

The City College Downtown Center for Worker Education Spring 2022 Schedule of Classes

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Message from the Dean.....1	CWE advising and course selection are by appointment only. Appointments may be scheduled by contacting the Downtown Virtual Front Desk using one of the following options: - Via Email: cwefrontdesk@ccny.cuny.edu - Via Phone: 212.925.6625 x 0 - Via Video Link at www.ccny.cuny.edu/cwe
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Dear Students,

I would like to introduce to you the 2022 Spring Schedule. We have an extensive variety of courses across all our academic concentrations for the Interdisciplinary Liberal Arts major as well as the Early Childhood Education degree program. Our Academic Advisors will continue working with you by appointment to help you decide on classes that are best for you, not only for your academic goals, but also those that will keep you on track for graduation. Staff members are making an extraordinary effort to meet your expectations in this unusual time.

Please note that there is a mix of online, hybrid and in-person courses offered. Online and hybrid courses will remain the same as they are conducted now in collaboration with your instructor. The in-person classes will be conducted in physical classrooms at the Center. There are also opportunities for a hyflex modality with some students physically in class and others attending remotely.

All the support services we currently provide will continue---therapist, tutors, student affairs, financial aid, admissions, enrollment, advising and IT; and are available remotely through our website and our Virtual Front Desk. Some tutoring services will be in-person. Please check the website later for the specific tutoring schedule. 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, now 18 months later as we move to expand our in-person presence, our mission is stronger than ever and we will continue to stay strong together.

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

Juan Carlos Mercado, Dean

CCNY Division of Interdisciplinary Studies at The CCNY Center for Worker Education

CWE Spring 2022 Class Table

MONDAY				
EDCE 20614, 1CWE	In person	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	5:30 - 8:50 PM	Diaz
IAS 10000, 1CWE	Online synchronous	Writing for Interdisciplinary Studies I (Hybrid)	6:00 - 9:20 PM	Clark
IAS 23324, 1CWE	Online synchronous	Advanced Composition	6:00 - 9:20 PM	Sweeting
IAS 24200, 1CWE	In person	Introduction to Interdisciplinary Studies	6:00 - 9:20 PM	Williams
IAS 31136, 1CWE	In person	Latinos and Race	6:00 - 9:20 PM	Rosenbaum
IAS 31235, 1CWE	Hyflex: in person or online synchronous	Intro to Developmental Disabilities	6:00 - 9:20 PM	Ortiz-Suloway
IAS 31244, 1CWE	In person	Latin American Cinema	6:00 - 9:20 PM	Velasquez-Torres
IAS 61700, 1CWE	In person	The Power of Place: Youth and the City (graduate)	5:30 - 7:10 PM	Schaller
MATH 18504, 1CWE	Online synchronous	Basic Ideas in Math	6:00 - 9:20 PM	Cheregi
PSC 21104, 1CWE	In person	New York Politics	6:00 - 9:20 PM	Tirelli
PSY 31644, 1CWE	In person	Psychological Testing	6:00 - 9:20 PM	Zaid-Muhammad
SPAN 12104, 1CWE	Hyflex: In person or online synchronous + online lab	Introductory Spanish I	6:00 - 9:20 PM	
TUESDAY				
EDCE 20614, 2CWE	In person	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	5:30 - 8:50 PM	Diaz
EDCE 40200, 2CW2	In person	Language Development and Emergent Literacy II	7:30 - 9:10 PM	Buffalo
EDCE 40200, 2CWE	In person	Language Development and Emergent Literacy II	7:30 - 9:10 PM	Crosby
EDCE 40200, CWE2	In person	Language Development and Emergent Literacy II	7:30 - 9:10 PM	Norton
EDCE 40300, 2CW2	In person	Social Studies in ECE	5:30 - 7:10 PM	Buffalo
EDCE 40300, 2CWE	In person	Social Studies in ECE	5:30 - 7:10 PM	Wilgus
EDCE 40300, CWE2	In person	Social Studies in ECE	5:30 - 7:10 PM	Norton
HIST 31824, 2CWE	In person	History of Human Rights	6:00 - 9:20 PM	Woessner
IAS 10800, 2CWE	In person and partial online	Doing Social Research	6:00 - 9:20 PM	Almash
IAS 23324, 2CWE	In person	Advanced Composition	6:00 - 9:20 PM	Sweeting
IAS 31248, 2CWE	Online synchronous	Civil Rights Movement	6:00 - 9:20 PM	Orange

