Learning Community Course Supplement
For First Year Students on the Pleasantville Campus
Fall 2006
This Learning Community (LC) course selection guide includes three sections:

• LCs for First Year Students

• LCs for Honors Students Only

• LCs for Challenge to Achievement at Pace (CAP) Program Students Only

Instructions: Please go to the section that applies to you and carefully read through all of the Learning Community options. Some Learning Communities are major restricted. Then, CHOOSE AND RANK ORDER YOUR TOP FIVE PREFERENCES, INDICATING THEM ON YOUR COURSE SELECTION QUESTIONNAIRE.

As mentioned in the accompanying guide, a Learning Community links courses and disciplines so that students experience an enriched learning environment.

Pace University offers two kinds of Learning Communities:

1. Two paired, integrated and coordinated courses, each taught by a different professor in a different discipline. For example, an English course might be paired with an introductory computing course, or an astronomy course might be linked to a math course.

OR

2. An interdisciplinary (INT) course taught by a team of two professors from different disciplines and focused on a particular theme.

In either case, Learning Communities provide an ideal setting for college students to develop a sense of responsibility and community, experience an increased interaction among students and faculty, engage in a rich, active, collaborative environment, explore diverse perspectives, and gain a deeper understanding of course materials.
Fall 2006 Learning Communities for First Year Students on the Pleasantville Campus

**Instructions:** Please carefully read through all of the following First Year Student Learning Community options. Some Learning Communities are major restricted. Then, CHOOSE AND RANK ORDER YOUR TOP FIVE PREFERENCES, INDICATING THEM ON YOUR COURSE SELECTION QUESTIONNAIRE.

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**1. Perspectives on Human Biology and Contemporary Society** (7 credits)
*Combines ENG 110 – Composition and BIO 220 – Human Biology and Contemporary Society*

**Monday & Wednesday – 11:15-12:10pm and 2:30-4:30pm, Friday 11:15-12:10pm**

**Description:** This Learning Community is an issue-based and project-based science course. Small and large group discussions of issues that impact human biology and/or human learning from practical, theoretical and political standpoints will be the focus. It emphasizes the interdependence of human, plant, and animal biology and the environment. This course will function as a seminar and hands-on laboratory workshop with assigned readings from journals, periodicals and the Internet. Students will be expected to choose an issue to further research and present their findings as a poster board and/or class presentation.

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**2. Italy: Yesterday and Today** (6 credits)
*Combines ITA 101 – Elementary College Italian I and ITA 154I – Italian Civilization*

**Monday 3:35-5:00pm, Wednesday 5:30-8:15pm**

**Description:** A structured communicative approach to the study of the Italian language. Students will be able to express themselves in Italian. Students will learn grammatical structures at the elementary level. In addition to the language component, students will gain a perspective of Italian society through a general but accurate overview of Latin/Italian history and a critical analysis of its representation through films from the post World War II period to the present.

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**3. Les Voilà: French Culture, Cinema and Conversation** (6 credits)
*Combines FRE 101 – Elementary Conversational French I and FRE 154F – The French Speaking World In Film*

**Monday 12:20-2:20pm and 2:25-3:25pm, Wednesday 1:25-2:20pm and 2:35-4:30pm**

**Description:** This Learning Community is a structured, communicative approach to the study of the French language. By the end of the semester, students will be able to express basic ideas in French, and will learn to use appropriate grammatical forms at the elementary level. In addition to the language component, students will gain a perspective of the French-speaking world by viewing representative contemporary films and discussing them in depth. Language structures studied in the language component will be reinforced in the film study.
4. **A Mathematical Journey with Astronomy** (6 credits)

*Combines MAT 111 – Elementary Calculus I and SCI 150 – Astronomy*

**Monday 1:25-2:20pm, Wednesday 1:25-3:15pm, Thursday 6:00-7:50pm (lecture) and 8:00-9:50pm (lab)**

**Description:** This Learning Community combines the beauty and fascination of astronomy with the logical reasoning and problem solving techniques of mathematics. Students will learn connections between science and mathematics and study real-world problem solving processes, as well as customary topics in both subjects. Students will interactively learn to use an astronomical telescope to take measurements and obtain a practical understanding of astronomy. Typical problems in astronomy will be presented to students who will then learn to solve them in the mathematics portion of the course. Field trip: Hayden Planetarium. Field work: 6-8 sessions outside with telescopes.

