



# CCNY CWE

## Spring 2026

### Schedule of Classes

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Dear Students,

I am writing to announce the [\*\*2026 Spring Schedule\*\*](#) for Schedule for CCNY CWE at the City College Downtown Campus. As always, we have an extensive variety of courses across our academic programs, including [\*\*Interdisciplinary Liberal Arts\*\*](#), the [\*\*Early Childhood Education\*\*](#), and the new [\*\*BA in Social Justice and Urban Life\*\*](#). 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 can access all of our support services, including our staff [\*\*social worker\*\*](#), [\*\*tutors\*\*](#), [\*\*Student Affairs\*\*](#), [\*\*Financial Aid\*\*](#), [\*\*Admissions\*\*](#), [\*\*Advising\*\*](#), [\*\*Library\*\*](#), [\*\*Writing Center\*\*](#), and [\*\*IT\*\*](#). These services are available to students both in person and remotely through our [\*\*website\*\*](#) and our [\*\*front desk\*\*](#). Our [\*\*administration, faculty, and staff\*\*](#) continue to work hard to provide our students with the best service and support.

We offer courses using seven different [\*\*delivery methods\*\*](#) — in-person, online synchronous, online asynchronous, hybrid asynchronous, and online mixed. I encourage you to review the descriptions and discuss them with your [\*\*Academic Advisor\*\*](#) to plan a schedule that will work best for you.

As I have expressed to you before, our mission is stronger than ever, and we will continue to stay strong together. You are always welcome to stop by my office. My door is open to you. I wish you and your families all the best. Be well and stay safe.

**Juan Mercado**, Dean  
Division of Interdisciplinary Studies

## CWE Spring 2026 Class Table

<b>MONDAY</b>			
EDCE 20604, 1CWE [37757]	ECE I: Theories of Development Applied to Early Childhood Practice	M 5:30 - 8:50 PM In-Person	Matthews
EDCE 20614, 1CWE [37759]	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	M 4:30 - 7:50 PM In-Person	Olivo
EDCE 20614, CWA1 [37765]	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	M 5:30 - 8:50 PM In-Person	Williams
IAS 10500, CW13 [37873]	Natural Science & Human Beings II (Core)	M/W 2:40 - 4:00 PM In-Person	Robinson
IAS 23324, CW13 [37897]	Advanced Composition	M/W 12:50 - 2:30 PM In-Person	Sweeting
IAS 24200, 1CWA [37899]	Intro to Interdisciplinary Studies	M 6:00 - 8:30 PM In-person with Brightspace	Zach
IAS 31235, 1CWE [38007]	Intro to Developmental Disabilities	M 6:00 - 8:30 PM In-person with Brightspace	Ortiz-Suloway
IAS 31243, 1CWS [38041]	Listening to the City	M 6:00 - 9:20 PM Zoom	Aprile
IAS A5000, 1CWS [47908]	Inventing the Americas (graduate)	M 6:00 - 7:40 PM Zoom	Woessner
PSC 21104, 1CWS [38148]	New York Politics	M 6:00 - 9:20 PM Zoom	Tirelli
PSY 24704, 1CWS [38152]	Social Psychology	M 6:00 - 9:20 PM Zoom	Zaid-Muhammad
<b>TUESDAY</b>			
EDCE 31904, 2CWE [37770]	*Science Methods in E.C.E.	T 4:30 - 6:10 PM In-Person	Aprile
EDCE 40300, 2CWE [37786]	*Social Studies in ECE	T 6:20 - 8:00 PM In-Person	Aprile
EDCE 40300, 2CW2 [37784]	Social Studies in ECE	T 4:30 - 6:10 PM In-Person	Wilgus
IAS 10000, 2CWA [37867]	Writing for Interdisciplinary Studies I	T 6:00 - 8:30 PM In-person with Brightspace	Clark
IAS 10500, 2CWE [37870]	Natural Science & Human Beings II (Core)	T 6:00 - 9:20 PM In-person	Dunson-Delvalle
IAS 10800, 2CWS [37883]	Doing Social Research	T 6:00 - 9:20 PM Zoom	Rosenbaum
IAS 24200, 2CWA [37900]	Intro to Interdisciplinary Studies	T 6:00 - 8:30 PM In-person with Brightspace	Woessner
IAS 31225, 2CWA [38005]	Flash Fiction	T 6:00 - 8:30 PM In-person with Brightspace	Neals
IAS 31231, 2CWS [38006]	Race(ing) America the Black and Non-White Athlete	T 6:00 - 9:20 PM Zoom	Orange
IAS 31244, 2CWA [38045]	Latin American Cinema	T 6:00 - 8:30 PM In-person with Brightspace	Aguasaco
IAS 32185, 2CWA [38049]	Sociology of the Deaf	T 6:00 - 8:30 PM In-person with Brightspace	Ortiz-Suloway
IAS 41000, 2CWA [38053]	Social Justice & Urban Life Capstone	T 6:00 - 8:30 PM In-person with Brightspace	Schaller
IAS A6400, 2CWS [43168]	Pandemic and Epidemic Narratives of the Americas	T 6:00 - 7:40 PM Zoom	McDonald
MATH 18504, 2CWE [38128]	Basic Ideas in Math	T 6:00 - 9:20 PM In-Person	Simonen
SPCH 23304, CW24 [38179]	Voice and Diction	T/TH 4:00 - 5:40 PM In-Person	Owen

