



# CCNY CWE

## Summer/Fall 2025

### Schedule of Classes

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Dear Students,

I am pleased to share the Summer and Fall 2025 schedules for the CCNY Downtown Campus. As always, we offer a diverse range of courses across all academic concentrations for the Interdisciplinary Liberal Arts major and the Early Childhood Education degree program, and now for our new major in Social Justice and Urban Life. Our Academic Advisors are available by appointment to help you choose the classes that best align with your academic goals and ensure you graduate on time.

Our staff is dedicated to meeting your expectations. You can access all the usual support services, including personalized advising, social workers, tutors, student affairs, financial aid, admissions, enrollment, library resources, the writing center, and IT support. These services are available both in person and remotely through our website and Virtual Front Desk.

Our administration, faculty, and staff continue to work hard to provide you with the best service and support possible. As I mentioned in the early days of the pandemic, our mission remains strong, and we will continue to support one another. We continue to offer courses using multiple delivery methods: in-person, online synchronous, online asynchronous, hybrid synchronous, hybrid asynchronous, online mixed.

I encourage you to review the course descriptions below and discuss them with your academic advisor to create a schedule that works best for you. I wish you and your families all the best. Be well, and stay safe.

Sincerely,

**Juan Carlos Mercado**

Dean

Division of Interdisciplinary Studies

## CWE Summer 2025 Classes

EDCE 22102, 3CWE [3646]	School, Family, Community	Wed 5:30 - 8:50 PM In-person	Huston
EDCE 31904, 4CWE [3647]	Science Methods in E.C.E.	Thu 4:30 - 7:50 PM In-person	Diaz
EDCE 40500, 1CWE [3648]	Facilitating Children's Artistic Development	Mon 5:30 - 8:50 PM In-person	T.B.A.
EDCE 40600, 2CWE [3649]	Facilitating Children's Musical Development	Tue 5:30 - 8:50 PM In-person	Aprile
IAS 21800, CWNT [6134]	Nonprofit Management	Asynchronous Online - Brightspace	Schaller
IAS 31183, XCWE [3650]	Contemporary Cinema of the Americas	MoWe 6:00 - 9:20 PM Online Synchronous - Zoom	Kopp
IAS 31249, 1CWE [6144]	Internships in Developmental Disabilities	Mon 6:00 - 9:20 PM In-person	Sutherland-Cohen
IAS 31405, CWNT [3651]	Inclusion: Principles in Practice	Asynchronous Online - Brightspace	DuMoulin
MATH 18504, XCWS [3645]	Basic Ideas in Math	TuTh 6:00 - 9:20 PM Online Synchronous - Zoom	Cheregi
MUS 27144, CWHHA [3644]	Latin Popular Music	TuTh 6:00 - 8:30 PM In-Person, required Brightspace	Velasquez Torres
PSY 31824, CWNT [3862]	Psychology of Parenting	Asynchronous Online - Brightspace	Matthews
SPAN 22504, CWNT [6143]	Intermediate Spanish	Asynchronous Online - Brightspace	Chacon

## Summer 2025 Suggested Courses by Major and Concentration

### B.A. Interdisciplinary Arts & Sciences

#### Literary, Media, and Visual Arts

IAS 31183 Contemporary Cinema of the Americas

MUS 27144 Latin Popular Music

#### History, Politics, and Society

IAS 31183 Contemporary Cinema of the Americas

MUS 27144 Latin Popular Music

#### Social Welfare

IAS 21800 Nonprofit Management

IAS 31249 Internships in Developmental Disabilities

IAS 31405 Inclusion: Principles in Practice

PSY 31824 Psychology of Parenting

#### Disabilities Studies

IAS 31249 Internships in Developmental Disabilities

IAS 31405 Inclusion: Principles in Practice

**Childhood Studies**

IAS 31405 Inclusion: Principles in Practice

**Global Labor Studies**

IAS 31183 Contemporary Cinema of the Americas

**The Americas**

IAS 31183 Contemporary Cinema of the Americas

**B.S. Early Childhood Education**

EDCE 22102 School, Family, Community\*

EDCE 31904 Science Methods in ECE\*

EDCE 40500 Facilitating Children's Artistic Development\*

EDCE 40600 Facilitating Children's Musical Development\*

MATH 18504 Basic Ideas in Math

\*see course descriptions for eligibility to enroll.

For ECE co-concentration electives, see BA course list above.

**B.A. Social Justice & Urban Life**

Consult Academic Advisor.

## CWE FALL 2025 Classes

MONDAY			
EDCE 20604, 1CWE [55970]	E.C.E. I: Theories of Development Applied to Early Childhood Practice	4:30 - 7:50 PM In-person	T.B.A.
EDCE 20604, 1CWE [22940]	E.C.E. I: Theories of Development Applied to Early Childhood Practice	5:30 - 8:50 PM In-person	Matthews
EDCE 22102, 1CWE [22941]	School, Family & Community	4:30 - 6:10 PM In-person	Scott
EDCE 32204, 1CWE [22943]	How Children Learn Math	4:30 - 7:50 PM In-person	Aprile
IAS A5010, 1CWS [25766]	Graduate Research Methodology (Graduate)	6:00 - 7:40 PM Zoom	Zafar
IAS 10000, CW13 [24545] (Mon/Wed)	Writing for Interdisciplinary Studies I	12:50 - 2:30 PM In-person	Sweeting
IAS 10400, CW13 [24595] (Mon/Wed)	Core Natural Science I: Nature & Human Beings I	2:40 - 4:00 PM In-person	Robinson
IAS 24200, 1CWA [24602]	Introduction to Interdisciplinary Studies	6:00 - 8:30 PM In-person with Brightspace	Zach
IAS 31104, 1CWA [24895]	Latin American Popular Culture	6:00 - 8:30 PM In-person with Brightspace	Aguasaco
IAS 31164, 1CWA [24901]	Medical Aspects of Disability	6:00 - 8:30 PM In-person with Brightspace	Ortiz-Suloway
IAS 31167, 1CWA [24902]	Gated Cities, Gated Communities, Gated Minds	6:00 - 8:30 PM In-person with Brightspace	Schaller
IAS 32177, 1CWA [25668]	Writing About New York	6:00 - 8:30 PM In-person with Brightspace	Neals
PSC 12504, 1CWS [25694]	Introduction to Public Policy	6:00 - 9:20 PM Zoom	Tirelli
PSY 36504, 1CWS [25707]	Family Psychology	6:00 - 9:20 PM Zoom	Zaid-Muhammad
SPCH 11104, CW13 [18306] (Mon/Wed)	Foundations of Speech Communication	4:30 - 6:10 PM In-person	Owen
TUESDAY			
EDCE 32204, 2CWE [22944]	How Children Learn Math	6:00 - 9:20 PM In-person	Aprile
EDCE 32204, 2CW2 [22945]	How Children Learn Math	4:30 - 7:50 PM In-person	Oppenzato
IAS A7010, 2CWS [25767]	MA Capstone Seminar: Who Cares? Self-Care and Care-giving in the Americas	6:00 - 7:40 PM Zoom	Rosenbaum
IAS 10400, 2CWA [24596]	Core Natural Science I: Nature & Human Beings I	6:00 - 8:30 PM In-person with Brightspace	Dunson-Delvalle
IAS 23324, 2CWA [24618]	Advanced Composition	6:00 - 7:40 PM In-person with Brightspace	Clark

