



The City College Downtown Center for Worker Education Spring 2024 Schedule of Classes

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Message from the Department Chair.....1	All CWE advising and enrollment is by appointment only. Appointments may be scheduled by contacting the CWE Front Desk via email to: cwefrontdesk@ccny.cuny.edu
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Dear Students,

To create more opportunities to take more than one class per day while allowing students to travel at earlier times, we are introducing some changes in scheduling and programming for the spring 2024 semester. This action is one of the results of the student survey we sent out some weeks ago. Please note we will keep many elements of our schedule, such as 4 credit classes, and some will still meet from 6:00 to 9:20. However, we are also introducing new class times and modalities.

This Spring, 2024, we will start offering some classes at 4:30 p.m., combining the earlier time with CUNY's new modes of instruction. With this change, students could attend class one day and complete two four-credit courses. Many of you are already taking classes combining online synchronous and asynchronous work. The new schedule is an attempt to recognize and expand these practices.

For example, on Monday, someone could take:

IAS 31125, 1CHA 20th Century Revolutions in the Americas Mon, 4:30 - 6:10 p.m.

And

IAS 31102, 1CHA Capitalism and Anti-Capitalism, Mon 6:20 - 8:00 p.m.

—These four credit courses would follow the Hybrid Asynchronous teaching modality—two hours in person and two hours of asynchronous work via Blackboard or another LMS.

—We will offer ECE courses in pairs beginning at 4:30 p.m. In this way, students might return home at 8 p.m. if they take a second class.

—New section numbers display the day and the descriptions of class modalities.

—The number indicates the day.

1= Monday 2= Tuesday 3= Wednesday 4= Thursday 5= Friday 6= Saturday

The letters indicate the modality.

Here are some examples:

1CWE In-person: You are required to be physically present in class at 25 Broadway, 7th Floor.

1COS Online Synchronous: You log on to Zoom to attend class. You may also be expected to participate in small-group work in Zoom break-out rooms. All contact hours are online, in real time.

1CHS Monday Hybrid Synchronous: Hybrid synchronous classes offer a combination of in-person and online instruction/contact hours. Online portions of the class are offered synchronously via Zoom.

1CHA Monday Hybrid Asynchronous: Hybrid synchronous classes offer a combination of in-person and online instruction/contact hours. Online portions of the class are offered asynchronously via Blackboard.

1COM= Monday Online Mixed: Online Mixed classes offer a combination of online synchronous meetings and asynchronous online work. All required instructional hours are online.

1CHX= Hyflex: You have the choice to attend class in-person or on Zoom.

CWNT Online Asynchronous: All instruction is fully online, with assignments submitted according to deadlines set by your instructor.

The list below explains the modalities and you must review it carefully before making a decision to enroll in courses.

To make this a successful experience, it is now more important than ever to look over the entire schedule and see which options are best for you before meeting with your advisor. If successful, we shall extend our program to provide further flexibility and convenience for our students. We want to listen to you and your needs. Please feel free to contact me with any comments or ideas on improving our service; you can email me at caguasaco@ccny.cuny.edu or call 212-925-6625 Ext 224.

Sincerely,

Carlos Aguasaco, Ph.D.
Professor and Chair
Department of Interdisciplinary Arts & Sciences

NEW! Instruction Modes:**CWE sections are fully in-person classes at 25 Broadway, 7th Floor****COS sections are Online Synchronous classes (zoom or similar)****COM sections are Online Mix, i.e. a combination of online asynchronous and zoom****CHS and WHS sections are Hybrid Synchronous, i.e. a combination of in-person and zoom****CHA sections are Hybrid Asynchronous, i.e. a combination on in-person and online asynchronous****CHX sections are Hyflex, i.e. student can choose to attend in-person or on zoom****CWNT sections are fully Online Asynchronous****CWE Spring 2024 Class Table**

MONDAY				
EDCE 40300, 1CHS	Hybrid Synchronous	Social Studies in ECE	4:30 - 6:10 PM	Brown
IAS 10000, 1CHA	Hybrid Asynchronous	Writing for Interdisciplinary Studies I (Lit, Art, and the Human Exp)	6:20 - 8:00 PM	Sweeting
IAS 24200, 1CHA	Hybrid Asynchronous	Intro to Interdisciplinary Studies	6:20 - 8:00 PM	Aponte
IAS 31102, 1CHA	Hybrid Asynchronous	Capitalism and Anti-Capitalism	6:20 - 8:00 PM	Woessner
IAS 31125, 1CHA	Hybrid Asynchronous	20th Century Revolutions in the Americas	4:30 - 6:10 PM	Clark
IAS 31216, 1CHA	Hybrid Asynchronous	Women and Work	6:20 - 8:00 PM	Rosenbaum
IAS 62400, 1CWE	In-person	Literary Landscapes of Slavery and Freedom	5:30 - 7:10 PM	McDonald
MATH 18504, 1CWE	In-person	Basic Ideas in Math	6:00 - 9:20 PM	Simonen
PSC 21104, 1COS	Online Synchronous	New York Politics	6:00 - 9:20 PM	Tirelli
PSY 24704, 1COS	Online Synchronous	Social Psychology	6:00 - 9:20 PM	Zaid-Muhammad
SOC 38144, 1COS	Online Synchronous	Sociology of Education	6:00 - 9:20 PM	Aprile
TUESDAY				
EDCE 20614, 2CHA	Hybrid Asynchronous	E.C.E. II: Dev., Assessment, Teaching & Learning	4:30 - 6:10 PM	Cruz
EDCE 31904, 2WHS	Hybrid Synchronous	Science Methods in E.C.E.	4:30 - 6:10 PM	t.b.a.
EDCE 31904, 2CHS	Hybrid Synchronous	Science Methods in E.C.E.	4:30 - 6:10 PM	Aprile
EDCE 40300, 2WHS	Hybrid Synchronous	Social Studies in ECE	6:20 - 8:00 PM	Aprile
EDCE 40300, 2CHS	Hybrid Synchronous	Social Studies in ECE	6:20 - 8:00 PM	Wilgus
ENGL 32014, 2CHA	Hybrid Asynchronous	Fiction Workshop I	6:20 - 8:00 PM	Neals

