

The City College Downtown Center for Worker Education Summer/Fall 2023 Schedule of Classes

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

I am writing this note to introduce you to the 2023 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.

You have access to all the usual support services ---therapist, tutors, student affairs, financial aid, admissions, enrollment, advising and IT; IT support is 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 remote (AKA online) 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 remote (AKA online) 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 hybrid where you would meet in person for some class sessions and online for others or a mixture of remote synchronous meetings with some remote asynchronous work. 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 2023 Classes

EDCE 20614, XCWE [4376]	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	MoWe 6:00 – 9:20PM in person	t.b.a.
EDCE 22102, 2CWE [4377]	School, Family, & Community	Tues 6:00PM – 9:20PM in person	Buffalo
EDCE 31904, 7CWE [4378]	Science Methods in ECE	Sat 1:00PM – 4:20PM in person	Diaz
EDCE 40500, 3CWE [4379]	Facilitating Children’s Artistic Development	Wed 6:00 – 9:20PM in person	Scarola
EDCE 40600, 4CWE [6271]	Facilitating Children’s Musical Development	Thur 6:00 – 9:20PM in person	Aprile
IAS 31183, XCWE [4373]	Contemporary Cinema of the Americas (Remote Synchronous)	MoWe 6:00 – 9:20PM Online Synchronous	Kopp
IAS 31249, 3CWE [4374]	Internships in Developmental Disabilities	Wed 6:00 – 9:20PM in person	Sutherland-Cohen
IAS 31405, CWNT [4375]	Inclusion: Principles in Practice	Asynchronous Online	DuMoulin
MATH 18504, XCWE [6383]	Basic Ideas in Math	TuTh 6:00 – 9:20PM Online Synchronous	Cheregi

Summer 2023 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

Social Welfare

IAS 31405 Inclusion: Principles in Practice

Disabilities Studies

IAS 31249 Internships in Developmental Disabilities

Childhood Studies

IAS 31405 Inclusion: Principles in Practice

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 similar

Asynchronous Online: 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).

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

Hybrid: Classes may alternate in-person or online, but students are expected to attend all in-person sessions of the class.

CWE FALL 2023 Classes

Monday			
EDCE 22102, CWE1 [11615]	School, Family & Community	4:00 - 5:40 PM in person	Scott
EDCE 32204, 1CWE [11618]	How Children Learn Math	6:00 - 9:20 PM in person/hybrid	Oppenzato
IAS 10000, 1CWE [14934]	Writing for Interdisciplinary Studies I	6:00 - 9:20 PM remote synchronous	Clark
IAS 23324, 1CWE [14945]	Advanced Composition	6:00 - 9:20 PM online synchronous	Sweeting
IAS 24200, 1CWE [14947]	Intro to Interdisciplinary Studies	6:00 - 9:20 PM in person	Woessner
IAS 31142, 1CWE [18942]	Making Race in the 21st Century	6:00 - 9:20 PM online synchronous	Rosenbaum
IAS 31244, 1CWE [19002]	Latin American Cinema	6:00 - 9:20 PM in person	Velasquez Torres
IAS A7010, 1CWE [19650]	MA Capstone Seminar (Graduate)	5:30 - 7:10 PM in person	Zach
MATH 18004, 1CWE [19296]	Quantitative Reasoning	6:00 - 9:20 PM in person	Simonen
PSC 12504, 1CWE [19432]	Intro to Public Policy	6:00 - 9:20 PM online synchronous	Tirelli
PSY 31134, 1CWE [19440]	Psychology of Racism: Mental Health in Urban and Minority Communities	6:00 - 9:20 PM online synchronous	Zaid- Muhammad
SOC 38144, 1CWE [19446]	Sociology of Education	6:00 - 9:20 PM online synchronous	Aprile
TUESDAY			
EDCE 20604, 2CWE [14968]	ECE I: Theories of Dev Applied to Early Childhood Practice	5:30 - 8:50 PM in person/hybrid	t.b.a.
EDCE 32204, 2CWE [11617]	How Children Learn Math	6:00 - 9:20 PM in person/hybrid	Aprile
IAS 10800, 2CWE [14940]	Doing Social Research	6:00 - 9:20 PM in person	Matthews
IAS 31164, 2CWE [18980]	Medical Aspects of Disability	6:00 - 9:20 PM online synchronous	Ortiz-Suloway
IAS 31246, 2CWE [19218]	Black Working Class Culture & Politics	6:00 - 9:20 PM online synchronous	Orange

