



## CWE Spring 2025 Class Table

<b>MONDAY</b>				
EDCE 20614, 1CWA	E.C.E. II: Develop, Assessment, Teaching & Learning	In-person & Brightspace	M 4:30 - 6:10 PM	Cruz
EDCE 20614, CWA1	E.C.E. II: Develop, Assessment, Teaching & Learning	In-person & Brightspace	M 6:20 - 8:00 PM	Matthews
IAS 10000, 1CWE	Writing for Interdisciplinary Studies I	In-person	M/W 6:20 – 8:00 PM	Owen
IAS 10100, CW13	Writing for Interdisciplinary Studies II	In-person	M/W 12:50 - 2:30 PM	Clark
IAS 10500, 1CWA	Core Natural Science II: Nature & Human Beings II	In-person & Brightspace	M 6:20 - 8:00 PM	Dunson-Delvalle
IAS 10500, CW13	Core Natural Science II: Nature & Human Beings II	In-person	M/W 2:40 - 4:00 PM	Robinson
IAS 10800, 1CWA	Doing Social Research	In-person & Brightspace	M 6:20 - 8:00 PM	Schaller
IAS 24200, 1CWA	Intro to Interdisciplinary Studies	In-person & Brightspace	M 6:20 - 8:00 PM	Zach
IAS 31142, 1CWM	Making Race in the 21st Century	Zoom & Brightspace	M 6:00 - 8:00 PM	Rosenbaum
IAS A6230, 1CWS	Inequality and Social Mobility in the Americas (grad)	Zoom	M 6:20 - 8:00 PM	t.b.a.
PSC 21104, 1CWS	New York Politics	Zoom	M 6:00 - 9:20 PM	Tirelli
PSY 10204, CW13	Psychology in the Modern World	In-person	M/W 4:30 - 6:10 PM	t.b.a.
PSY 31134, 1CWS	Psychology of Racism: Mental Health	Zoom	M 6:00 - 9:20 PM	Zaid-Muhammad
<b>TUESDAY</b>				
EDCE 31904, 2CWX	Science Methods in E.C.E.	In-person*	T 4:30 - 6:10 PM	Aprile
EDCE 40300, 2CW2	Social Studies in ECE	In-person*	T 6:20 - 8:00 PM	Aprile
EDCE 40300, 2CWX	Social Studies in ECE	In-person*	T 4:30 - 6:10 PM	Wilgus
ENGL 22014, 2CWA	Creative Writing Workshop I	In-person & Brightspace	T 6:20 - 8:00 PM	Neals
IAS A6270, 2CWS	Slavery, Gender & Colonial Legacies (graduate)	Zoom	T 5:30 - 7:10 PM	Marinez
IAS 10800, 2CWA	Doing Social Research	In-person & Brightspace	T 6:20 - 8:00 PM	Zafar
IAS 23324, 2CWA	Advanced Composition	In-person & Brightspace	T 6:20 - 8:00 PM	Sweeting
IAS 31219, 2CWM	History, Culture and Politics of Hip Hop	Zoom & Brightspace	T 6:20 - 8:00 PM	Orange
IAS 31235, 2CWA	Intro to Developmental Disabilities	In-person & Brightspace	T 6:20 - 8:00 PM	Ortiz-Suloway
MATH 18004, CW24	Quantitative Reasoning	In-person	T/TH 4:30 - 6:10 PM	Zafar
MATH 18504, 2CWE	Basic Ideas in Math	In-person	T 6:00 - 9:20 PM	Simonen
<b>WEDNESDAY</b>				
IAS 10000, 1CWE	Writing for Interdisciplinary Studies I	In-person	M/W 6:20 – 8:00 PM	McDonald
EDCE 20614, 3CWA	E.C.E. II: Develop, Assessment, Teaching & Learning	In-person & Brightspace	W 6:20 - 8:00 PM	Diaz
EDCE 40800, 3CW2	Student Teaching & Integrative Seminar in ECE	In-person*	W 4:30 - 6:10 PM	Diaz
EDCE 40800, 3CWX	Student Teaching & Integrative Seminar in ECE	In-person*	W 4:30 - 6:10 PM	Wei

IAS 10100, CW13	Writing for Interdisciplinary Studies II	In-person	M/W 12:50 - 2:30 PM	Clark
IAS 10500, CW13	Core Natural Science II: Nature & Human Beings II	In-person	M/W 2:40 - 4:20 PM	Robinson
IAS 23304, 3CWA	The Essay	In-person & Brightspace	W 6:20 - 8:00 PM	Moore
IAS 24200, 3CWA	Intro to Interdisciplinary Studies	In-person & Brightspace	W 6:20 - 8:00 PM	Chappell
IAS 31407, 3CWA	Childhood Poverty	In-person & Brightspace	W 6:20 - 8:00 PM	Almash
IAS A6260, 3CWS	Magical Realism in the Americas (graduate)	Zoom	W 6:20 - 8:00 PM	Carlson
LALS 10204, 3CWA	Latin American & Caribbean Civilization	In-person & Brightspace	W 6:20 - 8:00 PM	Aguasaco
MCA 31414, 3CWM	Film and Human Rights	Zoom & Brightspace	W 6:20 - 8:00 PM	Kopp
PSY 10204, CW13	Psychology in the Modern World	In-person	M/W 4:30 - 6:10 PM	Matthews
SOC 38144, 3CWA	Sociology of Education	In-person & Brightspace	W 6:20 - 8:00 PM	Diop
<b>THURSDAY</b>				
ANTH 26504, 4CWM	Language and Society	Zoom & Brightspace	TH 6:20 - 8:00 PM	Calagione
EDCE 40200, 4CW4	Language and Emergent Literacy II	In-person*	TH 6:20 - 8:00 PM	Buffalo
EDCE 40200, 4CWX	Language and Emergent Literacy II	In-person*	TH 4:30 - 6:10 PM	Norton
EDCE 40200, 4CW3	Language and Emergent Literacy II	In-person*	TH 4:30 - 6:10 PM	Wei
EDCE 40200, 4CW2	Language and Emergent Literacy II	In-person*	TH 6:20 - 8:00 PM	Franco
EDCE 40600, 4CWX	Facilitating Children's Musical Development	In-person*	TH 4:30 - 6:10 PM	Aprile
IAS 24200, 4CWA	Intro to Interdisciplinary Studies	In-person & Brightspace	TH 6:20 - 8:00 PM	Woessner
IAS 31403, 4CWA	Community Mental Health: Diversity and Access	In-person & Brightspace	TH 6:20 - 8:00 PM	Ortiz-Suloway
IAS A6111, 4CWE	Race and Nation in the Americas (graduate)	In-person	TH 5:30 - 7:10 PM	Rosenbaum
MATH 18004, CW24	Quantitative Reasoning	In-person	T/TH 4:30 - 6:10 PM	Zafar
MATH 18504, 4CWS	Basic Ideas in Math	Zoom	TH 6:00 - 9:20 PM	Cheregi
MATH 18504, 4CWE	Basic Ideas in Math	In-person	TH 6:00 - 9:20 PM	Oppenzato
SPAN 12104, 4CWS	Introductory Spanish I	Zoom	TH 6:00 - 9:20 PM	Velasquez Torres
SPAN 12204, 4CWS	Introductory Spanish II	Zoom	TH 6:00 - 9:20 PM	Santos
SPAN 22504, 4CWS	Intermediate Spanish	Zoom	TH 6:00 - 9:20 PM	Russo

