

Audrey Cohen School for Human Services and Education

Bachelor of Liberal Arts in American Urban Studies

SEMESTER VI

	Page
Policies	2
Overview	5
Urban Health Issues and Ecology	6
Constructive Action Practicum: Empowerment through the Arts	9
Understanding Poetry, Drama, & Film	11
Creative Writing	13
American Government	15

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.*

Urban Health Issues and Ecology (URB 361)

Overview

This course presents an ecological interdisciplinary approach to the study of urban health. Students will examine the impact of the urban environment on population health, focusing on several health conditions influenced by the ecology of urban environments. Additionally, students will examine current efforts to improve the quality of life and health for citizens living and working in urban settings.

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

Ability 6: The ability to describe social, natural and technological systems, using methods specific to the humanities and the social and natural sciences. (*Systems*).

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

Course Objectives:

At the end of this course, students will be able to:

1. Describe the various pathways and mechanisms by which city living affects health;
2. Identify major social, economic, political and environmental forces that shape the health of U.S. urban populations;
3. Discuss the impact of major global, national and local trends on the health of urban populations;
4. Explain the roles of public health professionals and social science researchers in studying and taking action to improve the health of urban populations.
5. Describe the role of various municipal systems (e.g., educational, health care, public health, environmental protection, criminal justice, food and nutrition, social services) in promoting health and preventing disease.

GRADING STANDARDS

A=90-100% B=80-89% C=70-79% D=60-69.5% of the possible points awarded.

There are 1000 total points:

- a. Assessment Projects (4) – 40%
- b. Term Paper and Presentation – 40%
- c. Advocacy Day – 20%

ASSESSMENT PROJECTS (3-4 pages)

These assessment projects are a means by which to observe and inquire about the public health of your community through hands-on awareness, analysis, and action. These papers should be direct position pieces in which you make a statement and support that statement with evidence from community observations, class readings, data analysis from EPIQUERY, and reference citations. You will also make concluding summaries regarding the implications of your site visits, research and your position on the community health interventions. These documents reflect your critical thinking process. Identify your sources well and reference them correctly.

PRESENTATION AND TERM PAPER

Choose a pertinent topic that interests you that can be researched from the EPIQUERY database. You will need to gather data from multiple databases and sources. Choose a topic so that the material can be presented within a 30-minute timeframe

Clear your topic with me by the third week of the semester before committing a substantial amount of time to research. Write a short paragraph outlining what you propose to research and include a synopsis of at least one paper you have found to support your proposal.

Conduct a literature search to identify applicable sources from primary and secondary literature. Be as recent as possible.

Prepare your presentation based on the information obtained from the various sources. In the presentation, strive to:

- Clearly define the topic/question;
- Summarize the supporting research regarding your topic;
- Present factual evidence from the data analysis and corroborating sources; and
- Interpret the data and discuss any controversies in the field, as well as implications.

The presentation should be polished (practiced); lasting approx. 27-32 minutes. You will need to use PowerPoint. This is a professional presentation; you may not read from your paper.

The term paper will be longer than the position pieces because you are writing about data retrieved from multiple sources. However, the paper is not to exceed 10 pages in length (excluding references and tables). It will follow the format of the position piece but is more extensive.

ADVOCACY DAY

Once per semester, the group will participate in an advocacy event. They will design a resource brochure and materials to disseminate information to the MCNY community. This event will be your way to reach your fellow students about a health issue that affects the urban resident.

Promoting Empowerment through the Arts (ART CC 170)

Description:

Art is a form of human communication that can transcend the literal. Art has been used to empower individuals and groups to share their voices, creative visions, and beliefs to a larger social order. Urban environments in particular have been the breeding ground to many influential art forms and artists. For this Constructive Action Practicum, art will be broadly defined as activities that engage the imagination, creative spirit, and intellectual curiosity in the service of aesthetic production. Some specific examples of art that have been used to empower urban subjects include creative writing, such as novels, short stories, and poetry; visual art, such as painting, murals, photography, graffiti, and sculpture; all aspects of music production, including composing, playing an instrument, and singing; and all forms of kinesthetic art such as dancing, acting, and performance art. We will expand this traditional notion of art to include art in and of the everyday experience.

This course engaged the following MCNY DIMENSIONAL ABILITIES

Dimension Specific Abilities

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

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: To develop an appreciation of art and aesthetic awareness.

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*).

Ability 10: The ability to direct and assess your life-long learning.

By the end of the course, you will be able to:

- Analyze readings critically through the use of the MCNY Dimensions (Purpose, Values & Ethics, Self & Others, Systems, and Skills);
- Assess your own learning and development as a critical thinker.
- Identify, categorize, and analyze artistic productions and genres.
- Conduct close contextual readings of texts, both discursive and visual.
- Write about your experience and interpretation of art.

- Apply the content of the course to your own real world and professional experience through “E-Learning Fieldwork.”
- Produce your own art product in the service of developing a lifelong appreciation of the arts.