IAS 31508, 2CWE [19285]	"Who Run the World?" Gender Inequality Local to Global	6:00 - 9:20 PM in person	Robinson
IAS 32177, 2CWE [19444]	Writing About New York	6:00 - 9:20 PM in person	Neals
IAS A5204, 2CWE [19612]	The Dominican People in the US: (Graduate)	7:30 - 9:10 PM in person	t.b.a.
IAS A6080, 2CWE [19613]	Gated Cities, Gated Communities, Gated Minds (Graduate)	5:30 - 7:10 PM in person	Schaller
MATH 15004, 2CWE [19292]	Math for the Contemporary World	6:00 - 9:20 PM online synchronous	Cheregi
WEDNESDAY			
EDCE 20604, 3CWE [14969]	ECE I: Theories of Dev Applied to Early Childhood Practice	5:30 - 8:50 PM in person/hybrid	t.b.a.
EDCE 40800, CWE3 [11648]	Student Teaching & Integrative Seminar in ECE	4:00 - 5:40 PM in person	Brown
EDCE 40800, 3CWE [11644]	Student Teaching & Integrative Seminar in ECE	4:00 - 5:40 PM in person	Diaz
IAS 10400, 3CWE [14935]	Core Natural Science I: Nature & Human Beings I	6:00 - 9:20 PM online synchronous	Dunson-Delvalle
IAS 23304, 3CWE [14943]	The Essay	6:00 - 9:20 PM in person	Moore
IAS 24200, 3CWE [14948]	Intro to Interdisciplinary Studies	6:00 - 9:20 PM in person	Chappell
IAS 31170, 3CWE [18982]	Seminar in Autobiography	6:00 - 9:20 PM in person	Rosenbaum
IAS 31504, 3CWE [19616]	Forced Migrations	6:00 - 9:20 PM online synchronous	Zach
SOC 24404, 3CWE [19445]	Principles of Social Work	6:00 - 9:20 PM in person	Ortiz-Suloway
SOC 38144, 3CWE [19447]	Sociology of Education	6:00 - 9:20 PM in person	Diop
THURSDAY			
ANTH 26504, 4CWE [14923]	Language and Society	6:00 - 9:20 PM hyflex/hybrid	Calagione
EDCE 22102, 4CWE [11762]	School, Family & Community	4:00 - 5:40 PM in person	Norton
EDCE 32304, 4CWE [11626]	Language and Literacy I	6:00 - 9:20 PM in person/hybrid	Diaz
IAS 31227, 4CWE [19444]	World Music	6:00 - 9:20 PM in person	Aprile
IAS A6111, 4CWE [19615]	Race and Nation in the Americas (Graduate)	5:30 - 7:10 PM in person	Williams
MATH 18004, 4CWE [19298]	Quantitative Reasoning	6:00 - 9:20 PM online synchronous	Cheregi
SPAN 12104, 4CWE [19450]	Introductory Spanish I	6:00 - 9:20 PM hyflex	Santos
SPAN 12204, 4CWE [19451]	Introductory Spanish II	6:00 - 9:20 PM hyflex	Chacon
SPAN 22504, 4CWE [19452]	Intermediate Spanish	6:00 - 9:20 PM hyflex	Velasquez Torres
FRIDAY			
IAS 24200, 5CWE [14949]	Intro to Interdisciplinary Studies	6:00 - 9:20 PM online synchronous	Aponte

IAS 31106, 5CWE [14973]	Works on Paper	5:30 - 8:50 PM in person	Benedetto
IAS 31235, 5CWE [18992]	Intro to Developmental Disabilities	6:00 - 9:20 PM in person	Sutherland-Cohen
SPCH 11104, 5CWE [14953]	Foundations of Speech Communication	6:00 - 9:20 PM in person	Farnett
SATURDAY			
HIST 31974, 6CWE [14927]	Education in Black and White	9:00 AM -12:20 PM online synchronous	Cotter
IAS 10400, 6CWE [14936]	Core Natural Science I: Nature & Human Beings I	9:00 AM -12:20 PM online synchronous	Dunson-Delvalle
PSY 25604, 6CWE [19436]	Intro to Human Development: Adolescence and Youth	9:00 AM -12:20 PM in person	Terry
EDCE 32304, 7CWE [11635]	Language and Literacy I	1:00 - 4:20 PM in person/hybrid	Buffalo
IAS 31144, 7CWE [18943]	The Disabled Body in Film	1:00 - 4:20 PM in person	Kopp
PSY 35704, 7CWE [19442]	Community Psychology	1:00 - 4:20 PM online synchronous	Mercado
ASYNCHRONOUS ONLINE			
HIST 31224, CWNT [14928]	The History of Women, War, Peace	Online Asynchronous	Woessner
IAS 10800, CWNT [14937]	Doing Social Research	Online Asynchronous	Robinson
IAS 21800, CWNT [14942]	Nonprofit Management	Online Asynchronous	Schaller
IAS 23304, CWNT [14944]	The Essay	Online Asynchronous	Benedicty
IAS 31158, CWNT [18944]	Educating America	Online Asynchronous	Almash
IAS 31163, CWNT [18945]	Disability Studies from a Global Perspective	Online Asynchronous	Senior
IAS 31168, CWNT [18981]	Digital Media and Society	Online Asynchronous	Diaz
IAS 31225, CWNT [19607]	Flash Fiction	Online Asynchronous	Moore
IAS 31316, CWNT [19220]	Black Political Thought	Online Asynchronous	Williams
IAS 31500, CWNT [19230]	A Child's Eye View of the World	Online Asynchronous	Clark
PHIL 30904, CWNT [19429]	Social and Political Philosophy	Online Asynchronous	Gitsoulis
PHIL 31404, CWNT [28292]	Philosophy and Film	Online Asynchronous	Gitsoulis
PSY 20104, CWNT [19435]	Psychology of Disability	Online Asynchronous	Matthews
PSY 31115, CWNT [19437]	Child Psychopathology	Online Asynchronous	Matthews

