The City College Center for Worker Education
Division of Interdisciplinary Arts and Sciences

Summer/Fall 2017
Schedule of Classes

Table of Contents:
- Registration Information.....................2
- Summer Schedule............................3
- Fall Schedule...............................4-5
- Academic Concentrations....................6-9
- Early Childhood Education Classes.........9
- Online and Hybrid Course Information....10
- Book Ordering Information..................10
- Course Descriptions........................11-21
- MA in the Study of the Americas..........22

Pre-Registration
- Pre-Registration and course selection by appointment only. To schedule an appointment with your academic advisor, visit the 7th floor reception desk or call (212) 925-6625 x 0.

CUNYfirst and CCNY ID
- All students must claim their CUNYfirst account prior to their registration appointment.
- CCNY ID required at registration appointment.

IMPORTANT DATES FOR THE SUMMER AND FALL TERMS

COURSE SELECTION AND REGISTRATION ADVISEMENT
By appointment only, beginning April 6 according to major and number of credits completed.
CCNY ID is required at registration for continuing students.

FALL FINANCIAL AID DEADLINE FOR CONTINUING STUDENTS
Thursday, July 27
The last date for continuing students to submit all documentation concerning financial aid, including loans, at CWE. After this date students must visit the main campus financial aid office on 138th St. and Convent Ave.

ONE STOP DAY (COMPLETION OF REGISTRATION)
Summer term: Date to be announced
Fall term: Date to be announced
All at 25 Broadway. Tuition payment accepted, financial aid and voucher validation completed.
CCNY Email Registration. These are the only days you may obtain a CCNY ID at 25 Broadway for the fall semester. Students with tuition not paid or validated by the final day of completion of registration may be subject to de-registration.

NEW STUDENT ORIENTATION
Date to be announced.
Required of all new students at CWE. Re-entry and current students welcome and encouraged to attend. Learn more about student life at CWE, technology and support services availability and use, academic presentations, and more. Meet the Dean, faculty, representatives of the CWE Student Government, and more. Refreshments served.

FIRST DAY OF CLASSES
Summer Term: Monday, June 5
Fall Term: Friday, August 25
Pre-Registration 101

TIPS ON MAKING THE MOST OF YOUR PRE-REGISTRATION APPOINTMENT

1. **All students must claim their new CUNYfirst account prior to registration.** Please visit ccny.cuny.edu or stop by the 7th floor reception desk for a handout with instructions. If you need further assistance, a help-desk has been set up on the 7th floor for assistance.

2. **If your CUNYfirst record indicates that you have any “holds”, please attempt to clear them before your appointment (follow the instructions in the description of the “hold”).** Advisors may not be able to give you course permissions if you have a hold on your record. For example, if you have a Bursar’s Stop (BUR, BIH), you may call the Bursar’s Office directly at (212) 650-8700 to resolve it prior to your appointment. A Grade Point Average Stop or a Dean’s Hold requires an appointment with your advisor and perhaps consultation with the Dean.

3. **Make a pre-registration appointment** at the 7th floor reception desk or by calling (212) 925-6625 ext. 241. All CWE students are guaranteed one 30-minute advisement appointment each semester. New students are encouraged to ask for a full hour. Be sure to make a note of the date and time of your appointment. If you need to cancel or reschedule an appointment, please give the reception desk at least 24-hour notice. Please be on time. Note that if you are 15 minutes late you may have to reschedule. We reserve the right to defer rescheduling a missed appointment until the 4th week of pre-registration.

4. **Review which courses you are required to take.** Have you completed the CORE and the foreign language sequences? Have you taken the required pre-requisite courses for your concentration? Prepare a list of questions to ask your advisor during your appointment.

5. **Think about the curriculum you are following** and what areas of knowledge you want to deepen. **If you are pursuing the BA in Interdisciplinary Liberal Arts,** think about which concentration you are pursuing. The Schedule of Classes also contains a list of courses related to each concentration. Keep in mind that these lists offer suggested courses, not requirements. **If you are pursuing the BS in Early Childhood Education,** refer to your Program Planning Form to see which required courses you still need to take.

6. **Read and re-read the Schedule of Classes and the Course Descriptions. Then read them again.** You may access the schedule for next term as soon as it becomes available at [www.ccny.cuny.edu/cwe](http://www.ccny.cuny.edu/cwe). This is the most thorough information available on what a class is about, what pre-requisites are required, etc. In general, 10000-level courses are introductory, 20000-level courses are intermediate or advanced, depending on the department, and 30000-level courses are advanced. Do not expect to do well in an advanced level course if you do not already have a foundation in the subject matter.

7. **Write down any questions you want to ask** your academic advisor so you can make maximum use of your appointment time together.

8. **Be imaginative!** College is one of the few times in life that you will have an opportunity for such concentrated reading, writing, and reflection. Think about how, in the midst of your many responsibilities and commitments, you can get the most from this experience.

9. **Save the receipt!** To maintain your records, be sure to save your copy of the pre-registration form. Be sure to note the One Stop Day for further assistance.
SUMMER 2017 SCHEDULE OF CLASSES
CWE Summer Session: June 5 - July 26

MONDAY ONLY
IAS 24200 Intro to Interdisciplinary Studies 6:00 - 9:20 PM

MONDAY/WEDNESDAY
IAS 31185 Mental Health in Urban Schools 6:00 - 9:20 PM
IAS 31199 New York in Lit. and Film 6:00 - 9:20 PM
IAS 31177 Climate Change/Your Future 6:00 - 9:20 PM

TUESDAY ONLY
EDCE 40500 Facilitating Children’s Artistic Development 6:00 - 9:20 PM

TUESDAY/THURSDAY
IAS 31182 Celluloid Classroom: What Movies Teach Us/Education 6:00 - 9:20 PM
MATH 18504 Basic Ideas in Math 6:00 - 9:20 PM

WEDNESDAY ONLY
IAS 23324 Advanced Composition (hybrid) 6:00 - 9:20 PM
IAS 31249 Internships in Dev. Disabilities 6:00 - 9:20 PM

THURSDAY ONLY
EDCE 40600 Facilitating Children’s Musical Development 6:00 - 9:20 PM

ONLINE
IAS 31183 Contemporary Cinema of the Americas Online
MCA 20904 Intro to Public Relations Online
PSY 31115 Child Psychopathology Online

For course descriptions, see pgs 32-30.
All summer courses offered by CCNY and CWE are contingent upon sufficient enrollment and the financial ability of the college.

ACADEMIC CALENDAR SUMMER 2017
(Date to be announced)
Completion of Registration (Bill Payment). All at 25 Broadway, 7th Floor. Tuition payment accepted, completed financial aid and reimbursement voucher validation. CWE Email Registration. This is the only day to obtain your CCNY ID at 25 Broadway until August.

Sunday, June 4
Last day to drop classes with 100% refund. Last day of official registration period.

Monday, June 5
Summer classes begin

Friday, June 9
Last day to add or change a class. Last day to file for Pass/Fail grade. Last day for 50% tuition refund. Last day to drop prior to W grade.

Saturday, June 10
Course Withdrawal drop period begins. (Grade of WD is assigned to students who drop a course)

Wednesday, June 14
Last day for 25% tuition refund. Last day to drop classes prior to receiving “W” grade.

Thursday, June 15
Course Withdrawal Period begins. (Grade of W begins. No refund)

Tuesday, July 4
College Closed (Independence Day)

Tuesday, July 25-26
Final Exams/Last day of classes.

For the full academic calendar for Summer and Fall 2017, see the CWE webpage at www.ccny.cuny.edu/cwe

Summer 2017 Course Overview

Major Courses
IAS 23324 Advanced Composition
IAS 24200 Intro to Interdisciplinary Studies

ECE Teaching Methods Courses
EDCE 40500 Facilitating Children’s Artistic Dev.
EDCE 40600 Facilitating Children’s Musical Dev.