5. **Computers and Culture** (6 credits); for students who place into ENG 110

*Combines ENG 110 – Composition and CIS 101 – Introduction to Computing*

**Monday 8:00-10:00am, Wednesday 9:05-10:00am, Friday 8:00-10:00am plus one hour online**

**Description:** This Learning Community will explore the relationship between technology and the written word. English 110 will focus on technology’s implications for the processes of reading and writing, while CIS 101 will link the learning of programming languages to English. Both classes will focus on some of the social and cultural implications of society’s increasing reliance on technology for communication.

6. **Computers and Culture** (8 credits); open to education majors ONLY!

*Combines ENG 120 – Critical Writing and TS 105 – Computers For Human Empowerment*

**Monday 1:25-3:25pm and 3:35-5:35pm, Wednesday 1:25-2:20pm and 3:35-5:35pm**

**Description:** This course is designed to introduce the fundamental principles of information technology and to explore the use of the computer as a tool for human empowerment. Students will develop an understanding of the computer by learning to write simple computer programs, using the Internet for research and communication, and by learning to use various applications, including spreadsheets, graphics, and databases. Then, under the direction of the classroom instructor, the students will develop lesson plans and teach children from Pleasantville Cottage School how to use a computer.

7. **Computers and Culture** (7 credits); for students who place into ENG 120

*Combines ENG 120 – Critical Writing and CIS 101 – Introduction to Computing*

**Monday 8:00-10:00am plus one hour online, Wednesday 8:00-10:00am, Friday 8:00-10:00am**

**Description:** This Learning Community will explore the relationship between technology and the written word. ENG 120 will focus on technology’s implications on the processes of reading and writing, while CIS 101 will link the learning of programming languages to English. Both classes will focus on some of the social and cultural implications of society’s increasing reliance on technology for communicating.
8. Writing Philosophically (7 credits)

Combines ENG 120 – Critical Writing and PHI 110 – Introduction To Philosophy: Philosophical Problems

Tuesday 11:15-1:05pm, Wednesday 1:25-4:10pm, Thursday 11:15-1:05pm

Description: This Learning Community encourages students to develop a vocabulary for thinking philosophically and then, through regular guided composition, applies philosophical concepts to the realities of our time and place.

9. Speak the Piece (7 credits)

Combines English 120 – Critical Writing and COM 200 – Public Speaking

Tuesday 10:10-12:00pm, Thursday 12:20-2:20pm, Friday 10:10-12:00pm and 1:25-2:20pm

Description: This Learning Community focuses on the connection between writing and public speaking as well as the improvement of public speaking and writing skills, based on examination and analysis of written speeches and literature. Discussions include the differences between the written piece and the spoken piece. Readings include speeches and dramatic monologues as well as short fiction, poetry, essays and drama.

10. Gender, Race and Class (6 credits)

Combines ECO 266 – Economics of Gender, Race and Class and WS 266 – Gender, Race and Class

Monday 9:05-10:00am and 10:10-11:05am, Tuesday 9:05-10:00am and 10:10-11:05am, Thursday 9:05-10:00am and 10:10-11:05am

Description: This Learning Community examines current and historical differences in pay and employment experience between women and men, and between whites and ethnic/racial minorities. It explores the interdependencies of gender, race and class in world history, literature, and cultural theory in post-colonial culture. Explanations of the differentials and trends are surveyed; in particular, a variety of economic and cultural theories of discrimination are explored. Students examine definitions of class, data on class differences, and how gender, race, and class roles are constructed, negotiated, and reproduced.

11. Exploring Our Environment (6 credits)

Combines COM 200 – Public Speaking and ENV 110 – Nature and Culture: A Study in Connections

Tuesday & Thursday 9:05-11:10am

Description: Everything we do connects somehow with the natural world. In this Learning Community, students will discover ways we as individuals can have a positive impact on the environment. They will also explore ways environmental conditions affect our health, recreation/leisure activities, and economic situations. This class combines hands-on learning with discussions, guest speakers, and group projects. Students will make presentations on such topics as overpopulation, biodiversity, wildlife, pollution and sustainable farming. Planned field trips include a wildlife sanctuary, an organic farm, a state park, and wetlands.
12. Psychological and Physical Well-Being (5 credits)

*Combines PSY 110 – Introduction to Psychology and HW 101 – Wellness and Physical Fitness*

**Monday 1:15-2:30pm, Wednesday 1:15-2:30pm, Friday 10:10-12:00pm and 1:15-2:30pm**

**Description:** This Learning Community will introduce students to a holistic wellness approach to health. The HW course component will identify major health problems in the United States. Students will have the opportunity to have a computerized fitness evaluation test done and objectives to improve or maintain their fitness condition. The teaching strategy is designed to provide an active learning situation for the student. The PSY course component will serve as an introduction to the science and profession of psychology, including coverage of human development, personality, social psychology, motivation, perception, and related topics. (Students may have the opportunity to participate in Psychology Department research projects.)