Fall 2023 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
*EDCE 40800	Student Teaching and Integrative Seminar

**See course description for eligibility to enroll*

FALL 2023 Suggested Courses by Academic Concentration

Childhood Studies

Foundational:

IAS 10800	Doing Social Research
PSC 12504	Intro to Public Policy
PSY 25604	Intro to Human Development: Adolescence and Youth

Electives:

ANTH 26504	Language and Society
HIST 31974	Education in Black and White
HIST 31224	The History of Women, War, and Peace
IAS 31508	"Who Run the World?" Gender Inequalities, Local to Global
IAS 31235	Intro to Developmental Disabilities
IAS 31158	Educating America
IAS 31500	A Child's Eye View of the World
PSY 31134	Psychology of Racism: Mental Health in Urban and Minority Communities
PSY 31115	Child Psychopathology
SOC 38144	Sociology of Education

Disabilities Studies

Foundational:

IAS 31235 Intro to Developmental Disabilities

Electives:

IAS 31144 The Disabled Body on Film
 IAS 31164 Medical Aspects of Disability
 IAS 31163 Disability Studies from a Global Perspective
 PSY 20104 Psychology of Disability
 PSY 25604 Introduction to Human Development: Adolescence and Youth
 PSY 31115 Child Psychopathology
 SOC 24404 Principles of Social Work

History, Politics and Society

Foundational:

ANTH 26504 Language and Society
 IAS 10800 Doing Social Research

Electives:

HIST 31974 Education in Black and White
 HIST 31224 The History of Women, War and Peace
 IAS 31142 Making Race in the 21st Century
 IAS 31244 Latin American Cinema
 IAS 31246 Black Working Class Politics
 IAS 31508 "Who Run the World?" Gender Inequalities, Local to Global
 IAS 32177 Writing About New York
 IAS 31504 Forced Migrations
 IAS 31227 World Music
 IAS 10900 Writing: Knowing and Current Events
 IAS 31158 Educating America
 IAS 31168 Digital Media and Society
 IAS 31316 Black Political Thought
 IAS 31500 A Child's Eye View of the World
 PHIL 30904 Social and Political Philosophy
 PHIL 31404 Philosophy and Film
 SOC 38144 Sociology of Education

Literary, Media and Visual Arts

Foundational:

SPCH 11104 Foundations of Speech Communication
 ANTH 26504 Language and Society

Electives:

ANTH 26504 Language and Society
 IAS 31244 Latin American Cinema
 IAS 32177 Writing About New York
 IAS 31170 Seminar in Autobiography
 IAS 31227 World Music
 IAS 31106 Works on Paper
 IAS 31168 Digital Media and Society
 IAS 31225 Flash Fiction

IAS 31500 A Child's Eye View of the World
 PHIL 31404 Philosophy and Film

Social Welfare

Foundational:

IAS 10800 Doing Social Research
 PSC 12504 Intro to Public Policy
 SOC 24404 Principles of Social Work

Electives:

ANTH 26504 Language and Society
 HIST 31974 Education in Black and White
 HIST 31224 The History of Women, War and Peace
 IAS 31142 Making Race in the 21st Century
 IAS 31508 "Who Run the World?" Gender Inequalities, Local to Global
 IAS 31504 Forced Migrations
 IAS 31235 Introduction to Developmental Disabilities
 IAS 31144 The Disabled Body on Film
 IAS 31158 Educating America
 PSY 31134 Psychology or Racism: Mental Health in Urban Communities
 PSY 25604 Introduction to Human Development: Adolescence and Youth
 PSY 35704 Community Psychology
 PSY 31115 Child Psychopathology

Urban Studies and Public Administration

Foundational:

IAS 10800 Doing Social Research
 PSC 12504 Intro to Public Policy

Electives:

HIST 31974 Education in Black and White
 HIST 31224 The History of Women, War and Peace
 IAS 31142 Making Race in the 21st Century
 IAS 31508 "Who Run the World?" Gender Inequalities, Local to Global
 IAS 31246 Black Working Class Politics
 IAS 31316 Black Political Thought
 PHIL 30904 Social and Political Philosophy

Americas

Foundational:

IAS 10800 Doing Social Research

Electives:

ANTH 26504 Language and Society
 HIST 31224 The History of Women, War and Peace
 IAS 31244 Making Race in the 21st Century
 IAS 31244 Latin American Cinema
 IAS 31246 Black Working Class Politics
 IAS 31504 Forced Migrations
 IAS 31227 World Music
 IAS 31316 Black Political Thought

Global Labor Studies

Foundational:

IAS 10800 Doing Social Research

Electives:

HIST 31224 The History of Women, War and Peace
 IAS 31142 Making Race in the 21st Century
 IAS 31246 Black Working Class Politics and Culture
 IAS 31316 Black Political Thought
 IAS 31508 "Who Run the World?" Gender Inequalities, Local to Global
 IAS 31504 Forced Migrations
 PHIL 30904 Social and Political Philosophy

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

IAS A5204 The Dominican People in the US: From Migrants to Rooted People
 IAS A6080 Gated, Cities, Gated Communities, Gated Minds
 IAS A6080 Race and Nation in the Americas
 IAS A7010 MA Capstone Seminar

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 similar

Asynchronous Online: 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).