Academic Concentrations

Literary, Media and Visual Arts
MCA 20904 Introduction to Public Relations
IAS 31199 NYC in Literature and Film
IAS 31183 Contemporary Cinema of the Americas
IAS 31182 The Celluloid Classroom

History, Politics and Society
IAS 31199 NYC in Literature and Film
IAS 31182 The Celluloid Classroom
IAS 31183 Contemporary Cinema of the Americas
IAS 31144 The Disabled Body in Film
IAS 31177 Climate Change and Your Future

Global Labor Studies
IAS 31199 NYC in Literature and Film
IAS 31183 Contemporary Cinema of the Americas

Urban Studies and Public Administration
IAS 31177 Climate Change and Your Future
IAS 31199 NYC in Literature and Film
IAS 31182 The Celluloid Classroom
IAS 31185 Mental Health in Urban Schools

Social Welfare
IAS 31177 Climate Change and Your Future
IAS 31182 The Celluloid Classroom
IAS 31185 Mental Health in Urban Schools
IAS 31199 NYC in Literature and Film
PSY 31115 Child Psychopathology

Disabilities Studies
PSY 31115 Child Psychopathology
IAS 31249 Internships in Developmental Disabilities

Childhood Studies
IAS 31182 The Celluloid Classroom
IAS 31185 Mental Health in Urban Schools
PSY 31115 Child Psychopathology

The Americas
IAS 31177 Climate Change and Your Future
IAS 31183 Contemporary Cinema of the Americas
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<tr>
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<td>School, Family &amp; Community</td>
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<td>IAS 10400, 1CWE</td>
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<td>IAS 31115, 1CWE</td>
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<td>Intro to Public Policy</td>
<td>6:00 - 9:20 PM</td>
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<td>Psychology of Work</td>
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<td>TUE</td>
<td>EDCE 32001, 2CWE</td>
<td>Ed. TPA Preparation Workshop</td>
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<td>Interdisciplinary Global Studies</td>
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<td>Doing Social Research</td>
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<td>CWEH Reading and Writing Short Fiction</td>
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<td>The Essay (hybrid)</td>
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<td>Human Experimentation: Biomedicine, Bioethics</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31282, 3CWE</td>
<td>Intro to Urban Studies and Planning</td>
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<td>IAS 31181, 3CWE</td>
<td>Existentialism Then and Now</td>
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<td>Transitional Justice in the Americas</td>
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<td>SOC 26804, 3CWE</td>
<td>Family Relationships</td>
<td>6:00 - 9:20 PM</td>
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<td>WED</td>
<td>EDCE 32004, 3CWE</td>
<td>E.C.E. I: Theories of Dev Applied to E.D. Practice</td>
<td>5:30 - 8:50 PM</td>
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<td>IAS 35704, 3CWE</td>
<td>Urban History</td>
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<td>Digital Media and Society</td>
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<td>Arts and Social Change in the Americas</td>
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<td>Math for the Contemporary World</td>
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<td>IAS 31191, 3CWE</td>
<td>Family Law</td>
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<td>FRI</td>
<td>IAS 10500, 3CWE</td>
<td>Core Natural Science II: Nature &amp; Human Beings II</td>
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<td>IAS 24300, 4CWE</td>
<td>Intro to Human Dev: Infancy/Childhood</td>
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<td>SAT</td>
<td>IAS 31235, 5CWE</td>
<td>Intro to Developmental Disabilities</td>
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<td>IAS 10500, 6CWE</td>
<td>Core Natural Science II: Nature &amp; Human Beings II</td>
<td>9:00 AM - 12:20 PM</td>
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<td>IAS 24200, 6CWE</td>
<td>Intro to Interdisciplinary Studies</td>
<td>9:00 AM - 12:20 PM</td>
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<td>Intro to Human Dev: Infancy/Childhood</td>
<td>9:00 AM - 12:20 PM</td>
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<td>Intro to Developmental Disabilities</td>
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<td>IAS 31204, 7CWE</td>
<td>Art and Politics</td>
<td>1:00 - 4:20 PM</td>
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<td>IAS 31205, 7CWE</td>
<td>Documenting and Imagining Immigration</td>
<td>1:00 - 4:20 PM</td>
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<td>Community Psychology</td>
<td>1:00 - 4:20 PM</td>
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<td>IAS 31207, 7CWE</td>
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<td>Community Psychology</td>
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<td>PSY 35704, 7CWE</td>
<td>PSY 20104, 7CWE</td>
<td>6:00 - 9:20 PM</td>
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**ONLINE COURSES:**
- ENGL 31241, CWNT
- MCA 33304, CWNT
- PHIL 34944, CWNT
- PSY 20104, CWNT

**Brooklyn ONLINE**

**Reporting and Writing ONLINE**

**Applied Ethics ONLINE**

**Psychology of Disability ONLINE**
## FALL 2017 COURSES BY DAY

### MONDAY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
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<tbody>
<tr>
<td>EDCE 22102, 1CWE</td>
<td>School, Family &amp; Community</td>
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<tr>
<td>EDCE 32204, 1CWE</td>
<td>How Children Learn Math</td>
<td>6:00 - 9:20 PM</td>
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<td>HIST 31534, 1CWE</td>
<td>Decolonization: Africa and the Caribbean</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 10500, 1CWE</td>
<td>Working for Interdisciplinary Studies I</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 10500, 2CWE</td>
<td>Core Natural Sci I: Nature &amp; Human Beings I</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 23324, 1CWE</td>
<td>Advanced Composition</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 24200, 1CWE</td>
<td>Intro to Interdisciplinary Studies</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31115, 1CWE</td>
<td>Immigrant Rights and the Law</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31164, 1CWE</td>
<td>Medical Aspects of Disability</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31170, CWEH</td>
<td>Seminar in Autobiography (hybrid)</td>
<td>6:00 - 9:20 PM</td>
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<td>PSC 12504, 1CWE</td>
<td>Intro to Public Policy</td>
<td>6:00 - 9:20 PM</td>
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<td>PSY 23904, 1CWE</td>
<td>Psychology of Work</td>
<td>6:00 - 9:20 PM</td>
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<td>EDCE 32001, 2CWE</td>
<td>Ed. TPA Preparation Workshop</td>
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<td>HIST 52006, 2CWE</td>
<td>The Nazi Holocaust</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 10300, 2CWE</td>
<td>Interdisciplinary Global Studies</td>
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<td>Core Natural Sci II: Nature &amp; Human Beings II</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 10800, 2CWE</td>
<td>Doing Social Research</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 23324, 2CWE</td>
<td>Advanced Composition</td>
<td>6:00 - 9:20 PM</td>
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<tr>
<td>IAS 31231, CWH</td>
<td>The Black Athlete (hybrid)</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31284, CWEH</td>
<td>Working New York</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 50100, CWEH</td>
<td>Graduate Research Methodology (graduate)</td>
<td>5:30 - 7:10 PM</td>
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<td>IAS 61130, 2CWE</td>
<td>Childhood Poverty in the Americas</td>
<td>7:30 - 9:10 PM</td>
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<td>MATH 18004, 2CWE</td>
<td>Quantitative Reasoning</td>
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<td>SOC 36144, 2CWE</td>
<td>Sociology of Education</td>
<td>6:00 - 9:20 PM</td>
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<td>WS 10004, 2CWE</td>
<td>Intro to Women's and Gender Studies</td>
<td>6:00 - 9:20 PM</td>
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### WEDNESDAY

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<td>ECE I Theories of Dev. Applied to EC Pract</td>
<td>5:30 - 8:50 PM</td>
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<td>EDCE 32304, 3CWE</td>
<td>Language and Literacy I</td>
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<td>ENGL 31894, 3CWE</td>
<td>Reading and Writing Short Fiction</td>
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<td>Urban History</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 23304, CWEH</td>
<td>The Essay (hybrid)</td>
<td>6:00 - 9:20 PM</td>
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<tr>
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<td>Intro to Interdisciplinary Studies (hybrid)</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31166, 3CWE</td>
<td>Human Experimentation: Biomed, Bioethics</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31183, 3CWE</td>
<td>Existentialism Then and Now</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 32182, 3CWE</td>
<td>Latinos and Migration</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 61410, 3CWE</td>
<td>Transitional Justice in the Americas</td>
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<td>SOC 35111, 3CWE</td>
<td>Interviewing</td>
<td>6:00 - 9:20 PM</td>
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<td>SPAN 22504, 3CWE</td>
<td>Intermediate Spanish</td>
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<td>Student Teaching &amp; Integrative Sem in ECE</td>
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<td>IAS 10100, 4CWE</td>
<td>Writing for Interdisciplinary Studies II</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 22200, 4CWE</td>
<td>Intro to Urban Studies and Planning</td>
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<td>IAS 31157, 4CWE</td>
<td>Arts and Social Change in the Americas</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31183, CWEH</td>
<td>Disability Studies/Global Perspective (hybrid)</td>
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<td>IAS 31186, CWEH</td>
<td>Digital Media and Society (hybrid)</td>
<td>6:00 - 9:20 PM</td>
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<td>IAS 31237, 4CWE</td>
<td>Drugs: Their History And Sociology</td>
<td>6:00 - 9:20 PM</td>
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<td>MATH 15004, 4CWE</td>
<td>Math for the Contemporary World</td>
<td>6:00 - 9:20 PM</td>
</tr>
<tr>
<td>SOC 26604, 4CWE</td>
<td>Family Relationships</td>
<td>6:00 - 9:20 PM</td>
</tr>
</tbody>
</table>