IAS 10800, 2CHA	Hybrid Asynchronous	Doing Social Research	6:20 - 8:00 PM	Zahar
IAS 23324, 2COS	Online Synchronous	Advanced Composition	6:00 - 9:20 PM	Sweeting
IAS 31127, 2COM	Online Mixed	Race and Beauty	6:20 - 8:00 PM	Orange
IAS 31235, 2CHA	Hybrid Asynchronous	Intro to Developmental Disabilities	6:20 - 8:00 PM	Ortiz-Suloway
IAS 31244, 2CHA	Hybrid Asynchronous	Latin American Cinema	4:30 - 6:10 PM	Aguasaco
WEDNESDAY				
ANTH 20104, 3COM	Online Mixed	Cross-Cultural Perspectives	6:20 - 8:00 PM	Rosenbaum
EDCE 20614, 3CHA	Hybrid Asynchronous	E.C.E. II: Dev., Assessment, Teaching & Learning	6:20 - 8:00 PM	Diaz
EDCE 40800, 3CWE	In-person	Student Teaching & Integrative Seminar in ECE	4:00 - 5:40 PM	Buffalo
IAS 10500, 3COS	Online Synchronous	Core Natural Science II: Nature & Human Beings II	6:00 - 9:20 PM	Dunson-Delvalle
IAS 23304, 3CHA	Hybrid Asynchronous	The Essay	6:20 - 8:00 PM	Moore
IAS 24200, 3CWE	In-person	Intro to Interdisciplinary Studies	6:00 - 9:20 PM	Chappell
IAS 31154, 3CHA	Hybrid Asynchronous	Women's Rights as Human Rights	4:30 - 6:10 PM	Zach
IAS 31237, 3CHA	Hybrid Asynchronous	Drugs: Their History and Sociology	6:00 - 7:40 PM	Ortiz-Suloway
IAS 31243, 3COM	Online Mixed	Listening to the City	6:20 - 8:00 PM	Cardenas Pena
IAS 62300, 3CWE	In-person	Inequality and Social Mobility in the Americas	5:30 - 7:10 PM	Zahar
THURSDAY				
ANTH 22804, 4COM	Online Mixed	Urban Anthropology	6:20 - 8:00 PM	Calagione
EDCE 40200, 4WHS	Hybrid Synchronous	Language and Emergent Literacy II	4:30 - 6:10 PM	Buffalo
EDCE 40200, 4CHS	Hybrid Synchronous	Language and Emergent Literacy II	4:30 - 6:10 PM	Norton
EDCE 40600, 4CHS	Hybrid Synchronous	Facilitating Children's Musical Development	6:20 - 8:00 PM	Aprile
IAS 31223, 4COS	Online Synchronous	Contemporary Issues in Family Health	6:00 - 9:20 PM	Andino
IAS 31709, 4CHA	Hybrid Asynchronous	Youth and the Right to the City: Planning, Participation, Urban Design	4:30 - 6:10 PM	Schaller
IAS 50100, 4CWE	In-person	Graduate Research Methodology (Graduate)	5:30 - 7:10 PM	Robinson
MATH 18504, 4COS	Online Synchronous	Basic Ideas in Math	6:00 - 9:20 PM	Cheregi
SOC 38144, 4CWE	In-person	Sociology of Education	6:00 - 9:20 PM	Diop
SPAN 12104, 4CHX	HyFlex	Introductory Spanish I	6:00 - 9:20 PM	t.b.a.

SPAN 12204, 4CHX	HyFlex	Introductory Spanish II	6:00 - 9:20 PM	Santos
SPAN 22504, 4CHX	HyFlex	Intermediate Spanish	6:00 - 9:20 PM	Velasquez Torres
FRIDAY				
IAS 20100, 5CWE	In-person	Art On and Off the Wall	5:30 - 8:50 PM	Benedetto
IAS 24200, 5COM	Online Mixed	Intro to Interdisciplinary Studies	6:20 - 8:00 PM	Schaller
IAS 31240, 5CWE	In-person	Issues for Adults w/ Developmental Disabilities	6:00 - 9:20 PM	Sutherland-Cohen
SATURDAY				
IAS 10500, 6CWE	In-person	Core Natural Science II: Nature & Human Beings II	9:00 AM -12:20 PM	Dunson-Delvalle
IAS 31294, 6CHA	Hybrid Asynchronous	Disability Through the Personal Lens	10:40 AM – 12:20 PM	Senior
PSY 33804, 6CWE	In-person	Psychology of Women	9:00 AM -12:20 PM	Terry
IAS 23304, 7COM	Online Mixed	The Essay	1:00 – 2:40 PM	Moore
MCA 31434, 7CHS	Hybrid Synchronous	Children in Film	1:00 – 2:40 PM	Kopp
PSY 24804, 7COS	Online Synchronous	Abnormal Psychology	1:00 - 4:20 PM	Mercado
ONLINE ASYNCHRONOUS				
ENGL 32203, CWNT	Online Asynchronous	The Short Story	Asynchronous	McDonald
HIST 31964, CWNT	Online Asynchronous	History of Childhood in America	Asynchronous	Flowers
IAS 10800, CWNT	Online Asynchronous	Doing Social Research	Asynchronous	t.b.a.
IAS 31214, CWNT	Online Asynchronous	Autism Spectrum Disorders in Young Children	Asynchronous	DuMoulin
IAS 31241, CWNT	Online Asynchronous	Brooklyn	Asynchronous	Clark
IAS 31407, CWNT	Online Asynchronous	Childhood Poverty	Asynchronous	Matthews
IAS 31408, CWNT	Online Asynchronous	Between Heaven and Hell: Utopian/ Dystopian Thought	Asynchronous	Woessner
IAS 31502, CWNT	Online Asynchronous	Youth Literature: Theories and Reading	Asynchronous	Benedicty
IAS 31700, CWNT	Online Asynchronous	Disability Narratives	Asynchronous	Almash
MCA 10104, CWNT	Online Asynchronous	Intro to Media Studies	Asynchronous	Diaz
PHIL 34944, CWNT	Online Asynchronous	Applied Ethics	Asynchronous	Gitsoulis

