METROPOLITAN COLLEGE OF NEW YORK | MCNY

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

ACADEMIC YEAR 2010

SEMESTER 3

	Page
Policies	2
Overview	4
Overview of the American Studies Program	5
Constructive Action Practicum III *Interpersonal Communication and Conflict Resolution*	6
Writing Through Literature and Philosophy	8
Linguistics for Writers	11
Math I: Quantitative Reasoning	16
Historical Values, Systems and Skills	20
Calendar	

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.

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

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 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. C*ommencing with the third semester (and throughout the remaining semesters), students are required to engage in a supervised fieldwork experience of seven hours weekly.*

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

Constructive Action Practicum III:

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:

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

Required Texts

McKay, M. (2009). *Messages: communication skills book.* (3rd ed.). Oakland: New Harbinger.

Albee, E. (1983). *Who's afraid of the Virginia Woolf?.* New York: Signet.

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

WRITING THROUGH LITERATURE AND PHILOSOPHY

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, Dicition, 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. All these selections will be zeroxed.

Linguistics for Writers

Overview

Linguistics is the scientific study of language. In this course, you are going to study written language from a linguistic perspective. You will learn a special grammar called sector analysis that was conceived by linguists to help us better understand the structure of English sentences on the written page.

You will also study how linguists have analyzed the tense structure of American English. Knowledge of sector analysis and the tense structure of American English will help you to gain better control of your own writing in English. It will teach you how to build and analyze sentences with greater consciousness and precision. In addition, you will study how writers in English produce cohesion in the texts they write. Cohesion is the linguistic term for the many small devices that writers use to make what they write hang together and function as a whole.

You will also learn about the many conventions that govern the use of written English. Though linguists are particularly concerned with rules that govern the use of language, many times there are no rules. There are conventions that must be memorized. It's important as a writer to be aware of some of the major conventions governing written English.

Finally, you will learn about the social appropriateness of different kinds of writing and what linguists call registers. Registers refer to the different ways we use language according to the social context and the purpose of our writing.

Learning Outcomes

By the end of the course you will have developed the following abilities:

- Apply sector analysis to analyze the sentence structure of written English
- Use sector analysis to build and edit your own sentences more consciously
- Identify and correct errors in the use of tenses and tense sequences in written American English
- Identify and use cohesive devices to produce more coherent writing
- Recognize and use conventions appropriately in written English
- Choose appropriate registers to make your writing more effective.

Required Texts

Parker, F. (2009) *Linguistics for non-linguistics: A primer with exercises*. (5th ed.). White Plains: Allyn & Bacon.

Session 1: Introduction to Sector Analysis

1.0 X-Words

X-Words and Subjects
Negative Sentences
Hidden X-Words
More about Hidden X-Words

1.1 More about Subjects

Singular and Plural
Pro-Nominals

1.2 Agreement

Ties between Subjects and X-Words
Ties between Subjects and Verbs

Session 2

2.0 Writing about Past Time

X-Words that Signal Past Time
Verbs: ING Forms and Base Forms
Verbs: Past Forms
Ties with Past Time

2.1 Sentence Trunks

Subjects and Predicates
The Position in a Predicate
Predicators

2.2 Predicatids

Shifters
Front and End Shifters
Two or More Shifters

2.3 Compounds

Compound Subjects
Other Compound Units
Compound Sentences and Sentence-Units

Session 3

3.0 Included Clauses

Includers
Shifters as Clues to Meaning
To Compound or to Include

3.1 One and a Half Sentences

Half Sentences
Adding Half-Sentences
ING Forms

3.2 Making Connections

Connecting Sentences
Connecting Ideas

Session 4

4.0 Noun Clusters

The Nucleus of a Noun Cluster
Adjectivals and Intensifiers
Possessives

4.1 Expanding Noun Clusters

Adjectival Phrases
Adjectival Predicatids
Adjectival Clauses

4.2 Other Nominals

Nominal Clauses
Nominal Predicatids
Time-Relationship in Clauses

Session 5

5.0 Time-Relationships in Clauses

Past and Present
The three Kinds of Time-Relationship
More about Time-Relationship
Overlapping