Evaluation:

Course Content (2 credits)

Attendance & Participation: 15%

Preparation for class 15%

Presentation 15%

Interview & Monologue 20%

Final: 35%

E-Learning Fieldwork (1 credit)

Completion of work 50%

Content of work 50%

Course Schedule:

UNIT 1: ART IN THE EVERYDAY/EVERYDAY ART

UNIT 2: “EXTRACURRICULAR” WRITING

UNIT 3: ART & THEATRE AS SOCIAL MEDIATION

WORKSHOP Final Art Portfolio

Understanding Poetry, Drama, & Film (LIT 361)

Overview:

This course examines the writing of William Shakespeare, both plays and sonnet, and his use of literary elements and style to explore controversial issues of then and today. The plays chosen will explore gender, race, religion, government, and other social issues. We will use literature to examine cross-cultural and cross-gender communication, along with make comparisons between the issues of Shakespeare's time and our own. To examine these social themes, we have chosen the following works to explore: 1) *The Sonnets*, 2) *Macbeth*, 3) *Hamlet*, 4) *Merchant of Venice*, 5) *Taming of the Shrew*, 6) *Othello*, and 7) *King Lear*. We will pay close attention to cross-gender speech with *The Sonnets*, and continue our study of gender with *Macbeth* and *Hamlet*. The course will then take a close look at religion and politics with *The Merchant of Venice*, along with relationships and gender in *Taming of the Shrew*. Then, we will study race and cross-cultural conflict with *Othello* and finally we will examine Shakespeare's aging title character and the treatment of the mentally ill in *King Lear*. In addition to viewing film versions of the plays, so we can explore the change in the medium, we will also have a class field trip to view theater performance(s).

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: To develop an appreciation of art and aesthetic awareness (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 10: The ability to direct and assess your life-long learning (Purpose).

Student Learning Goals

- To acquire an appreciation for Shakespeare's multifaceted contributions to English Literature
- To begin a sophisticated discussion about the sociopolitical and cross-gender aspects within the historical contexts of the texts themselves, as well as apply it to a contemporary context.
- To consider how our relation as audience-via text, live performance, and film-impacts the works themselves as much as they impact us.

Texts

The entire text of the various pieces are available online at <http://nfs.sparknotes.com/>

Assessment

Class Participation	25%
Essays (2)	30%
Midterm	15%
Performance Review	10%
Final Project	20%

Creative Writing

(ENG 361)

Overview

In this course students will become acquainted with the notion of writing as tool of personal expression. While other courses have sought to develop the technical aspects of writing (structures, grammar, punctuation, formatting) this class will explore the instances in which these aspects can be bent, challenged, and ignored in the pursuit of delivering a message. In so doing we will be reading the works of writers such as Shel Silverstein, Mark Twain, and Lewis Carroll—writers who have manipulated language in unorthodox ways. This class will focus on developing a voice, word choice, subject, and peer editing.

Students will work on several pieces throughout the semester where their willingness to experiment with their writing and take creative risks will be valued above all. The classroom will be treated as a safe space where these values will be the essential factor in creation of work. These works will be both in and out of the classroom environment—and sharing your writings will be key to student's progression. In addition to traditional creative writing pieces such as narrative, essays, and poems, a significant portion of the assignments will be dedicated to blogging. Students will create their own blog and will read their peer's blogs and comment on them, both on the internet and in class discussions (for more on this check the Create a Blog section).

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: To develop an appreciation of art and aesthetic awareness (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 10: The ability to direct and assess your life-long learning (Purpose).

Course Materials

Students will be provided with readings from the following texts. Other shorter essays and texts will also be used. Additionally, while purchase of these texts is not necessary for the course, the student might consider reading the entirety of any and/or all of these for their own edification:

- *Where The Sidewalk Ends*, Shel Silverstein, New York: Harper Collins 1974
- *Alice's Adventures in Wonderland*, Lewis Carroll
- *The Adventures of Tom Sawyer*, Mark Twain
- *The Coming of Conan The Cimmerian*, Robert E. Howard, New York: Random House 2002
- *The Dark Knight Returns*, Frank Miller, Klaus Janson, Lynn Varley, New York: DC Comics 1986
- *V for Vendetta*, Alan Moore, Dave Gibbons, New York: DC Comics 1982-89
- *World War Z*, Max Brooks, New York: Random House 2006
- *The Once and Future King*, T.H. White, New York: Harper Collins 1958
- *Ten Years Gone: Pomp and Circumstance*, Brandon Melendez, New York: Eat Your Serial 2011

Course Requirements:

Participation, Attendance, and Preparation:	25%
Create a Blog Project:	25%
Assignments:	25%
In-Class Work:	25%

American Government

(GOV CC 150)

OVERVIEW

This course focuses on the analysis of current political systems in the US and how they affect business decision-making at the local, national, and international levels. It explores the structure and dynamics of American national government, providing a broad-based introduction to the ideas and institutions that shape politics in the contemporary United States.

COURSE OBJECTIVES

At the end of this course, the student should be able to demonstrate the ability to:

- Describe the historical and theoretical foundations of the American system of governing and how these relate to the contemporary social, economic and business environment;
- Describe decision-making processes in the American government and how these relate to a social and business environment;
- Explain the structure of the three main branches of government and the policymakers who function in these structures;
- Describe the political systems and the components of local and state governments.

REQUIRED TEXT

Wilson, James Q., American Government (Brief Version) 10th Edition, Houghton Mifflin Company, 2008.

**Additional materials will be assigned throughout the semester and made available to students.*

Assessment

ASSIGNMENT (S)	% OF GRADING
Class Participation & Attendance	20%
Current Event Articles (2)	10%
Discussion Forums	30%
Research Paper	20%
Final Exam	20%
TOTAL	100%

Topics

What should we know about American Government

The Constitution:

Federalism/ Congress/The Presidency

The Bureaucracy

The Judiciary

Public Opinion & the Media

Political Parties & Interest Groups/Campaigns and Elections

Civil Liberties / Civil Rights

Making Domestic Policy/Making Foreign and Military Policy