



The City College Downtown Center for Worker Education Spring 2023 Schedule of Classes

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Message from the Dean.....1	All CWE advising and enrollment is by appointment only. Appointments may be scheduled by contacting the CWE Front Desk via email to: cwefrontdesk@ccny.cuny.edu Please include your full name, EMPLID#, email, and phone number in your email.
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Dear Students,

I would like to present you with the 2023 Spring Schedule of Classes for the Downtown Campus. As you 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 select the classes that 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 support services continue to be available---therapist, tutors, student affairs, financial aid, admissions, enrollment, advising and IT. These are available remotely (with some in-person writing consulting) through our website and our Virtual Front Desk. Our administration, faculty, and staff continue to work to provide you the best possible service and support. As I wrote to you earlier, let me repeat--our mission is stronger than ever and we will continue to stay strong together.

For Spring 2023 we are planning again 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). I encourage you to discuss these different modes with your advisor to figure out a schedule that will work best for you.

Juan Carlos Mercado, Dean

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

CWE Spring 2023 Class Table

MONDAY				
EDCE 20614, CWE1 [27820]	In-person	E.C.E. II: Development, Assessment, Teaching & Learning	5:30 - 8:50 PM	t.b.a.
EDCE 20614, 1CWE [28073]	In-person	E.C.E. II: Development, Assessment, Teaching & Learning	5:30 - 8:50 PM	Diaz
IAS 10800, 1CWE [28151]	In-person	Doing Social Research	6:00 - 9:20 PM	Rosenbaum
IAS 23324, 1CWE [28214]	Remote Synchronous	Advanced Composition	6:00 - 9:20 PM	Sweeting
IAS 24200, 1CWE [28218]	In-person	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	t.b.a.
IAS 31104, 1CWE [28440]	In-person	Latin American Popular Culture	6:00 - 9:20 PM	Velasquez Torres
IAS 32185, 1CWE [30401]	In-person	Sociology of the Deaf	6:00 - 9:20 PM	Ortiz-Suloway
IAS A6111, 1CWE [39999]	In-person	Race and Nation in the Americas (graduate)	6:00 - 7:40 PM	Williams
PSC 21104, 1CWE [28369]	Remote Synchronous	New York Politics	6:00 - 9:20 PM	Tirelli
PSY 36504, 1CWE [30439]	In-person	Family Psychology	6:00 - 9:20 PM	Zaid-Muhammad
SOC 38144, 1CWE [28302]	Remote Synchronous	Sociology of Education	6:00 - 9:20 PM	Aprile
TUESDAY				
EDCE 40200, CWE2 [21670]	In-person	Language and Emergent Literacy II	7:30 - 9:10 PM	Norton
EDCE 40200, 2CWE [21596]	In-person	Language and Emergent Literacy II	7:30 - 9:10 PM	Buffalo
EDCE 40300, 2CWE [21667]	In-person	Social Studies in ECE	5:30 - 7:10 PM	Aprile
EDCE 40300, 2CW2 [21668]	In-person	Social Studies in ECE	5:30 - 7:10 PM	t.b.a.
ENGL 22014, 2CWE [28069]	In-person	Creative Writing Workshop I	6:00 - 9:20 PM	Neals
IAS 23324, 2CWE [28215]	In-person	Advanced Composition	6:00 - 9:20 PM	Sweeting
IAS 31235, 2CWE [30383]	In-person	Intro to Developmental Disabilities	6:00 - 9:20 PM	Ortiz-Suloway
IAS 31501, 2CWE [30388]	In-person	African American History: Reconstruction to Black Lives Matter	6:00 - 9:20 PM	Williams
IAS 31706, 2CWE [30397]	In-person	Children and Human Rights	6:00 - 9:20 PM	Zach
IAS A5000, 2CWE [40004]	Hyflex	Inventing the Americas (graduate)	6:00 - 7:40 PM	Aguasaco
MATH 18504, 2CWE[28376]	In-person	Basic Ideas in Math	6:00 - 9:20 PM	Simonen