<b>WEDNESDAY</b>			
ANTH 20104, 3CWA [37689]	Cross-Cultural Perspectives	W 6:00 - 8:30 PM In-person with Brightspace	Rosenbaum
EDCE 20614, 3CWA [37760]	ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings	W 6:00 - 8:30 PM In-person with Brightspace	Diaz
EDCE 40800, 4CWE [37905]	Student Teaching & Integrative Seminar in ECE	W 4:00 - 5:40 PM In-Person	Diaz
EDCE 40800, CWE4 [37864]	Student Teaching & Integrative Seminar in ECE	W 4:00 - 5:40 PM In-Person	Uraga
IAS 10500, CW13 [37873]	Natural Science & Human Beings II (Core)	M/W 2:40 - 4:00 PM In-Person	Robinson
IAS 22200, 3CWM [37889]	Intro to Urban Studies and Planning	W 6:00 - 8:30 PM Zoom with Brightspace	Schaller
IAS 23304, 3CWS [37893]	The Essay	W 6:00 - 9:20 PM Zoom	Moore
IAS 23324, CW13 [37897]	Advanced Composition	M/W 12:50 - 2:30 PM In-Person	Sweeting
IAS 24200, 3CWA [37973]	Intro to Interdisciplinary Studies	W 6:00 - 8:30 PM In-person with Brightspace	Chappell
IAS 31144, 3CWS [37980]	The Disabled Body in Film	W 6:00 - 9:20 PM Zoom	Kopp
IAS 41002, 3CWE [38054]	Internship in Social Justice and Urban Life	W 6:00 - 7:40 PM In-Person	Robinson
IAS 52040, 3CWS [38101]	The Dominican People in the US: (Graduate)	W 6:00 - 7:40 PM Zoom	Ortega Espinal
SOC 38144, 3CWA [38163]	Sociology of Education	W 6:00 - 8:30 PM In-person with Brightspace	Diop
<b>THURSDAY</b>			
ANTH 31114, 4CWM [37755]	Literacies, Culture and Power	TH 6:00 - 8:30 PM Zoom with Brightspace	Calagione
EDCE 40200, 4CWE [37778]	Language and Emergent Literacy II	TH 6:20 - 8:00 PM In-Person	Buffalo
EDCE 40200, CWE4 [37780]	Language and Emergent Literacy II	TH 4:30 - 6:10 PM In-Person	Santos
EDCE 40200, 4CW2 [37777]	Language and Emergent Literacy II	TH 4:30 - 6:10 PM In-Person	Norton
EDCE 40600, 4CWE [37791]	Facilitating Children's Musical Development	TH 6:20 - 8:00 PM In-Person	Aprile
IAS 10800, 4CWA [37885]	Doing Social Research	TH 6:00 - 8:30 PM In-person with Brightspace	Zafar
IAS A6300, 4CWS [38123]	Urban Security and Social Justice in the Americas (Graduate)	TH 6:00 - 7:40 PM Zoom	Walker
MATH 18504, 4CWS [38130]	Basic Ideas in Math	TH 6:00 - 9:20 PM Zoom	Cheregi
SPAN 12104, 4CWS [38174]	Introductory Spanish I	TH 6:00 - 9:20 PM Zoom	Velasquez Torres
SPAN 12204, 4CWS [38175]	Introductory Spanish II	TH 6:00 - 9:20 PM Zoom	Santos
SPAN 22504, 4CWS [38178]	Intermediate Spanish	TH 6:00 - 9:20 PM Zoom	Russo
SPCH 23304, CW24 [38179]	Voice and Diction	T/TH 4:00 - 5:40 PM In-Person	Owen
<b>FRIDAY</b>			
IAS 20100, 5CWE [37887]	Art On and Off the Wall	F 5:30 - 8:50 PM PM In-Person	Perri

IAS 24200, 5CWS [37977]	Intro to Interdisciplinary Studies	F 6:00 - 9:20 PM Zoom	Aponte
IAS 31240, 5CWE [38012]	Issues for Adults w/ Developmental Disabilities	F 6:00 - 9:20 PM In-Person	Sutherland-Cohen

**SATURDAY**

EDCE 31904, 7CWE [37776]	Science Methods in E.C.E.	SAT 3:00 - 4:40 PM In-Person	Huston
EDCE 40300, 6CWE [37788]	Social Studies in ECE	SAT 1:00 - 2:40 PM In-Person	Huston
HIST 31964, 6CWS [37866]	History of Childhood in America	SAT 9:00 - 12:20 AM Zoom	Diop
IAS 10500, 6CWS [37872]	Natural Science & Human Beings II (Core)	SAT 9:00AM - 12:20 PM Zoom	Dunson-Delvalle
IAS 23304, 7CWE [37896]	The Essay	SAT 1:00 - 4:20 PM In-Person	Moore
IAS 31157, 6CWS [54168]	Art and Social Change in the Americas	SAT 9:00 - 12:20 AM Zoom	Codebo
MATH 18004, 7CWS [38127]	Quantitative Reasoning	SAT 1:00 - 4:20 PM Zoom	Oppenzato
PSY 25604, 6CWE [50827]	Introduction to Human Development: Adolescence and Youth	SAT 9:00 - 12:20 AM In-person	Terry
PSY 37704, 7CWS [38158]	Theories of Personality	SAT 1:00 - 4:20 PM Zoom	Mercado
SOC 38144, 6CWS [38168]	Sociology of Education	SAT 1:00 - 4:20 PM Zoom	Aponte

