

MCLA SUMMER 2019 GRADUATE COURSE LISTING

ONLINE COURSES																
CRN	Course #	Title	Start/End	Days/Format	Times/Format	Instructor	CR	Room								
40082	ENGE 601	American Immigration and Ethnicity	May 28- July 5	ONLINE		Ely Janis	3									
40090	ENGE 601	Literature and Society	May 28- July 5	ONLINE		Paul LeSage	3									
40091	ENGE 601	John Steinbeck	June 24-August 2	ONLINE		Paul LeSage	3									
40092	ENGE 601	Media, Self-Identity and Society	June 24-August 2	ONLINE		Michael Birch	3									
40094	ENVE 601	Wildland Fire: Science and Management	June 24-August 2	ONLINE		Kennedy Clark	3									
40089	HSTE 601	American Immigration and Ethnicity	May 28- July 5	ONLINE		Ely Janis	3									
40093	HSTE 601	Media, Self-Identity and Society	June 24-August 2	ONLINE		Michael Birch	3									
40138	MATE 601	Fractions to Rates and Beyond: Math Modeling for Educators	July 8- August 16	ONLINE		Erin Kiley	3									
GRADUATE/CONTINUING EDUCATION																
CRN	Course#	Title	Start/End	Days	Times	Instructor	Credits	Room								
MASTERS IN BUSINESS ADMINISTRATION																
40131	MBA 601	Economic Theory	June 1, July 6 & 13	S**	9:00AM- 4:15PM	Ben Kahn	3	B 218								
40130	MBA 661	Decisions in Operations and Project Management (Open to MBA students only)	July 8 - August 16	S**	9:00AM- 4:15PM	Chali Nondo	3	M 119								
40128	MBA 695	Crisis Management (Open to MBA students only)	May 28- July 5	S**	9:00AM- 4:15PM	Thomas Whalen	3	M 119								
40133	MBA 695	Global Initiatives in Management	July 8- August 16	W**	5:30 - 9:00 pm	Laura Yang	3	M 201								
MASTERS IN EDUCATION/TEACHER LICENSURE/LEADERSHIP ACADEMY																
40104	EDUC 630	Teaching in an Inclusive Classroom	July 8 - August 21	W**	5:00 - 8:00 pm	Marylou Accetta	3	B 203								
40140	EDUC 634	From the Top of the Mountain to the Bottom of the Pond (K-8)	Aug 5 - 9	M-F**	9:00 - 3:00 pm	Leslie Rule	3	Pittsfield								
40141	BIOE 601						3									
40142	INSV 690						3 INSV									
40181	EDUC 648	Classroom Mgmt/Teaching Strategies (ECHE/ELEM)	July 2 - August 9	W/HYBRID	5:00 - 9:00 pm	Susetta Doucette	3	Pittsfield								
40119	EDUC 702	Ethics and Foundations of Schooling	July 29 - Aug 2	M-F**	8:30 am - 4:30 pm	TBD	3-4	M 201								
40120	ADMN 702	(cross listed course)														
40121	EDUC 722	with Prepracticum														
40122	ADMN 703	(cross listed Prepracticum)														
40123	EDUC 784	Capstone Seminar	May 14 - June 18	T**	4:30 - 7:30 pm	Nicholas Stroud	3	M 203								
40124	EDUC 717	Curriculum Theory and Democratic Practice	July 22 - 27	M-F**	TBD	TBD	3-4	TBD								
40125	EDUC 718	(cross listed Prepracticum)														
40126	RDNG 616	Literacy Acquisition and Development	July 15 - 19	M-F**	10:00 am - 4:00 pm	Ann Scott	3-4	M 201								
40127	RDNG 617	with Prepracticum														
40155	RDNG 720	Critical Literacy in Content Areas	Aug 5 - 9	M-F**	10:00 am - 4:00 pm	Ann Scott	3	Design Lab								
40089	HSTE 601	American Immigration and Ethnicity	May 28- July 5	ONLINE		Ely Janis	3									
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40093	HSTE 601															
40094	ENVE 601															
40117	HSTE 601									Abolitionism and the Berkshires	July 8 - Aug 16	R/HYBRID	5:00 - 9:00 pm	Kirk Scott	3	Pittsfield
												S/AUG 3	9:00 - 1:00 pm			Lenox
40143	EDUC 634									Implementing the New MA Civics Standards (Grades 8-12)	Aug 5 - 9	M-F**	9:00 - 4:00 pm	Paul Mark	3	Pittsfield
40144	HSTE 601															
40145	INSV 690	3 INSV														
40138	MATE 601	Fractions to Rates and Beyond: Math Modeling for Educators	July 8- August 16	ONLINE		Erin Kiley	3									
40107	ENGE 601	Chinese and World Literature	July 8- August 16	T**	5:30 - 9:00 pm	Yu Wang	3	M 203								