WEDNESDAY				
EDCE 40800, CWE3 [21801]	In-person	Student Teaching & Integrative Seminar in ECE	4:00 - 5:40 PM	Silverstein
IAS 10500, 3CWE [28144]	Remote Synchronous	Core Natural Science II: Nature & Human Beings II	6:00 - 9:20 PM	Dunson-Delvalle
IAS 23304, 3CWE [28212]	Remote Synchronous	The Essay	6:00 - 9:20 PM	Moore
IAS 24200, 3CWE [28219]	In-person	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	Chappell
IAS 31231, 3CWE [30382]	Remote Synchronous	The Black Athlete	6:00 - 9:20 PM	Orange
IAS 31293, 3CWE [30386]	Remote Synchronous	Disability and the Family Life Cycle	6:00 - 9:20 PM	Senior
IAS 31704, 3CWE [30392]	In-person	Inequality and Social Justice	6:00 - 9:20 PM	Robinson
MCA 31314, 3CWE [30418]	Remote Synchronous	Video Documentary Workshop I	6:00 - 9:20 PM	t.b.a.
SOC 38144, 3CWE [28303]	In-person	Sociology of Education	6:00 - 9:20 PM	Diop
THURSDAY				
ANTH 31114, 4CWE [27841]	Remote Synchronous	Literacies, Culture and Power	6:00 - 9:20 PM	Calagione
EDCE 31904, 4CWE [24790]	In-person	Science Methods in E.C.E.	5:30 - 7:10 PM	Silverstein
EDCE 31904, CWE4 [24791]	In-person	Science Methods in E.C.E.	5:30 - 7:10 PM	Aprile
EDCE 40600, 4CWE [27838]	In-person	Facilitating Children's Musical Development	7:30 - 9:10 PM	Aprile
IAS 10000, 4CWE [28143]	In-person	Writing for Interdisciplinary Studies I	6:00 - 9:20 PM	McDonald
IAS A6210, 4CWE [30518]	In-person	Postcolonial Caribbean Thought and Aesthetics	5:30 - 7:10 PM	Mariñez
MATH 18504, 4CWE[28377]	Remote Synchronous	Basic Ideas in Math	6:00 - 9:20 PM	Cheregi
PSY 20104, 4CWE [30435]	In-person	Psychology of Disability	6:00 - 9:20 PM	Matthews
SPAN 12104, 4CWE [28410]	HyFlex	Introductory Spanish I	6:00 - 9:20 PM	Chacon
SPAN 12204, 4CWE [28413]	HyFlex	Introductory Spanish II	6:00 - 9:20 PM	Santos
SPAN 22504, 4CWE [28415]	HyFlex	Intermediate Spanish	6:00 - 9:20 PM	Velasquez Torres
FRIDAY				
IAS 20200, 5CWE [28153]	In-person	Art On and Off the Wall II	5:30 - 8:50 PM	Benedetto
IAS 24200, 5CWE [28220]	Remote Synchronous	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	t.b.a.
IAS 31240, 5CWE [30385]	In-person	Issues for Adults w/ Developmental Disabilities	6:00 - 9:20 PM	Sutherland-Cohen

SPCH 11104, 5CWE [24626]	In-person	Foundations of Speech Communication	6:00 - 9:20 PM	Farnett
SATURDAY				
HIST 31964, 6CWE [28111]	Remote Synchronous	History of Childhood in America	9:00 AM -12:20 PM	Cotter
IAS 10500, 6CWE [28147]	In-person	Core Natural Science II: Nature & Human Beings II	9:00 AM -12:20 PM	Dunson-Delvalle
PSY 24604, 6CWE [30463]	In-person	Intro to Human Dev: Infancy/Childhood	9:00 AM -12:20 PM	Terry
IAS 23304, 7CWE [28213]	In-person	The Essay	1:00 - 4:20 PM	Moore
MCA 31414, 7CWE [30420]	In-person	Film and Human Rights	1:00 - 4:20 PM	Kopp
PSY 37704, 7CWE [30440]	In-person	Theories of Personality	1:00 - 4:20 PM	Mercado
Asynchronous Online				
ENGL 31809, CWNT [28070]	Asynchronous	Home and Away: The Literature of Immigration	Asynchronous	Benedicty
ENGL 32203, CWNT [28071]	Asynchronous	The Short Story	Asynchronous.	McDonald
ENGL 37014, CWNT [28439]	Asynchronous	African American Literature in America	Asynchronous	t.b.a.
HIST 31384, CWNT [28109]	Asynchronous	African American Women's History	Asynchronous	t.b.a.
IAS 10800, CWNT [28150]	Asynchronous	Doing Social Research	Asynchronous	Robinson
IAS 31155, CWNT [28441]	Asynchronous	Witches, Masons, Slaves, Revolutionaries	Asynchronous	Benedicty
IAS 31214, CWNT [28442]	Asynchronous	Autism Spectrum Disorders/Young Children	Asynchronous	DuMoulin
IAS A_____, CWNT []	Asynchronous	Hurricanes and Rising Sea Levels: Climate Change in Caribbean Art & Lit	Asynchronous	Paravisini-Gebert
MCA 10104, CWNT [24557]	Asynchronous	Intro to Media Studies	Asynchronous	t.b.a.
MCA 31744, CWNT [30423]	Asynchronous	Emerging Media	Asynchronous	t.b.a.
PHIL 30005, CWNT [30434]	Asynchronous	Justice and Society	Asynchronous	t.b.a.
PHIL 34944, CWNT [30433]	Asynchronous	Applied Ethics	Asynchronous	Gitsoulis
PSY 31824, CWNT [30437]	Asynchronous	Psychology of Parenting	Asynchronous	Matthews
SOC 31185, CWNT [30444]	Asynchronous	Sociology of the Family	Asynchronous	t.b.a.
SOC 31654, CWNT [30446]	Asynchronous	The Color Line	Asynchronous	t.b.a.