**ONLINE ASYNCHRONOUS**

HIST 31224, CWNT [38234]	The History of Women, War, Peace	Online Asynchronous with Brightspace	Woessner
IAS 31214, CWNT [37991]	Autism Spectrum Disorders/Young Children	Online Asynchronous with Brightspace	DuMoulin
IAS 31500, CWNT [38047]	A Child's Eye View of the World	Online Asynchronous with Brightspace	Clark
IAS 31502, CWNT [38048]	Youth Literature: Theories and Reading	Online Asynchronous with Brightspace	Benedicty
IAS 34300, CWNT [38051]	Inequality and Social Justice	Online Asynchronous with Brightspace	Robinson
MCA 10104, CWNT [38144]	Intro to Media Studies (online)	Online Asynchronous with Brightspace	Diaz
MCA 23304, CWNT [39765]	Intro to Journalism	Online Asynchronous with Brightspace	Cardenas Pena
PSY 31824, CWNT [38156]	Psychology of Parenting	Online Asynchronous with Brightspace	Matthews
PSY 31824, CWN2 [58140]	Psychology of Parenting	Online Asynchronous with Brightspace	Matthews
SOC 31185, CWNT [38160]	Sociology of the Family	Online Asynchronous with Brightspace	Almash
SPAN 12204, CWNT [38177]	Introductory Spanish II	Online Asynchronous with Brightspace	Chacon

\*see course descriptions for details on specific EDCE courses and co-requisites.

## SPRING 2026 Course Overview

### CORE and Major Requirements

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

IAS 10000	Writing for Interdisciplinary Studies I
IAS 10500	Nature and Human Beings II
MATH 18004	Quantitative Reasoning
MATH 18504	Basic Ideas in Math
SOC 38144	Sociology of Education (ECE)
SPAN 12104	Introductory Spanish I
SPAN 12204	Introductory Spanish II

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

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

#### B.S. ECE Major Courses

EDCE 20604	ECE I: Theories of Development Applied to Early Childhood Practice
EDCE 20614	ECE II: Dev., Assessment, Teaching & Learning
EDCE 31904*	Science Methods in ECE
EDCE 40200*	Language and Literacy II
EDCE 40300*	Social Studies in ECE
EDCE 40600*	Facilitating Children's Musical Development
EDCE 40800*	Student Teaching Seminar

\*See course description for eligibility to enroll

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

#### B.A. SJUL CORE Courses

IAS 10800	Doing Social Research
IAS 34300	Inequality and Social Justice
IAS 41000	Social Justice and Urban Life Capstone
IAS 41002	Internship in Social Justice and Urban Life

#### B.A. SJUL Major Courses

IAS 10800	Doing Social Research
IAS 34300	Inequality and Social Justice

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

HIST 31224	The History of Women, War, and Peace
HIST 31964	The History of Childhood in America
IAS 22200	Introduction to Urban Studies and Planning
IAS 31243	Listening to the City
IAS 31231	Race(ing) America
IAS 41002	Internship in Social Justice and Urban Life
PSC 21104	New York Politics

## Suggested Courses by Academic CONCENTRATION

### Childhood Studies

#### FOUNDATIONAL COURSES:

ANTH 31114	Literacies, Culture and Power
IAS 10800	Doing Social Research
PSY 25604	Introduction to Human Development: Adolescence and Youth

#### ADVANCED ELECTIVES:

ANTH 20104	Cross-Cultural Perspectives
HIST 31224	The History of Women, War, and Peace
HIST 31964	The History of Childhood in America
IAS 31235	Introduction to Developmental Disabilities
IAS 31500	A Child's Eye View of the World
IAS 31502	Youth Literature: Theories and Reading
PSY 31824	Psychology of Parenting
SOC 31185	Sociology of the Family
SOC 38144	Sociology of Education

### Disability Studies

#### FOUNDATIONAL COURSES:

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

#### ADVANCED ELECTIVES:

IAS 10800	Doing Social Research
IAS 31144	The Disabled Body on Film
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 32185	Sociology of the Deaf
PSY 25604	Introduction to Human Development: Adolescence and Youth

### History, Politics, and Society

#### FOUNDATIONAL COURSES:

ANTH 20104	Cross-Cultural Perspectives
IAS 10800	Doing Social Research

#### ADVANCED ELECTIVES:

ANTH 31114	Literacies, Culture, and Power
HIST 31224	The History of Women, War, and Peace
HIST 31964	The History of Childhood in America
IAS 22200	Introduction to Urban Studies and Planning
IAS 31231	Race(ing) America: The Black and Non-White Athlete
IAS 31243	Listening to the City
IAS 31244	Latin American Cinema
IAS 31500	A Child's Eye View of the World
IAS 34300	Inequality and Social Justice
PSC 21104	New York Politics