IAS 51070, 2CWE	In person	Bachata for A Diaspora: Dominican Fiction and Film of the 21st Century (graduate)	6:00 - 7:40 PM	Carlson
MCA 10104, 2CWE	Online synchronous	Intro to Media Studies	6:00 - 9:20 PM	Virgilio
SOC 23301, 2CW2	See course description	Fieldwork in Social Welfare	T.B.A.	Senior
SOC 24404, 2CWE	Hyflex: In person and partial online	Principles of Social Work	6:00 - 9:20 PM	Senior
SPAN 12204, 2CWE	Hyflex: In person or online synchronous + online lab	Introductory Spanish II	6:00 - 9:20 PM	Santos
WEDNESDAY				
ANTH 26504, 4CWE	Hyflex: In person or online and partial online	Language and Society	6:00 - 9:20 PM	Calagione
EDCE 40800, 3CWE	In person	Student Teaching and Integrative Seminar in ECE	4:00 - 5:40 PM	Diamond
EDCE 40800, CWE3	In person	Student Teaching and Integrative Seminar in ECE	4:00 - 5:40 PM	Buffalo
IAS 10500, 3CWE	Online synchronous	Nature and Human Beings II (Core Natural Science II)	6:00 - 9:20 PM	Dunson-Delvalle
IAS 10800, 3CWE	Online synchronous	Doing Social Research	6:00 - 9:20 PM	Almash
IAS 23304, 3CWE	Online synchronous	The Essay	6:00 - 9:20 PM	Moore
IAS 31135, 3CWE	Online synchronous	Africa Since Independence	6:00 - 9:20 PM	Williams
IAS 31237, 3CWE	Hyflex: In person or online synchronous	Drugs: Their History & Sociology	6:00 - 9:20 PM	Ortiz-Suloway
IAS 32177, 3CWE	In person	Writing About New York	6:00 - 9:20 PM	
IAS 61800, 3CWE	Hyflex: In person or online synchronous	War and Justice in the 21st Century	5:30 - 7:10 PM	Zach
SOC 38144, 3CWE	In person	Sociology of Education	6:00 - 9:20 PM	Diop
SPAN 22504, 3CWE	Hyflex: in person or online synchronous	Intermediate Spanish	6:00 - 9:20 PM	Velasquez Torres
THURSDAY				
EDCE 31904, 4CWE	In person	Science Methods in E.C.E.	5:30 - 7:10 PM	Silverstein
EDCE 31904, CWE4	In person	Science Methods in E.C.E.	5:30 - 7:10 PM	Aprile
IAS 24200, 4CWE	Online synchronous	Introduction to Interdisciplinary Studies	6:00 - 9:20 PM	Woessner
IAS 30100, 4CWE	Online synchronous	Honors Research: Adv Sem in Autobiography	6:00 - 9:20 PM	McDonald
IAS 31294, 4CWE	In person and partial online	Disability Through The Personal Lens	6:00 - 9:20 PM	Senior
IAS 31403, 4CWE	In person	Community Mental Health: Understanding Diversity and Access	6:00 - 9:20 PM	Andino

IAS 31709, 4CWE	Online synchronous	Youth and the Right to the City: Planning, Participation, Urban Design	6:00 - 9:20 PM	Schaller
IAS 70100, 4CWE	In person	MA Capstone Seminar: Cultures of Surveillance	5:30 - 7:10 PM	Robinson
MATH 18504, 4CWE	Online synchronous	Basic Ideas in Math	6:00 - 9:20 PM	Cheregi
MCA 23304, 4CWE	In person	Introduction to Journalism	6:00 - 9:20 PM	Cardenas Pena
SOC 38144, 4CWE	Online synchronous	Sociology of Education	6:00 - 9:20 PM	Buffalo
FRIDAY				
IAS 20100, 5CWE	In person	Art On and Off The Wall	5:30 - 8:50 PM	Benedetto
IAS 24200, 5CWE	Online synchronous	Introduction to Interdisciplinary Studies	6:00 - 9:20 PM	Schaller
IAS 31240, 5CWE	Hyflex: In person or online	Issues for Adults with Developmental Disabilities	6:00 - 9:20 PM	Sutherland-Cohen
SATURDAY				
HIST 31964, 6CWE	Online synchronous	History of Childhood in America	9:00 AM -12:20 PM	Cotter
IAS 10500, 6CWE	In person	Nature and Human Beings II (Core Natural Science II)	9:00 AM -12:20 PM	
PSY 25604, 6CWE	In person	Introduction to Human Development: Adolescence and Youth	9:00 AM -12:20 PM	Terry
IAS 23304, 7CWE	In person and partial online	The Essay	1:00 - 4:20 PM	Moore
MCA 31434, 7CWE	In person	Children in Film	1:00 - 4:20 PM	Kopp
PSY 24804, 7CWE	In person	Abnormal Psychology	1:00 - 4:20 PM	Mercado
FULLY ONLINE (asynchronous)				
IAS 23304, CWNT	Asynchronous online	The Essay	T.B.A.	Benedicty
IAS 31214, CWNT	Asynchronous online	Autism Spectrum Disorders in Young Children (online)	T.B.A.	DuMoulin
IAS 31278, CWNT	Asynchronous online	Gender and Globalization	T.B.A.	Mealy

Spring 2022 Course Overview

Pathways Courses

IAS 10000	Writing for Interdisciplinary Studies I
IAS 10500	Nature and Human Beings II (x2)
MATH 18504	Basic Ideas in Math (x2)
SOC 38144	Sociology of Education (x2)
SPAN 12104	Introductory Spanish I
SPAN 12204	Introductory Spanish II

B.A. and B.S. Major Courses

IAS 24200	Introduction to Interdisciplinary Studies (x3)
IAS 23304	Advanced Composition
IAS 23324	The Essay
SPAN 22504	Intermediate Spanish

B.S. in Early Childhood Education Major Courses

EDCE 20614	ECE II: Dev., Assessment, Teaching & Learning
EDCE 31904	Science Methods in ECE
EDCE 40200	Language and Literacy II
EDCE 40300	Social Studies in ECE
EDCE 40800	Student Teaching Seminar

Spring 2022 Suggested Courses by Academic Concentration

Childhood Studies

Foundational courses:

ANTH 26504	Language and Society
IAS 10800	Doing Social Research
PSY 25604	Introduction to Human Development: Adolescence and Youth

Advanced Electives:

HIST 31964	History of Childhood in America
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31235	Introduction to Developmental Disabilities
IAS 31237	Drugs: Their History and Sociology

IAS 31278	Gender and Globalization
IAS 31403	Community Mental Health: Understanding Diversity and Access
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
MCA 31434	Children in Film
PSY 24804	Abnormal Psychology
PSY 25604	Intro to Human Development: Adolescence and Youth
PSY 31644	Psychological Testing
SOC 38144	Sociology of Education

Disability Studies

Foundational courses:

IAS 31235	Introduction to Developmental Disabilities
IAS 31240	Issues for Adults with Developmental Disabilities

Advanced electives:

IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31294	Disability Through the Personal Lens
IAS 31403	Community Mental Health: Understanding Diversity and Access
PSY 24804	Abnormal Psychology
PSY 25604	Intro to Human Development: Adolescence and Youth
PSY 31644	Psychological Testing
SOC 24404	Principles of Social Work/Fieldwork
SOC 38144	Sociology of Education

