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

ao-5.30.23
### CWE Summer 2023 Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Days &amp; Time</th>
<th>Room</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 22102, 2CWE [4377]</td>
<td>School, Family, &amp; Community</td>
<td>Tues 6:00PM – 9:20PM in person</td>
<td>Buffalo</td>
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<tr>
<td>EDCE 31904, 7CWE [4378]</td>
<td>Science Methods in ECE</td>
<td>Mo 5:30PM – 8:50PM in person</td>
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<tr>
<td>EDCE 40500, 3CWE [4379]</td>
<td>Facilitating Children’s Artistic Development</td>
<td>Wed 6:00 – 9:20PM in person</td>
<td>Scarola</td>
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<tr>
<td>EDCE 40600, 4CWE [6271]</td>
<td>Facilitating Children’s Musical Development</td>
<td>Thur 6:00 – 9:20PM in person</td>
<td>Aprile</td>
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<tr>
<td>IAS 31183, XCWE [4373]</td>
<td>Contemporary Cinema of the Americas (Remote Synchronous)</td>
<td>MoWe 6:00 – 9:20PM Online Synchronous</td>
<td>Kopp</td>
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<tr>
<td>IAS 31249, 3CWE [4374]</td>
<td>Internships in Developmental Disabilities</td>
<td>Thur 6:00 – 9:20PM in person</td>
<td>Sutherland-Cohen</td>
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</tr>
<tr>
<td>IAS 31405, CWNT [4375]</td>
<td>Inclusion: Principles in Practice</td>
<td>Asynchronous Online</td>
<td>DuMoulin</td>
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</tr>
<tr>
<td>MATH 18504, XCWE [6383]</td>
<td>Basic Ideas in Math</td>
<td>TuTh 6:00 – 9:20PM Online Synchronous</td>
<td>Cheregi</td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Monday</th>
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</thead>
<tbody>
<tr>
<td><strong>EDCE 22102, CWE1 [11615]</strong></td>
<td>School, Family &amp; Community</td>
<td>4:00 - 5:40 PM</td>
<td>Scott</td>
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</tr>
<tr>
<td><strong>EDCE 32204, 1CWE [11618]</strong></td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM in person/hybrid</td>
<td>Oppenzoato</td>
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<tr>
<td><strong>IAS 10000, 1CWE [14934]</strong></td>
<td>Writing for Interdisciplinary Studies I</td>
<td>6:00 - 9:20 PM remote synchronous</td>
<td>Clark</td>
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<tr>
<td><strong>IAS 23324, 1CWE [14945]</strong></td>
<td>Advanced Composition</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Sweeting Decaro</td>
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<tr>
<td><strong>IAS 24200, 1CWE [14947]</strong></td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM in person</td>
<td>Woessner</td>
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<tr>
<td><strong>IAS 31142, 1CWE [18942]</strong></td>
<td>Making Race in the 21st Century</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Rosenbaum</td>
<td></td>
</tr>
<tr>
<td><strong>IAS 31244, 1CWE [19002]</strong></td>
<td>Latin American Cinema</td>
<td>6:00 - 9:20 PM in person</td>
<td>Velasquez Torres</td>
<td></td>
</tr>
<tr>
<td><strong>IAS A7010, 1CWE [19650]</strong></td>
<td>MA Capstone Seminar: Forced Migrations (Graduate)</td>
<td>5:30 - 7:10 PM in person</td>
<td>Zach</td>
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</tr>
<tr>
<td><strong>MATH 18004, 1CWE [19296]</strong></td>
<td>Quantitative Reasoning</td>
<td>6:00 - 9:20 PM in person</td>
<td>Simonen</td>
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</tr>
<tr>
<td><strong>PSC 12504, 1CWE [19432]</strong></td>
<td>Intro to Public Policy</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Tirelli</td>
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<tr>
<td><strong>PSY 31134, 1CWE [19440]</strong></td>
<td>Psychology of Racism: Mental Health in Urban and Minority Communities</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Zaid-Muhammad</td>
<td></td>
</tr>
<tr>
<td><strong>SOC 38144, 1CWE [19446]</strong></td>
<td>Sociology of Education</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Aprile</td>
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<table>
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<tbody>
<tr>
<td><strong>EDCE 20604, 2CWE [14968]</strong></td>
<td>ECE I: Theories of Dev Applied to Early Childhood Practice</td>
<td>5:30 - 8:50 PM in person/hybrid</td>
<td>t.b.a.</td>
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<tr>
<td><strong>EDCE 32204, 2CWE [11617]</strong></td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM in person/hybrid</td>
<td>Aprile</td>
<td></td>
</tr>
