done on-time and well (10%);
2. Class participation and discussion (10%);
3. Two major papers on literature (20% each = 40%);
4. In-class writing assignments and quizzes (10%);
5. Mid-term (10%); Final (20%)

## Sessions

### Unit I – What is Fiction?

This unit will compare the differences between non-fiction (which we read every day in newspapers and magazines) and fiction, which we read for pleasure and entertainment. Will present a student research paper entitled, 'Why Do Women Stay in Abusive Relationships?' and compare it with the fictional treatment of the same theme in the story, 'Sweat' by Hurston.

### Unit II – Literary Terms

In order to talk about, write about and understand literature, it is helpful to learn the meanings of certain literary terms; i.e., techniques that appear in literature, so that we may examine and appreciate it more clearly and accurately. We will learn about Point of View, First and Third Person Narration, Character, Setting, Atmosphere, Voice, Diction, Genre, Style, etc. in order to apply these terms intelligently to the works we read.

### Unit III – Truth to Power, Loyalty, Self-Esteem

We will examine these universal literary – and human – themes in respect to the philosophical essay, 'The Cave' by Plato; the play, 'Antigone' by Sophocles (p 144); and the short story, 'The Shawl' by Ozick (p381).

### Unit IV – The Novel

We will talk about the novel form and how it differs from plays and short stories. We will read the contemporary novel, *Push*, by Sapphire. This reading will run beyond the unit itself.

### Unit V – Women

We will examine the universality of women's problems and roles through the ages.

Philosophical Essay: *Second Sex* by de Beauvoir & short excerpts from *The World as Will and Idea* by Schopenhauer.

Readings from Text: *Women & Madness* by Chesler (p 381); 'Much Madness Is Divinest Sense' by Dickinson (p839); 'Phenomenal Woman' by Angelou (p213); 'Barbie Doll' by Piercy (p212); 'Professions for Women' by Woolf (p192); 'Girl' by Kincaid (p377).

## Unit VI – Love & Marriage

We will look at how this concept has grown, changed and evolved through time.

Sonnet 116 Shakespeare (p567); 'How Do I Love Thee' by Browning (p568); 'The Magic Barrel' by Malamud (p569); 'True Love' by Viorst (p583); 'The Storm' and 'The Story of an Hour' by Chopin (p646 & 649).

## Unit VII – The Modern Era

This unit will examine the rise of what we call *modern* literature and how it differs from much of the literature we have read so far.

Readings from Text: 'Where Are You Going . . .' by Oates (p198); 'A&P' by Updike (p104); 'Like Life' by Moore (zeroxed). Selection from *Being and Nothingness*, Sartre.

## Unit VIII – New York Stories

If we have time, we will finish with stories that are set in New York, your hometown. These will include: 'The Kugelmass Episode' by Allen; 'The Girls in Their Summer Dresses' by Shaw; 'Slaves of New York' by Janowitz.