

*Audrey Cohen School for Human Services and Education*

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

ACADEMIC YEAR 2010

SEMESTER 6

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## Policies

### Attendance:

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

### Incomplete Grades

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

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

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

### Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or

plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

**Please be advised regarding the following:**

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- 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.*



# Constructive Action VI: Civic Engagement

(4 Credits)

## Overview

The required fieldwork for 6<sup>th</sup> semester students has as its aim to introduce students to the political challenges of urban governance. From its neighborhood block associations to city hall to the United Nations headquarters, New York City provides one of the world's most fascinating contexts for studying public policy, conflict management, and the quest for social justice.

To develop first-hand knowledge of how urban politics works (or doesn't work), students will be encouraged to undertake a Constructive Action that engages them in some aspect of civic life. Field work (internships or actual jobs) might be done in a wide range of settings including libraries, law offices, museums, city hall, NGOs, politicians' offices, schools, courtrooms, the U.N., police precincts, press rooms, TV studios, etc.

## 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*).

## Documenting the Constructive Action

In the course of the semester students will be asked to document the work that they perform in the field. The Constructive Action document should include the following topics:

I – A description of the organization's purpose, structure, and funding

II – An analysis of a challenge or a need that can be addressed by the student in the course of one semester of field work

III – A plan of action to address the need

IV – Process recordings of actual work undertaken in the organization.

V – An assessment of what the student learned from performing the Constructive Action.

As much as possible, the final Constructive Action document should refer to authors, books, theories, and information studied in past and present courses at MCNY.

## **Required Texts**

Alinsky, S. D. (1989). *Rules for radicals*. New York: Vintage.

Thompson, G. (2007). *Calling all radicals: How grassroots organizers can save our democracy*. New York: Nation Books.

## **Schedule of Assignments**

- Week 1** Introductions: Questions and Resources: Report on your selection of field work this semester.
- Week 2** Assignment due: Part I of CA document. State the purpose or mission of the organization where you are doing your field work.
- Week 3** Assignment due: Part I of CA document, continued. Analyze the structure of the organization where you are doing your field work. Include references to authors, texts, and ideas studied in your other courses.
- Week 4** Assignment due: Part I of CA document, continued. List the sources of funding of the organization where you are doing your field work.
- Week 5** Assignment due: Part II of the CA document. Identify a challenge or a need that you can address in one semester of field work. Include references to authors, texts, and ideas studied in your other courses.
- Week 6** Assignment due: Part III of the CA document. Outline a plan of action to address the need. Include long-term goals, realistic objectives, and well-informed strategies. Include references to authors, texts, and ideas studied in your other courses.
- Week 7** Assignment due: Part IV of the CA document. Draft two process recordings of your Constructive Action at the organization.
- Week 8** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 9** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.

- Week 10** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 11** Assignment due: Part IV of the CA document, continued. Draft two more process recordings of your Constructive Action at the organization.
- Week 12** Assignment due: Part V of the CA document. Assess how the organization benefited from your Constructive Action this semester. Include references to authors, texts, and ideas studied in your other courses.
- Week 13** Assignment due: Part V of the CA document, continued. Assess how you benefited from your Constructive Action this semester.
- Week 14** Assignment due: A completed and revised Constructive Action document that integrates field experience with classroom learning.
- Week 15** Assignment due: Sharing Constructive Action documentation and experiences of fieldwork.

## **Public Speaking and the Arts of Persuasion (4 credits)**

Public Speaking and the Arts of Persuasion is a course designed to help you become a more effective public speaker. The live voice, *voce viva*, has since ancient times been one of the most important means of communicating with others. It is an essential skill of leadership and even today the speaker who can sway the crowd is someone to reckon with and is frequently the one who prevails. In this course, you will be introduced to the tradition of public speaking and the arts of persuasion. Through the readings and course activities, you will improve your public speaking skills as well as your critical thinking skills since throughout the course there will be an emphasis on analysis, reasoning, organization, and presentation of evidence--all as tools of the arts of persuasion.

### **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 4:** The ability to evaluate and use ethical principles to make mature and responsible choices (*Values & Ethics*).

### **Course Objectives**

By the end of this course, you should be able to:

1. Understand the ethical responsibilities of oral communication
2. Listen deliberately and critically to others
3. Research and form educated opinions on current topics
4. Select and adapt topics to meet the needs and interests of particular audiences
5. Organize ideas and supporting materials in a coherent message
6. Develop delivery skills by using voice, body, and gestures effectively in presenting speeches.

### **Course Topics**

Week 1 An Introduction to Public Speaking

Week 2 The Ethics of Public Speaking

Week 3 Speaking Confidently

Week 4 Responding to Speeches

Week 5 Analyzing Your Audience

Week 6 Selecting Your Speech Topic

Week 7 Researching Your Topic  
Week 8 Supporting Your Speech  
Week 9 Organizing the Body of Your Speech  
Week 10 Speaking to Inform  
Week 10 The Strategy of Persuasion  
Week 11 The Structure of Persuasion  
Week 11 Outlining and Wording Your Speech  
Week 12 Delivering Your Speech  
Week 13 Using Visual Aids  
Week 14 Speaking on Special Occasions  
Week 15 Final Examination

### **Required Texts**

Beebe, S.A. & Beebe, S. J. (2008). *A concise public speaking handbook* (2nd Edition). Upper Saddle River, New Jersey: Allyn & Bacon.