PSY 31824, CWNT	Online Asynchronous	Psychology of Parenting	Asynchronous	Matthews
SPAN 12104, CWNT	Online Asynchronous	Introductory Spanish I	Asynchronous	Chacon

Spring 2024 Course Overview

Pathways Courses

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

B.A. and B.S. Major Courses

IAS 24200	Introduction to Interdisciplinary Studies (x3)
IAS 23304	The Essay (x2)
IAS 23324	Advanced Composition
SPAN 22504	Intermediate Spanish

B.S. in Early Childhood Education Major Courses

EDCE 20614	ECE II: Dev., Assessment, Teaching & Learning
EDCE 31904	Science Methods in ECE
EDCE 40200	Language and Literacy II
EDCE 40300	Social Studies in ECE
EDCE 40600	Facilitating Children's Musical Development
EDCE 40800	Student Teaching Seminar

Suggested Courses by Academic Concentration

Childhood Studies

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

HIST 31964	History of Childhood in America
IAS 31127	Race and Beauty
IAS 31154	Women's Rights as Human Rights
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31215	Women and Work

IAS 31223	Contemporary Issues in Family Health
IAS 31235	Intro to Developmental Disabilities
IAS 31241	Brooklyn
IAS 31407	Childhood Poverty
IAS 31502	Youth Literature: Theories and Reading
IAS 31709	Youth and the Right to the City: Planning, Participation, Urban Design
PHIL 34944	Applied Ethics
PSY 31824	Psychology of Parenting
SOC 38144	Sociology of Education

Disability Studies

Foundational courses:

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

Advanced electives:

IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31223	Contemporary Issues in Family Health
IAS 31294	Disability Through the Personal Lens
IAS 31700	Disability Narratives
PHIL 34944	Applied Ethics
SOC 38144	Sociology of Education

History, Politics, and Society

Foundational Courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 20104	Cross-Cultural Perspectives
ANTH 22804	Urban Anthropology
HIST 31964	History of Childhood in America
IAS 31102	Capitalism and Anti-Capitalism
IAS 31125	20 th Century Revolutions in the Americas
IAS 31127	Race and Beauty
IAS 31154	Women's Rights as Human Rights
IAS 31216	Women and Work
IAS 31237	Drugs: Their History and Sociology
IAS 31241	Brooklyn
IAS 31243	Listening to the City
IAS 31244	Latin American Cinema
IAS 31408	Between Heaven and Hell: The History of Utopian and Dystopian Thought
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design

PSC 21104	New York Politics
SOC 38144	Sociology of Education
PHIL 34944	Applied Ethics

Literary, Media, and Visual Arts

Foundational courses:

MCA 10104	Introduction to Media Studies
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Advanced electives:

ENGL 32014	Fiction Workshop I
ENGL 32203	The Short Story
IAS 20100	Art On and Off the Wall I
IAS 23304	The Essay
IAS 31227	Race and Beauty
IAS 31241	Brooklyn
IAS 31243	Listening to the City
IAS 31244	Latin American Cinema
IAS 31408	Between Heaven and Hell: The History of Utopian and Dystopian Thought
IAS 31502	Youth Literature: Theories and Reading
IAS 31700	Disability Narratives

Social Welfare

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 20104	Cross-Cultural Perspectives
HIST 31964	The History of Childhood in America
IAS 31127	Race and Beauty
IAS 31154	Women's Rights as Human Rights
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31216	Women and Work
IAS 31237	Drugs: Their History and Sociology
IAS 31223	Contemporary Issues in Family Health
IAS 31700	Disability Narratives
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
IAS 31235	Introduction to Developmental Disabilities
PHIL 34944	Applied Ethics
PSC 21104	New York Politics
PSY 24704	Social Psychology

PSY 24804	Abnormal Psychology
PSY 31824	Psychology of Parenting
PSY 33804	Psychology of Women
SOC 38144	Sociology of Education

Urban Studies and Public Administration

Foundational courses:

IAS 10800	Doing Social Research
ANTH 22804	Urban Anthropology

Advanced Electives:

IAS 31102	Capitalism and Anti-Capitalism
IAS 31154	Women's Rights as Human Rights
IAS 31237	Drugs: Their History and Sociology
IAS 31241	Brooklyn
IAS 31408	Between Heaven and Hell: The History of Utopian and Dystopian Thought
IAS 31709	Youth and the Right to the City: Planning, Participation, Urban Design
PSC 21104	New York Politics
SOC 38144	Sociology of Education

The Americas

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 20104	Cross-Cultural Perspectives
HIST 31964	History of Childhood in America
IAS 31102	Capitalism and Anti-Capitalism
IAS 31125	20 th Century Revolutions in the Americas
IAS 31127	Race and Beauty
IAS 31154	Women's Rights as Human Rights
IAS 31244	Latin American Cinema
IAS 31408	Between Heaven and Hell: The History of Utopian and Dystopian Thought

Global Labor Studies

Foundational courses:

IAS 10800	Doing Social Research
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Advanced Electives:

ANTH 20104	Cross-Cultural Perspectives
ANTH 22804	Urban Anthropology
IAS 31102	Capitalism and Anti-Capitalism
IAS 31125	20 th Century Revolutions in the Americas
IAS 31154	Women's Rights as Human Rights
IAS 31408	Between Heaven and Hell: The History of Utopian and Dystopian Thought
IAS 31709	Youth and the Right to the City: Planning, Participation, and Urban Design
PSC 21104	New York Politics

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

IAS 50100	Graduate Research Methodology
IAS 62300	Inequality and Social Mobility in the Americas
IAS 62400	Literary Landscapes of Slavery and Freedom

COURSE DESCRIPTIONS A to Z

Note:

(W) indicates Writing intensive course

(U) indicates upper-division course

ANTH 20104, 3COM [21703]**Cross-Cultural Perspectives**

Wednesday 6:20 - 8:00 PM

Rosenbaum

Online Mixed (Zoom and Asynchronous)

This course will look at human universals and differences in family life, economics, politics and religion in societies around the world. Insights about American life and about how the world's peoples are interdependent. Emphasis on major controversies and issues about gender relations, economic development, inequality, violence and aggression, religion, healing and cultural identity. 4 hr.; 4 cr. (W)

ANTH 22804, 4COM [21704]**Urban Anthropology**

Thursday 6:20 - 8:00 PM

Calagione

Online Mixed (Zoom and Asynchronous)

An introduction to anthropological views on the understanding of the city and urban experiences. We will look at the role of urban narratives, identities, flows and networks in historical and global perspective and the social forces that shape accessibility and participation in the right to the city. Topics will include the role of institutions, landscapes, ethnicity, race, class, poverty and culture in urban life. Emphasis on urban institutions, ethnicity, race and class in New York City. 4 hrs.; 4 crs. (W)(U)

EDCE 20614, 2CHA [31428]**ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings****Tuesday 4:30 - 6:10 PM****Cruz****Hybrid Asynchronous (In-person and Blackboard)**

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 crs.

EDCE 20614, 3CHA [31457]**ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings****Wednesday 6:20 - 8:00 PM****Diaz****Hybrid Asynchronous (In-person and Blackboard)**

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 crs.

EDCE 31904, 2CHS [31432]**Science Methods in E.C.E.****Tuesday 4:30 - 6:10 PM****Aprile****Hybrid Synchronous (In-person and Zoom)**

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 hrs.; 2 crs. Note: This section must be taken with EDCE 40300, 2WHS.

EDCE 31904, 2WHS [31434]**Science Methods in E.C.E.****Tuesday 4:30 - 6:10 PM****t.b.a.****Hybrid Synchronous (In-person and Zoom)**

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 hrs.; 2 crs.

EDCE 40200, 4CHS [31436]

Language Development and Emergent Literacy II

Thursday 4:30 - 6:10 PM

Norton

Hybrid Synchronous (In-person and Zoom)

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork Required. 2 hr.; 2 cr. (W)

EDCE 40200, 4WHS [31437]

Language Development and Emergent Literacy II

Thursday 4:30 - 6:10 PM

Buffalo

Hybrid Synchronous (In-person and Zoom)

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork required. 2 hr.; 2 cr. (W)

EDCE 40300, 1CHS [31439]

Social Studies in ECE

Monday 4:30 - 6:10 PM

Brown

Hybrid Synchronous (In-person and Zoom)

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork required. 2 hr.; 2 cr. (W)

EDCE 40300, 2CHS [31444]

Social Studies in ECE

Tuesday 6:20 - 8:00 PM

Wilgus

Hybrid Synchronous (In-person and Zoom)

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork required. 2 hr.; 2 cr. (W)

EDCE 40300, 2WHS [31445]**Social Studies in ECE****Tuesday 6:20 - 8:00 PM****Aprile****Hybrid Synchronous (In-person and Zoom)**

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W) Note: This section must be taken with EDCE 31904, 2CHS.

EDCE 40600, 4CHS [31446]**Facilitating Children's Musical Development****Thursday 6:20 - 8:00 PM****Aprile****Hybrid Synchronous (In-person and Zoom)**

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 [31447]**Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Buffalo****In-person**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE. Students who have been approved for Supervised Student Teaching will be registered for this course by the ECE Program Manager upon School of Education approval of student teaching applications. Full time, 360 hours. Co-req.: See Advisor. 6 hr.; 6 cr.

ENGL 32014, 2CHA [21706]**Fiction Workshop I****Tuesday 6:20 - 8:00 PM****Neals****Hybrid Asynchronous (In-person and Blackboard)**

For students who wish to advance from Creative Writing to concentrate on writing short stories. This is an intensive course in learning how to use language to convey narrative, theme, emotion. We will work on

development of character, structure and plot and all the energy of linguistic engagement that makes someone else want to read your work. You will be expected to write steadily throughout the term, to read and analyze short stories and to take part in class workshop readings of and commentary on student work. Be prepared to work hard. 4 hrs. ; 4 crs. (W)(U)

ENGL 32203, CWNT [21707]

The Short Story

McDonald

Online Asynchronous

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

HIST 31964, CWNT [21708]

History of Childhood in America

Flowers

Online Asynchronous

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

IAS 10000, 1CHA [21710]

Writing for Interdisciplinary Studies I

Monday 6:20 - 8:00 PM

Sweeting

Hybrid Asynchronous (In-person and Blackboard)

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

approaches to the composition of the academic essay. (Formerly Core Humanities I, Literature, Art and Human Experience) 4 hrs, 4 cr.

IAS 10500, 3COS [21712]

Nature and Human Beings II (Core Natural Science II)

Wednesday 6:00 - 9:20 PM

Dunson-Delvalle

Online Synchronous (Zoom)

Nature and Human Beings II introduces students to fundamental ideas in biological and physical sciences as well as the interaction of science with society. One of the important aims will be to develop an understanding of the scientific method with an emphasis on model building and the possibilities and limitations of science and technology. The course will examine the origin and evolution of the universe, the earth and life. Pre-req.: IAS 10000, IAS 10100 or equivalent. 4 hr.; 4 cr.

IAS 10500, 6CWE [21714]

Nature and Human Beings II (Core Natural Science II)

Saturday 9:00 AM -12:20 PM

Dunson-Delvalle

In-person

Nature and Human Beings II introduces students to fundamental ideas in biological and physical sciences as well as the interaction of science with society. One of the important aims will be to develop an understanding of the scientific method with an emphasis on model building and the possibilities and limitations of science and technology. The course will examine the origin and evolution of the universe, the earth and life. Pre-req.: IAS 10000, IAS 10100 or equivalent. 4 hr.; 4 cr.