5.1 Adding Something Extra

Inserts
Appositives and Nonrestrictive Clauses
Loading Up Sentences

Session 6: Sector Analysis Review

Session 7: Midterm Examination

Section 8: Introduction to Cohesion

8.0 The concept of cohesion
8.1 Text and Texture
8.2 Ties
8.3 Cohesion within the sentence
8.4 Cohesion and discourse structure

Session 9: Reference

9.0 Types of reference
9.1 Personal reference
9.2 Exophoric reference
9.3 Cataphoric reference
9.4 Demonstrative reference: *this, these, that, those*
9.5 Comparative reference

Session 10: Substitution

10.0 Substitute and Reference
10.2 Types of substitution
10.3 Nominal substitution
10.4 The meaning of substitute *one/ones*
10.5 Verbal substitution
10.6 Clausal substitution

Session 11: Ellipsis

11.0 Ellipsis, substitution, and reference
11.1 Nominal ellipsis
11.2 Specific deictics
11.3 Non-specific deictics
11.4 Verbal ellipsis
11.5 Ellipsis in question-answer and other rejoinder sequences

Session 12: Conjunction

12.0 Conjunction and other cohesive relations
12.1 Types of conjunctive exprtession
12.2 The 'and' relation
12.3 Coordinate *and* and conjunctive *and*
12.4 Other conjunctive elements: but, yet, so, and then
12.5 Types of conjunction (additive, adversative, causal, temporal)

Session 13: Lexical Cohesion

13.0 The class of general nouns
13.1 Types of reiteration
13.2 Lexical relations as cohesive patterns
13.3 Collocation
13.4 The general concept of lexical cohesion

Session 14: Registers

14.0 Frozen
14.1 Formal
14.2 Consultative
14.3 Casual
14.4 Intimate

Session 15: **Final Exam**

MATH I: QUANTITATIVE REASONING

Overview

Virtually all well-paying jobs – the kind that most MCNY students want their education to earn for them – involve some (or a lot of) mathematics. Therefore, to the extent that you are knowledgeable of and comfortable with mathematical concepts and methods, the greater your potential for career success and job satisfaction. The main goal of this course is to shatter the barriers that keep so many students from understanding and liking mathematics while giving them experience applying college level mathematical knowledge and methods. Each session will focus on one powerful mathematical concept; we will expect you to understand the concept, know some of the reasons why it matters, see how to apply it, and solve problems that make use of it. Topics will include algorithms and formulas, problem solving heuristics, estimation, proofs, variables, translating between words and numbers, odds and probability, kinds of numbers, and the relationship among math, logic and common sense. We will present ideas in the context of problems and decisions that most people face in their everyday lives. We will provide one-on-one and small-group tutoring if you experience difficulty. There will also be a self-study option for many of the sessions if you are able to demonstrate in advance that you have already mastered a session's main idea.

Learning Outcomes

By the end of this course, you will

- Become familiar and comfortable with a set of selected core mathematical concepts.
- Use mathematical methods to solve specific common problems in everyday life.
- Develop improved algebraic and problem solving skills through increased mastery of strategies and heuristics
- Apply specific mathematical methods and knowledge at a freshman college level.

Materials

You should own a pocket calculator and bring it to class.

Required Text

Bennett, J.O., & Briggs, W.L. (2002). *Essentials of using and understanding mathematics*. Boston: Addison Wesley.

Additional Recommended Texts

Averbach, B. & Chein, O. (2000). *Problem solving through recreational mathematics.* Mineola, NY: Dover Publications.

Burger, E.B. & Starbird, M. (2005). *The heart of mathematics: An invitation to effective thinking* (2nd edition). Emoryville, CA: Key College Publishing.

Mason, J. (1985). *Thinking mathematically (revised edition).* Harlow England: Prentice-Hall.

Assessment

1. Mid-term test
2. Final test
3. Attendance
4. Participation to classroom discussions

Note: Professor will inform students of distribution of percentages per assessment component.

