

# The City College Downtown Center for Worker Education Summer/Fall 2021 Schedule of Classes

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Dear Students,

I would like to write a note to introduce you to the 2021 Summer and Fall Downtown Class Schedule. As you can see, we have an extensive variety of courses across all of our academic concentrations for the Interdisciplinary Liberal Arts major as well as the Early Childhood Education degree program. Our Academic Advisors are ready to assist you by appointment to help you to decide which classes are the best for you not only in terms of your academic goals but also those that will allow you to graduate on time. Staff members have done an extraordinary effort to comply with your expectations in this difficult time.

All the support services we had before this crisis began ---therapist, tutors, student affairs, financial aid, admissions, enrollment, advising and IT--- are available remotely to students through our website and our Virtual Front Desk. Our administration, faculty, and staff continue to work to provide our students the best service and support. As I wrote to you in the early days of the pandemic, our mission is stronger than ever and we will continue to stay strong together.

As we expect COVID-19 social distancing requirements will still be in place throughout the Summer and Fall, we are planning for courses to continue to be online. Some courses will be **synchronous**, which means you will meet live in real time on the day and time scheduled, via Zoom or Blackboard Collaborate. Other courses will be **asynchronous**, meaning you will not have any required live sessions and students can complete the work on their own schedule (many instructors teaching this way hold optional live office/discussion hours so you have the opportunity to ask questions or discuss readings and assignments). Other courses will be **blended** (similar to what we used to call hybrid classes, where you would meet in person for some classes and online for some). For blended classes, you will meet live in real time via Zoom or Blackboard Collaborate for part of the class session on the scheduled day (e.g., 6:00-7:30, or every other week for the full time, or for roughly 1/3 of the class sessions, etc.) and asynchronously for the rest of the time. I encourage you to discuss these different modes with your advisor to figure out a schedule that will work best for you.

All the best to you and your families. Be well, and stay safe.

Sincerely,

Juan Carlos Mercado, Dean

## CWE Summer 2021 Classes

EDCE 20614, CWNT	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	Asynchronous	Matthews
EDCE 40500, 2CWE	Facilitating Children's Artistic Development	Tues 6:00 – 9:20PM	Engler
EDCE 40600, 4CWE	Facilitating Children's Musical Development	Thu 6:00 – 9:20PM	Cali
IAS 23324, 2CWE	Advanced Composition	Tues 6:00 – 9:20PM/Blended	Sweeting-Decaro
IAS 24200, 1CWE	Introduction to Interdisciplinary Studies	Mon 6:00 – 9:20PM /Blended	Williams
IAS 31182, XCWE	The Celluloid Classroom: What Movies Can Teach Us About Education	Tu/Th 6:00 – 9:20PM	Kopp
IAS 31183, XCWE	Contemporary Cinema of the Americas	Mo/We 6:00 – 9:20pm	Aguasaco
IAS 31185, XCWE	Mental Health in Urban Schools	Mo/We 6:00 – 9:20PM	Zaid-Muhammed
IAS 31249, 3CWE	Internships in Developmental Disabilities	Wed 6:00 – 9:20PM	Sutherland-Cohen
IAS 31405, CWNT	Inclusion: Principles and Practice	Asynchronous	Dumoulin
IAS 31409, 3CWE	Gentrification Globalized	Wed 6:00 – 9:20PM/Blended	Schaller
MATH 18504, XCWE	Basic Ideas in Math	Mo/We 6:00 – 9:20PM	Cheregi
SOC 38144, XCWE	Sociology of Education	Tu/Th 6:00 – 9:20PM	Diop

## Summer 2021 suggested courses by concentration

### Literary, Media, and Visual Arts

- IAS 31182 The Celluloid Classroom: What Movies Can Teach Us About Education  
 IAS 31183 Contemporary Cinema of the Americas

### History, Politics, and Society

- IAS 31182 The Celluloid Classroom: What Movies Can Teach Us About Education  
 IAS 31183 Contemporary Cinema of the Americas  
 IAS 31409 Gentrification Globalized

**Urban Studies and Public Administration**

IAS 31185 Mental Health in Urban Schools  
 IAS 31409 Gentrification Globalized  
 SOC 38144 Sociology of Education

**Social Welfare**

IAS 31185 Mental Health in Urban Schools  
 IAS 31409 Gentrification Globalized  
 SOC 38144 Sociology of Education

**Disabilities Studies**

IAS 31249 Internships in Developmental Disabilities  
 IAS 31405 Inclusion: Principles in Practice  
 IAS 31185 Mental Health in Urban Schools

**Childhood Studies**

IAS 31182 The Celluloid Classroom  
 IAS 31185 Mental Health in Urban Schools  
 IAS 31405 Inclusion: Principles in Practice  
 SOC 38144 Sociology of Education

**Global Labor Studies**

IAS 31183 Contemporary Cinema of the Americas  
 IAS 31409 Gentrification Globalized

**The Americas**

IAS 31183 Contemporary Cinema of the Americas  
 IAS 31409 Gentrification Globalized

## CWE FALL 2021 Classes

<b>Monday</b>				
EDCE 22102, 1CWE	School, Family & Community	6:00 - 9:20 PM	Scott	
EDCE 32204, 1CWE	How Children Learn Math	6:00 - 9:20 PM	Oppenzato	
IAS A6119, 1CWE	Cultures of Capital (graduate)	6:00 - 7:40 PM	Rosenbaum	
IAS 10000, 1CWE	Writing for Interdisciplinary Studies I	6:00 - 9:20 PM	Clark	
IAS 10800, 1CWE	Doing Social Research	6:00 - 9:20 PM	Almash	
IAS 23324, 1CWE	Advanced Composition	6:00 - 9:20 PM	Sweeting	
IAS 24200, 1CWE	Introduction to Interdisciplinary Studies	6:00 - 9:20PM	Williams	
IAS 31104, 1CWE	Latin American Popular Culture	6:00 - 9:20 PM	Aguasaco	
IAS 32185, 1CWE	Sociology of the Deaf	6:00 - 9:20 PM	Ortiz-Suloway	
MATH 18004, 1CWE	Quantitative Reasoning	6:00 - 9:20 PM	Cheregi	
PSC 12504, 1CWE	Introduction to Public Policy	6:00 - 9:20 PM	Tirelli	
PSY 31134, 1CWE	Psychology of Racism: Mental Health in Urban and Minority Communities	6:00 - 9:20 PM	Zaid-Muhammad	
<b>TUESDAY</b>				
EDCE 20604, 2CWE	ECE I: Theories of Development Applied to Early Childhood Practice	5:30 - 8:50 PM	Silverstein	
EDCE 20604, CWE2	ECE I: Theories of Development Applied to Early Childhood Practice	5:30 - 8:50 PM	Wilgus	
EDCE 32304, 2CWE	Language and Literacy I	5:30 - 8:50 PM	Diaz	
EDCE 32304, CWE2	Language and Literacy I	5:30 - 8:50 PM	Garavuso	
IAS 10400, 2CWE	Core Natural Science I: Nature & Human Beings I	6:00 - 9:20 PM	TBA	
IAS 23324, 2CWE	Advanced Composition	6:00 - 9:20 PM	Sweeting	
IAS 24200, 2CWE	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	Woessner	
IAS 31168, 2CWE	Digital Media and Society	6:00 - 9:20 PM	Virgilio	
IAS 31501, 2CWE	African American History: From Reconstruction to Black Lives Matter	6:00 - 9:20 PM	Williams	
IAS 31705, 2CWE	Children and Public Policy	6:00 - 9:20 PM	Kelly	
IAS A5204, 2CWE	The Dominican People in the US: From Migrants to Rooted People (graduate)	6:00 - 7:40 PM	Hernandez	
SPAN 12104, 2CWE	Introductory Spanish I	6:00 - 9:20 PM	Santos	
<b>WEDNESDAY</b>				
EDCE 40800, 3CWE	Student Teaching and Integrative Seminar	4:00 - 5:40PM	TBA	
EDCE 40800, CWE2	Student Teaching and Integrative Seminar	4:00 - 5:40PM	TBA	
IAS A6150, 3CWE	African Diasporas in the Americas (graduate)	6:00 - 7:40PM	Williams	
IAS 22200, 3CWE	Introduction to Urban Studies and Planning (Blended)	6:00 - 9:20 PM	Schaller	
IAS 23304, 3CWE	The Essay	6:00 - 9:20 PM	Moore	
IAS 24200, 3CWE	Introduction to Interdisciplinary Studies	6:00 - 9:20 PM	Zach	
IAS 31127, 3CWE	Race and Beauty	6:00 - 9:20 PM	Orange	
IAS 31509, 3CWE	Latin American Short Stories	6:00 - 9:20 PM	Aguasaco	
MATH 15004, 3CWE	Math for the Contemporary World	6:00 - 9:20 PM	TBA	
SOC 38144, 3CWE	Sociology of Education	6:00 - 9:20 PM	Diop	

