Dear Students,

I am writing to introduce you to the 2024 Summer and Fall Schedules for the Downtown Campus. As always, 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 available to assist you by appointment to help you 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 are making an extraordinary effort to meet your expectations.

You have access to all the usual support services ---therapist, tutors, student affairs, financial aid, admissions, enrollment, advising, library, writing center, and IT. These are available in-person and remotely to students via 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 again throughout the Summer and Fall. We are offering courses following seven different delivery methods (in-person, online synchronous, online asynchronous, hybrid synchronous, hybrid asynchronous, online mix, and hyflex). I encourage you to review the descriptions below and discuss them with your academic advisor to plan 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
Division of Interdisciplinary Arts and Sciences
New Class Delivery Methods
The Section Code of a class denotes the class delivery method. See course descriptions of each class for more details.

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

COS - 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.

CHS - 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.

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

COM - Online Mix: Online Mix classes offer a combination of online synchronous meetings and asynchronous online work. All required instructional hours are online.

1CHX - Hyflex: Hyflex classes give you 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.

CWE Summer 2024 Classes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days/Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 31904, 1CHS [1966]</td>
<td>Science Methods in ECE</td>
<td>Mon 4:30PM – 7:50PM hybrid-synchronous</td>
<td>Diaz</td>
</tr>
<tr>
<td>EDCE 40200, 3CWE [1965]</td>
<td>Language Development and Emergent Literacy II</td>
<td>Wed 5:30PM – 8:50PM in person</td>
<td>Buffalo</td>
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<tr>
<td>EDCE 40500, 2CWE [1964]</td>
<td>Facilitating Children’s Artistic Development</td>
<td>Tue 5:30 – 8:50PM in person</td>
<td>Scarola</td>
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<tr>
<td>IAS 31183, XCOM [1967]</td>
<td>Contemporary Cinema of the Americas</td>
<td>MoWe 6:00 – 8:30PM online mix</td>
<td>Kopp</td>
</tr>
<tr>
<td>IAS 31249, 3CHA [1968]</td>
<td>Internships in Developmental Disabilities</td>
<td>Thur 6:00 – 9:20PM hybrid-asynchronous</td>
<td>Sutherland-Cohen</td>
</tr>
<tr>
<td>IAS 31409, CWNY [1970]</td>
<td>Gentrification Globalized</td>
<td>online-asynchronous</td>
<td>Schaller</td>
</tr>
<tr>
<td>MATH 18504, XCOS [1971]</td>
<td>Basic Ideas in Math</td>
<td>TuTh 6:00 – 9:20PM online synchronous</td>
<td>Cheregi</td>
</tr>
<tr>
<td>MCA 21004, XCHA [1972]</td>
<td>Introduction to Advertising</td>
<td>TuTh 4:30 – 6:10PM hybrid asynchronous</td>
<td>t.b.a.</td>
</tr>
<tr>
<td>MUS 27104, XCHA [1973]</td>
<td>Latin Popular Music</td>
<td>TuTh 6:20 – 8:00PM hybrid asynchronous</td>
<td>Velasquez Torres</td>
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</table>
Summer 2024 suggested courses by concentration

Literary, Media, and Visual Arts
IAS 31183  Contemporary Cinema of the Americas
MCA 21004  Introduction to Advertising
MUS 27104  Latin Popular Music

History, Politics, and Society
IAS 31183  Contemporary Cinema of the Americas
IAS 31409  Gentrification Globalized

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
IAS 31409  Gentrification Globalized

The Americas
IAS 31183  Contemporary Cinema of the Americas
IAS 31409  Gentrification Globalized

CWE FALL 2024 Classes

<table>
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<tr>
<th>Monday</th>
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<tr>
<td>ANTH 31152, 1COM [32587]</td>
<td>Urban Ethnography</td>
<td>6:20 - 8:00 PM</td>
<td>Rosenbaum</td>
</tr>
<tr>
<td>EDCE 22102, 1CHS [21508]</td>
<td>School, Family &amp; Community</td>
<td>4:30 - 6:10 PM</td>
<td>Hybrid-synchronous</td>
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<tr>
<td>EDCE 32204, 1CHA [32497]</td>
<td>How Children Learn Math</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
</tr>
<tr>
<td>IAS 10000, 1CHA [21519]</td>
<td>Writing for Interdisciplinary Studies I</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
</tr>
<tr>
<td>IAS 10000, CW13 [21520] * Multi-day</td>
<td>Writing for Interdisciplinary Studies I</td>
<td>1:00 - 2:40 PM Mon/Wed In-person</td>
<td>Clark</td>
</tr>
<tr>
<td>IAS 10400, CW13 [21721] * Multi-day</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>2:40 – 4:20 PM Mon/Wed In-person</td>
<td>Robinson</td>
</tr>
<tr>
<td>IAS 10800, 1COM [21735]</td>
<td>Doing Social Research</td>
<td>6:20 - 8:00 PM</td>
<td>Online Mix</td>
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<td>IAS 24200, 1CHA [21857]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
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<tr>
<td>IAS 50000, 1COS [22117]</td>
<td>Inventing the Americas (graduate)</td>
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<tr>
<td>Course Code</td>
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<td>Time</td>
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<tr>
<td>MATH 15004, 1COS [27792]</td>
<td>Math for the Contemporary World</td>
<td>6:00 - 9:20 PM</td>
<td>Online-synchronous</td>
</tr>
<tr>
<td>PSC 12504, 1COS [27798]</td>
<td>Introduction to Public Policy</td>
<td>6:00 - 9:20 PM</td>
<td>Online-synchronous</td>
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<tr>
<td>PSY 31644, 1COS [27803]</td>
<td>Psychological Testing</td>
<td>6:00 - 9:20 PM</td>
<td>Online-synchronous</td>
</tr>
<tr>
<td>SOC 38144, 1CHA [22121]</td>
<td>Sociology of Education</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
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<tr>
<td>MATH 15004, CW24 [27791]</td>
<td>Multi-day Math for the Contemporary World</td>
<td>2:40 – 4:20 PM</td>
<td>Tue/Thu In-person</td>
</tr>
<tr>
<td>PSC 12504, 1COS [27798]</td>
<td>Multi-day Introduction to Public Policy</td>
<td>6:00 - 9:20 PM</td>
<td>Online-synchronous</td>
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<td>PSY 31644, 1COS [27803]</td>
<td>Multi-day Psychological Testing</td>
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<tr>
<td>SOC 38144, 1CHA [22121]</td>
<td>Multi-day Sociology of Education</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
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**TUESDAY**

