Dear Students,

I am writing this note to introduce you to the 2022 Summer and Fall Schedules for the Downtown Campus. 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 best for you, not only in terms of your academic goals, but also those that will allow you to graduate on time. Our staff have made an extraordinary effort to meet 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 you know all the COVID-19 requirements will be relaxed throughout the Summer and Fall. We are planning for courses to continue to be online as well as in person. 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 class sessions and online for others. Also, for blended classes, you may meet live in person 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 2022 Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time and Platform</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>EDCE 20614, CWEX [6285]</td>
<td>ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings</td>
<td>MoWe 6:00 – 9:20PM in person</td>
<td>Diaz</td>
</tr>
<tr>
<td>EDCE 40500, 2CWE [6269]</td>
<td>Facilitating Children’s Artistic Development</td>
<td>Tues 6:00 – 9:20PM in person</td>
<td>t.b.a.</td>
</tr>
<tr>
<td>IAS 20101, 4CWE [7077]</td>
<td>Resilience, Overcoming Trauma and Injury</td>
<td>Thur 6:00 – 9:20PM in person</td>
<td>Andino</td>
</tr>
<tr>
<td>IAS 21800, CWNT [6716]</td>
<td>Modern Nonprofit Management</td>
<td>Online Asynchronous</td>
<td>Schaller</td>
</tr>
<tr>
<td>IAS 23324, 2CWE [7112]</td>
<td>Advanced Composition</td>
<td>TuTh 6:00 – 9:20PM Online Synchronous</td>
<td>Sweeting-Decaro</td>
</tr>
<tr>
<td>IAS 31183, XCWE [7078]</td>
<td>Contemporary Cinema of the Americas</td>
<td>MoWe 6:00 – 9:20pm Online Synchronous</td>
<td>Kopp</td>
</tr>
<tr>
<td>IAS 31185, XCWE [7079]</td>
<td>Mental Health in Urban Schools</td>
<td>Mo/We 6:00 – 9:20PM in person</td>
<td>Zaid-Muhammed</td>
</tr>
<tr>
<td>IAS 31249, 3CWE [7027]</td>
<td>Internships in Developmental Disabilities</td>
<td>Wed 6:00 – 9:20PM in person</td>
<td>Sutherland-Cohen</td>
</tr>
<tr>
<td>IAS 31405, CWNT [7019]</td>
<td>Inclusion: Principles and Practice</td>
<td>Online Asynchronous</td>
<td>Dumoulin</td>
</tr>
<tr>
<td>MATH 18504, XCWE [6383]</td>
<td>Basic Ideas in Math</td>
<td>MoWe 6:00 – 9:20PM Online Synchronous</td>
<td>Cheregi</td>
</tr>
<tr>
<td>SOC 38144, XCWE [7028]</td>
<td>Sociology of Education: School in American Society</td>
<td>TuTh 6:00 – 9:20PM Online Synchronous</td>
<td>Almash</td>
</tr>
</tbody>
</table>

Summer 2022 suggested courses by concentration

**Literary, Media, and Visual Arts**
IAS 31183  Contemporary Cinema of the Americas

**History, Politics, and Society**
IAS 31183  Contemporary Cinema of the Americas
SOC 38144  Sociology of Education

**Urban Studies and Public Administration**
IAS 31185  Mental Health in Urban Schools
IAS 21800  Modern Nonprofit Management
SOC 38144  Sociology of Education

**Social Welfare**
IAS 20101  Resilience, Overcoming Trauma and Injury
IAS 21800  Modern Nonprofit Management
IAS 31185  Mental Health in Urban Schools
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 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

**The Americas**
IAS 31183  Contemporary Cinema of the Americas

**Notes on Remote Instruction Formats**
See course description for the instructional format for each course and section.

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

*Online 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 person 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.

*Hyflex:* Students may attend either in-person or via video conference in real time (Zoom or similar)
## CWE FALL 2022 Classes

### Monday

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 20604, 1CWE [9060]</td>
<td>ECE I: Theories of Dev Applied to E.C. Practice</td>
<td>5:30 - 8:50 PM in person</td>
<td></td>
</tr>
<tr>
<td>EDCE 22102, 1CWE [9005]</td>
<td>School, Family &amp; Community</td>
<td>4:00 - 5:40 PM in person</td>
<td>Scott</td>
</tr>
<tr>
<td>EDCE 32204, 1CWE [8966]</td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM in person</td>
<td>Oppenzato</td>
</tr>
<tr>
<td>IAS 23324, 1CWE [24355]</td>
<td>Advanced Composition</td>
<td>6:00 - 9:20 PM in person</td>
<td>Sweeting-Decaro</td>
</tr>
<tr>
<td>IAS 24200, 1CWE [24360]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM in person</td>
<td>Matthews</td>
</tr>
<tr>
<td>IAS 31164, 1CWE [24374]</td>
<td>Medical Aspects of Disability</td>
<td>6:00 - 9:20 PM in person</td>
<td>Ortiz-Suloway</td>
</tr>
<tr>
<td>IAS A6190, 1CWE [24845]</td>
<td>Who Cares? Self-Care and Caregiving in the Americas</td>
<td>6:00 - 7:40 PM in person</td>
<td>Rosenbaum</td>
</tr>
<tr>
<td>LALS 10204, 1CWE [28306]</td>
<td>Latin American &amp; Caribbean Civilization</td>
<td>6:00 - 9:20 PM in person</td>
<td>Velasquez-Torres</td>
</tr>
<tr>
<td>MATH 15004, 1CWE [10014]</td>
<td>Math for the Contemporary World</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Chiregi</td>
</tr>
<tr>
<td>PSC 12504, 1CWE [28309]</td>
<td>Introduction to Public Policy</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Tirelli</td>
</tr>
<tr>
<td>PSY 24704, 1CWE [32881]</td>
<td>Social Psychology</td>
<td>6:00 - 9:20 PM in person</td>
<td>Zaid-Muhammad</td>
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### TUESDAY