<tr>
<td><strong>IAS 10800, 2CWE [14940]</strong></td>
<td>Doing Social Research</td>
<td>6:00 - 9:20 PM in person</td>
<td>Matthews</td>
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<tr>
<td><strong>IAS 31164, 2CWE [18980]</strong></td>
<td>Medical Aspects of Disability</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Ortiz-Suloway</td>
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<tr>
<td><strong>IAS 31246, 2CWE [19218]</strong></td>
<td>Black Working Class Culture &amp; Politics</td>
<td>6:00 - 9:20 PM online synchronous</td>
<td>Orange</td>
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<tr>
<td><strong>IAS 32177, 2CWE [19444]</strong></td>
<td>Writing About New York</td>
<td>6:00 - 9:20 PM in person</td>
<td>Neals</td>
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<td>Course Code</td>
<td>Title</td>
<td>Time</td>
<td>Delivery</td>
<td>Instructor</td>
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<td>IAS A5204, 2CWE [19612]</td>
<td>The Dominican People in the US: (Graduate)</td>
<td>7:30 - 9:10 PM</td>
<td>in person</td>
<td>t.b.a.</td>
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<tr>
<td>IAS A6080, 2CWE [19613]</td>
<td>Gated Cities, Gated Communities, Gated Minds (Graduate)</td>
<td>5:30 - 7:10 PM</td>
<td>in person</td>
<td>Schaller</td>
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<tr>
<td>MATH 15004, 2CWE [19292]</td>
<td>Math for the Contemporary World</td>
<td>6:00 - 9:20 PM</td>
<td>online synchronous</td>
<td>Cheregi</td>
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<tr>
<td><strong>WEDNESDAY</strong></td>
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<tr>
<td>EDCE 20604, 3CWE [19612]</td>
<td>ECE I: Theories of Dev Applied to Early Childhood Practice</td>
<td>5:30 - 8:50 PM</td>
<td>in person/hybrid</td>
<td>t.b.a.</td>
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<tr>
<td>EDCE 40800, CWE3 [11648]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:00 - 5:40 PM</td>
<td>in person</td>
<td>Brown</td>
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<tr>
<td>EDCE 40800, 3CWE [11644]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:00 - 5:40 PM</td>
<td>in person</td>
<td>Diaz</td>
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<tr>
<td>IAS 10400, 3CWE [14935]</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>6:00 - 9:20 PM</td>
<td>online synchronous</td>
<td>Dunson-Delvalle</td>
</tr>
<tr>
<td>IAS 23304, 3CWE [14943]</td>
<td>The Essay</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Moore</td>
</tr>
<tr>
<td>IAS 24200, 3CWE [14948]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Chappell</td>
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<tr>
<td>IAS 31170, 3CWE [18982]</td>
<td>Seminar in Autobiography</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Rosenbaum</td>
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<td>IAS 31504, 3CWE [19616]</td>
<td>Forced Migrations</td>
<td>6:00 - 9:20 PM</td>
<td>online synchronous</td>
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<tr>
<td>SOC 24404, 3CWE [19445]</td>
<td>Principles of Social Work</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Ortiz-Suloway</td>
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<tr>
<td>SOC 38144, 3CWE [19447]</td>
<td>Sociology of Education</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
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<td><strong>THURSDAY</strong></td>
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<tr>
<td>ANTH 26504, 4CWE [14923]</td>
<td>Language and Society</td>
<td>6:00 - 9:20 PM</td>
<td>hyflex/hybrid</td>
<td>Calagione</td>
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<tr>
<td>EDCE 22102, 4CWE [11762]</td>
<td>School, Family &amp; Community</td>
<td>4:00 - 5:40 PM</td>
<td>in person</td>
<td>Norton</td>
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<tr>
<td>EDCE 32304, 4CWE [11626]</td>
<td>Language and Literacy I</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Diaz</td>
</tr>
<tr>
<td>EDCE 32204, 4CWE [54622]</td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM</td>
<td>in person/hybrid</td>
<td>Aprile</td>
</tr>
<tr>
<td>IAS A6111, 4CWE [19615]</td>
<td>Race and Nation in the Americas (Graduate)</td>
<td>5:30 - 7:10 PM</td>
<td>in person</td>
<td>Williams</td>
</tr>
<tr>
<td>MATH 18004, 4CWE [19298]</td>
<td>Quantitative Reasoning</td>
<td>6:00 - 9:20 PM</td>
<td>online synchronous</td>
<td>Cheregi</td>
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<tr>
<td>SPAN 12104, 4CWE [19450]</td>
<td>Introductory Spanish I</td>
<td>6:00 - 9:20 PM</td>
<td>hyflex</td>
<td>Santos</td>
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<tr>