### FRIDAY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 31106, 5CWE</td>
<td>Works On Paper</td>
<td>5:30 - 8:50 PM</td>
</tr>
<tr>
<td>IAS 31255, 5CWE</td>
<td>Intro to Developmental Disabilities</td>
<td>5:30 - 8:50 PM</td>
</tr>
<tr>
<td>PSC 35444, 5CWE</td>
<td>Family Law</td>
<td>6:00 - 9:20 PM</td>
</tr>
<tr>
<td>SPEH 11004, 5CWE</td>
<td>Foundations of Speech Communication</td>
<td>6:00 - 9:20 PM</td>
</tr>
</tbody>
</table>

### SATURDAY

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 10500, 5CWE</td>
<td>Core Natural Sci II: Nat &amp; Hum Beings II</td>
<td>9:00 AM - 12:20 PM</td>
</tr>
<tr>
<td>IAS 24200, 5CWE</td>
<td>Intro to Interdisciplinary Studies</td>
<td>9:00 AM - 12:20 PM</td>
</tr>
<tr>
<td>PSC 24604, 5CWE</td>
<td>Intro to Human Dev. Infancy/Childhood</td>
<td>9:00 AM - 12:20 PM</td>
</tr>
<tr>
<td>ANTH 29104, 7CWE</td>
<td>Cross-Cultural Perspectives</td>
<td>1:00 - 4:20 PM</td>
</tr>
<tr>
<td>ART 31504, 7CWE</td>
<td>Art and Politics</td>
<td>1:00 - 4:20 PM</td>
</tr>
<tr>
<td>IAS 23304, 7CWE</td>
<td>The Essay</td>
<td>1:00 - 4:20 PM</td>
</tr>
<tr>
<td>IAS 31180, 7CWE</td>
<td>Documenting and Imagining Immigration</td>
<td>1:00 - 4:20 PM</td>
</tr>
<tr>
<td>PSY 35704, 7CWE</td>
<td>Community Psychology</td>
<td>1:00 - 4:20 PM</td>
</tr>
</tbody>
</table>

### MULTIPLE DAY SECTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 12106, CWEJ</td>
<td>Introductory Spanish I (M/W)</td>
<td>6:00 - 8:30 PM</td>
</tr>
<tr>
<td>SPAN 12200, CWEJ</td>
<td>Introductory Spanish II (M/W)</td>
<td>6:00 - 8:30 PM</td>
</tr>
</tbody>
</table>

### ONLINE CLASSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 31241, CWNT</td>
<td>Brooklyn</td>
<td>Online</td>
</tr>
<tr>
<td>MCA 43304, CWNT</td>
<td>Reporting and Writing</td>
<td>Online</td>
</tr>
<tr>
<td>PHIL 34944</td>
<td>Applied Ethics</td>
<td>Online</td>
</tr>
<tr>
<td>PSY 20104, CWNT</td>
<td>Psychology of Disability</td>
<td>Online</td>
</tr>
</tbody>
</table>

### CUNYfirst

Students must claim their CUNY first account prior to their registration appointment. See the main reception desk or the CWE CUNY first help station for details. New students registering for the first time will receive CUNYfirst instructions at first appointment.

### Check your CityMail account regularly

This is the exclusive method of communication from the college on major announcements, upcoming events, deadlines, etc. Also be sure to check out the monthly newsletter, front reception desk, and CWE video monitors important updates. Not sure how to access your CityMail Account? See the front reception desk for details.

### CCNY ID is now required of all continuing students at registration appointment. No exceptions.

The full academic calendar for Summer and Fall Semester is available online at cuny.ccny.edu and at the CWE 7th Floor Reception Desk. Please note that CWE uses the "Extended Summer" session calendar.

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Note: All courses offered by The City College Center for Worker Education are contingent upon sufficient enrollment and the financial ability of the college.
Fall 2017 Course Overview

Major Courses:
IAS 23304  The Essay (2)
IAS 23324  Advanced Composition (2)
IAS 24200  Intro to Interdisciplinary Studies (4)
SPAN 22504  Intermediate Spanish

Pathways Core Courses
ART 31504  Art and Politics
IAS 10000  Writing for Interdisciplinary Studies I
IAS 10000  Writing for Interdisciplinary Studies II
IAS 10400  Nature & Human Beings I (2)
IAS 10500  Nature & Human Beings II
IAS 22000  Intro to Urban Studies and Planning
MATH 15004  Math for the Contemporary World
MATH 18004  Quantitative Reasoning
SOC 38144  Sociology of Education
SPAN 12104  Introduction to Spanish I

B.A. Interdisciplinary Liberal Arts & Sciences
Academic Concentrations
- Literary, Media and Visual Arts
- History, Politics and Society
- Urban Studies and Public Administration
- Social Welfare
- Global Labor Studies Disabilities Studies
- Childhood Studies
- The Americas

Literary, Media and Visual Arts
The Concentration in Literary, Media and Visual Arts develops students’ knowledge of areas such as literature, creative writing, journalism, communications, film studies, theater, art, art history, and music. Courses situate literary and cultural texts, artistic movements, and media institutions within their historical, political, and cultural contexts, thus providing students with strong analytical and interpretive skills that will allow them to conceptualize social issues relevant to both the workplace and the world.

This concentration is particularly well suited for students interested in careers or graduate school in writing, communications, publishing, museum studies, library science, law, education, and the arts.

Fall 2017 Courses:
Foundational
SPCH 11104  Foundations of Speech Communication

Concentration Electives
ART 31504  Art and Politics
ENGL 31994  Reading and Writing Short Fiction
IAS 31106  Works on Paper
IAS 31157  Arts and Social Change in the Americas
IAS 31168  Digital Media and Society
IAS 31170  Seminar in Autobiography

IAS 31180  Documenting and Imagining Immigration
IAS 31181  Existentialism Then and Now
IAS 31241  Brooklyn
IAS 31231  Black Athlete
IAS 31284  Working New York
MCA 33304  Reporting and Writing
WS 10004  Intro to Women’s & Gender Studies

History, Politics and Society
The concentration in History, Politics and Society allows students to explore all the facets of our social worlds, utilizing various approaches from across the humanities and the social sciences to do so. Courses in this concentration examine expressions of traditional, popular, and world cultures from the perspectives of anthropology, cultural studies, economics, gender studies, history, literary studies, philosophy, political theory, psychology and sociology.

This concentration is particularly well suited for students interested in a well-rounded Liberal Arts education, which may lead to work in law, politics, education or the arts, among many other possibilities. Upon successful completion of this concentration, students will be able to interpret and analyze cultural, historical and political texts and investigate the institutions and legacies that continue to shape our understanding of culture and society today.

Fall 2017 courses:
Foundational
ANTH 20104  Cross-Cultural Perspectives
IAS 10300  Interdisciplinary Global Studies
IAS 10800  Doing Social Research
WS 10004  Intro to Women’s & Gender Studies

Concentration Electives
ART 31504  Art and Politics
HIST 31354  Decolonization: Africa and the Caribbean
HIST 32034  The Nazi Holocaust
HIST 36704  Urban History
IAS 22000  Intro to Urban Studies and Planning
IAS 31115  Immigrant Rights and the Law
IAS 31157  Arts and Social Change in the Americas
IAS 31163  Disabilities Studies from a Global Perspective
IAS 31168  Digital Media and Society
IAS 31170  Seminar in Autobiography
IAS 31180  Documenting and Imagining Immigration
IAS 31181  Existentialism Then and Now
IAS 31231  Black Athlete
IAS 31237  Drugs: Their History & Sociology
IAS 31241  Brooklyn
IAS 31284  Working New York
IAS 32182  Latinos & Migration
MCA 33304  Reporting and Writing
PHIL 34944  Applied Ethics
PSC 31544  Family Law
SOC 26604  Family Relationships
PSY 23904  Psychology of Work
Urban Studies and Public Administration
The Urban Studies and Public Administration concentration fosters an interdisciplinary exploration of the social and economic as well as cultural realities of urban life. Students study urbanization processes and the development of distinctive urban forms through the lens of anthropology, urban planning and administration, sociology, history, labor studies, and economics, as well as literary works of prose and poetry.