IAS 24200, 2CWA [24848]	Introduction to Interdisciplinary Studies	6:00 – 8:30 PM In-person with Brightspace	<i>T.B.A.</i>
IAS 26000, 2CWA [24893]	Writing The City	6:00 – 7:40 PM In-person with Brightspace	McDonald
IAS 31237, 2CWA [24914]	Drugs: Their History and Sociology	6:00 – 8:30 PM In-person with Brightspace	Ortiz-Suloway
IAS 31501, 2CWS [25651]	African American History: Reconstruction to Black Lives Matter	6:00 – 9:20 PM Zoom	Orange
MATH 15004, CW24 [25675] (Tue/Thu)	Math for the Contemporary World	4:30 – 6:10 PM In-person	<i>T.B.A.</i>
MATH 18004, 2CWE [25688]	Quantitative Reasoning	6:00 – 9:20 PM In-person	Simonen
<b>WEDNESDAY</b>			
EDCE 20604, 3CWE [22907]	ECE I: Theories of Development Applied to Early Childhood Practice	4:30 – 7:50 PM In-person	Huston
EDCE 40800, 3CW2 [24539]	Student Teaching & Integrative Seminar in Early Childhood Education	4:30 – 6:10 PM In-person	<i>T.B.A.</i>
EDCE 40800, 3CWE [24538]	Student Teaching & Integrative Seminar in Early Childhood Education	4:30 – 6:10 PM In-person	Diaz
IAS A6280, 3CWS [25768]	Education and Race(ism) in the Americas	6:00 – 7:40PM Zoom	Buffalo
IAS 10000, CW13 [24545] (Mon/Wed)	Writing for Interdisciplinary Studies I	12:50 – 2:30 PM In-person	Sweeting
IAS 10400, CW13 [24595] (Mon/Wed)	Core Natural Science I: Nature & Human Beings I	2:40 – 4:00 PM In-person	Robinson
IAS 23304, 3CWS [24601]	The Essay	6:00 – 9:20 PM Zoom	Moore
IAS 24200, 3CWA [24853]	Introduction to Interdisciplinary Studies	6:00 – 8:30 PM In-person with Brightspace	Chappell
IAS 31148, 3CWS [24899]	The Global City on Film	6:00 – 9:20 PM Zoom	Kopp
IAS 31216, 3CWA [24912]	Women and Work	6:00 – 8:30 PM In-person with Brightspace	Rosenbaum
IAS 31700, 3CWA [25654]	Disability Narratives	6:00 – 8:30 PM In-person with Brightspace	Almash
SOC 38144, 4CWM [25753]	Sociology of Education	6:00 – 8:30 PM Zoom with Brightspace	Aprile
SOC 38144, 4CWA [55971]	Sociology of Education	6:00 – 8:30 PM In-person with Brightspace	<i>T.B.A.</i>
SPCH 11104, CW13 [18306] (Mon/Wed)	Foundations of Speech Communication	4:30 – 6:10 PM In-person	Owen

<b>THURSDAY</b>			
ANTH 22804, 4CWM [22890]	Urban Anthropology	6:00 - 8:30 PM Zoom with Brightspace	Calagione
EDCE 22102, 4CWE [22942]	School, Family & Community	4:30 - 6:10 PM In-person	Norton
EDCE 32304, 4CW2 [24536]	Language and Literacy I	6:00 - 8:30 PM In-person with Brightspace	Cruz
EDCE 32304, 4CWA [24537]	Language and Literacy I	6:00 - 8:30 PM In-person with Brightspace	Diaz
HIST 31824, 4CWA [24540]	History of Human Rights	6:00 - 8:30 PM In-person with Brightspace	Woessner
IAS 10800, 4CWA [24599]	Doing Social Research	6:00 - 8:30 PM In-person with Brightspace	Zafar
IAS A6290, 4CWS [53087]	Political Violence and Justice in Latin America (Graduate)	5:30 - 7:19 PM Zoom	Massimino
MATH 15004, CW24 [25675] (Tue/Thu)	Math for the Contemporary World	4:30 - 6:10 PM In-person	<i>T.B.A.</i>
MATH 18004, 4CWS [25678]	Quantitative Reasoning	6:00 - 9:20 PM Zoom	Cheregi
SPAN 12104, 4CWS [25756]	Introductory Spanish I	6:00 - 9:20 PM Zoom	Santos
SPAN 12204, 4CWS [25758]	Introductory Spanish II	6:00 - 9:20 PM Zoom	Velasquez Torres
SPAN 22504, 4CWS [25761]	Intermediate Spanish	6:00 - 9:20 PM Zoom	<i>T.B.A.</i>
<b>FRIDAY</b>			
IAS 24200, 5CWS [24603]	Introduction to Interdisciplinary Studies	6:00 - 9:20 PM Zoom	Aponte
IAS 31106, 5CWE [24896]	Works On Paper	5:30 - 8:50 PM In-person	Benedetto
IAS 31235, 5CWE [24913]	Introduction to Developmental Disabilities	6:00 - 9:20 PM In-person	Sutherland-Cohen
IAS 31260, 5CWS [25645]	Plagues Past and Present	6:00 - 9:20 PM Zoom	<i>T.B.A.</i>
MCA 40204, 5CWS [25645]	Critical Approaches to Film Directors	6:00 - 9:20 PM Zoom	Campbell Dalglish
<b>SATURDAY</b>			
EDCE 32304, 7CWE [24534]	Language and Literacy I	1:00 - 4:20 PM In-person	Huston
HIST 31974, 7CWE [24542]	Education in Black and White	1:00 - 4:20 PM In-person	Diop
IAS 10400, 6CWS [24594]	Core Natural Science I: Nature & Human Beings I	9:00 - 12:20 PM Zoom	Dunson-Delvalle