IAS 10800, 2CHA [21715]

Doing Social Research

Tuesday 6:20 - 8:00 PM

Zahar

Hybrid Asynchronous (In-person and Blackboard)

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 [21716]

Doing Social Research

t.b.a.

Online Asynchronous

This course will help develop needed research skills by focusing on a particular social problem each term. It will ask, where did the "problem" come from; how has it been analyzed; and how should we evaluate the answers? Using historical and contemporary examples, students will learn basic research techniques, from use of the library, to developing a bibliography, to finding and using quantitative evidence. Recommended

Pre- or Co-requisite: IAS 10000, IAS 10100, or equivalent. 4 hrs.; 4 crs. (W)

IAS 20100, 5CWE [21730]

Art On and Off The Wall

Friday 5:30 - 8:50 PM

Benedetto

In-person

Art On and Off the Wall is a rapid-fire, immersive introduction to methods of art-making with a focus on 'design' as a metaphor for everything from where to put the line on a piece of paper to what it means to create a time, location and social context in your life to make and show art. In addition to an introduction to a variety of methods of art production (painting, sculpture, installation, with a particular emphasis on drawing as the basic tool of visual thinking), we will engage in some more free-style off-the-wall modes of thinking, including making art in and for a wide variety of spaces from a bedroom, to an exhibition, to a public space. Our class time will be divided between teacher and student presentations, studio work, and class discussions. Every week there will be a teacher-led presentation of art-historical precedents, ranging from painting to music. We will also explore how alternative exhibition tactics illuminate the possibilities of various creative enterprises. There will be weekly assignments with occasional outside reading. There is an expectation of high energy, willingness to experiment and improvise, and class participation. By the end of the class we will have produced a variety of projects, an artist book, and a class exhibition. Supplemental Class Fee: \$100. 4 hrs.; 4 crs.

IAS 23304, 3CHA [21731]

The Essay

Wednesday 6:20 - 8:00 PM

Moore

Hybrid Asynchronous (In-person and Blackboard)

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, 7COM [21732]

The Essay

Saturday 1:00 – 2:40 PM

Moore

Online Mixed (Zoom and Asynchronous)

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, 2COS [21733]

Advanced Composition

Tuesday 6:00 - 9:20 PM

Sweeting

Online Synchronous (Zoom)

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, 1CHA [21734]

Introduction to Interdisciplinary Studies

Monday 6:20 - 8:00 PM

Aponte

Hybrid Asynchronous (In-person and Blackboard)

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 [21735]

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, 5COM [21736]

Introduction to Interdisciplinary Studies

Friday 6:20 - 8:00 PM

Schaller

Online Mixed (Zoom and Asynchronous)

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 31102, 1CHA [21737]

Capitalism and Anti-Capitalism

Monday 6:20 - 8:00 PM

Woessner

Hybrid Asynchronous (In-person and Blackboard)

Capitalism and Anti-Capitalism from Adam Smith to Slavoj Žižek. Wealth and poverty, booms and busts, individual opportunity and public responsibility—the history of capitalism is a history of tensions and oppositions. This interdisciplinary course explores some of the contradictions of capitalism since the 18th century, when philosophers, theologians, economists, politicians, and social reformers first began to argue about the merits of private property, free markets, and wage-labor production. We investigate what some of the most important thinkers and writers in the western tradition—including Adam Smith, Benjamin Franklin, Karl Marx, Rosa Luxemburg, Thorstein Veblen, John Maynard Keynes, Joseph Schumpeter, Georges Bataille, and Slavoj Žižek—have described as either the virtues or the vices of capitalism. Among the historical and contemporary topics discussed in the course are the relations between labor and finance, state regulation and free-market speculation, nationalism and globalization, individual self-interest and socially minded public participation, liberalism and communism, reform and revolution. We will explore how proponents of capitalism have viewed it as a progressive and liberating force (“greed is good”), which has promoted peaceful cooperation amongst the world’s peoples; while critics have seen it as doctrine founded upon enslavement and exploitation that has lead only to oppression, violence, and war. Students with interests in contemporary history, philosophy, politics, economics, sociology and/or activism are encouraged to participate. Course requirements include classroom participation, short essays, and a final paper. 4hr. 4cr. (U)

IAS 31125, 1CHA [21738]

20th Century Revolutions in the Americas

Monday 4:30 - 6:00 PM

Clark

Hybrid Asynchronous (In-person and Blackboard)

The mid-to-late 20th century in Latin America and the Caribbean was no less turbulent than in the North. Throughout the Americas during this period, leftists were insisting upon the redress of a number of socio-cultural ills. In response to their demands, the more conservative, or “right-wing” elements—the Church, the military, the upper classes—often supported military coups as a bulwark against the perceived threat of communism. The unrest was further fueled by the interference of two important Cold War combatants: the

United States, and the Soviet Union, often represented in the region by Cuba. This course will closely examine “case studies” of several mid-to-late 20th century revolutions in the Americas, one in South America, one in Central America, one in the Caribbean, and one in North America. The history leading up to each will be closely examined. The revolution itself will be explored through the best sources for each, including but not limited to: Liberation Theology, art, Theatre of the Oppressed, novels, poetry, film, political theory, philosophy, and the law. Regular participation in the Discussion Board threads on the Blackboard course site, as well as a final project will be requirements of the course. 4 hr.; 4 cr. (W)(U)

IAS 31127, 2COM [21739]

Race and Beauty

Tuesday 6:20 - 8:00 PM

Orange

Online Mixed (Zoom and Asynchronous)

The late great Hip-hop M.C., Notorious B.I.G. said, “black and ugly as ever, however”. B.I.G.’s “however”, represents a position of contention with contemporary popular standards, and for us an opportunity to explore how “attractiveness” is racialized. Race and beauty are very popular topics in the U.S., yet there are few attempts to understand how often they converge and inform our perceptions of each other, and our political and economic systems. Throughout the term, we will seriously examine the aesthetic values we attribute to common indicators of beauty and race, such as hair, complexion, and body types. This course will include various academic disciplines and methodologies, but will privilege the intellectual contributions of Black feminist scholars who more often engage these subjects because of how frequently they impact the lives of black women. This class will also specifically address such terms as “metro-sexual”, and where and how men enter discussions on race and beauty. 4 hr. 4cr. (W)(U)