Spring 2023 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 (x2)
IAS 23324	The Essay (x2)
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

Suggested Courses by Academic Concentration

Childhood Studies

Foundational courses:

IAS 10800	Doing Social Research
PSY 24604	Introduction to Human Development: Infancy and Childhood

Advanced Electives:

ANTH 31114	Literacies, Culture, and Power
HIST 31964	History of Childhood in America
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31706	Children and Human Rights
IAS 32185	Sociology of the Deaf
IAS 31293	Disability and the Family Life Cycle
PHIL 34944	Applied Ethics
PSY 20104	Psychology of Disability

PSY 31824	Psychology of Parenting
PSY 36504	Family Psychology
SOC 31185	Sociology of the Family
SOC 38144	School in American Society: Sociology of Education
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life

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 31293	Disability and the Family Life Cycle
IAS 32185	Sociology of the Deaf
PSY 20104	Psychology of Disability
PSY 24604	Introduction to Human Development: Infancy and Childhood
SOC 38144	Sociology of Education

History, Politics, and Society

Foundational Courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 31114	Literacies, Culture, and Power
ENGL 31809	Home and Away: The Literature of Immigration
ENGL 37014	African American Literature in America
HIST 31384	African American Women's History
HIST 31964	History of Childhood in America
IAS 31104	Latin American Popular Culture
IAS 31155	Witches, Masons, Slaves and Revolutionaries
IAS 31231	The Black Athlete
IAS 31501	African American History: From Reconstruction to Civil Rights to Black Lives Matter
IAS 31704	Inequality and Social Justice
IAS 31706	Children and Human Rights
MCA 31414	Film and Human Rights
MCA 31744	Emerging Media
PHIL 30005	Justice and Society
PHIL 34944	Applied Ethics
PSC 21104	New York Politics

SOC 31185	Sociology of the Family
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life

Literary, Media, and Visual Arts

Foundational courses:

MCA 10104	Introduction to Media Studies
ENGL 22014	Creative Writing Workshop I
SPCH 11104	Foundations of Speech Communication

Advanced electives:

ANTH 31114	Literacies, Culture, and Power
IAS 20200	Art on and Off the Wall II
ENGL 31809	Home and Away: The Literature of Immigration
ENGL 32203	The Short Story
ENGL 37014	African American Literature in America
IAS 31104	Latin American Popular Culture
IAS 31155	Witches, Masons, Slaves, and Revolutionaries
IAS 31231	The Black Athlete
MCA 31314	Video Documentary Workshop I
MCA 31414	Film and Human Rights
MCA 31414	Emerging Media

Social Welfare

Foundational courses:

IAS 10800	Doing Social Research
IAS 31704	Inequality and Social Justice

Advanced Electives:

ANTH 31114	Literacies, Culture and Power
HIST 31384	African American Women's History
HIST 31964	History of Childhood in America
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31235	Introduction to Interdisciplinary Studies
IAS 31293	Disability and the Family Life Cycle
IAS 31706	Children and Human Rights
IAS 32185	Sociology of the Deaf
PHIL 30005	Justice and Society
PHIL 34944	Applied Ethics
PSY 20104	Psychology of Disability
PSY 24604	Intro to Human Development: Infancy and Childhood
PSY 31824	Psychology of Parenting
PSY 36504	Family Psychology

PSY 37704	Theories of Personality
SOC 31185	Sociology of the Family
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life
SOC 38144	Sociology of Education

Urban Studies and Public Administration

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 31114	Literacies, Culture and Power
IAS 31231	Latin American Popular Culture
IAS 31501	African-American History: Reconstruction to Civil Rights to Black Lives Matter
IAS 31704	Inequality and Social Justice
IAS 31706	Children and Human Rights
PHIL 30005	Justice and Society
PHIL 34944	Applied Ethics
PSC 21104	New York Politics
SOC 38144	Sociology of Education
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life