IAS 31158, 6CWS [24900]	Educating America	9:00 – 12:20 PM Zoom	Aponte
PSY 24604, 6CWE [25703]	Introduction to Human Development: Infancy and Childhood	9:00 – 12:20 PM In-person	Terry
PSY 35704, 7CWS [25706]	Community Psychology	1:00 – 4:20 PM Zoom	Mercado
<b>ONLINE ASYNCHRONOUS</b>			
IAS 10000, CWNT [24546]	Writing for Interdisciplinary Studies I	Asynchronous Online - Brightspace	Benedicty
IAS 10800, CWNT [24600]	Doing Social Research	Asynchronous Online - Brightspace	Robinson
IAS 25000, CWNT [24882]	The Right to The City	Asynchronous Online - Brightspace	T.B.A.
IAS 31145, CWNT [24897]	Philosophy and Literature	Asynchronous Online - Brightspace	Clark
IAS 31168, CWNT [24903]	Digital Media and Society (hybrid)	Asynchronous Online - Brightspace	Diaz
IAS 31181, CWNT [24911]	Existentialism Then and Now	Asynchronous Online - Brightspace	Woessner
IAS 31317, CWNT [25648]	Urban Sustainability and Neighborhood Change in New York	Asynchronous Online - Brightspace	Schaller
MCA 31744, CWNT [25689]	Emerging Media	Asynchronous Online - Brightspace	Cardenas Pena
PSY 20104, CWNT [25698]	Psychology of Disability	Asynchronous Online - Brightspace	Matthews
SPAN 12104, CWNT [25756]	Introductory Spanish I	Asynchronous Online - Brightspace	Chacon

## Fall 2025 Course Overview

### CORE and Major Requirements

#### B.A. IAS/B.S. ECE CORE Courses

IAS 10000 Writing for Interdisciplinary Studies I (multiple sections available)  
 IAS 10400 Nature and Human Beings I (multiple sections available)  
 MATH 15004 Math for the Contemporary World  
 MATH 18004 Quantitative Reasoning (multiple sections available, ECE majors)  
 SOC 38144 Sociology of Education  
 SPAN 12104 Introductory Spanish I  
 SPAN 12204 Introductory Spanish II  
 SPCH 11104 Foundations of Speech Communications (ECE majors)

*Consult your academic advisor about pathways substitutions in Creative Expression and US Experience in its*

*Diversity categories.*

### **B.A. IAS/B.S. ECE Major Courses**

IAS 24200 Introduction to Interdisciplinary Studies (multiple sections available)  
 IAS 23304 Advanced Composition  
 IAS 23324 The Essay  
 SPAN 22504 Intermediate Spanish

### **B.S. ECE 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*

### **B.A. in Social Justice and Urban Life Major (NEW MAJOR)**

#### **B.A. SJUL CORE Courses**

IAS 10000 Writing for Interdisciplinary Studies I (multiple sections available)  
 IAS 10400 Nature and Human Beings I (multiple sections available)  
 MATH 15004 Math for the Contemporary World  
 SPAN 12104 Introductory Spanish I  
 SPAN 12204 Introductory Spanish II

#### **B.A. SJUL Major Courses**

IAS 10800 Doing Social Research  
 IAS 25000 The Right to the City  
 IAS 26000 Writing the City

#### **B.A. SJUL Elective Courses (There are no concentrations for this major)**

ANTH 22804 Urban Anthropology  
 IAS 31148 The Global City on Film  
 IAS 31167 Gated Cities, Gated Communities, Gated Minds  
 IAS 31317 Urban Sustainability and Neighborhood Change

*Consult Academic Advisor for more details on the new B.A. in Social Justice and Urban Life major.*

## **FALL 2025 Suggested Courses by Academic CONCENTRATION**

### **Childhood Studies**

#### **Foundational Courses:**

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

#### **Elective Courses:**

HIST 31974 Education in Black and White  
 IAS 31158 Educating America  
 IAS 31216 Women and Work  
 IAS 31235 Introduction to Developmental Disabilities  
 IAS 31237 Drugs: Their History and Sociology



PSY 20104	Psychology of Disability
PSY 36504	Family Psychology
SOC 38144	Sociology of Education
WS 10004	Intro to Women's and Gender Studies

### **Disabilities Studies**

#### **Foundational Courses:**

IAS 31235	Intro to Developmental Disabilities
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#### **Elective Courses:**

IAS 31164	Medical Aspects of Disability
IAS 31700	Disability Narratives
PSY 20104	Psychology of Disability
PSY 24604	Introduction to Human Development: Infancy and Childhood

### **History, Politics and Society**

#### **Foundational Courses:**

ANTH 22804	Urban Anthropology
IAS 10800	Doing Social Research
PSC 12504	Introduction to Public Policy