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<th>Course Code</th>
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<tbody>
<tr>
<td>ANTH 20104, 2CWE [24179]</td>
<td>Cross-Cultural Perspectives</td>
<td>6:00 - 9:20 PM in person</td>
<td>Rosenbaum</td>
</tr>
<tr>
<td>ANTH 22804, 2CWE [24229]</td>
<td>Urban Anthropology</td>
<td>6:00 - 9:20 PM hyflex</td>
<td>Calagione</td>
</tr>
<tr>
<td>EDCE 20604, 2CWE [9058]</td>
<td>ECE I: Theories of Dev Applied to E.C. Practice</td>
<td>5:30 - 8:50 PM in person</td>
<td>Wilgus</td>
</tr>
<tr>
<td>EDCE 32304, 2CWE [8947]</td>
<td>Language and Literacy I</td>
<td>6:00 - 9:20 PM in person</td>
<td>Buffalo</td>
</tr>
<tr>
<td>ENGL 31994, 2CWE [24222]</td>
<td>Reading and Writing Short Fiction</td>
<td>6:00 - 9:20 PM in person</td>
<td>Neals</td>
</tr>
<tr>
<td>IAS 23324, 2CWE [24356]</td>
<td>Advanced Composition</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Sweeting</td>
</tr>
<tr>
<td>IAS 24200, 2CWE [24370]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM in person</td>
<td>Zach</td>
</tr>
<tr>
<td>IAS 31140, 2CWE [24361]</td>
<td>Africa in World History</td>
<td>6:00 - 9:20 PM in person</td>
<td>Williams</td>
</tr>
<tr>
<td>IAS 31702, 2CWE [24820]</td>
<td>Intro to Social Welfare Policy and Practice</td>
<td>6:00 - 9:20 PM in person</td>
<td>Ortiz-Suloway</td>
</tr>
<tr>
<td>IAS A6200, 2CWE [24852]</td>
<td>Women's Revolutionary Fiction of Americas</td>
<td>6:00 - 7:40 PM online synchronous</td>
<td>McDonald</td>
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<tr>
<td>MATH 18004, 2CWE [10017]</td>
<td>Quantitative Reasoning</td>
<td>6:00 - 9:20 PM in person</td>
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### WEDNESDAY

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<tr>
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<tr>
<td>EDCE 32204, 3CWE [8323]</td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM in person</td>
<td>t.b.a.</td>
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<tr>
<td>EDCE 40800, CWE3 [8974]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:00 - 5:40 PM in person</td>
<td>t.b.a.</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Time</td>
<td>Location</td>
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<td>-------------------</td>
</tr>
<tr>
<td>EDCE 40800, 3CWE [8510]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:00 - 5:40 PM in person</td>
<td>Buffalo</td>
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<tr>
<td>IAS 10400, 3CWE [24227]</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Dunson-Delvalle</td>
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<tr>
<td>IAS 10800, 3CWE [24286]</td>
<td>Doing Social Research</td>
<td>6:00 - 9:20 PM in person</td>
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<tr>
<td>IAS 23304, 3CWE [24287]</td>
<td>The Essay</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Moore</td>
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<tr>
<td>IAS 31219, 3CWE [35357]</td>
<td>History, Culture and Politics of Hip Hop</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Orange</td>
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<tr>
<td>IAS 31243, 3CWE [24646]</td>
<td>Listening to the City</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Cardenas Peña</td>
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<tr>
<td>IAS 31705, 3CWE [24823]</td>
<td>Children and Public Policy</td>
<td>6:00 - 9:20 PM in person</td>
<td>Kelly</td>
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<tr>
<td>IAS A5000, 3CWE [24838]</td>
<td>Inventing the Americas (graduate)</td>
<td>7:30 - 9:10 PM hyflex</td>
<td>Aguasaco</td>
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<tr>
<td>IAS A5010, 3CWE [24839]</td>
<td>Graduate Research Methodology (graduate)</td>
<td>5:30 - 7:10 PM in person</td>
<td>Williams</td>
</tr>
<tr>
<td>SOC 38144, 3CWE [32899]</td>
<td>Sociology of Education</td>
<td>6:00 - 9:20 PM in person</td>
<td>Diop</td>
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**THURSDAY**

<table>
<thead>
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<th>Time</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>EDCE 22102, 4CWE [9007]</td>
<td>School, Family &amp; Community</td>
<td>4:00 - 5:40 PM in person</td>
<td>Norton</td>
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<tr>
<td>EDCE 32304, 4CWE [38845]</td>
<td>Language and Literacy I</td>
<td>6:00 - 9:20 PM in person</td>
<td>Diaz</td>
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<tr>
<td>IAS 31154, 4CWE [24373]</td>
<td>Women's Rights as Human Rights</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Zach</td>
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</tr>
<tr>
<td>IAS 32186, 4CWE [24837]</td>
<td>Disability and Social-Sexual Issues</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Senior</td>
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</tr>
<tr>
<td>MATH 18004, 4CWE [15157]</td>
<td>Critical Reasoning</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Cheregi</td>
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</tr>
<tr>
<td>MCA 40204, 4CWE [xxxx]</td>
<td>Critical Approaches to Film Directing: How Immigrants Changed Hollywood</td>
<td>6:00 - 9:20 PM in person</td>
<td>Krakowski</td>
<td></td>
</tr>
<tr>
<td>SOC 26604, 4CWE [32894]</td>
<td>Family Relationships</td>
<td>6:00 - 9:20 PM in person</td>
<td>Andino</td>
<td></td>
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<tr>
<td>SOC 38144, 4CWE [32899]</td>
<td>Sociology of Education</td>
<td>6:00 - 9:20 PM online synchronous</td>
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</tr>
<tr>
<td>SPAN 12104, 4CWE [32916]</td>
<td>Introductory Spanish I</td>
<td>6:00 - 9:20 PM hyflex</td>
<td>Santos</td>
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<tr>
<td>SPAN 12204, 4CWE [32920]</td>
<td>Introductory Spanish II</td>
<td>6:00 - 9:20 PM hyflex</td>
<td>Chacon</td>
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</tr>
<tr>
<td>SPAN 22504, 4CWE [32927]</td>
<td>Intermediate Spanish</td>
<td>6:00 - 9:20 PM hyflex</td>
<td>Velasquez Torres</td>
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**FRIDAY**