Schedule

The class will meet for **two** 75- minute sessions per week.

Week	Topic	Required Reading
1	**Welcome and Course Overview** • Know what you can expect to do for and gain from this course. • Share ideas about what makes math education succeed or fail and how to guarantee success here • Understand what this course will offer and begin to judge how it may be useful to you	
2	**Problems Solving Techniques 1** • Learn the problem solving technique of 'unmasking' the question. • Distinguish between questions that can be answered and questions that need to be challenged	Bennett: Chapter 1

3	**Problem Solving Techniques 2** • Scientific Notation and Standard Representation	Bennett: Chapter 2
4	**Mathematical Thinking and Problem Solving Methods** • Distinguish between mechanical thinking and common sense • Understand when mechanical thinking is an advantage and when it is not • Distinguish between a heuristic and an algorithm as a problem solving method • Familiarize yourself with some heuristic methods	Bennett: Chapter 2
5	**Mathematical Certainty and Possible Deception by Numbers** • Clarify your ideas about the value of mathematical certainty • Sharpen your skill at telling the difference between deceptive uses of numbers and fair use • Decide whether numbers can help you in deciding whether to take a risk • See how some people use math for deciding what behavior is risky and what is safe	Bennett: Chapter 3
6	**Refreshing Basic Arithmetic** • Natural numbers • Arithmetic operations • Types of parentheses and their role • Properties of arithmetic operations • Examples and exercises	Handouts provided by professor
7	**Exponentiation**	Handouts
8	**Mid-term Examination**	
9	**Fractions** • Rational and irrational numbers • Real numbers • Operations with fractions • Square root • Examples and exercises	Handouts

10	**Elementary Algebra** • Concepts: expressions, formulas, equations, theorems • Positive and negative numbers • The numbers line • Absolute value (modulus) • Operations with positive and negative numbers • Examples and exercises	Handouts
11	**Properties of operations with positive and negative numbers** • Order of operations • Examples and exercises	Handouts
12 / 13	**In class training in algebraic calculations** The students do individually and on the board calculations of continuously increasing difficulty under the professor's supervision	
14	**Working with compound interest functions** • Look at a function that is very important for all adults to understand, the function for calculating compound interest. • Distinguish simple and compound interest • Understand the concept of APR (annual percentage rate) • Analyze and discuss the formula for calculating compound interest • Using EXCEL for calculating compound interest:	Bennett; Chapter 4
15	**Final examination**	

Examinations:

Mid-term examination: 8th week, assigned classroom
Final examination: 15th week, assigned classroom

HISTORICAL VALUES, SYSTEMS and SKILLS

World History

Overview

Where do values (our beliefs about good and bad, right and wrong, beauty and ugliness) come from? One answer is that values originate from the attempts of our ancestors to create cultures that allow for survival and growth within different physical environments. The connection between culture and climate has been obvious for a long time; in this course you will discover connections that may not be so obvious.

One of the most debated questions in history is why some groups, such as modern Europeans, have in general attained more power and a higher standard of living than other groups, such as Africans, Native Americans, etc. Is this difference due to inherent, i.e., racial, characteristics, or differences in cultural development, or the accidents of climate and geography? In finding your own way of answering this question, you will develop an understanding of the interaction between natural ecosystems and human population growth and distribution.

From the migrations of hunter-gatherers out of Africa to the emergence of food production around river valleys to eventual world domination by Europe and North America, you will examine the role of climate, geography and biology, including the effect on various groups of global warming and cooling, the horizontal or vertical layout of continents, genetic diversity and resistance to disease. You will conclude with a consideration of the East/West civilizational conflict, asking what has been the role of environment – desert, mountains, flood plains, access to ocean travel, etc. – in forming the cultural values and attitudes that now seem violently incompatible.

Throughout the course you will study and debate historical explanations, understand the political implications of the various answers given, and finally research and argue for your own interpretation. The goal is for you to gain a deeper understanding of how various groups differ, why they differ, and what they have in common.