<td>SPAN 12204, 4CWE [19451]</td>
<td>Introductory Spanish II</td>
<td>6:00 - 9:20 PM</td>
<td>hyflex</td>
<td>Chacon</td>
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<tr>
<td>SPAN 22504, 4CWE [19452]</td>
<td>Intermediate Spanish</td>
<td>6:00 - 9:20 PM</td>
<td>hyflex</td>
<td>Velasquez</td>
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<td><strong>FRIDAY</strong></td>
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<tr>
<td>IAS 24200, 5CWE [14949]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM</td>
<td>online synchronous</td>
<td>Aponte</td>
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<tr>
<td>IAS 31106, 5CWE [14973]</td>
<td>Works on Paper</td>
<td>5:30 - 8:50 PM</td>
<td>in person</td>
<td>Benedetto</td>
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<tr>
<td>IAS 31235, 5CWE [18992]</td>
<td>Intro to Developmental Disabilities</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Sutherland-Cohen</td>
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<tr>
<td>Course Code</td>
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<td>Time</td>
<td>Format</td>
<td>Instructor</td>
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<tr>
<td>SPCH 11104, 5CWE</td>
<td>Foundations of Speech Communication</td>
<td>6:00 - 9:20 PM</td>
<td>in person</td>
<td>Farnett</td>
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<tr>
<td>SATURDAY</td>
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<tr>
<td>HIST 31974, 6CWE</td>
<td>Education in Black and White</td>
<td>9:00 AM - 12:20 PM</td>
<td>online synchronous</td>
<td>Cotter</td>
</tr>
<tr>
<td>IAS 10400, 6CWE</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>9:00 AM - 12:20 PM</td>
<td>in person</td>
<td>Dunson-Delvalle</td>
</tr>
<tr>
<td>PSY 25604, 6CWE</td>
<td>Intro to Human Development: Adolescence and Youth</td>
<td>9:00 AM - 12:20 PM</td>
<td>in person</td>
<td>Terry</td>
</tr>
<tr>
<td>EDCE 32304, 7CWE</td>
<td>Language and Literacy I</td>
<td>1:00 - 4:20 PM</td>
<td>in person/ hybrid</td>
<td>Buffalo</td>
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<tr>
<td>IAS 31144, 7CWE</td>
<td>The Disabled Body in Film</td>
<td>1:00 - 4:20 PM</td>
<td>online synchronous</td>
<td>Kopp</td>
</tr>
<tr>
<td>PSY 35704, 7CWE</td>
<td>Community Psychology</td>
<td>1:00 - 4:20 PM</td>
<td>online synchronous</td>
<td>Mercado</td>
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<td>ASYNCHRONOUS ONLINE</td>
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<tr>
<td>HIST 31224, CWNT</td>
<td>The History of Women, War, Peace</td>
<td>Online Asynchronous</td>
<td>Woessner</td>
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<tr>
<td>IAS 10800, CWNT</td>
<td>Doing Social Research</td>
<td>Online Asynchronous</td>
<td>Robinson</td>
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<tr>
<td>IAS 21800, CWNT</td>
<td>Nonprofit Management</td>
<td>Online Asynchronous</td>
<td>Schaller</td>
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<tr>
<td>IAS 23304, CWNT</td>
<td>The Essay</td>
<td>Online Asynchronous</td>
<td>Benedicty</td>
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</tr>
<tr>
<td>IAS 31158, CWNT</td>
<td>Educating America</td>
<td>Online Asynchronous</td>
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<tr>
<td>IAS 31163, CWNT</td>
<td>Disability Studies from a Global Perspective</td>
<td>Online Asynchronous</td>
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<tr>
<td>IAS 31168, CWNT</td>
<td>Digital Media and Society</td>
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<tr>
<td>IAS 31225, CWNT</td>
<td>Flash Fiction</td>
<td>Online Asynchronous</td>
<td>Moore</td>
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<tr>
<td>IAS 31226, CWNT</td>
<td>English Essentials</td>
<td>Online Asynchronous</td>
<td>Sweeting DeCaro</td>
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<tr>
<td>IAS 31316, CWNT</td>
<td>Black Political Thought</td>
<td>Online Asynchronous</td>
<td>Williams</td>
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<tr>
<td>IAS 31500, CWNT</td>
<td>A Child's Eye View of the World</td>
<td>Online Asynchronous</td>
<td>Clark</td>
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<tr>
<td>MCA 31604, CWNT</td>
<td>News and Society</td>
<td>Online Asynchronous</td>
<td>Cardenas</td>
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<tr>
<td>PHIL 30904, CWNT</td>
<td>Social and Political Philosophy</td>
<td>Online Asynchronous</td>
<td>Gitsoulis</td>
<td></td>
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<tr>
<td>PHIL 31404, CWNT</td>
<td>Philosophy and Film</td>
<td>Online Asynchronous</td>
<td>Gitsoulis</td>