<b>FRIDAY</b>				
IAS 20200, 5CWE	Art On and Off the Wall II	In-person	F 5:30 - 8:50 PM	Benedetto
IAS 24200, 5CWM	Intro to Interdisciplinary Studies	Zoom & Brightspace	F 6:20 - 8:00 PM	Aponte
IAS 31240, 5CWE	Issues for Adults w/ Developmental Disabilities	In-person	F 6:00 - 9:20 PM	Sutherland-Cohen
MCA 30304, 5CWS	Documentary in Film and Television	Zoom	F 6:00 - 9:20 PM	t.b.a.

<b>SATURDAY</b>				
IAS 10500, 6CWA	Core Natural Science II: Nature & Human Beings II	In-person & Brightspace	S 10:40 -12:20 PM	Dunson-Delvalle
IAS 24200, 6CWM	Intro to Interdisciplinary Studies	Zoom & Brightspace	S 10:40 -12:20 PM	t.b.a.
PSY 25604, 6CWA	Intro to Human Development: Adolescence & Youth	In-person & Brightspace	S 10:40 -12:20 PM	Terry
SOC 38144, 6CWM	Sociology of Education	Zoom & Brightspace	S 10:40 -12:20 PM	Aprile
EDCE 31904, 7CWX	Science Methods in E.C.E.	In-person*	S 2:40 - 4:20 PM	Huston
EDCE 40300, 7CWX	Social Studies in ECE	In-person*	S 12:50 - 2:30 PM	Huston
HIST 31384, 7CWM	African American Women's History	Zoom & Brightspace	S 1:00 - 2:40 PM	Moore
PSY 38804, 7CWM	Theories of Psychotherapy	Zoom & Brightspace	S 1:00 - 2:40 PM	Mercado
<b>ONLINE ASYNCHRONOUS</b>				
ENGL 31809, CWNT	Home And Away: The Literature of Immigration	Brightspace	Asynchronous	Benedicty
IAS 31155, CWNT	Witches, Masons, Slaves, Revolutionaries	Brightspace	Asynchronous	Benedicty
IAS 31214, CWNT	Autism Spectrum Disorders in Young Children	Brightspace	Asynchronous	DuMoulin
IAS 31409, CWNT	Gentrification Globalized	Brightspace	Asynchronous	Schaller
IAS 31708, CWNT	Philosophy and the City	Brightspace	Asynchronous	Clark
IAS 31709, 3CWM	Youth and the Right to the City	Brightspace	Asynchronous	Schaller
IAS 34300, CWNT	Inequality and Social Justice	Brightspace	Asynchronous	Robinson
MCA 10104, CWNT	Intro to Media Studies	Brightspace	Asynchronous	Diaz
PHIL 31404, CWNT	Philosophy and Film	Brightspace	Asynchronous	Woessner
PHIL 34944, CWNT	Applied Ethics	Brightspace	Asynchronous	Gitsoulis
PSY 31115, CWNT	Child Psychopathology	Brightspace	Asynchronous	Matthews
SPAN 22504, CWNT	Intermediate Spanish	Brightspace	Asynchronous	Chacon

\*see course descriptions for details on in-person EDCE courses

# Spring 2025 Course Overview

## Required Major Courses

### Pathways Courses

IAS 10000	Writing for Interdisciplinary Studies I
IAS 10100	Writing for Interdisciplinary Studies II
IAS 10500	Nature and Human Beings II
MATH 18004	Quantitative Reasoning
MATH 18504	Basic Ideas in Math
PSY 10204	Psychology in the Modern World (IAS)
SOC 38144	Sociology of Education (ECE)
SPAN 12104	Introductory Spanish I
SPAN 12204	Introductory Spanish II

### B.A. in IAS and B.S. in ECE Major Courses

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

### B.S. in Early Childhood Education Major Courses

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

\*see course description for required pre-requisites and eligibility to enroll

### B.A. in Social Justice and Urban Life Major Courses

IAS 10800	Doing Social Research
IAS 34300	Inequality and Social Justice

## Suggested Courses by Academic Concentration

### Childhood Studies

#### Foundational courses:

ANTH 26504	Language and Society
IAS 10800	Doing Social Research
PSY 25604	Introduction to Child Development: Adolescence and Youth

#### Advanced Electives:

ANTH 26504	Language and Society
HIST 31384	African American Women's History
IAS 31219	History, Culture and Politics of Hip Hop
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31235	Introduction to Developmental Disabilities
IAS 31403	Community Mental Health: Diversity and Access
IAS 31407	Childhood Poverty
IAS 31709	Youth and the Right to the City
IAS 34300	Inequality and Social Justice
PHIL 34944	Applied Ethics
PSY 31115	Child Psychopathology
PSY 31134	Psychology of Racism: Mental Health in Urban Communities
SOC 38144	Sociology of Education (School in American Society)

### Disability Studies

#### Foundational courses:

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

#### Advanced electives:

IAS 10800	Doing Social Research
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31403	Community Mental Health: Diversity and Access
PHIL 34944	Applied Ethics
PSY 10204	Psychology in the Modern World
PSY 25604	Introduction to Human Development: Adolescence and Youth
PSY 31115	Child Psychopathology

### Global Labor Studies

#### Foundational courses:

IAS 10800	Doing Social Research
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#### Advanced Electives:

LALS 10204	Latin American and Caribbean Civilization
ENGL 31809	Home and Away: The Literature of Immigration
HIST 31384	African American Women's History

IAS 31142	Making Race in the 21 <sup>st</sup> Century
IAS 31409	Gentrification Globalized
IAS 34300	Inequality and Social Justice
MCA 31434	Film and Human Rights
PSC 21104	New York Politics

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

### Foundational Courses:

ANTH 26504	Language and Society
IAS 10800	Doing Social Research

### Advanced Electives:

ENGL 31809	Home and Away: The Literature of Immigration
HIST 31384	African American Women's History
IAS 31108	Storytelling and Performance
IAS 31142	Making Race in the 21 <sup>st</sup> Century
IAS 31155	Witches, Masons, Slaves, Revolutionaries
IAS 31219	History, Culture and Politics of Hip Hop
IAS 31407	Childhood Poverty
IAS 31409	Gentrification Globalized
IAS 31708	Philosophy and the City
IAS 31709	Youth and the Right to the City
IAS 34300	Inequality and Social Justice
LALS 10204	Latin American and Caribbean Civilization
MCA 10104	Introduction to Media Studies
MCA 30304	Documenting in Film and Television
MCA 31434	Film and Human Rights
PHIL 31404	Philosophy and Film
PSC 21104	New York Politics