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

Hybrid: Classes may alternate in-person or online, but students are expected to attend all in-person sessions of the class.

SUMMER/FALL 2023 COURSE DESCRIPTIONS A to Z

ANTH 26504, 4CWE [14923]

Language and Society

Thursday 6:00 – 9:20PM

Calagione

Hyflex

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

Pre-req: Intro level social science or Equivalent. 4 hrs.; 4 crs. (W)(U)

EDCE 20604, 2CWE [14968]

ECE I: Theories of Development Applied to Early Childhood Practice

Tuesday 5:30 – 8:50PM

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. 15 hours fieldwork required. Offered in the Fall annually. 4 hr.; 4 cr. (W)

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 20604, 3CWE [14969]

ECE I: Theories of Development Applied to Early Childhood Practice

Wednesday 5:30 – 8:50PM

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. 15 hours fieldwork required. Offered in the Fall annually. 4 hr.; 4 cr. (W)

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 20614, XCWE [4376] SUMMER SESSION

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

Monday/Wednesday 6:00 – 9:20PM

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. 15 hours fieldwork required. Offered in the Spring annually. Pre-requisite: EDCE 20604. 4 hr.; 4 cr. (W)

EDCE 22102, 2CWE [4377] SUMMER SESSION

School, Family & Community

Tuesday 6:00 – 9:20PM

Buffalo

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. 5 hours fieldwork required. Open only to students formally accepted into the Early Childhood Education program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2023, 2025). This course can be taken with student teaching. 2 hr.; 2 cr.

EDCE 22102, 4CWE [11762]

School, Family & Community

Thursday, 4:00PM – 5:40PM

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. 5 hours fieldwork required. Open only to students formally accepted into the Early Childhood Education program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2023, 2025). This course can be taken with student teaching. 2 hr.; 2 cr.

EDCE 22102, CWE1 [11615]

School, Family & Community

Monday 4:00 – 5:40PM

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. 5 hours fieldwork required. Open only to students formally accepted into the Early Childhood Education program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2023, 2025). This course can be taken with student teaching. 2 hr.; 2 cr.

EDCE 31904, 7CWE [4378] SUMMER SESSION

Science Methods in E.C.E.

Saturday 1:00 – 4:20PM

Diaz

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 or provisionally accepted into the Early Childhood Education Program. 5 hours fieldwork required. 2 hr.; 2 cr.

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 32204, 1CWE [11618]

How Children Learn Math

Monday 6:00 – 9:20PM

Oppenzato

In person/hybrid

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration of mathematical concepts in a supportive classroom environment; course work, readings, workshop activities with children. Pre-req.: MATH 18500. Open only to students formally accepted into the Early Childhood Education Program. Offered in the Fall annually. 15 hours fieldwork required. 4 hrs.; 4 crs.

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 32204, 2CWE [11617]

How Children Learn Math

Tuesday 6:00 – 9:20PM

Aprile

In person

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration of mathematical concepts in a supportive classroom environment; course work, readings, workshop activities with children. Pre-req.: MATH 18500. Open only to students formally accepted into the Early Childhood Education Program. Offered in the Fall annually. 15 hours fieldwork required. 4 hrs.; 4 crs.

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 32304, 4CWE [11626]

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. Open only to students formally accepted into the Early Childhood Education Program. Offered in the Fall annually. 15 hours fieldwork required. 4 hrs.; 4 crs.

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 32304, 7CWE [11635]**Language and Literacy I****Saturday 1:00 – 4:20PM****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. Open only to students formally accepted into the Early Childhood Education Program. Offered in the Fall annually. 15 hours fieldwork required. 4 hrs.; 4 crs.

Note: Most classes will be held in person but some will be held online. See your advisor and syllabus for details. Please report in person on the first day of classes.

EDCE 40500, 3CWE [4379] SUMMER SESSION**Facilitating Children's Artistic Development****Wednesday 6:00 - 9:20 PM****Scarola****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 or provisionally accepted into the Early Childhood Education program. Offered in the Summer annually. 5 hours fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.

EDCE 40600, 4CWE [4380] SUMMER SESSION**Facilitating Children's Musical Development****Thursday 6:00 - 9:20 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 or provisionally accepted into the Early Childhood Education program. Offered in the Spring annually. 5 hours fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.

EDCE 40800, 3CWE [11644]**Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Diaz****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 unless otherwise noted. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Offered in the Fall and Spring annually. Full time, 360 hours. Coreq.: See Advisor. 6 hr.; 6 cr.

EDCE 40800, CWE3 [11648]
Student Teaching and Integrative Seminar in ECE
Wednesday 4:00 - 5:40 PM
Brown

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 unless otherwise noted. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Offered in the Fall and Spring annually. Full time, 360 hours. Coreq.: See Advisor. 6 hr.; 6 cr.