<table>
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<th>Time</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>EDCE 20604, 2CWE [22306]</td>
<td>E.C.E. I: Theories of Dev Applied to E.C. Practice</td>
<td>4:30 - 7:50 PM</td>
<td>In-person</td>
<td>Wilgus</td>
</tr>
<tr>
<td>EDCE 32204, 2CHS [22051]</td>
<td>How Children Learn Math</td>
<td>4:30 - 7:50 PM</td>
<td>Hybrid-synchronous</td>
<td>Aprile</td>
</tr>
<tr>
<td>IAS 10800, 2CHA [21750]</td>
<td>Doing Social Research</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Zafar</td>
</tr>
<tr>
<td>IAS 22200, 2COM [21772]</td>
<td>Intro to Urban Studies and Planning</td>
<td>6:00 - 8:30 PM</td>
<td>Online mix</td>
<td>Schaller</td>
</tr>
<tr>
<td>IAS 23324, 2COS [21806]</td>
<td>Advanced Composition</td>
<td>6:00 – 9:20 PM</td>
<td>Online-synchronous</td>
<td>Sweeting</td>
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<tr>
<td>IAS 31164, 2CHA [22110]</td>
<td>Medical Aspects of Disability</td>
<td>4:30 - 6:10 PM</td>
<td>Hybrid-asynchronous</td>
<td>Ortiz-Suloway</td>
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<tr>
<td>IAS 31248, 2COM [22113]</td>
<td>Civil Rights Movement</td>
<td>6:20 - 8:00 PM</td>
<td>Online mix</td>
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<tr>
<td>IAS 31702, 2CHA [22115]</td>
<td>Intro to Social Welfare Policy and Practice</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Ortiz-Suloway</td>
</tr>
<tr>
<td>IAS 60110, 2COS [22118]</td>
<td>Populism and Pop Culture in America (graduate)</td>
<td>5:30 - 7:10 PM</td>
<td>Online-synchronous</td>
<td>Aguasaco</td>
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<tr>
<td>MATH 15004, CW24 [27791]</td>
<td>Multi-day Math for the Contemporary World</td>
<td>2:40 – 4:20 PM</td>
<td>Tue/Thu In-person</td>
<td>Zafar</td>
</tr>
<tr>
<td>MATH 18004, 2CWE [27793]</td>
<td>Multi-day Quantitative Reasoning</td>
<td>6:00 - 9:20 PM</td>
<td>In-person</td>
<td>Simonen</td>
</tr>
<tr>
<td>SPCH 11104, CW24 [27806]</td>
<td>Multi-day Foundations of Speech Communication</td>
<td>4:30 - 6:10 PM</td>
<td>Tue/Thu In-person</td>
<td>t.b.a.</td>
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<tr>
<td>WS 10004, 2CHA [27807]</td>
<td>Intro to Women's and Gender Studies</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Rosenbaum</td>
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**WEDNESDAY**

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<tr>
<td>EDCE 20604, 3CWE [22037]</td>
<td>E.C.E. I: Theories of Dev Applied to E.C. Practice</td>
<td>4:30 - 7:50 PM</td>
<td>In-person</td>
<td>Huston</td>
</tr>
<tr>
<td>EDCE 22102, 3CHS [21511]</td>
<td>School, Family &amp; Community</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-synchronous</td>
<td>tba</td>
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<tr>
<td>EDCE 40800, 3CHS [21514]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:30 - 6:10 PM</td>
<td>Hybrid-synchronous</td>
<td>Kamsler</td>
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<tr>
<td>EDCE 40800, 3WHS [21518]</td>
<td>Student Teaching &amp; Integrative Seminar in ECE</td>
<td>4:30 - 6:10 PM</td>
<td>Hybrid-synchronous</td>
<td>Diaz</td>
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<tr>
<td>ENGL 31994, 3CHA [33029]</td>
<td>Reading and Writing Short Fiction</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Neals</td>
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<tr>
<td>IAS 10000, CW13 [21520]</td>
<td>Multi-day Writing for Interdisciplinary Studies I</td>
<td>1:00 - 2:40 PM</td>
<td>Mon/Wed In-person</td>
<td>Clark</td>
</tr>
<tr>
<td>IAS 10400, CW13 [21721]</td>
<td>Multi-day Core Natural Science I: Nature &amp; Human Beings I</td>
<td>2:40 – 4:20 PM</td>
<td>Mon/Wed In-person</td>
<td>Robinson</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Delivery</td>
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<tr>
<td>IAS 10400, 3COS [21720]</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, 3CHA [21805]</td>
<td>The Essay</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Moore</td>
</tr>
<tr>
<td>IAS 24200, 3CHA [22104]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Chappell</td>
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<tr>
<td>IAS 31705, 3CHA [22116]</td>
<td>Children and Public Policy</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Almash</td>
</tr>
<tr>
<td>IAS 60600, 3COS [22119]</td>
<td>Musics of the Americas (Graduate)</td>
<td>5:30 - 7:10 PM</td>
<td>Online-synchronous</td>
<td>Aprile</td>
</tr>
<tr>
<td>SOC 38144, 3CHA [22126]</td>
<td>Sociology of Education</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-asynchronous</td>
<td>Diop</td>
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<tr>
<td><strong>THURSDAY</strong></td>
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<tr>
<td>ANTH 31114, 4COM [27778]</td>
<td>Literacies, Culture and Power (Hybrid)</td>
<td>6:20 - 8:00 PM</td>
<td>Online mix</td>
<td>Calagione</td>
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<tr>
<td>EDCE 32204, 4CHS [22052]</td>
<td>How Children Learn Math</td>
<td>4:30 - 7:50 PM</td>
<td>Hybrid-asynchronous</td>
<td>Oppenzato</td>
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<td>EDCE 32304, 4CHS [21512]</td>
<td>Language and Literacy I</td>
<td>6:20 - 8:00 PM</td>
<td>Hybrid-synchronous</td>
<td>Diaz</td>
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<tr>
<td>IAS 25000, 4COM [22107]</td>
<td>The Right to The City</td>
<td>5:30 - 7:10 PM</td>
<td>Online mix</td>
<td>Schaller</td>
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<tr>
<td>IAS 26000, 4COM [22108]</td>
<td>Writing The City</td>
<td>7:30 - 9:10 PM</td>
<td>Online mix</td>
<td>McDonald</td>
</tr>
<tr>
<td>MATH 15004, CW24 [27791]</td>
<td>Math for the Contemporary World</td>
<td>2:40 – 4:20 PM</td>
<td>In-person</td>
<td>Zafar</td>
</tr>
<tr>
<td>MATH 18004, 4COS [27794]</td>
<td>Quantitative Reasoning</td>
<td>6:00 - 9:20 PM</td>
<td>Online-synchronous</td>
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<td>SOC 26604, 4COS [27804]</td>
<td>Family Relationships</td>
<td>6:00 - 9:20 PM</td>
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<td>SPAN 12104, 4CHX [22127]</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, 4CHX [22128]</td>
<td>Introductory Spanish II</td>
<td>6:00 - 9:20 PM</td>
<td>Hyflex</td>
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<td>SPAN 22504, 4CHX [22130]</td>
<td>Intermediate Spanish</td>
<td>6:00 - 9:20 PM</td>
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<td>t.b.a.</td>
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<tr>
<td>SPCH 11104, CW24 [27806]</td>
<td>Foundations of Speech Communication</td>
<td>4:30 - 6:10 PM</td>
<td>In-person</td>
<td>t.b.a.</td>
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<td><strong>FRIDAY</strong></td>
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<tr>
<td>IAS 24200, 5COM [21856]</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:20 - 8:00 PM</td>
<td>Online mix</td>
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</tr>
<tr>
<td>IAS 31235, 5CWE [22112]</td>
<td>Intro to Developmental Disabilities</td>
<td>6:00 - 9:20 PM</td>
<td>In-person</td>
<td>Sutherland-Cohen</td>
</tr>
<tr>
<td>IAS 31257, 5CWE [22114]</td>
<td>Digital Photography</td>
<td>5:30 - 8:50 PM</td>
<td>In-person</td>
<td>Benedetto</td>
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<tr>
<td><strong>SATURDAY</strong></td>
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<tr>
<td>IAS 10400, 6CWE [21722]</td>
<td>Core Natural Science I: Nature &amp; Human Beings I</td>
<td>9:00 -12:20 PM</td>
<td>In-person</td>
<td>Dunson-Delvalle</td>
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<tr>
<td>IAS 24200, 6COM [22106]</td>
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<td>PSY 24604, 6CHA [27802]</td>
<td>Intro to Human Dev: Infancy/Childhood</td>
<td>10:40 -12:20 PM</td>
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<td>Course Code</td>
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<td>Language and Literacy I</td>
<td>1:00 - 4:20 PM</td>
<td>Hybrid-asynchronous</td>
<td>Buffalo</td>
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<tr>
<td>IAS 31148, 7CHA [22109]</td>
<td>The Global City on Film</td>
<td>1:00 - 2:40 PM</td>
<td>Hybrid-asynchronous</td>
<td>Kopp</td>
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<td>PSY 24504, 7COM [27801]</td>
<td>Psychology of Human Sexual Behavior</td>
<td>1:00 - 2:40 PM</td>
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**ONLINE ASYNCHRONOUS**