SOC 31185	Sociology of the Family
SOC 31184	Sociology of Education

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

### **FOUNDATIONAL COURSES:**

IAS 20100	Art on and Off the Wall
MCA 10104	Introduction to Media Studies

### **ADVANCED ELECTIVES:**

ANTH 31114	Literacies, Culture, and Power
IAS 31144	The Disabled Body on Film
IAS 31225	Flash Fiction
IAS 31243	Listening to the City
IAS 31244	Latin American Cinema
IAS 31500	A Child's Eye View of the World
IAS 31502	Youth Literature: Theories and Reading
MCA 23304	Introduction to Journalism
SPCH 23304	Voice and Diction

## **Social Welfare**

### **FOUNDATIONAL COURSES:**

IAS 10800	Doing Social Research
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### **ADVANCED ELECTIVES:**

ANTH 20104	Cross-Cultural Perspectives
IAS 31144	The Disabled Body on Film
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31235	Introduction to Developmental Disabilities
IAS 32185	Sociology of the Deaf
IAS 34300	Inequality and Social Justice
PSY 24700	Social Psychology
PSY 25604	Introduction to Human Development: Adolescence and Youth
PSY 31824	Psychology of Parenting
PSY 37704	Theories of Personality
SOC 31185	Sociology of the Family
SOC 38144	Sociology of Education

## **The Americas**

### **FOUNDATIONAL COURSES:**

ANTH 20104	Cross-Cultural Perspectives
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### **ADVANCED ELECTIVES:**

HIST 31224	The History of Women, War, and Peace
IAS 31244	Latin American Cinema

## **Urban Studies and Public Administration**

### **FOUNDATIONAL COURSES:**

IAS 10800	Doing Social Research
IAS 22200	Introduction to Urban Studies and Planning

**ADVANCED ELECTIVES:**

IAS 31243	Listening to the City
IAS 34300	Inequality and Social Justice
PSC 21104	New York Politics
SOC 38144	Sociology of Education

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

IAS A5000	Inventing the Americas
IAS A5204	The Dominican People in the United States
IAS A6300	Urban Security and Social Justice in the Americas
IAS A6400	Pandemic and Epidemic Narratives of the Americas

## COURSE DESCRIPTIONS A to Z

Note:

- (W) indicates writing-intensive course
- (U) indicates upper-division course
- (G) indicates graduate level course

### **ANTH 20104, 3CWA [37689]**

**Cross-Cultural Perspectives**

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

**Rosenbaum**

**In-person with Brightspace**

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

### **ANTH 31114, 4CWM [37755]**

**Literacies, Culture and Power**

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

**Calagione**

**Zoom with Brightspace**

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)

### **EDCE 20604, 1CWE [37757]**

**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. 4 hr.; 4 cr.

**EDCE 20614, 1CWE [37759]****ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings****Monday 4:30 - 7:50 PM****Olivo****In-person**

Students construct a working understanding of theorists such as Dewey, Piaget and Vygotsky, as applied to young children and the curriculum and practices that support their growth. Students will explore typical and inclusive classroom practices in depth. These understandings are grounded in systematic observations culminating in a child study. 15 hours fieldwork required. Offered in the Spring annually. Pre-requisite: EDCE 20604. 4 hr.; 4 cr.

**EDCE 20614, 3CWA [37760]****ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings****Wednesday 6:00 - 8:30 PM****Diaz****In-person with Brightspace**

Students construct a working understanding of theorists such as Dewey, Piaget and Vygotsky, as applied to young children and the curriculum and practices that support their growth. Students will explore typical and inclusive classroom practices in depth. These understandings are grounded in systematic observations culminating in a child study. 15 hours fieldwork required. Offered in the Spring annually. Pre-requisite: EDCE 20604. 4 hr.; 4 cr.

**EDCE 20614, CWA1 [37765]****ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings****Monday 5:30 - 8:50 PM****Williams****In-person**

Students construct a working understanding of theorists such as Dewey, Piaget and Vygotsky, as applied to young children and the curriculum and practices that support their growth. Students will explore typical and inclusive classroom practices in depth. These understandings are grounded in systematic observations culminating in a child study. 15 hours fieldwork required. Offered in the Spring annually. Pre-requisite: EDCE 20604. 4 hr.; 4 cr.

**EDCE 31904, 2CWE [37770] (This section must co-enroll with EDCE 40300, 2CWE)****Science Methods in E.C.E.****Tuesday 4:30 - 6:10 PM****Aprile****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. 2hr.; 2cr.

**EDCE 31904, 7CWE [37776]****Science Methods in E.C.E.****Saturday 3:00 - 4:40 PM****Huston****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. 2hr.; 2cr.