HIST 31224, CWNT [14928]
The History of Women, War and Peace
Asynchronous Online
Woessner

Asynchronous Online

In times of conflict throughout history, women have been many things: saviors and soldiers, combatants and bystanders, victims and perpetrators, spies and saboteurs. They have also been refugees, resistance fighters, revolutionaries, and peace activists. They have kept the home fires burning and they have fought on the front lines. They continue to do both today, though contemporary home fronts and contemporary battle lines are blurrier than they have ever been. The history of women, war, and peace provides us with an opportunity to examine the ever-changing natures of militarism, feminism, geopolitics, and gender roles. Via a series of case studies, ranging from the Lysistrata and Joan of Arc to Rosie the Riveter and Greta Thunberg, we will explore some of the myths, tropes, and stereotypes that have shaped our understanding of the role(s) women have played in confronting militarism and violence. This interdisciplinary look into the histories of militarism, pacifism, and feminism will include readings ranging from ancient drama, poetry, and philosophy to contemporary texts in politics and international relations. Students with interests in gender studies, literature, history, and activism are encouraged to enroll. Requirements include short papers, exams, and oral presentations. 4 hrs.; 4 crs (W)(U)

HIST 31974, 6CWE [14927]
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, 1CWE [14934]
Writing for Interdisciplinary Studies I
Monday 6:00 - 9:20 PM
Clark

Remote Synchronous

This is an interdisciplinary, humanities-based writing course. Reading includes a wide range of essays, each

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

IAS 10400, 3CWE [14935]

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 [14936]

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, 2CWE [14940]

Doing Social Research

Tuesday 6:00 - 9:20 PM

Matthews

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 [14937]

Doing Social Research

Asynchronous Online

Robinson

Asynchronous Online

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 21800, CWNT [14942]**Modern Nonprofit Management (online)****Asynchronous Online****Schaller****Asynchronous Online**

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 [14943]**The Essay****Wednesday 6:00 - 9:20 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 23304, CWNT [14944]**The Essay****Asynchronous Online****Benedicty****Asynchronous Online**

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

IAS 23324, 1CWE [14945]**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 24200, 1CWE [14945]**Introduction to Interdisciplinary Studies****Monday 6:00 - 9:20 PM****Woessner****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 [14943]**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 [14949]**Introduction to Interdisciplinary Studies****Friday 6:00 - 9:20 PM****Aponte****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 31106, 5CWE [14973]**Works on Paper****Friday 5:30 - 8:50 PM****Benedetto****In person**

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

IAS 31142, 1CWE [18942]**Making Race in the 21st Century****Monday 6:00 - 9:20 PM****Rosenbaum****Online Synchronous**

Despite claims that we are “postracial” and “color blind,” race remains a fundamental organizing tool of American society. It actively shapes not only what it means to be fully American, but in many ways, what it means to be fully human. This course will explore how these categories are constructed in the 21st century—how long-standing forms of difference, such as the white-black divide, have evolved in the post civil-rights world and how new forms of difference emerge and congeal. We will focus on contemporary issues such as immigration and “illegality”; police brutality and the Black Lives Matter movement; and the rise of Islamophobia
4 hr. 4 cr. (W)(U)

IAS 31144, 7CWE [18942]**The Disabled Body in Film****Saturday 1:00 - 4:20 PM****Kopp****Online Synchronous**

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

IAS 31158, CWNT [18944]**Educating America****Asynchronous Online****Almash****Asynchronous Online**

American education has always been front-page news, and rarely has the news been good. Such news can be divided into two generic camps: those sympathetic to or contemptuous of John Dewey and his followers. No matter where we seem to look—from institutions of higher learning, public intellectuals, or to the daily news cycle—everyone, regardless of their qualifications, is an educational expert. Yet much of what they are

saying—or, at times, screaming—is not new, and this interdisciplinary course explores the ways in which educational discourse was shaped and reshaped over time and in myriad ways throughout the 20th century. Throughout it we will conduct read primary and secondary sources in order to perform autopsies on such discourse in the hopes of better understanding where we've come from and wither we are tending, educationally. The connections between schools and society were once porous, and readings might show how they became less so, and how educational discourse became less about society and more narrowly about politics. This is a hybrid course, with class sessions alternating every other week between meeting online (via a course blog) and in-person at CWE. 4 hr., 4cr. (W)(U)

IAS 31163, CWNT [18945]

Disability Studies from a Global Perspective

Asynchronous Online

Senior

Asynchronous Online

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

IAS 31164, 2CWE [18980]

Medical Aspects of Disability

Tuesday 6:00 – 9:20PM

Ortiz-Suloway

Online Synchronous

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., 4 cr. (U)

IAS 31168, CWNT [18981]

Digital Media and Society

Asynchronous Online

Diaz

Asynchronous Online

Digital media has become part and parcel of our daily lives, as well as an active agent of social and institutional change, altering the very nature of government, education, health, the news, and labor. This course will introduce students to the history of digital technologies, including the Internet, Web 2.0 platforms and social media, and the “smart” phone and will locate these histories within a sociological framework, asking and answering the question: What “social effects” did these technologies bring about? This class will explore both macro and micro issues, including issues of inequality, digital social movements and community formation,

digital labor, surveillance, race and gender online, and digital social interactions. By conducting an ongoing ethnography of our own digital media behavior, such as our “likes” on Facebook, the prevalence of email at work, or the use of a Learning Management System in your classroom, this class will explore the social meaning, value, and agency of our digital lives. This course will be taught as a hybrid course, with some work done online, across various media platforms including Wordpress, Blackboard, Email, Twitter or Facebook, and Text Messaging. While our class will include tutorials to these platforms, which we will critically engage and analyze, it is recommended that students have basic computer skills and reliable access to the Internet to complete the class. 4 hr., 4 cr. (W)(U)