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<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>IAS 24200, 4CWE [24358]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM t.b.a.</td>
<td>t.b.a.</td>
<td></td>
</tr>
<tr>
<td>IAS 31235, 5CWE [24642]</td>
<td>Intro to Developmental Disabilities</td>
<td>6:00 - 9:20 PM in person</td>
<td>Sutherland-Cohen</td>
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<tr>
<td>IAS 31257, 5CWE [24650]</td>
<td>Digital Photography</td>
<td>5:30 - 8:50 PM in person</td>
<td>Benedetto</td>
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<tr>
<td>SPCH 11104, 5CWE [8303]</td>
<td>Foundations of Speech Communication</td>
<td>6:00 - 9:20 PM in person</td>
<td>Shaffer</td>
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**SATURDAY**
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<tr>
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<th>Course Title</th>
<th>Time</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>HIST 31974, 6CWE [35294]</td>
<td>Education in Black and White</td>
<td>9:00 AM-12:20PM online synchronous</td>
<td>Cotter</td>
</tr>
<tr>
<td>IAS 10400, 6CWE [24228]</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>9:00 AM-12:20PM in person</td>
<td>Dunson-Delvalle</td>
</tr>
<tr>
<td>PSY 33804, 6CWE [32888]</td>
<td>Psychology of Women</td>
<td>9:00 AM-12:20PM in person</td>
<td>Terry</td>
</tr>
<tr>
<td>IAS 23304, 7CWE [24288]</td>
<td>The Essay</td>
<td>1:00 - 4:20 PM in person</td>
<td>Moore</td>
</tr>
<tr>
<td>IAS 31182, 7CWE [24375]</td>
<td>The Celluloid Classroom: Movies and Education</td>
<td>1:00 - 4:20 PM in person</td>
<td>Kopp</td>
</tr>
<tr>
<td>PSY 24504, 7CWE [32877]</td>
<td>Psychology of Human Sexual Behavior</td>
<td>1:00 - 4:20 PM in person</td>
<td>Mercado</td>
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**ASYNCHRONOUS ONLINE**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Mode</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENGL 31284, CWNT [24220]</td>
<td>Caribbean Spirits, Colonial Ghosts</td>
<td>online asynchronous</td>
<td>Benedicty</td>
</tr>
<tr>
<td>ENGL 36504, CWNT [24226]</td>
<td>Contemporary Women Writers</td>
<td>online asynchronous</td>
<td>McDonald</td>
</tr>
<tr>
<td>IAS 10000, CWNT [21851]</td>
<td>Writing for Interdisciplinary Studies I</td>
<td>online asynchronous</td>
<td>Benedicty</td>
</tr>
<tr>
<td>IAS 10800, CWNT [24285]</td>
<td>Doing Social Research</td>
<td>online asynchronous</td>
<td>Robinson</td>
</tr>
<tr>
<td>PSY 31115, CWNT [32884]</td>
<td>Child Psychopathology</td>
<td>online asynchronous</td>
<td>Matthews</td>
</tr>
</tbody>
</table>

**Fall 2022 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
SPAN 12204  Introductory Spanish II
SPCH 11104  Foundations of Speech Communications (ECE major)

*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
FALL 2022 Suggested Courses by Academic Concentration

**Childhood Studies**

**Foundational:**
- IAS 10800  Doing Social Research
- IAS 31705  Children and Public Policy

**Electives:**
- ANTH 20104  Cross-Cultural Perspectives
- HIST 31974  Education in Black and White
- IAS 31154  Women’s Rights and Human Rights
- IAS 31182  The Celluloid Classroom: What Movies Can Teach us about Education
- IAS 31702  Intro to Social Welfare Policy and Practice
- PSY 24504  Psychology of Human Sexual Behavior
- PSY 31115  Child Psychopathology
- PSY 33804  Psychology of Women
- SOC 26604  Family Relationships
- SOC 38144  Sociology of Education

**Disabilities Studies**

**Foundational:**
- IAS 31235  Intro to Developmental Disabilities

**Electives:**
- IAS 31164  Medical Aspects of Disability
- IAS 32186  Disability and Social-Sexual Issues
- PSY 31115  Child Psychopathology

**History, Politics and Society**

**Foundational:**
- ANTH 20104  Cross-Cultural Perspectives
- IAS 10800  Doing Social Research

**Electives:**
- ANTH 22804  Urban Anthropology
- ENGL 31284  Caribbean Spirits, Colonial Ghosts
- HIST 36504  Contemporary Women Writers
- HIST 31974  Education in Black and White
- IAS 31140  Africa in World History
- IAS 31154  Women’s Rights as Human Rights
- IAS 31219  History, Culture, and Politics of Hip Hop
- IAS 31243  Listening to the City
- LALS 10204  Latin American and Caribbean Civilization

**Literary, Media and Visual Arts**

**Foundational:**
- SPCH 11104  Foundations of Speech Communication
Electives:
ENGL 31284 Caribbean Spirits, Colonial Ghosts
ENGL 31994 Reading and Writing Short Fiction
ENGL 36504 Contemporary Women Writers
IAS 31182 The Celluloid Classroom: What Movies Can Teach us about Education
IAS 31219 History, Culture, and Politics of Hip Hop
IAS 31243 Listening to the City
IAS 31243 Digital Photography