**EDCE 40200, 4CWE2 [37777]****Language Development and Emergent Literacy II****Thursday 4:30 - 6:10 PM****Norton****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. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40200, 4CWE [37778]****Language Development and Emergent Literacy II****Thursday 6:20 - 8:00 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. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40200, CWE4 [37780]****Language Development and Emergent Literacy II****Thursday 4:30 - 6:10 PM****Santos****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. Must be taken with EDCE 40300. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40300, 2CW2 [37784]****Social Studies in ECE****Tuesday 4:30 - 6:10 PM****Wilgus****In-person**

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40300, 2CWE [37786] (This section must co-enroll with EDCE 31904, 2CWE)****Social Studies in ECE****Tuesday 6:20 - 8:00 PM****Aprile****In-person**

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40300, 6CWE [37788]****Social Studies in ECE****Saturday 1:00 - 2:40 PM****Huston****In-person**

Students will explore theories, methods, and materials to help the child understand his/her immediate environments and relations to them. Emphasis on family, classroom, school, and neighborhood. Must be taken with EDUC 40200. Pre-Req.: EDUC 32304 and formal admission to the Early Childhood Education program. Fieldwork Required. 2 hr.; 2 cr. (W)

**EDCE 40600, 4CWE [37791]****Facilitating Children's Musical Development****Thursday 6:20 - 8:00 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 Summer annually. 5 hours fieldwork required. Pre-Requisites: See Advisor. 2 hr.; 2 cr.

**EDCE 40800, 4CWE [37905]****Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Diaz****In-person**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE.

Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Full time, 360 hours. Co-req.: See Advisor. 6 hr.; 2cr.

**EDCE 40800, CWE4 [37864]****Student Teaching and Integrative Seminar in ECE****Wednesday 4:00 - 5:40 PM****Uraga****In-person**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE.

Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student teaching. Full time, 360 hours. Co-req.: See Advisor. 6 hr.; 2 cr.

**HIST 31224, CWNT [38234]****The History of Women, War and Peace****Online Asynchronous****Woessner****Asynchronous Online**

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

**HIST 31964, 6CWS [37866]**  
**History of Childhood in America**  
**Saturday 9:00 - 12:20 AM**  
**Diop**  
**Zoom**

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

**IAS A5000, 1CWS [47908]**  
**Inventing the Americas (Graduate)**  
**Monday 6:00 - 7:40 PM**  
**Woessner**  
**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 A5204, 4CWS [38101]**  
**The Dominican People in the US: From Migrants to Rooted People (Graduate)**  
**Thursday 7:30 - 9:10 PM**  
**Ortega Espinal**  
**Zoom**

This course examines the migration of Dominicans to the U.S. and their transformation from migrants into settled, rooted people. The largest wave of Dominicans came to the U.S. after the implementation of the Family Reunification Act of 1965. One third of this course will focus on questions that look at the causes compelling Dominicans to move to the United States. Did Dominicans move on their own volition or was their migration the result of forces beyond their control? Did the penetration of the U.S. into the Dominican Republic create the need for Dominicans to migrate? And how has the Dominican State responded to the exodus of the Dominican people? Two thirds of the course will be dedicated to examining Dominicans who have settled permanently in the U.S. Once Dominicans are settled as a community, two overarching questions will guide the discussions in class: (1) How are Dominicans perceived by others? By other ethnic/racial communities? By mainstream society? And (2) how do Dominicans perceive themselves in relation to other ethnic/racial groups, the U.S., and the country of origin? 3hr. 3 cr. (G)

**IAS A6300, 4CWS [38123]****Urban Security and Social Justice in the Americas (Graduate)****Thursday 6:00 - 7:40 PM****Walker****Zoom**

This course explores how urban insecurity and security policies intersect to shape urban life across the Americas. Using a justice-centered lens, students will examine the spatial politics of policing and surveillance in select cities, investigating how marginalized communities have been positioned as both threats to public order and therefore need to be policed and surveilled in order to meet boarder development goals. Through an examination of ethnographies, policy documents, and key texts, we will trace how urban governance regimes in the Americas rely on spatial control of the most marginalized, racial capitalism, and colonial legacies to inform contemporary urban security practices. 3 hr.; 3 cr. (G)

**IAS A6400, 2CWS [43168]****Pandemic and Epidemic Narratives of the Americas (Graduate)****Tuesday 6:00 - 7:40 PM****McDonald****Zoom**

Across the Americas and around the globe, the COVID-19 pandemic had a profound impact, as people struggled to cope, survive, and maintain a sense of community and connection. In this class, we will examine how people imagined and responded to the pandemic, exploring the stories that people told as they grappled with illness, death, and the broader political and societal ramifications. Writings from the pandemic represent an intentional effort to document and memorialize this uncertain, traumatic, and revolutionary time, so that historians, policy makers, and future generations can understand this historical moment. We will also look to pandemics and epidemics past—such as the HIV/AIDS epidemic of the 1980s-1990s, the 1918-1920 flu pandemic, and the cholera, smallpox, and yellow fever epidemics of the 18th and 19th centuries—to understand the COVID-19 pandemic in the context of a longer history of colonialism and disease, health inequality, and violence, as well as solidarity and resilience. 3 hr. 3 cr. (G)

**IAS 10000, 2CWA [37867]****Writing for Interdisciplinary Studies I****Tuesday 6:00 - 8:30 PM****Clark****In-person with 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 hr.; 4 cr.