SPAN 22504, 3CWE	Intermediate Spanish	6:00 - 9:20 PM	Velasquez Torres
WS 10004, 3CWE	Introduction to Women's and Gender Studies	6:00 - 9:20 PM	Rosenbaum
<b>THURSDAY</b>			
EDCE 22102, 1CWE	School, Family & Community	6:00 - 9:20 PM	TBA
EDCE 32204, 4CWE	How Children Learn Math	6:00 - 9:20 PM	Oppenzato
IAS A5000, 4CWE	Inventing the Americas (Graduate)	6:00 - 9:20 PM	Woessner
IAS 24200, 4CWE	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	Calagione
IAS 31132, 4CWE	Housing: The Right to the City (Blended)	6:00 - 9:20 PM	Schaller
IAS 31163, 4CWE	Disability Studies from a Global Perspective	6:00 - 9:20 PM	Senior
IAS 31170, 4CWE	Seminar in Autobiography (Blended)	6:00 - 9:20 PM	McDonald
IAS 31706, 4CWE	Children and Human Rights	6:00 - 9:20 PM	Zach
MATH 18004, 4CWE	Quantitative Reasoning	6:00 - 9:20 PM	Cheregi
<b>FRIDAY</b>			
IAS 31106, 5CWE	Works on Paper	6:00 - 9:20 PM	Benedetto
IAS 31235, 5CWE	Introduction to Developmental Disabilities	6:00 - 9:20 PM	Sutherland-Cohen
SPCH 11104, 5CWE	Foundations of Speech Communication	6:00 - 9:20 PM	TBA
<b>SATURDAY</b>			
HIST 44004, 6CWE	Labor, Technology, and the Changing Workplace	9:00 AM -12:20 PM	Hilkey
PSY 24604, 6CWE	Introduction to Human Development: Infancy and Childhood	9:00 AM -12:20 PM	Terry
IAS 10400, 7CWE	Core Natural Science I: Nature & Human Beings I	1:00 - 4:20 PM	TBA
IAS 23304, 7CWE	The Essay	1:00 - 4:20 PM	Moore
IAS 31144, 7CWE	The Disabled Body on Film	1:00 - 4:20 PM	Kopp
PSY 35704, 7CWE	Community Psychology	1:00 - 4:20 PM	Mercado
<b>Asynchronous</b>			
IAS 10800, CWNT	Doing Social Research	Asynchronous	Robinson
IAS 31115, CWNT	Immigrant Rights and the Law	Asynchronous	Mealy
IAS 31241, CWNT	Brooklyn	Asynchronous	Clark
IAS 31502, CWNT	Youth Literature: Theories and Reading Practices Among Children & Young Adults	Asynchronous	Benedicty-Kokken
IAS 31407, CWNT	Social Inequality and Social Justice	Asynchronous	Robinson
IAS 31708, CWNT	Philosophy and the City	Asynchronous	Clark

## Fall 2021 Course Overview

### Pathways Courses

IAS 10000	Writing for Interdisciplinary Studies I
IAS 10400	Nature and Human Beings I (multiple sections available)
MATH 15004	Math for the Contemporary World (IAS major)
MATH 18004	Quantitative Reasoning (multiple sections available, ECE major)
SOC 38144	Sociology of Education
SPAN 12104	Introductory Spanish I

*Consult your academic advisor about pathways substitutions in Creative Expression and US Experience in its Diversity categories.*

### B.A. and B.S. Major Courses

IAS 24200	Introduction to Interdisciplinary Studies (multiple sections available)
IAS 23304	Advanced Composition (multiple sections available)
IAS 23324	The Essay (multiple sections available)
SPAN 22504	Intermediate Spanish

### B.S. in Early Childhood Education Major Courses

EDCE 20604	ECE I: Theories of Development Applied to Early Childhood Practice
*EDCE 22102	School, Family, & Community
*EDCE 32204	How Children Learn Math
*EDCE 32304	Language and Literacy I
*EDCE 40800	Student Teaching and Integrative Seminar

*\*See course description for eligibility to enroll*

## Spring 2021 Suggested Courses by Academic Concentration

### Childhood Studies

#### Foundational:

IAS 10800	Doing Social Research
IAS 31705	Children and Public Policy
PSY 24604	Intro to Human Development: Infancy and Childhood

#### Electives:

IAS 31706	Children and Human Rights
IAS 31235	Introduction to Developmental Disabilities
IAS 31241	Brooklyn
IAS 31152	Youth Literature: Theories and Practices among Children and Young Adults
PSY 31134	Psychology of Racism: Mental Health in Urban and Minority Communities
PSY 35704	Community Psychology
SOC 38144	Sociology of Education
WS 10004	Intro to Women's & Gender Studies

**Disabilities Studies**

## Foundational:

IAS 31235 Intro to Developmental Disabilities

## Electives:

IAS 31144 The Disabled Body on Film  
 IAS 31163 Disabilities Studies from a Global Perspective  
 IAS 31704 Social Inequality and Social Justice  
 IAS 31705 Children and Public Policy  
 IAS 32185 Sociology of the Deaf  
 PSY 35704 Community Psychology

**History, Politics and Society**

## Foundational:

IAS 10800 Doing Social Research  
 WS 10004 Intro to Women's & Gender Studies

## Electives:

IAS 44404 Labor, Technology, and the Changing Workplace  
 IAS 22200 Introduction to Urban Studies and Planning  
 IAS 31104 Latin American Popular Culture  
 IAS 31115 Immigrant Rights and the Law  
 IAS 31127 Race & Beauty  
 IAS 31132 Housing: The Right to the City  
 IAS 31163 Disabilities Studies from a Global Perspective  
 IAS 31168 Digital Media and Society  
 IAS 31170 Seminar in Autobiography  
 IAS 31241 Brooklyn  
 IAS 31501 African American History II, Reconstruction to Black Lives Matter  
 IAS 31704 Social Inequality and Social Justice  
 IAS 31705 Children and Public Policy  
 IAS 31706 Children and Human Rights  
 IAS 31708 Philosophy and the City  
 PSC 12504 Intro to Public Policy  
 PSY 31134 Psychology of Racism: Mental Health in Urban and Minority Communities

**Literary, Media and Visual Arts**

## Foundational:

SPCH 11104 Foundations of Speech Communication

## Electives:

IAS 31104 Latin American Popular Culture  
 IAS 31106 Works on Paper  
 IAS 31127 Race & Beauty  
 IAS 31144 The Disabled Body on Film  
 IAS 31152 Youth Literature: Theories and Practices among Children and Young Adults

IAS 31168	Digital Media and Society
IAS 31170	Seminar in Autobiography
IAS 31241	Brooklyn
IAS 31509	Latin American Short Stories
IAS 31708	Philosophy and the City
WS 10004	Intro to Women's & Gender Studies

### **Social Welfare**

#### Foundational:

IAS 10800	Doing Social Research
IAS 31704	Social Inequality and Social Justice (can sub for foundational)
PSC 12504	Intro to Public Policy

#### Electives:

IAS 31115	Immigrant Rights and the Law
IAS 31132	Housing: The Right to the City
IAS 31235	Intro to Developmental Disabilities
IAS 31144	The Disabled Body on Film
IAS 31152	Youth Literature: Theories and Practices among Children and Young Adults
IAS 31163	Disabilities Studies from a Global Perspective
IAS 31705	Children and Public Policy
IAS 31706	Children and Human Rights
IAS 32185	Sociology of the Deaf
PSY 24604	Intro to Human Development: Infancy and Childhood
PSY 31134	Psychology of Racism: Mental Health in Urban and Minority Communities
PSY 35704	Community Psychology
WS 10004	Intro to Women's & Gender Studies

### **Urban Studies and Public Administration**

#### Foundational:

IAS 10800	Doing Social Research
IAS 22200	Introduction to Urban Studies and Planning
PSC 12504	Intro to Public Policy