History, Politics, and Society

Foundational Courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 26504	Language and Society
HIST 31824	History of Human Rights
HIST 31964	History of Childhood in America
IAS 31135	Africa Since Independence
IAS 31136	Latinos and Race
IAS 31237	Drugs: Their History and Sociology
IAS 31244	Latin American Cinema
IAS 31248	The Civil Rights Movement
IAS 31278	Gender and Globalization
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
IAS 31277	Writing about New York
MCA 31434	Children in Film
PSC 21104	New York Politics

SOC 38144 Sociology of Education

Literary, Media, and Visual Arts

Foundational courses:

MCA 10104 Introduction to Media Studies

Advanced electives:

ANTH 26504 Language and Society
 IAS 20100 Art On and Off the Wall
 IAS 31244 Latin American Cinema
 IAS 31248 The Civil Rights Movement
 IAS 32177 Writing about New York
 MCA 23304 Introduction to Journalism
 MCA 31434 Children in Film

Social Welfare

Foundational courses:

IAS 10800 Doing Social Research
 SOC 24404 Principles of Social Work/Fieldwork

Advanced Electives:

ANTH 26504 Language and Society
 HIST 31824 History of Human Rights
 HIST 31964 History of Childhood in America
 IAS 31136 Latinos and Race
 IAS 31214 Autism Spectrum Disorders in Young Children
 IAS 31237 Drugs: Their History and Sociology
 IAS 31248 The Civil Rights Movement
 IAS 31278 Gender and Globalization
 IAS 31294 Disability Through the Personal Lens
 IAS 31403 Community Mental Health: Understanding Diversity and Access
 IAS 31403 Youth and the Right to the City: Planning, Participation, and Urban Design
 PSY 24804 Abnormal Psychology
 PSY 25604 Introduction to Human Development: Adolescence and Youth
 PSY 31644 Psychological Testing
 SOC 38144 Sociology of Education

Urban Studies and Public Administration

Foundational courses:

IAS 10800 Doing Social Research

Advanced Electives:

HIST 31824	History of Human Rights
HIST 31964	History of Childhood in America
IAS 31136	Latinos and Race
IAS 31237	Drugs: Their History and Sociology
IAS 31248	The Civil Rights Movement
IAS 31403	Community Mental Health: Understanding Diversity and Access
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
IAS 32177	Writing about New York
PSC 21104	New York Politics
SOC 38144	Sociology of Education

The Americas**Foundational courses:**

IAS 10800	Doing Social Research
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Advanced Electives:

HIST 31824	History of Human Rights
IAS 31135	Africa Since Independence
IAS 31136	Latinos and Race
IAS 31244	Latin American Cinema
IAS 31278	Gender and Globalization

Global Labor Studies**Foundational courses:**

IAS 10800	Doing Social Research
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Advanced Electives:

HIST 31824	History of Human Rights
IAS 31135	Africa Since Independence
IAS 31136	Latinos and Race
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
IAS 31278	Gender and Globalization

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

IAS 51070	Bachata for a Diaspora: Dominican Fiction and Film in the 21 st Century
IAS 61700	The Power of Place: Youth and the City

IAS 61800	War and Justice in the 21 st Century
IAS 70100	MA Capstone Seminar: Cultures of Surveillance

Instruction Modes and Attributes:

In-person: Class meets in-person, on-site at 25 Broadway, 7th floor.

In-person and partial-online: Hybrid class that meets in-person on designated days, with asynchronous online work throughout the semester.

Online Synchronous: Class meets in real-time via video conference (Zoom or similar).

Hyflex in person or online: Students may attend either in-person, or via video conference in real-time (Zoom or similar).

Hyflex in person and partial online: Students must attend designated days in-person with additional online asynchronous work.

Course Descriptions

ANTH 26504, 4CWE [49440]

Language and Society

Wednesday 6:00 – 9:20PM

Calagione

Mode: Hyflex Asynchronous Online or In-person and partial online

How does language shape our view of the world and how do we use language in everyday life to create our social worlds? What orients our choice of the codes and contexts we deploy in speaking? These are some of the questions that we will be exploring together in the field of linguistic anthropology. Much of this course will examine the relationship between language and cultures, social identities, and power. In all of our readings and in the written assignments we will continue to push ourselves to think about the relationships of power and the social imaginaries that are a part of everyday language use. We will look at language practices and constructions of class, race, gender, ethnicity, and nation. We will cover topics such as language and worldview, social stereotyping and discrimination, bi- and multilingualism, language socialization, literacy practices and schooling.

NOTE: THIS COURSE REQUIRES SOME WEEKLY ONLINE PARTICIPATION. STUDENTS MUST BE PREPARED TO USE ONLINE RESOURCES BEFORE THE FIRST CLASS. CLASS WILL MEET VIA HYFLEX IN PERSON OR ONLINE FROM 6:00PM – 8:00PM AND HAVE ADDITIONAL ONLINE WORK.

Pre-req: Intro level social science or Equivalent.

4 hrs.; 4 crs. (W)(U)

EDCE 20614, 1CWE [37252]

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

Monday 5:30 - 8:50 PM

Diaz

Mode: In-person

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 20614, 2CWE [37253]

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

Tuesday 5:30 - 8:50 PM

Diaz

Mode: In-person

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 31904, 4CWE [36563]

Science Methods in E.C.E.

Thursday 5:30 - 7:10 PM

Silverstein

Mode: In-person

The Science Methods class will use readings, written reflection, field trips, individual projects, group presentations, class activities and discussion to help students develop an understanding of the role of the early childhood teacher in building a foundation for early childhood science education with young learners. The class will include methods and strategies that are compatible with authentic early childhood educational goals, enabling ece students to grow as teachers who will be able to provide appropriate practices and guidance that will allow all young children the means to explore and appreciate science concepts. Open only to students formally accepted into the Early Childhood Education Program. Fieldwork required. 2 hr.; 2 cr. Note: This two-credit course meets for 3 hours and 20 minutes every other week after the first class meeting of the semester.