The Americas

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ENGL 31809	Home and Away: The Literature of Immigration
IAS 31104	Latin American Popular Culture
IAS 31155	Witches, Masons, Slaves, and Revolutionaries
MCA 31414	Film and Human Rights
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life

Global Labor Studies

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 31114	Literacies, Culture and Power
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ENGL 31809	Home and Away: The Literature of Immigration
HIST 31964	History of Childhood in America
IAS 31501	African-American History: Reconstruction to Civil Rights to Black Lives Matter
IAS 31704	Inequality and Social Justice
IAS 31706	Children and Human Rights
PSC 21104	New York Politics
SOC 31654	The Color Line: Sociological Perspectives on Race and Racism in 20 th Century American Life

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

IAS A5000	Inventing the Americas
IAS A6111	Race and Nation in the Americas
IAS A6210	Postcolonial Caribbean Thought

Instruction Modes and Attributes:

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

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

Asynchronous Online: Class does not meet in real-time, but meets via Blackboard or similar interface.

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

COURSE DESCRIPTIONS

ANTH 31114, 4CWE [27841]

Literacies, Culture and Power

Thursday 6:00 – 9:20 PM

Calagione

Online Synchronous

We will examine some of the classic theories about the "impact" of literacy in light of recent research that interprets reading and writing and text making as practices that both enable and are shaped by particular historical and cultural settings. We will pay particular attention to current debates about basic literacy in urban education, and the ways that we (in urban settings) assign meaning to making and interpreting texts and narrative. A primary objective of this course is to convey that literacy is not a fixed "thing" but is a highly charged social and cultural representation. Looking at and thinking about literacies engages a number of cultural and social processes. Thus, contemporary debates about the importance of literacy should be viewed as windows into complex discourses about power, social and personal agency. 4 hr. 4 cr. (W)(U)

EDCE 20614, CWE1 [27820]

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

Monday 5:30 - 8:50 PM

t.b.a.

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, 1CWE [28073]

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

Monday 5:30 - 8:50 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 31904, 4CWE [24790]

Science Methods in E.C.E.

Thursday 5:30 - 7:10 PM

Silverstein

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 crs.

EDCE 31904, CWE4 [24791]

Science Methods in E.C.E.

Thursday 5:30 - 7:10 PM

Aprile

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 crs.

EDCE 40200, 2CWE [21596]

Language Development and Emergent Literacy II

Tuesday 7:30 - 9:10 PM

Buffalo**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 [21670]**Language Development and Emergent Literacy II****Tuesday 7:30 - 9:10 PM****Norton****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, 2CWE [21667]**Social Studies in ECE****Tuesday 5:30 - 7:10 PM****Aprile****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, CWE2 [21668]**Social Studies in ECE****Tuesday 5:30 - 7:10 PM****t.b.a.****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 40600, 4CWE [27838]**Facilitating Children's Musical Development****Thursday 7:30 - 9:10 PM****Aprile****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. Pre-Requisites: See Advisor. 2hrs.; 2 crs.

EDCE 40800, CWE3 [21801]**Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Silverstein****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 22014, 2CWE [28069]**Creative Writing Workshop I****Tuesday 6:00 - 9:20 PM****Neals****In-person**

For students who wish to explore the various areas of creative writing. This course will allow students not ready to specialize in a given form the opportunity to experiment in the crafting of their own poems, stories, novels, and plays, and begin to develop their individual voices. Regular conferences. Pre-req.: IAS 10000 - IAS 10100 or equivalent. 4 hr.; 4 hr. (W)

ENGL 31809, CWNT [28070]**Home and Away: The Literature of Immigration****Asynchronous Online****Benedicty****Asynchronous**

Throughout the decades—whether in the U.S. or abroad—the literatures of immigration have provided a source of innovative writing, as well as an important voice in the debates concerning immigration policy. Through the use of various texts—literature, film, media, and legal documents—this course will explore the notion of identity, especially as it relates to the concepts of “home” and “homeland”. We will complement our literary readings with a comparative study of immigration policy of countries including the U.S., Canada, and the United Kingdom. Class discussion, several short discussion papers, and a final project will be required. 4 hrs.; 4 cr. (W)(U)

ENGL 32203, CWNT [28071]**The Short Story****Asynchronous Online****McDonald****Asynchronous**