This concentration will give students a historical understanding of how urban areas and neighborhoods have developed. Students will investigate how urban actors, such as labor unions, business interests, public officials, community organizations and social movements influence the policy-making process that shape our cities and metropolitan areas, and the life that unfolds in these spaces. Students will examine how the governance of metropolitan areas has evolved and how cities and metro areas are managed. Students will explore the urban imaginary through the voices of scholars and writers drawn from multiple disciplines, taking courses across the curriculum to gain a multifaceted understanding of urban spaces.

Fall 2017 courses:

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

**Concentration Electives**
- HIST 36704 Urban History
- IAS 31115 Immigrant Rights and the Law
- IAS 31241 Brooklyn
- IAS 31157 Arts and Social Change in the Americas
- IAS 31168 Digital Media and Society
- IAS 31180 Documenting and Imagining Immigration
- IAS 31284 Working New York
- IAS 31237 Drugs, their History and Sociology
- IAS 32182 Latinos & Migration
- PHIL 34944 Applied Ethics
- PSY 20104 Psychology of Disability
- PSY 23904 Psychology of Work
- PSY 35704 Community Psychology
- SOC 26604 Family Relationships
- SOC 38144 Sociology of Education
- WS 10004 Intro to Women’s & Gender Studies

Social Welfare
The Concentration in Social Welfare draws from multiple academic disciplines and uses these to explore and understand effective methods to respond to human needs and alleviate suffering. The knowledge base for this concentration includes applications of psychology, anthropology, sociology, statistics, criminal justice and public health. Courses encompass social policy, history, human rights, epidemiology, community action and casework, social research, and counseling. A global perspective is fostered throughout the curriculum.

Students learn to apply a social change perspective to working and advocating effectively within diverse, urban communities. Students who successfully complete the concentration are prepared to work in various fields, including public service, community-based education, entry-level social work or human resources, in the disabilities field, and many other human services. Upon successful completion of this concentration, students will be prepared to enroll in professional studies in social work, law, public health, or psychology.

**Fall 2017 courses:**

**Foundational**
- IAS 10800 Doing Social Research
- PSC 12504 Intro to Public Policy
- SOC 31511 Interviewing

**Concentration Electives**
- ART 31504 Art and Politics
- HIST 36704 Urban History
- IAS 10300 Interdisciplinary Global Studies
- IAS 31115 Immigrant Rights and the Law
- IAS 31235 Intro to Developmental Disabilities
- IAS 31237 Drugs: Their History & Sociology
- IAS 31166 Human Experimentation: Biomedicine, Bioethics, Biopolitics
- PHIL 34944 Applied Ethics
- PSC 31544 Family Law
- IAS 31284 Working New York
- IAS 32182 Latinos & Migration
- IAS 31180 Documenting and Imagining Immigration
- IAS 31181 Existentialism Then and Now
- PSY 20104 Psychology of Disability
- PSY 23904 Psychology of Work
- PSY 24604 Intro to Human Development: Infancy and Childhood
- PSY 35704 Community Psychology
- SOC 26604 Family Relationships
- IAS 31163 Disabilities Studies from a Global Perspective
- IAS 31164 Medical Aspects of Disability
- WS 10004 Intro to Women’s & Gender Studies

Global Labor Studies
The Global Labor Studies concentration provides a multifaceted perspective on work and workers, bringing a critical eye to processes of labor. Courses explore theories of work, histories of labor, the experiences of workers, and differing worlds of work. A global emphasis will highlight historical and international linkages that continue to connect us, both individually and as a nation, to workers and consumers across the world. Further, CWE’s location at the heart of New York’s financial industry affords a unique vantage from which to consider how broader economic and financial processes shape our everyday lives.

**Fall 2017 courses:**

**Foundational**
- IAS 10300 Interdisciplinary Global Studies
- IAS 10800 Doing Social Research
Concentration Electives

ART 31504    Art and Politics
HIST 31354    Decolonization: Africa and the Caribbean
IAS 31115    Immigrant Rights and the Law
IAS 31168    Digital Media and Society
IAS 31180    Documenting and Imagining Immigration
IAS 31231    Black Athlete
IAS 31284    Working New York
IAS 32182    Latinos & Migration
PSY 23964    Psychology of Work
WS 10004    Intro to Women’s & Gender Studies

Disabilities Studies
The Disabilities Studies concentration incorporates intersecting perspectives from the social sciences, humanities, science, social policy and the law. It takes the perspective that disability is not inherent in the individual as a deficit, but rather, comprises a set of physical and social barriers that limit the experiences of certain individuals. This concentration is designed to prepare students for work as insightful educators, as services providers, for work in community-based agencies, and as advocates for people with disabilities.

Fall 2017 courses:
Foundational
IAS 31235    Intro to Developmental Disabilities

Concentration Electives
ANTH 20104    Cross-Cultural Perspectives
IAS 31163    Disabilities Studies from a Global Perspective
IAS 31164    Medical Aspects of Disability
IAS 31166    Human Experimentation: Biomedicine, Biotehics, Biopolitics
IAS 31237    Drugs, their History and Sociology
PSC 31544    Family Law
PHIL 34944    Applied Ethics
PSY 20104    Psychology of Disability
PSY 35704    Community Psychology
SOC 26604    Family Relationships

Childhood Studies
The Childhood Studies concentration fosters an interdisciplinary exploration of the many factors that shape the cultural construct of the child and family in society. This concentration draws upon the fields of anthropology, literature, history, psychology, education, law, sociology and the natural sciences. Students will gain a rich and multi-faceted liberal arts education that emphasizes critical thinking and specialized knowledge about children and families in social contexts, in the US and globally.

Upon successful completion of the concentration, students will be able to use multiple disciplines to examine critical issues in the field, including health, education, disability, nutrition/obesity, law, the environment, human rights, and public policy.

Fall 2017 courses:
Foundational
IAS 10800    Doing Social Research
PSC 12504    Intro to Public Policy
PSY 24604    Intro to Human Development: Infancy and Childhood

Concentration Electives
ANTH 20104    Cross-Cultural Perspectives
IAS 31180    Documenting and Imagining Immigration
IAS 31235    Introduction to Developmental Disabilities
IAS 31231    Black Athlete
IAS 31241    Brooklyn
PSC 31544    Family Law
PSY 20104    Psychology of Disability
PSY 35704    Community Psychology
SOC 26604    Family Relationships
SOC 38144    Sociology of Education
WS 10004    Intro to Women’s & Gender Studies

The Americas
The Americas concentration fosters an interdisciplinary exploration of the social, economic, political, and cultural realities of transnational and translocal life in the Americas. It also looks at influences and/or affinities between groups in the American Hemisphere and communities in other parts of the globe: Africa, Asia, and Europe. Students are exposed to and begin to engage critically with the most contemporary theoretical frameworks and arguments that shape Africana Studies, American Studies, Caribbean Studies, Indigeneity Studies, and Latin American Studies. More specifically, they become familiar with paradigms, approaches and debates (such as but not limited to Marxism, neoliberalism, globalization, imperialism, techno-economics, structuralism, postmodernism, feminism, queer studies, postcolonial studies, diaspora studies, migration studies, indigenous studies) that focus on formations of power as they relate to cultural, social, economic, and geopolitical landscapes in the Americas and in the Americas’ relationships to other parts of the world. They learn to apply the above theoretical frameworks to case studies throughout the Americas, which are connected to private, public, non-governmental, non-profit, and grassroots approaches to economic development, civil society, and community building.

BA/MA Option: Students are eligible to apply for the BA/MA program once they have completed 108 credits total, as well as the Required Major Courses and 12 credits in The Americas concentration. See your advisor for more information.

Fall 2017 courses:
Foundational
IAS 10300    Interdisciplinary Global Studies
IAS 10800    Doing Social Research
Concentration Electives

- HIST 31354 Decolonization: Africa and the Caribbean
- IAS 31115 Immigrant Rights and the Law
- IAS 31157 Arts and Social Change in the Americas
- IAS 31163 Disabilities Studies from a Global Perspective
- IAS 31180 Documenting and Imagining Immigration
- IAS 31181 Existentialism Then and Now
- IAS 31231 Black Athlete
- IAS 32182 Latinos & Migration

B.S. in Early Childhood Education

General Education Core/Pathways Core

The General Education sequence includes core courses in the humanities, social sciences, and natural sciences; foreign language; writing: speech; American history; psychology; mathematics; and the sociology of education. General education courses ensure that students have received a foundation in the most essential areas of college-level learning. Students who entered CWE in or after the Fall 2013 semester are instead subject to the CUNY Pathways Core requirements. Students who entered CWE prior to Fall 2013 may stay in the existing CORE or switch to the Pathways Core. For more details on this, please consult your academic advisor.