**IAS 10500, 2CWE [37870]****Nature and Human Beings II (Core Natural Science II)****Tuesday 6:00 - 9:20 PM****Dunson-Delvalle****In-person**

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

**IAS 10500, 6CWS [37872]****Nature and Human Beings II (Core Natural Science II)****Saturday 9:00AM - 12:20****Dunson-Delvalle****Zoom**

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

**IAS 10500, CW13 [37873]****Nature and Human Beings II (Core Natural Science II)****Mon./Wed. 2:40 - 4:00 PM****Robinson****In-person**

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

**IAS 10800, 2CWS [37883]****Doing Social Research****Tuesday 6:00 - 9:20 PM****Rosenbaum****Zoom**

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-req: IAS 10000, IAS 10100, or equivalent. 4 hr.; 4 cr. (W)

**IAS 10800, 4CWA [37885]****Doing Social Research****Thursday 6:00 - 8:30 PM****Zafar****In-person with 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 hr.; 4 cr. (W)

**IAS 20100, 5CWE [37887]****Art On and Off The Wall****Friday 5:30 - 8:50 PM****Perri****In-person**

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

**IAS 22200, 3CWM [37889]****Intro to Urban Studies and Planning****Wednesday 6:00 - 8:30 PM****Schaller****Zoom with Brightspace**

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

**IAS 23304, 3CWS [37893]****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 hr.; 4 cr. (W)(U)

**IAS 23304, 7CWE [37896]****The Essay****Saturday 1:00 - 4:20 PM****Moore****In-person**

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

**IAS 23324, CW13 [37897]****Advanced Composition****Mon./Wed. 12:50 - 2:30 PM****Sweeting****In-person**

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

**IAS 24200, 1CWA [37899]**

**Introduction to Interdisciplinary Studies**

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

**Zach**

**In-person with 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 [37900]**

**Introduction to Interdisciplinary Studies**

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

**Woessner**

**In-person with 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 [37973]**

**Introduction to Interdisciplinary Studies**

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

**Chappell**

**In-person with 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 [37977] (Formerly IAS 31334)**

**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. 4hr.,4cr.(W)(U)

**IAS 31144, 3CWS [37980]**  
**The Disabled Body in Film**  
**Wednesday 6:00 - 9:20 PM**  
**Kopp**  
**Zoom**

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

**IAS 31157, 6CWS [54168]**  
**Art and Social Change in the Americas**  
**Saturday 9:00 AM – 12:20 PM**  
**Codebo**  
**Zoom**

In the midst of rapid political changes in the Americas (and indeed around the world), artists, filmmakers, curators, and arts leaders are playing an increasingly vital role in 21st century citizen-led movements. New and inter-generational voices are emerging that are driving social change locally and regionally to advance civil, human, and cultural rights.

Creative communities are coming together to advance social and cultural innovation and develop a dialogue that transcends local, national, and regional borders. Using several selected artists and creative communities, this course will examine how arts and cultural leaders/thinkers are using the arts—film, theater, photography, literature, visual art, and performance art—as tools for activism and social change to advance contemporary social justice and human rights issues in the Americas. Although the course will be focused on the Americas, it will provide opportunities for comparative exploration of a larger and global phenomenon—the innovative ways individuals use the arts to impact policy, to promote global citizenship and to serve as catalysts for social movements in other regions of the world. Some of the questions the course will explore include: How are creative communities driving local, national, and regional social change? What role does the creative community play in the development and advancement of human rights and social justice in the region? How can creative communities and artists empower rather than constrain or replace social movements? 4 cr., 4 hr (W)(U)

**IAS 31214, CWNT [37991]**  
**Autism Spectrum Disorders in Young Children**  
**Online Asynchronous**  
**DuMoulin**  
**Asynchronous Online**

This course will help participants understand the characteristics of young children with autism spectrum disorders, the effects of having a child with autism in the family, parental roles, and intervention approaches designed to meet the special needs of this population. 4hr.; 4cr. (W)(U) (Developmental Disabilities Certificate Program)

**IAS 31225, 2CWA [38005]****Flash Fiction****Tuesday 6:00 - 8:30 PM****Neals****In-person with Brightspace**

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

**IAS 31231, 2CWS [38006]****Race(ing) America:the Black and Non-White Athlete****Tuesday 6:00 - 9:20 PM****Orange****Zoom**

Professional sports occupy a significant place in the popular American imagination. Baseball was once considered the “American Pastime.” As such, it is an interesting and relatively non-conventional site to assess the development of America’s complex and dynamic construction of a white imaginary, and its “othering” of everyone else in a purportedly “unique” multi-cultural experiment. Todd Boyd stated in his book *Young, Black, Rich, and Famous*, that Black communities did not control natural resources, which symbolize economic power, like oil, their talent and creativity have transformed popular culture. This idea also resonates with others, especially Brown athletes, who, like their Black counterparts, command enormous social influence through their performance and presence in a world that frequently marginalizes them economically and politically. 4 hr., 4 cr. (W)(U)

**IAS 31235, 1CWE [38007]****Intro to Developmental Disabilities****Monday 6:00 - 8:30 PM****Ortiz-Suloway****In-person with Brightspace**

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 31240, 5CWE [38012]****Issues for Adults with Developmental Disabilities****Friday 6:00 - 9:20 PM****Sutherland-Cohen****In-person**