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

### Foundational courses:

MCA 10104	Introduction to Media Studies
ENGL 22014	Creative Writing Workshop

### Advanced electives:

ANTH 26504	Language and Society
ENGL 31809	Home and Away: The Literature of Immigration
IAS 20200	Art On and Off the Wall II
IAS 31155	Witches, Masons, Slaves, Revolutionaries
IAS 31219	History, Culture and Politics of Hip Hop
IAS 31708	Philosophy and the City
MCA 30304	Documentary in Film and TV
MCA 31414	Film and Human Rights
PHIL 31404	Philosophy and Film

## Social Welfare

### Foundational courses:

IAS 10800	Doing Social Research
PSY 10204	Psychology in the Modern World

### Advanced Electives:

ANTH 26504	Language and Society
HIST 31384	African American Women's History
IAS 31142	Making Race in the 21 <sup>st</sup> Century
IAS 31214	Autism Spectrum Disorders in Young Children
IAS 31235	Introduction to Developmental Disabilities
IAS 31403	Community Mental Health: Understanding Diversity and Access
IAS 31407	Childhood Poverty
IAS 31409	Gentrification Globalized
IAS 31709	Youth and the Right to the City
ENGL 31809	Home and Away: The Literature of Immigration
IAS 34300	Inequality and Social Justice
MCA 31434	Film and Human Rights
PHIL 34944	Applied Ethics
PSY 25604	Introduction to Human Development: Adolescence and Youth
PSY 31115	Child Psychopathology
PSY 31134	Psychology of Racism: Mental Health in Urban Communities
PSY 38804	Theories of Psychotherapy

## The Americas

### Foundational courses:

IAS 10800	Doing Social Research
LALS 10204	Latin American and Caribbean Civilization

### Advanced Electives:

ENGL 31809	Home and Away: The Literature of Immigration
HIST 31384	African American Women's History
IAS 31142	Making Race in the 21 <sup>st</sup> Century
IAS 31155	Witches, Masons, Slaves, Revolutionaries
IAS 31409	Gentrification Globalized
MCA 31434	Film and Human Rights

## Urban Studies and Public Administration

*\*See also the new B.A. in Social Justice and Urban Life below*

### Foundational courses:

IAS 10800	Doing Social Research
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### Advanced Electives:

IAS 31219	History, Culture and Politics of Hip Hop
IAS 31403	Community Mental Health: Understanding Diversity and Access
IAS 31407	Childhood Poverty
IAS 31409	Gentrification Globalized
IAS 31708	Philosophy and the City



IAS 31709	Youth and the Right to the City
ENGL 31809	Home and Away: The Literature of Immigration
PHIL 34944	Applied Ethics
PSC 21104	New York Politics
PSY 31134	Psychology of Racism: Mental Health in Urban Communities
SOC 38144	Sociology of Education

## **B.A. in Social Justice and Urban Life Major Courses (New!)**

### Required courses:

IAS 10800	Doing Social Research
IAS 34300	Inequality and Social Justice

### Advanced Electives:

IAS 31407	Childhood Poverty
IAS 31409	Gentrification Globalized
IAS 31708	Philosophy and the City
IAS 31709	Youth and the Right to the City
ENGL 31809	Home and Away: The Literature of Immigration
PSY 31134	Psychology of Racism: Mental Health in Urban Communities
SOC 38144	Sociology of Education

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

<i>IAS A6111</i>	<i>Race and Nation in the Americas</i>
<i>IAS A6230</i>	<i>Inequality and Social Mobility in the Americas</i>
<i>IAS A6260</i>	<i>Magical Realism in the Americas</i>
<i>IAS A6270</i>	<i>Slavery, Gender &amp; Colonial Legacies</i>

## COURSE DESCRIPTIONS A to Z

Note:

(W) indicates writing-intensive course

(U) indicates upper-division course

(G) indicates graduate level course

### **ANTH 26504, 4CWM [36709]**

**Language and Society**

**Thursday 6:20 - 8:00 PM**

**Calagione**

**Online Mixed (Zoom and Required Brightspace)**

How does language shape our view of the world and how do we use language in everyday life to create our social worlds? What orients our choice of the codes and contexts we deploy in speaking? These are some of the questions that we will be exploring together in the field of linguistic anthropology. Much of this course will examine the relationship between language and cu power, social identities, and culture. In all of our readings and in the written assignments we will continue to push ourselves to think about the relationships of power and the social imaginaries that are a part of everyday language use. We will look at language practices and constructions of class, race, gender, ethnicity, and nation. We will cover topics such as language and worldview, social stereotyping and discrimination, bi-and multilingualism, language socialization, literacy practices and schooling. Pre-req: Intro level anthropology, social science or Equivalent. 4 hr.; 4 cr. (W)(U)

### **EDCE 20614, 1CWA [37257]**

**ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings**

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

**Cruz**

**Hybrid Asynchronous (In-person and Required Brightspace)**

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

### **EDCE 20614, CWA1 [55852]**

**ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings**

**Monday 6:20 - 8:00 PM**

**Matthews**

**Hybrid Asynchronous (In-person and Required Brightspace)**

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

### **EDCE 20614, 3CWA [37261]**

**ECE II: Development, Assessment, Teaching and Learning in Inclusive Settings**

**Wednesday 6:20 - 8:00 PM**

**Diaz**

**Hybrid Asynchronous (In-person and Required Brightspace)**

Students construct a working understanding of theorists such as Dewey, Piaget and Vygotsky, as applied to young children and the curriculum and practices that support their growth. Students will explore typical and

inclusive classroom practices in depth. These understandings are grounded in systematic observations culminating in a child study. 15 hours fieldwork required. Offered in the Spring annually. Pre-requisite: EDCE 20604. 4 hr.; 4 cr.

**EDCE 31904, 2CWX [37267] – (This section must co-enroll with EDCE 40300, 2CW2)**

**Science Methods in E.C.E.**

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

**Aprile**

**Hybrid Synchronous (In-person and Zoom)**

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

**EDCE 31904, 7CWX [37343]**

**Science Methods in E.C.E.**

**Saturday 2:40 - 4:00 PM**

**Huston**

**Hybrid Synchronous (In-person and Zoom)**

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

**EDCE 40200, 4CW2 [37351]**

**Language Development and Emergent Literacy II**

**Thursday 6:20 - 8:00 PM**

**Franco**

**Hybrid Synchronous (In-person and Zoom)**

This course will examine the theory and practice that supports language and literacy development of children in grades K-2. The course will focus on children's oral interactions, reading, and writing development and experiences throughout the early elementary years. Pre-Req.: EDCE 32304 and formal admission to the Early Childhood Education program. 10 hours fieldwork. 2 hr.; 2 cr. (W) *Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40200, 4CW3 [37352]**