Fall 2017:
See Pathways Core above for general requirements.

Co-Concentration Courses

The co-concentration allows students to explore a liberal arts area in depth and develop deeper knowledge and expertise. This experience is important to the development of the student's own capacity to be a lifetime learner. Please refer to respective Interdisciplinary Liberal Arts Concentrations for elective courses. For continuing students in co-concentrations of Literature, Communication, and the Arts, Human Services, or Cultural and Historical Studies, use the new concentration listings in consultation with an academic advisor.

Required Major Courses

- IAS 24200 Introduction to Interdisciplinary Studies
- IAS 23304 The Essay
- IAS 23324 Advanced Composition
- SOC 38144 Sociology of Education

Teaching Methods Core

All courses in the Teaching Methods Core require fieldwork. Courses beyond Early Childhood I and II require formal acceptance to the ECE Program. Visit www.ccny.cuny.edu/cwe/how-to-apply-to-the-ece-program.cfm for admission requirements. All Teaching Methods courses must be passed with a grade of C or higher. Please note that Math 18000 and Math 18500 are pre-requisites for EDCE 32204.

Teaching Methods Core Courses (Fall)

- EDCE 20604 ECE I: Theories of Development Applied to ECE Practice
- EDCE 22104 School, Family, Community
- EDCE 32204 How Children Learn Math
- EDCE 32304 Language Development & Emergent Literacy I
- EDCE 32001 EDTPA Seminar
- EDCE 40800 Student Teaching and Integrative Seminar

Student Teaching and Integrative Seminar in Early Childhood Education

Student teaching and seminar to integrate theory with practice. Early Childhood 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. Full time, 360 hrs. 25 hrs./wk.

Students who have been approved for student teaching will be registered for this course by the Office of Field Experience. See course description and/or ECE advisor for details.

General Course Information

Writing Enhanced Courses (W)

Courses marked as (W) are designated as “Writing Enhanced.” A ‘W’ course is one in which emphasis is placed on learning course requirements through writing assignments. These courses incorporate informal activity to help students engage with course reading and assignments; includes a significant amount of formal/evaluated writing, either as a series of short papers or as one larger project carried out in stages throughout the semester; and a significant percentage of the semester grade is based on the writing components of the course. Students will have the opportunity for revision.

Upper Division Courses (U) and Your Curriculum

Upper-division (30000 level and those marked ‘U’) coursework is an integral part of every student’s curriculum at CWE. These courses vary in range and extent, but generally constitute an advanced level of coursework and reading familiarity with key concepts and issues in the subject. The level of coursework expectation should be carefully factored into your planning for the semester. Interdisciplinary Liberal Arts majors have a minimum 30 credit upper-division requirement. Consult your advisor for more details.
General Requirements for Online and Hybrid Courses
Please read the following information carefully before making your decision to enroll in an online course. The assignments are asynchronous, meaning that you can complete your assignments at any time of day during the week—however you must adhere to the posted deadlines for assignments that will be listed in the course. These courses will be held on Blackboard, WordPress, or another electronic learning platform.

In order to register for CWE online courses, you must meet the following minimum criteria:
1) Students must have access to a computer and high speed internet connection.
2) Students must have and use a CCNY email account.
3) Students must also have access to MS word version 2007 or higher.
4) Students should feel comfortable using the internet.
5) Students should have adequate typing/word processing skills.
6) Students must also feel comfortable with their ability to work with light supervision.
7) Students must have access to an alternate computer and internet connection.
8) Students must be able to log into the course a minimum of 3x/ week – they may choose the days/times.

Please be aware of the following:
1) Extensions for assignments will NOT be given for personal computer issues.
2) Students must activate their blackboard accounts by as soon as possible but no later than one week before the start of the session.
3) Students must check Blackboard for hybrid/in-class meeting schedules. See individual course listings for more details.
4) Students must activate and use their Citymail account for all correspondence related to the course.

Book Order Information
Once you have registered for your courses on CUNYfirst, you will be able to see the required books for your courses on your CUNYfirst schedule.

For information on the new online book service, Akademos, visit CCNYBooks.com.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS A to Z</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANTH 20104, 7CWE</strong></td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td><strong>ART 31504, 7CWE</strong></td>
</tr>
<tr>
<td>Beginning with the French Revolution and the paintings of Jacques-Louis David, we will explore the close ties between artists and how they reflect their political time. Francisco Goya's powerful anti-war prints, The Disasters of War, to Picasso's 20th century mural Guernica, to the abolitionist paintings of Eastman Johnson in 19th century America, all show the profound concern of artists. At the turn-of-the-century, photographer Jacob Riis documented the plight of poor immigrant families in New York and helped them achieve social change. The great Mexican muralists painted pro-revolutionary images and Impressionist painter Edouard Manet actually had an active role in the &quot;Paris Commune.&quot; Art movements like Dada and Surrealism challenged the status quo culminating with the Situationists in the Paris riots of 1968. Most recently, post-modernist artists have delved into issues of identity politics like Kara Walker, James Luna and Glenn Ligon; gender issues with the Guerrilla Girls and Cindy Sherman; and global politics from the United States and Europe to Latin America, Asia and Africa, with artists Doris Salcedo, Shirin Neshat, Ai Wei Wei, and South African artist Jane Alexander whose visceral, hybrid creatures comment on the horror of apartheid. Readings, slide lectures and museum visits will examine this rich topic and provide a deeper understanding of the broad scope of art produced in and of its time. 4 hr.; 4 cr. (W)(U)</td>
</tr>
<tr>
<td><strong>EDCE 20604, 3CWE</strong></td>
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<tr>
<td>This course will provide an overview of early childhood education theory and practice from historical and sociocultural viewpoints. Major areas of study include child development, observation and recording techniques, developmentally appropriate practices, multicultural and inclusive classrooms, authentic assessment, family-child-teacher interactions and subject area methods. Fieldwork required. 4 hr.; 4 cr. (W)</td>
</tr>
<tr>
<td><strong>EDCE 22102, 1CWE</strong></td>
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<tr>
<td>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. Fieldwork required. Open only to students formally accepted into the Early Childhood Education program. 2 hr.; 2 cr.</td>
</tr>
<tr>
<td><strong>EDCE 32001, 2CWE</strong></td>
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<tr>
<td>0 cr. For student teachers only</td>
</tr>
<tr>
<td><strong>EDCE 32204, 1CWE</strong></td>
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<tr>
<td>Emphasis on growth and mathematical development of children from preschool to upper elementary grades through their action and exploration in a supportive classroom environment; course work, readings, workshop activities with children. Fieldwork required. Pre-req.: MATH 18500. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs.</td>
</tr>
<tr>
<td><strong>EDCE 32304, 3CWE</strong></td>
</tr>
<tr>
<td>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. Fieldwork required. Open only to students formally accepted into the Early Childhood Education Program. 4 hrs.; 4 crs</td>
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<tr>
<td><strong>EDCE 40500, 2CWE</strong></td>
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<tr>
<td>Facilitating Children's Artistic Development</td>
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<tr>
<td>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 accepted into the Early Childhood Education Program. Fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.</td>
</tr>
<tr>
<td><strong>EDCE 40600, 4CWE</strong></td>
</tr>
<tr>
<td>Facilitating Children's Musical Development</td>
</tr>
<tr>
<td>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 accepted into the Early Childhood Education Program. Fieldwork required. Pre-Requisites: See Advisor. 2 hrs.; 2 crs.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>EDCE 40800, 4CWE</td>
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<tr>
<td>ENGL 31994, 3CWE</td>
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<tr>
<td>HIST 31354, 1CWE</td>
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<tr>
<td>HIST 32034, 2CWE</td>
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<td>HIST 36704, 3CWE</td>
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<tr>
<td>IAS 10000, 1CWE</td>
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<tr>
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<tr>
<td>IAS 10100</td>
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<td>IAS 10300</td>
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<td>IAS 22200</td>
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**IAS 10100, 4CWE**

*Writing for Interdisciplinary Studies II*

This is an interdisciplinary, humanities-based writing course. This course builds on critical reading, thinking and writing skills acquired in IAS 10000. Reading includes longer theoretical essays by Charles Darwin, Thomas Kuhn, Georg Simmel, Friedrich Nietzsche, and Hannah Arendt paired with social context writers such as Thomas Eiser, Gabriel Garcia Marquez, Flannery O’Connor and Michael Gold. Text-based student essays of at least 1250 words responding to these combinations will include proper citation of sources. This course will also emphasize critical reading, thinking and writing skills as well as a number of more complex rhetorical approaches to the composition of text-based academic writing. (Formerly Core Humanities II Literature, Art, Human Experience) Pre-Req. IAS 10000. 4 hrs. 4 cr.