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

**IAS 31243, 1CWS [38041]****Listening to The City****Monday 6:00 - 9:20 PM****Aprile****Zoom**

How do you experience the city? Do you "tune-out" with headphones, lose yourself in your Blackberry or iPhone, or simply put your head down, speed walk, and shut out the world with your own internal conversations? In this class students will learn to break through these habitual barriers to experience and reacquaint themselves with their city through their bodies, mainly through listening. There are many artistic, ecological and even political concerns that listening provides access to—specifically in urban environments—and students will engage their oft-neglected sense of hearing to experience the sounds and sonic contours of New York City. Students will read texts from the fields of cultural studies, acoustic ecology, economics, musicology, philosophy, art, and art criticism to develop a broad view of the various types of practices that engage our ears and our bodies. Students will actively listen to various locations throughout the city and work on projects that document their experiences through expository and creative writing, audio recording and through photography (and/or video) while engaging with critical texts that place their activities into historical, cultural, artistic and political contexts. 4 hr., 4 cr.

**IAS 31244, 2CWA [38045]****Latin American Cinema****Tuesday 6:00 - 8:30 PM****Aguasaco****In-person with Brightspace**

This course is a survey of the historical development of Latin American Cinema. This semester, we will specifically concentrate in the study of comedies that reflect on the immigrant experience. A discussion on laughter, humor, parody and irony will interlock with a deep analysis of the "structures of feeling" reflected in each film. What is funny? What is not funny? Does humor expire? Is it possible to export humor? Is there a level of truthfulness and social criticism in comedy? In this course we will discuss the real "Nacho Libre" and will be acquainted with Cantinflas, the "Mexican Chaplin". The Dominican character of "Valbuena" will be contrasted with "Carlos Benjumea", his Colombian counterpart. All the films will be dubbed or subtitled in English. 4 hr.; 4 cr. (W)(U)

**IAS 31500, CWNT [38047]**  
**A Child's Eye View of the World**  
**Online Asynchronous**  
**Clark**  
**Brightspace**

This course will cover literary narrative from a child's perspective. These texts are not "children's" or "young adult" works; they are adult novels whose story is told from a child's-eye view of the world. First, we will discuss narrative perspectives, as some of these stories are related through a child narrator, while others come from an omniscient narrator who is able to relate the child's reception of the world, as well as thoughts about, and reaction to what is perceived. Then we will turn to the novels themselves, often paired with relevant psychological scholarship pertaining to the children in each. Our novels will cover questions of identity, trauma from within or without the family, autism, and parental relationships. Those interested in childhood studies and/or child development, as well as those who plan to write creatively should find the course illuminating.

**Pre-Requisite:** Students should complete IAS 10000 or an equivalent Pathways writing course, as it is reading and writing intensive. This course is being offered in an asynchronous, fully online-format. Familiarity with the Brightspace online learning platform is a must. There are, however, orientation sessions for students taking their first online course, and help is available in the CWE Computer Lab. 4hr.; 4 cr. (W)(U)

**IAS 31502, CWNT [38048]**  
**Youth Literature: Theories and Reading Practices Among Children and Young Adults**  
**Online Asynchronous**  
**Benedicty**  
**Brightspace**

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

**IAS 32185, 2CWA [38049]****Sociology of the Deaf****Tuesday 6:00 - 8:30 PM****Ortiz-Suloway****In-person with Brightspace**

Many (hearing) people think of Deafness as a one-dimensional auditory deficit. This concept will be examined through life stories, complex systems of meaning, constructs, and cultural representations. This course of study will examine and critique how disability became pathologized and measure Deaf people's success in fleeing from disability. Why was Deafness medicalized? What led to the conversion from Oralism to ASL, and its impact on education and culture for the Deaf? History shows us that professionals and medical authorities followed their own paths; therefore, this course will examine the complex debates between proponents of sign language and those of speech. What are new ways of thinking about deafness in relation to the ideas of deafness as that of the nation and the individual? To understand the complexities of Deaf identities, and the use of ASL as a qualifying property (i.e., shared language) signaling membership in the American Deaf community, this course will entail an in-depth study of collective names, sense of community, shared and distinct values, customs, culture, knowledge, history, social structures and art as the underpinning of Deaf identity. This course will also examine the continuing narrative between the Deaf individual and the hearing society. Deaf communities around the world are as diverse as any other communities but share the primary means of communication as their one commonality: the use of their native sign language and their culture. We will examine the historical disregard for the existential well-being so often practiced against Deaf people by learned people in many societies. Pre-requisites: General Anthropology or Psychology in the Modern World and one Disability Studies course. 4hr.; 4 cr. (W)(U)

**IAS 34300, CWNT [38051]****Inequality and Social Justice****Online Asynchronous****Robinson****Brightspace**

Students in this course will learn about a selection of American and global inequalities in our contemporary world. Students will gain a basic understanding of concepts and policies such as intergenerational mobility, employment discrimination, redlining, ghettoization, school segregation, social determinants of health, voter suppression, and contemporary global slavery. 4 hr.; 4 cr. (U)(W)

**IAS 41000, 2CWA [38053]****SJUL Capstone : Democracy and Public Space****Tuesday 6:00 - 8:30 PM****Schaller****In-person with Brightspace**

In this capstone, we will engage in a conversation about democracy in relation to space, place, and placemaking. We will critically discuss the design of what we might consider the public sphere. We will explore the design, regulation, deregulation and programming of 'public' spaces and how these shape democratic processes and practices. 4 hr.; 4 cr. (W)(U)