#### Electives:

IAS 44404	Labor, Technology, and the Changing Workplace
IAS 31115	Immigrant Rights and the Law
IAS 31132	Housing: The Right to the City
IAS 31241	Brooklyn
IAS 31501	African American History II: From Reconstruction to Black Lives Matter
IAS 31704	Social Inequality and Social Justice
IAS 31705	Children and Public Policy
IAS 31708	Philosophy and the City
PSY 31134	Psychology of Racism: Mental Health in Urban and Minority Communities
PSY 35704	Community Psychology
SOC 38144	Sociology of Education
WS 10004	Intro to Women's & Gender Studies



**Americas**

## Foundational:

- IAS 10800 Doing Social Research  
 IAS 31104 Latin American Popular Culture (can sub for foundational)

## Electives:

- IAS 44404 Labor, Technology, and the Changing Workplace  
 IAS 31115 Immigrant Rights and the Law  
 IAS 31163 Disabilities Studies from a Global Perspective  
 IAS 31501 African American History II, Reconstruction to Black Lives Matter  
 IAS 31509 Latin American Short Stories  
 IAS 31704 Social Inequality and Social Justice  
 IAS 31706 Children and Human Rights  
 WS 10004 Intro to Women's and Gender Studies

**Global Labor Studies**

## Foundational:

- IAS 10800 Doing Social Research

## Electives:

- IAS 44404 Labor, Technology, and the Changing Workplace  
 IAS 31115 Immigrant Rights and the Law  
 IAS 31132 Housing: The Right to the City  
 IAS 31168 Digital Media and Society  
 IAS 31704 Social Inequality and Social Justice  
 IAS 31706 Children and Human Rights  
 WS 10004 Intro to Women's & Gender Studies

**M.A. in The Study of the Americas (graduate)**

- IAS A5000 Inventing The Americas  
 IAS A5204 The Dominican People in the US: From Migrants to Rooted People  
 IAS A6119 Cultures of Capital  
 IAS A6150 African Diasporas in the Americas

## Notes on Remote Instruction Formats

See instructor's note where available on remote course modes below each class/section description. The following modes will be used.

**Synchronous:** You will meet live in real time on the day and time scheduled, via Zoom or Blackboard Collaborate.

**Asynchronous:** You will not have any required live sessions and students can complete the work on their own schedule (many instructors teaching this way hold optional live office/discussion hours).

**Blended:** You will meet live in real time via Zoom or Blackboard Collaborate for part of the class session on the scheduled day (e.g., 6:00-7:30, or every other week for the full time, or for roughly 1/3 of the class sessions, etc.) and asynchronously for the rest of the time.

## Course Descriptions

### EDCE 20604, 2CWE

#### ECE I: Theories of Development Applied to Early Childhood Practice

Tuesday 5:30 - 8:50 PM

Silverstein

This course will provide an overview of early childhood education theory and practice from historical development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic teacher interactions and subject area methods. Fieldwork required. 4 hr.; 4 cr. (W)

### EDCE 20604, CWE2

#### ECE I: Theories of Development Applied to Early Childhood Practice

Tuesday 5:30 - 8:50 PM

Wilgus

This course will provide an overview of early childhood education theory and practice from historical development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic teacher interactions and subject area methods. Fieldwork required. 4 hr.; 4 cr. (W)

### EDCE 20614, CWNT (Summer Session)

#### ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings

Asynchronous

Matthews

Students construct a working understanding of theorists such as Dewey, Piaget and Vygotsky, as applied to young children and the curriculum and practices that support their growth. Students will explore typical and inclusive classroom practices in depth. These understandings are grounded in systematic observations culminating in a child study. Fieldwork required. Pre-requisite: EDCE 20604. 4 hr.; 4 cr. (W)

**EDCE 22102, 1CWE****School, Family & Community****Monday 4:00 - 5:40 PM****Scott**

Students will gain understandings and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classrooms as a community. Emphasis on special needs, inclusion, and children whose second language is English. Fieldwork required. Open only to students formally accepted into the Early Childhood Education program. 2 hr.; 2 cr.

**EDCE 22102, 4CWE****School, Family & Community****Thursday 4:00 - 5:40 PM****TBA**

Students will gain understandings and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classrooms as a community. Emphasis on special needs, inclusion, and children whose second language is English. Fieldwork required. Open only to students formally accepted into the Early Childhood Education program. 2 hr.; 2 cr.

**EDCE 32204, 1CWE****How Children Learn Math****Monday 6:00 – 9:20PM****Oppenzato**

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration in a supportive classroom environment; course work, readings, workshop activities with children. Fieldwork required. Pre-req.: MATH 18500. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs.

**EDCE 32204, 4CWE****How Children Learn Math****Thursday 6:00 – 9:20PM****Oppenzato**

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration in a supportive classroom environment; course work, readings, workshop activities with children. Fieldwork required. Pre-req.: MATH 18500. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs.

**EDCE 32304, 2CWE****Language and Literacy I****Tuesday 5:30 – 8:50PM****Diaz**

Introduction to the teaching of reading as a language thinking process within a development sequence. Methods and materials of instruction applicable to an integrated curriculum. Fieldwork required. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs

**EDCE 32304, 2CWE****Language and Literacy I****Tuesday 5:30 – 8:50PM****Garavuso**

Introduction to the teaching of reading as a language thinking process within a development sequence. Methods and materials of instruction applicable to an integrated curriculum. Fieldwork required. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs

**EDCE 40500, 2CWE (Summer Session)****Facilitating Children's Artistic Development****Tuesday 6:00 - 9:20 PM****Engler**

Students explore the use of a range of art materials and activities for young children at various developmental stages and methods for supporting their total development. The natural sequences and stages of children's drawings and their link to emergent literacy and other developmental areas. Open only to students formally accepted into the Early Childhood Education program. Fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.

**EDCE 40600, 4CWE (Summer Session)****Facilitating Children's Musical Development****Thursday 6:00 - 9:20 PM****Cali**

A study of young children's interest and response to rhythms, dramatic play, and spontaneous imaginative experiences which the teacher can guide and incorporate into a program of developmental activities. This course will involve training in movement as well as music methods in early childhood education. Open only to students formally accepted into the Early Childhood Education program. Fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.

**EDCE 40800, 3CWE****Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****TBA**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Full time, 360 hours. Coreq.: See Advisor. 6 hr.; 2 cr.

**EDCE 40800, CWE2****Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****TBA**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE. Students who have been approved for Supervised Student

Teaching will be registered for this course by the Office of Field Student teaching. Full time, 360 hours. Coreq.: See Advisor. 6 hr.; 2 cr.

**HIST 44004, 6CWE**

**Labor, Technology and the Changing Workplace**

**Saturday 9:00 AM -12:20 PM (Blended)**

**Hilkey**

Technological change has a profound impact on both work and society. This course explores the meaning of these changes for workers, their unions and consumers. Questions related to resistance, progress and how new technologies are shaped are the main concerns of the course. Various issues and historical landmarks that pertain to the changing workplace; social and individual costs and benefits of technology; work restructuring and union responses to change will be examined 4 hr.; 4 cr. (W)(U)

*Instructor's Note: Blended, Zoom.*

**IAS A5000, 4CWE**

**Inventing the Americas (Graduate)**

**Thursday 6:00 - 7:40 PM**

**Woessner**

This course offers an interdisciplinary introduction to the study of the Americas. It examines some of the ways in which the Americas have been constructed, defined, and redefined since the time of Columbus (and before). Touching upon some of the topics that have come to define the history of the Americas, students will discuss the science(s) of exploration; the imaginaries of the new world and the old; the politics and economics of empire and colonialism; the cruelties of invasion, conquest, and slavery; the transformations of ecology and biology; the contours of nationalism and transnationalism; as well as the more recent phenomenon of globalization. Open only to students accepted into the M.A. in the Study of the Americas program. 3 hr.; 3 cr. (G)

*Instructor's Note: Synchronous, Zoom.*

**IAS A5204, 2CWE**

**The Dominican People in the US: From Migrants to Rooted People (Graduate)**

**Tuesday 6:00 - 7:40 PM**

**Hernandez**

This course examines the migration of Dominicans to the U.S. and their transformation from migrants into settled, rooted people. The largest wave of Dominicans came to the U.S. after the implementation of the Family Reunification Act of 1965. One third of this course will focus on questions that look at the causes that compel Dominicans to move to the United States. Did Dominicans move on their own volition or was their migration the result of forces beyond their control? Did the penetration of the U.S. into the Dominican Republic create the need for Dominicans to migrate? And how has the Dominican State responded to the exodus of the Dominican people? Two thirds of the course will be dedicated to examining Dominicans who have settled permanently in the U.S. Once Dominicans are settled as a community, two overarching questions will guide the discussions in class: (1) How are Dominicans perceived by others? By other ethnic/racial communities? By mainstream society? And (2) how do Dominicans perceive themselves in relation to other ethnic/racial groups, the U.S., and the country of origin? 3hr. 3 cr. (G)