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<tr>
<td>ENGL 31284, CWNT [27785]</td>
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<tr>
<td>ENGL 36504, CWNT [27787]</td>
<td>Contemporary Women Writers</td>
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<td>Online asynchronous</td>
<td>McDonald</td>
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<td>HIST 31974, CWNT [27788]</td>
<td>Education in Black and White</td>
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<td>Online asynchronous</td>
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<td>IAS 31168, CWNT [22111]</td>
<td>Digital Media and Society</td>
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<td>Online asynchronous</td>
<td>Diaz</td>
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<tr>
<td>MCA 33304, CWNT [27795]</td>
<td>Reporting and Writing</td>
<td></td>
<td>Online asynchronous</td>
<td>Cardenas Pena</td>
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<tr>
<td>PHIL 30005, CWNT [27797]</td>
<td>Justice and Society</td>
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<td>Online asynchronous</td>
<td>Gitsoulis</td>
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<tr>
<td>PSY 20104, CWNT [27799]</td>
<td>Psychology of Disability</td>
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<td>Online asynchronous</td>
<td>Matthews</td>
</tr>
<tr>
<td>SPAN 12204, CWNT [22129]</td>
<td>Introductory Spanish II</td>
<td></td>
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**Fall 2024 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 2024 Suggested Courses by Academic Concentration

**Childhood Studies**
Foundational:
- IAS 10800  Doing Social Research
- PSC 12504  Intro to Public Policy
- PSY 24604  Intro to Human Development: Infancy and Childhood

Electives:
- ANTH 31114  Literacies, Culture and Power
- ANTH 31152  Urban Ethnography
- HIST 31974  Education in Black and White
- IAS 31235  Intro to Developmental Disabilities
- IAS 31702  Intro to Social Welfare Policy and Practice
- IAS 31705  Children and Public Policy
- PSY 20104  Psychology of Disability
- PSY 24504  Psychology of Human Sexual Behavior
- PSY 31644  Psychological Testing
- SOC 26604  Family Relationships
- SOC 38144  Sociology of Education
- WS 10004  Intro to Women’s and Gender Studies

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

Electives:
- IAS 31164  Medical Aspects of Disability
- IAS 31705  Children and Public Policy
- PSY 20104  Psychology of Disability
- PSY 24604  Introduction to Human Development: Infancy and Childhood

**History, Politics and Society**
Foundational:
- ANTH 31114  Literacies, Culture and Power
- IAS 10800  Doing Social Research

Electives:
- ANTH 31152  Urban Anthropology
- ENGL 31284  Caribbean Spirits, Colonial Ghosts
- ENGL 36504  Contemporary Women Writers
- HIST 31974  Education in Black and White
- IAS 22200  Intro to Urban Studies and Planning
- IAS 25000  The Right to the City
- IAS 26000  Writing the City
- IAS 31148  The Global City on Film
- IAS 31257  Digital Media and Society
- IAS 31248  Civil Rights Movement
- IAS 31705  Children and Public Policy
- PHIL 30005  Justice and Society
- PSC 12504  Intro to Public Policy
Literary, Media and Visual Arts
Foundational:
SPCH 11104  Foundations of Speech Communication

Electives:
ANTH 31114  Literacies, Culture and Power
ENGL 31284  Caribbean Spirits, Colonial Ghosts
ENGL 31994  Reading and Writing Short Fiction
IAS 26000  Writing the City
IAS 31148  The Global City on Film
IAS 31168  Digital Media and Society
IAS 31257  Digital Photography
MCA 33304  Reporting and Writing

