

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

ACADEMIC YEAR 2010

SEMESTER VII

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Policies

Attendance:

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

Incomplete Grades

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

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

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

Plagiarism

Presenting someone else's work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

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

Add/drop:

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

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.

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.*

Constructive Action VII (4 credits)

Part A: Assessing the Potential of Urban Communities

The Constructive Action Practicum in the American Urban Studies major for semester 7 is the first part of a two-semester capstone in the planning/assessment (Semester 7) and planning/implementation (Semester 8) of a Constructive Action that addresses urban needs/problems using basic research methodology. It will distinguish between quantitative and qualitative approaches ranging from research designs, data collecting, and sampling, statistical analysis to interpreting results. It will include how to review literature articles, how to write up results, understand data to hands on basic statistics analysis with Excel and hands on statistical analysis with SPSS.

The major objectives of the two-semester seminar are that students understand different measurement models and know how to select among them; that students receive sufficient practical training in using these models in their own research; understand theory and application of basic statistical concepts as they affect designs of research, integrated with application of computer statistical packages; and learn the language used in the field of urban research.

In semester 7, the Constructive Action will focus on identification of needs and development of research designs. The objectives are to provide students with a general understanding of qualitative and quantitative analysis and a working knowledge of basic research designs. The course will begin with a review of qualitative and quantitative approaches and delineate their differences. It will also include:

- Basic types of research designs (cross-sectional, longitudinal, cohort and case control studies; and experimental and quasi-experimental designs) frequently used in social research.
- The strength of qualitative inquiry (naturalistic, inductive analysis, holistic perspective, personal contact, insight, dynamic systems, unique case orientation, context sensitivity, empathic neutrality, qualitative data and design flexibility).
- Defining specific and measurable objectives, sampling/population description; identifying problems, assumptions, and hypothesis development; developing an instrument/questionnaire; and writing literature reviews; introduction to SPSS 11.5

Assignments

Students will be required to carry out the following assignments:

Find a research question/urban issue/problem

Write up a literature review

Develop assumptions and/or hypothesis (operational definitions)

Identify research design

Develop a questionnaire

Identify population/ sample group(s) and indicate type of sampling method(s)

Identify sample size

Develop a participant consent form (if it is a specific population/not needed for the general public)

Create a SPSS program file base on the survey instrument into variable view.

Program Specific Abilities

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

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

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

Ability 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 system better through the use of knowledge and civic engagement from the local to the global level (Systems)

Required Texts (Instructors may opt to use other texts than those listed below.)

Advanced and Multivariate Statistical Methods, Craig A. Mertler & Rachel A. Vannatta

Writing Empirical Research, Fred Pyrzak & Randall R. Bruce

Writing Literature Reviews, Jose L. Galvan

Questionnaire Research, Mildred Patten

Preparing Empirical Research, Mildred Patten

Understanding Research Methods, Mildred Patten

Quantitative and Qualitative Research

American Urban Politics (4 Credits)

Overview

In this course, students will learn the relationships between various levels of government and political power. Students will examine their own participation as both citizen and professional in relation to the dynamics of city politics. New York City politics will be compared to those in Detroit, Los Angeles, and Chicago. In the second half of the course, students will undertake an original research project, assessing the political life of their own neighborhoods.

Program Specific Abilities

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

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

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

Ability 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 system better through the use of knowledge and civic engagement from the local to the global level (Systems)

Readings

Mike Davis, *Magical Urbanism: Latinos Reinvent the U.S. City* (2001)

Jack Newfield, *The Full Rudy: The Man, the Myth, the Mania* (2007)

Mary Patillo, *Black on the Block: The Politics of Race and Class in the City* (2007)

Thomas Sugrue, *Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (2005)

Plus current articles about urban politics, emailed weekly.

Assignments & Grading

Short papers (25%)—six 2-3 page papers analyzing course readings.

Research Paper (50%)—10-15 page paper based on original research. You will learn more about the political life of your neighborhood by attending community board meetings and/or by visiting your city councilperson's office. The grade for the paper includes the components that you will hand in prior to the final version.

Class Participation (25%)—Please come to each class ready to discuss the material. In the final session, you will make a presentation based on your research project.

Weekly Schedule

Week One: Introduction

Week Two: The Rise and Fall of Detroit. Read Sugrue, part one; and current articles. Paper #1 due.

Week Three: The Urban Crisis in Detroit and NYC. Read Sugrue, part two; and current articles. Paper #2 due.

Week Four: NYC since the 1960s. Read Newfield, all; and current articles. Paper #3 due.

Week Five: NYC vs. LA. Read Davis, all; and current articles. Paper #4 due.

