

**CIVIC ENGAGEMENT COURSES – S09**

**Contact: Joseph Heathcott, Faculty Director**

**Documentary Portrait - LCST 3453A 6077**

Amy Goodman / Mon 06:00-09:20 PM

This course explores the practice of making documentary film portraits. Students participate in the development of Dreamers (working title), a documentary film about elementary school students in the Elliott-Chelsea “I Have A Dream”® program at Public School 33, in Chelsea. The “I Have A Dream”® Foundation, founded by Eugene Lang, is a national organization that provides long-term support and college tuition to children from low-income communities. Each student completes a short documentary film portrait, developed and produced over the course of the semester. Readings and screenings of several documentary films compliment students’ ongoing hands-on production experience and contribute to understanding the art, challenges, and deep responsibility of telling the stories of others.

**New City New Words: ESL Practicum - LEDU 2901A 6140**

Jeanne Lambert / Thu 06:00-07:40 PM

Language and literacy are key elements in the health of a democracy. This course puts the study of English as a Second Language Methods into practice through a teaching component. Participants teach and/or co-teach at least 30 hours in an ESL program that serves immigrants within various NYC communities. The seminar component of this course examines ESL methodologies within the context of actual teaching. Regular observation and feedback sessions support students’ teaching practice and help formalize their teaching techniques. Emphasis is on Communicative Language Teaching and contextualized grammar techniques but the course also covers topics, such as error correction, classroom management, and learning vocabulary in a foreign language. This practicum is a good primer for work in a variety of educational settings, such as graduate studies in education and teaching English as a Foreign Language (EFL) abroad.

**Education, Civil Rights, and Public Policy - LEDU 3023A 6141**

Robert Perry / Mon/Wed 04:00 PM-05:40 PM

Public education has transformed during the 20th and 21st century making adjustments to accommodate not only the ethnic, social, and racial needs of society but also a reshaping of the role of local and national government. This course examines the impact that cases such as Menendez, Brown, Milliken, Rodriguez, Bakke, Abbott, and the Michigan and Seattle cases have had on the political and cultural landscape of public education. In addition, it examines how policy makers through the Elementary and Secondary School Act, Civil Rights Act of 1964, Title IX, IDEAS, EEOA, and NCLB have restructured educational attainment by poor and non-majority children. Finally, the course explores the contributions of social and civil rights advocate from Frederick Douglass and WEB Dubois to Martin Luther King, Thurgood Marshall, Marion Wright Edelman, and Robert Moses as the guardians of guarantees of the U.S. Constitution right to equal education. The course also, examines current public school issues and solutions.

**Ruane Education Practicum - LEDU 3910 A 6142**  
Robert Perry / Fri 3:00 PM-6:00 PM

Paid internships are available for 15-20 Lang students to teach in the Accelerated Reading Program sponsored by the Carmel Hill Fund in inner-city primary schools. For permission, contact Prof. Robert Perry at PerryR@newschool.edu for details.

**Oral History Workshop - LHis 3104A 5930**  
Hanna Griff-Sleven / Fri 10:00AM - 12:40 PM

The course focuses on practical field methods usable for academic research and public outreach at the Museum at Eldridge Street, a newly restored landmark synagogue located in the Lower East Side of New York City. Students have the opportunity to document the history, traditions, context, uses, and meanings associated with American Jewish life, with a focus on New York City. Students are trained in oral history interviewing techniques, transcription, and the evaluation of oral evidence. Students read transcriptions, listen to audio interviews, view films, and examine web-based oral histories as they evaluate how presentation impacts the creation of meaning. Each student conducts a series of interviews, with selected people associated with a case study, transcribe, and edit the materials for web publication or develop a public presentation for the Museum at Eldridge Street.

**Intro Journalism – LLSW 2505A 5837**  
Sean Elder / Tue/Thu 12:00 PM - 01:40 PM

This course emphasizes the skills a journalist needs—from observation to interaction, from research to reflection, from interview to fact-checking—using the city of New York as our laboratory. Drawing on texts historical and contemporary students chart the history of journalism in NYC (which mirrors that of the US) while learning from writers as diverse and vibrant as Stephen Crane, Joseph Mitchell, Tom Wolfe and Lillian Ross. Students practice reporting, interviewing, research and follow-up while focusing on contemporary NY subjects of their choosing. Topics include the myth of objectivity; avoiding bias; the immigrant experience; the limits of snarkiness; and the changing media landscape: Is NY still the center of the journalistic world? Students help answer this one themselves, through their work and reflection. Course consists of both seminar-style reading discussion and writing workshops.