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

Electives:
ANTH 31114  Literacies, Culture and Power
IAS 31164  Medical Aspects of Disability
IAS 31235  Intro to Developmental Disabilities
IAS 31705  Children and Public Policy
PSY 20104  Psychology of Disability
PSY 25404  Psychology of Human Sexual Behavior
PSY 24604  Introduction to Human Development: Infancy and Childhood
PSY 31644  Psychological Testing
SOC 26604  Family Relationships
SOC 38144  Sociology of Education
WS 10004  Introduction to Women’s and Gender Studies

Urban Studies and Public Administration
Foundational:
IAS 10800  Doing Social Research
PSC 12504  Intro to Public Policy
IAS 22200  Intro to Urban Studies and Planning

Electives:
ANTH 31152  Urban Ethnography
IAS 25000  The Right to the City
IAS 26000  Writing the City
IAS 31148  The Global City on Film
IAS 31248  Civil Rights Movement
IAS 31705  Children and Public Policy
PHIL 30005  Justice and Society
America

Foundational:
IAS 10800 Doing Social Research

Electives:
ANTH 31114 Literacies, Culture and Power
ANTH 31152 Urban Anthropology
ENGL 31284 Caribbean Spirits, Colonial Ghosts
IAS 31148 The Global City on Film

Global Labor Studies

Foundational:
IAS 10800 Doing Social Research

Electives:
ANTH 31114 Urban Ethnography
IAS 25000 The Right to the City
IAS 31148 The Global City on Film
IAS 31248 Civil Rights Movement
PHIL 30005 Justice and Society
PSC 12504 Intro to Public Policy

M.A. in The Study of the Americas (Graduate)
IAS A5000 Inventing the Americas
IAS A6011 Populism and Popular Culture in the Americas
IAS A6060 Musics of the Americas

SUMMER/FALL 2024 COURSE DESCRIPTIONS A to Z

ANTH 31114, 4COM [27778]
Literacies, Culture and Power
Thursday 6:20 - 8:00 PM
Calagione
Online Mix (Zoom and Blackboard)
We will examine some of the classic theories about the "impact" of literacy in light of recent research that interprets reading and writing and text making as practices that both enable and are shaped by particular historical and cultural settings. We will pay particular attention to current debates about basic literacy in urban education, and the ways that we (in urban settings) assign meaning to making and interpreting texts and narrative. A primary objective of this course is to convey that literacy is not a fixed "thing" but is a highly charged social and cultural representation. Looking at and thinking about literacies engages a number of cultural and social processes. Thus, contemporary debates about the importance of literacy should be viewed as windows into complex discourses about power, social and personal agency. 4 hr. 4 cr. (W)(U)

ANTH 31152, 1COM [32587]
Urban Ethnography
Monday 6:20 - 8:00 PM
Rosenbaum
Online Mix (Zoom and Blackboard)
This class will focus on urban ethnography, examining the significance of place to daily practices, social relations, and broader social norms. Students will explore the processes of urban life, by reading contemporary ethnographies of New York City and conducting their own fieldwork projects. Focusing on the global moment, the readings will underscore the urban as a process that brings together - and redefines - diverse groups of people. The course will also emphasize knowledge production, how the ways we study the city inform its shape, categorizing its different populations and affecting how they relate to one another. Urban ethnography began in an attempt to understand the pathologies of city life, often honing in on marginalized and minority groups. These assumptions of pathology endured, influencing not just whom ethnographers studied, but the questions they asked, and in fact, their conclusions. Including an important fieldwork component, this course provides students firsthand experience in the process of knowledge production and underscores the importance of these processes to the ways we see and understand social life. 4 hr., 4 cr. (W)(U)

EDCE 20604, 2CWE [22306]
ECE I: Theories of Development Applied to Early Childhood Practice
Tuesday 4:30 - 7:50 PM
Wilgus
In-person
This course will provide an overview of early childhood education theory and practice from historical and sociocultural viewpoints. Major areas of study will include child development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic assessment, family-child-teacher interactions and subject area methods. 15 hours fieldwork required. Offered in the Fall annually. 4 hr.; 4 cr. (W)

EDCE 20604, 3CWE [22037]
ECE I: Theories of Development Applied to Early Childhood Practice
Wednesday 4:30 - 7:50 PM
Huston
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)

EDCE 22102, 1CHS [21508]
School, Family & Community
Monday 4:30 - 6:10 PM
Scott
Online Hybrid Synchronous (In-person and Zoom)
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, 3CHS [21511]
School, Family & Community
Wednesday 6:20 - 8:00 PM
tba
Online Hybrid Synchronous (In-person and Zoom)
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, 1CHS [1966] Summer Session
Science Methods in E.C.E.
Monday 4:30 - 7:50 PM
Diaz
Online 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 hr.; 2 cr.

EDCE 32204, 1CHA [32497]
How Children Learn Math
Monday 6:20 - 8:00 PM
Oppenzato
Hybrid Asynchronous (In-person and Blackboard)
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.

EDCE 32204, 2CHS [22051]
How Children Learn Math
Tuesday 4:30 - 7:50 PM
Aprile
Online Hybrid Synchronous (In-person and Zoom)
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.

EDCE 32204, 4CHS [22052]
How Children Learn Math
Thursday 4:30 - 7:50 PM
Oppenzato
Online Hybrid Synchronous (In-person and Zoom)
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.
EDCE 32304, 4CHS [21512]
Language and Literacy I
Thursday 6:20 - 8:00 PM
Diaz
Online Hybrid Synchronous (In-person and Zoom)
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.

EDCE 32304, 7CHS [22066]
Language and Literacy I
Saturday 1:00 - 4:20 PM
Buffalo
Online Hybrid Synchronous (In-person and Zoom)
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.

EDCE 40200, 3CWE [1965] Summer Session
Language Development and Emergent Literacy II
Wednesday 5:30 - 8:50 PM
Buffalo
In-person
This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children’s oral interactions, reading, and writing development and experiences throughout the early elementary years. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork required. 2 hr.; 2 cr. (W)

EDCE 40500, 2CWE [1964] Summer Session
Facilitating Children’s Artistic Development
Thursday 5:30 - 8:50 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 [1963] Summer Session
Facilitating Children’s Musical Development
Tuesday 5:30 - 8:50 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, 3CHS [21514]
Student Teaching and Integrative Seminar in ECE
Wednesday 4:30 - 6:10 PM
Kamsler
Online Hybrid Synchronous (In-person and Zoom)
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, 3WHS [21518]
Student Teaching and Integrative Seminar in ECE
Wednesday 4:30 - 6:10 PM
Diaz
Online Hybrid Synchronous (In-person and Zoom)
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.