This class is designed as an ongoing discussion about the short story and how the form affects and is affected by broader stratifications in history and culture. We will begin by reading and analyzing a mix of classic and contemporary models of the short story, including Edgar Allan Poe, Nikolai Gogol, Alice Munro, Chinua Achebe, and Jorge Luis Borges. In the second half of the course, we will explore the short story cycle as a form of ethnic self-definition and transcultural reinvention. We will read multiple linked stories by writers such as Edwidge Danticat, Sherman Alexie, Tim O'Brien, Junot Diaz, Julia Alvarez, Robert Olen Butler, and Jhumpa Lahiri, looking at how these authors appropriate this literary form to maintain their cultural heritage while adapting to the form and practices of a new culture. We will expand the critical context for our readings of these stories by using secondary sources to widen the scope of our literary analyses. Assignments will include biweekly online discussion posts, a midterm essay, a secondary source presentation, and a final project, which will have both a critical and a creative option. 4 hr.; 4 cr. (W) (U)

ENGL 37014, CWNT [28439]**African American Literature in America****Asynchronous Online****t.b.a.****Asynchronous**

The course explores texts by African-American authors within the genres of memoir, short story, poetry/prose, drama, and the novel. The texts span the 20th century to the present, offer an overview of African-American history and culture, present a broad sweep of the African American literary landscape, and access several regions across the United States and beyond. Through close and critical readings, literary criticism, in-depth class discussions, films, student-led presentations, and analytical papers, we will explore the ways in which these texts have contributed to, influenced, and transformed the political and cultural landscape of America and deeply influenced our personal psyches. 4 crs.; 4 hrs. (U)

HIST 31384, CWNT [28109]**African American Women's History****Asynchronous Online****t.b.a.****Asynchronous**

This course focuses on women of African descent in American history, examining the connection between race and gender in American culture by looking at how these women have been and are portrayed in written and visual media. 4 hrs.; 4 crs. (W)(U)

HIST 31964, 6CWE [28111]**History of Childhood in America****Saturday 9:00 AM -12:20 PM**

Cotter**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, 4CWE [28143]**Writing for Interdisciplinary Studies I****Thursday 6:00 - 9:20 PM****McDonald****In-person**

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.

IAS 10500, 3CWE [28144]**Nature and Human Beings II (Core Natural Science II)****Wednesday 6:00 - 9:20 PM****Dunson-Delvalle****Online Synchronous**

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 10500, 6CWE [28147]**Nature and Human Beings II (Core Natural Science II)****Saturday 9:00 AM -12:20 PM****Dunson-Delvalle****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, 1CWE [28151]

Doing Social Research

Monday 6:00 - 9:20 PM

Rosenbaum

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 [28150]

Doing Social Research

Asynchronous Online

Robinson

Asynchronous

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 20200, 5CWE [28153]

Art On and Off The Wall II

Friday 5:30 - 8:50 PM

Benedetto

In-person

This course is designed to acquaint students with a range of art related encounters and the creative process. The course will present learning opportunities designed to encourage and engage students in thinking about and participating in the artistic process through interactions with materials, methods, and discussion with colleagues. Artistic thinking and the development of criticism and artistic vocabulary and language will pursue via activities, practice, reflections, research, a museum visit and exposure to art of various kinds. As the title of the course suggests, not only will we be addressing framed or sculptural works, but we will strive to understand the pursuit of the artist to "push the limits" that challenges the way we see and understand our relationship to the world. Students may take this course on a pass/fail basis. Second part of a two-semester sequence, students may take either part of the sequence independently. 4 hrs.; 4 crs.

Note: Although there is no assigned text for this course, the cost of art supplies may exceed \$100.00.

IAS 23304, 3CWE [28212]**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 [28213]**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 [28214]**Advanced Composition****Monday 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, 2CWE [28215]

Advanced Composition

Tuesday 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 24200, 1CWE [28218]

Introduction to Interdisciplinary Studies

Monday 6:00 - 9:20 PM

t.b.a.

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, 3CWE [28219]

Introduction to Interdisciplinary Studies

Wednesday 6:00 - 9:20 PM

Chappell

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, 5CWE [28220]**Introduction to Interdisciplinary Studies****Friday 6:00 - 9:20 PM****t.b.a.****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 31104, 1CWE [28440]**Latin American Popular Culture****Monday 6:00 - 9:20 PM****Velasquez Torres****In-person**

This course explores the making and the remaking of Latin American national identities through ideas of race, gender and culture over the last two hundred years. Working from the premise that these concepts are interrelated, we will examine how nationhood was linked to manhood and womanhood as well as to ideas of racial homogeneity and heterogeneity. In the sphere of national identities, Latin America was a worldwide pioneer in the creation of this modern phenomenon. We will examine these issues through close readings of primary documents: Memoir, correspondence, speeches, treatise, and journalistic and sociological accounts make up the core of our readings, along with some works by later historians and biographers. Through these readings we will address key themes in the hemisphere's development—race mixing, the family, migration, revolution, work—and investigate how cultural inclusions and exclusions were formulated and contested in large-scale changes and in everyday life. 4 hrs. 4crs. (U)