13. The Art of Political Protest: “1968—Soup Cans and Manifestos” (7 credits)

*Combines English 120 – Critical Writing and Art 196 – Art of Social and Political Protest*

**Monday & Wednesday 10:10-12:00pm, Thursday 1:25-4:30pm**

**Description:** Within the social and political upheaval of the 1960s, 1968 stands out as perhaps the most turbulent and violent year of all. Soaring casualties in Vietnam, the assassinations of King and Kennedy, urban riots against racism and poverty, student strikes and takeovers at universities, even bra-burning protests against Miss America: as Americans lurched from crisis to crisis, it seemed that no institution, no tradition was safe and that the nation itself was coming apart at the seams — in many cases, with live TV coverage. In the tradition of centuries, artists used their art as a vehicle to expose and protest against the social and political conditions of their time. This Learning Community uses 1968 as the focal point for examining the ways in which art, politics, and society can interact and influence one another. Drawing on art works and magazines, film, music, and both fiction and nonfiction readings from the period, students will explore the ways in which the arts of 1968 both reflected and supported the social and political activism of the 1960s. Joint field trips and guest lectures are planned.

14. Rebels and Revolution: Dissent in American History (6 credits)

*Combines ENG 110 – Composition and HIS 113E – The American Experience: Dissent in American History*

**Tuesday 12:20-1:15pm and 1:25-3:25pm, Thursday 12:20-2:20pm and 1:25-3:25pm**

**Description:** This Learning Community will study dissent in America from the Civil War to the present. Through a study of historical and literary sources, the course will explore the nature of political dissent and its effect upon the history of our nation. Special focus will be placed on the Civil War era, the Women’s Movement, the struggle for civil rights, and the Vietnam War era. Students will read and /or handle historical documents, artifacts, contemporary literary commentaries, poems, stories and essays related to the topic.
15. Writing the Environment: Thinking Globally, Acting Locally (7 credits)

Combines ENG 120 – Critical Writing and ENV 296 – Act Locally: Environmental Issues and You

Monday 8:00-10:00am and 10:10-11:05am, Wednesday 8:00-10:00am and 10:10-12:10pm

Description: This Learning Community will focus on the philosophy of famous scientist and naturalist Rene Dubos, “Think Globally, Act Locally.” By becoming educated about global environmental issues, students will develop skills enabling them to respond in a responsible way to issues specific to their daily lives. The initial phase of the course will focus on identifying and analyzing environmental issues from the perspective of an average environmentally illiterate citizen. Correlations will be made between humans and their perceptions of the role they play with regard to our natural environment. The second phase of the course will integrate theories and philosophies from experts stressing the importance of individual action. Students will become involved in team projects organized with a community entity that will afford them with the opportunity to provide a substantial community service. Students will be involved in off campus projects that will likely be situated in a local sanctuary, park, educational institution, or area in need of environmental remediation.
1. Monsters, Madmen and Multinationals: Technological Change and Cultural Anxieties (7 credits)

Combines ENG 120-Critical Writing and CIS 101-Introduction to Computing

Monday 9:05-11:05am plus one hour online, Wednesday 9:05-10:00am and 10:10-12:05pm plus one hour online

Description: Material from the computing course will help students evaluate the way in which literature about technology reflects our culture and the anxieties introduced by technological change. Students will master basic computing and essay writing skills by completing a series of assignments that combine the analysis of literature and culture with hands-on computer skills. Exploration of recurring themes of technology's attractions and threats in the past will be followed by study of science fiction works on robotics and the new genres of Cyberpunk and online fiction.