EDCE 31904, CWE4 [40714]

Science Methods in E.C.E.

Thursday 5:30 - 7:10 PM

Aprile

Mode: In-person

The Science Methods class will use readings, written reflection, field trips, individual projects, group presentations, class activities and discussion to help students develop an understanding of the role of the early childhood teacher in building a foundation for early childhood science education with young learners. The class will include methods and strategies that are compatible with authentic early childhood educational goals, enabling ece students to grow as teachers who will be able to provide appropriate practices and guidance that will allow all young children the means to explore and appreciate science concepts. Open only to students formally accepted into the Early Childhood Education Program. Fieldwork required. 2 hrs.; 2

EDCE 40200, 2CW2 [50804]

Language Development and Emergent Literacy II

Tuesday 7:30 - 9:10 PM

Buffalo

Mode: In-person

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

EDCE 40200, 2CWE [36598]

Language Development and Emergent Literacy II

Tuesday 7:30 - 9:10 PM

Crosby

Mode: In-person

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

EDCE 40200, CWE2 [50794]

Language Development and Emergent Literacy II

Tuesday 7:30 - 9:10 PM

Norton

Mode: In-person

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

EDCE 40300, 2CW2 [50829]**Social Studies in ECE****Tuesday 5:30 - 7:10 PM****Buffalo****Mode: In-person**

Early childhood teacher candidates will explore and construct understandings about the ways in which young children process experiences in their social worlds. Course participants will be provided with experiences to facilitate children's inquiry and interests through the components of social studies which include: individual development, social and civic competence, knowledge-based concept of social reality, appreciation and respect for human diversity and global citizenship. Special attention will be given to integrating curriculum, with emphasis placed on multicultural settings, utilizing children's diverse ethno-cultural backgrounds to enhance social studies curricula while creating a productive, tolerant and enthusiastic community of learners. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program.

EDCE 40300, 2CWE [36599]**Social Studies in ECE****Tuesday 5:30 - 7:10 PM****Wilgus****Mode: In-person**

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program.. Fieldwork Required. 2 hr.; 2 cr. (W)

EDCE 40300, CWE2 [50823]**Social Studies in ECE****Tuesday 5:30 - 7:10 PM****Norton****Mode: In-person**

Early childhood teacher candidates will explore and construct understandings about the ways in which young children process experiences in their social worlds. Course participants will be provided with experiences to facilitate children's inquiry and interests through the components of social studies which include: individual development, social and civic competence, knowledge-based concept of social reality, appreciation and respect for human diversity and global citizenship. Special attention will be given to integrating curriculum, with emphasis placed on multicultural settings, utilizing children's diverse ethno-cultural backgrounds to enhance social studies curricula while creating a productive, tolerant and enthusiastic community of learners. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program.

EDCE 40800, 3CWE [50868]**Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Diamond****Mode: In-person**

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, CWE3 [50870]**Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Buffalo****Mode: In-person**

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 31824, 2CWE [50809]**History of Human Rights****Tuesday 6:00 - 9:20 PM****Woessner****Mode: In-person**

We take their legitimacy for granted today, but what are human rights? When and where were they conceived—and by whom? Who ensures them and why? This course examines the development of the concept of human rights from its historical origins in the Enlightenment up to the present. In addition to exploring the idea itself, we analyze key moments in the history of the fight for human rights, including the American and French revolutions, the age of imperialism, and the establishment of the United Nations in the aftermath of the Second World War. Special attention is paid to the role that political, economic, and military violence has played in the articulation of the human rights discourse we currently employ. We read primary documents in the evolution of human rights, as well as their legal, philosophical, political, and cultural foundations. 4 hr.; 4 cr. (W)(U)

HIST 31964, 6CWE [50816]
History of Childhood in America
Saturday 9:00 AM -12:20 PM
Cotter

Mode: Online synchronous

Children are our most precious creations; yet few people know much about their place in history. This course will offer a sweeping view of the history of childhood in the United States from the pre-colonial era to the present day. Readings, discussion, films and other materials will shed light on the experiences of all sorts of children--the rich, the middle class, the poor and the enslaved from a variety of backgrounds, including American Indian, European, African, Latin American, Caribbean and Asian. The course will also compare numerous ideologies about childhood, theories of childrearing, laws governing children's lives, and social actions taken to protect children throughout the nation's history. Students will read a combination of books, articles and historical documents. Writing exercises will provide practice in working with chronologies, analyzing historical documents and comparing and contrasting various historical moments. Each student will also work on an individual project which will be presented orally. 4 hrs.; 4 cr. (W)(U)

IAS 10000, 1CWE [49545]
Writing for Interdisciplinary Studies I
Monday 6:00 - 9:20 PM
Clark

Mode: Online synchronous

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.

S0

IAS 10500, 6CWE [49553]
Nature and Human Beings II (Core Natural Science II)
Saturday 9:00 AM -12:20 PM
t.b.a.

Mode: In-person

Nature and Human Beings II 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 examine the origin and evolution of the universe, the earth and life. Pre-req.: IAS 10000, IAS 10100 or equivalent. 4 hr.; 4 cr.

IAS 10800, 2CWE [49566]
Doing Social Research
Tuesday 6:00 - 9:20 PM
Almash

Mode: In-person

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, 3CWE [49569]
Doing Social Research
Wednesday 6:00 - 9:20 PM
Almash

Mode: Online synchronous

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 20100, 5CWE [49571]
Art On and Off the Wall
Friday 5:30 - 8:50 PM
Benedetto

Mode: In-person

Art On and Off the Wall is a rapid-fire, immersive introduction to methods of art-making with a focus on 'design' as a metaphor for everything from where to put the line on a piece of paper to what it means to create a time, location and social context in your life to make and show art. In addition to

an introduction to a variety of methods of art production (painting, sculpture, installation, with a particular emphasis on drawing as the basic tool of visual thinking), we will engage in some more free-style off-the-wall modes of thinking, including making art in and for a wide variety of spaces from a bedroom, to an exhibition, to a public space.