**IAS A6119, 1CWE****Cultures of Capital (Graduate)****Monday 6:00 - 7:40 PM****Rosenbaum**

This course will explore both theories and everyday experiences and construction of capitalism. We will begin with foundational texts, looking at historical, theoretical, and social constructions of capitalism. We will then move on to ethnographic examples, asking how capitalism plays out in different places and historical moments across the Americas. 3 hr.; 3 cr. (G)

**IAS A6150, 3CWE****African Diasporas in the Americas (Graduate)****Wednesday 6:00 - 7:40 PM****Williams**

The term "African diaspora" refers to the long-term historical process by which people of African descent have been scattered from their ancestral homelands to other parts of the world. The first part of this course will offer a broad historical, political, economic and cultural overview of the creation of African diasporas in the Americas via the transatlantic slave trade and settler colonialism. The second half will explore voluntary movements of African (and diaspora) immigrants across the Americas in the age of decolonization and globalization. Case studies will focus on examples from the United States, Brazil, Cuba, the Dominican Republic, and Haiti. 3 hr. 3 cr. (G)

**IAS 10000, 1CWE****Writing for Interdisciplinary Studies I****Monday 6:00 - 9:20 PM (Blended)****Clark**

This is an interdisciplinary, humanities-based writing course. Reading includes a wide range of essays, each proposing a ground-breaking theory pertinent to a particular discipline. These essays will be matched with short fiction and shorter essays providing a social context for the theories proposed by writers such as Sigmund Freud, Karl Marx, Dr. Martin Luther King, Carl Jung, Alice Walker and Virginia Woolf. In response to these combinations, text-based student essays of at least 750 words will pair interdisciplinary theory with a social context. The course emphasizes critical reading, thinking, and writing skills as well as various rhetorical approaches to the composition of the academic essay. (Formerly Core Humanities I, Literature, Art and Human Experience) 4 hrs, 4 cr.

*Instructor's Note: Blended, Zoom.*

**IAS 10400, 2CWE****Nature and Human Beings I (Core Natural Science I)****Tuesday 6:00 - 9:20 PM****TBA**

Nature and Human Beings I introduces students to fundamental ideas in biological and physical sciences as well as the interaction of science with society. One of the important aims will be to develop an understanding of the scientific method with an emphasis on model building and the possibilities and limitations of science and technology. The course will explore the fundamental concepts of chemistry and biology, with special emphasis on genetic function. Pre-req.: IAS 10000, IAS 10100 or equivalent. 4 hrs.; 4 crs.

**IAS 10400, 7CWE****Nature and Human Beings I (Core Natural Science I)**

**Saturday 1:00 - 4:20 PM****TBA**

Nature and Human Beings I introduces students to fundamental ideas in biological and physical sciences as well as the interaction of science with society. One of the important aims will be to develop an understanding of the scientific method with an emphasis on model building and the possibilities and limitations of science and technology. The course will explore the fundamental concepts of chemistry and biology, with special emphasis on genetic function. Pre-req.: IAS 10000, IAS 10100 or equivalent. 4 hrs.; 4 crs

**IAS 10800, 1CWE****Doing Social Research****Monday 6:00 - 9:20 PM****Almash**

This course will help develop needed research skills by focusing on a particular social problem each term. It will ask, where did the "problem" come from; how has it been analyzed; and how should we evaluate the answers? Using historical and contemporary examples, students will learn basic research techniques, from use of the library, to developing a bibliography, to finding and using quantitative evidence. Recommended Pre- or Co-requisite: IAS 10000, IAS 10100, or equivalent. 4 hrs.; 4 crs. (W)

**IAS 10800, CWNT****Doing Social Research****Asynchronous****Robinson**

This course will help develop needed research skills by focusing on a particular social problem each term. It will ask, where did the "problem" come from; how has it been analyzed; and how should we evaluate the answers? Using historical and contemporary examples, students will learn basic research techniques, from use of the library, to developing a bibliography, to finding and using quantitative evidence. Recommended Pre- or Co-requisite: IAS 10000, IAS 10100, or equivalent. 4 hrs.; 4 crs. (W)

*Instructor's Note: Asynchronous, Zoom.*

**IAS 22200, 3CWE****Intro to Urban Studies and Planning****Wednesday 6:00 - 9:20 PM****Schaller**

This course takes an interdisciplinary approach to the study of urbanization and urban life. To dissect and discuss how planning interventions and urban design have shaped cities and their regions, we will read some of the key urban theorists. Through the lenses of urban politics, sociology and anthropology as well as through the narratives of essayists, novelists and filmmakers, we will approach cities and urban spaces as texts to be deciphered. The course is a foundational course for the concentration in urban studies. 4 hrs, 4 cr. (W)(U)

**IAS 23304, 3CWE****The Essay****Wednesday 6:00 - 9:20 PM****Moore**

The essay often gets a bad rap these days. It's frequently associated with the five-paragraph work of formal essay writing. But the essay, in its purest form, is the exploration of an idea, no matter how many paragraphs or diversions—stylistic or rhetorical—it takes. The word essay itself comes from the old French *essai*, which

means, “to try,” and the Latin: rudimentum, which means “trial or attempt.” So, how do we define Creative Non-Fiction? It's not quite journalism. It's not quite “formal” essay writing but essay writing in its wholesome form. Creative Non-Fiction is a branch of writing that employs the literary techniques usually associated with actual people, places, or events. Creative Non-Fiction requires imagination—it evokes an image, draws on emotion, and it creates a lasting impression on the reader. In this class, we will “try” and write about our lives as we mirror, and read from a broad category of prose works such as personal essays and memoirs, narrative essays, observational and descriptive essays. Pre-requisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

### **IAS 23304, 7CWE**

#### **The Essay**

**Saturday 1:00 - 4:20 PM**

#### **Moore**

The essay often gets a bad rap these days. It's frequently associated with the five-paragraph work of formal essay writing. But the essay, in its purest form, is the exploration of an idea, no matter how many paragraphs or diversions—stylistic or rhetorical—it takes. The word essay itself comes from the old French *essai*, which means, “to try,” and the Latin: *rudimentum*, which means “trial or attempt.” So, how do we define Creative Non-Fiction? It's not quite journalism. It's not quite “formal” essay writing but essay writing in its wholesome form. Creative Non-Fiction is a branch of writing that employs the literary techniques usually associated with actual people, places, or events. Creative Non-Fiction requires imagination—it evokes an image, draws on emotion, and it creates a lasting impression on the reader. In this class, we will “try” and write about our lives as we mirror, and read from a broad category of prose works such as personal essays and memoirs, narrative essays, observational and descriptive essays. Pre-requisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

### **IAS 23324, 1CWE**

#### **Advanced Composition**

**Monday 6:00 - 9:20 PM (Blended)**

#### **Sweeting**

This course will introduce students to cultural and literary theory. We will survey a number of important schools of critical theory, including formalism, structuralism, deconstruction, psychoanalytic, new historicism, post-colonial and cultural studies. Theorists studied will include Roland Barthes, Michel Foucault, Susan Sontag, and Sigmund Freud. Their theory will be studied alongside a variety of “texts”, including the poetry of William Wordsworth and Samuel Coleridge, Shakespeare’s *The Tempest*, Flaubert’s *Madame Bovary*, and Anderson’s *Winesburg, Ohio*, as well as Jamaica Kincaid’s *Annie John*, the art of Edward Hopper, the Log of Christopher Columbus, The National Defense Education Act of 1954, and *Why Johnny Can’t Read*. The goal is to acquire a new critical vocabulary --“critique”--and, of course, to sharpen critical reading, thinking and writing skills. Students will be required to write a number of shorter essays on the above texts and a final ten-page critical essay on that perennial bestseller, written by none other than Dr. Seuss, *The Cat in the Hat*. Formerly CWE 31308. 4 hrs.; 4 crs. (W)(U)