2. The Person (6 credits)

Combines PSY 111 – Introduction to Psychology and PHI 110 – Introduction to Philosophy

Monday 1:25-2:20pm, Tuesday 1:25-2:20pm and 2:30-3:25pm, Thursday 1:25-2:20pm and 2:30-4:30pm

Description: This course will examine the most influential ideas regarding what it means to be human that have emerged from the traditions of religion, psychology, and philosophy.
Fall 2006 CAP Learning Communities —
Sections Open to CAP Students Only

1. A Diverse Journey: An Exploration Of Diversity In American Society (8 credits)
   Required for Education Majors who place into ENG 110
   Combines ENG 110C – Composition, ENG 105C – Composition and Rhetoric I, and HIS 113C – The American Diversity: Immigration, Ethnicity and Race
   Tuesday 9:05-11:05am, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 9:05am-10:00am, Friday 10:10am-11:10am and 11:15-12:10pm
   Description: Through the linked consideration of the many traditions of culture, history and art which contribute to our nation, from Amerindian values to the dreams of the Founding Fathers, from the diversity of Asia to the plenitude of Africa, students will investigate, evaluate and write about the harsh travails and the promising richness which have made the United States. Students will also study historical documents and concurrent memoirs, as well as review case studies of American rebels and fighters for civil rights joined to pertinent fiction, movies and plays.

2. Writing the Environment: Exploration of the World of the Naturalist Through Literature and the Arts (8 credits)
   Combines ENG 110C – Composition, ENG 105 C – Composition and Rhetoric I, and ENV 130 – The Naturalists
   Tuesday 1:25-3:25pm, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 1:25-2:20pm, Friday 10:10-11:05am and 11:15-12:10pm
   Description: This Learning Community will focus on what it means to be a naturalist, and on the varied impact of naturalist studies and environmental issues in literature, art, film and other disciplines. Students will explore the complexity and beauty of the natural world through critical readings of works of fiction, poetry, drama and non-fiction, biographical studies of renowned naturalists, examination and critiques of works of art and film, and exploration of the culture that produced them.

3. Lessons in Liberty (8 credits)
   Combines ENG 110C – Composition, ENG 105C – Composition and Rhetoric I, and HIS 113C – The American Experience: The U.S. and the World
   Tuesday 9:05-11:05am, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 9:05-10:00am, Friday 10:10-11:10pm and 11:15-12:10pm
   Description: Through a study of documentary and literary sources, this course will examine how the idea of “liberty” has developed and changed throughout the course of American history. Students will read, discuss and write about speeches, political treatises, letters, biographies, newspaper articles and poetry to understand what liberty has meant to others in the past, and what it means today.
4. **Women in America** (8 credits)

*Combines ENG 110C – Composition, ENG 105C – Composition and Rhetoric I, and HIS 113C – The American Experience: Changing of Women*

**Tuesday 12:20-2:20pm, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 12:20-1:15pm, Friday 10:10-11:10am and 11:15-12:10pm**

**Description:** This learning community will explore both the central role that women have played in the history and development of the United States, and the impact that history, in turn, has had on women’s perceptions of their roles in both public and private life. Through a study of primary sources, students will have the opportunity to see history through the eyes of the women who lived through it. In both History 113 and English 110, students will read, discuss and write about a wide variety of materials, including but not limited to diary entries, speeches, sermons, letters, biographies, newspaper articles and works of fiction. By focusing on women of varied classes, races and ethnicities, the course will encourage students to develop a more complex appreciation of the diverse nature of our national experience.

5. **Citizenship and Democracy** (9 credits)

*Combines ENG 120C – Critical Writing, ENG 105C – Composition and Rhetoric I, and POL 102 – Public Myths and Ideology*

**Tuesday 12:20-2:20pm, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 12:20-1:15pm, Friday 10:10-12:10pm and 1:25-2:20pm**

**Description:** This course will examine the themes in Political Science such as ideologies, conservatism, liberalism, power, and decision-making as they relate to democracy and dissent.

6. **American Diversity: Challenge and Opportunity** (9 credits)

*Required for Education Majors who place into ENG 120*

*Combines ENG 120C – Critical Writing, ENG 105C – Composition and Rhetoric I, and HIS 113C – The American Experience: The U.S. and the World*

**Tuesday 12:20-2:20pm, Wednesday 10:10-12:10pm and 1:25-2:20pm, Thursday 12:20-1:15pm, Friday 10:10-12:10pm and 1:25-2:20pm**

**Description:** This Learning Community will explore the issues relating to the challenges faced in America’s multicultural and diverse society, both today and in the past. Emphasis will be based on readings, written commentary, historical perspective, as well as class analysis and discussion. Common themes relating to multi-cultural issues will be studied through readings and historical context.
For more information please contact us:

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