**IAS 10300, 2CWE**

*Interdisciplinary Global Studies*

This course examines the historical phenomena of globalization through the various lenses of the social sciences and the humanities from the year 1500 to the present. (Formerly Work, Family Community) 4 hrs.; 4 cr.

**IAS 10400, 1CWE**

*Nature and Human Beings I (Core Natural Science I)*

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 cr.

**IAS 10400, 2CWE**

*Nature and Human Beings I (Core Natural Science I)*

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 cr.

**IAS 10500, 6CWE**

*Nature and Human Beings II (Core Natural Science II)*

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, 2CWE**

*Doing Social Research*

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 cr. (W)

**IAS 22200, 4CWE**

*Intro to Urban Studies and Planning*

This course takes an interdisciplinary approach to the study of urbanization and urban life. To dissect and discuss how planning interventions and urban design have shaped cities and their regions, we will read some of the key urban theorists. Through the lenses of urban politics, sociology and anthropology as well as through the narratives of essayists, novelists and filmmakers, we will approach cities and urban spaces as texts to be deciphered. The course is a foundational course for the concentration in urban studies. 4 hrs. 4 cr. (W)(U)

**IAS 23304, 7CWE**

*The Essay*

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 cr. (W)(U)
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. Prerequisites: Writing for Interdisciplinary Studies I and II or equivalent. (Formerly ENGL 31134) 4 hrs.; 4 crs. (W)(U)

NOTE: The Wednesday section of The Essay (CWEH) will be hybrid, which means that students will conduct work on Blackboard but will also meet face to face with the professor. The in-person sessions will be September 6, September 13, October 18, and October 25. The online sessions will be scaffolded to provide a triple process of peer-review, self-editing, and review by the professor. For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Days</th>
<th>Time</th>
<th>Instructor</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAS 23304, CWEH</td>
<td>Wednesday</td>
<td>6:00 - 9:20 PM</td>
<td>Benedict</td>
<td>The Essay (hybrid)</td>
</tr>
<tr>
<td>IAS 23324, 1CWE</td>
<td>Monday</td>
<td>6:00 - 9:20 PM</td>
<td>Sweeting-De Caro</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>IAS 23324, 2CWE</td>
<td>Tuesday</td>
<td>6:00 - 9:20 PM</td>
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<td>Advanced Composition</td>
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<tr>
<td>IAS 23324, CWEH</td>
<td>Wednesday</td>
<td>6:00 - 9:20 PM</td>
<td>Sweeting-De Caro</td>
<td>Summer Session Advanced Composition (hybrid)</td>
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<tr>
<td>IAS 24200, 1CWE</td>
<td>Monday</td>
<td>6:00 - 9:20 PM</td>
<td>Woessner</td>
<td>Introduction to Interdisciplinary Studies</td>
</tr>
<tr>
<td>IAS 24200, 6CWE</td>
<td>Saturday</td>
<td>9:00 AM - 12:20 PM</td>
<td>Hilkey</td>
<td>Introduction to Interdisciplinary Studies</td>
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**IAS 24200, CW2H**
**Introduction to Interdisciplinary Studies (hybrid)**
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) 4 hr., 4 cr. (W)(U)
For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule. Note: The Thursday hybrid section, IAS 24200, CW2H, meets in class every week until 8:15 pm, with the remaining hour completed online.

**IAS 24200, CWEH**
**Introduction to Interdisciplinary Studies (hybrid)**
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) 4 hr., 4 cr. (W)(U)
For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

**IAS 24200, CWEH**
**SUMMER SESSION**
**Introduction to Interdisciplinary Studies (hybrid)**
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) 4 hr., 4 cr. (W)(U)
For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

**IAS 31106, SCWE**
**Works On Paper**
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. 4 hrs., 4 crs. (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 31115, SCWE**
**Immigrant Rights and the Law**
Immigrants built the United States but that does not mean the United States has always welcomed immigrants. In this course, we will look at the history of immigration to the U.S., immigration today, and the host society’s response to newcomers. We will review current immigration law and the political forces that will determine the immigration policy of the future. We will also examine the rights of immigrants, both documented and undocumented, in the host society. Should immigrant children be able to go to school? For free? How about college? Do immigrants have the right to work? Access to health care? Freedom of speech? Should immigrants have the same rights as citizens? Is it discrimination if they do not? 4 hr., 4 cr (W)(U)

**IAS 31117, SCWE**
**Arts and Social Change in the Americas**
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 artists 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 31163, SCWE**
**Disability Studies From a Global Perspective (hybrid)**
Disability affects us all and transcends class, nation or wealth. Globally, people with disabilities are the largest minority grouping. This course will introduce students to the key concepts, approaches and methods in the disability studies field as they are expressed in countries all over the world. Students will get the opportunity to critically explore social and medical approaches and examine the differences/similarities to approaches in the United States. We will explore differences between cultures, education, class, gender, sex, activism and sociopolitical issues in regards to people with disabilities. This class is a hybrid class and will meet online roughly every other session. Specific dates on which the class will meet online will be noted on the syllabus distributed the first day of class. 4 hr., 4 cr. (W)(U)
For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 9 of this schedule.
### IAS 31164, 1CWE
**Medical Aspects of Disability**

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 affecting 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 31166, 3CWE
**Human Experimentation: Biomedicine, Bioethics, Biopolitics**

This course will explore the difficult balancing act between the requirements of scientific research, the societal goal of the "public good," and the interests of individual human subjects. Through a series of case studies (e.g., Tuskegee Syphilis Study), we will examine the historical abuses of human subjects (especially powerless groups such as children and minorities) by medical researchers. The horrors of the Holocaust lead to the development of a series of international guidelines regarding the ethical treatment of human subjects. We also will look at US legislative and regulatory control of the safety of drugs and medical devices by the Food and Drug Administration, and the occasional tragic failures of these measures. In addition to biomedical and psychiatric research, we will examine the ethics of the study of humans in the social sciences, such as anthropology (e.g., the Yanomama tribe in the Amazon) and psychology (the Milgram Study of obedience to authority). If time permits, we will discuss the relatively recent attempts to regulate research in animals, stimulated by the rise of the Animal Rights movement. Pre-Req: IAS 10400 or equivalent. 4 hr.; 4cr. (W)(U)

### IAS 31168, CWEH
**Digital Media and Society (hybrid)**

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 on 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)

For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

### IAS 31170, CWEH
**Seminar in Autobiography (hybrid)**

The Seminar in Autobiography is the first step in the CWE Autobiography Program. It is open to students who would like to write and submit an autobiography for Life Experience credit, as well as those students who are interested in learning more about the genre and gaining experience in autobiographical writing. The course introduces students to the genre of life writing, which encompasses different styles and forms of autobiography and memoir, such as the coming-of-age narrative, family history, the personal essay, and memoirs of illness, grief, trauma, and recovery. In addition to reading and analyzing several memoirs and autobiographical pieces, you will complete some introductory life-writing exercises and create one longer autobiographical story, which may become a part of your autobiography. Students who are interested in submitting an autobiography for Life Experience credit and who complete the course with a B or higher are eligible to register for IAS 30100, Honors Research, in the Spring 2018 semester, to work on their autobiographical projects (students can earn up to 8 Life Experience credit for their autobiographies).

This class will be a HYBRID class, which means that it will meet online for some of the class sessions. These online sessions will allow us to share and critique each other's work and to give you additional time to work on your autobiographical writing. The online sessions will be noted on the calendar to be distributed at the first class session, which will be held as a face-to-face class.