ENGL 31284, CWNT [27785]
Caribbean Spirits, Colonial Ghosts
Benedicty
Online Asynchronous
Online Asynchronous (Blackboard)
Women writers from the Caribbean seek to engage the ghosts of the colonial past -- specters from the plantation and the "mad" colony - by writing about forgotten ancestors, erased histories, and marginalized cultural practices. In highlighting elided narratives and misunderstood beliefs and practices, these writers accept the challenge posed by Caribbean theorists such as Edouard Glissant, creating new literary forms and characters based on processes of cultural hybridity and Caribbean syncretism. 4 hrs.; 4 crs. (W)(U)

ENGL 31994, 3CHA [33029]
Reading and Writing Short Fiction
Wednesday 6:20 - 8:00 PM
Neals
Hybrid Asynchronous (In-person and Blackboard)
Popular today is a particular form of the short story known variously as the short short story, sudden fiction, or flash fiction. Each of these refers basically to the same form: fiction that is written in such a tight manner it squeaks. These stories condense all of the complex elements of the narrative; setting; time, place and mood; character development, plot, structure, color and point of view into complete and extremely dense fictions. Such classic story writers as Sandra Cisneros, Jamaica Kincaid, Raymond Carver, Julia Alvarez, Julio Cortazar have all practiced this especially demanding form. Both the reading and writing of this form takes a particular kind of very close attention on behalf of the student. Students will be expected to write their own very tightly written short shorts and to engage in close textual readings of stories from three collections of stories: Flash Fiction, edited by James Thomas, Denise Thomas and Tom Hazuka; Sudden Fiction International, edited by Robert Shapard, James Thomas; Short Shorts: An
Anthology of the Shortest Short Stories, edited by Irving Howe, Ilana Howe. Pre-req.: IAS 10000 – 10100 or ENGL 11004. 4 hrs.; 4 crs. (W)

ENGL 36504, CWNT [27787]
Contemporary Women Writers
Online Asynchronous
McDonald
Online Asynchronous (Blackboard)
This course will present opportunities to analyze and interpret a diverse set of recent novels, short stories, poetry, and essays by women writers that contribute to our sense of the material realities of women's lives within the context of the personal and the political, the domestic and the global. We will consider the ways in which these writers portray issues such as intimacy, sexuality, home, place, empowerment, and self-invention, as well as how they chronicle migration, illness, care, loss, violence, division, connection, and success. By reading a diverse spectrum of writers, we'll enlarge our sense of what is possible and what is significant in women's writing today.
To provide you with the most flexibility, this course will be offered asynchronously, which means that you can complete your work on your own time using the online Blackboard system. Please note, however, that there are weekly deadlines that must be adhered to. Prof. McDonald will be available for Zoom office hours and discussion sessions as needed. 4 hr. 4 cr. (W)(U)

HIST 31974, CWNT [27788]
Education in Black and White
Online Asynchronous
t.b.a.
Online Asynchronous (Blackboard)
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. 4 hrs.; 4 crs. (W)(U)

IAS 10000, 1CHA [21519]
Writing for Interdisciplinary Studies I
Monday 6:20 - 8:00 PM
Clark
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 10000, CW13 [21520]
Writing for Interdisciplinary Studies I
Mon./Wed. 1:00 - 2:40 PM
Clark
In-person
This is an interdisciplinary, humanities-based writing course. Reading includes a wide range of essays, each
proposing a ground-breaking theory pertinent to a particular discipline. These essays will be matched with short fiction and shorter essays providing a social context for the theories proposed by writers such as Sigmund Freud, Karl Marx, Dr. Martin Luther King, Carl Jung, Alice Walker and Virginia Woolf. In response to these combinations, text-based student essays of at least 750 words will pair interdisciplinary theory with a social context. The course emphasizes critical reading, thinking, and writing skills as well as various rhetorical approaches to the composition of the academic essay. (Formerly Core Humanities I, Literature, Art and Human Experience) 4 hrs, 4 cr.

IAS 10400, 3COS [21720]  
Nature and Human Beings I (Core Natural Science I)  
Wednesday 6:00 - 9:20 PM  
Dunson-Delvalle  
Online Synchronous (Zoom)  
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 [21722]  
Nature and Human Beings I (Core Natural Science I)  
Saturday 9:00AM - 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 10400, CW13 [21721]  
Nature and Human Beings I (Core Natural Science I)  
Mon./Wed. 2:40 - 4:20 PM  
Robinson  
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, 1COM [21735]  
Doing Social Research  
Monday 6:20 - 8:00 PM  
Robinson  
Online Mix (Zoom 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, 2CHA [21750]
Doing Social Research
Tuesday 6:20 - 8:00 PM
Zafar
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 22200, 2COM [21772]
Intro to Urban Studies and Planning
Tuesday 6:00 - 8:30 PM
Schaller
Online Mix (Zoom and Blackboard)
This course takes an interdisciplinary approach to the study of urbanization and urban life. To dissect and discuss how planning interventions and urban design have shaped cities and their regions, we will read some of the key urban theorists. Through the lenses of urban politics, sociology and anthropology as well as through the narratives of essayists, novelists and filmmakers, we will approach cities and urban spaces as texts to be deciphered. The course is a foundational course for the concentration in urban studies. 4 hrs, 4 cr. (W)(U)

IAS 23304, 3CHA [21805]
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 23324, 2COS [21806]
Advanced Composition
Tuesday 6:20 – 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 [21857]**
**Introduction to Interdisciplinary Studies**
**Monday 6:20 - 8:00 PM**
**Zach**
**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, 3CHA [22104]**
**Introduction to Interdisciplinary Studies**
**Wednesday 6:20 - 8:00 PM**
**Chappell**
**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, 5COM [21856]**
**Introduction to Interdisciplinary Studies**
**Friday 6:20 - 8:00 PM**
**Aponte**
**Online Mix (Zoom 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, 6COM [22106]**
**Introduction to Interdisciplinary Studies**
**Saturday 10:40 - 12:20 PM**
**Woessner**
**Online Mix (Zoom 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 25000, 4COM [22107]**
**The Right to the City**
**Thursday 5:30 - 7:10 PM**
**Schaller**
**Online Mix (Zoom and Blackboard)**
This introductory course focuses on uncovering some of the root causes producing inequalities in urban life and across urban space and on conceptualizing what achieving a more “just city” or “the right to the city” might entail. It draws on range of disciplinary perspectives across the humanities and social sciences. 4hr, 4cr. (W)(U)
IAS 26000, 4COM [22108]  
Writing the City  
Thursday 7:30 - 9:10 PM  
McDonald  
Online Mix (Zoom and Blackboard)  
This introductory course prepares students to write for the Social Justice and Urban Life major. It pairs literary texts with select themes and readings from IAS 25000, Right to the City, such as mental health and urban living, education, displacement, racial and gender justice, climate change, disability, and transit. It will develop students’ critical writing, information literacy, and library research skills through shorter writing assignments and a final ten-page academic essay. 4 hr, 4cr. (W)(U)