IAS 31155, CWNT [28441]**Witches, Masons, Slaves and Revolutionaries****Asynchronous Online****Benedicty****Asynchronous**

The Hemispheric Atlantic represents the point of contact between: indigenous peoples both honored (and exoticized) and certainly exploited (if not completely decimated) by colonial and neocolonial powers; Africans taken forcefully from throughout their continent through complex systems of slave trading; Europeans engaged in the colonial machine; and later immigrant groups from Asia. As such, Vodou, Regla de Ocha, and Candomblé, among others, as systems of sacred knowledge, have interacted with revolutionary theories deliberated transatlantically among public spaces as geographically divergent as France, the Netherlands, North America, the Caribbean, and Central and South America. As Susan Buck-Morss has argued, the notions of Freemasonry, Vodou, and revolutionary thought were far more imbricated one in the other in the colonial era than they are in how we research and study them today. The course will then look at persons, who have served both legend and history, individuals such as Boukman Dutty and Cécile Fatiman who led the insurrection that supposedly ignited the Haitian Revolution; Tituba – an African/Guyanese/Barbadian slave, who was one of the first victims of the Salem witchcraft trials; or Marie Lavau, a free black woman (or rather possibly three generations of free black women of the same name) who 'practiced Vodou' in Louisiana. Our primary sources will be novels, narrative films, and documentaries. Using literary analysis as our primary research methodology, we will draw on scholarship about the philosophical, social, and historical contexts that

have shaped both the moment depicted in our primary texts, as well as the publishing circumstances of the given text. 4hr. 4 cr. (W)(U)

IAS 31214, CWNT [28442]

Autism Spectrum Disorders in Young Children

Asynchronous Online

DuMoulin

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 31231, 3CWE [30382]

The Black Athlete

Wednesday 6:00 - 9:20 PM

Orange

Remote Synchronous

Sport occupies a significant place in the popular American imagination. It is also a significant site in what has come to be known as the Black Performance Tradition; arguably more significant than Blackface minstrelsy in its contributions to constructions of "Blackness" and especially, "Black" masculinity. Through the prism of professional black athlete's particular experiences in varying American sports and periods, we will take on the greater task of understanding the complex ways in which race, class, gender, and sexuality are discussed, understood, and negotiated over time. Black Scholar's have noted for a number of years now, that the "Black" Athlete is a uniquely politicized figure. Prominent black scholar Todd Boyd states in his latest book, *Young, Black, Rich, and Famous* that, "The black community doesn't own oil, a natural resource that the world needs. So we don't command power from that standpoint...But we do own our talent and our creativity and our ability to transform popular culture. We've been doing it throughout ... This is our oil." The talent they exhibit, and the choices they make as unavoidable social and political actors are the primary subjects of this course. This exploration is designed to take play in cyberspace. Technically it will be a hybrid course, incorporating onsite class meetings with a majority online learning experience.

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

IAS 31235, 2CWE [30383]

Intro to Developmental Disabilities

Tuesday 6:00 - 9:20 PM

Ortiz-Suloway

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 31240, 5CWE [30385]

Issues for Adults with Developmental Disabilities

Friday 6:00 - 9:20 PM

Sutherland-Cohen

In-person

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 31293, 3CWE [30386]

Disability and the Family Life Cycle

Wednesday 6:00 - 9:20 PM

Senior

Remote Synchronous

This course focuses on disability viewed from the perspective of lifespan development and the family life cycle. Students who complete the course will be knowledgeable about: the relationship between Disability Studies, lifespan developmental psychology and the sociology of the family; the use of autobiographical narratives and personal accounts by people with disabilities to address critical issues across the life span and throughout the 4 subsystems in a family (marital, parental, sibling and extrafamilial); the experience of parents and siblings of a family member with a disability; self-determination and family involvement in the transition from school to adult life for youth with disabilities; family life of adults with disabilities including marriage, parenting, caring for aging parents and the death of parents; the importance of social networks in the lives of people with disabilities; the negative impact of stigma on individuals with mental illness and family members and on the delivery of quality mental health services in the community; behavioral and mental health changes associated with aging adults with intellectual disabilities, autism, and individuals dually diagnosed with intellectual disabilities and psychiatric disorders; and using person-centered planning and self-advocacy to improve the quality of life.