IAS 31154, 3CHA [21740]

Women's Rights as Human Rights

Wednesday 4:30 - 6:10 PM

Zach

Hybrid Asynchronous (In-person and Blackboard)

This course is a critical exploration of the history and discourse of women’s human rights from a global perspective. In readings, lectures, and class discussion, we will consider the theoretical reframing of women’s rights as human rights from an interdisciplinary perspective. A central part of the course will evaluate the efficacy of applications of human rights issues to particular gendered arenas of violence and agency. We will take into consideration how the history of colonialism, euro-centrism, patriarchy, and neoliberalism contribute to the structures that shape women’s lives. Taking a non-normative, critical, and interdisciplinary approach, our goal is to rethink the assumptions, challenges, and potential of cross-cultural perspectives in negotiating gender as a human right. 4 hr. 4 cr. (W)(U)

IAS 31214, CWNT [21741]

Autism Spectrum Disorders in Young Children

DuMoulin

Asynchronous Online

This course will help participants understand the characteristics of young children with autism spectrum disorders, the effects of having a child with autism in the family, parental roles, and intervention approaches

designed to meet the special needs of this population. 4hr.; 4cr. (W)(U) This class counts toward the Developmental Disabilities Certificate Program.

IAS 31216, 1CHA [21742]

Women and Work

Monday 6:20 - 8:00 PM

Rosenbaum

Hybrid Asynchronous (In-person and Blackboard)

This course will examine the impact of women workers on contemporary U.S. society and the role of work in women's lives. Women are most unlike male workers because they have two work sites: in the paid labor force and in the household. This course will focus on the intersection, conflicts and tensions within as well as between these work sites. The primary goal of the course is to provide students with the ability to understand the social, economic and historical contexts of their lives as workers. 4 hrs.; 4 crs. (W)(U)

IAS 31223, 4COS [21743]

Contemporary Issues in Family Health

Thursday 6:00 - 9:20 PM

Andino

Online Synchronous (Zoom)

Unhealthy food is available everywhere. Fast-food chains, and liquor stores, are on almost every block; and soda machines, vending machines, are claiming the lives of our children by promoting unhealthy eating. This is the first time in history when we have had to worry about the health of children under 12 years of age, and the development of high rates of diabetes, obesity and heart attacks. This course will take a look at how the food industry undermines our health and what we can do to fight back. 4 hr.; 4 cr. (W) (U)

IAS 31235, 2CHA [21744]

Intro to Developmental Disabilities

Tuesday 6:20 – 8:10 PM

Ortiz-Suloway

Hybrid Asynchronous (In-person and Blackboard)

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) This class counts toward the Developmental Disabilities Certificate Program.

IAS 31237, 3CHA [21745]

Drugs: Their History & Sociology

Wednesday 6:00 - 7:40 PM

Ortiz-Suloway

Hybrid Asynchronous (In-person and Blackboard)

This course explores the epidemiology of illicit drug dependence and substance abuse treatments from a public health rather than a criminal justice perspective. Includes survey of scientific methods, and policy debates current in this field. Requires one or more site visits, and a research paper. Pre-req: IAS 24200 recommended. 4 hrs.; 4 crs. (W)(U)

IAS 31240, 5CWE [21746]**Issues for Adults with Developmental Disabilities****Friday 6:00 - 9:20 PM****Sutherland-Cohen****In-person**

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

IAS 31241, CWNT [21748]**Brooklyn****Clark****Online Asynchronous**

This course will survey the literature of one of New York City's most diverse boroughs, Brooklyn. The course will begin with a selection of essays written by the philosopher Henri Lefebvre having to do with what he calls "the production of space," and academic essays written by a number of geographers on issues such as landmarking, zoning, immigration, and gentrification. A selection from Jane Jacobs' *The Death and Life of Great American Cities* will also be included. We will then begin the literary component of the course by reading Walt Whitman's poem, "Crossing Brooklyn Ferry" (the Brooklyn Bridge was not completed until 1883), and follow with novels encompassing as many neighborhoods in Brooklyn as possible within the timeframe, including Flatbush in Paule Marshall's *Brown Girl, Brownstones*, Boerum Hill/Downtown Brooklyn in Jonathan Letham's *The Fortress of Solitude*, Vinegar Hill and "South Brooklyn" in Colm Tóibín's *Brooklyn: A Novel*, and Williamsburg in Betty Smith's inimitable classic, *A Tree Grows in Brooklyn*. Historical research through the extensive on-line archive of the *Brooklyn Daily Eagle* will accompany most of the reading for the course, and a long walk through Brooklyn on an early spring Saturday is a distinct possibility. 4hr., 4cr. (W) (U)

IAS 31243, 3COM [21749]**Listening to The City****Wednesday 6:20 - 8:00 PM****Cardenas Pena****Online Mixed (Zoom and Asynchronous)**

How do you experience the city? Do you "tune-out" with headphones, lose yourself in your smartphone, or simply put your head down, speed walk, and shut out the world with your own internal conversations? In this class students will learn to break through these habitual barriers to experience and reacquaint themselves with their city through their bodies, mainly through listening. There are many artistic, ecological and even political concerns that listening provides access to — specifically in urban environments — and students will engage their oft-neglected sense of hearing to experience the sounds and sonic contours of New York City. Students will read texts from the fields of cultural studies, acoustic ecology, economics, musicology, philosophy, art, and art criticism to develop a broad view of the various types of practices that engage our ears

and our bodies. Students will actively listen to various locations throughout the city and work on projects that document their experiences through expository and creative writing, audio recording and through photography (and/or video) while engaging with critical texts that place their activities into historical, cultural, artistic and political contexts. 4 hrs., 4 crs.