#### **Elective Courses:**

HIST 31974	Education in Black and White
HIST 31824	History of Human Rights
IAS 25000	The Right to the City
IAS 26000	Writing the City
IAS 31104	Latin American Popular Culture
IAS 31148	The Global City on Film
IAS 31158	Educating America
IAS 31167	Gated Cities, Gated Communities, Gated Minds
IAS 31168	Digital Media and Society
IAS 31181	Existentialism Then and Now
IAS 31216	Women and Work
IAS 31237	Drugs: Their History and Sociology
IAS 31260	Plagues, Past and Present
IAS 31317	Urban Sustainability and Neighborhood Change
IAS 31501	African American History: Reconstruction to Black Lives Matter
IAS 32177	Writing About New York
PSY 35704	Community Psychology
SOC 38144	Sociology of Education

### **Literary, Media and Visual Arts**

#### **Foundational Courses:**

SPCH 11104	Foundations of Speech Communication
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#### **Elective Courses:**

IAS 26000	Writing the City
IAS 31106	Works on Paper
IAS 31145	Philosophy and Literature
IAS 31148	The Global City on Film
IAS 31168	Digital Media and Society
IAS 31181	Existentialism Then and Now

IAS 31700	Disability Narratives
IAS 32177	Writing About New York
MCA 31744	Emerging Media
MCA 40204	Critical Approaches to Film

## **Social Welfare**

### **Foundational Courses:**

IAS 10800	Doing Social Research
PSC 12504	Intro to Public Policy

### **Elective Courses:**

HIST 31824	History of Human Rights.
IAS 31164	Medical Aspects of Disability
IAS 31235	Intro to Developmental Disabilities
IAS 31216	Women and Work
IAS 31237	Drugs, Their History and Sociology
IAS 31260	Plagues, Past and Present
PSY 20104	Psychology of Disability
PSY 24604	Introduction to Human Development: Infancy and Childhood
PSY 35704	Community Psychology
PSY 36504	Family Psychology
SOC 38144	Sociology of Education

## **Urban Studies and Public Administration**

### **Foundational Courses:**

IAS 10800	Doing Social Research
PSC 12504	Intro to Public Policy

### **Elective Courses:**

ANTH 22804	Urban Anthropology
IAS 25000	The Right to the City
IAS 26000	Writing the City
IAS 31148	The Global City on Film
IAS 31158	Educating America
IAS 31167	Gated Cities, Gated Communities, Gated Minds
IAS 31317	Urban Sustainability and Neighborhood Change
IAS 31501	African American History: From Reconstruction to Black Lives Matter
PSY 35704	Community Psychology

## **Americas**

### **Foundational Courses:**

IAS 10800	Doing Social Research
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### **Elective Courses:**

HIST 31824	History of Human Rights
IAS 31104	Latin American Popular Culture
IAS 31148	The Global City on Film

## **Global Labor Studies**

### **Foundational Courses:**

IAS 10800	Doing Social Research
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**Elective Courses:**

ANTH 22804	Urban Anthropology
HIST 31824	History of Human Rights
IAS 31104	Latin American Popular Culture
IAS 31148	The Global City on Film
IAS 31260	Plagues, Past and Present

**M.A. in The Study of the Americas (GRADUATE PROGRAM)**

IAS A5010	Graduate Research Methodology
IAS A6280	Education and Race(ism) in the Americas
IAS A7010	MA Capstone Seminar: Who Cares? Self-Care & Care-giving in the Americas

**Course Descriptions****ANTH 22804, 4CWM [22890]****Urban Anthropology****Thursday 6:00 - 8:30 PM****Calagione****Zoom, with required Brightspace**

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. THIS COURSE REQUIRES WEEKLY ONLINE PARTICIPATION. STUDENTS MUST BE PREPARED TO USE ONLINE RESOURCES BEFORE THE FIRST CLASS. Pre-req.: Introductory social science or equivalent. 4 hrs.; 4 crs. (W)(U).

**EDCE 20604, 1CWE [55970]****ECE I: Theories of Development Applied to Early Childhood Practice****Monday 4:30 - 7:50 PM****TBD****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, 1CWE [22940]****ECE I: Theories of Development Applied to Early Childhood Practice****Monday 5:30 - 8:50 PM****Matthews****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 [22907]****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, 3CWE [3646] -SUMMER SESSION-****School, Family & Community****Wednesday 5:30 - 8:50 PM****Huston****In-person**

Students will gain understandings and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classrooms as a community. Emphasis on special needs, inclusion, and children whose second language is English. 5 hours fieldwork required. Open only to students formally accepted into the ECE program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2025, 2027). This course can be taken with student teaching. 2 hr; 2 cr.

**EDCE 22102, 1CWE [22941]****School, Family & Community****Monday 4:30 - 6:10 PM****Scott****In-person**

Students will gain understandings and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classrooms as a community. Emphasis on special needs, inclusion, and children whose second language is English. 5 hours fieldwork required. Open only to students formally accepted into the Early Childhood Education program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2023, 2025). This course can be taken with student teaching. 2 hr.; 2 cr.

**EDCE 22102, 4CWE [22942]****School, Family & Community****Thursday 4:30 - 6:10 PM****Norton****In-person**

Students will gain understandings and skills for working with all kinds of families. This includes using the local community and cultures as resources and supports for the child and family, bringing the outside world into the school, and viewing the classrooms as a community. Emphasis on special needs, inclusion, and children whose second language is English. 5 hours fieldwork required. Open only to students formally accepted into the Early Childhood Education program. Offered in the fall annually and bi-annually in the Summer (odd years, e.g. 2023, 2025). This course can be taken with student teaching. 2 hr.; 2 cr.

**EDCE 31904, 4CWE [3647] -SUMMER SESSION-****Science Methods in E.C.E.****Thursday 4:30 - 7:50 PM****Diaz**

**In-person**

The Science Methods class will use readings, written reflection, field trips, individual projects, group presentations, class activities and discussion to help students develop an understanding of the role of the early childhood teacher in building a foundation for early childhood science education with young learners. The class will include methods and strategies that are compatible with authentic early childhood educational goals, enabling ECE students to grow as teachers who will be able to provide appropriate practices and guidance that will allow all young children the means to explore and appreciate science concepts. Open only to students formally or provisionally accepted into the Early Childhood Education Program. 5 hours fieldwork required. 2 hr.; 2 cr.