**Language Development and Emergent Literacy II**

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

**Wei**

**Hybrid Synchronous (In-person and Zoom)**

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

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40200, 4CW4 [37368]**

**Language Development and Emergent Literacy II**

**Thursday 6:20 - 8:00 PM**

**Buffalo**

**Hybrid Synchronous (In-person and Zoom)**

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

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40200, 4CWX [37369]**

**Language Development and Emergent Literacy II**

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

**Norton**

**Hybrid Synchronous (In-person and Zoom)**

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

*Note: The majority of class sessions will be in-person.*

**EDCE 40300, 2CW2 [37371] (This section must co-enroll with EDCE 31904, 2CWX)**

**Social Studies in ECE**

**Tuesday 6:20 - 8:00 PM**

**Aprile**

**Hybrid Synchronous (In-person and Zoom)**

Early childhood teacher candidates will explore and construct understandings about the ways in which young children process experiences in their social worlds. Course participants will be provided with experiences to facilitate children's inquiry and interests through the components of social studies which include: individual development, social and civic competence, knowledge-based concept of social reality, appreciation and respect for human diversity and global citizenship. Special attention will be given to integrating curriculum, with emphasis placed on multicultural settings, utilizing children's diverse ethno-cultural backgrounds to enhance social studies curricula while creating a productive, tolerant and enthusiastic community of learners. Open only to students formally admitted to the Early Childhood Education program. 10 hours fieldwork. 2 hr.; 2 cr.

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40300, 2CWX [37373]**

**Social Studies in ECE**

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

**Wilgus****Hybrid Synchronous (In-person and Zoom)**

Early childhood teacher candidates will explore and construct understandings about the ways in which young children process experiences in their social worlds. Course participants will be provided with experiences to facilitate children's inquiry and interests through the components of social studies which include: individual development, social and civic competence, knowledge-based concept of social reality, appreciation and respect for human diversity and global citizenship. Special attention will be given to integrating curriculum, with emphasis placed on multicultural settings, utilizing children's diverse ethno-cultural backgrounds to enhance social studies curricula while creating a productive, tolerant and enthusiastic community of learners. Open only to students formally admitted to the Early Childhood Education program. 10 hours fieldwork. 2 hr.; 2 cr.

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40300, 7CWX [37375]****Social Studies in ECE**

**Saturday 12:50 - 2:30 PM**

**Huston**

**Hybrid Synchronous (In-person and Zoom)**

Early childhood teacher candidates will explore and construct understandings about the ways in which young children process experiences in their social worlds. Course participants will be provided with experiences to facilitate children's inquiry and interests through the components of social studies which include: individual development, social and civic competence, knowledge-based concept of social reality, appreciation and respect for human diversity and global citizenship. Special attention will be given to integrating curriculum, with emphasis placed on multicultural settings, utilizing children's diverse ethno-cultural backgrounds to enhance social studies curricula while creating a productive, tolerant and enthusiastic community of learners. Open only to students formally admitted to the Early Childhood Education program. 10 hours fieldwork. 2 hr.; 2 cr.

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40600, 4CWX [37376]****Facilitating Children's Musical Development**

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

**Aprile**

**Hybrid Synchronous (In-person and Zoom)**

A study of young children's interest and response to rhythms, dramatic play, and spontaneous imaginative experiences which the teacher can guide and incorporate into a program of developmental activities. This course will involve training in movement as well as music methods in early childhood education. Open only to students formally or provisionally accepted into the Early Childhood Education program. Offered in the Summer annually. 5 hours fieldwork required. Pre-Requisites: See Advisor. 2 hr.; 2 cr.

*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40800, 3CW2 [37378]****Student Teaching and Integrative Seminar in ECE**

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

**Diaz**

**Hybrid Synchronous (In-person and Zoom)**

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

Student Teaching will be registered for this course by the Office of Field Student Teaching. 70 day placement, 8:00am – 3:00pm. Prereq: Must pass the Educating All Students (EAS) Exam. See Advisor. 6 hr.; 2 cr.  
*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**EDCE 40800, 3CWX [37380]**  
**Student Teaching and Integrative Seminar in ECE**  
**Wednesday 4:30 - 6:10 PM**  
**Wei**

**Hybrid Synchronous (In-person and Zoom)**

Classroom structures, routines, teaching strategies and skills that build community and maintain discipline with a range of learners. Understandings and skills to plan a coherent and integrated curriculum. Assessment systems that inform teaching and support student learning. Respectful and effective home-school relations. The Student Teaching Seminar will be held at CWE. Students who have been approved for Supervised Student Teaching will be registered for this course by the Office of Field Student Teaching. 70 day placement, 8:00am – 3:00pm. Prereq: Must pass the Educating All Students (EAS) Exam. See Advisor. 6 hr.; 2 cr.  
*Note: The majority of class sessions will be in-person, with online synchronous (Zoom) dates designated by instructor on first day of class.*

**ENGL 22014, 2CWA [37382]**  
**Creative Writing Workshop I**  
**Tuesday 6:20 - 8:00 PM**  
**Neals**

**Hybrid Asynchronous (In-person and Required Brightspace)**

For students who wish to explore the various areas of creative writing. This course will allow students not ready to specialize in a given form the opportunity to experiment in the crafting of their own poems, stories, novels, and plays, and begin to develop their individual voices. Regular conferences. Pre-req.: IAS 10000 - IAS 10100 or equivalent. 4 hr.; 4 hr. (W)

**ENGL 31809, CWNT [37383]**  
**Home and Away: The Literature of Immigration**  
**Online Asynchronous**  
**Benedicty**

**Online Asynchronous (Brightspace)**

Throughout the decades—whether in the U.S. or abroad—the literatures of immigration have provided a source of innovative writing, as well as an important voice in the debates concerning immigration policy. Through the use of various texts—literature, film, media, and legal documents—this course will explore the notion of identity, especially as it relates to the concepts of “home” and “homeland”. We will complement our literary readings with a comparative study of immigration policy of countries including the U.S., Canada, and the United Kingdom. Class discussion, several short discussion papers, and a final project will be required. 4 hr.; 4 cr. (W)(U)

**HIST 31384, 7CWM [37384]**  
**African American Women's History**  
**Saturday 1:00 - 2:40 PM**  
**Moore**

**Online Mixed (Zoom and Required Brightspace)**

Course focuses on women of African descent in American history, examining the connection between race and gender in American culture by looking at how these women have been and are portrayed in written and visual

media. Films will include: *Imitation of Life*, *Cabin in the Sky*, *Gone with the Wind*, *Diary of a Mad Black Woman*. Students will be asked to choose one woman for an oral presentation and an annotated bibliography final project. 4 hr.; 4cr. (W)(U)