Social Welfare
Foundational:
IAS 10800 Doing Social Research
IAS 31702 Intro to Social Welfare Policy and Practice
PSC 12504 Intro to Public Policy

Electives:
ANTH 20104 Cross-Cultural Perspectives
HIST 31974 Education in Black and White
IAS 31154 Women's Rights as Human Rights
IAS 31164 Medical Aspects of Disability
IAS 31705 Children and Public Policy
IAS 32186 Disability and Social-Sexual Issues
PSY 24504 Psychology of Human Sexual Behavior
PSY 24704 Social Psychology
PSY 31115 Child Psychopathology
PSY 38804 Psychology of Women
SOC 26604 Family Relationships

Urban Studies and Public Administration
Foundational:
ANTH 22804 Urban Anthropology
IAS 10800 Doing Social Research
PSC 12504 Intro to Public Policy

Electives:
IAS 31154 Women’s Rights as Human Rights
IAS 31219 History, Culture, and Politics of Hip Hop
IAS 31705 Children and Public Policy
IAS 31243 Listening to the City

Americas
Foundational:
IAS 10800 Doing Social Research
LALS 10204 Latin American and Caribbean Civilization

Electives:
ANTH 20104 Cross-Cultural Perspectives
ENGL 31284 Caribbean Spirits, Colonial Ghosts
HIST 31974 Education in Black and White
IAS 31140 Africa in World History
IAS 31154 Women’s Rights and Human Rights

Global Labor Studies
Foundational:
IAS 10800  Doing Social Research

Electives:
IAS 31154  Women's Rights as Human Rights
IAS 31219  History, Culture, and Politics of Hip Hop
IAS 31702  Intro to Social Welfare Policy and Practice

M.A. in The Study of the Americas (graduate)
IAS A5000  Inventing The Americas
IAS A5010  Graduate Research Methodology
IAS A6190  Who Cares? Self-Care and Caregiving in the Americas
IAS A6200  Women’s Revolutionary Fiction in the Americas

Notes on Remote Instruction Formats
See course description for the instructional format for each course and section.

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

**Online 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 person 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.

**Hyflex:** Students may attend either in-person or via video conference in real time (Zoom or similar)
FALL 2022 COURSE DESCRIPTIONS

ANTH 20104, 2CWE [24179]
Cross-Cultural Perspectives
Tuesday  6:00 - 9:20 PM
Rosenbaum
In person
This course will look at human universals and differences in family life, economics, politics and religion in societies around the world. Insights about American life and about how the world's peoples are interdependent. Emphasis on major controversies and issues about gender relations, economic development, inequality, violence and aggression, religion, healing and cultural identity. 4 hr.; 4 cr. (W)

ANTH 22804, 2CWE [24229]
Urban Anthropology
Tuesday  6:00 - 9:20 PM
Calagione
Hyflex
An introduction to anthropological views on the understanding of the city and urban experiences. We will look at the role of urban narratives, identities, flows and networks in historical and global perspective and the social forces that shape accessibility and participation in the right to the city. Topics will include the role of institutions, landscapes, ethnicity, race, class, poverty and culture in urban life. Emphasis on urban institutions, ethnicity, race and class in New York City. THIS COURSE REQUIRES WEEKLY ONLINE PARTICIPATION. STUDENTS MUST BE PREPARED TO USE ONLINE RESOURCES BEFORE THE FIRST CLASS. Pre-req.: Introductory social science or equivalent. 4 hrs.; 4 crs. (W)(U)

EDCE 20604, 1CWE [9060]
ECE I: Theories of Development Applied to Early Childhood Practice
Monday  5:30 - 8:50 PM
t.b.a.
In person
This course will provide an overview of early childhood education theory and practice from historical and sociocultural viewpoints. Major areas of study will include child development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic assessment, family-child-teacher interactions and subject area methods. Fieldwork required. 4 hr.; 4 cr. (W)

EDCE 20604, 2CWE [9058]
ECE I: Theories of Development Applied to Early Childhood Practice
Tuesday  5:30 - 8:50 PM
Wilgus
In person
This course will provide an overview of early childhood education theory and practice from historical and sociocultural viewpoints. Major areas of study will include child development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic assessment, family-child-teacher interactions and subject area methods. Fieldwork required. 4 hr.; 4 cr. (W)

EDCE 20614, CWEX [6285] SUMMER SESSION
ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings
Mon./Wed.   6:00 - 9:20 PM
Diaz
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 22102, 1CWE [9005]
School, Family & Community
Monday 4:00 - 5:40 PM
Scott
In person
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 [9007]
School, Family & Community
Thursday 4:00 - 5:40 PM
Norton
In person
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 [8966]
How Children Learn Math
Monday 6:00 - 9:20 PM
Oppenzato
In person
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, 3CWE [8323]
How Children Learn Math
Wednesday 6:00 - 9:20 PM
In person
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 [8947]
Language and Literacy I
Tuesday 6:00 - 9:20 PM
Buffalo
In person
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, 4CWE [38845]  
Language and Literacy I  
Thursday   6:00 - 9:20 PM  
Diaz  
In person  
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 [6269] SUMMER SESSION  
Facilitating Children's Artistic Development  
Tuesday   6:00 - 9:20 PM  
t.b.a.  
In person  
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 cr.

EDCE 40600, 4CWE [6271] SUMMER SESSION  
Facilitating Children's Musical Development  
Thursday   6:00 - 9:20 PM  
t.b.a.  
In person  
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. 2 hrs.; 2 cr.

EDCE 40800, 3CWE [8510]  
Student Teaching and Integrative Seminar in ECE  
Wednesday   4:00 - 5:40 PM  
Buffalo  
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 [8974]  
Student Teaching and Integrative Seminar in ECE  
Wednesday   4:00 - 5:40 PM
t.b.a.
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.

