

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

SEMESTER V

	Page
Policies	2
Overview	5
Everyday Life in Urban Settings	6
Constructive Action Practicum: Communicating Across Cultures	8
Language and Culture	10
Political and Economic Philosophy	11
Economic Principles and Financial Literacy	14

POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending any class, he/she should notify immediately the faculty member teaching the course
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.

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.

Transfer from Bachelor’s degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor’s degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Plagiarism

Is an act of 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.

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.

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should

have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

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.

Note: Students are responsible for all work, even when absent or late.

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

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

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. 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 supervised fieldwork experience of seven hours weekly.*

Everyday Life in Urban Settings (URB 351)

Overview

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

Dimension Specific Abilities

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

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

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

Ability 7: The ability to make systems better through the use of knowledge from the local to the global level. (*Systems*).

Required Readings:

Mitchell Duneier, *Sidewalk*

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

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

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

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

Unit One: Concepts of Everyday Life

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

Unit Two: Homelessness in the “Law and Order” City

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

Unit Three: Schools

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

Unit Four: Families

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

Communicating Across Cultures (PCA 351)

Overview

For the Constructive Action Practicum, **Communicating across Cultures**, you must conduct an ethnography of communication project in which you demonstrate your ability to interact with others in a diverse society. Ethnography is the work of describing a culture and understanding another way of life from the native point of view with special attention to the use of language. This semester you will study one of the many ethnic communities of New York City. The ethnic community you study must be one different from your own and must involve you in direct contact with the citizens of the community. In the first part of the course, you will acquire a theoretical background in the ethnography of communication and learn specific skills for planning, conducting and assessing an ethnographic interview. In the second part of the course, you carry out your plan and assess the results of your ethnography and of your ability to communicate across cultures.

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*).

Required Texts

The Ethnographic Interview, James P. Spradley

Learning from the Field, Gretchen B. Rossman and Sharon F. Rallis

Course Objectives

You will develop these abilities by carrying out a Constructive Action in which you

- Explore opportunities for ethnographic research in New York City
- Chose an ethnic group different from your own to learn from in the city
- Make an ethnographic plan for learning from that group
- Carry out the Plan
- Assess the results of your Constructive Action
- Assess your learning as a student

Class Sessions

Module I: Planning Ethnographic Research

Module II: Implementing the Plan

Module III: Analyzing and Assessing your Ethnography

Presentation of Results

Language and Culture (ANT 351)

Overview

According to Frantz Fanon, "To speak a language is to speak a culture." Language is embedded in culture, and culture is embedded in language. In the **Language and Culture** course for this semester you will study just how interconnected language and culture are and the urgent need to understand this interconnection in the multicultural and global age in which we are now living. Competency in cross-cultural communication is a necessity for the educated citizen of the 21st century. The ability to describe and connect to individual and diverse group values in the past and the present (*Ability 3*) is related to our ability to communicate across cultures. The language and culture course for this semester therefore focuses on the nexus of language, communication, and culture, and will help you to develop the knowledge, skills, and sensitivity necessary for effective intercultural communication. The course will cover such topics as culture and conflict, verbal processes for speaking across cultures, gender-based language differences, and peace as an ethic for intercultural communication.

Dimension Specific 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 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 the natural sciences (Systems)

Required Text

Samovar L. & Porter, R. (2003). *Intercultural Communication: A Reader*

TOPICS

Module I: Understanding Approaches to Intercultural

Module II: International Cultures: Understanding Diversity

Module III: Verbal Processes: Speaking Across Cultures

Module IV: Understanding Cultural Contexts: The Influence of the Setting

Module V: Communicating Inter-culturally: Becoming Competent

Module VI: Ethical Considerations: Prospects for the Future

Political & Economic Philosophy (PSC CC 140)

Course Description:

The goal of this course is to provide an introduction to the philosophical foundations of current economic and political issues; to identify the ideas of the major economists and political thinkers who have influenced the development of western societies, and to allow students to gain an understanding of the relevance of these theories to the current economic and political environment

Course Objectives:

At the conclusion of this course, students should:

- Know key concepts in economic and political theory in order to develop their own view of the world and to understand the views of others;
- Be able to actively participate in civic engagement and to accept and demonstrate social responsibility;
- Discuss their own abstract ideas and those of others in writing;
- Use information technology, critical thinking, and experiential learning skills to research the exposition of classical economic and political ideas, and
- Reflect upon classical economic and political theories as they impact upon contemporary issues and events in order to understand their significance and appreciate their fundamental value.