Week Six: Chicago vs. NYC, part I. Read Patillo, part one; and current articles. Paper #5 due.

Week Seven: Chicago vs. NYC, part II. Read Patillo, part two; and current articles. Paper #6 due.

Week Eight: Research seminar I. Read current articles. No assignment due.

Week Nine: Research seminar II. Read current articles. 1-2 page overview of research project due.

Week Ten: Research seminar III. Read current articles. 2-3 page research update due.

Week Eleven: Research seminar IV. Read current articles. 2-3 page research update due.

Week Twelve: Research seminar V. Read current articles. Rough draft of paper due.

Week Thirteen: Research seminar VI. Read current articles. No assignment due.

Week Fourteen: Research seminar VII. Read current articles.
Final version of research paper due.

Week Fifteen: Presentations of projects.

American Economic History II (1865-present)

This course examines the transformation of the United States from an industrial to a post-industrial economy. The main questions we will consider include the following: Why did Reconstruction fail to deliver 40 acres and a mule to freed slaves? How did Booker T. Washington and W.E.B. DuBois differ in their responses to segregation? What were the impact of the railroads and the growth of the large corporations in creating the industrial boom of the late nineteenth-century? In what ways did labor fight for its rights? How did new immigrants transform economic and social relations? Who were the Populists and how did they differ from the Progressives? What caused the Great Depression of 1929? What were the New Deal and the Great Society? What are the origins of Reaganomics and neoliberalism? How did America become a post-industrial economy?

Dimension Specific Abilities

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

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

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

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

Ability 7: The ability to use mathematical reasoning to analyze the world. (Skills)

Readings

William Chafe, *A History of Our Time: Readings on Postwar America*

Steven Diner, *A Very Different Age: Americans of the Progressive Era*

Richard Florida, *The Rise of the Creative Class: And How It's*

Transforming Work, Leisure, Community and Everyday Life

Eric Foner, *Forever Free: The Story of Emancipation and*

Reconstruction

William Leuchtenburg, *Franklin Delano Roosevelt and the New Deal*

Three Negro Classics (we will read two of the three: W.E.B. DuBois,

Souls of Black Folk, and Booker T. Washington, *Up from Slavery*)

Recommended: Eric Foner, *The Story of American Freedom*;
Howard Zinn, *A People's History of the United States*.

Assignments

Five 3-5 page papers (50%). Essays will respond to questions based on the readings.

One 6-8 page research paper (25%). Paper will draw on outside sources in order to analyze Richard Florida's *Rise of the Creative Class*.

Class participation (25%). Students will come to class prepared to discuss the material.

Students must complete all of the assignments in order to pass the course.

Weekly Schedule

WEEK ONE: Introduction

WEEK TWO: The Promise of Reconstruction. Read Foner, Chapters TBD.

WEEK THREE: The End of Reconstruction. Read Foner, TBD. *Paper #1 due.*

WEEK FOUR: Booker T. Washington. Read *Up From Slavery*, TBD. .

WEEK FIVE: W.E.B. DuBois. Read *The Souls of Black Folk*, TBD. *Paper #2 due.*

WEEK SIX: The Gilded Age. Read Diner, chapters TBD.

WEEK SEVEN: The Labor Movement and the New Immigrants. Read Diner, TBD.

WEEK EIGHT: The Populists and Progressives. Read Diner, TBD. *Paper #3 due.*

WEEK NINE: The Great Depression and the Rise of FDR. Read Leuchtenburg, TBD.

WEEK TEN: FDR and the New Deal. Read Leuchtenburg, TBD. *Paper #4 due.*

WEEK ELEVEN: The Transformations of WW II and the Cold War. Read Chafe, TBD.

WEEK TWELVE. From the Great Society to Reaganomics. Read Chafe, TBD. Paper #5 due.

WEEK THIRTEEN: The Post-Industrial Economy. Read Florida, TBD.

WEEK FOURTEEN: The Creative Classes and the New Working Class. Read Florida, TBD.

WEEK FIFTEEN: Presentations and wrap-up. Research paper due.

Creative Writing (4 credits)

Imaginative Uses of Language

Overview

This is a course in the imaginative uses of language. No matter what career you eventually decide to pursue, be it education, law, or business, you will discover that having a sense of the imaginative possibilities of language and of your own creativity will help you to succeed and to stand out from the crowd. Indeed, one of the hallmarks of a graduate in the liberal arts should be your facility with the use of language. There are many types of creative writing, e.g., poetry, novels, plays, etc. In this course, you will explore these creative and imaginative ways of using language through reading different literary works and through your own engagement in the creative writing process. In addition to the specific course objectives, you will continue to develop the following program abilities:

Program 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).

Note: *A weekly syllabus will be distributed by the instructor.*