**NYC: Photographic New York – LNGC 1721A 6684**  
Gabrielle Bendiner-Viani / Mon 02:00 PM - 03:40 PM

Description:Photography can offer a new way to look at the everyday life of the city. This course trains students to examine visual-spatial cultures of New York by blending techniques of art, journalism and ethnographic research. Students acquire a variety of skills to investigate and represent the city through photography. The course culminates in critiques where students present their own in-depth visual exploration of a specific aspect of New York. Training students to control their cameras and to use light, color and composition, the class involves image making,

critique, and readings on place. The main goal is to develop each student's practice as thoughtful, competent photographer of cities. Prior digital photography experience is not necessary, but each student should have a digital camera. (In limited cases, cameras can be made available.) This course is open only to freshmen.

**NYC: Photographic New York** – LNGC 1721B 6685  
Gabrielle Bendiner-Viani / Wed 02:00 PM - 03:40 PM

Description:Photography can offer a new way to look at the everyday life of the city. This course trains students to examine visual-spatial cultures of New York by blending techniques of art, journalism and ethnographic research. Students acquire a variety of skills to investigate and represent the city through photography. The course culminates in critiques where students present their own in-depth visual exploration of a specific aspect of New York. Training students to control their cameras and to use light, color and composition, the class involves image making, critique and readings on place. The main goal is to develop each student's practice as a thoughtful, competent photographer of cities. Prior digital photography experience is not necessary, but each student should have a digital camera. (In limited cases, cameras can be made available.) This course is open only to freshmen.

**IHAD: Theater Practicum** - LNGC 2915A 3917  
Cecilia Rubino / Mon 03:15 PM - 05:45 PM

This internship offers Lang students the unique opportunity to connect field work at a local high school with an exploration of the practice of Theater in Education and Theater and Literacy. Lang students help facilitate an after school theater program for second grade classes participating in the 'I Have a Dream' Program. Students interested in serving the community while earning credit should contact Cecilia Rubino at [rubinoC@newschool.edu](mailto:rubinoC@newschool.edu). This course counts toward requirements in Education Studies.

**IHAD: Theater Practicum** - LNGC 3915A 3920  
Cecilia Rubino / Fri 03:15 PM - 05:45 PM

This internship offers Lang students the unique opportunity to connect field work at a local high school with an exploration of the practice of Theater in Education and Theater and Literacy. Lang students help facilitate an after school theater program for second grade classes participating in the 'I Have a Dream' Program. Students interested in serving the community while earning credit should contact Cecilia Rubino at [rubinoC@newschool.edu](mailto:rubinoC@newschool.edu). This course counts toward requirements in Education Studies.

**IHAD Research Practicum – LPSY 4002 A 4732**

Miriam Steele

This student-initiated research practicum gives students the opportunity to participate as a research assistants on a research project involving school children currently enrolled in a "I Have a Dream" (IHAD) program in Manhattan. Supervision is provided by the directors of the New School for Social Research attachment lab, Dr. Miriam Steel and Howard Steele, in conjunction with their advanced graduate students.

**Science & Politics of Stem Cells - LSTS2039A 5945**

Katayoun Chamany / Tue/Thu 02:00 PM - 03:40 PM

The focus in this civic engagement course is stem cell biology and appropriate policies to govern and fund this growing field of research. Though lobbying efforts from many interest groups have become intense and commonplace, many citizens and policy makers feel ill-equipped to understand the biology and the social implications surrounding the techniques and applications of stem cell technologies. Readings, projects, and discussions review the history, biology, politics, economics, and ethics of this field of research. This course is connected to a public seminar and film series that hosts young stem cell researchers from the New York Stem Cell Foundation. Students have the opportunity to produce educational media products for the Foundation's outreach initiatives (website, Facebook, newsletter, pamphlets, postcards, etc) and to organize a panel discussion on the ethics and legal parameters of oocyte donation and embryonic stem cell research.