### **IAS 23324, 2CWE**

#### **Advanced Composition**

**Tuesday 6:00 – 9:20PM (Blended)**

#### **Sweeting**

This course will introduce students to cultural and literary theory. We will survey a number of important



schools of critical theory, including formalism, structuralism, deconstruction, psychoanalytic, new historicism, post-colonial and cultural studies. Theorists studied will include Roland Barthes, Michel Foucault, Susan Sontag, and Sigmund Freud. Their theory will be studied alongside a variety of "texts", including the poetry of William Wordsworth and Samuel Coleridge, Shakespeare's *The Tempest*, Flaubert's *Madame Bovary*, and Anderson's *Winesburg, Ohio*, as well as Jamaica Kincaid's *Annie John*, the art of Edward Hopper, the Log of Christopher Columbus, The National Defense Education Act of 1954, and *Why Johnny Can't Read*. The goal is to acquire a new critical vocabulary --"critique"--and, of course, to sharpen critical reading, thinking and writing skills. Students will be required to write a number of shorter essays on the above texts and a final ten-page critical essay on that perennial bestseller, written by none other than Dr. Seuss, *The Cat in the Hat*. Formerly CWE 31308. 4 hrs.; 4 crs. (W)(U)

*Instructor's Note: Blended, Zoom.*

### **IAS 23324, 2CWE (Summer Session)**

#### **Advanced Composition**

Tuesday 6:00 - 9:20 PM (Blended)

Sweeting

This course will introduce students to cultural and literary theory. We will survey a number of important schools of critical theory, including formalism, structuralism, deconstruction, psychoanalytic, new historicism, post-colonial and cultural studies. Theorists studied will include Roland Barthes, Michel Foucault, Susan Sontag, and Sigmund Freud. Their theory will be studied alongside a variety of "texts", including the poetry of William Wordsworth and Samuel Coleridge, Shakespeare's *The Tempest*, Flaubert's *Madame Bovary*, and Anderson's *Winesburg, Ohio*, as well as Jamaica Kincaid's *Annie John*, the art of Edward Hopper, the Log of Christopher Columbus, The National Defense Education Act of 1954, and *Why Johnny Can't Read*. The goal is to acquire a new critical vocabulary --"critique"--and, of course, to sharpen critical reading, thinking and writing skills. Students will be required to write a number of shorter essays on the above texts and a final ten-page critical essay on that perennial bestseller, written by none other than Dr. Seuss, *The Cat in the Hat*. Formerly CWE 31308. 4 hrs.; 4 crs. (W)(U)

*Instructor's Note: Blended, Zoom.*

### **IAS 24200, 1CWE (Summer Session)**

#### **Introduction to Interdisciplinary Studies**

Monday 6:00 - 9:20 PM (Blended)

Williams

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U) For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule. For online and hybrid courses, the instructor will email registered students (using their CCNY email addresses ONLY) prior to the first day of the semester with information on the date of course access. If you do not receive this information by the first day of the term, please email your instructor directly for assistance.

*Instructor's Note: Blended, Zoom.*

**IAS 24200, 1CWE****Introduction to Interdisciplinary Studies****Monday 6:00 - 9:20 PM (Blended)****Williams**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

*Instructor's Note: Blended, Zoom.*

**IAS 24200, 2CWE****Introduction to Interdisciplinary Studies****Tuesday 6:00 - 9:20 PM (Blended)****Woessner**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

*Instructor's Note: Blended, Zoom.*

**IAS 24200, 3CWE****Introduction to Interdisciplinary Studies****Wednesday 6:00 - 9:20 PM****Zach**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

*Instructor's Note: Synchronous: Zoom, Blackboard*

**IAS 24200, 4CWE****Introduction to Interdisciplinary Studies****Thursday 6:00 - 9:20 PM (Blended)****Calagione**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

*Instructor's Note: Blended, Zoom.*

**IAS 31104, 1CWE****Latin American Popular Culture****Monday 6:00 - 9:20 PM****Aguasaco**

This course explores the making and the remaking of Latin American national identities through ideas of race, gender and culture over the last two hundred years. Working from the premise that these concepts are interrelated, we will examine how nationhood was linked to manhood and womanhood as well as to ideas of

racial homogeneity and heterogeneity. In the sphere of national identities, Latin America was a worldwide pioneer in the creation of this modern phenomenon. We will examine these issues through close readings of primary documents: Memoir, correspondence, speeches, treatise, and journalistic and sociological accounts make up the core of our readings, along with some works by later historians and biographers. Through these readings we will address key themes in the hemisphere's development—race mixing, the family, migration, revolution, work—and investigate how cultural inclusions and exclusions were formulated and contested in large-scale changes and in everyday life. 4 hrs. 4crs. (U)

**IAS 31106, 5CWE**

**Works On Paper**

**Friday 6:00 - 9:20 PM**

**Benedetto**

Is paper just for drawing? Works On Paper will encompass various ways that artists use paper to create and express visual and conceptual ideas. The course will use paper as the foundation or tabula rasa for students to explore materials and methods by which they can develop various works of art. Through practice, theory, research and discussion we will learn to use basic artists tools, and develop a perspective by which to develop a creative approach, and engage our artistic skills and sensibilities. 4hrs., 4crs. (U) NOTE: A supply list will be given (papers, drawing and painting materials, etc.). Each student is responsible for materials. (Approx. \$100-150 in lieu of a required text.) Some supplemental materials will be available in class.

**IAS 31115, CWNT**

**Immigrant Rights and the Law**

**Asynchronous**

**Mealy**

Immigrants built the United States but that does not mean the United States has always welcomed immigrants. In this course, we will look at the history of immigration to the U.S., immigration today, and the host society's response to newcomers. We will review current immigration law and the political forces that will determine the immigration policy of the future. We will also examine the rights of immigrants, both documented and undocumented, in the host society. Should immigrant children be able to go to school? For free? How about college? Do immigrants have the right to work? Access to health care? Freedom of speech? Should immigrants have the same rights as citizens? Is it discrimination if they do not? 4 hr., 4 cr.

**IAS 31127, 3CWE**

**Race and Beauty**

**Wednesday 6:00 - 9:20 PM**

**Orange**

The late great Hip-hop M.C., Notorious B.I.G. said, "black and ugly as ever, however". B.I.G.'s "however", represents a position of contention with contemporary popular standards, and for us an opportunity to explore how "attractiveness" is racialized. Race and beauty are very popular topics in the U.S., yet there are few attempts to understand how often they converge and inform our perceptions of each other, and our political and economic systems. Throughout the term, we will seriously examine the aesthetic values we attribute to common indicators of beauty and race, such as hair, complexion, and body types. This course will include various academic disciplines and methodologies, but will privilege the intellectual contributions of Black feminist scholars who more often engage these subjects because of how frequently they impact the lives of black women. This class will also specifically address such terms as "metro-sexual", and where and how men enter discussions on race and beauty. This is a hybrid course. We will meet in-class approximately every other week. 4 hr. 4cr. (W)(U)

**IAS 31132, 4CWE****Housing: The Right to the City****Thursday 6:00 - 9:20 PM (Blended)****Schaller**

This online course explores the meanings we attach to the notion of housing, shelter, property and home. Departing from an engagement with the concept of “the right to the city” as theorized by Henri Lefebvre, Peter Marcuse, David Harvey and Marc Purcell, we will discuss the usefulness of the concept in working toward a more just and equitable city, especially, as it relates to housing. We will study the history of housing policy and housing movements in the US, including Mayor DeBlasio’s recently released housing plan. 4 hr., 4 cr. (W)(U)

**IAS 31144, 7CWE****The Disabled Body on Film****Saturday 1:00 - 4:20 PM****Kopp**

This course will explore the ways in which disabled people have been presented on film. As a popular visual medium, movies have played an especially significant role in shaping our ideas about people with handicaps, both physical and mental. Some of these portrayals have been stereotypical and ill informed; others have questioned those stereotypes and helped us to move beyond them, redefining what is “normal.” We’ll examine some key early cinema classics like the films of Lon Chaney and Tod Browning’s “Freaks,” but our emphasis will be on more contemporary fare – both “serious” dramas and genre pieces, fiction films and documentaries. We’ll be looking at, in part or in whole, among others, films like “The Best Years of Our Lives,” “The Miracle Worker,” “The Elephant Man,” “My Left Foot,” “The Diving Bell and the Butterfly,” “The Sea Inside,” “Land of Silence and Darkness,” “The True Meaning of Pictures,” “Murderball,” “My Flesh and Blood” and “The Crash Reel.” 4 hr., 4 cr. (W)(U)