## Everyday Life in Urban Settings II (4 credits)

### Overview

This is the third core course in the four course American Urban Studies undergraduate major of Metropolitan College of New York. “Everyday Life in Urban Settings” is a two-semester sequence on the complex interaction of neighborhoods and individuals with some of the key institutions of cities. It focuses on three institutions: family, school, and ethnic subcultures. The purpose of the course is to extend the study of urban history and politics which are macro-economic and political dimensions of cities to the micro-level, that is, the lived experience of urban life. Specifically, the course of study shows the increasingly transnational and multicultural dimensions of the urban experience and emphasizes the counterpoint of school knowledge with the informal knowledges gained from family, peers and encounters with different value systems enforced in urban everyday practices.

### 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 (Skills)

**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, pursuing methods specific to the humanities and the social and natural sciences (Systems)

### REQUIRED READING

Highmore, B. (2002). *The Everyday life reader*, New York: Routledge

## MEETING SCHEDULE

DATE	TOPICS, ASSIGNMENTS, etc.	NOTES
	<b>Introduction:</b> General introduction, remarks about course requirements, syllabus, tests, explore possibilities for term paper etc.	
	Prepare Raymond Williams: "Culture is Ordinary," in Highmore, pp.91-100.	
	Prepare Betty Friedan: "The Problem that has No Name," in Highmore, pp.58-62	
	Prepare Daniel Miller: "Making Love in Supermarkets," in Highmore, pp.339-345.	
	Prepare Jerome Kruse: "Visualizing Ethnic Vernacular Landscapes," in Kruse & Hutchison, pp.1-24.	
	Students prepare an observation of the everyday in their life: "In the subway station/waiting for the train"	In-class presentation
	<b>Film:</b> <i>Coffee and Cigarettes</i> (Jim Jarmusch, 2003)	Midterm paper due
	Cosmopolitanism and urbanity in Jamaica I: Prepare Huon Wardle, "Jeanette's Family" (Chap.2), pp.43-60.	
	Cosmopolitanism and urbanity in Jamaica II: Prepare Huon Wardle, "The Arena of Play" (Chap.5), pp.101-116.	
	Prepare David Badillo: "Titi Yeya's Memories: A Matriarch of the Puerto Rican Migration," in Kruse & Hutchison, pp.138-158	
	Prepare S.-A. Butterfield, "Being Racialized Ethnics: Second Generation West Indian Immigrants in New York City," in Kruse & Hutchison, pp.107-136.	Term paper outline due
	Prepare H.Henke: "Relations between the Jewish and Caribbean-American Communities in New York City: Perceptions, Conflict and Cooperation," in Kruse & Hutchison, pp.194-220.	
	<b>Film:</b> <i>Crash</i> (Paul Haggis, 2005)	
	Urban Life and Conflict Resolution: Student prepare short presentation of personal account/observation of a public event involving conflict or the spectacular	
	Urban Life and the Economy of Values in Everyday Life: A course review	Term paper due

**\*Note: This is a preliminary schedule and may change due to class needs.**

## TESTING AND GRADING

Grading will be based on exam scores, the term paper, and attendance, preparation and participation. For all together you can earn a maximum of one hundred (100) points. The mid-term paper will require a critical evaluation of a conceptual approach to the study of everyday life. A good term paper requires planning and preparation; to help you in this process, I request an outline/summary to be submitted to me. The term paper should be 8 pages (1.5 spaced, font size 12) and demonstrate use of at least two refereed articles. Note, however, that the paper should mainly reflect your own ideas and use your own words; extensive citation of used materials does not necessarily count as your own work. The field research/in-class presentation aims to clarify a course topic. You will conduct field research and write a reflection on your observation of everyday life in an urban setting. Through the assignment you will be introduced to field research and learn how field research can be used to corroborate or challenge the ideas of others.

Participation includes typed response papers (ca. 300 words) in Weeks 2-4, 8 and 9, as well as consistently active participation in classroom exercises. Your mere physical presence in the class is not considered participation. Preparation means demonstrable knowledge of the reading assignments, the ability to make substantial comments about it and/or apply it to other classroom activities. This course requires several hours per week for reading and writing. You are expected to be in class on time and not leave before the class has been dismissed. If, because of urgent circumstances, you have to leave early or anticipate late arrival, the instructor has to be made aware of this in advance.

All deadlines are strictly enforced and usually no late submissions are accepted! In exceptional circumstances (e.g., illness) the burden of proof (e.g., physician's statement) is on you. A late submission may lead to grade deduction.