ENGL 31284, CWNT [24220]
Caribbean Spirits, Colonial Ghosts
Online Asynchronous
Benedicty
Women writers from the Caribbean seek to engage the ghosts of the colonial past -- specters from the plantation and the "mad" colony - by writing about forgotten ancestors, erased histories, and marginalized cultural practices. In highlighting elided narratives and misunderstood beliefs and practices, these writers accept the challenge posed by Caribbean theorists such as Edouard Glissant, creating new literary forms and characters based on processes of cultural hybridity and Caribbean syncretism. 4 hrs.; 4 crs. (W)(U)

ENGL 31994, 2CWE [24222]
Reading and Writing Short Fiction
Tuesday 6:00 - 9:20 PM
Neals
In person
Popular today is a particular form of the short story known as micro-fiction and flash fiction. These stories condense all of the complex elements of storytelling: setting, time, place, tone, character development, plot, structure, color and point of view into complete and engaging narratives. Such classic story writers as Sandra Cisneros, Jamaica Kincaid, Raymond Carver, Julia Alvarez, Julio Cortazar have all practiced this short form of writing. Students will be expected to write their own very tightly written stories and to engage in close textual readings from three collections of stories: FLASH FICTION, edited by James Thomas, Denise Thomas and Tom Hazuka; SUDDEN FICTION INTERNATIONAL, edited by Robert Shapard, James Thomas; SHORT SHORTS: AN ANTHOLOGY OF THE SHORTEST SHORT STORIES, edited by Irving Howe, Ilana Howe. Pre-req.: IAS 10000 – 10100 or ENGL 11004. 4 hrs.; 4 crs. (W)

ENGL 36504, CWNT [24226]
Contemporary Women Writers
Online Asynchronous
McDonald
This course will present opportunities to analyze and interpret a diverse set of recent novels, short stories, poetry, and essays by women writers that contribute to our sense of the material realities of women's lives within the context of the personal and the political, the domestic and the global. We will consider the ways in which these writers portray issues such as intimacy, sexuality, home, place, empowerment, and self-invention, as well as how they chronicle migration, illness, care, loss, violence, division, connection, and success. By reading a diverse spectrum of writers, we'll enlarge our sense of what is possible and what is significant in women's writing today.

To provide you with the most flexibility, this course will be offered asynchronously, which means that you can complete your work on your own time using the online Blackboard system. Please note, however, that there are weekly deadlines that must be adhered to. Prof. McDonald will be available for Zoom office hours and discussion sessions as needed.] 4 hr. 4 cr. (W)(U)
HIST 31974, 6CWE [35294]
Education in Black and White
Saturday 9:00 AM -12:20 PM
Cotter
Online synchronous
This course surveys the history of education in the United States. How did the system we have now evolve? How, why and when did disparities based on class, race, gender, and region develop? To understand these questions, we will look at education in the colonies, changes after the American Revolution, education for whites, free, and enslaved blacks before the Civil War and the impact of emancipation on national public education. Through an historical examination of class and race in educational philosophies, practices and opportunities, we will seek ultimately to understand current issues in American education. Students will work with both primary and secondary source materials, strengthen their academic reading and writing skills, and become competent in historical research. 4hrs.; 4crs. (W)(U)

IAS 10000, CWNT [21851]
Writing for Interdisciplinary Studies I
Online Asynchronous
Benedicty
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. 4 hrs., 4 cr.

IAS 10400, 3CWE [24227]
Nature and Human Beings I (Core Natural Science I)
Wednesday 6:00 - 9:20 PM
Dunson-Delvalle
Online synchronous
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, 6CWE [24228]
Nature and Human Beings I (Core Natural Science I)
Saturday 9:00 AM -12:20 PM
Dunson-Delvalle
In person
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, 3CWE [24286]
Doing Social Research
Wednesday 6:00 - 9:20 PM
Almash
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, CWNT [24285]
Doing Social Research
Online 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)

IAS 20101, 4CWE [7077]  SUMMER SESSION
Resilience, Overcoming Trauma and Injury
Thursday  6:00 - 9:20 PM
Andino
In person
During our lifetime, we are bound to experience a traumatic event, i.e., a death, bereavement, medical diagnosis, disability, addiction, one that marks our lives as well as of those closest to us forever. Nothing will be the same after this moment and there’s nothing that one can do to restore the sense of tranquility, peace, comfort, that you had before this particular event. But this is a personal process of transformation that takes time and takes us through different phases. A process that requires us to make a decision, either to stay in our fears and victimhood, or to step into life to make the most out of it. Through readings and case studies you will get a better understanding of the meaning of trauma and you will be able to examine specific life events that may have generated trauma, emotional injury and coping skills that are not effective. Because of our blockages and fears we stop short of moving on with our life and feel “stuck”, often times, in the past and with unanswerable questions. Moving forward means taking personal responsibility within the context of our family and professional life. Course conducted on a workshop basis. 2 hrs.; 2 crs.

IAS 21800, CWNT [6716]  SUMMER SESSION
Modern Nonprofit Management
Online asynchronous
Schaller
This course provides an overview of the nonprofit sector. We will explore the role the nonprofit sector plays in society, focusing specifically its role as the "third sector" in relation to the public and private sectors. We will examine the pressures that nonprofit institutions face in trying to manage their growth to reach long-term sustainability. Students will learn about the governance of nonprofit organizations and how individual leadership styles impact their organizations. Finally, the class will focus on working through case studies to provide a forum for practical application of concepts discussed in the readings. 4hr.; 4cr.(W)(U)

IAS 23304, 3CWE [24287]
The Essay
Wednesday  6:00 - 9:20 PM
Moore
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. Pre-requisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