IAS 31148, 7CHA [22109]  
The Global City on Film  
Saturday 1:00 - 2:40 PM  
Kopp  
Hybrid Asynchronous (In-person and Blackboard)  
At the dawn of the Machine Age in the late 1800s – right around the time that motion pictures were just being invented – less than 10% of the world’s population was urban. By the year 2009, humanity had reached an important tipping point: for the first time ever, more than half of the world’s people dwelled in cities. This has been a remarkably rapid and radical transformation of the way we live, perhaps unparalleled in history, and movies have been around to document this great migration while it happened. Films have often celebrated the rise of the city and its promise of opportunity, but they’ve also found much to criticize. This course will explore a wide range of issues – economic, social, cultural and environmental - relating to urbanization and urban design. Some films we are likely to look at, among others, are: Berlin: Symphony of a Great City; Man With a Movie Camera; Metropolis; “A Bronx Morning”; The City; Chronicle of a Summer; Calcutta; Blade Runner; La Ciudad; The Unforeseen; Manufactured Landscapes; Pruitt-Igoe; Detropia; Lost Rivers; Urbanized; and Surviving Progress. Students should expect required outside viewing on the internet every second or third week 4 hr. 4 cr. (W)(U)

IAS 31164, 2CHA [22110]  
Medical Aspects of Disability  
Tuesday 4:30 - 6:10 PM  
Ortiz-Suloway  
Hybrid Asynchronous (In-person and Blackboard)  
This course will provide an overview of the Medical Aspects of Disabilities with a perspective on how it correlates with Intellectual and Developmental Disabilities. In addition to surveying the diagnosis and treatment, such as disabling conditions seen in AIDS/HIV, Traumatic Brain Injury, Spinal Cord Injury, it will reflect advancements in medical care for specific disabling conditions as well as changes in forces that impact the delivery of that care. This course will examine Social Work in Physical Medicine, Stroke, The Computer Revolution, Disability and Assistive Technology, and Chronic Pain among others. It will examine the many conditions and topics that affect people with physical, developmental, and cognitive disabilities. The students will learn the most useful and updated information on the vast array of disabling conditions afflicting millions of people and how they are best addressed and impacted by our current health care system. Lastly, we will examine how economic and political forces continually challenge the delivery of care to people with disabilities. Previous course work in Disabilities Studies is strongly recommended. 4 hr., 4 cr. (U)

IAS 31168, CWNT [22111]  
Digital Media and Society  
Online Asynchronous  
Diaz  
Online Asynchronous (Zoom)  
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 31183, XCOM [1967] Summer Session
Contemporary Cinema of the Americas
Mon./Wed. 6:00 - 8:30 PM
Kopp
Online Mix (*Zoom)
This summer course will be almost entirely online *except for the week of The Americas Film Festival of New York (www.taffny.com, June 15-22, 2024), 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 31235, 5CWE [22112]
Intro to Developmental Disabilities
Friday 6:00 - 9:20 PM
Sutherland-Cohen
In-person
This course will provide an overview of the field of developmental disabilities. The perspective is interdisciplinary, and in addition to surveying the nature, diagnosis and treatment of such disorders as intellectual disability, autism, epilepsy, learning disabilities, and cerebral palsy, related areas such as legal ramifications and advocacy will be studied. This introductory course is recommended for workers in the area of developmental disabilities, paraprofessionals in the public school system (especially in Special Education), and others interested in learning about developmental disabilities. 4 hr.; 4 cr. (W)(U) (Developmental Disabilities Certificate Program)

IAS 31248, 2COM [22113]
Civil Rights Movement
Tuesday 6:20 - 8:00 PM
Orange
Online Mix (Zoom and Blackboard)
The Civil Rights movement is rightly viewed as a turning point in American history and politics. Yet to grasp its significance, we need to examine today’s “official” memory of the movement in the light of its real evolution, social and international context, internal debates and controversies. The course will begin by examining
present-day representations of the movement, the construction of American racial ideology and the contested legacy of Reconstruction, together with current issues like Katrina and Jena that highlight its relevance. We will look at key international and domestic events contributing to the movement’s evolution (Great Migration, Harlem Renaissance, WWII, Cold War, Vietnam) and the shifts in philosophies, strategies and outlook, from early debates between Booker T. Washington and W.E.B. Du Bois, the emergence of the NAACP and Urban League, to the emergence of Martin Luther King, CORE, Malcolm X, SNCC, Black Power and the Black Panthers. We will also discuss often-overlooked issues such as the role of women leaders like Ella Baker, Fannie Lou Hamer and Assata Shakur; how the movement changed when it moved North; its interaction with African independence movements; and its important cultural dimension. Students’ participation will include reading, watching a number of films, at least one class presentation, short reaction papers and a research paper. 4hrs. 4cr. (U)

IAS 31249, 4CHA [1968] Summer Session
Internships in Developmental Disabilities
Thursday 6:00 - 9:20 PM
Sutherland-Cohen
Hybrid Asynchronous (In-person and Blackboard)
For eligible students who wish to supplement classroom study with supervised experience in the field. Students whose jobs involve the developmentally disabled may arrange to complete the work at their places of employment. All placements subject to approval. Bi-Weekly meetings with a faculty member are mandatory.
Pre-reqs.: IAS 31235 & IAS 31240. 4 hrs.; 2 crs. (U)

IAS 31257, 5CWE [22114]
Digital Photography
Friday 5:30 - 8:50 PM
Benedetto
In-person
This course is an introduction to digital photography. It is focused on using the digital camera to achieve creative and well-crafted photographs. Weekly assignments will challenge you to photograph a variety of themes, and to select and present images that are interesting, engaging and that express your unique way of seeing. We will also develop an appreciation for photography as art. Through selected readings and weekly viewing of photographs, we will become familiar with photography as a means of capturing images that conveying meaningful content, thought-provoking concepts, and a "photographic aesthetic." Included will be discussion of cameras, camera operation and software that is used to maximize image enhancement, editing, and output. Your photographs will be shown and critiqued in class. You will also assemble a final portfolio of printed works at the end of the course. A digital Point-and-Shoot camera, or a Digital Single-Lens Reflex camera (DSLR), which is capable of extensive manual settings, a portable flash drive and access to a computer are required. 4 hrs.; 4 cr. (U)