**IAS 31163, 4CWE****Disability Studies From a Global Perspective****Thursday 6:00 - 9:20 PM (Blended)****Senior**

Disability affects us all and transcends class, nation or wealth. Globally, people with disabilities are the largest minority grouping. This course will introduce students to the key concepts, approaches and methods in the disability studies field as they are expressed in countries all over the world. Students will get the opportunity to critically explore social and medical approaches and examine the differences/similarities to approaches in the United States. We will explore differences between cultures, education, class, gender, sex, activism and sociopolitical issues in regards to people with disabilities. This class is a hybrid class and will meet online roughly every other session. Specific dates on which the class will meet online will be noted on the syllabus distributed the first day of class. 4 hr., 4cr. (W)(U)

*Instructor’s Note: Blended, Zoom. Class will meet live on Zoom every third week.*

**IAS 31168, 2CWE****Digital Media and Society****Tuesday 6:00 - 9:20 PM (Blended)****Virgilio**

Digital media has become part and parcel of our daily lives, as well as an active agent of social and institutional change, altering the very nature of government, education, health, the news, and labor. This course will introduce students to the history of digital technologies, including the Internet, Web 2.0 platforms and social

media, and the “smart” phone and will locate these histories within a sociological framework, asking and answering the question: What “social effects” did these technologies bring about? This class will explore both macro and micro issues, including issues of inequality, digital social movements and community formation, digital labor, surveillance, race and gender online, and digital social interactions. By conducting an ongoing ethnography of our own digital media behavior, such as our “likes” on Facebook, the prevalence of email at work, or the use of a Learning Management System in your classroom, this class will explore the social meaning, value, and agency of our digital lives. This course will be taught as a hybrid course, with some work done online, across various media platforms including Wordpress, Blackboard, Email, Twitter or Facebook, and Text Messaging. While our class will include tutorials to these platforms, which we will critically engage and analyze, it is recommended that students have basic computer skills and reliable access to the Internet to complete the class. 4 hr., 4 cr. (W)(U)

*Instructor’s Note: Blended, Zoom, Blackboard, Slack.*

### **IAS 31170, 4CWE**

#### **Seminar in Autobiography**

**Thursday 6:00 - 9:20 PM (Blended)**

**McDonald**

The Seminar in Autobiography is the first step in the CWE Autobiography Program. It is open to students who would like to write and submit an autobiography for Life Experience credit, as well as those students who are interested in learning more about the genre and gaining experience in autobiographical writing. The course introduces students to the genre of life writing, which encompasses different styles and forms of autobiography and memoir, such as the coming-of-age narrative, family history, the personal essay, and memoirs of illness, grief, trauma, and recovery. In addition to reading and analyzing several memoirs and autobiographical pieces, you will complete some introductory life-writing exercises and create one longer autobiographical story, which may become a part of your autobiography. Students who are interested in submitting an autobiography for Life Experience credit and who complete the course with a B or higher are eligible to register for IAS 30100, Honors Research, in the Spring 2022 semester, to work on their autobiographical projects (students can earn up to 8 Life Experiences credit for their autobiographies).

*Instructor’s Note: Blended, Zoom, Blackboard.*

### **IAS 31182, XCWE (Summer Session)**

#### **The Celluloid Classroom: What Movies Can Teach Us About Education**

**Tues./Thurs. 6:00 - 9:20 PM**

**Kopp**

What makes a great teacher? A good one? A mediocre one? What does it take to inspire students to do their best work? Those are some of the questions we'll be asking ourselves in this course about the way teachers have been portrayed on film. Many of the movies we'll be watching in whole or in part are docudramas based on real life educators: Jaime Escalate ("Stand and Deliver"); Sylvia Barrett ("Up the Down Staircase"); Roberta Guaspari ("Small Wonders" & "Music of the Heart"); Erin Gruwell ("Freedom Writers"); Melvin B. Tolson ("The Great Debaters"); Anne Sullivan ("The Miracle Worker"); Dr. Jean-Marc-Gaspard Itard ("The Wild Child"); and Bruce Pandolfini ("Searching for Bobby Fischer"). Others are straight up documentaries where we can see real teachers at work: Frederick Wiseman's "High School"; Nicolas Philibert's "To Be and To Have"; Marilyn Agrelo's "Mad Hot Ballroom"; and Lucy Walker's "Blindsight." Still other films will be entirely fictional. Most will be set in educational institutions but others will take place largely outside of them. In at least one film - James Marsh's "Project Nim" - we'll encounter a student of another species. What attitudes, philosophies and techniques best nurture learning? Students should expect brief weekly readings and some assigned outside viewing. 4 hr. 4 cr. (W)(U)

**IAS 31183, XCWE (Summer Session)**  
**Contemporary Cinema of the Americas**  
**Mon./Wed. 6:00 - 9:20 PM**

**Aguasaco**

This course will look at cinema released in the Americas since the year 2015. All the films will be part of the 8<sup>th</sup> The Americas Film Festival of New York ([www.taffny.com](http://www.taffny.com)), organized by the Division of Interdisciplinary Studies CWE in collaboration with various cultural organizations in New York. Course topics will include the social, political, and/or legal circumstances that contribute to cinematic production in these four countries; laws (or lack thereof), which protect cinematic production in these countries (the “Cultural Exception” at the United Nations, GATT, NAFTA, UNESCO); labor unions that work to protect laborers involved in cinema (ie. actors, cinematographers, screenwriters); and basic cinematographic vocabulary and methodologies for analyzing and writing about film. 4 hr. 4 cr. (W)(U)

**IAS 31185, XCWE**  
**Mental Health in Urban Schools (Summer Session)**  
**Mon./Wed. 6:00 - 9:20 PM**

**Zaid-Muhammad**

This course explores the necessity of mental health services in urban school settings, often plagued by poverty and school reform challenges. The course will introduce students to the history, theories, training, and practices of various school mental health disciplines that operate in urban schools. Students will be exposed to the professional issues associated with the three overarching school mental health professions: School Psychology, School Social Work, and School Counseling. To this end, students will learn pragmatic processes involved in examining individual, school, and community-based issues that may impact learning capacities, and ultimately effect educational decisions for school children in urban settings. Students will also be given opportunities to explore a day-in-a-life of school mental health professionals in urban school settings by virtue of case studies and interviews with mental health practitioners who work in urban settings. By the end of the course, students will be able to compare and contrast urban school challenges faced by each of these professions across a variety of factors, including graduate training models, general practices, ethics, and the role of governing bodies of each profession. 4 hr. 4 cr. (W)(U)

**IAS 31235, 5CWE**  
**Intro to Developmental Disabilities**  
**Friday 6:00 - 9:20 PM**

**Sutherland-Cohen**

This course will provide an overview of the field of developmental disabilities. The perspective is interdisciplinary, and in addition to surveying the nature, diagnosis and treatment of such disorders as intellectual disability, autism, epilepsy, learning disabilities, and cerebral palsy, related areas such as legal ramifications and advocacy will be studied. This introductory course is recommended for workers in the area of developmental disabilities, paraprofessionals in the public school system (especially in Special Education), and others interested in learning about developmental disabilities. 4 hr.; 4 cr. (W)(U)(Developmental Disabilities Certificate Program)

**IAS 31241, CWNT**  
**Brooklyn**  
**Asynchronous**

**Clark**

This course will survey the literature of one of New York City's most diverse boroughs, Brooklyn. The course will begin with a selection of essays written by the philosopher Henri Lefebvre having to do with what he calls "the production of space," and academic essays written by a number of geographers on issues such as landmarking, zoning, immigration, and gentrification. A selection from Jane Jacobs' *The Death and Life of Great American Cities* will also be included. We will then begin the literary component of the course by reading Walt Whitman's poem, "Crossing Brooklyn Ferry" (the Brooklyn Bridge was not completed until 1883), and follow with novels encompassing as many neighborhoods in Brooklyn as possible within the timeframe, including Flatbush in Paule Marshall's *Brown Girl, Brownstones*, Boerum Hill/Downtown Brooklyn in Jonathan Letham's *The Fortress of Solitude*, Vinegar Hill and "South Brooklyn" in Colm Tóibín's *Brooklyn: A Novel*, and Williamsburg in Betty Smith's inimitable classic, *A Tree Grows in Brooklyn*. Historical research through the extensive on-line archive of the Brooklyn Daily Eagle will accompany most of the reading for the course, and a long walk through Brooklyn on an early spring Saturday is a distinct possibility. 4hr., 4cr. (W) (U)