IAS 23304, 7CWE [24288]
The Essay
Saturday 1:00 - 4:20 PM
Moore
In person
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 [24355]
Advanced Composition
Monday 6:00 - 9:20 PM
Sweeting
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 23324, 2CWE [24356]
Advanced Composition
Tuesday 6:00 - 9:20 PM
Sweeting
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, XCWE [7112] SUMMER SESSION
Advanced Composition
Tuesday  6:00 - 9:20 PM
Sweeting
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 24200, 1CWE [24360]
Introduction to Interdisciplinary Studies
Monday  6:00 - 9:20 PM
Matthews
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, 2CWE [24370]
Introduction to Interdisciplinary Studies
Tuesday  6:00 - 9:20 PM
Zach
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 [24358]
Introduction to Interdisciplinary Studies
Friday  6:00 - 9:20 PM
t.b.a.
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 31140, 2CWE [24361]
Africa in World History
Tuesday 6:00 - 9:20 PM
Williams
In person
This course explores the processes of social, economic, political and cultural change occasioned by Africa's integration into a system of international production dominated by Europe. It begins with an analysis of the impact of the Atlantic slave trade on the continent, which is followed by an examination of the transition to colonial production and rule in the nineteenth and twentieth centuries. The development of mining, cash crop and settler economies are discussed in conjunction with questions of African resistance, race, ethnicity, gender and class formation. In the latter part of the course we will focus on post-Independence Africa and the varied efforts to transcend the legacies of colonialism. 4 hrs; 4 crs.

IAS 31154, 4CWE [24373]
Women's Rights as Human Rights
Thursday 6:00 - 9:20 PM
Zach
Online Synchronous
This course is a critical exploration of the history and discourse of women's human rights from a global perspective. In readings, lectures, and class discussion, we will consider the theoretical reframing of women's rights as human rights from an interdisciplinary perspective. A central part of the course will evaluate the efficacy of applications of human rights issues to particular gendered arenas of violence and agency. We will take into consideration how the history of colonialism, euro-centrism, patriarchalism, and neoliberalism contribute to the structures that shape women's lives. Taking a non-normative, critical, and interdisciplinary approach, our goal is to rethink the assumptions, challenges, and potential of cross-cultural perspectives in negotiating gender as a human right. 4 hr. 4 cr. (W)(U)

IAS 31164, 1CWE [24374]
Medical Aspects of Disability
Monday 6:00 - 9:20 PM
Ortiz-Suloway
In person
This course will provide an overview of the Medical Aspects of Disabilities with a perspective on how it correlates with Intellectual and Developmental Disabilities. In addition to surveying the diagnosis and treatment, such as disabling conditions seen in AIDS/HIV, Traumatic Brain Injury, Spinal Cord Injury, it will reflect advancements in medical care for specific disabling conditions as well as changes in forces that impact the delivery of that care. This course will examine Social Work in Physical Medicine, Stroke, The Computer Revolution, Disability and Assistive Technology, and Chronic Pain among others. It will examine the many conditions and topics that affect people with physical, developmental, and cognitive disabilities. The students will learn the most useful and updated information on the vast array of disabling conditions afflicting millions of people and how they are best addressed and impacted by our current health care system. Lastly, we will examine how economic and political forces continually challenge the delivery of care to people with disabilities. Previous course work in Disabilities Studies is strongly recommended. 4 hr., 4cr. (U)
The Celluloid Classroom: What Movies Can Teach Us About Education  
Saturday   1:00 - 4:20 PM  
Kopp  
In person  
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 Escalante ("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 [7078] SUMMER SESSION  
Contemporary Cinema of the Americas  
Mon./Wed.   6:00 - 9:20 PM  
Kopp  
Online synchronous  
This summer course will be almost entirely online except for the week of The Americas Film Festival of New York (www.taffny.com, June 8-16, 2017), organized by the Division of Interdisciplinary Studies at the Center of Worker Education in collaboration with various cultural organizations in New York. Students will be expected to be in New York during the Festival and will be required to attend at least 4 Festival films, as well as view other films as assigned by the instructor. The course will look at cinema released since the year 2000 from Argentina, Canada, Haiti, and Mexico, although students may write their final papers on another national cinema and/or examine an aspect of cinema more transnationally and/or interdisciplinarily. 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); "human rights" as a critical category to screen recent cinematographic production available to English-speaking audiences; and basic cinematographic vocabulary and methodologies for analyzing and writing about film. 4 hr. 4 cr. (W)(U)  

IAS 31185, XCWE [7079] SUMMER SESSION  
Mental Health in Urban Schools  
Mon./Wed.   6:00 - 9:20 PM  
Zaid-Muhammad  
In person  
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 affect 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 31219, 3CWE [35357]
History, Culture and Politics of Hip Hop
Wednesday  6:00 - 9:20 PM
Orange
Online synchronous
Unbeknownst to many, hip-hop is not simply rap music. Also, its humble beginning in the Bronx was not solely the expressions of African Americans. Although the music was always the center gravitational force, art and dance were always critical elements. The significance of the Disc Jockeys (DJs) and the dancers have receded; the streaming colors have been washed from trains and imaginations, but for better or worse the Masters of Ceremony (MCs), or rappers, remain as its most prominent and industrious representatives.

This course will chart the history of the elements associated with hip-hop, which some believe formed the Hip-hop nation. In this course the lyrics of rappers will be privileged as a source of our interrogation of the political and cultural worlds that spawned Rap music, and still serve as its most consistent muse. We will assess the role of Caribbean cultural influences which contributed to the creation of hip-hop, but have been reinvented in various recent musical forms, such as Reggaeton that exist in hip-hop's orbit. Accompanying a close inspection of rap lyrics will be an exploration of the myriad critiques and analyses of Journalists and intellectuals. No careful exploration of Hip-hop could be complete without a keen focus on the effects of successful marketing of Rap music, and such ancillaries as hip-hop fashion.