**EDCE 32204, 1CWE [22943]****How Children Learn Math****Monday 4:30 - 7:50 PM****Aprile****In-person**

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration of mathematical concepts in a supportive classroom environment; course work, readings, workshop activities with children. Pre-req.: MATH 18500 or MATH 18504. 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, 2CW2 [22945]****How Children Learn Math****Tuesday 4:30 - 7:50 PM****Oppenzato.****In-person**

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration of mathematical concepts in a supportive classroom environment; course work, readings, workshop activities with children. Pre-req.: MATH 18500 or MATH 18504. 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, 2CWE [22944]****How Children Learn Math****Tuesday 6:00 - 9:20 PM****Aprile****In-person**

Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration of mathematical concepts in a supportive classroom environment; course work, readings, workshop activities with children. Pre-req.: MATH 18500 or MATH 18504. 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, 4CW2 [24536]****Language and Literacy I****Thursday 6:00 - 8:30 PM****Cruz****In-person with Brightspace**

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, 4CWA [24537]****Language and Literacy I****Thursday 6:00 - 8:30 PM****Diaz****In-person with Brightspace**

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, 7CWE [24534]****Language and Literacy I****Saturday 1:00 - 4:20 PM****Huston****In-person**

Introduction to the teaching of reading as a language thinking process within a development sequence. Methods and materials of instruction applicable to an integrated curriculum. Open only to students formally accepted into the Early Childhood Education Program. Offered in the Fall annually. 15 hours fieldwork required. 4 hrs.; 4 crs.

**EDCE 40500, 1CWE [3648] -SUMMER SESSION-****Facilitating Children's Artistic Development****Monday 5:30 - 8:50 PM****T.B.A.****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, 2CWE [3649] -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, 3CW2 [24539]****Student Teaching and Integrative Seminar in ECE****Wednesday 4:30 - 6:10 PM****T.B.A.****In-person**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE unless otherwise noted. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Offered in the Fall and Spring annually. Full time, 360 hours. Co-req.: See

Advisor. 6 hr.; 6 cr.

**EDCE 40800, 3CWE [24538]**

**Student Teaching and Integrative Seminar in ECE**

**Wednesday 4:30 - 6:10 PM**

**Diaz**

**In-person**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum.

Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE unless otherwise noted. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Offered in the Fall and Spring annually. Full time, 360 hours. Co-req.: See

Advisor. 6 hr.; 6 cr.

**HIST 31824, 4CWA [24540]**

**History Of Human Rights**

**Thursday 6:00 - 8:30 PM**

**Woessner**

**In-person, with required Brightspace**

We take their legitimacy for granted today, but what are human rights? When and where were they conceived—and by whom? Who ensures them and why? This course examines the development of the concept of human rights from its historical origins in the Enlightenment up to the present. In addition to exploring the idea itself, we analyze key moments in the history of the fight for human rights, including the American and French revolutions, the age of imperialism, and the establishment of the United Nations in the aftermath of the Second World War. Special attention is paid to the role that political, economic, and military violence has played in the articulation of the human rights discourse we currently employ. We read primary documents in the evolution of human rights, as well as their legal, philosophical, political, and cultural foundations. 4 hr.; 4 cr. (W)(U)

**HIST 31974, 7CWE [24540]**

**Education in Black and White**

**Saturday 1:00 - 4:20 PM**

**Diop**

**In-person, with required Brightspace**

This course surveys the history of education in the United States. How did the system we have now evolve? How, why and when did disparities based on class, race, gender, and region develop? To understand these questions, we will look at education in the colonies, changes after the American Revolution, education for whites, free, and enslaved blacks before the Civil War and the impact of emancipation on national public education. Through an historical examination of class and race in educational philosophies, practices and opportunities, we will seek ultimately to understand current issues in American education. Students will work with both primary and secondary source materials, strengthen their academic reading and writing skills, and become competent in historical research. 4hrs.; 4crs. (W)(U)

**IAS A5010, 1CWS [25766]**

**Graduate Research Methodology (Graduate)**

**Monday 6:00 - 7:40 PM**

**Zafar**

**Zoom**

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 A6280, 3CWS [25768]**

**Education and Race(ism) in the Americas (Graduate)**

**Wednesday 6:00 - 7:40 PM**

**Buffalo**

**Zoom**

How humans relate to the concept of racism and racism's material effects illustrate complexities in life, identity, and discourse that are as varied as the stories people tell. A rigorous analysis of racism and its effects in education demands exploration into these complexities as they emerge comparatively, across time, places, and peoples—with specific consideration for how consciousness aids naming and problematizing racism. It is also important to analyze individuals' experiences of and ability to name racism both in the context of other social ills (e.g., poverty, misogyny) *and* the environments and modes of communication that make honest dialogue about race(ism) possible.

Drawing on Lani Guinier's concept of racial literacy, in this course we will develop shared language and test analytical tools to study racism and its effects in education. We will engage in analysis of our own experiences and those of educators across the Americas (Brazil, Panama, Honduras, Jamaica, the U.S. South, and New York City) as they/we have migrated to unfamiliar contexts. The semester will culminate in plans for action that address the intersections of education with race, racism, and being raced in the Americas. Topics include: Assessment, Language, Legal History, Capitalism, School Discipline, and Accessibility. 3 hrs, 3 crs. (G)

**IAS A6290, 4CWS [53087]**

**Political Violence and Justice in Latin America (Graduate)**

**Thursday 5:30 - 7:19 PM**

**Massimino**

**Zoom**

The central objective of this course is to examine the human rights violations carried out by Latin American dictatorships during the 1970s as a method to suppress leftist movements that opposed the ruling elites across the region. While the course will focus mainly on the cases of Argentina, Guatemala, and Chile, it will also draw on examples from other countries in the region, including Colombia and its ongoing conflict and peace efforts. The course aims to cultivate a thorough understanding of human rights, with an emphasis on state accountability for severe violations and the pursuit of justice at both national and international levels. For these purposes, students will be introduced to fundamental human rights principles, the work of international and regional organizations, and mechanisms for holding states accountable for both territorial and extraterritorial human rights violations. Finally, the course will address key legal concepts related to international crimes, particularly genocide and crimes against humanity, and will examine the domestic legal processes these nations have pursued or continue to pursue in response to such violations. 3 hrs, 3 crs. (G)