**IAS A6111, 4CWE [37608]**

**Race and Nation in the Americas (Graduate)**

**Thursday 5:30 - 7:10 PM**

**Rosenbaum**

**In-person**

This course is an interdisciplinary survey of the legacies of trans-Atlantic slavery/settler colonialism and their roles in forming ideas about race, nation and citizenship across the Americas. During the course, students will read theoretical, empirical and comparative texts on Argentina, Brazil, Columbia, Cuba, Dominican Republic, Guatemala, Mexico, Trinidad & Tobago and the United States. By the conclusion of the term, students will have a sense of the socially constructed nature of racial ideas, their historical evolution and diverse manifestations in different nation-building projects. 3 hr. 3 cr. (G)

**IAS A6230, 1CWS [45823]**

**Inequality and Social Mobility in the Americas (Graduate)**

**Monday 6:20 - 8:00 PM**

**t.b.a.**

**Online Synchronous (Zoom)**

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

**IAS A62600, 3CWS [41948]**

**Magical Realism in the Americas: Fiction and Film (Graduate)**

**Wednesday 6:20 - 8:00 PM**

**Carlson**

**Online Synchronous (Zoom)**

Used to describe everything from the hit tv series *Six Feet Under* to Gabriel Garcia Marquez's Nobel Prize masterpiece *One Hundred Years of Solitude*, the phrase Magical Realism appears frequently in reviews and criticism. It has become common media parlance. But what does it really mean? Where is the magic? Where is the realism? As a storytelling form, how does it function? And for whom? Our course will explore how Magical Realism emerges from different communities in the Americas at different times and places. We will visit novels and films from the Caribbean, Latin America, Native America, and the African American South. Authors may include Alejo Carpentier, Gabriel Garcia Marquez, Edwidge Danticat, and Jesmyn Ward, among others. Films may include *Guantanamo*(Cuba), *Like Water for Chocolate* (Mexico), and *Daughters of the Dust* (USA), among others. A key question will guide the course. How does Magical Realism offer alternative ways of knowing the world as it is? 3 hr.; 3 cr. (G)

**IAS A6270, 2CWS [37609]**

**Slavery, Gender and Colonial Legacies in the Caribbean (Graduate)**

**Tuesday 5:30 - 7:10 PM**

**Marinez**

**Online Synchronous (Zoom)**

This course examines the legacies of colonialism across the Caribbean, from the unspeakable violence that began with the genocide of the autochthonous communities and the enslavement of populations forcibly imported from Africa to the various modes of ideological justifications and their spiraling effects across the region over time. A focus on gender will explore questions of miscegenation, women's refusal of forced reproduction, and various modes of rebellion that culminated with the Haitian Revolution—an event that, like a domino effect, dismantled an entire system across the Americas and intervened in renewed debates on human rights. We will also see how colonialism is not a thing of the past—it persists to this day through legislation, state-sponsored violence, extractive economies, environmental depredation, and anti-Black narratives. Classic and recent scholarship in history, social theory, cultural studies, environmental studies, and literary works will animate our class discussions and writing assignments over the semester. 3hr.; 3 cr.(G)

**IAS 10000, 1CWE [52634]****Writing for Interdisciplinary Studies I**

Mon./Wed. 6:20 - 8:00 PM

Owen

**Hybrid Asynchronous (In-person)**

This is an interdisciplinary, humanities-based writing course. Reading includes a wide range of essays, each proposing a ground-breaking theory pertinent to a particular discipline. These essays will be matched with short fiction and shorter essays providing a social context for the theories proposed by writers such as Sigmund Freud, Karl Marx, Dr. Martin Luther King, Carl Jung, Alice Walker and Virginia Woolf. In response to these combinations, text-based student essays of at least 750 words will pair interdisciplinary theory with a social context. The course emphasizes critical reading, thinking, and writing skills as well as various rhetorical approaches to the composition of the academic essay. (Formerly Core Humanities I, Literature, Art and Human Experience) 4 hr.; 4 cr.

**IAS 10100, CW13 [37451]****Writing for Interdisciplinary Studies II**

Mon./Wed. 12:50 - 2:30 PM

Clark

**In-person**

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 Eisner, 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 or equivalent. 4 hr.; 4 cr.

**IAS 10500, 1CWA [37452]****Nature and Human Beings II (Core Natural Science II)**

Monday 6:20 - 8:00 PM

Dunson-Delvalle

**Hybrid Asynchronous (In-person and Required Brightspace)**

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



**IAS 10500, 6CWA [37453]****Nature and Human Beings II (Core Natural Science II)****Saturday 10:40 -12:20 PM****Dunson-Delvalle****Hybrid Asynchronous (In-person and Required Brightspace)**

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

**IAS 10500, CW13 [42276]****Nature and Human Beings II (Core Natural Science II)****Mon./Wed. 2:40 - 4:20 PM****Robinson****In-person**

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

**IAS 10800, 1CWA [37455]****Doing Social Research****Monday 6:20 - 8:00 PM****Schaller****Hybrid Asynchronous (In-person and Required Brightspace)**

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

**IAS 10800, 2CWA [37567]****Doing Social Research****Tuesday 6:20 - 8:00 PM****Zafar****Hybrid Asynchronous (In-person and Required Brightspace)**

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

**IAS 20200, 5CWE [37459]****Art On and Off The Wall II****Friday 5:30 - 8:50 PM**

**Benedetto****In-person**

This course is designed to acquaint students with a range of art related encounters and the creative process. The course will present learning opportunities designed to encourage and engage students in thinking about and participating in the artistic process through interactions with materials, methods, and discussion with colleagues. Artistic thinking and the development of criticism and artistic vocabulary and language will pursue via activities, practice, reflections, research, a museum visit and exposure to art of various kinds. As the title of the course suggests, not only will we be addressing framed or sculptural works, but we will strive to understand the pursuit of the artist to "push the limits" that challenges the way we see and understand our relationship to the world. Students may take this course on a pass/fail basis. Second part of a two semester sequence, students may take either part of the sequence independently. 4 hr.; 4 cr.

Note: Although there is no assigned text for this course, the cost of art supplies may exceed \$100.00.

**IAS 23304, 3CWA [37460]****The Essay****Wednesday 6:20 - 8:00 PM****Moore****Hybrid Asynchronous (In-person and Required Brightspace)**

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

**IAS 23324, 2CWA [37464]****Advanced Composition****Tuesday 6:20 - 8:00 PM****Sweeting****Hybrid Asynchronous (In-person and Required Brightspace)**

This course will introduce students to cultural and literary theory. We will survey a number of important schools of critical theory, including formalism, structuralism, deconstruction, psychoanalytic, new historicism, post-colonial and cultural studies. Theorists studied will include Roland Barthes, Michel Foucault, Susan Sontag, and Sigmund Freud. Their theory will be studied alongside a variety of "texts", including the poetry of William Wordsworth and Samuel Coleridge, Shakespeare's *The Tempest*, Flaubert's *Madame Bovary*, and Anderson's *Winesburg, Ohio*, as well as Jamaica Kincaid's *Annie John*, the art of Edward Hopper, the *Log of Christopher Columbus*, *The National Defense Education Act of 1954*, and *Why Johnny Can't Read*. The goal is to acquire a new critical vocabulary --"critique"--and, of course, to sharpen critical reading, thinking and writing skills. Students will be required to write a number of shorter essays on the above texts and a final ten-page critical essay on that perennial bestseller, written by none other than Dr. Seuss, *The Cat in the Hat*. Formerly CWE 31308. 4 hr.; 4 cr. (W)(U)