**IAS 41002, 3CWE [38054]****Internship in Social Justice and Urban Life****Wednesday 6:00 - 7:40 PM****Robinson****In-person**

This course includes in-person internship experience in NYC and class meetings. Students are expected to spend 15 hours per week at their placement and submit related written assignments. Instructor approval required. Required pre- or co-requisite(s): IAS 25000, IAS 26000, IAS 34300, IAS 41000. 2 hr.; 2 cr. (U)(W)

**MATH 18004, 7CWS [38127]****Quantitative Reasoning****Saturday 1:00 - 4:20 PM****Oppenzato****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, 2CWE [38128]****Basic Ideas in Math****Tuesday 6:00 - 9:20 PM****Simonen****In-person**

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

**MATH 18504, 4CWS [38130]****Basic Ideas in Math****Thursday 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 10104, CWNT [38144]****Intro to Media Studies****Online Asynchronous****Diaz****Brightspace**

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

**MCA 23304, CWNT [39765]****Introduction to Journalism****Online Asynchronous****Cardenas Pena****Brightspace**

This course introduces students to the basics of newsgathering, newswriting, and developing news judgment for the print and web-based media. A hands-on course, students learn the rigors of journalism by producing news stories, features, editorials, and utilizing photojournalism. Pre-req.: MCA 10104 or equivalent. 4 hr.; 4 cr. (W)(U)

**PSC 21104, 1CWS [38148]****New York Politics****Monday 6:00 - 9:20 PM****Tirelli****Zoom**

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

**PSY 24704, 1CWS [38152]****Social Psychology****Monday 6:00 - 9:20 PM****Zaid-Muhammad****Zoom**

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

**PSY 25604, 6CWE [50827]****Introduction to Human Development: Adolescence and Youth****Saturday 9:00 AM – 12:20****Terry****In-person**

From puberty through early adulthood. Topics include the physical and psychological changes associated with puberty and the assumption of adult sex roles; cognitive and personality changes

associated with developing autonomy; the varying social and cultural contexts within which adolescents and young adults develop; and the relationships of these age groups to social institutions. Pre-req: PSY 10204. 4 hr.; 4 cr.

**PSY 31824, CWNT [38156]**

**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-req: PSY 10200 or equivalent. 4 hr.; 4 cr. (W)(U)

**PSY 31824, CWN2 [58140]**

**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-req: PSY 10200 or equivalent. 4 hr.; 4 cr. (W)(U)

**PSY 37704, 7CWS [38158]**

**Theories of Personality**

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

**Mercado**

**Zoom**

A critical review of major contemporary theories of human personality, their relation to research findings and to methods of psychotherapy. Case studies interpreted from the perspective of the various theories. Pre-req.: PSY 10204. 4 hr.; 4 cr.

**SOC 31185, CWNT [38160]**

**Sociology of the Family**

**Online Asynchronous**

**Almash**

**Brightspace**

In this course we will consider the dual purpose of the family as both a public and private institution. In addition to examining the family's "social" function, we will consider how families are shaped by public perception, conventions, and the law. 4 hr. 4cr.(W)(U)

**SOC 38144, 3CWA [38163]****Sociology of Education****Wednesday 6:00 - 8:30 PM****Diop****In-person with 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 ECE majors. 4 hr.; 4 cr. (W)(U)

**SPAN 12104, 4CWS [38174]****Introductory Spanish I****Saturday 1:00 - 4:20 PM****Aponte****Zoom**

Analysis of selected social, political and economic forces that influence the school as an institution, and in turn are influenced by the school, especially in urban settings. Special attention to immigrant, bilingual, and language minority groups. Required for Early Childhood Education majors. 4 hr.; 4 cr. (W)(U)

**SPAN 12204, 4CWS [38175]****Introductory Spanish II****Thursday 6:00 - 9:20 PM****Velasquez Torres****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 hr.; 4 cr.

**SPAN 12204, CWNT [38177]****Introductory Spanish II****Thursday 6:00 - 9:20 PM****Santos****Zoom**

Development of skills acquired in SPAN 12104. Continued emphasis on oral and written expression. Introduction of modern readings. Course consists of 4 hours classroom work and 2 hours of online lab work per week. Pre-req.: SPAN 12104 or placement. 6 hr.; 4 cr.

**SPAN 12204, CWNT [38177]****Introductory Spanish II****Online Asynchronous****Chacon****Brightspace**

Development of skills acquired in SPAN 12104. Continued emphasis on oral and written expression. Introduction of modern readings. Course consists of 4 hours classroom work and 2 hours of online lab work per week. Pre-req.: SPAN 12104 or placement. 6 hr.; 4 cr.

**SPAN 22504, 4CWS [38178]****Intermediate Spanish****Thursday 6:00 - 9:20 PM****Russo****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. 4hr.;4cr.

**SPCH 23304, CW24 [38179]****Voice and Diction****Tues./Thurs. 4:00 - 5:40 PM****Owen****In-person**

Effective self-expression in communication, with emphasis on voice, diction and vocabulary. Pre-req.: SPCH 11104. 4 hrs.; 4 cr.