IAS 31405, CWNT [1969] Summer Session
Inclusion: Principles in Practice
Online Asynchronous
DuMoulin
Online Asynchronous (Zoom)
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 31409, CWNT [1970] Summer Session
Gentrification Globalized
Online Asynchronous
Schaller
Online Asynchronous (Blackboard)
"The right to the city is far more than the individual liberty to access urban resources: it is the right to change ourselves by changing the city. It is, moreover, a common rather an individual right since this transformation inevitably depends upon the exercise of a collective power to reshape the processes of urbanization. The freedom to make and remake our cities and ourselves is, I want to argue, one of the most precious yet most neglected of human rights." (Harvey 2008, 23)
We live above all in an urban world, one marked by spatial, economic and racial segregation as well as political and cultural suppression and displacement. This course examines gentrification both from a theoretical and an advocacy perspective. Gentrification and displacement are not only threatening the right to the city of working class and even middle-class New Yorkers, who are being evicted and excluded from neighborhoods across the city by an apparently natural, economic, process of transformation. Gentrification and displacement are a global phenomenon, and they are the symptoms of planning strategies implemented through public-private policy partnerships. Public officials, real estate lobbying groups, private consulting firms, and financial institutions as well as “gentrifiers” play active roles in the redevelopment schemes that have restructured central cities and urban neighborhoods across the country, indeed across the world. In this course, we will examine various definitions of gentrification in order to unpack a word we seem to hear everywhere but whose meaning has been transformed, especially in the media, to obscure the relationship between gentrification and displacement and to obscure the actors advocating for, leading or supporting gentrification processes. Gentrification has not gone uncontested. We will explore resistance to gentrification from the local neighborhood perspective as well as investigate the linkages organizers have created to build trans-local and international organizing efforts, especially around the right to the city and the right not to be excluded from the city. 4 hr. 4 cr (W)(U)

IAS 31702, 2CHA [22115]
Intro to Social Welfare Policy and Practice
Tuesday 6:20 - 8:00 PM
Ortiz-Suloway
Hybrid Asynchronous (In-person and Blackboard)
This course will provide an introduction to the role that policy plays in social work and social service delivery systems. This course provides an overview of the history of social welfare institutions and programs with a focus on political and economic foundations of social welfare, the connection between micro, mezzo, and macro practice and the ways they connect to policy practices and changes. We will explore Policy development and analysis in pursuit of social and economic justice. 4 hr. 4 cr. (W)(U)

IAS 31705, 3CHA [22116]
Children and Public Policy
Wednesday 6:20 - 8:00 PM
Almask
Hybrid Asynchronous (In-person and Blackboard)
Children are unique in the public policy realm of the United States as a group who are deeply affected by policies but especially unable to have a voice in the policy process and decision-making. This course will examine the primary policies dedicated to protecting children and their well-being across domains, including education, health, and family support/child protection. These will be examined from both the federal and local levels, with an emphasis on the policy process and opportunities for policy advocacy and change. 4 hrs.; 4 crs. (W)(U)

IAS A50000, 1COS [22117]
Inventing the Americas (Graduate)
Monday 5:30 - 7:10 PM
Woessner
**Online Synchronous (Zoom)**
This course offers an interdisciplinary introduction to the study of the Americas. It examines some of the ways in which the Americas have been constructed, defined, and redefined since the time of Columbus (and before). Touching upon some of the topics that have come to define the history of the Americas, students will discuss the science(s) of exploration; the imaginaries of the new world and the old; the politics and economics of empire and colonialism; the cruelties of invasion, conquest, and slavery; the transformations of ecology and biology; the contours of nationalism and transnationalism; as well as the more recent phenomenon of globalization. Open only to students accepted into the M.A. in the Study of the Americas program. 3 hr.; 3 cr. (G)

**IAS A60110, 2COS [22118]**
**Populism and Popular Culture in the Americas (Graduate)**
**Tuesday 5:30 - 7:10 PM**
Aguasaco

**Online Synchronous (Zoom)**
This course explores the symbiotic relation between political populism and the emergence of national and transnational popular culture(s) in the Americas. Following Garcia Canclini’s concept of economic citizenship, and Ernesto Laclau’s visions on Populism as an articulatory form, this course focuses on revealing the economic and political aspects that constitute both cultural practices and products in the Americas. The class discussions and readings will provide the theoretical framework while the students concentrate in studying cultural practices or products of their own choosing. 3 hrs.; 3 cr. (G)

**IAS 60600, 3COS [22119]**
**Musics of the Americas (Graduate)**
**Wednesday 5:30 - 7:10 PM**
Aprile

**Online Synchronous (Zoom)**
Music of the Americas will present a survey of selected styles of Latin America music including the classical and popular traditions and will consider its native, African, and European heritage. Each session will be dedicated to discussing one genre or style (such as son, cumbia, tango, bolero, samba, corrido, Latin jazz etc.) through guided listening of relevant recordings, pertinent readings, and screening of videos. In addition, the course will present the relevant theoretical issues pertinent to those musical styles, including perspectives that shed light on ethnic identities, gender issues, migration, and diaspora questions. Weekly assignments will include listening and readings. A term paper and a class presentation will also be required. 3 hr.; 3 cr. (G)

**MATH 15004, 1COS [27792]**
**Mathematics for the Contemporary World**
**Monday 6:00 - 9:20 PM**
Cheregi

**Online Synchronous (Zoom)**
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 15004, CW24 [27791]  
Mathematics for the Contemporary World  
Tues./Thurs. 2:40 - 4:20 PM  
Zafar  
In-person  
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. Should should bring their calculators to class every day. Attendance and class participation will be considered in the determination of the course grade. Class exams will contain questions that require students' answers be presented graphically and in correct, meaningful sentences. 4 hr.; 4 cr.

MATH 18004, 2CWE [27793]  
Quantitative Reasoning  
Tuesday 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 hr.; 4 cr.

MATH 18004, 4COS [27794]  
Quantitative Reasoning  
Thursday 6:00 - 9:20 PM  
Cheregi  
Online Synchronous (Zoom)  
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 hr.; 4 cr.