**IAS 31170, 3CWE [18982]
Seminar in Autobiography
Wednesday 6:00 - 9:20 PM
Rosenbaum
In person**

The Seminar in Autobiography is the first step in the CWE Autobiography Program. It is open to students who would like to write and submit an autobiography for Life Experience credit, as well as those students who are interested in learning more about the genre and gaining experience in autobiographical writing. The course introduces students to the genre of life writing, which encompasses different styles and forms of autobiography and memoir, such as the coming-of-age narrative, family history, the personal essay, and memoirs of illness, grief, trauma, and recovery. In addition to reading and analyzing several memoirs and autobiographical pieces, you will complete some introductory life-writing exercises and create one longer autobiographical story, which may become a part of your autobiography. Students who are interested in submitting an autobiography for Life Experience credit and who complete the course with a B or higher are eligible to register for IAS 30100, Honors Research, in the Spring 2020 semester, to work on their autobiographical projects (students can earn up to 8 Life Experiences credit for their autobiographies). Pre-requisites: Writing for Interdisciplinary Studies I and II OR The Essay/Advanced Composition and at least one literature or creative writing elective. 4 hr. 4cr. (W)(U)

**IAS 31183, XCWE [4373] 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 (see dates on www.taffny.com), 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 31225, CWNT [19607]**Flash Fiction****Asynchronous Online****Moore****Asynchronous Online**

Flash fiction — or micro-fiction or sudden fiction—is defined as an extremely brief short story. It can be anywhere from a single sentence to a few pages. Usually under 1,000 words, flash fiction has the concise, suggestive punch of a poem, but the narrative qualities (including a beginning, middle, and end) of a story. In this course, we will work on using the fundamental craft elements of fiction writing (character, plot, sensory imagery, voice) to analyze works of flash fiction and to create your own original flash fiction pieces. Students will be responsible for reading and offering feedback to their peers in a supportive workshop setting. 4 hr.; 4 cr. (W)(U)

IAS 31227, 4CWE [19444]**World Music****Thursday 6:00 - 9:20 PM****Aprile****In person**

In this survey course we will explore musical traditions outside the European classical realm from West Africa, India, South East Asia, the Middle East, and Eastern Europe as well as hybrid forms that developed in the Americas. Some class time will also be devoted to the effects of popular, mass-mediated music dissemination. With special attention to sociocultural context, we will make cross-cultural comparisons about the way that different musicians and listeners conceptualize rhythm, melody, harmony, form, movement, composition, and improvisation. Students will be expected to participate in class discussions and in-class exercises collectively performing rhythm, scales, songs, and poetry. The listening skills gained from these activities will help students analyze a world music performance for their term papers. 4 hr. 4 cr. (U)

IAS 31235, 5CWE [18992]**Intro to Developmental Disabilities****Friday 6:00 – 9:20PM****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 31244, 1CWE [19002]**Latin American Cinema****Monday 6:00 - 9:20 PM****Velasquez Torres****In person**

This course is a survey of the historical development of Latin American Cinema. This semester, we will specifically concentrate in the study of comedies that reflect on the immigrant experience. A discussion on laughter, humor, parody and irony will interlock with a deep analysis of the "structures of feeling" reflected in each film. What is funny? What is not funny? Does humor expire? Is it possible to export humor? Is there a level of truthfulness and social criticism in comedy? In this course we will discuss the real "Nacho Libre" and will be acquainted with Cantinflas, the "Mexican Chaplin". The Dominican character of "Valbuena" will be

contrasted with "Carlos Benjumea", his Colombian counterpart. All the films will be dubbed or subtitled in English. 4 hrs.; 4 crs. (W)(U)

IAS 31246, 2CWE [19218]

Black Working Class Culture and Politics

Tuesday 6:00 - 9:20 PM

Orange

Online Synchronous

This course will explore the values, perspectives and behaviors of black workers as they actively and creatively shape their world. We will examine how work, home, and leisure intersect to conceal, reveal, and reify widely shared discourses of contemporary Black life. We will also take up the historical tensions between the various class and gender representations that form the Black "community". Central questions for this course will be how broader political, economic and social forces shape our perceptions of Black workers, and circumscribe their choices, expectations, and options. 4hr., 4cr. (W)(U)

IAS 31249, 3CWE [4374] 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) (Developmental Disabilities Certificate Program)

IAS 31316, CWNT [19220]

Black Political Thought

Asynchronous Online

Williams

Asynchronous Online

This interdisciplinary course (History, Political Science, Anthropology, Literature) analyzes how social constructed ideas of "blackness" have been used for political mobilization in Americas and Africa from the trans-Atlantic slave trade to the present. A good part of the course will be spent reading primary sources generated by key figures like Marcus Garvey (Jamaica), Martin Luther King (USA), Angela Davis (USA), Léopold Sédar Senghor (Senegal), Nelson Mandela (South Africa) and more. We will also read secondary sources that help us understand the context(s) of these figures. Overall students should leave the class with a good sense of how racial ideas have shifted with major economic, political, social and cultural changes at the national/global level. Another major goal of the course is to understand that notions of "blackness" vary greatly depending on context. 4 hrs.; 4crs. (W)(U)