The objective of this course is to present various theories and methodologies that I hope will be appropriated in the formation of your own understandings of Hip-hop, and other artistic expressions with grand political implications. I intend for this course to also offer another vantage point from which to interpret U.S. society and politics. As always, this course is intended to further students' abilities to think critically, analyze effectively, and write competently. History Culture and Politics of Hip Hop will be taught as an online hybrid course this term. We will meet every other week for a maximum of 7 in class meetings. 4hr., 4cr. (W)(U)

IAS 31235, 5CWE [24642]
Intro to Developmental Disabilities
Friday  6:00 - 9:20 PM
Sutherland-Cohen
In person
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 31243, 3CWE [24646]
Listening to The City
Wednesday  6:00 - 9:20 PM
Cardenas Pena
Online synchronous
How do you experience the city? Do you "tune-out" with headphones, lose yourself in your Blackberry or iPhone, or simply put your head down, speed walk, and shut out the world with your own internal conversations? In this class students will learn to break through these habitual barriers to experience and reacquaint themselves with their city through their bodies, mainly through listening. Their are many artistic, ecological and even political concerns that listening provides access to — specifically in urban environments —
and students will engage their oft-neglected sense of hearing to experience the sounds and sonic contours of New York City. Students will read texts from the fields of cultural studies, acoustic ecology, economics, musicology, philosophy, art, and art criticism to develop a broad view of the various types of practices that engage our ears and our bodies. Students will actively listen to various locations throughout the city and work on projects that document their experiences through expository and creative writing, audio recording and through photography (and/or video) while engaging with critical texts that place their activities into historical, cultural, artistic and political contexts. 4 hrs., 4 crs.

IAS 31249, 3CWE [7027] SUMMER SESSION
Internships in Developmental Disabilities
Wednesday 6:00 - 9:20 PM
Sutherland-Cohen
In person
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)

IAS 31257, 5CWE [24650]
Digital Photography
Friday 5:30 - 8:50 PM
Benedetto
In person
This course is an introduction to digital photography. It is focused on using the digital camera to achieve creative and well-crafted photographs. Weekly assignments will challenge you to photograph a variety of themes, and to select and present images that are interesting, engaging and that express your unique way of seeing. We will also develop an appreciation for photography as art. Through selected readings and weekly viewing of photographs, we will become familiar with photography as a means of capturing images that conveying meaningful content, thought-provoking concepts, and a “photographic aesthetic.” Included will be discussion of cameras, camera operation and software that is used to maximize image enhancement, editing, and output. Your photographs will be shown and critiqued in class. You will also assemble a final portfolio of printed works at the end of the course. A digital Point-and-Shoot camera, or a Digital Single-Lens Reflex camera (DSLR), which is capable of extensive manual settings, a portable flash drive and access to a computer are required. 4 hrs.; 4 cr. (U)

IAS 31405, CWNT [7019] SUMMER SESSION
Inclusion: Principles in Practice
Online 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)

IAS 31702, 2CWE [24820]
Intro to Social Welfare Policy and Practice
Tuesday 6:00 - 9:20 PM
Ortiz-Suloway
In person
This course will provide an introduction to the role that policy plays in social work and social service delivery
systems. This course provides an overview of the history of social welfare institutions and programs with a focus on political and economic foundations of social welfare, the connection between micro, mezzo, and macro practice and the ways they connect to policy practices and changes. We will explore Policy development and analysis in pursuit of social and economic justice. 4 hr. 4 cr. (W)(U)

IAS 31705, 3CWE [24823]
Children and Public Policy
Wednesday 6:00 - 9:20 PM
Kelly
In person
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 hrs.; 4 crs. (W)(U)

IAS 32186, 4CWE [24837]
Disability and Social-Sexual Issues
Thursday 6:00 - 9:20 PM
Senior
Online synchronous
This course examines the social, cultural, political, and symbolic constructions of the intersecting categories of disability and social-sexual issues. Through a wide variety of texts and cultural examples, we will explore how disability is gendered; gender is disabled; and both are interwoven with issues of race, class, sexuality, age, and nationality. Students will explore the relationship between social-sexual issues, such as body image, media representation, dating, marriage, the right to have children, laws, recreation, politics, education, and disability. Disability in this course is defined widely, to include physical, mobility, sensory, learning, and cognitive disabilities, as well as chronic illnesses, mental health and mental/emotional differences - all the ways in which a person's body or mind may be perceived and experienced as different from the norm. The class will meet in person the 1st, 4th, 7th, 10th, and 15th weeks of the semester. All other sessions will be held online. 4 hr.; 4cr. (U)(W)

IAS A5000, 3CWE [24838]
Inventing the Americas (graduate)
Wednesday 7:30 - 9:10 PM
Aguasaco
Hyflex
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)

IAS A5010, 3CWE [24839]
Graduate Research Methodology (Graduate)
Wednesday 5:30 - 7:10 PM
Williams
In person
This course will trace the changing definition of American Studies, originating as a field of study with a focus primarily on the United States to projects spanning both American continents. Students will study the field’s relationship to twentieth-century social movements and related theoretical categories, including Marxist theory, cultural studies, feminist theory, post-colonial theory, and ethnic studies. They will learn the various research techniques necessary to produce graduate-level writing in their courses in the Study of the Americas. Students will choose a topic, develop a research agenda, conduct interdisciplinary research, and write a final paper of 15-20 pages. Open only to students accepted into the M.A. in the Study of the Americas program. 3 hr.; 3 cr. (G)

IAS A6190, 1CWE [24845]
Who Cares? Self-Care and Caregiving in the Americas
Monday 6:00 - 7:40 PM
Rosenbaum
In person
3 hr. 3 cr. Graduate
Course description forthcoming

IAS A6200, 2CWE [24852]
Women’s Revolutionary Fiction in the Americas
Tuesday 6:00 - 7:40 PM
McDonald
Online synchronous
This course will examine literature by women writers from Grenada, the Dominican Republic, Antigua, Haiti, Argentina, Chile, and the United States. Specifically, we will be exploring the following questions: How do women respond to political violence? How do women participate in nation building? How does the legacy of colonialism shape women’s political organizing? How is women’s labor in revolutionary movements marginalized? What particular organizing strategies do women draw upon? How does gender shape women’s experience of revolution, both within and across cultures? (How) do women's revolutionary activities contribute to a transnational feminist movement? 3 hr. 3 cr. Graduate

