## SUMMER GRADUATE COURSES 2022

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Start/End</th>
<th>Format</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
<th>CR</th>
<th>CRN</th>
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<tbody>
<tr>
<td>MBA 695</td>
<td>Small Business: Determining Risk and/or Reward</td>
<td>May 23-July 1</td>
<td>Hybrid-North Adams</td>
<td>S 5/21,6/4,6/11</td>
<td>9am-4pm</td>
<td>M208</td>
<td>Amy Shapiro</td>
<td>3</td>
<td>40065</td>
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<tr>
<td>MBA 650</td>
<td>Competing in Global Economies and Markets</td>
<td>July 5-August 12</td>
<td>Hybrid-North Adams</td>
<td>S 7/9,7/23,8/13</td>
<td>9am-4pm</td>
<td>M213</td>
<td>Chali Nondo</td>
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### MASTER OF BUSINESS ADMINISTRATION

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### MASTER OF EDUCATION/TEACHER LICENSURE

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<tr>
<td>EDUC 634</td>
<td>I Can’t Breathe: Racial Capitalism at the Intersection of Race, Social Class, and School</td>
<td>May 23-July 1</td>
<td>SYNC</td>
<td>M 4:30-6:30pm</td>
<td>ONLINE</td>
<td>Lisa Arrastia</td>
<td>3</td>
<td>40067</td>
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<tr>
<td>ARTE 601</td>
<td>Connect the Hoosic Watershed to Pk-6 SMKs</td>
<td>July 11-15</td>
<td>Hybrid-North Adams</td>
<td>M-F 9am-4pm</td>
<td>CSI 113</td>
<td>Jennifer Rosenthal</td>
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<tr>
<td>ENGE 601</td>
<td>Capstone Seminar</td>
<td>May 9-June 13</td>
<td>SYNC</td>
<td>M 6:30-9:15pm</td>
<td>ONLINE</td>
<td>Lisa Arrastia</td>
<td>3</td>
<td>40068</td>
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<tr>
<td>ENGE 601</td>
<td>Media, Self-Identity &amp; Society</td>
<td>June 20-July 29</td>
<td>ASYN</td>
<td></td>
<td></td>
<td></td>
<td>Michael Birch</td>
<td>3</td>
<td>40069</td>
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Format Codes:
- Room Key:
  - ASNC = Online, no required meeting times
  - M = Murdock Hall on the main campus
  - SYNC = Online with required meeting times
  - CSI = Feigenbaum Center for Science and Innovation on the main campus

Register online at [www.mcla.edu/summer](http://www.mcla.edu/summer)

We are currently accepting applications for enrollment into the following programs:
- Master of Education/Teacher Licensure
- Master of Business Administration

For more information, please visit [www.mcla.edu/graduate](http://www.mcla.edu/graduate).
MASTER OF EDUCATION/LICENSURE COURSES

EDUC 702/EDUC 722 Ethics and Foundations of Schooling
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.

EDUC 784 Capstone Seminar
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. Prerequisite: Departmental approval

EDUC 717/EDUC 718 Curriculum Theory and Democratic Practice
Focuses on how social movements, economic conditions, political power, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in schools.

RDNG 616/RDNG 617 Literacy Acquisition and Development
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.

EDUC 784 Capstone Seminar
Building on an interest that emerges from Masters 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

CONTENT COURSES/OTHER EDUC COURSES

EDUC 634 / ARTE 601/ ENGE 601/ HSTE 601 “I Can’t Breathe:’ Racial Capitalism at the Intersections of Race, Social Class, Space, and School
The guiding, interdisciplinary question of this course is, Why can’t Black bodies breathe in America? The professor and students in this course will act as parallel learners who attempt to respond to this same question and, therefore, both will be “the student” in this unique and timely class that will use methods of history, aesthetics, and multimedia. The course will use as a case study the Derek Chauvin trial in the death of George Floyd to examine how the historical and contemporary landscape of American racial traumas are devised, composed, and constituted
**BIOE 601 Plants and Society**

Introduces students to the interactions between people and plants in cultures throughout the world. Topics to be discussed include the current and historical use of plants as food, fiber, fuel, and medicine.