IAS 31405, CWNT [4375] SUMMER SESSION

Inclusion: Principles in Practice

Asynchronous Online

DuMoulin

Asynchronous Online

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 31500, CWNT [19230]

A Child's Eye View of the World

Asynchronous Online

Clark

Asynchronous Online

This course will cover literary narrative from a child's perspective. These texts are not "children's" or "young adult" works; they are adult novels whose story is told from a child's-eye view of the world. First we will discuss narrative perspectives, as some of these stories are related through a child narrator, while others come from an omniscient narrator who is able to relate the child's reception of the world, as well as thoughts about, and reaction to what is perceived. Then we will turn to the novels themselves, often paired with relevant psychological scholarship pertaining to the children in each. Our novels will cover questions of identity, trauma from within or without the family, autism, and parental relationships. Those interested in childhood studies and/or child development, as well as those who plan to write creatively should find the course illuminating. Pre-Requisite: Students should complete IAS 10000 or an equivalent Pathways writing course, as it is reading and writing intensive. This course is being offered in an asynchronous, fully online-format. Familiarity with the Blackboard online learning platform is a must. There are, however, orientation sessions for students taking their first online course, and help is available in the CWE Computer Lab. Also, students must have a Citymail email address to gain access to the course site. 4hr.; 4 cr. (W)(U)

IAS 31504, 3CWE [19616]

Forced Migrations

Wednesday 6:00 - 9:20 PM

Zach

Online Synchronous

The number of forcibly displaced persons has reached a record-level high, with the United Nations High Commissioner for Refugees (UNHCR) estimating the size of this population at 68.5 million. This course explores the involuntary movement of peoples across borders and within countries stemming from such factors as armed conflict, persecution, climate change, disaster, and development initiatives. In addition to considering the causes of forced migration, it also examines geographic patterns, the vulnerabilities of displaced persons, and the role of key actors such states, UN agencies, and nongovernmental organizations in migration processes. It also delves into the consequences of forcible displacement for individuals, families, and societies, as well as national and international politics, drawing connections between such movements and the rise of populism, illiberalism, far-right parties, and xenophobia in various countries, and interstate tensions, including within the European Union. We will take a critical approach, interrogating the distinction between forced and voluntary migration, practices of border security, and the limits of existing international law and organization, as well as how forcibly displaced persons have opposed abuse through artwork, literature, and other mediums. Our source case studies will span a variety of regions, including Central America, North Africa and the Middle East, Sub-Saharan Africa, and Asia. We will also examine a variety of refugee receiving countries. 4 hr. 4 cr. (W)(U)

IAS 31508, 2CWE [19285]

"Who Run the World?" Gender Inequalities, Local to Global

Tuesday 6:00 – 9:20PM

Robinson

In person

Beyonce asks, "Who Run the World?" While her answer is a resounding and repeated "Girls!" this course will explore this question in depth, as well as the following: How do boys and girls get socialized differently based on their race, class, and sexuality? How do various cultures view trans and gender nonconforming people? Why do Black and Latino boys get punished more in schools? How do institutionalized sexism and

institutionalized racism lead to limited opportunities for Latinas? Why are so many Black women dying in childbirth? Why are so many Native women victims of sexual assault? Why is our food grown by farmworkers who are not protected by the same laws against sexual harassment as other occupations? Why are many of our consumer goods made by low-wage female workers overseas?

In this course, students will develop their sociological imaginations to answer urgent questions about gender inequality, both intersectional and global. We will explore topics such as childhood socialization, sexuality, racism, migration, and gendered labor in both domestic and international contexts. First, students will learn prevailing sociological theories on the ways children learn and are taught about gender and sexuality. Next, we will examine gendered institutions like the family, schools, work, and the global economy. In particular, students will learn how gendered interactions and gendered institutions produce difference and domination in various contexts. Throughout the semester, we will explore the gendered dynamics of sexuality, race, ethnicity, class, and nation through art, music, and film. Course assignments will introduce students to conducting sociological research in their own communities. 4 hr. 4 cr. (W)(U)

IAS 32177, 2CWE [19286]

Writing About New York

Tuesday 6:00 – 9:20PM

Neals

In-person

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

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

IAS A5204, 2CWE [19285]

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

Tuesday 7:30 - 9:10 PM

t.b.a.

In person

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

the U.S., and the country of origin? 3 hrs.; 3 crs. (Graduate)

IAS A6080, 2CWE [19613]

Gated Cities, Gated Communities, Gated Minds

Tuesday 5:30 – 7:10PM

Schaller

In person

This course explores the global phenomenon of "gating" and privatizing urban spaces to create residential and commercial areas that offer a sense of heightened security and seclusion, a respite from the perceived chaos, violence and anonymity of the ever-encroaching city. Gated communities are no longer to be found in the suburbs but are fracturing city space as fortified enclaves become sanitized, re-imagined, branded and sold. In this course we will explore the contours and content of this physical gating of urban metropolitan spaces through divergent lenses, taking an interdisciplinary journey into some of the "cities of walls" that have been emerging in the Americas. We will read ethnographic and sociological studies and urban theory as well as literary works and watch several films that examine how "gating" or "walling" shapes the urban and specific cities and how this is redefining urban life in the Americas and beyond. What does this (re)segregation by class, race, ethnicity and gender imply in terms of our day-to day encounters and relationships as well as our roles as citizens? Are we just gating our lives or our minds as well? We will cover some of the theoretical debates on gated communities, thinking about the reasons behind gating, assessing the impact on the urban fabric as well as investigating the implication the increasing privatization of neighborhood and commercial spaces has in term of social inclusion and exclusion. We will read several novels, such as T.C. Boyle's *Tortilla Curtains* set in California, *The Thursday Widows* by Claudia Piñeiro set in Argentina and *The Parable of the Sower* by Octavia E. Butler also set in California and *Perilous Kinship* by a German Turkish author. 3 hr.; 3 cr. (Graduate)