IAS 31244, 2CHA [21750]

Latin American Cinema

Tuesday 4:30 - 6:00 PM

Aguasaco

Hybrid Asynchronous (In-person and Blackboard)

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 31294, 6CHA [21751]

Disability Through The Personal Lens

Saturday 10:40 -12:20 PM

Senior

Hybrid Asynchronous (In-person and Blackboard)

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

IAS 31407, CWNT [21752]

Childhood Poverty

Matthews

Online Asynchronous

This course uses an interdisciplinary framework to examine the issues of poverty as they impact children around the world. The primary objectives of the course include 1.) providing students with opportunities to understand and analyze the impact of poverty over time; 2.) examining the ways in which countries leverage social policy to combat poverty; and 3.) exploring the psychological and social effects of poverty on children and youth. Special topics include the UN Convention on the Rights of the Child, child labor, international trade agreements, and the impact of poverty on institutions that serve children such as schools, healthcare institutions, and leisure/recreation facilities. 4hr.,4 cr (W)(U)

IAS 31408, CWNT [21753]**Between Heaven and Hell: The History of Utopian and Dystopian Thought****Woessner****Online Asynchronous**

This advanced, interdisciplinary course examines the historical legacies and contemporary relevance of utopian and dystopian thought. Stretching from Plato's *Republic* through Thomas Moore's *Utopia* and Francis Bacon's *New Atlantis*, all the way up Edward Bellamy's *Looking Backward* and the "cyber-utopianism," as Evgeny Morozov has called it, of Silicon Valley today, utopian thought is a vast and varied phenomenon. Its aspirations have informed philosophical and political treatises, mobilized social movements, and borrowed deeply into popular culture. The same could be said for its shadow discourse, dystopianism, which in the current age of global warming, refugee crises, and a resurgent neo-fascism, has gone from being the purview of science fiction to the stuff of newspaper headlines. The eerie contemporary relevance of Margaret Atwood's *A Handmaid's Tale* is a case in point. Highlighting the ways in which utopian and dystopian works have expressed both our highest hopes and our basest fears—about society, technology, and the environment, among other things—this course shows how speculative thought interacts with real-world contexts and consequences. It will demonstrate how utopian and dystopian ideas more often reflect this world than the one that is to come. Students with interests in history, literature, and philosophy, as well as those interested in any of the social movements that have been connected to utopian and dystopian discourses—such as progressivism, feminism, anti-racism—are encouraged to attend. 4 hr. 4 cr. (W)(U)

IAS 31502, CWNT [21754]**Youth Literature: Theories and Reading Practices Among Children and Young Adults****Benedicty****Online Asynchronous**

The goal of this course is to counter misconceptions that youth are no longer reading. Most importantly, by the end of the course, students will be able to identify specific criteria that help them to gauge which books and/or graphic novels are appropriate for varying-aged youth. As such, this course is geared as much towards teachers and parents as it is towards those who love, but also struggle to read. For interestingly, half of Young Adult ("YA") readers are adults. Drawing on both canonical theoretical texts around psychology of children and young adults (i.e. J.A. Appleyard; J. Campbell; S. Edwards; E. Erikson; M. Montessori; P. Freire; J. Piaget), but also more recent work (i.e. C. Ní Bhroin and P. Kennon; G. Mendes; M. Weiner; C. del Valle Schorske), students shall determine why certain novels attract young adults' attention and why others do not. We also look at how certain books seem to work for a wide range of young adult readers: how despite outside appearances, they deal quite poignantly with intersectional questions of social class, gender, and race. As a fully online course, all the courses are conducted online. The final online class periods are dedicated to reporting the results of a "book fair," using either Facebook, Wordpress, Padlet, or another online venue that allows for both text and image. Also, part of this online presence shall be creating two ideas for attracting young adults, either in a class, or in the general public to reading the chosen prize-winning works. 4 hr., 4cr. (W)(U)

IAS 31700, CWNT [21755]**Disability Narratives****Almash****Online Asynchronous**

Nothing About Us Without Us is the motto of the Disability Rights Movement, yet disabled people have

historically been among the most overlooked and discriminated against groups in society. But times are changing, and disabled activists, students, artists, actors, writers, etc. have fought for the right to claim their differences proudly and demand full representation and participation.

The works we will look at in this course will raise those voices, and ask important questions about identity and difference, representation, and freedom. We will discuss “disability” as a social construction and challenge concepts of “normal.” Through first-person literary and nonfiction texts we will explore how disability is imagined and reimagined by disabled people, and the ways that disability intersects with other aspects of identity such as race, class, gender, and sexuality.

Brace yourself: Revolutions are born out of oppression and violence and the readings for this course can be as vulgar and brutal as they are beautiful and empowering. Together we’ll sort through it all to find relevance. 4 hr. 4 cr. (W)(U)

IAS 31709, 4CHA [21756]

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

Thursday 4:30 - 6:00 PM

Schaller

Hybrid Asynchronous (In-person and Blackboard)

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

IAS 50100, 4CWE [43758]

Graduate Research Methodology (Graduate)

Thursday 5:30 - 7:10 PM

Robinson

In-person

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

IAS 62300, 3CWE [43762]**Inequality and Social Mobility in the Americas (Graduate)****Wednesday 5:30 - 7:10 PM****Zahar****In-person**

This course will review the history and evidence of inequality and social mobility worldwide. The first part of the class will focus on rising concerns of income and wealth inequality in the United States and policy preferences. The second part of the class will focus on social mobility. We will review the existing literature on social mobility and draw a comparison around the world. We will then focus specifically on evidence from the Americas. We will examine the determinants of social mobility, such as race, place, and education. This course will also focus on the role of higher education in determining social mobility and the long-term impact on policy and governance. 3 hrs, 3 cr. (G)

IAS 62400, 1CWE [43769]**Literary Landscapes of Slavery and Freedom (Graduate)****Monday 5:30 - 7:10 PM****McDonald****In-person**