LALS 10204, 1CWE [28306]
Latin American & Caribbean Civilization
Monday 6:00 - 9:20 PM
Velasquez Torres
In person
A survey of Latin America’s economic, social, political, and cultural development from the Pre-Columbian era to the present. The course will focus on selected topics and themes including: colonization and resistance to colonization; the formation of social structures and labor systems; patterns of dependent development; reform, revolution, and counter-revolution. 4 hrs.; 4 crs. Note: This course begins with a discussion of the concept of “civilization” and the ways it could be applied to the territories, peoples and cultural practices currently labeled as Latin American and/or Caribbean. The program continues with an overview of the pre-Hispanic cultures (Maya, Azteca, Taina & Inca). We will discuss the level of sophistication reached by these groups (Scientific knowledge, Writing, Architecture, Government Systems, etc.) Latter, the class will focus on the European and African cultures and people transplanted into these lands during the colonial period. The object of study is composed by a series of cultural products and practices such as narratives, music, art, dance etc. Using Raymond Williams’ concepts of Residual, Emergent and Dominant, each student will analyze the cultural product of her/his choice and will present his/her findings in a class presentation and a final paper.

MATH 15004, 1CWE [10014]
Mathematics for the Contemporary World
Monday  6:00 - 9:20 PM  
Cheregi  
**Online synchronous**
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.

**MATH 18004, 2CWE [10017]**  
**Quantitative Reasoning**  
Tuesday  6:00 - 9:20 PM  
t.b.a.  
In person  
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.

**MATH 18004, 4CWE [15157]**  
**Quantitative Reasoning**  
Thursday  6:00 - 9:20 PM  
Cheregi  
**Online synchronous**
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.

**MATH 18504, XCWE [6383]  SUMMER SESSION**  
**Basic Ideas in Math**  
Mon./Wed.  6:00 - 9:20 PM  
Cheregi  
**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 40204, 4CWE [xxxx]**  
**Critical Approaches to Film Directing**  
Thursday  6:00 – 9:20PM  
Krakowski
In person
This course studies how four immigrants directors changed Hollywood: Billy Wilder, Fred Zinnemann, Otto Preminger, and Michael Curtiz. Breaking barriers of race and censorship, they excelled in every genre they touched: dramas, westerns, musicals, thrillers, comedies, film noir, and horror stories. In this course, we will watch and study 14 films in order to define each director’s unique contribution to film art. We will also ask questions. How did their life histories and different experiences influence their craft as directors? Are there lessons to be learned from their collective experience to apply in today's industry and in the near-term future?

PSC 12504, 1CWE [28309]
Intro to Public Policy
Monday 6:00 - 9:20 PM
Tirelli
Online synchronous
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 24504, 7CWE [32877]
Psychology of Human Sexual Behavior
Saturday 1:00 - 4:20 PM
Mercado
In person
Sexual behavior, attitudes, developments, and the consequences of the behavior are examined from a psychological perspective. Topics include historical and cross-cultural viewpoints, theories of human sexuality, gender roles, sexual dysfunction, sexual preference, psychological development of adult sexuality and aging sexuality. Pre-req.: PSY 10204. 4 hr.; 4 crs (W) (U)

PSY 24704, 1CWE [32881]
Social Psychology
Monday 6:00 - 9:20 PM
Zaid-Muhammad
In person
Fundamental concepts and methods used in the investigation of attitude and attitude change, prejudice, socialization, communication, groups, conformity and other topics. Issues will be studied in the light of theory, research and relevant social problems. Pre-req: PSY 10204. 4 hr.; 4 crs. (W)

PSY 31115, CWNT [32884]
Child Psychopathology
Online asynchronous
Matthews
This course will cover various mental health disorders in children from infancy through adolescence including mood disorders, conduct disorders, attention deficit disorders, autism and impaired attachments. Students will explore biological, social and cultural factors that impact views on abnormal behavior in children, assessment, diagnosis, and treatment. Pre-req: PSY 10204 or equivalent, additional coursework in child development or education recommended but not required. 4 hr.; 4 cr. (W)

PSY 33804, 6CWE [32888]
Psychology of Women
Saturday 9:00 AM -12:20 PM
Terry
In person
This course explores the social constructions, theories and research that have resulted in a psychology of
women. It includes the biological, developmental, social and cultural aspects of femaleness in an historical and contemporary context. Students will be expected to consider and contribute from their own gender-establishing experiences. Pre-req: PSY 10204. 4 hrs.; 4 crs. (W) (U)

**SOC 26604, 4CWE [32894]**
Family Relationships
Thursday 6:00 - 9:20 PM
Andino
In person
Sociological explanations of how and why husband/wife, parent/child, and other family relationships have varied, historically and today, in the United States and around the world. How sociological research can contribute to understanding and making informed choices and decisions in family life. 4 hrs.; 4 crs.

**SOC 38144, 3CWE [32899]**
Sociology of Education
Wednesday 6:00 - 9:20 PM
Diop
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 [32899]**
Sociology of Education
Thursday 6:00 - 9:20 PM
t.b.a.
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)

**SOC 38144, XCWE [7028] SUMMER SESSION**
Sociology of Education
Tues./Thurs. 6:00 - 9:20 PM
Almash
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, 4CWE [32916]**
Introductory Spanish I
Thursday 6:00 - 9:20 PM
Santos
Hyflex
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.
Thursday 6:00 - 9:20 PM
Chacon
Hyflex
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, 4CWE [32927]
Intermediate Spanish
Thursday 6:00 - 9:20 PM
Velasquez Torres
Hyflex
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 [8303]
Foundations of Speech Communication
Friday 6:00 - 9:20 PM
Shaffer
In person
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)