Pre-requisites: Writing for Interdisciplinary Studies I and II OR The Essay/Advanced Composition and at least one literature or creative writing elective. 4 hrs.; 4 crs. (W)(U) For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 9 of this schedule. 4 hrs.; 4 crs. (W)(U)

For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

### IAS 31177, CWEH
**SUMMER SESSION**
**Climate Change and Your Future**

The biggest issue that we humans are facing is the survival of our own species. Global warming is not about the survival of the Earth but about the survival of the human species as a whole. Climate change, global warming, what does this all mean? Students will look at the evidence presented by scientists and explore how the data is collected and studied through the lens of Physical Science. We will explore alternative technologies and current research. We will explore our place in the Universe and come to find our place in a tiny grain of sand we call Earth. 4 hr. 4 cr. (W)(U)
Documenting and Imagining Immigration

According to the 2008 United States Census, about 1% of our population is Native American only. Another 1% is Native American mixed with other races. The rest of us are immigrants or descended from immigrants, slaves and refugees. We’re a nation of immigrants, yet despite or perhaps because of that, our ideas and our laws about immigration have fluctuated wildly over the years. Today immigration is arguably the most hotly debated topic in America. This survey course will look at the way films have both documented and imagined the journey of immigrants, as well as their struggles and triumphs once they’ve arrived. We’ll be watching a wide range of historical and contemporary movies, both documentaries and fiction films - films like Charlie Chaplin’s “The Immigrant,” Elia Kazan’s “America, America,” Francis Ford Coppola’s “The Godfather, Part II,” Joan Micklin Silver’s “Hester Street,” Robert Young’s “Alambrista,” David Rilter’s “La Ciudad,” Rebecca Cammisa’s “Which Way Home” and Frederick Wiseman’s “Jackson Heights.”

Pondering the question of where we all come from just might help us figure out where we want to go. 4 hr. 4 cr. (W)(U)

Existentialism Then and Now

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 reemerging 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)

The Celluloid Classroom: What Movies Can Teach Us About Education

What makes a great teacher? A good one? A mediocre one? What does it take to inspire students to do their best work? Those are some of the questions we'll be asking ourselves in this course about the way teachers have been portrayed on film. Many of the movies we'll be watching in whole or in part are documentaries based on real life educators: Jaime Escalante ("Stand and Deliver"), Sylvia Barrett ("Up the Down Staircase"), Roberta Guaspari ("Small Wonders" & "Music of the Heart"), Eric Gruwell ("Freedom Writers"), Melvin B. Tolson ("The Great Debaters"), Anne Sullivan ("The Miracle Worker"), Dr. Jean-Marc Gaspard Itard ("The Wild Child") and Bruce Pandolfini ("Searching for Bobby Fischer"). Others are straight up documentaries where we can see real teachers at work: Frederick Wiseman's "High School," Nicolas Philibert's "To Be and To Have," Marilyn Agrelo's "Mad Hot Ballroom" and Lucy Walker's "Blink." Still other films will be entirely fictional. Most will be set in educational institutions but others will take place largely outside of them. In at least one film - James Marsh's "Project Nim" - we'll encounter a student of another species. What attitudes, philosophies and techniques best nurture learning? Students should expect brief weekly readings and some assigned outside viewing. 4 hr. 4 cr. (W)(U)

Contemporary Cinema of the Americas (online)

This summer course will be almost entirely online except for the week of The Americas Film Festival of New York (www.taffny.com, June 8-16, 2017) 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) that 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)

Mental Health in Urban Schools

This course explores the necessity of mental health services in urban school settings, often plagued by poverty and school reform challenges. The course will introduce students to the history, theories, training, and practices of various school mental health disciplines that operate in urban schools. Students will be exposed to the professional issues associated with the three overarching school mental health professions: School Psychology, School Social Work, and School Counseling. To this end, students will learn pragmatic processes involved in examining individual, school, and community-based issues that may impact learning capacities, and ultimately effect educational decisions for school children in urban settings. Students will also be given opportunities to explore a day-in-the-life of school mental health professionals in urban school settings by virtue of case studies and interviews with mental health practitioners who work in urban settings. By the end of the course, students will be able to compare and contrast urban school challenges faced by each of these professions across a variety of factors, including graduate training models, general practices, ethics, and the role of governing bodies of each profession. 4 hr. 4 cr. (W)(U)

New York in Literature and Film

This course takes an interdisciplinary approach to the rise of New York with an emphasis on fiction and film. On another level it will examine the rise of urban America through the example of the proto-typical city, New York. The main topics that will be examined are the literature of immigrants, critical realism's New York by the slice, the Harlem Renaissance, the American dream in the big city, the modern Babylon, the building and imagining of the Brooklyn Bridge. 4 hr.; 4 cr. (W)
**IAS 31231, CWEH**  
**The Black Athlete (hybrid)**

Sport occupies a significant place in the popular American imagination. It is also a significant site in what has come to be known as the Black Performance Tradition; arguably more significant than Blackface minstrelsy in its contributions to conceptions of “Blackness” and especially, “Black” masculinity. Through the prism of professional black athlete’s particular experiences in varying American sports and periods, we will take on the greater task of understanding the complex ways in which race, class, gender, and sexuality are discussed, understood, and negotiated over time. Black scholar’s have noted for a number of years now, that the “Black” Athlete is a uniquely politicized figure. Prominent black scholar Todd Boyd states in his latest book, Young, Black, Rich, and Famous that, “The black community doesn’t own oil, a natural resource that the world needs. So we don’t command power from that standpoint... But we do own our talent and our creativity and our ability to transform popular culture. We’ve been doing it throughout... This is our oil.” The talent they exhibit, and the choices they make as unavoidable social and political actors are the primary subjects of this course. This exploration is designed to take play in cyberspace. Technically it will be a hybrid course, incorporating onsite class meetings with a majority online learning experience.

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

Please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

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**IAS 31235, 5CWE**  
**Intro to Developmental Disabilities**

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)

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**IAS 31237, 4CWE**  
**Drugs: Their History & Sociology**

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)

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**IAS 31241, CWNT**  
**Brooklyn (online)**

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

Please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.

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**IAS 31249, 3CWE**  
**INTERNSHIPS in Developmental Disabilities**

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.: CWE 31235 & CWE 31240. 4 hrs.; 2 crs. (U)

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**IAS 31284, 2CWE**  
**Working New York**

This course examines the history, cultures and trajectories of working New Yorkers. We will explore how workers' identities took shape in the context of many kinds of communities and political organizations. We will look at how New York City workers have faced challenges as actors always poised within the nexus of global economies and forces. We will consider the diversity of the kinds and forms of labor that define this city. Finally we will examine the difficulties faced by unionized and non-unionized workers in the post 1975 (fiscal crisis) era and consider the possibilities for documenting and recognizing the creativity and resilience of working New Yorkers.

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

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**IAS 32182, 3CWE**  
**Latinos and Migration**

This course examines the historical relationships of various Latin American peoples to the United States, as well as their experiences as (and transformation into) 'Latinos' within the U.S. Latinos are not one people defined by a shared 'culture,' nor do they have a singular historical relationship with the U.S., nor do all Latino groups have a common experience in the U.S. We will explore how different groups—including Mexicans/Chicanos, Puerto Ricans, Cubans, Dominicans, and Central Americans—arrived in the United States, emphasizing the relationship of migration to larger global, imperial, and/or colonial processes. In turn, we will highlight how these migrations were, and remain, crucial to U.S. nation-making processes. We will also discuss how each group was received, analyzing the possibilities for, as well as the obstacles to, convergences among Latinos along social and political lines. 4 hrs.; 4 cr. (W)(U)
### IAS 50100, 2CWE
**Graduate Research Methodology**
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)

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<thead>
<tr>
<th>Time</th>
<th>Instructor</th>
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<tr>
<td>Tuesday 5:30 - 7:10 PM</td>
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### IAS 61130, 2CWE
**Childhood Poverty in the Americas**
This course uses interdisciplinary and human rights frameworks to examine the issues of poverty as they impact children/youth in the USA, Canada and Bolivia. Main objectives of the course include: 1) providing students with opportunities to understand and analyze the historical trends in poverty 2) examining the ways in which countries leverage social policy to combat poverty 3) considering the effects of poverty of children and youth 4) applying and critically examining economic models 5) exploring other government, community, and private sector responses to poverty. Although the course focus will largely involve the countries noted above, other regions/countries will be introduced within special topics sessions including the UN Convention on the Rights of the Child, child labor, international trade agreements, and the impact of poverty on institutions that serve children such as schools, healthcare institutions, and leisure/recreation facilities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Tuesday 7:30 - 9:10 PM</td>
<td>Matthews</td>
</tr>
<tr>
<td>Wednesday 6:00 - 7:40 PM</td>
<td>Zach</td>
</tr>
</tbody>
</table>

### IAS 61140, 3CWE
**Transitional Justice in the Americas**
Transitional justice includes legal and non-legal mechanisms to redress gross violations of human rights. Such mechanisms include criminal prosecution, truth commissions, reparations, institutional reform, memorialization. This course will engage theories of justice, examine the historical development of transitional justice practice regionally and internationally, and comparatively analyze select cases in Latin America, including Argentina, Chile, Colombia, and Guatemala, and beyond. 3 hr. 3 cr. (G)

<table>
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<tr>
<th>Time</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Thursday 6:00 - 9:20 PM</td>
<td>Cheregi</td>
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### MATH 15004, 4CWE
**Mathematics for the Contemporary World**
Bombarded by statistics, assaulted 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.