The story of the African Diaspora in the Americas is circumscribed by the Transatlantic slave trade. This course will look at the stories of slavery and its aftermaths across the Americas, paying attention to the journeys taken, by force or by choice, within and across countries, oceans, seas, and continents. We will also take into account journeys that enabled formerly enslaved people and their descendants to resist the totalizing trauma of slavery and imagine a different life for themselves and their families. We will begin with the classic slave narrative, which traces the journey from bondage to freedom. We will then turn to contemporary novels, poetry, and essays that illustrate both the physical and psychic consequences of slavery as well as the power of community and the power of imagination to create healing spaces, out of which new stories can emerge. To deepen our readings of the literary works, we will also read recent scholarship that explores the global resonance of the afterlives of slavery. 3 hr. 3 cr. (G)

MATH 18504, 1CWE [43899]**Basic Ideas in Math****Monday 6:00 - 9:20 PM****Simonen****In-person**

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

MATH 18504, 4COS [21757]**Basic Ideas in Math****Thursday 6:00 - 9:20 PM****Cheregi****Online Synchronous (Zoom)**

Sets, operations with sets, relations, functions, construction of number systems, numerical systems with

different bases, topics in number theory, geometry. Required for Early Childhood Education majors. Pre-Req: Math 18004 or equivalent course. 4 hr.; 4 cr.

MCA 10104, CWNT [21759]

Intro to Media Studies

Diaz

Online Asynchronous

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

MCA 31434, 7CHS [21760]

Children in Film

Saturday 1:00 - 2:40 PM

Kopp

Hybrid Synchronous (In-person and Zoom)

This course will explore a wide range of challenges facing children around the world. Specifically, we'll look at the way these issues have been portrayed in films, past and present, both in fiction and in documentary. We'll consider the power of the medium of film to help us understand these issues, as well as its limitations. Topics will include adult caregiving (or the lack of it); poverty; homelessness; substance abuse; domestic abuse; child labor; children in times of war; and children with special learning challenges (blindness; deafness; autism; emotional disorders, etc.). Even when the subject might seem at first glance gloomy, we'll find much to give us hope because these are, after all, movies about children and the possibilities for the future. Recommended for students with concentrations in Childhood Studies, Disabilities Studies, Social Welfare, Global Labor Studies, and Literary, Media, and Visual Arts. 4 hrs.; 4 crs. (W)(U)

PHIL 34944, CWNT [43946]

Applied Ethics

Gitsoulis

Online Asynchronous

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

PSC 21104, 1COS [21761]**New York Politics****Monday 6:00 - 9:20 PM****Tirelli****Online Synchronous (Zoom)**

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

PSY 24704, 1COS [21762]**Social Psychology****Monday 6:00 - 9:20 PM****Zaid-Muhammad****Online Synchronous (Zoom)**

Fundamental concepts and methods used in the investigation of attitude and attitude change, prejudice, socialization, communication, groups, conformity and other topics. Issues will be studied in the light of theory, research and relevant social problems. Pre-req: PSY 10204. 4 hr.; 4 crs. (W)

PSY 24804, 7COS [21763]**Abnormal Psychology****Saturday 1:00 - 4:20 PM****Mercado****Online Synchronous (Zoom)**

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

PSY 31824, CWNT [21764]**Psychology of Parenting****Matthews****Online Asynchronous**

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

PSY 33804, 6CWE [21765]**Psychology of Women****Saturday 9:00 AM -12:20 PM****Terry****In-person**

This course explores the social constructions, theories and research that have resulted in a psychology of

women. It includes the biological, developmental, social and cultural aspects of femaleness in an historical and contemporary context. Students will be expected to consider and contribute from their own gender-establishing experiences. Pre-req: PSY 10204. 4 hrs.; 4 crs. (W) (U)

SOC 38144, 1COS [21766]

Sociology of Education

Monday 6:00 - 9:20 PM

Aprile

Online Synchronous (Zoom)

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

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

SOC 38144, 4CWE [43914]

Sociology of Education

Thursday 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, 4CHX [21767]

Introductory Spanish I

Thursday 6:00 - 9:20 PM

t.b.a.

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 12104, CWNT [44104]

Introductory Spanish I

Chacon

Online Asynchronous

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, 4CHX [21768]

Introductory Spanish II

Thursday 6:00 - 9:20 PM

Santos**Hyflex**

Development of skills acquired in SPAN 12104. Continued emphasis on oral and written expression.

Introduction of modern readings. Course consists of 4 hrs classroom work and 2 hours of online lab work per week. Pre-req.: SPAN 12104 or placement. 6 hr.; 4 cr.

SPAN 22504, 4CHX [21769]**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.



SPR/SUM 2024 CLASS DELIVERY METHODS

— A GUIDE TO SECTION CODES AND MORE —

BUSY LIVES = BUSY SCHEDULES. NEED MORE FLEXIBILITY?

Something new is coming in the SPR/SUM 2024 Schedule of Classes... New codes for class sections, and new delivery methods. Please see below for an example of classes offered on a Monday. The numbers for each weekday are as follows:

1 = MON | 2 = TUE | 3 = WED | 4 = THU | 5 = FRI | 6 = SAT AM. | 7 = SAT PM

Section #	Delivery Method	Description
1CWE	In-Person	In-person classes require you to be physically present in class at 25 Broadway.
1COS	Online Synchronous	Hybrid Synchronous classes hours are online and in real time. You log on to ZOOM to attend class and may also be expected to participate in small group work in ZOOM break-out rooms.
1CHS	Online Hybrid Synchronous	Online Hybrid Synchronous classes offer a combination of in-person and online instruction/contact hours. Online portions of the course are offered synchronously via ZOOM.
1CHA	Hybrid Asynchronous	Hybrid Asynchronous classes offer a combination of in-person and online instruction/contact hours. Online portions of the course are offered asynchronously via Blackboard.
1COM	Online Mix	Online Mix classes offer a combination of online synchronous meetings and asynchronous online work. All required instructional hours are online.
ICHX	Hyflex	Hyflex classes let you choose to attend in-person or via ZOOM
CWNT	Online Asynchronous	Online Asynchronous classes are fully online, with assignments submitted according to deadlines set by your instructor.