Our class time will be divided between teacher and student presentations, studio work, and class discussions. Every week there will be a teacher-led presentation of art-historical precedents, ranging from painting to music. We will also explore how alternative exhibition tactics illuminate the possibilities of various creative enterprises. There will be weekly assignments with occasional outside reading. There is an expectation of high energy, willingness to experiment and improvise, and class participation. By the end of the class we will have produced a variety of projects, an artist book, and a class exhibition. Supplemental Class Fee: \$100. 4 hrs.; 4 crs.

IAS 23304, 3CWE [49578]

The Essay

Wednesday 6:00 - 9:20 PM

Moore

Mode: Online synchronous

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. Prerequisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

IAS 23304, 7CWE [53955]

The Essay

Saturday 1:00 - 4:20 PM

Moore

Mode: In-person and partial-online

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. Prerequisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

IAS 23304, CWNT [49583]

The Essay

Online

Benedicty

Mode: Asynchronous online

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. Prerequisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

IAS 23324, 1CWE [50673]

Advanced Composition

Monday 6:00 - 9:20 PM

Sweeting

Mode: Online synchronous

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 [53967]

Advanced Composition

Tuesday 6:00 - 9:20 PM

Sweeting

Mode: In-person

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 24200, 1CWE [53960]

Introduction to Interdisciplinary Studies

Monday 6:00 - 9:20 PM

Williams

Mode: In-person

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)

IAS 24200, 4CWE [50676]

Introduction to Interdisciplinary Studies

Thursday 6:00 - 9:20 PM

Woessner

Mode: Online synchronous

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)

IAS 24200, 5CWE [50675]

Introduction to Interdisciplinary Studies

Friday 6:00 - 9:20 PM

Schaller

Mode: Online synchronous

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)

IAS 30100, 4CWE [50677]

Honors Research: Adv Sem in Autobiography (Hybrid)

Thursday 6:00 - 9:20 PM

McDonald

Mode: Online synchronous

This course is the second step in the Autobiography Program at CWE. It builds on the work begun in IAS 31170, Seminar in Autobiography. Students will learn to plan, organize, create, revise, and edit three long pieces that might become part of their autobiographies. The course is structured as an honors research seminar. We will use Blackboard for self-paced assignments and to share and critique each other's work. I will meet individually with students to help them construct a map for their autobiographies. We will also have two group meetings. At the end of the semester, students should be prepared to work independently to complete their autobiographies to submit for Life Experience credit, should they choose to do so. Pre-req: IAS 31170 and instructor's permission. 4 hrs.; 4crs. (W)(U)

IAS 31135, 3CWE [50678]

Africa Since Independence

Wednesday 6:00 - 9:20 PM

Williams

Mode: Online synchronous

This course traces the evolution of African societies from the 1960s to the present. It begins with an analysis of the formation of postcolonial states, which is followed by studies of the varied ways in which Africans have sought to make their own history since independence, and the internal and external obstacles that have confronted them in this process. Topics to be considered include the rise of the authoritarian state, Ujaama and Self-Reliance, structural adjustment, popular culture and African youth, HIV/AIDS pandemic, the politics of ethnicity and globalization. Among the

countries from which case studies would be drawn are Congo, Nigeria, Ghana, Senegal, Rwanda, Sierra Leone, Eritrea, Kenya, Zimbabwe, Mozambique and South Africa. 4 hr.; 4 cr. (W) (U)

IAS 31136, 1CWE [50680]

Latinos and Race

Monday 6:00 - 9:20 PM

Rosenbaum

Mode: In-person

This course explores constructions of race in the U.S. with a focus on "Latinos." Seen as perpetual outsiders, those who would be defined by this term are not easily categorized: do they comprise a cultural, religious, racial, ethnic, linguistic, national group? To get at these questions, we begin with the historical and legal construction of whiteness and its "others." We then explore how Latinos fit into the black-white racial binary—how are they situated and how do they situate themselves within this paradigm? Finally, we turn to emergent forms of racialization, honing in on language and immigration as newly defined sources of difference. 3 hr., 3cr. (W)(U).

IAS 31214, CWNT [50688]

Autism Spectrum Disorders in Young Children

Online

DuMoulin

Mode: Online asynchronous

This course will help participants understand the characteristics of young children with autism spectrum disorders, the effects of having a child with autism in the family, parental roles, and intervention approaches designed to meet the special needs of this population. 4hr.; 4cr. (W)(U) (Developmental Disabilities Certificate Program)

IAS 31235, 1CWE [55507]

Intro to Developmental Disabilities

Monday 6:00 - 9:20 PM

Ortiz-Suloway

Mode: Hyflex: In-person or online synchronous

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 31237, 3CWE [50692]

Drugs: Their History & Sociology

Wednesday 6:00 - 9:20 PM

Ortiz-Suloway

Mode: Hyflex: In-person or online synchronous

This course explores the epidemiology of illicit drug dependence and substance abuse treatments from a public health rather than a criminal justice perspective. Includes survey of scientific methods, and policy debates current in this field. Requires one or more site visits, and a research paper. Pre-Req.: IAS 10200 or IAS 10300 or equivalent. 4 hrs.; 4 crs. (W)(U)

IAS 31240, 5CWE [50697]

Issues for Adults with Developmental Disabilities

Friday 6:00 - 9:20 PM

Sutherland-Cohen

Mode: Hyflex: In-person or online synchronous

This course will identify critical issues confronting developmentally disabled adults, and will survey strategies for coping with these challenges. Case methodology will be used to discuss problems and techniques that arise in work, family or community situations. Intended primarily for practitioners in the field. Pre-req.: IAS 31235 or permission. 4 hr.; 4 cr. (W)(U)(Developmental Disabilities Certificate Program)