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<tr>
<td>PSY 20104, CWNT</td>
<td>Psychology of Disability</td>
<td>Online Asynchronous</td>
<td>Matthews</td>
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<tr>
<td>PSY 31115, CWNT</td>
<td>Child Psychopathology</td>
<td>Online Asynchronous</td>
<td>Matthews</td>
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</table>
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 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 32177 Writing About New York
- IAS 31504 Forced Migrations
- 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
- MCA 31604 News and Society
- 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 31106 Works on Paper
- IAS 31168 Digital Media and Society
- IAS 31225 Flash Fiction
- IAS 31126 English Essentials
- IAS 31500 A Child’s Eye View of the World
- MCA 31604 News and Society
- 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 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 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 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 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.
Monday 5:30 – 8:50PM
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
Oppenzo
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 32204, 4CWE [54622]
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 [14947]
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 [14948]
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. 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. This course will examine Social Work in Physical Medicine, Stroke, The Computer Revolution, Disability and Assistive Technology, and Chronic Pain among others. 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. 4 cr. (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 31226. CWNT [39820]**  
**English Essentials**  
**Asynchronous Online**  
**Sweeting Decaro**  
**Asynchronous Online**  
English Essentials is a course designed to help you become the best possible writer in a wide variety of writing situations. Although our focus in class will be on the act of writing and you will be writing both formally and informally, you will also be reading and discussing texts with an eye toward how writers craft language, ideas and arguments. In addition you will learn how to write in various essay genre: literary analysis, comparison and contrast, and argumentative. You will act as editors for your classmates through peer response. Our goal is to improve reading, writing and critical thinking skills  4 hr., 4 cr. (W)(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
Thursday  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 refugee receiving countries. 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: Forced Migrations (Graduate)
Wednesday 5:30 – 7:10 PM
Zach
In person
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 100 million. This course explores the involuntary movement of peoples across borders and within countries stemming from such factors as armed conflict, state fragility, 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 as 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. The course draws connections between these and the rise of populism, illiberalism, far-right parties, xenophobia, and interstate tensions. We will take a critical, interdisciplinary approach, interrogating the distinction between forced and voluntary migration, practices of border security, and the limits of existing international law and organization. We will also examine how forcibly displaced persons have opposed abuse through artwork, literature, and protest. The course will focus on countries within the Americas from the latter twentieth century to the present. 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.

MCA 31604, CWNT [54147] News and Society Asynchronous Online Cardenas Pena Asynchronous Online A lecture/discussion course which undertakes a critical examination of American journalism, focusing on the reporting of government and politics and government/press relationships. Topics include the process of news judgment and its ethical responsibilities, the relationship of the Washington, Albany, and City hall press corps to the federal, state and local governments, internal politics in journalism, ideology and chauvinism in the news, social responsibilities of journalism. Pre-req.: MCA 10104. 4 hrs.; 4 crs. (W)

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
Online Synchronous
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
Online Synchronous
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.; 4 cr. (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)