**IAS A7010, 2CWS [25767]****MA Capstone Seminar: Who Cares? Self-Care and Care-giving in the Americas (Graduate)****Tuesday 6:00 - 7:40 PM****Rosenbaum****Zoom**

Self-care is everywhere these days, circulating as a marketing tool, refuge from (and in) consumer goods, fix for productivity, and cure for burn out. This course takes a critical approach to the concept of self-care exploring the different intellectual traditions from which it emerges, including a Black feminist lineage that positions it as a radical tool for change as well as literatures that critique it as neoliberal form of self-making. It then turns to specific ethnographic examples asking how care plays out in different places and historical moments across the Americas. The course will foreground how care can be transformational, how the right to care is unevenly distributed, and how self-care for some relies on and elides the caring labor of others. 3 hrs, 3 crs. (Graduate)

**IAS 10000, CW13 [24545]****Writing for Interdisciplinary Studies I****Mon./Wed. 12:50 - 2:30 PM****Sweeting****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 10000, CWNT [24546]****Writing for Interdisciplinary Studies I****Online Asynchronous****Benedicty****Brightspace**

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, 2CWA [24596]****Nature and Human Beings I (Core Natural Science I)****Tuesday 6:00 - 8:30 PM****Dunson-Delvalle****In-person, with required Brightspace**

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, 6CWS [24594]****Nature and Human Beings I (Core Natural Science I)****Saturday 9:00AM - 12:20****Dunson-Delvalle****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, CW13 [24595]****Nature and Human Beings I (Core Natural Science I)****Mon./Wed. 2:40 - 4:00 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, 4CWA [24599]****Doing Social Research****Thursday 6:00 - 8:30 PM****Zafar****In-person, with required Brightspace**

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 [24600]****Doing Social Research****Online Asynchronous****Robinson****Brightspace**

This course will help develop needed research skills by focusing on a particular social problem each term. It will ask, where did the "problem" come from; how has it been analyzed; and how should we evaluate the answers? Using historical and contemporary examples, students will learn basic research techniques, from use of the library, to developing a bibliography, to finding and using quantitative evidence. Recommended Pre- or Co-requisite: IAS 10000, IAS 10100, or equivalent. 4 hrs.; 4 crs. (W)

**IAS 21800, CWNT [6143] -SUMMER SESSION-****Modern Nonprofit Management****Online Asynchronous****Schaller****Brightspace**

This course provides an overview of the nonprofit sector. We will explore the role the nonprofit sector plays in society, focusing specifically its role as the "third sector" in relation to the public and private sectors. We will examine the pressures that nonprofit institutions face in trying to manage their growth to reach long-term sustainability. Students will learn about the governance of nonprofit organizations and

how individual leadership styles impact their organizations. Finally, the class will focus on working through case studies to provide a forum for practical application of concepts discussed in the readings. 4hr.; 4cr.(W)(U)

**IAS 23304, 3CWS [24601]**

**The Essay**

**Wednesday 6:00 - 9:20 PM**

**Moore**

**Zoom**

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, 2CWA [24618]**

**Advanced Composition**

**Tuesday 6:00 - 7:40 PM**

**Clark**

**In-person, with required Brightspace**

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, 1CWA [24602]**

**Introduction to Interdisciplinary Studies**

**Monday 6:00 - 8:30 PM**

**Zach**

**In-person, with required Brightspace**

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, 2CWA [24848]**

**Introduction to Interdisciplinary Studies**

**Tuesday 6:00 - 8:30 PM**

**T.B.A.**

**In-person, with required Brightspace**

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, 3CWA [24853]**

**Introduction to Interdisciplinary Studies**

**Wednesday 6:00 - 8:30 PM**

**Chappell**

**In-person, with required Brightspace**

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, 5CWS [24603]**

**Introduction to Interdisciplinary Studies**

**Friday 6:00 - 9:20 PM**

**Aponte**

**Zoom**

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, CWNT [24882]**

**The Right to the City**

**Online Asynchronous**

**T.B.A.**

**Brightspace**

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, 2CWA [24893]**

**Writing the City**

**Tuesday 6:00 - 7:40 PM**

**McDonald**

**In-person, with required Brightspace**

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 31104, 1CWA [24895]**

**Latin American Popular Culture**

**Monday 6:00 - 8:30 PM**

**Aguasaco**

**In-person, with required Brightspace**

This course explores the making and the remaking of Latin American national identities through ideas of race, gender and culture over the last two hundred years. Working from the premise that these concepts

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

**IAS 31106, 5CWE [24896]**

**Works On Paper**

**Friday 5:30 - 8:50 PM**

**Benedetto**

**In-person**

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

**IAS 31145, CWNT [24897]**

**Philosophy and Literature**

**Online Asynchronous**

**Clark**

**Brightspace**

A critical examination of the philosophical dimensions of various theories of literature. Examination of metaphysical, epistemological, ethical, and aesthetic issues and themes in narrative fiction. Readings from both philosophical papers and works of literature. Pre-req.: IAS 10000 and 10100 or equivalent, any introductory philosophy or critical thinking course. 4 hrs.; 4 crs. (W)

**IAS 31148, 3CWS [24899]**

**The Global City on Film**

**Wednesday 6:00 - 9:20 PM**

**Kopp**

**Zoom**

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 31158, 6CWS [24900]****Educating America****Saturday 9:00AM - 12:20****Aponte****Zoom**

American education has always been front-page news, and rarely has the news been good. Such news can be divided into two generic camps: those sympathetic to or contemptuous of John Dewey and his followers. No matter where we seem to look—from institutions of higher learning, public intellectuals, or to the daily news cycle—everyone, regardless of their qualifications, is an educational expert. Yet much of what they are saying—or, at times, screaming—is not new, and this interdisciplinary course explores the ways in which educational discourse was shaped and reshaped over time and in myriad ways throughout the 20th century. Throughout it we will conduct read primary and secondary sources in order to perform autopsies on such discourse in the hopes of better understanding where we've come from and whither we are tending, educationally. The connections between schools and society were once porous, and readings might show how they became less so, and how educational discourse became less about society and more narrowly about politics. 4 hr., 4cr. (W)(U)