IAS 31244, 1CWE [50841]

Latin American Cinema

Monday 6:00 - 9:20 PM

Velasquez-Torres

Mode: In-person

This course is a survey of the historical development of Latin American Cinema. This semester, we will specifically concentrate in the study of comedies that reflect on the immigrant experience. A discussion on laughter, humor, parody and irony will interlock with a deep analysis of the "structures of feeling" reflected in each film. What is funny? What is not funny? Does humor expire? Is it possible to export humor? Is there a level of truthfulness and social criticism in comedy? In this course we will discuss the real "Nacho Libre"• and will be acquainted with Cantinflas, the "Mexican Chaplin". The Dominican character of "Valbuena" will be contrasted with "Carlos Benjumea", his Colombian counterpart. All the films will be dubbed or subtitled in English. 4 hrs.; 4 crs. (W)(U)

IAS 31248, 2CWE [50843]

Civil Rights Movement
Tuesday 6:00 - 9:20 PM
Orange

Mode: Online synchronous

The Civil Rights movement is rightly viewed as a turning point in American history and politics. Yet to grasp its significance, we need to examine today's "official" memory of the movement in the light of its real evolution, social and international context, internal debates and controversies. The course will begin by examining present-day representations of the movement, the construction of American racial ideology and the contested legacy of Reconstruction, together with current issues like Katrina and Jena that highlight its relevance. We will look at key international and domestic events contributing to the movement's evolution (Great Migration, Harlem Renaissance, WWII, Cold War, Vietnam) and the shifts in philosophies, strategies and outlook, from early debates between Booker T. Washington and W.E.B. Du Bois, the emergence of the NAACP and Urban League, to the emergence of Martin Luther King, CORE, Malcolm X, SNCC, Black Power and the Black Panthers. We will also discuss often-overlooked issues such as the role of women leaders like Ella Baker, Fannie Lou Hamer and Assata Shakur; how the movement changed when it moved North; its interaction with African independence movements; and its important cultural dimension. Students' participation will include reading, watching a number of films, at least one class presentation, short reaction papers and a research paper. 4hrs. 4crs. (U)

IAS 31278, CWNT [50848]

Gender and Globalization

Online

Mealy

Mode: Online Asynchronous

This course examines the interactions between gender and globalization. It discusses the centrality of gender in international development by focusing on gender as one of the most critical factors that affect the success or failure of the globalization process. The course reviews general theories of globalization, development, and the role of gender. It then presents a historical overview of these processes. Exploring gender dynamics within the context of international development, it examines selected topics: global restructuring and the feminization of the labor force, gender characteristics of international debt and structural adjustment, gender in multinational corporate employment, and the role of the state in gender inequality. The course also addresses the impact of culture, religion, nationalism and mechanisms that control women's sexuality. Finally, providing a basis for research and strategies of social change from a gender perspective, it explores the diverse forms of women's responses to development, locally and globally. 4 hrs.; 4 crs. (W)(U)

IAS 31294, 4CWE [50851]

Disability Through The Personal Lens

Thursday 6:00 - 9:20 PM

Senior

Mode: Hyflex: In-person and partial-online

This course studies the biographies and autobiographies of persons with disabilities. We will explore narratives and memoirs from the early twentieth century up through twenty first century self-authored blogs written by persons with disabilities and their family members. 4hr., 4 cr. (W)(U)
 (Developmental Disabilities Certificate Program)

IAS 31403, 4CWE [50855]

Community Mental Health: Understanding Diversity and Access

Thursday 6:00 - 9:20 PM

Andino

Mode: In-person

This course will look at existing community mental health models within the context of individual needs and processes, as well as systematic structures. We will address the changing demographics of communities of color, and the need for a responsive mental and health care system. Of importance will be integrating socioeconomic, historical, ethno-racial and gender narratives into mental health models. Students will be provided an opportunity to develop their own paradigm in order to expand their vision, and link the contextual and sociopolitical aspects and realities of communities of color. 4 hrs.; 4 crs. (U)

IAS 31709, 4CWE [53961]

Youth and the Right to the City: Planning, Participation, Urban Design

Thursday 6:00 - 9:20 PM

Schaller

Mode: Online synchronous

Young people, especially adolescents, are often pathologized, ignored and left out of the design and political life of cities. In this course, we will center the right to the city of youths and explore how we might design not just child-friendly but youth-friendly cities. We will define what we mean by "the right to the city" and how we center young people in the struggle for the right to the city. Major topics will include, but will not be limited to: youth culture, street art and graffiti; LGBTQ youth and the right to the city; youth social movements; urban culture, space and skateboarding; teenagers, sense of place and belonging, youth and participatory research; as well as youth participation in urban planning. 4 hr.; 4 cr.(W)(U)

IAS 32177, 3CWE [50860]

Writing About New York

Wednesday 6:00 - 9:20 PM

t.b.a.

Mode: In-person

This is a creative writing course, and, as such, everything we do will be in the service of engaging and enhancing our reading for the purpose of acquiring a deeper understanding of, appreciation for and the ability to write about our New York City. Each great historical age has one cosmopolitan city that defines the era. New York is that city in our time. We're going to investigate, explore, understand and write about the wild metropolis in which we conduct our lives. We'll use all of our faculties, our intellect, our senses, our analytic skills, our writing skills, our observational skills and our common sense to know our New York in an even richer way than we do from working, going to school and/or making our lives here. We'll read, watch films, television, walk, and act as if we are detectives, flaneurs and anthropologists as well as foodies, storytellers and poets. We'll consider both the macro and micro forms that are the fundamental building blocks of our city. We'll go to museums, read each other's poetry, sit in cafes to contemplate and write about our perceptions of the nature of our streets and lanes. Going to the theater or writing about going to a club could be the basis for an assignment.