**Additional hours to be determined

SUMMER 2019 GRADUATE COURSE DESCRIPTIONS

CONTENT COURSES:

Abolitionism and the Berkshires HSTE 601 (40117)

This course will explore the development of African slavery in North America, the various movements against the practice of slavery, and the vital place of Berkshire County in these complex movements. We will be studying primary and secondary documents, as well as experientially-based learning through visiting local sites of interest.

American Immigration and Ethnicity HSTE 601 (40082) / ENGE 601 (40089)

This course examines the role immigrants from Europe, Asia, and Mexico and Latin America have played in the formation and history of the United States. Rather than attempt to cover all immigrant groups to the United States, this class focuses on select immigrant groups to explore the diversity of the American immigrant experience. We will begin the course by looking at the two great waves of migration from Europe beginning in the 1840s and continuing through the 1910s, then examine Asian immigration to the United States in the late nineteenth and early twentieth centuries, and conclude by looking at the Latino immigrant experience in the twentieth century to the present. Within each of these groups, we will explore the reasons why immigrants left their homelands and the experiences they had when they arrived in the United States, the transnational ties they maintained with their home countries, the ways they reacted to their new settings, and their impact on the development of American society, culture, politics, economy, and law. We will also discuss the continuities and differences between today's immigrants and their counterparts from an earlier age.

Chinese and World Literature ENGE 601 (40107)

The course will examine the long tradition of Chinese literature, from its genesis to the 21st century, looking into the diversities and richness of this tradition while tracing its dramatic historical changes. The focus of the course is on the important literary schools in Chinese, American, and European classical writers and their works including classic poetry and fiction, and important social and philosophical writings. A combined method of lectures, classroom discussions, and movie/video entertainment will be employed to help the students to form a general perspective of the development of Chinese and world literature. Students are expected to learn the long and rich tradition and reconstruct it through the texts they will read and papers they will write.

Economic Theory MBA 601 (40131)

An introduction and review of macro and micro economic concepts, theoretical foundations and management tools that build toward real-world application of basic economic principles and decision making.

Fractions to Rates and Beyond: Math Modeling for Educators K-12 MATE 601 (40138)

This course will incorporate mathematical modelling into pedagogy at any grade level--from kindergarten through undergrad. We will be using the SIAM GAIMME report as a main text with secondary texts and modeling problems taken from various sources, chosen to complement the grade levels and interests of students.

From the Top of the Mountain to the Bottom of the Pond (K-8) EDUC 634 (40140) / BIOE 634 (40141) / INSV 690 (40142)

Participants will investigate the living laboratory of the Berkshire Mountains one of the oldest mountain ranges in the world. This course will explore the geological and biological interconnectedness of the region through inquiry-based, "hands-on, minds-on" science. As geologists, we'll walk the ancient bedrock and investigate glacial striations and formations to better understand geologic time. As hydrologists, we'll identify and model the paths water takes through and down the mountains. We will collect samples of the minerals found in the local lakes, ponds and rivers. As biologists, we will investigate how the local flora and fauna evolved as the region aged. We'll learn to use mobile devices for collection of data in the field, and return to the classroom to analyze and interpret. As artists, and for our "capstone" project, we will take the field data and create a digital art project that tells a story of how scientific processes have shaped the landscape of the Berkshires. We will link all of our investigations back to the Massachusetts Curriculum Frameworks, including technology and the arts, and the revised MA Science and Technology/Engineering Standards.