IAS A6111, 4CWE [19615]

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 crs. (Graduate)

IAS A7010, 1CWE [19650]

MA Capstone Seminar (Graduate)

Zach

In person

Political Violence and Justice in Latin America and the Caribbean. This course examines various forms of contemporary political violence in Latin American and Caribbean countries. In addition to state repression under dictatorships and the region's civil wars in the twentieth century, it addresses the legacies of violence in the present, including in terms of state capacity, democracy, development, organized crime, emigration, and human rights. Students will also analyze the range of justice mechanisms that have been established in the region to achieve redress for mass human rights abuses -- such as truth commissions, trials, reparations -- and evaluate their effectiveness. Violence and justice will be viewed through the lenses of gender, race, and class. 3 hr. 3 cr. (G)

MATH 15004, 2CWE [19292]
Mathematics for the Contemporary World

Tuesday 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^x) keys. The use of a cell phone as a calculator is not permitted. Students 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, 1CWE [19296]

Quantitative Reasoning

Monday 6:00 - 9:20 PM

Simonen

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. 4 hrs.; 4 crs.

MATH 18004, 4CWE [19298]

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. 4 hrs.; 4 crs.

MATH 18504, XCWE [4376] SUMMER SESSION

Basic Ideas in Math

Tues./Thurs. 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.

PHIL 30904, CWNT [19249]
Social and Political Philosophy
Asynchronous Online
Gitsoulis

Asynchronous Online

An analysis of the concepts and principles employed in reasoning about the social and political aspects of human life, such as social structure and function, equality and justice, property and rights, social and political obligation. A critical analysis of theories of the state of society, such as liberalism, Marxism, communitarianism, conservatism, and anarchism. 4 hrs.; 4 crs. (W)(U)

PHIL 31404, CWNT [28292]
Philosophy and Film
Asynchronous Online
Gitsoulis

Asynchronous Online

Once upon a time, philosophy was a popular pursuit. Citizens discussed the nature of such lofty topics as truth, beauty, and justice in the streets rather than in seminar rooms. As an attempt to recapture this lost legacy, this course examines the artistic medium of film as a possible site of popular philosophical inquiry. By putting cinematic works in conversation with classic and contemporary texts in the western tradition—ranging from René Descartes to Donna Haraway—this course offers an introduction to both western philosophy and film studies. Topics to be discussed include not just the nature of truth, beauty, and justice, but also faith, freedom, skepticism, and moral responsibility.

This is an introductory course, so no background in either philosophy or film studies is required, though a willingness to think critically and to engage in thoughtful discussion is necessary. Our approach will be both chronological and thematic. The cinematic works that will be discussed include: the silent films of Charlie Chaplin and Harold Lloyd; Weimar-era classics such as *The Cabinet of Dr. Caligari* and *M*; examples of film noir, screwball comedy, and science fiction; as well as genre-bending films by Akira Kurosawa, Luis Buñuel, Gillo Pontecorvo, Chantal Akerman, Terrence Malick, and Jordan Peele. Students with interests in history, literature, media studies, philosophy, politics, social welfare, urban studies, and the study of the Americas are encouraged to enroll. 4 hrs.; 4 crs. (W)(U)

PSC 12504, 1CWE [19432]
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. 4 hrs.; 4 crs.

PSY 20104, CWNT [19435]
Psychology of Disability
Asynchronous Online
Matthews

Asynchronous Online

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 25604, 6CWE [19436]**Introduction to Human Development: Adolescence and Youth****Saturday 9:00 AM -12:20 PM****Terry****In person**

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

PSY 31115, CWNT [19437]**Child Psychopathology****Asynchronous Online****Matthews****Asynchronous Online**

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 31134, 1CWE [19440]**Psychology of Racism: Mental Health in Urban and Minority Communities****Monday 6:00 – 9:20PM****Zaid-Muhammad****Asynchronous Online**

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

PSY 35704, 7CWE [19442]**Community Psychology****Saturday 1:00 - 4:20 PM****Mercado****Online Synchronous**

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

SOC 24404, 3CWE [19445]**Principles of Social Work****Wednesday 6:00 - 9:20 PM****Ortiz-Suloway****In person**

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

SOC 38144, 1CWE [19446]

Sociology of Education

Monday 6:00 - 9:20 PM

Aprile

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, 3CWE [19447]

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)

SPAN 12104, 4CWE [19450]

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.

SPAN 12204, 4CWE [19451]

Introductory Spanish II

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 [19452]

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 [19453]
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)