We'll read such writers as Luc Sante, E.B. White, Andre Aciman, Adam Gopnik and Annie Lanzilotto. Expect to be passionately involved in this course. Don't come if you want to relax and cruise. Register for this course if you love New York and want to understand it in a deeper way through writing. 4hr., 4cr. (W)(U)

IAS 51070, 2CWE [54597]**Bachata for A Diaspora: Dominican Fiction and Film of the 21st Century****Tuesday 6:00 - 7:40 PM****Carlson****Mode: In-person**

In a poll of American literary critics organized by the BBC in 2015, *The Brief Wondrous Life of Oscar Wao* was voted the 21st century's best novel so far. To be sure, it is a great literary achievement, a mark of pride for all Dominicans. But Juno Diaz's remarkable Pulitzer Prize winning fiction is more than a singular accomplishment. It is a portal to a mansion of Dominican storytelling with rooms in English and Spanish, in prose fiction and feature films. Our course will visit those rooms to see how they show the history and experience of the Dominican Republic and its diaspora in the USA. In addition to Diaz's masterpiece, we will consider writing by women such as Angie Cruz's *Dominicana* and Rita Indiana's *Tentacle*. No less impressive in recent years is the growth and quality of feature filmmaking in the Dominican Republic. This includes works such as *Sugar*, *Sand Dollars*, *Woodpeckers*, and *Cocoté*, among others. We will analyze these stories for what they say about Dominican experience and – equally important as works of art – how they say it. A number of questions will frame the ways we come to understand these works. How do they portray alternative views of Dominican history, culture and society to challenge official versions? To what degree does Trujillo's 20th century dictatorship still shape aspects of the 21st century life? In what ways do the works explore how Dominican lives are influenced by race, class, and gender? How do different generations understand these issues? What role does the diaspora play in all of this? Who controls what constitutes Dominican culture? For example, how does a once despised musical genre – bachata – become a reference point for other expressive forms such as the novel and movies? How is all of this captured in three languages: Spanish, English, and Spanglish? Who gets to be in the story and who is permitted to tell it? The course will be conducted as lecture/discussions. Students will write several essays based on the readings and screenings (which are available streaming). 3 hr. 3 cr. Graduate

IAS 61700, 1CWE [50861]**The Power of Place: Youth and the City****Monday 5:30 - 7:10 PM****Schaller****Mode: In-person**

This seminar will use Lefebvre's concept - "the right to the city" and the "social production of space" - to explore how young people (children and adolescents) experience and shape urban space as they go about their daily lives individually and socialize collectively. Young people, especially adolescents, are often pathologized, ignored, and left out of the design of urban spaces and political life of cities. We will read theoretical literature to define "the right to the city" and discuss how it has been enshrined in legal or normative frameworks in relation to children and youths. We will explore how we might design not just "child-friendly" but youth-friendly cities. Moreover, we will center young people's experiences in urban spaces and examine how they claim the right to the city in variegated ways. Major topics will include, but will not be limited to: street art and graffiti; LGBTQ youth and the right to the city; youth social movements; skateboarding and the production of urban space; youth and participatory research; as well as youth political participation in appropriating and producing urban space. 3 hr.; 3cr. Graduate

IAS 61800, 3CWE [50865]**War and Justice in the 21st Century****Wednesday 5:30 - 7:10 PM****Zach****Mode: Hyflex: In-person or online synchronous**

Through a series of case studies, this interdisciplinary course analyzes the international legal order in the 21st century. It is grounded in the practice of Luis Moreno Ocampo as the founding Chief Prosecutor of the International Criminal Court (ICC). During his tenure (2003–2012), Moreno Ocampo had to make decisions that no prosecutor had made before—where and when to trigger international criminal investigations in sovereign states. As the ICC was getting off the ground, the United States was intervening in Afghanistan and Iraq as part of its global War on Terror. Moreno Ocampo was thus a participant in and a privileged witness of the emergence of two international paradigms to manage violence: the Rome Statute, which created the ICC, and the War on Terror. They both transformed the concept of sovereignty. Students will study the interaction between political, judicial, and military decisions in Afghanistan, Colombia, Darfur, Iraq, Israel/Palestine, Libya, Syria, Uganda, and Venezuela. They will actively engage in debate and simulate decision-maker roles in a number of relevant institutions—the US National Security Council, the UN Security Council, and the ICC. 3 hr. 3cr. Graduate

IAS 70100, 4CWE [50871]
MA Capstone Seminar; Cultures of Surveillance
Thursday 5:30 - 7:10 PM
Robinson
Mode: In-person

BIG BROTHER IS WATCHING US, George Orwell famously wrote in the book 1984. Multiple forms of surveillance capture our lives -- CCTV cameras film the urban space, big data tracks our web visits, and our own cell phones track our locations with GPS. Meanwhile, large national and international projects in policing, biomedicine, and border control proscribe the actions of hundreds of millions of bodies, telling us which bodies should do what and when and how they should do it. All of these surveillance projects, from the algorithms to the borders, are highly raced and gendered -- inequalities are built into the fabric of the systems. It can feel as if we are always being watched, but sometimes, surveillance systems can be useful. Advertisements can algorithmically appear at the moment we need something, seemingly able to read our minds. Some people have been able to find missing biological relatives using DNA databases. And sometimes, the camera can be turned around on those in power, like when a teenager named Darnella Frazier courageously filmed the police murder of George Floyd, sparking protests worldwide for months. Most of us live and avidly participate in cultures of surveillance in our public lives, our work lives, and even in our most personal moments. This course will examine cultures of surveillance from historical, philosophical, and sociological perspectives. It will start by examining classic works in surveillance studies then move to contemporary topics in surveillance including Population (e.g., borders, medicine, reproduction), Crime and Policing (e.g., digital, DNA, body cameras), Security (e.g., military, intelligence), Capitalism (e.g., organizations, advertising), and Digital Spaces (e.g., social media, video games). Students will write a research paper in one of these areas comparing the cultures of surveillance in the United States to that of another country in the Americas. As surveillance continues to calcify into our systems of information, economy, and governance, what are the implications for privacy, identity, and anonymity? What are the implications for human rights, equality, and community? 3 hrs.; 3 cr. Graduate