*Instructor's Note: Asynchronous, Zoom.*

**IAS 31249, 3CWE (Summer Session)****Internships in Developmental Disabilities**

**Wednesday 6:00 - 9:20 PM (Blended)**

**Sutherland-Cohen**

For eligible students who wish to supplement classroom study with supervised experience in the field. Students whose jobs involve the developmentally disabled may arrange to complete the work at their places of employment. All placements subject to approval. Bi-Weekly meetings with a faculty member are mandatory. Pre-reqs.: IAS 31235 & IAS 31240. 4 hrs.; 2 crs. (U)

*Instructor's Note: Blended, Zoom.*

**IAS 31405, CWNT (Summer Session)****Inclusion: Principles in Practice**

**Asynchronous**

**DuMoulin**

A growing number of students with autism spectrum disorders (ASDs) who were previously placed in segregated school settings are being educated in general education classrooms. Effectively educating students with ASDs requires an understanding of their unique social, communicative and behavioral challenges. This course will include a study of the history of special education and inclusion, legal issues related to appropriate education, fostering social development and communication, instructional and classroom management strategies, staff training and the collaboration between home and school. 4hrs. 4cr. (W)(U)

*Instructor's Note: Asynchronous, Zoom.*

**IAS 31409, 3CWE (Summer Session)****Gentrification Globalized**

**Wednesday 6:00 - 9:20 PM (Blended)**

**Schaller**

"The right to the city is far more than the individual liberty to access urban resources: it is the right to change ourselves by changing the city. It is, moreover, a common rather an individual right since this transformation inevitably depends upon the exercise of a collective power to reshape the processes of urbanization. The freedom to make and remake our cities and ourselves is, I want to argue, one of the most precious yet most neglected of human rights." (Harvey 2008, 23)

We live above all in an urban world, one marked by spatial, economic and racial segregation as well as political and cultural suppression and displacement. This course examines gentrification both from a theoretical and an advocacy perspective. Gentrification and displacement are not only threatening the right to the city of working class and even middle-class New Yorkers, who are being evicted and excluded from neighborhoods across the city by an apparently natural, economic, process of transformation. Gentrification and displacement are a global phenomenon, and they are the symptoms of planning strategies implemented through public-private policy partnerships. Public officials, real estate lobbying groups, private consulting firms, and financial institutions as well as “gentrifiers” play active roles in the redevelopment schemes that have restructured central cities and urban neighborhoods across the country, indeed across the world. In this course, we will examine various definitions of gentrification in order to unpack a word we seem to hear everywhere but whose meaning has been transformed, especially in the media, to obscure the relationship between gentrification and displacement and to obscure the actors advocating for, leading or supporting gentrification processes. Gentrification has not gone uncontested. We will explore resistance to gentrification from the local neighborhood perspective as well as investigate the linkages organizers have created to build trans-local and international organizing efforts, especially around the right to the city and the right not to be excluded from the city. 4 hr. 4 cr (W)(U)

### **IAS 31501, 2CWE**

#### **African American History: Reconstruction to Civil Rights to Black Lives Matter**

**Tuesday 6:00 - 9:20 PM**

**Williams**

This interdisciplinary course will explore major political, economic and cultural changes in African-American history from reconstruction to the present. Students will be asked to think about prominent themes such as freedom, democracy, equality and inequality via engagement with primary and multimedia sources. Ultimately, students will leave the course with a broad understanding of recent African-American history and the major figures/ideas that have inspired its major transitions. 4 hr. 4 cr. (U)

### **IAS 31502, CWNT**

#### **Youth Literature: Theories and Reading Practices Among Children and Young Adults**

**Asynchronous**

**Benedicty**

The goal of this course is to counter misconceptions that youth are no longer reading. Most importantly, by the end of the course, students will be able to identify specific criteria that help them to gauge which books and/or graphic novels are appropriate for varying-aged youth. As such, this course is geared as much towards teachers and parents as it is towards those who love, but also struggle to read. For interestingly, half of Young Adult (“YA”) readers are adults. Drawing on both canonical theoretical texts around psychology of children and young adults (i.e. J.A. Appleyard; J. Campbell; S. Edwards; E. Erikson; M. Montessori; P. Freire; J. Piaget), but also more recent work (i.e. C. Ní Bhroin and P. Kennon; G. Mendes; M. Weiner; C. del Valle Schorske), students shall determine why certain novels attract young adults’ attention and why others do not. We also look at how certain books seem to work for a wide range of young adult readers: how despite outside appearances, they deal quite poignantly with intersectional questions of social class, gender, and race. As a fully online course, all the courses are conducted online. The final online class periods are dedicated to reporting the results of a “book fair,” using either Facebook, Wordpress, Padlet, or another online venue that allows for both text and image. Also, part of this online presence shall be creating two ideas for attracting young adults, either in a class, or in the general public to reading the chosen prize-winning works. 4 hr., 4cr. (W)(U)

*Instructor’s Note: Asynchronous, Zoom.*



**IAS 31509, 3CWE****Latin American Short Stories****Wednesday 6:00 - 9:20 PM Latin American Short Stories****Aguasaco**

This course is a panoramic overview of the different aesthetics trends in Latin American short fiction. The program parallels the historical and theoretical changes in narrative techniques and topics with the close reading and discussion of a wide and diverse selection of texts, ranging from the late Nineteen Century to the early Twenty-First-Century authors. The second part of the course pays special attention to women and Latinx authors in the US with the reading of selected stories by Carmen Boullosa, Sandra Cisneros, Lina Meruane, Claudia Salazar, Daniel Alarcón, Rudolfo Anaya, and Juan Felipe Herrera among others. 4 hr., 4cr. (W)(U)

**IAS 31704, CWNT****Social Inequality and Social Justice****Asynchronous****Robinson**

We are seeing historical levels of inequality, both in this country and globally. While hundreds of millions of people around the world are unable to meet their basic needs like food, clean water, and stable shelter, a handful of global billionaires are building their own personal space shuttles and submarines. This level of inequality, in which a fraction of one-percent of the population controls an unprecedented amount of global resources and power, was not possible even a generation ago.

Students in this course will learn about a selection of American and global inequalities in our contemporary world as well as proposed solutions to those inequalities. In the American context, students will consider interconnected structural inequalities such as income inequality, wealth inequality, housing and residential segregation, educational inequality, health disparities, and political inequality. In the global context, students will examine vast inequalities of living conditions, dependent almost entirely upon one thing: a person's place of birth.

Various interventions and policies have sought to alleviate the suffering caused by these inequalities, but with mixed and sometimes disastrous results. As students critically evaluate these interventions and policies, they will consider what fairness and justice might look like for a host of challenges facing our country and our world.

What kind of world do we want? How might we make it so? 4 hr. 4 cr (W)(U)

*Instructor's Note: Asynchronous, Blackboard.*

**IAS 31705, 2CWE****Children and Public Policy****Tuesday 6:00 - 9:20 PM (Blended)****Kelly**

Children are unique in the public policy realm of the United States as a group who are deeply affected by policies but especially unable to have a voice in the policy process and decision-making. This course will examine the primary policies dedicated to protecting children and their well-being across domains, including education, health, and family support/child protection. These will be examined from both the federal and local levels, with an emphasis on the policy process and opportunities for policy advocacy and change.