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

IAS 31501, 2CWE [30388]

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

Tuesday 6:00 - 9:20 PM

Williams

In-person

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

IAS 31704, 3CWE [30392]
Inequality and Social Justice
Wednesday 6:00 - 9:20 PM
Robinson

In-person

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

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

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

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

IAS 31706, 2CWE [30397]
Children and Human Rights
Tuesday 6:00 - 9:20 PM
Zach

In-person

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

IAS 32185, 1CWE [30401]
Sociology of the Deaf
Monday 6:00 - 9:20 PM
Ortiz-Suloway

In-person

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

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

IAS A5000, 2CWE [40004]

Inventing the Americas (graduate)

Tuesday 6:00 – 7:40 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 A6110, 1CWE [39999]

Race and Nation in the Americas (graduate)

Thursday 5:30 - 7:10 PM

Williams

In-person

This course is an interdisciplinary survey of the legacies of trans-Atlantic slavery/settler colonialism and their roles in forming ideas about race, nation and citizenship across the Americas. During the course, students will read theoretical, empirical and comparative texts on Argentina, Brazil, Columbia, Cuba, Dominican Republic, Guatemala, Mexico, Trinidad & Tobago, and the United States. By the conclusion of the term, students will have a sense of the socially constructed nature of racial ideas, their historical evolution and diverse manifestations in different nation-building projects. 3 hrs.; 3 cr. (G)

IAS A6210, 4CWE [30518]

Postcolonial Caribbean Thought and Aesthetics (graduate)

Thursday 5:30 - 7:10 PM

Mariñez

In-person

Ever since the arrival of Europeans, the Caribbean has been marked by repeated inflections of violence in all its forms, be it physical, cultural, epistemic, gendered, or environmental. As indigenous populations and enslaved Africans in the plantation system developed strategies for survival, new, creolized cultures of resistance began to emerge, standing

against a history marked by centuries of colonialism, slavery, imperialism, nationalism, and the slow, brutal impositions of neoliberalism. This course offers an overview of these developments through a transdisciplinary approach including theory, history, literature, and music. We will discuss how writers and artists across languages spoken in the Caribbean, including its diaspora in the United States, address colonialism in their work and engage in a pan-Caribbean conversation aiming at breaking from the legacies of historical violence. Graduate. 3 hr.; 3 cr. (G)

MATH 18504, 2CWE [28376] Tuesday 6:00 - 9:20 PM

Basic Ideas in Math

Tuesday 6:00 - 9:20 PM

Simonen

In-person

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 [28377]

Basic Ideas in Math

Thursday 6:00 - 9:20 PM

Cheregi

Remote 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, CWNT [24557]

Intro to Media Studies

Asynchronous Online

t.b.a.

Asynchronous

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 31314, 3CWE [30418]

Video Documentary Workshop I

Wednesday 6:00 - 9:20 PM

t.b.a.

Remote Synchronous

See advisor for course description. 4 hrs.; 4 crs.

MCA 31414, 7CWE [30420]**Film and Human Rights****Saturday 1:00 - 4:20 PM****Kopp****In-person**

The medium of film has the ability to render human life and its social structures with startling immediacy and intimacy. Movies can introduce us to people we've never met, take us to places we've never been, make us privy to events we did not attend, drag us back into the past or propel us forward into the future; they can make us believe in the make-believe, or shock us with realities we'd rather ignore. This course will examine the work of politically-minded filmmakers, men and women from around the world, who have used the tools of their trade to shine a light in some dark corners:

places where all people are not created equal; where all youngsters are not given equal opportunities; where all workers are not paid a living wage or allowed to organize; where all citizens are not free to express themselves. Most of the films will be set in the United States. 4 hr.; 4 cr. (W)(U)

MCA 31744, CWNT [30423]**Emerging Media****Asynchronous Online****t.b.a.****Asynchronous**

See advisor for course description. 4 hrs.; 4 crs.

PHIL 30005, CWNT [30434]**Justice and Society****Asynchronous Online****t.b.a.****Asynchronous**

This course has two primary goals: First, it will serve as a comprehensive introduction to political philosophy with a special emphasis on issues of freedom, equality, property, and justice. We will consider some seminal questions from the history of political philosophy, e.g., What is justice? How do we create just political institutions? How do we change unjust institutions? To help us answer these questions, we will draw upon major arguments in both classical and contemporary philosophical literature. The second goal of this course will be to help students develop philosophical skills more generally. Students will learn how to generate original philosophical arguments, and how to construct those arguments clearly and effectively. 4 hrs.; 4 crs. (W)(U)

PHIL 34944, CWNT [30433]**Applied Ethics****Asynchronous Online****Gitsoulis****Asynchronous**

This course focuses on moral reflection and on answering the question "Why be moral?" It includes an introductory survey of ethical theory, with an emphasis on testing the theory as it applies to particular cases, and readings from literature that highlight moral decision-making, as well as readings from contemporary work in the field of Applied Ethics. Critical analysis of moral issues and dilemmas as they arise in various professions and everyday situations. 4 hr.; 4 cr. (W)

PSC 21104, 1CWE [28369]**New York Politics****Monday 6:00 - 9:20 PM****Tirelli****Remote synchronous**

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.