MATH 18504, 1CWE [37917]
Basic Ideas in Math
Monday 6:00 - 9:20 PM
Cheregi
Mode: Online synchronous

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

MATH 18504, 4CWE [37646]
Basic Ideas in Math
Thursday 6:00 - 9:20 PM
Cheregi
Mode: Online synchronous

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

MCA 10104, 2CWE [37739]
Intro to Media Studies
Tuesday 6:00 - 9:20 PM
Virgilio
Mode: Online synchronous

This media survey course aims to acquaint students with the various mass media and support industries. In the first half of the semester, students look at newspapers, magazines, radio, TV, film, advertising and public relations from an historic, technological, economic and social perspective. In the second half of the semester, they focus on more general issues, such as who owns the media, the media's effect on audience, and laws governing the media. (This expanded version of the introductory MCA course includes instruction in research and writing ordinarily given in a second term introductory course). Pre-req.: IAS 10000-10100 or equiv. 4 hr.; 4 cr. (W)

MCA 23304, 4CWE [51079]
Introduction to Journalism
Thursday 6:00 - 9:20 PM
Cardenas Pena
Mode: In-person

This course introduces students to the basics of newsgathering, newswriting, and developing news judgment for the print and web-based media. A hands-on course, students learn the rigors of journalism by producing news stories, features, editorials, and utilizing photojournalism. Pre-req.: MCA 10104 or equivalent. 4 hrs.; 4 crs. (W)(U)

MCA 31434, 7CWE [51085]
Children in Film
Saturday 1:00 - 4:20 PM
Kopp
Mode: In-person

This course will explore a wide range of challenges facing children around the world. Specifically, we'll look at the way these issues have been portrayed in films, past and present, both in fiction and in documentary. We'll consider the power of the medium of film to help us understand these

issues, as well as its limitations. Topics will include adult caregiving (or the lack of it); poverty; homelessness; substance abuse; domestic abuse; child labor; children in times of war; and children with special learning challenges (blindness; deafness; autism; emotional disorders, etc.). Even when the subject might seem at first glance gloomy, we'll find much to give us hope because these are, after all, movies about children and the possibilities for the future. Recommended for students with concentrations in Childhood Studies, Disabilities Studies, Social Welfare, Global Labor Studies, and Literary, Media, and Visual Arts. 4 hrs.; 4 crs. (W)(U)

PSC 21104, 1CWE [51092]

New York Politics

Monday 6:00 - 9:20 PM

Tirelli

Mode: In-person

The government and politics of New York City and State. An analysis of the process, values and problems of contemporary New York and of the relationship between the City and rest of the State. 4 hrs.; 4 crs.

PSY 24804, 7CWE [51097]

Abnormal Psychology

Saturday 1:00 - 4:20 PM

Mercado

Mode: In-person

The description of various psychological disorders. Through the study of these disturbances the course gives insight into the general nature of personality functioning. Case material is presented. Pre-requisite: PSY 10204. 4 hr.; 4 crs.

PSY 25604, 6CWE [51102]

Introduction to Human Development: Adolescence and Youth

Saturday 9:00 AM -12:20 PM

Terry

Mode: In-person

From puberty through early adulthood. Topics include the physical and psychological changes associated with puberty and the assumption of adult sex roles; cognitive and personality changes associated with developing autonomy; the varying social and cultural contexts within which adolescents and young adults develop; and the relationships of these age groups to social institutions. Pre-req: PSY 10204. 4 hr.; 4 crs.

PSY 31644, 1CWE [51109]

Psychological Testing

Monday 6:00 - 9:20 PM

Zaid-Muhammad

Mode: In-person

Types of tests (intelligence, achievement and aptitude) will be discussed in terms of their validity and reliability. Theories about inheritance of intelligence and alleged racial differences in I.Q. will be examined; we will also discuss the use of psychological tests from pre-school to the SAT and the GRE, for hiring and promotion in the private sector and civil service, and their social and legal consequences. Pre-req.: PSY 10204. 4 hr.; 4 cr.

SOC 23301, 2CW2 [53983]

Fieldwork in Social Welfare

(co-requisite)

Senior

Required of students registered in SOC 24504, requiring field placement. 2 hr.; 1 cr.

SOC 24404, 2CWE [51104]

Principles of Social Work

Tuesday 6:00 - 9:20 PM

Senior

Mode: In-person and partial-online

Introduction to principles of group work, case work and community action. Primarily designed for those planning a career in Social Work. Concurrent fieldwork required. Co-req.: SOC 23301. 4 hrs.; 4 crs. (U)

SOC 38144, 3CWE [51113]

Sociology of Education

Wednesday 6:00 - 9:20 PM

Diop

Mode: In-person

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, 4CWE [51171]

Sociology of Education
Thursday 6:00 - 9:20 PM
Buffalo

Mode: Online synchronous

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)

SPAN 12104, 1CWE [51119]

Introductory Spanish I

Monday 6:00 - 9:20 PM

t.b.a.

Mode: Hyflex: In-person or online with asynchronous online lab component

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 12204, 2CWE [51122]

Introductory Spanish II

Tuesday 6:00 - 9:20 PM

Santos

Mode: Hyflex: In-person or online with asynchronous online lab component

Development of skills acquired in SPAN 12104. Continued emphasis on oral and written expression. Introduction of modern readings. Course consists of 4 hrs classroom work and 2 hours of online lab work per week. Pre-req.: SPAN 12104 or placement. 6 hr.; 4 cr.

SPAN 22504, 3CWE [51177]

Intermediate Spanish

Wednesday 6:00 - 9:20 PM

Velasquez Torres

Mode: Hyflex: In-person or online synchronous

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.