Learning Outcomes

As a result of taking this course, you will:

- Know the scope and methods of historical studies.
- Be able to recognize and question your own assumptions about the past.
- Know how to assess a variety of competing historical interpretations.
- Be able to develop and clearly express your own interpretations.

Assessment

Assessment is based on the following criteria, each representing 25% of your final grade.

(1) Participation

You are required to complete the assigned reading each week and participate in class discussion. You need to be present and punctual to participate. If you are absent, you remain responsible for the material covered. Kindly call a classmate or check our course site for further information about our discussions.

(2) Periodic in-class quizzes

Most sessions will involve an unannounced in-class quiz or other activity based on the reading for that week. These activities might involve map work, charting the differences between cultures and/or periods, placing events on the historical timeline, defining terms, and/or explaining passages from the reading.

(3) In-class final examination

This exam will cover all the topics addressed during the semester. It may consist of multiple-choice, true or false, and short answer questions, plus map work and the timeline. The point of this exercise is for you to demonstrate your knowledge of basic, uncontroversial facts of world history. It also offers you an opportunity to demonstrate your information management skills, specifically your ability to understand information graphically in the form of charts, tables, and timelines.

(4) Research paper

This is where you demonstrate your critical thinking skills, as you provide your own interpretation of one of the historical controversies discussed during the semester. You will argue for the position you take on the issue, while at the same time demonstrating your understanding of diverse perspectives. The research paper will take the form of expository writing for textual analysis. This will require that you read primary and secondary sources, use information technology, and engage in a process of pre-writing, outlining, drafting, revision, editing and proofreading.

The paper should be no more than five pages long, typewritten, double-spaced, 12-font, one side of the page, in standard English, with one-inch margins all around.

Requirements

Required texts for class discussions and examinations (see 'Sessions')

Diamond, J. (1999) *Guns, germs and steel: The fates of human society.* New York: W. W. Norton & Company.
Quinn, D. (1995) *Ishmael*: *An adventure of the mind and spirit*. New York: Bantam.
Stack, C. B. (1997). *All our kin: Struggles for survival in a black community.* Jackson: Basic Books.

Recommended websites and other resources for research paper (see 'Sessions')

http://www.nypl.org	New York Public Libraries
http://www.loc.gov	Library of Congress
http://www.yourdictionary.com	dictionary and thesaurus
http://www.lib.utexas.edu/maps	general map collection
http://www.hyperhistory.com	timelines, maps and links
http://worldhistorymatters.org	ancient and modern
http://chnm.gmu.edu	women in world history
http://www.hartford-hwp.com	working class and non-Eurocentric

PBS documentary on Diamond, 'Guns, Germs and Steel' (2006)

Field trip to the Metropolitan Museum of Art (Ancient Near Eastern Art)

Schedule

Session 1 INTRODUCTION AND COURSE REQUIREMENTS

As a result of participating in this session, you will:

- **understand the scope of the discipline**
- **know the requirements of the course.**

Course requirements; source citation and avoiding plagiarism; planning a research paper (due on week 14); accumulating facts; using your imagination; the historical timeline; the world map.

Session 2 HUMAN EVOLUTION AND THE ORIGINS OF CULTURE

- **understand the topics discussed**
- **be able to define the key terms.**

Controversies in historical explanation; free will (the 'great man' theory) versus determinism; kinds of determinism: racial, cultural, material; evolution versus creationism (intelligent design); How old is the world? How old is human culture?; evolutionary psychology and present-day behavior.

Assignment due: read Quinn *Ishmael* pp. 1 – 75

Session 3 COMPONENTS OF CULTURE

- **be prepared to think about human origins.**
- **be able to define key terms.**

Language, art, technology, religion; animism, polytheism, and magic; Do animals have culture?; Does all evolution lead toward humankind?; family values: matriarchy vs. patriarchy; competition vs. cooperation.

Assignment due: read Quinn *Ishmael* pp. 75 - 125

Session 4 HUNTING AND GATHERING

- **appreciate the relativity of historical interpretation.**
- **be able to point out key places on a map.**
- **know how to sequence key events on a timeline.**

The myth of the 'noble savage'; plate tectonics and climate change; human origins in Africa; global migrations.