PSC 31614, CWNT []**Non-Governmental Organizations (NGOs) in the Urban Sphere****Asynchronous Online****t.b.a.****Asynchronous**

We will study the following issues: The “what” and “why” for nonprofits; the part which philanthropy and foundations play; the relation of NGO’s to the private sector and religious or faith-based activities. The role of NGO’s in metropolitan New York and their relation to government at various levels. We will also look at the organizational aspects of NGO’s, including: human resource issues, volunteerism; property ownership and/or rental; the significance of boards and fundraising. Case studies from New York of charity, medical, educational, and activists NGO’s. Pre-requisite: PSC 10104 or equivalent. 4 hr.; 4 crs.

PSY 20104, 3CWE [30435]**Psychology of Disability****Thursday 6:00 - 9:20 PM****Matthews****In-person**

A familiarization with the personal and interpersonal aspects of physical disability. It will discuss concepts from substantive areas of psychology: physiological, cognitive, developmental, personality, social, and clinical; and show how they can aid in our understanding of handicapped individuals and their families. Pre-req.: PSY 10204. 4 hr.; 4 crs.(Developmental Disabilities Certificate Program) (W)(U)

PSY 24604, 6CWE [30436]**Introduction to Human Development: Infancy and Childhood****Saturday 9:00 AM -12:20 PM****Terry****In-person**

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

PSY 31824, CWNT [30437]**Psychology of Parenting****Asynchronous Online****Matthews****Asynchronous**

This course offers an opportunity to examine the practice of parenting through an interdisciplinary approach. Students will explore the role of parenting and parenting styles as well as the effects of particular parenting strategies on social, physical, emotional, cognitive and overall growth and development. Cultural differences in beliefs regarding child rearing will also be discussed. Pre-requisite Psy 10200 or equivalent. 4 hr. 4 cr, (W)(U)

PSY 36504, 1CWE [30439]

Family Psychology

Monday 6:00 - 9:20 PM

Zaid-Muhammad

In-person

Family structure and process in terms of historical, cultural and psychosocial factors. Emphasis on viewing family interactions in terms of a psychodynamic system and subsystems. The complex relationships within the family and between the family and society serve as a setting form theorizing, researching and developing models of constructive intervention. Pre-req.: PSY 10204. 4 hrs.; 4 crs. (W)(U)

PSY 37704, 7CWE [30440]

Theories of Personality

Saturday 1:00 - 4:20 PM

Mercado

In-person

A critical review of major contemporary theories of human personality, their relation to research findings and to methods of psychotherapy. Case studies interpreted from the perspective of the various theories. Pre-req.: PSY 10204. 4 hrs.; 4 crs.

SOC 31185, CWNT [30444]

Sociology of the Family

Asynchronous Online

t.b.a.

Asynchronous

In this course we will consider the dual purpose of the family as both a public and private institution. In addition to examining the family's "social" function, we will consider how families are shaped by public perception, conventions, and the law. 4 hr. 4cr. (W)(U)

SOC 31654, CWNT [30446]

The Color Line: Sociological Perspectives on Race and Racism in 20th Century Amer Life

Asynchronous Online

t.b.a.

Asynchronous

This course will provide an historical and sociological background for examining the concept and expression of "race" and racism in America. We will not be confined to the traditional Black vs. White notions of race relations, but include Latin, Asian, and Native American experiences, Anti-Semitism and the experiences of "white" ethnic groups such as Italians and the Irish. We will also discuss the significance of the growth of "mixed race" population. Hopefully personal experiences of race will be better understood, and stereotypes and pre-judgements challenged. 4 hr.; 4 cr. (W) (U)

SOC 38144, 1CWE [28302]**Sociology of Education****Monday 6:00 - 9:20 PM****Aprile****Remote 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, 3CWE [28303]**Sociology of Education****Wednesday 6:00 - 9:20 PM****Diop**

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

SPAN 12104, 4CWE [28410]**Introductory Spanish I****Thursday 6:00 - 9:20 PM****Chacon****Hyflex**

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

SPAN 12204, 4CWE [28413]**Introductory Spanish II****Thursday 6:00 - 9:20 PM****Santos****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 [28415]**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 [24626]

Foundations of Speech Communication

Friday 6:00 - 9:20 PM

Farnett

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)