<b>Grade Requirements</b>	<b>Points</b>	<b>Percentage of Final Grade</b>
Mid-term paper	20	20%
Term paper	30	30%
Field research/in class presentation	20	20%
Preparation, participation and attendance record	30	30%
<b>Total</b>	100	100%

## American Economic History I (4 Credits)

### From the Colonial Economy to the turn of the 20th century

#### Overview

This course examines United States history from the perspective of its development into a modern industrial capitalist society. While not ignoring the political and cultural dimension, its focus is on the global and internal influences that shaped its economic system. Questions of class, race and gender, international trade, especially the slave trade, immigration, the role of technological change, the role of military conquest at home and abroad and, especially in the 20<sup>th</sup> century, the part played by war in accelerating American economic growth are stressed.

#### 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)

#### **Required Text:**

Burrows, E. G., Wallace M. (2000). *Gotham: A history of the New York to 1898*. New York: Oxford University Press.

Additional reading may be assigned.

#### **Proposed Schedule**

**Unit One:** Slavery and American Economic Development

Week 1- Introduction and Overview to the course

Week 2- The Independent farmer, the Plantation Economy and the Emergence of Slavery

Week 3- Slavery in the ante bellum South

With some exceptions historians have told the story of the United States as the unfolding of the middle class, the most salient feature of which was the importance of the small, independent farmer from the formation of the American nation 1650-1789, to the civil war. But the slave trade, the foundation of the cotton and tobacco economies in the South was, beginning in the late 16<sup>th</sup> century, largely responsible for providing capital for incipient Northern manufacturing, for the concentration of US domestic politics on the nature of its geographic expansion, and for the divided character of its labor system.

**Readings List:** Will be provided by the instructor

### **Unit Two:**

While agriculture is crucial to the early economic development of the United States, and determined the importance of international trade for US politics, by the middle of the 19th century domestic industrial production, especially textiles, mining and iron products had established deep roots in New England, the Middle Atlantic states of New York, New Jersey and Pennsylvania and Maryland. During the 1830s and 1840s, labor began its long road to union organization and the question of free versus slave labor increasingly dominated national politics. The abolitionist movements— black and white—demanded the end of slavery but differed on many questions: could slavery be abolished by means of legislation? Or would the system have to be brought down by bathing the land in blood” as John Brown asserted? Could slavery be contained, as Lincoln insisted or, given considerations such as soil erosion and global expansion of the cotton trade, was it fated to spread to the North. What, then would be the future of free labor?

At the same time industrial expansion was accompanied by territorial expansion of the American frontier. But while this story has been told many times in popular culture, only rarely has what Richard Drinnon calls “Indian Hating” and the consequent role of the military in transforming the West through conquest been adequately addressed. For almost every mile of new geographical space was acquired by, among other means, driving Mexicans from the Southwest, and the Indians from the entire West and much of the Northeast as well. The relationship between slavery and Indian Hating were intrinsic to the romance of the American frontier. For the issue before the country was whether the new territories would harbor slavery, and whether Native Americans would become slaves.

Week 4- The Fight Over Free Soil and the Abolitionist Response

Week 5 The Beginning of Industrialism in the U.S Economy

Week 6 The Frontier Question in U.S Economic Development

### **Unit Three:**

The civil war and reconstruction were turning points in American history. The war resulted in the abolition of slavery, both economically and constitutionally and

cleared the way for industrial and technological innovation. But even before the war ended radical Republicans such as Thaddeus Stevens and Charles Sumner as well as the abolitionists knew that a military occupation of the South was necessary to dismantle the social system that reproduced slave conditions and to secure democracy for the newly freed blacks. The story of the reconstruction legislatures, the Freedmen's Bureau, established by Congress to guarantee agrarian reform for blacks, the rise of a counter revolutionary force led by the old planter aristocracy, and the tragic betrayal of the democratic movement of the post-civil war period is one of the most significant periods that determined the future

Week 7- The Struggle for Reconstruction and its Democratic Political and Economic Program

Week 8- The Politics of the Death of Reconstruction and the Revival of the Plantation Economy

#### **Unit Four**

The period between 1865 and 1900 has been described as the 'Gilded Age'. These were years during which industrial and financial corporations came to dominate American politics and culture as well as its economic life. Term such as "robber barons" were used to designate the great tycoons of industry: Jay Gould and Jim Hill of the Railroads, Andrew Carnegie and Henry Clay Frick of Steel, and the investment banking houses of John D. Rockefeller, Andrew Mellon, J.P. Morgan and others.

This was also an era of the rise of farmers and labor movements, both North and South and the second wave, chiefly from Europe of millions of immigrants and the beginning of steady migration of African-Americans from the Southern plantations to the growing industrial cities of the South as well as the North. This unit examines the rise of the corporation as a new form of American business, the growth of the labor and socialist movements, and the role of race and ethnicity in the formation of the American working class.

Week 9-10 The Industrializing Era of American History

Week 11- The Rise of the Labor Movement:

Week 12- Black and white Populist Movements against the Rail and Banking Trusts

Week 13-14 The European Immigration

Week 15- Work and Leisure: The Dawn of Consumer Society