MATH 18504, XCHS [1971]  
Summer Session  
Basic Ideas in Math  
Tues./Thurs. 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 21004, XCHA [1972]  Summer Session
Introduction to Advertising
Tues./Thurs. 4:30 - 6:10 PM
t.b.a.
Hybrid-Asynchronous (In-person and Blackboard)
The fundamentals of the advertising industry. Students analyze advertising campaigns from a marketing viewpoint and evaluate media placement, audience, message and overall effectiveness of the visual and written components. Advertising strategies are explored and utilized as students develop an advertising campaign on an assigned topic. Pre-req: IAS/CWE 10000/10100 & MCA 10104. 4 hrs.; 4 crs. (W)(U)

MCA 33304, CWNT [27795]
Reporting and Writing
Online Asynchronous
Cardenas Pena
Online Asynchronous (Blackboard)
Instruction and practice in the basic techniques of reporting, including, interviewing and public affairs research, and writing news for mass audiences. It includes discussions on libel, freedom of information, fairness, and balance. Assignments involve real people and events. Pre-req.: MCA 23304 or permission of advisor. 4 hrs.: 4 crs. (W).

MUS 27104, XCHA [1973]  Summer Session
Latin Popular Music
Tues./Thurs. 6:20 - 8:00 PM
Velasquez Torres
Hybrid-Asynchronous (In-person and Blackboard)
Course Description forthcoming.
4 hrs., 4 cr.

PHIL 30005, CWNT [27797]
Justice and Society
Online Asynchronous
Gitsoulis
Online Asynchronous (Blackboard)
This course has two primary goals: First, it will serve as a comprehensive introduction to political philosophy with a special emphasis on issues of freedom, equality, property, and justice. We will consider some seminal questions from the history of political philosophy, e.g., What is justice? How do we create just political institutions? How do we change unjust institutions? To help us answer these questions, we will draw upon major arguments in both classical and contemporary philosophical literature. The second goal of this course will be to help students develop philosophical skills more generally. Students will learn how to generate original philosophical arguments, and how to construct those arguments clearly and effectively. 4 hrs.; 4 crs. (W)(U)

PSC 12504, 1COS [27798]
Intro to Public Policy
Monday 6:00 - 9:20 PM
Tirelli
Online Synchronous (Zoom)
A course on what governments do and in what political, social, and economic contexts. Models of the
formulation, legitimation and implementation of domestic policies in such areas as health, welfare, education, civil rights, crime and the environment. Pre req: PSC 10104. 4 hrs.; 4 crs.

**PSY 20104, CWNT [27799]**  
**Psychology of Disability**  
**Online Asynchronous**  
Matthews  
**Online Asynchronous (Blackboard)**  
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 24504, 7COM [27801]**  
**Psychology of Human Sexual Behavior**  
**Saturday 1:00 - 2:40 PM**  
Mercado  
**Online Mix (Zoom Synchronous and Blackboard)**  
Sexual behavior, attitudes, developments, and the consequences of the behavior are examined from a psychological perspective. Topics include historical and cross-cultural viewpoints, theories of human sexuality, gender roles, sexual dysfunction, sexual preference, psychological development of adult sexuality and aging sexuality. Pre req: PSY 10204. 4 hr.; 4 crs. (W) (U)

**PSY 24604, 6CHA [27802]**  
**Introduction to Human Development: Infancy and Childhood**  
**Saturday 10:40 -12:20 PM**  
Terry  
**Hybrid Asynchronous (In-person and Blackboard)**  
Topics include genetic considerations; prenatal development; the characteristics of the neonate; cognitive processes; language development; personality changes; early socialization; moral development. Pre req: PSY 10204. 4 hr.; 4 crs.

**PSY 31644, 1COS [27803]**  
**Psychological Testing**  
**Monday 6:00 - 9:20 PM**  
Zaid-Muhammad  
**Online Synchronous (Zoom)**  
Types of tests (intelligence, achievement and aptitude) will be discussed in terms of their validity and reliability. Theories about inheritance of intelligence and alleged racial differences in I.Q. will be examined; we will also discuss the use of psychological tests from pre-school to the SAT and the GRE, for hiring and promotion in the private sector and civil service, and their social and legal consequences. Pre req: PSY 10204. 4 hr.; 4 cr. (W)(U)

**SOC 26604, 4COS [27804]**  
**Family Relationships**  
**Thursday 6:00 - 9:20 PM**  
Andino  
**Online Synchronous (Zoom)**  
Sociological explanations of how and why husband/wife, parent/child, and other family relationships have
varied, historically and today, in the United States and around the world. How sociological research can contribute to understanding and making informed choices and decisions in family life. 4 hrs.; 4 crs.

SOC 38144, 1CHA [22121]
Sociology of Education
Monday 6:20 - 8:00 PM
Aprile
Hybrid Asynchronous
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, 3CHA [22126]
Sociology of Education
Wednesday 6:20 - 8:00 PM
Diop
Hybrid Asynchronous (In-person and Blackboard)
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 [22127]
Introductory Spanish I
Thursday 6:00 - 9:20 PM
Santos
Hyflex (Choice of In-person or Zoom)
An intensive course designed to provide the student with the elements of everyday Spanish. Course consists of 4 hours classroom work and 2 hours of online lab work per week. 6 hrs, 4 cr.

SPAN 12204, 4CHX [22128]
Introductory Spanish II
Thursday 6:00 - 9:20 PM
tba
Hyflex (Choice of In-person or Zoom)
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 12204, CWNT [22129]
Introductory Spanish II
Online Asynchronous
Chacon
Online Asynchronous (Blackboard)
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 [22130]
Intermediate Spanish
Thursday 6:00 - 9:20 PM
tba
Hyflex (Choice of In-person or Zoom)
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, CW24 [22806]
Foundations of Speech Communication
Tues./Thurs. 4:30 - 6:10 PM
t.b.a.
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)

WS 10004, 2CHA [27807]
Intro to Women's and Gender Studies
Tuesday 6:20 - 8:00 PM
Rosenbaum
Hybrid Asynchronous (In-person and Blackboard)
An introduction to issues that arise when women's lives and gender roles become the focus of critical inquiry. How do different societies and academic disciplines define women? How do women's experiences vary in relation to factors such as race, ethnicity, class, sexuality, age and nationality? How have women resisted, adapted to, and transformed "women's space" in the United States and elsewhere? 4 hr.; 4 cr. (W)