Global Initiatives in Management MBA 695 (40133)

Global Initiatives in Management (GIM) is an international course designed to provide students with a unique business management practices and market dynamics of the global industry. Students begin by working in small teams to research an issue, analyze a case study or design a business plan related to a specific country or region of the world. The course combines in-class lectures, reading discussions and case studies. Final presentations and written research reports are required for completion of the course.

Implementing the New MA Civics Standards (8-12) EDUC 634 (40134) / HSTE 601 (40144) / INSV 690 (40145)

Focusing on the new Massachusetts Civics Standards, this course will explore instruction in the major principles of the Declaration of Independence, the United States Constitution, and state and local government. This course will inculcate respect for the cultural, ethnic, and racial diversity of the Commonwealth and for the contributions made by these groups to life in the Commonwealth. The course will provide for instruction in the fundamentals of the history of the Commonwealth as well as the history of working people and the labor movement in the United States.

John Steinbeck ENGE 601 (40091)

Considers the vision of the Nobel prize- winning author of *The Red Pony*, *Of Mice and Men* and *Travels with Charley*. Examines texts drawn from throughout Steinbeck's career, with special attention to common themes, preoccupations and narrative devices which characterize his works. Readings drawn from *Cannery Row*, *The Grapes of Wrath* & *The Winter of Our Discontent*.

Literature and Society ENGE 601 (40090)

Discusses and analyzes a variety of literary works that illuminate social issues. Integrates literature with other disciplines by focusing on several contemporary themes of social relevance.

Media, Self-Identity and Society ENGE 601 (40092) / HSTE 601 (40093)

Everyday media represent identities of people in magazines, film, television, radio, and in online media. Constructions are made of: who we are, who we can be; indeed, sometimes who we should not be. These social 'representations' often lack information with which to know who we really are. The aim of this course is to seriously question self-identity in media images and also, what assumptions are made about contemporary society and self-identity.

Wildland Fire: Science and Management ENVE 601 (40094)

This course provides an overview of wildland fire science and management including fire behavior (combustion, the fire environment, and fire behavior prediction), fire ecology (fire history, fire regimes, adaptations to fire, and fire effects), and fire management (fire and culture, administration of fire programs, and the social and ecological effects of fire policy). The course is targeted at students who will be conducting research directly or indirectly in disturbance ecology, plan to work with a land management agency or organization with which wildland fire is an issue, as a first step for those who may be considering a career in wildland fire science or management, and educators who wish to include wildland fire topics into their curricula. We will focus largely on the Northeast but will also cover national and global issues.

MEd / LICENSURE COURSES

Capstone Seminar EDUC 784 (40123)

Building on an interest that emerges from Master of Education course work or field-based experiences, students will propose and execute a substantial project that blends theory with practice. Project outcomes may take the form of text, visual media, performance, websites, or other. Projects may address school/family, community, or cultural issues; teaching approaches; or school-wide, district-wide, or statewide practices or policies

Classroom Management and Teaching Strategies (ECHE/ELEM) EDUC 648 (40114)

Prepares one to design educational environments that support all learners and to see classrooms from the learner's perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties.

Curriculum Theory and Democratic Practice EDUC 717 (40124)

Focuses on how social movements, economic conditions, political power, aesthetic sensibilities, spirituality, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views, including postmodernism, existentialism, hermeneutics, critical theory, and feminism. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in school.

Ethics & the Foundations of Schooling ADMN 702/ EDUC 702 (40119)

Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents and other community members.

Literacy Acquisition & Development RDNG 616 (40126)

Focuses on current theories related to language development and learning; programs and practices for literacy development and acquisition; knowledge of language structure; the history and evolution of English; literacy acquisition for non-native English speakers; and the socio-cultural contexts that influence language development and literacy acquisition. Participants develop a portfolio of resources, teaching strategies and assessment tools.

Teaching in an Inclusive Classroom EDUC 630 (40104)

Introduces values, laws and principles underlying special education, including the rights of parents/guardians. Identifies educators' role in securing supports and services for individual students, and developing and implementing IEPs. Highlights strength-based assessment, peer supports, assistive technology, Universal Design for Learning(UDL), promoting social competence and collaboration with families, Para educators, special educators, and clinicians.