**IAS 31164, 1CWA [24901]****Medical Aspects of Disability****Monday 6:00 - 8:30 PM****Ortiz-Suloway****In-person, with required Brightspace**

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., 4cr. (U)

**IAS 31167, 1CWA [24902]****Gated Cities, Gated Communities, Gated Minds****Monday 6:00 - 8:30 PM****Schaller****In-person, with required Brightspace**

This course explores the global phenomenon of "gating" and privatizing urban spaces to create residential and commercial areas that offer a sense of heightened security and seclusion, a respite from the perceived chaos, violence and anonymity of the ever-encroaching city. Gated communities are no longer to be found in the suburbs but are fracturing city space as fortified enclaves become sanitized, re-imagined, branded and sold. In this course we will explore the contours and content of this physical gating of urban metropolitan spaces through divergent lenses, taking an interdisciplinary journey into some of the "cities of walls" that have been emerging in the Americas. We will read ethnographic and sociological studies and urban theory as well as literary works and watch several films that examine how "gating" or "walling" shapes the urban and specific cities and how this is redefining urban life in the Americas and beyond. What does this (re)segregation by class, race, ethnicity and gender imply in terms of our day-to-day encounters and relationships as well as our roles as citizens? Are we just gating our lives or our minds as well? We will cover some of the theoretical debates on gated communities, thinking about the reasons behind gating, assessing the impact on the urban fabric as well as investigating the implication the

increasing privatization of neighborhood and commercial spaces has in term of social inclusion and exclusion. We will read several novels, such as T.C. Boyle's *Tortilla Curtains* set in California, *The Thursday Widows* by Claudia Piñeiro set in Argentina and *The Parable of the Sower* by Octavia E. Butler also set in California and *Perilous Kinship* by a German Turkish author. 4hr., 4cr. (W)(U)

### **IAS 31168, CWNT [24903]**

#### **Digital Media and Society**

#### **Online Asynchronous**

**Diaz**

#### **Brightspace**

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 31181, CWNT [24911]**

#### **Existentialism Then and Now**

#### **Online Asynchronous**

**Woessner**

#### **Brightspace**

This interdisciplinary course examines the historical legacy and contemporary relevance of existentialism. Commonly associated with the work of such philosophers and writers as Soren Kierkegaard, Martin Heidegger, Jean-Paul Sartre, Albert Camus, and Simone de Beauvoir, existentialism has influenced everything from religious and political debates to expressions of popular culture—in literature and film, especially—around the world. It has also transformed discussions about social welfare in disciplines such as psychology and sociology. Drawing upon a resurgent interest in existentialism both within and beyond the academy, this course aims to introduce students to some of the primary texts in the existentialist canon, as well as to important works on the legacy of existentialist ideas in the secondary literature. Highlighting the themes of equality, freedom, and justice, the course will address some of the ways in which existentialism has influenced feminism, anti-racism, and anti-colonialism. 4 hr. 4 cr. (W)(U)

### **IAS 31183, XCWM [3650] -SUMMER SESSION-**

#### **Contemporary Cinema of the Americas**

**Mon./Wed. 6:00 – 9:20 PM**

**Kopp**

**Zoom**

This summer course will be almost entirely online except for the week of The Americas Film Festival of New York 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 31216, 3CWA [24912]**

**Women and Work**

**Wednesday 6:00 - 8:30 PM**

**Rosenbaum**

**In-person, with required Brightspace**

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 31235, 5CWE [24913]**

**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 31237, 2CWA [24914]**

**Drugs: Their History & Sociology**

**Tuesday 6:00 - 8:30 PM**

**Ortiz-Suloway**

**In-person, with required Brightspace**

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 10200 or IAS 10300 or equivalent. 4 hrs.; 4 crs. (W)(U)

**IAS 31249, CWNT [6144] -SUMMER SESSION-**

**Internships in Developmental Disabilities**

**Monday 6:00 - 9:20 PM**

**Sutherland-Cohen**

**In-person**

For eligible students who wish to supplement classroom study with supervised experience in the field. Students whose jobs involve the developmentally disabled may arrange to complete the work at their places of employment. All placements subject to approval. Bi-Weekly meetings with a faculty member are mandatory. Pre-reqs.: IAS 31235 & IAS 31240. 4 hrs.; 2 crs. (U)



**IAS 31260, 5CWS [25645]****Plagues Past and Present****Friday 6:00 - 9:20 PM****T.B.A.****Zoom**

Plagues have shaped human history, and human activity has in turn created the opportunity for plagues. We have all lived through the agonizing medical, social, and moral problems posed by a decade and a half of the AIDS crisis, as well as the appearance of such new contagions as "mad cow" disease and the Ebola virus. What conditions have contributed to this alarming trend? Taking an evolutionary and ecological approach, we will examine historical plagues, current epidemics and possible future scenarios. We will study how our immune systems combat foreign microbes and parasites, the organisms responsible for disease transmission, and the dynamics of the spread of epidemics. Social, moral, and political issues will also be explored (e.g., the labeling of immigrant groups as disease carriers; the conflict between public health policy and individual rights; the ethics of AIDS testing in Africa.) Pre-Req.: CWE 10400 or the equivalent, or permission of the instructor. 4 hr.; 4 cr. (W) (U)

**IAS 31317, CWNT [25648]****Urban Sustainability and Neighborhood Change in NYC****Online Asynchronous****Schaller****Brightspace**