**BIOE 601 Speciation**

What is a species? How do species form? What keeps species from “merging” into each other? Scientists have debated these questions for centuries, and there is no end in sight. This course delves into these questions by focusing on the speciation patterns and processes of animals and plants, with other taxonomic groups covered in lesser detail. Major concepts include the application of species concepts, the biology, ecology, and geography of speciation, hybridization as an evolutionary “force,” speciation rates, the genetics of speciation, and reproductive isolation. The format is asynchronous yet discussion based, incorporating primary and secondary literature as well as unpublished data sets. Emphasis will be placed on using basic concepts to analyze readings and data to practice implementing the concepts as systematists do. The types of data informing these analyses will be phylogenetic, genetic, morphological, and ecological. Our analyses will largely take place through the lens of discussion; we will not be using analytical software in this course.

**EDUC 634 Connecting the Hoosic Watershed to PK-6 Science Standards**

The Hoosic Watershed is rich with varied natural history and resources. In this course, educators will explore the Hoosic Watershed through a place-based lens. The course will be taught both online and in person, with short multi-day field trips to local waterways and habitats being a key feature. Educators will be provided with ample resources to develop curricula that are specific to their local region and interests. Curricular connections to the PK-6 MA State Science Standards will be integrated throughout the course.

**EDUC 634 Nahstee Woman**

Our society has long dismissed or downplayed women's sexual- and reproductive-health concerns. In this course, students will examine the messy and complicated “nasty problems” through case studies, films, and biographical accounts that have affected the women’s health, historically and in the present. Students will examine the female body, what makes it unique and to the uninformed-scary, and the ethics and policies that shape women’s health, particularly in marginalized communities. Social issues concerning the control of women's reproduction and the impact of the environment on women's health will also be addressed.

**ENGE 601 / HSTE 601 Media, Self-Identity, and Society**

Introduces the concept of self-identity, examining it within the contexts of gender, sexuality, health, and ethnicity across media and society. Using interdisciplinary approaches, this cultural studies course focuses upon themes and theories that explore identity through analyzing meanings in media and social/cultural texts. It questions how these develop across history and questions identity in everyday common sense discourse and its relationships to media and society at local and global levels.
ENGE 601 /HSTE 601 Visions & Voices: American Ethnic Literature & Art
Explores a range of works (fiction, poetry, memoir, photography, music, painting, news media) from American ethnic writers and artists of the twentieth-century and beyond. This course critically examines the cross-section of ethnicity and creative expression as it applies to questions of American identity. Topics include systemic oppression, nationhood, immigration, marginalization, intersectionality, cultural hybridity, intergenerational trauma and survival, border crossing, and heritage.

HSTE 601 American Immigration & Ethnicity
The goal of this class is for students to gain a knowledge and understanding of American immigration and ethnic history. Through the study of the past, you will also be able to better understand American society today. You will also be exposed to new ways of thinking about history—the point of this class is not to simply memorize dates or events—but to engage with broader themes in American immigration history and explore how things came to be the way they are.

HSTE 601 Civics in Massachusetts
Topics to be covered include- history of the United States of America; the Constitution of the United States, including the Bill of Rights; the Declaration of Independence; the constitution of the commonwealth; local history and government; the function and composition of the branches of local, state and federal government; the roles and responsibilities of a citizen in a democracy; the development of skills to access, analyze and evaluate written and digital media as it relates to history and civics; community diversity and historical trends in voter registration and civic participation relative to disenfranchised voter populations; opportunities to identify and debate issues relative to power, economic status and the common good in democracy.

MATE 601 Math Modeling for Educators
Mathematical Modelling for Educators is designed for K-12 educators who are already teaching mathematics, but who want to support their pedagogy by incorporating real-life mathematical modelling projects. The course explores the tools necessary to create and adapt modelling projects, keeping in mind the current best practices in assessment and transparency, with a focus on writing and coding in mathematics.

MASTER OF BUSINESS ADMINISTRATION COURSES

MBA 650 Competing in Global Economies and Markets
Addresses the impact of national and global economic developments on the business environment. The determinants of national income, inflation, interest rates, unemployment rates, business cycles, exchange rates, and foreign investment are discussed, with particular attention to the increasingly important linkages between the U.S. and global economies. The course also examines the effects of U.S. and foreign government policies with respect to taxation, public expenditures, money supply, capital markets, and foreign trade and investment on the economic environment of business.

MBA 695 Small Business: Determining Risk and/or Reward
Providing students with a comprehensive understanding of issues, risks & rewards, community impact, financing options, and strategies applied to small businesses that are new need stabilizing and poised for growth.