**IAS 24200, 1CWA [37466]****Introduction to Interdisciplinary Studies****Monday 6:20 - 8:00 PM****Zach****Hybrid Asynchronous (In-person and Required Brightspace)**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

**IAS 24200, 3CWA [37470]****Introduction to Interdisciplinary Studies****Wednesday 6:20 - 8:00 PM****Chappell****Hybrid Asynchronous (In-person and Required Brightspace)**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

**IAS 24200, 4CWA [37472]****Introduction to Interdisciplinary Studies****Thursday 6:20 - 8:00 PM****Woessner****Hybrid Asynchronous (In-person and Required Brightspace)**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

**IAS 24200, 5CWM [37473]****Introduction to Interdisciplinary Studies****Friday 6:20 - 8:00 PM****Aponte****Online Mixed (Zoom and Required Brightspace)**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

**IAS 24200, 6CWM [37474]****Introduction to Interdisciplinary Studies****Saturday 10:40 -12:20 PM****t.b.a.****Online Mixed (Zoom and Required Brightspace)**

This course explores the establishment, growth, and transformation of academic knowledge in the humanities, natural sciences, and social sciences. It exposes students to the diversity of academic inquiry and the different traditions and vocabularies of humanistic, scientific, and social scientific inquiry, while exploring the potential and limits of interdisciplinary inquiry. (Formerly IAS 31334) 4hr., 4cr. (W)(U)

**IAS 31142, 1CWM [37477]****Making Race in the 21st Century****Monday 6:00 - 8:00 PM****Rosenbaum****Online Mixed (Zoom and Required Brightspace)**

Despite claims that we are “postracial” and “color blind,” race remains a fundamental organizing tool of American society. It actively shapes not only what it means to be fully American, but in many ways, what it means to be fully human. This course will explore how these categories are constructed in the 21st century—how long-standing forms of difference, such as the white-black divide, have evolved in the post civil-rights world and how new forms of difference emerge and congeal. We will focus on contemporary issues such as immigration and “illegality”; police brutality and the Black Lives Matter movement; and the rise of Islamophobia  
4 hr. 4 cr. (W)(U)

**IAS 31155, CWNT [37481]****Witches, Masons, Slaves and Revolutionaries****Online Asynchronous****Benedicty****Online Asynchronous (Brightspace)**

The Hemispheric Atlantic represents the point of contact between: indigenous peoples both honored (and exoticised) and certainly exploited (if not completely decimated) by colonial and neocolonial powers; Africans taken forcefully from throughout their continent through complex systems of slave trading; Europeans engaged in the colonial machine; and later immigrant groups from Asia. As such, Vodou, Regla de Ocha, and Candomblé, among others, as systems of sacred knowledge, have interacted with revolutionary theories deliberated transatlantically among public spaces as geographically divergent as France, the Netherlands, North America, the Caribbean, and Central and South America. As Susan Buck-Morss has argued, the notions of Freemasonry, Vodou, and revolutionary thought were far more imbricated one in the other in the colonial era than they are in how we research and study them today. The course will then look at persons, who have served both legend and history, individuals such as Boukman Dutty and Cécile Fatiman who led the insurrection that supposedly ignited the Haitian Revolution; Tituba – an African/Guyanese/Barbadian slave, who was one of the first victims of the Salem witchcraft trials; or Marie Lavau, a free black woman (or rather possibly three generations of free black women of the same name) who ‘practiced Vodou’ in Louisiana. Our primary sources will be novels, narrative films, and documentaries. Using literary analysis as our primary research methodology, we will draw on scholarship about the philosophical, social, and historical contexts that have shaped both the moment depicted in our primary texts, as well as the publishing circumstances of the given text. 4 hr, 4 cr. (W)(U).

**IAS 31214, CWNT [37495]****Autism Spectrum Disorders in Young Children****Online Asynchronous****DuMoulin****Online Asynchronous (Brightspace)**

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

**IAS 31219, 2CWM [37496]****History, Culture and Politics of Hip Hop****Tuesday 6:20 - 8:00 PM****Orange**

**Online Mixed (Zoom and Required Brightspace)**

Unbeknownst to many, hip-hop is not simply rap music. Also, its humble beginning in the Bronx was not solely the expressions of African-Americans. Although the music was always the center gravitational force, art and dance were always critical elements. The significance of the Disc Jockeys (DJs) and the dancers have receded; the streaming colors have been washed from trains and imaginations, but for better or worse the Masters of Ceremony (MCs), or rappers, remain as its most prominent and industrious representatives.

This course will chart the history of the elements associated with hip-hop, which some believe formed the Hip-hop nation. In this course the lyrics of rappers will be privileged as a source of our interrogation of the political and cultural worlds that spawned Rap music, and still serve as its most consistent muse. We will assess the role of Caribbean cultural influences which contributed to the creation of hip-hop, but have been reinvented in various recent musical forms, such as Reggaeton that exist in hip-hop's orbit. Accompanying a close inspection of rap lyrics will be an exploration of the myriad critiques and analyses of Journalists and intellectuals. No careful exploration of Hip-hop could be complete without a keen focus on the effects of successful marketing of Rap music, and such ancillaries as hip-hop fashion.

The objective of this course is to present various theories and methodologies that I hope will be appropriated in the formation of your own understandings of Hip-hop, and other artistic expressions with grand political implications. I intend for this course to also offer another vantage point from which to interpret U.S. society and politics. As always, this course is intended to further students' abilities to think critically, analyze effectively, and write competently. 4hr., 4cr. (W)(U)

**IAS 31235, 2CWA [37497]****Intro to Developmental Disabilities****Tuesday 6:20 - 8:00 PM****Ortiz-Suloway****Hybrid Asynchronous (In-person and Required Brightspace)**

This course will provide an overview of the field of developmental disabilities. The perspective is interdisciplinary, and in addition to surveying the nature, diagnosis and treatment of such disorders as intellectual disability, autism, epilepsy, learning disabilities, and cerebral palsy, related areas such as legal ramifications and advocacy will be studied. This introductory course is recommended for workers in the area of developmental disabilities, paraprofessionals in the public school system (especially in Special Education), and others interested in learning about developmental disabilities. 4 hr.; 4 cr. (W)(U) (Developmental Disabilities Certificate Program)

**IAS 31240, 5CWE [37500]****Issues for Adults with Developmental Disabilities****Friday 6:00 - 9:20 PM****Sutherland-Cohen****In-person**

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

**IAS 31403, 4CWA [37503]****Community Mental Health: Understanding Diversity and Access****Thursday 6:20 - 8:00 PM****Ortiz-Suloway****Hybrid Asynchronous (In-person and Required Brightspace)**