**New Orleans: Politics of Disaster – LURB 2027A 6148**

Maureen Grolnick / Tue/Thu 02:00 PM - 03:40 PM

The August 29, 2005 breaching of the New Orleans levees following Hurricane Katrina left at least 1,500 people dead, displaced over 1,000,000, and cost about \$120 billion. Much of this loss was the result of human failure and the heaviest burdens fell on the most vulnerable citizens. Students study the consequences of hurricane Katrina in New Orleans and its prospect for redesign to consider the kind question of what kind of society country we are and what kind of country we and aspire to be. The emphasis is on inquiry, dialogue, and engagement, using Spike Lee's documentary "When the Levees Broke" as a core text. The course includes a field trip to New Orleans during spring break. Lang students should anticipate approximately \$300 in expenses for participating in the New Orleans week.

**Urban Homelessness - LURB 3003A 5954**

Robert Freiherr Von Mahs / Tue/Thu 12:00 PM - 01:40 PM

Urban homelessness is a severe and growing social problem in most post-industrial societies. Yet, the nature and extent of homelessness and the responses to it vary significantly. This course examines the causes and consequences of homelessness in U.S. cities, and the public policy affecting the homeless. The goal is to understand why homelessness persists in one of the world's most affluent societies and why homeless people often are socially, economically, and spatially excluded, abandoned by the welfare state, and criminalized. It also compares the facts about homelessness in the U.S. to public policy in other nation states and their cities. Such international comparisons may indicate ways to more effectively address homelessness in the US. Formerly, this course was designated under the UP track. This course also satisfies some requirements in Psychology.

**Immigrant Communities in the City – LURB 3041A 6149**

Laura Liu / Fri 12:00 PM - 03:20 PM

This course examines immigrant communities in the urban environment, ranging from mixed migrant neighborhoods to well-established enclaves to fragmented communities scattered throughout. The course takes New York City as its primary case study with a focus on immigrant communities and institutions as key forces shaping the urban landscape. Topics include: understanding ethnic enclaves, immigrant community-based organizations, immigrants and work, inter-group dynamics, immigrant cultural institutions, race and ethnicity, gender in immigrant neighborhoods, immigrants and the state, and immigrant political activity. Students engage in a course project working with immigrant institution(s), organization(s), and/or city agencies actively involved in immigrant neighborhoods. Ideally, these projects will be shaped in collaboration with the community partner(s).

**Urban Food System - LURB 3835A 5956**

Nevin Cohen / Mon/Wed 04:00 PM - 05:20 PM

This course examines sustainable urban food systems, from farm to fork. Students explore the concept of community food security, disparities in access to food, and the social, political, economic, and environmental dimensions of food production, distribution, and marketing. Through field trips to urban farms, farmers markets, and food production facilities, together with guest lectures, students meet food producers, processors and distributors, as well as policy makers and activists. Students are expected to conduct field research and prepare a "field guide" to sustainable food in NYC. Formerly, this course was designated under the UE track.

**Lang Community Gardens – LWEL 2206A 5892**

Eric Thomann / Fri 12:00 PM - 03:00 PM

Offered in partnership with Just Food, this course introduces students to urban gardening, the growing outdoor movement to improve health, build community and protect the environment. Over the course of the semester, students plan, manage, and maintain a small garden plot near campus. Organic gardening techniques, use of tools, essential garden structures, composting, vermiculture, seed sprouting, and tree planting are covered in a hands-on garden environment, and students interested in larger projects receive a comprehensive overview of the various governmental and nonprofit agencies where help and resources are available. Students complete the semester by harvesting food and flowers that they have grown themselves. This course satisfies some requirements for Urban Studies.

**Lang Mural Project – LWEL 2301A 4471**

Martin McGrady / Fri 09:00 AM -12:00 PM

Students work with Groundswell Community Mural Project, and a professional muralist to learn about art as a tool for social change. Students learn about the mural making techniques and discuss issues such as politics, group dynamics, social change, and aesthetics. The mural students designed in the fall will be executed this semester. Spring Lang Mural is open to all students. Fall students are encouraged to enroll. This course satisfies some requirements for Urban Studies.