View in class: PBS documentary on Diamond
Assignment due: read Quinn *Ishmael* to end and Diamond *Guns* pp. 9 – 28 (top) and 35 -52.

Session 5 FOOD PRODUCTION AND AGRICULTURE

- **understand the problems posed by loaded historiological terms.**
- **be prepared to argue for your own interpretation of history.**

Why be 'civilized'?; domestication of plants and animals; conflict between the haves and the have-nots; preparation for next week's field trip – find physical evidence among the artworks and artifacts for one concept from the readings and/or class discussion. (To be recorded in a field visit report due in two weeks.)

Assignment due: read Diamond *Guns* pp. 85 – 103 and 134 (bot) – 154 (top)

Session 6 THE START OF EURASIAN DOMINANCE

- **be sensitive to the political dimension of historical interpretation.**
- **have examined artifacts first-hand during the field trip.**

Continental axes; latitude and longitude; the Fertile Crescent and the first civilizations; epidemics from the Black Death to AIDS; the role of disease in cultural conflict.

Visit: Metropolitan Museum of Art (Ancient Near Eastern Art)
Assignment due: Read Diamond *Guns* pp.176 – 191and 195 - 214

Session 7 WRITING AND PROFESSIONAL POWER

- **be prepared to discuss the meaning of concepts introduced.**
- **have an insight into literacy.**

The meaning of 'prehistorical'; the invention and diffusion of writing; strategies for writing: alphabets, logograms, and syllabaries; the illiterate majority.

Hand in: field visit report, describing physical evidence of concept (see session 5)
Assignment due: read Diamond *Guns* pp. 215 – 238

Session 8 GOVERNMENT AND RELIGION

- **know about sub-groups of importance in history.**
- **be able to think dispassionately about negatives.**

Bands, tribes, chiefdoms and states; meaning of 'egalitarian' and 'kleptocracy'; components of civilization: politics, class, war, slavery; institutionalized religion and sacred architecture; the monopoly of force.

Assignment due: read Diamond *Guns* pp. 265 – 282 (top)

Session 9 WHY ARE THERE STATES? FOUR THEORIES

- **be able to speak intelligibly about politics, if the need arises.**
- **be prepared to refer to famous philosophers of government.**

Aristotle: states are a natural condition of society; Rousseau: states are formed by a social contract; the 'hydraulic' theory of state formation; Diamond: population density.

Assignment due: read Diamond *Guns* pp. 282 - 292

Session 10 MODERN CIVILIZATION

- **be aware of the distinctions between key concepts.**
- **be able to avoid confusion about value implications of terms.**

The Old World conquers the New World; modernization = Westernization; the Industrial Revolution.

Assignment due: read Diamond *Guns* pp. 354 – 360 and pp. 370 - 375

Session 11 RESEARCH ON YOUR OWN INTERPRETATION OF A COURSE TOPIC

- **have an opportunity to focus on your research project.**
- **be able to initiate the project.**

Select a topic; essay format; how to cite your sources; how to avoid plagiarism; how to do a literature review; evaluating websites; 3 to 5 pages.

Session 12 PRESENTING YOUR INTERPRETATION

- **have had experience with public speaking.**
- **benefit from discussion about your research.**

Discuss your research in class; get feedback from your classmates and instructor.

Assignment due: give *first draft* of research paper to your instructor

Session 13 FEEDBACK

- **have your draft returned to you for further revision.**
- **know what your instructor thinks about your writing.**

Instructor returns your research paper; individual discussions on how to improve it.

Session 14 GENERAL REVIEW

- **be reminded of the subject of the course and key concepts.**
- **be able to be examined on major topics of previous sessions.**

Maps; timeline; definition of terms; components of civilization; kinds of determinism.

Assignment due: give *final draft* of research paper to your instructor

Session 15 FINAL EXAMINATION

- **have completed the thought processes necessary for the course.**
- **be aware of how complex the subject is.**
- **have the opportunity to remember key concepts.**