Climate change is a hoax! This is the attitude the next US president has expressed repeatedly. But is it? This class is focused on urban sustainability in the context of climate change. Cities and processes of urbanization are often associated with disorder, informality, disease, danger, and inequality. Yet, planners, architects, sociologists, scientists, engineers, writers and artists have also looked to cities for inspiration. They have often sought to harness both optimism and pragmatism to try to imagine and shape a more "sustainable" future. This class will examine what we mean by "sustainable" cities and neighborhoods in a global context (with a specific focus on the Americas). We will investigate how areas of planning, such as land use, design, culture, housing, food systems, transportation, intersect with the built environment and shape socioeconomic and cultural dimensions of neighborhood life. Given the reality of climate change, we will explore what this means for urban areas. To this end, we will take apart the meanings of sustainability and resilience. How might we relate these concepts to the idea of a more just city? To do this, we will read about "radical cities" in the Americas to understand how alternative political, social, design and economic practices support resiliency and sustainability. 4hr; 4cr. (W)(U)

**IAS 31405, CWNT [3561] -SUMMER SESSION-****Inclusion: Principles in Practice****Online Asynchronous****DuMoulin****Brightspace**

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 31501, 2CWS [25651]****African American History: Reconstruction to Civil Rights to Black Lives Matter****Tuesday 6:00 - 9:20 PM****Orange****Zoom**

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

**IAS 31700, 3CWA [25654]****Disability Narratives****Wednesday 6:00 - 8:30 PM****Almash****In-person, with required Brightspace**

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 32177, 1CWA [25668]****Writing About New York****Monday 6:00 - 8:30 PM****Neals****In-person, with required Brightspace**

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

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

**IAS A5010, 1CWS [25766]****Graduate Research Methodology (Graduate)****Monday 6:00 - 7:40 PM****Zafar****Zoom**

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)

**MATH 15004, CW24 [25675]****Mathematics for the Contemporary World****Tues./Thurs. 4:30 - 6:10 PM****T.B.A.****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 [25688]****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 hrs, 4 crs.

**MATH 18004, 4CWS [25678]****Quantitative Reasoning****Thursday 6:00 - 9:20 PM****Cheregi****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 hrs, 4 crs.

**MATH 18504, XCWS [3645] -SUMMER SESSION-****Basic Ideas in Math****Tues./Thurs. 6:00 - 9:20 PM****Cheregi****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 31744, CWNT [25689]****Emerging Media****Online Asynchronous****Cardenas Pena****Brightspace**

Emerging Media provides an insight view of the news-making process in contemporary informative media. This course will emphasize story-telling and provide an understanding of the industry for its different outlets: digital and broadcast. The class pays special attention to some recently developed media outlets like social media (Twitter, Discord, TikTok, Snapchat, Reddit, etc.) and streaming services (podcast). Fundamental writing skills will be reviewed while integrating journalistic new trends. Particular attention will be given to developing story ideas and its creative process before it reaches the reader/viewer. 4 hrs, 4 crs. (W)(U).

**MCA 40204, 5CWS [55565]****Critical Approaches to Film Directors****Friday 6:00 - 9:20 PM****Campbell Dalglish****Zoom**

By sharing critical perspectives of award-winning directors from overseas: Sudan, Israel, Gaza, Russia, Ukraine, Latin America, Pakistan and India, students engage in well informed discussions about the ongoing struggles of countries seeking sovereignty in a global international market where cultures, lands, borders, militaries and economies play important roles in reaching self- determination and global peace . 4 hr. 4 cr. (U)(W)

**MUS 27144, CWAHA [3644] -SUMMER SESSION-****Latin Popular Music****Tues./Thurs. 6:00 - 8:30 PM****Velasquez Torres****In-person and required Brightspace**

This course introduces the students to the wide spectrum of Latin American music. This includes lectures with music examples of the wide range of musical genres developed in Latin America during the 20th and 21st centuries. The class will study the basic approach to musicology from Latin American scholars and their work. The class runs in two simultaneous sections; one is the in-person meeting with auditions and discussion, the other focuses on asynchronous work focused mainly on the texts supported by reading outlines after each chapter. 4 hr. 4 cr.

**PSC 12504, 1CWS [25694]****Intro to Public Policy****Monday 6:00 - 9:20 PM****Tirelli****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 [25698]****Psychology of Disability****Online Asynchronous****Matthews****Brightspace**

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

**PSY 24604, 6CWE [25703]****Introduction to Human Development: Infancy and Childhood****Saturday 9:00AM - 12:20****Terry****In-person**

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

**PSY 31824, CWNT [3862] -SUMMER SESSION-****Psychology of Parenting****Online Asynchronous****Matthews****Brightspace**

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 35704, 7CWS [25706]****Community Psychology****Saturday 1:00 - 4:20 PM****Mercado****Zoom**

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

**PSY 36504, 1CWS [25707]****Family Psychology****Monday 6:00 - 9:20 PM****Zaid-Muhammad****Zoom**

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

**SOC 38144, 3CWA [25753]**  
**Sociology of Education**  
**Wednesday 6:00 - 8:30 PM**  
**T.B.A.**

**In-person, with required Brightspace**

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, 4CWM [25753]**  
**Sociology of Education**  
**Wednesday 6:00 - 8:30 PM**  
**Aprile**

**Zoom, with required Brightspace**

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, 4CWS [25756]**  
**Introductory Spanish I**  
**Thursday 6:00 - 9:20 PM**  
**Santos**  
**Zoom**

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 crs.

**SPAN 12104, CWNT [25757]**  
**Introductory Spanish I**  
**Online Asynchronous**  
**Chacon**  
**Brightspace**

An intensive course designed to provide the student with the elements of everyday Spanish. Course consists of 6 hrs of online asynchronous work every week. 6 hrs, 4 crs.

**SPAN 12204, 4CWS [25758]**  
**Introductory Spanish II**  
**Thursday 6:00 - 9:20 PM**  
**Velasquez Torres**  
**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 crs.

**SPAN 22504, 4CWS [25761]**  
**Intermediate Spanish**  
**Thursday 6:00 - 9:20 PM**  
**T.B.A.**  
**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.

**SPAN 22504, CWNT [6143] -SUMMER SESSION-****Intermediate Spanish****Online Asynchronous****Chacon****Brightspace**

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, CW13 [18306]****Foundations of Speech Communication****Mon./Wed. 4:30 - 6:10 PM****Owen****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)