This course will look at existing community mental health models within the context of individual needs and processes, as well as systematic structures. We will address the changing demographics of communities of color, and the need for a responsive mental and health care system. Of importance will be integrating socioeconomic, historical, ethno-racial and gender narratives into mental health models. Students will be provided an opportunity to develop their own paradigm in order to expand their vision, and link the contextual and sociopolitical aspects and realities of communities of color. 4 hr. 4cr (U)

**IAS 31407, 3CWA [37539]**

**Childhood Poverty**

**Wednesday 6:20 - 8:00 PM**

**Almash**

**Hybrid Asynchronous (In-person and Required Brightspace)**

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

**IAS 31409, CWNT [37603]**

**Gentrification Globalized**

**Online Asynchronous**

**Schaller**

**Online Asynchronous (Brightspace)**

“The right to the city is far more than the individual liberty to access urban resources: it is the right to change ourselves by changing the city. It is, moreover, a common rather an individual right since this transformation inevitably depends upon the exercise of a collective power to reshape the processes of urbanization. The freedom to make and remake our cities and ourselves is, I want to argue, one of the most precious yet most neglected of human rights.” (Harvey 2008, 23)

We live above all in an urban world, one marked by spatial, economic and racial segregation as well as political and cultural suppression and displacement. This course examines gentrification both from a theoretical and an advocacy perspective. Gentrification and displacement are not only threatening the right to the city of working class and even middle class New Yorkers, who are being evicted and excluded from neighborhoods across the city by an apparently natural, economic, process of transformation. Gentrification and displacement are a global phenomenon, and they are the symptoms of planning strategies implemented through public-private policy partnerships. Public officials, real estate lobbying groups, private consulting firms, and financial institutions as well as “gentrifiers” play active roles in the redevelopment schemes that have restructured central cities and urban neighborhoods across the country, indeed across the world. In this course, we will examine various definitions of gentrification in order to unpack a word we seem to hear everywhere but whose meaning has been transformed, especially in the media, to obscure the relationship between gentrification and displacement and to obscure the actors advocating for, leading or supporting gentrification processes. Gentrification has not gone uncontested. We will explore resistance to gentrification from the local neighborhood perspective as well as investigate the linkages organizers have created to build trans-local and international organizing efforts, especially around the right to the city and the right not to be excluded from the city. 4 hr. 4 cr (W)(U)

**IAS 31708, CWNT [37605]**

**Philosophy and the City**

**Online Asynchronous**

**Clark****Online Asynchronous (Brightspace)**

Urban environments have existed since the beginning of western civilization. As such, they became another topic for philosophers to think and write about in their work. In thinking through the lens of the city, philosophers tackled myriad topics pertaining to urban life. How and why are cities created in the first place? Once a city center is founded, how does planning for its future affect its growth and the placement of urban populations within it? Should cities be governed any differently than more rural locales? If so, how so? In what ways do cities affect the mental life of their inhabitants? What part, if any, should the aesthetic play in urban planning? How do representations of city space interact with those same spaces becoming spaces of representation of particular persons, places, and/or things? Why is it that cities often become the birthplace of movements of resistance? In the age of the ubiquitous "security" camera, have cities become a panopticon, and if so, is that to be lauded or condemned? And what do philosophers make of the recent idea of the "Global City"? 4 hr. 4cr. (W)(U)

**IAS 31709, 3CWM [37606]****Youth and the Right to the City: Planning, Participation, and Urban Design****Online Asynchronous****Schaller****Online Asynchronous (Brightspace)**

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

**IAS 34300, CWNT [41965]****Inequality and Social Justice****Online Asynchronous****Robinson****Online Asynchronous (Brightspace)**

This course will provide an introduction to the role that policy plays in social work and social service delivery systems. This course provides an overview of the history of social welfare institutions and programs with a focus on political and economic foundations of social welfare, the connection between micro, mezzo, and macro practice and the ways they connect to policy practices and changes. We will explore policy development and analysis in pursuit of social and economic justice. 4 hr. 4 cr. (W) (U)

**LALS 10204, 3CWA [38071]****Latin American & Caribbean Civilization****Wednesday 6:20 - 8:00 PM****Aguasaco****Hybrid Asynchronous (In-person and Required Brightspace)**

A survey of Latin America's economic, social, political, and cultural development from the Pre-Columbian era to the present. The course will focus on selected topics and themes including: colonization and resistance to colonization; the formation of social structures and labor systems; patterns of dependent development; reform, revolution, and counter-revolution. 4 hr.; 4 cr.

Note: This course begins with a discussion of the concept of "civilization" and the ways it could be applied to the territories, peoples and cultural practices currently labeled as Latin American and/or Caribbean. The program continues with an overview of the pre-Hispanic cultures (Maya, Azteca, Taina & Inca). We will discuss

the level of sophistication reached by these groups (Scientific knowledge, Writing, Architecture, Government Systems, etc.) Latter, the class will focus on the European and African cultures and people transplanted into these lands during the colonial period. The object of study is composed by a series of cultural products and practices such as narratives, music, art, dance etc. Using Raymond Williams' concepts of Residual, Emergent and Dominant, each student will analyze the cultural product of her/his choice and will present his/her findings in a class presentation and a final paper.

**MATH 18004, CW24 [42278]**

**Quantitative Reasoning**

**Tues./Thurs. 4:30 - 6:10 PM**

**Zafar**

**In-person**

Investigation of the basis for elementary operations in concrete situations, diagrams, and symbolic representation. Understanding of, and problem-solving in, the following areas: numerical operations, ratios and percents, linear and exponential growth in situations, formulas and graphs; rates of change; mensurational geometry; units, dimension, and scaling. Co-Req.: Mandatory Workshop. Required for Early Childhood Education majors. 4 hr.; 4 cr.

**MATH 18504, 2CWE [42277]**

**Basic Ideas in Math**

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

**Simonen**

**In-person**

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

**MATH 18504, 4CWE [55856]**

**Basic Ideas in Math**

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

**Oppenzato**

**In-person**

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

**MATH 18504, 4CWS [38076]**

**Basic Ideas in Math**

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

**Cheregi**

**Online Synchronous (Zoom)**

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

**MCA 10104, CWNT [38079]**

**Intro to Media Studies**

**Online Asynchronous**

**Diaz**



**Online Asynchronous (Brightspace)**

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

**MCA 30304, 5CWS [46179]****Documentary in Film and Television****Friday 6:00 – 9:20 PM****t.b.a.****Online Synchronous (Zoom)**

An investigation of the theory and practice of documentary in its diverse forms as film, television, video, and digital media. Screenings of historically important works are analyzed in light of different theories about documentary practice. Prereq.: MCA 22100 or 22200 or permission of advisor or instructor. 4 hr.; 4 cr.