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</table>

Students must obtain and learn how to use a calculator that contains square root and exponential ($e^x$) keys. The use of a cell phone as a calculator is not permitted. Should students bring their calculators to class every day. Attendance and class participation will be considered in the determination of the course grade. Class exams contain questions that require students' answers be presented graphically and in correct, meaningful sentences. 4 hr.; 4 cr.

### MATH 18004, 2CWE
**Quantitative Reasoning**
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.

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### MATH 18504, CWEX SUMMER SESSION
**Basic Ideas in Math**
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. 4 hr.; 4 cr.

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<tr>
<th>Time</th>
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<tr>
<td>Tues./Thurs. 6:00 - 9:20 PM</td>
<td>Cheregi</td>
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</table>

### MCA 20904, CWNT SUMMER SESSION
**Intro to Public Relations (online)**
This foundation course introduces students to the professional practices of public relations and the concepts and theories underlying the profession. Students learn the fundamentals of persuasive communications, public opinion and audience research, writing for the media (press releases and public service announcements), and tools for effective media relations. Students also develop a public relations proposal incorporating research, objectives, strategy and tactics. This course will meet in person on October 17, December 12 and 19, and online for all other sessions. Pre-req.: MCA 10104 or a 2nd-level English course. 4 hrs.; 4 crs. (W)(U)

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Online T.B.A.</td>
<td>Romero</td>
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</table>

Note: For online and hybrid courses, the instructor will email registered students (using their CCNY email addresses ONLY) prior to the first day of the semester with information on the date of course access. If you do not receive this information by the first day of the term, please email your instructor directly for assistance.

For more information on Online and Hybrid classes, please review the General Requirements for Online and Hybrid Courses on page 10 of this schedule.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>CRN</th>
<th>Title</th>
<th>Instructor</th>
<th>Credits</th>
<th>Time</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCA 33304, CWNT</td>
<td></td>
<td>Reporting and Writing (online)</td>
<td>Romero</td>
<td>4 hrs.; 4 crs. (W)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL 34944, CWNT</td>
<td></td>
<td>Applied Ethics</td>
<td>Gitsoulis</td>
<td>4 hr.; 4 cr. (W)</td>
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</tr>
<tr>
<td>PSC 12504, 1CWE</td>
<td></td>
<td>Intro to Public Policy</td>
<td>Tirelli</td>
<td>Monday 6:00 - 9:20 PM</td>
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<tr>
<td>PSC 15144, 5CWE</td>
<td></td>
<td>Family Law</td>
<td>Fleischer</td>
<td>Friday 6:00 - 9:20 PM</td>
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</tr>
<tr>
<td>PSY 20104, CWNT</td>
<td></td>
<td>Psychology of Disability (online)</td>
<td>Matthews</td>
<td>Online</td>
<td>T.B.A.</td>
<td></td>
</tr>
<tr>
<td>PSY 23904, 1CWE</td>
<td></td>
<td>Psychology of Work</td>
<td>Zaid-Muhammad</td>
<td>Monday 6:00 - 9:20 PM</td>
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</tr>
<tr>
<td>PSY 24604, 6CWE</td>
<td></td>
<td>Introduction to Human Development: Infancy and Childhood</td>
<td>Terry</td>
<td>Saturday 9:00 AM - 12:20 PM</td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>PSY 31115, CWNT</td>
<td></td>
<td>Child Psychopathology (online)</td>
<td>Matthews</td>
<td>Online</td>
<td>T.B.A.</td>
<td></td>
</tr>
<tr>
<td>PSY 35704, 7CWE</td>
<td></td>
<td>Community Psychology</td>
<td>Mercado</td>
<td>Saturday 1:00 - 4:20 PM</td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>SOC 26604, 4CWE</td>
<td></td>
<td>Family Relationships</td>
<td>Andino</td>
<td>Thursday 6:00 - 9:20 PM</td>
<td>Thursday</td>
<td></td>
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<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>SOC 31511, 3CWE</td>
<td>Interviewing</td>
<td>Wednesday 6:00 - 9:20 PM</td>
<td>Lutz</td>
</tr>
<tr>
<td>SOC 38144, 2CWE</td>
<td>Sociology of Education</td>
<td>Tuesday 6:00 - 9:20 PM</td>
<td>Garavuso</td>
</tr>
<tr>
<td>SPAN 12104, CWGJ</td>
<td>Introductory Spanish I</td>
<td>Tues./Thurs. 6:00 - 8:30 PM</td>
<td>Santos</td>
</tr>
<tr>
<td>SPAN 22504, 3CWE</td>
<td>Intermediate Spanish</td>
<td>Wednesday 6:00 - 9:20 PM</td>
<td>Unassigned</td>
</tr>
<tr>
<td>SPCH 11104, 5CWE</td>
<td>Foundations of Speech Communication</td>
<td>Friday 6:00 - 9:20 PM</td>
<td>Unassigned</td>
</tr>
<tr>
<td>WS 10004, 2CWE</td>
<td>Introduction to Women's and Gender Studies</td>
<td>Tuesday 6:00 - 9:20 PM</td>
<td>Rosenbaum</td>
</tr>
</tbody>
</table>

This practicum introduces students to accepted interviewing techniques with individuals and groups using both structured and unstructured questionnaires, reviews current federal regulations concerning the protection of human subjects and their informed consent, provides observations of good interviewing and recording techniques, and examines the theory and practice of focus groups. The use of translations and translators and other practical cultural issues are discussed. Students gain understanding of the function of interviews conducted in the social sciences and in a variety of professional settings including social work, human resources, health services and journalism. Training and supervision in structured interviews with volunteer research subjects will be provided. Advanced students may conduct supervised focus groups. 4 hrs.; 4 cr. (W)(U)

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)

An intensive course designed to provide the student with the elements of everyday Spanish. 6 hrs, 4 cr.

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 hr.; 4 cr. 4hr., 4 cr.

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)

An introduction to issues that arise when women's lives and gender roles become the focus of critical inquiry. How do different societies and academic disciplines define women? How do women's experiences vary in relation to factors such as race, ethnicity, class, sexuality, age and nationality? How have women resisted, adapted to, and transformed "women's space" in the United States and elsewhere? 4 hr.; 4 cr. (W)
M.A. IN THE STUDY OF THE AMERICAS

The Department of Interdisciplinary Arts and Science’s Master’s Degree in The Study of the Americas is an interdisciplinary program concentrating on a broadly defined attention to “the Americas.” The 30-credit program seeks to address new questions and concepts about the Americas as it focuses on topics such as: racial and ethnic identities, migration, popular culture, politics, gender relations, and human rights. It is intended to provide working adults with a meaningful, graduate-level program.

Courses for Fall 2017

IAS A5010, 3CWE
Graduate Research Methodology
Tuesday, 5:30 – 7:10 PM
Schaller
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. (graduate)

IAS A61130, 2CWE
Childhood Poverty in the Americas
Tuesday, 7:30 – 9:10 PM
Matthews
This course uses interdisciplinary and human rights frameworks to examine the issues of poverty as they impact children/youth in the USA, Canada and Bolivia. Main objectives of the course include: 1) providing students with opportunities to understand and analyze the historical trends in poverty 2) examining the ways in which countries leverage social policy to combat poverty 3) considering the effects of poverty of children and youth 4) applying and critically examining economic models 4) exploring other government, community and private sector responses to poverty. Although the course focus will largely involve the countries noted above, other regions/countries will be introduced within special topics sessions including: the UN Convention on the Rights of the Child, child labor, international trade agreements, and the impact of poverty on institutions that serve children such as schools, healthcare institutions, and leisure/recreation facilities. 3 hr. 3 cr. (graduate)

IAS 61140, 3CWE
Transitional Justice in the Americas
Wednesday, 6:00 – 7:40 PM
Zach
Transitional justice includes legal and non-legal mechanisms to redress gross violations of human rights. Such mechanisms include criminal prosecution, truth commissions, reparations, institutional reform, memorialization. This course will engage theories of justice, examine the historical development of transitional justice practice regionally and internationally, and comparatively analyze select cases in Latin America, including Argentina, Chile, Colombia, and Guatemala, and beyond. 3 hr. 3cr. (graduate)

For more information about the M.A. in the Study of the Americas program, please contact the M.A. advisor, Alessandra Benedicty, at (212) 925-6625 x207 or abenedicty@ccny.cuny.edu or visit: www.citycollegeamericasma.org