Required Text for Course:

Brian Redhead, intro. *Political Thought from PLATO to NATO*. New York: Harcourt Brace College Publishers, 1989. ISBN: 9780534108014.

Baradat, Leon P. *Political Ideologies: Their Origins and Impact. Tenth Edition*. New Jersey: Prentice Hall, 2008. ISBN: 9780136037187.

Heilbroner, Robert L. *The Worldly Philosophers. Seventh Edition*. New York: Simon & Schuster, 1999, ISBN: 9780684862149.

Grading Procedure:

Weekly Assignments	30%
Participation & Attendance	10%
Midterm Exam	30%
Final exam	30%
TOTAL	100%

TOPICS

Plato, The Search for an Ideal Form of State
Plato's Apology of Socrates Lecture

The Economic Revolution
Aristotle: Ideals and Realities
The Spectrum of Political Attitudes

The Wonderful World of Adam Smith
Saint Augustine: Christian Political Thought at the End of the Roman Empire

Gloomy Presentiments of Parson Malthus and David Ricardo
Saint Thomas Aquinas: The State and Morality
The Evolution of Democratic Theory

The Dreams of Utopian Socialists
Niccolo Machiavelli: The Anatomy of Political and Military Decadence
Liberal Democracy, Capitalism, and Beyond

The Inexorable System of Karl Marx
Jean Calvin: The Disciplined Commonwealth
The Liberal Democratic Process

The Victorian World and the Underworld of Economics
Thomas Hobbes' Skeptical State
Anarchism

The Savage Society of Thorsten Veblen
John Locke: The Politics of Trust
Socialist Theory

The Heresies of John Maynard Keynes
Jean-Jacques Rousseau: Moral Decadence and the Pursuit of Liberty
Applied Socialism

The Contradictions of Joseph Schumpeter
Adam Smith: The Enlightenment and the Philosophy of Society
Fascism and National Socialism

The end of the Worldly Philosophers
John Stuart Mill: The Crisis of Liberalism
Ideologies in the Developing World

Karl Marx: Gravedigger of the Capitalist Class
Feminism and Ecologism/Environmentalism
The Moderns: Liberalism Revived
The Moderns: Herbert Marcuse and Hannah Arendt: Critics Of the Present

Economic Principles and Financial Literacy

(ECO 351)

Overview

This is an introductory course to Economics focusing on the principles of political economy. The basic microeconomic and macroeconomic concepts and theories will also be explored. Lastly, students' financial literacy will be evaluated and improved through research and discussion.

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

Ability 7: The ability to make systems better through the use of knowledge from the local to the global level. (*Systems*).

Ability 8: The ability to use mathematical reasoning to analyze the world (*Skills*).

Learning Goals:

1. Learn the complex relationships between the economic, social and political systems
2. Understand the impact of economic development on urbanization and human services
3. Learn the essential principles of political economy
4. Understand the significance of microeconomics for community and urban development
5. Understand how macroeconomic situation and activities affect individuals' and communities' life
6. Learn the basic characteristics of the financial systems

Assessment

1. Mid-term test
2. Final test
3. Attendance/ Participation to classroom discussions
4. Financial Literacy Project

Proposed Topics

Political Economy

- Understanding Capitalism
- A Tridimensional Approach to Economics
- Great Economists
- The Surplus Product: Conflict and Change
- Capitalism as an Economic System
- American Capitalism: Accumulation and Change

Microeconomics

- Supply and Demand
- Competition and Coordination: The Invisible Hand
- Capitalist production and Profits
- Competition and Concentration
- Wages and Work
- Technology, Control and Conflict in the Workplace

Macroeconomics

- The Mosaic of Inequality
- Progress and Poverty on a World Scale
- The Dilemmas of macroeconomic Policy
- Inflation
- Government and the Economy
- The Future of Capitalism