4 hr. 4 cr. (W)(U)

*Instructor's Note: Blended, Zoom.*

**IAS 31706, 4CWE**

**Children and Human Rights**

**Thursday 6:00 - 9:20 PM**

**Zach**

What rights do children have in international law? What impacts do these legal obligations have on the everyday lives of children around the world? How do governments strive to guarantee such rights and in what ways do they and others violate them? How do the United Nations and nongovernmental organizations (NGOs) seek to advance children's rights? How do ability, class, gender, race, and sexuality shape prospects for their realization? This course will explore these questions across a wide range of issue areas, including child marriage, climate change, education, health, labor, migration, poverty, violence, and war. We will consider children not only as victims and survivors of rights abuses but also as perpetrators and agents of change through activism. 4 hr. 4 cr. (W)(U)

*Instructor's Note: Synchronous: Zoom, Blackboard*

**IAS 31708, CWNT**

**Philosophy and the City**

**Asynchronous**

**Clark**

Urban environments have existed since the beginning of western civilization. As such, they became another topic for philosophers to think and write about in their work. In thinking through the lens of the city, philosophers tackled myriad topics pertaining to urban life. How and why are cities created in the first place? Once a city center is founded, how does planning for its future affect its growth and the placement of urban populations within it? Should cities be governed any differently than more rural locales? If so, how so? In what ways do cities affect the mental life of their inhabitants? What part, if any, should the aesthetic play in urban planning? How do representations of city space interact with those same spaces becoming spaces of representation of particular persons, places, and/or things? Why is it that cities often become the birthplace of movements of resistance? In the age of the ubiquitous "security" camera, have cities become a panopticon, and if so, is that to be lauded or condemned? And what do philosophers make of the recent idea of the "Global City"? 4 hr. 4cr. (W)(U)

*Instructor's Note: Asynchronous, Zoom, Blackboard.*

**IAS 32185, 1CWE**

**Sociology of the Deaf**

**Monday 6:00 - 9:20 PM Sociology of the Deaf**

**Ortiz-Suloway**

Many (hearing) people think of Deafness as a one-dimensional auditory deficit. This concept will be examined through life stories, complex systems of meaning, constructs, and cultural representations. This course of study will examine and critique how disability became pathologized and measure Deaf people's success in fleeing from disability. Why was Deafness medicalized? What led to the conversion from Oralism to ASL, and its impact on education and culture for the Deaf? History shows us that professionals and medical authorities followed their own paths; therefore this course will examine the complex debates between proponents of sign language and those of speech. What are new ways of thinking about deafness in relation to the ideas of deafness as that of the nation and the individual? To understand the complexities of Deaf identities, and the use of ASL as a qualifying property (i.e. shared language) signaling membership in the American Deaf

community, this course will entail an in-depth study of collective names, sense of community, shared and distinct values, customs, culture, knowledge, history, social structures and art as the underpinning of Deaf identity. This course will also examine the continuing narrative between the Deaf individual and the hearing society. Deaf communities around the world are as diverse as any other communities but share the primary means of communication as their one commonality: the use of their native sign language and their culture. We will examine the historical disregard for the existential well-being so often practiced against Deaf people by learned people in many societies. Pre-requisites: General Anthropology or Psychology in the Modern World and one Disability Studies course. 4hrs. 4 cr. (W)(U)

### **MATH 15004, 3CWE**

#### **Mathematics for the Contemporary World**

**Wednesday 6:00 - 9:20 PM**

**TBA**

Bombarded by statistics, assailed by advertisers and advocates of all persuasions, the average person needs mathematics to make sense of the world. This course aims to give students the tools needed to critically examine the quantitative issues of our times. Students will learn the basics of logical reasoning, the use of graphs and algebra to create quantitative models, and the role of statistics and probability in analyzing data. We will apply these ideas to assess the quantitative claims raised in contemporary case studies commonly discussed in the media.

Students must obtain and learn how to use a calculator that contains square root and exponential ( $y^*$ ) keys. The use of a cell phone as a calculator is not permitted. Should should bring their calculators to class every day. Attendance and class participation will be considered in the determination of the course grade. Class exams will contain questions that require students' answers be presented graphically and in correct, meaningful sentences. 4 hr.; 4 cr.

*Instructor's Note: Synchronous, Blackboard Collaborate.*

### **MATH 18004, 1CWE**

#### **Quantitative Reasoning**

**Monday 6:00 - 9:20 PM**

**Cheregi**

Investigation of the basis for elementary operations in concrete situations, diagrams, and symbolic representation. Understanding of, and problem-solving in, the following areas: numerical operations, ratios and percents, linear and exponential growth in situations, formulas and graphs; rates of change; mensurational geometry; units, dimension, and scaling. Co-Req.: Mandatory Workshop. Required for Early Childhood Education majors. 4 hr.; 4 cr.

*Instructor's Note: Synchronous, Blackboard Collaborate.*

### **MATH 18004, 4CWE**

#### **Quantitative Reasoning**

**Thursday 6:00 - 9:20 PM**

**Cheregi**

Investigation of the basis for elementary operations in concrete situations, diagrams, and symbolic representation. Understanding of, and problem-solving in, the following areas: numerical operations, ratios and percents, linear and exponential growth in situations, formulas and graphs; rates of change; mensurational geometry; units, dimension, and scaling. Co-Req.: Mandatory Workshop. Required for Early Childhood Education majors. 4 hr.; 4 cr.

*Instructor's Note: Synchronous, Blackboard Collaborate.*

**MATH 18504, XCWE (Summer Session)****Basic Ideas in Math****Mon/Wed 6:00pm – 9:20pm****Cheregi**

Sets, operations with sets, relations, functions, construction of numerical systems, numerical systems with different bases, topics in number theory, geometry. Required for Early Childhood Education majors. Pre-requisite MATH 18004 or equivalent. 4 hr.; 4 cr.

*Instructor's Note: Synchronous, Blackboard Collaborate.*

**PSC 12504, 1CWE****Intro to Public Policy****Monday 6:00 - 9:20 PM****Tirelli**

A course on what governments do and in what political, social, and economic contexts. Models of the formulation, legitimation and implementation of domestic policies in such areas as health, welfare, education, civil rights, crime and the environment. Pre-req: PSC 10104. 4 hrs.; 4 crs.

**PSY 24604, 6CWE****Introduction to Human Development: Infancy and Childhood****Saturday 9:00 AM -12:20 PM****Terry**

Topics include genetic considerations; prenatal development; the characteristics of the neonate; cognitive processes; language development; personality changes; early socialization; moral development. Pre-req: PSY 10204. 4 hr.; 4 crs.

**PSY 31134, 1CWE****Psychology of Racism: Mental Health in Urban and Minority Communities****Monday 6:00 - 9:20 PM****Zaid-Muhammad**

This course was envisioned with three goals. The first is to explore racial issues underlying the science of psychology. Within this context, students will study race-based elitism that plagued the history of psychology. The second aim of this course is to examine the history of racism and culturally motivated atrocities from a psychological perspective. The last goal is to unpack racism and its impact on mental health within urban and ethnic/racial minority communities. Within each of these contexts, students will examine the psychopathology underlying historical and contemporary race driven events. 4 hrs.; 4cr. (W)(U)

**PSY 35704, 7CWE****Community Psychology****Saturday 1:00 - 4:20 PM****Mercado**

The use of psychology in in the solution of community processes and the impact of social and psychological stressors is examined from a community wide perspective. How can communities and neighborhoods be measured for mental health, stress and dangers? What kinds of preventative actions and strategies and what kinds of treatment and programs can be taken on a community wide basis to promote mental health? Pre-req PSY 10200. 4 hrs.; 4 crs. (W)

**SOC 38144, 3CWE****Sociology of Education: School in American Society****Wednesday 6:00 - 9:20 PM****Diop**

Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, bilingual, and language minority groups. Required for Early Childhood Education majors. 4 hrs.; 4 cr. (W)(U)

**SOC 38144, XCWE (Summer Session)****Sociology of Education: School in American Society****Tues./Thurs. 6:00 - 9:20 PM****Diop**

Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, bilingual, and language minority groups. Required for Early Childhood Education majors. 4 hrs.; 4 cr. (W)(U)

*Instructor's Note: Synchronous, Zoom.*

**SPAN 12104, 2CWE****Introductory Spanish I****Tuesday 6:00 - 9:20 PM****Santos**

An intensive course designed to provide the student with the elements of everyday Spanish. Course consists of 4 hrs classroom work and 2 hours of online lab work per week. 6 hrs, 4 cr.

**SPAN 22504, 3CWE****Intermediate Spanish****Wednesday 6:00 - 9:20 PM****Velasquez Torres**

A one-semester Spanish course at the intermediate level. This course will review the grammar of the Spanish language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Pre-req.: SPAN 12204 or placement. 4 hrs.; 4 crs.

**SPCH 11104, 5CWE****Foundations of Speech Communication****Friday 6:00 - 9:20 PM****TBA**

The distinctive nature of the spoken word and the ways in which it functions in the world. The speech skills required to express ideas and feelings with clarity, sensitivity and force. 4 hr.; 4 cr. (W)

**WS 10004, 2CWE****Introduction to Women's and Gender Studies****Wednesday 6:00 - 9:20 PM****Rosenbaum**

An introduction to issues that arise when women's lives and gender roles become the focus of critical inquiry. How do different societies and academic disciplines define women? How do women's experiences vary in relation to factors such as race, ethnicity, class, sexuality, age and nationality? How have women resisted,

adapted to, and transformed "women's space" in the United States and elsewhere? 4 hr.; 4 cr. (W)