**MCA 31414, 3CWM [38081]****Film and Human Rights****Wednesday 6:20 - 8:00 PM****Kopp****Online Mixed (Zoom and Required Brightspace)**

The medium of film has the ability to render human life and its social structures with startling immediacy and intimacy. Movies can introduce us to people we've never met, take us to places we've never been, make us privy to events we did not attend, drag us back into the past or propel us forward into the future; they can make us believe in the make-believe, or shock us with realities we'd rather ignore. This course will examine the work of politically-minded filmmakers, men and women from around the world, who have used the tools of their trade to shine a light in some dark corners: places where all people are not created equal; where all youngsters are not given equal opportunities; where all workers are not paid a living wage or allowed to organize; where all citizens are not free to express themselves. Most of the films will be set in the United States. 4 hr.; 4 cr. (W)(U)

**PHIL 31404, CWNT [41947]****Philosophy and Film****Online Asynchronous****Woessner****Online Asynchronous (Brightspace)**

Once upon a time, philosophy was a popular pursuit. Citizens discussed the nature of such lofty topics as truth, beauty, and justice in the streets rather than in seminar rooms. As an attempt to recapture this lost legacy, this course examines the artistic medium of film as a possible site of popular philosophical inquiry. By putting cinematic works in conversation with classic and contemporary texts in the western tradition—ranging from René Descartes to Donna Haraway—this course offers an introduction to both western philosophy and film studies. Topics to be discussed include not just the nature of truth, beauty, and justice, but also faith, freedom, skepticism, and moral responsibility.

This is an introductory course, so no background in either philosophy or film studies is required, though a willingness to think critically and to engage in thoughtful discussion is necessary. Our approach will be both chronological and thematic. The cinematic works that will be discussed include: the silent films of Charlie Chaplin and Harold Lloyd; Weimar-era classics such as *The Cabinet of Dr. Caligari* and *M*; examples of film noir, screwball comedy, and science fiction; as well as genre-bending films by Akira Kurosawa, Luis Buñuel,

Gillo Pontecorvo, Chantal Akerman, Terrence Malick, and Jordan Peele. Students with interests in history, literature, media studies, philosophy, politics, social welfare, urban studies, and the study of the Americas are encouraged to enroll. 4 hr.; 4 cr. (W)(U)

**PHIL 34944, CWNT [38083]**

**Applied Ethics**

**Online Asynchronous**

**Gitsoulis**

**Online Asynchronous (Brightspace)**

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

**PSC 21104, 1CWS [38085]**

**New York Politics**

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

**Tirelli**

**Online Synchronous (Zoom)**

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

**PSY 10204, CW13 [38086]**

**Psychology in the Modern World**

**Mon./Wed. 4:30 - 6:10 PM**

**t.b.a.**

**In-person**

An introduction to the study of human development and learning, personality and motivation, sex differences, attitudes, aggressions, interpersonal attraction, behavior in groups and work settings, abnormal behavior and its treatment. Emphasis on the ways in which psychological theory and research can be applied to individual and social problems. (Required for all other Psychology courses.) 4 hr.; 4 cr. (W)

**PSY 25604, 6CWA [38098]**

**Introduction to Human Development: Adolescence and Youth**

**Saturday 10:40 -12:20 PM**

**Terry**

**Hybrid Asynchronous (In-person and Required Brightspace)**

From puberty through early adulthood. Topics include the physical and psychological changes associated with puberty and the assumption of adult sex roles; cognitive and personality changes associated with developing autonomy; the varying social and cultural contexts within which adolescents and young adults develop; and the relationships of these age groups to social institutions. Pre-req: PSY 10204. 4 hr.; 4 cr.

**PSY 31115, CWNT [38107]**

**Child Psychopathology**

**Online Asynchronous**

**Matthews**

**Online Asynchronous (Brightspace)**

This course will cover various mental health disorders in children from infancy through adolescence including mood disorders, conduct disorders, attention deficit disorders, autism and impaired attachments. Students will

explore biological, social and cultural factors that impact views on abnormal behavior in children, assessment, diagnosis, and treatment. Pre-req: PSY 10204 or equivalent, additional coursework in child development or education recommended but not required. 4 hr.; 4 cr. (W)

**PSY 31134, 1CWS [38114]**

**Psychology of Racism: Mental Health in Urban and Minority Communities**

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

**Zaid-Muhammad**

**Online Synchronous (Zoom)**

This course was envisioned with three goals. The first is to explore racial issues underlying the science of psychology. Within this context, students will study race-based elitism that plagued the history of psychology. The second aim of this course is to examine the history of racism and culturally motivated atrocities from a psychological perspective. The last goal is to unpack racism and its impact on mental health within urban and ethnic/racial minority communities. Within each of these contexts, students will examine the psychopathology underlying historical and contemporary race driven events. 4 hr.; 4 cr. (W)(U)

**PSY 38804, 7CWM [38121]**

**Theories of Psychotherapy**

**Saturday 1:00 - 2:40 PM**

**Mercado**

**Online Mixed (Zoom and Required Brightspace)**

Designed primarily to discuss and evaluate different forms of psychotherapeutic intervention. Concepts such as resistance, transference, and working through will be treated in the context of both psychoanalytic and interpersonal theory. The aims and techniques of behavioral therapy and case histories will be presented for analysis. Pre-req: PSY 10204. 4 hr.; 4 cr. (W)(U)

**SOC 38144, 3CWA [38125]**

**Sociology of Education**

**Wednesday 6:20 - 8:00 PM**

**Diop**

**Hybrid Asynchronous (In-person and Required Brightspace)**

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

**SOC 38144, 6CWM [38130]**

**Sociology of Education**

**Saturday 10:40 -12:20 PM**

**Aprile**

**Online Mixed (Zoom and Required Brightspace)**

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

**SPAN 12104, 4CWS [38134]**

**Introductory Spanish I**

**Thursday 6:20 – 9:20 PM**

**Velasquez Torres**

**Online Synchronous (Zoom)**

An intensive course designed to provide the student with the elements of everyday Spanish. Course consists

of 4 hrs classroom work and 2 hours of online lab work per week. 6 hr.; 4 cr.

**SPAN 12204, 4CWS [38142]**

**Introductory Spanish II**

**Thursday 6:20 – 9:20 PM**

**Santos**

**Online Synchronous (Zoom)**

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

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

**SPAN 22504, 4CWS [38145]**

**Intermediate Spanish**

**Thursday 6:20 – 9:20 PM**

**Russo**

**Online Synchronous (Zoom)**

A one-semester Spanish course at the intermediate level. This course will review the grammar of the Spanish language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Pre-req.: SPAN 12204 or placement. 4 hr.; 4 cr.

**SPAN 22504, CWNT [38146]**

**Intermediate Spanish**

**Online Asynchronous**

**Chacon**

**Online Asynchronous (Brightspace)**

A one-semester Spanish course at the intermediate level. This course will review the grammar of the Spanish language, enhance vocabulary, and will include literary and cultural readings. It will further develop listening, speaking, reading comprehension, and writing skills through class discussions and the use of multimedia and the Internet. Pre-req.: SPAN 12204 or placement. 4 hr.; 4 cr.