

Special Topics Course Descriptions *Spring 2025*

Undergraduate

CJ 340-EL ST: Cyber Criminology (with Mark Beaudry)

Cyber Criminology will provide theoretical explanations for the phenomenon of cybercrimes. It will also explore the causation of crimes that occur in cyberspace and its impact in the physical space. To include the nature of criminal behavior of persons operating in cyberspace. (3 credits)

CJ 340-EL2 ST: Cyber Social Engineering (with Mark Beaudry)

This course will focus on how social engineering relies on human fault to gain access to sensitive information. Students will understand the most commonly-used techniques that fool even the most robust security personnel, and how these techniques have been used. The way that we make decisions as humans affects everything from our emotions to our security. (3 credits)

HI 450-E1 ST: Global 1848 (with Erika Briesacher)

1848 was a global year of revolution and conflict, one that witnessed major migrations, political and social awakening, an increased pace of industrialization, and ongoing projects assessing and evaluating the concept of modernity. This course looks at 1848 through a global lens, highlighting not only the European revolutions sweeping the continent but also the reverberations of imperialism, sociopolitical activism, and seismic shifts in relation to how people identified and moved through the world. This course focuses on the historiographies of 1848 as well as highlighting trajectories for new research; students will have the opportunity to conduct original research projects, situated within the context of classic and cutting-edge scholarship of the period. (3 credits)

Graduate

BI 980-BL ST: Sustainable Chemistry (with Meghna Dilip)

In 2015 the United Nations created a framework comprising 17 aspirational goals known as the Sustainable Development Goals (SDGs), with a view towards peace and prosperity by 2030. Green chemistry has always been recognized as a pathway to sustainability. In this class, we will adopt a systems thinking approach to look at the entire life cycle of products and learn to recognize the interconnected nature of the systems being studied with a view towards improved human well-being and social equity. Approaches to integrating the UN SDGs, green chemistry and sustainability will be discussed using current technologies such as solar panels, batteries or emerging problems like PFAS as examples. This will be a systems thinking approach to navigating the complex landscape of industrial environmental and sustainable responsibility. Your role as a scientist to solve these global problems and strategies for communication to diverse audiences will be emphasized. There will be an online (asynchronous) introduction to green chemistry, introduction to life cycle analysis, introduction to U.N. SDGs, introduction to systems thinking and equity, basics of toxicology, basics of biodegradability, and design for minimized toxicity and increased biodegradability. In person (synchronous) activities include presentations and group case study related activities. (3 credits)

CD 987-BL ST: Comm Disorders (with Kristine Goldynia)

This course introduces students to medical case management for adults with complex medical needs living in community-based settings, such as group homes. Students will explore various community-based living options and, using the International Classification of Functioning, Disability, and Health (ICF) framework, will gain an understanding of communication and swallowing needs within this unique population. Emphasis will be placed on working collaboratively within multidisciplinary teams to address these needs effectively. (1 credit)

CD 987-E1 ST: Symbolic Play (with Susan Landess-Towne)

This course will provide students with a functional understanding of the development of symbolic and pretend play skills and how it relates to cognitive, language, and literacy development. It will include a review of decontextualization of language, theory of mind, episodic memory, narrative practice hypothesis, and reciprocity as it relates to play. Students will learn to evaluate symbolic play development in terms of props, themes, organization, roles, and language using Westby's Play Scale. Disorders and delays associated with play development and play problems will be discussed. Play and language intervention strategies will be explored as well as discussion of adult involvement in play. *(1 credit)*

ED 971-EL ST: LGBTQ+ Communities: Identity, Health, Advocacy, Policy and Practice (with Shaylynne Shuler)

This course is designed to deepen graduate students' understanding of the health and well-being of LGBTQ+ individuals and communities through a public health lens. With a focus on the complex interactions between medical science, public policy, and societal forces, students will explore how health outcomes for gender and sexual minorities are shaped by evolving definitions of identity, discrimination, and access to healthcare. Grounded in interdisciplinary approaches from sociology, psychology, history, and public health, the course offers students theoretical, empirical, and methodological foundations in LGBTQ+ health. Key topics include the historical and contemporary shifts in gender and sexual identity, reproductive health and rights, aging and the life course, gender-affirming healthcare, and the impacts of politics/policy, pandemics such as HIV/AIDS and COVID-19 on LGBTQ+ populations. By critically analyzing health-related challenges across different contexts and time periods, students will engage with issues that are central to understanding and addressing health disparities in LGBTQ+ communities. The course will prepare future educators to integrate this knowledge into their practice and better serve diverse populations in educational settings. *(3 credits)*

HI 990-E1 ST: Global 1848 (with Erika Briesacher)

1848 was a global year of revolution and conflict, one that witnessed major migrations, political and social awakening, an increased pace of industrialization, and ongoing projects assessing and evaluating the concept of modernity. This course looks at 1848 through a global lens, highlighting not only the European revolutions sweeping the continent but also the reverberations of imperialism, sociopolitical activism, and seismic shifts in relation to how people identified and moved through the world. This course focuses on the historiographies of 1848 as well as highlighting trajectories for new research; students will have the opportunity to conduct original research projects, situated within the context of classic and cutting-edge scholarship of the period. *(3 credits)*

HI 990-EL ST: The Holocaust (with Michael Gesin)

In this course, we will examine the origins and prosecution of the Holocaust, the systematic destruction of Jews and Jewish life by the Nazi regime prior to and during World War II. From beginning to end this is a course about an extraordinarily bold and far-reaching mass murder, one that occurred in "civilized" Germany. The course focuses on the state and ideology that lay behind the genocide, its victims, and the voices of resistance against it. Counts for Europe/US in the History major. *(3 credits)*

HI 990-EL2 ST: Portraits of Power and Gender: England's Queens 1285 – 1603 (with Steven Corvi)

This course will focus on English queenship from 1285 to 1603 and how it was influenced by Eleanor of Aquitaine. The period of the Hundred Years' War between England and France (1337-1453) and the Wars of the Roses (1455-85) between the Houses of York and Lancaster will serve as the background for this course. The course will conclude with the Renaissance queens who ruled in their own right, Mary I and Elizabeth I. *(3 credits)*

SP 901-EL ST: Memory and Identity in Latinx Literature (with Naida Saavedra)

This graduate seminar will focus on the major trends in contemporary Latinx Literature. Students will read, analyze, and discuss in depth narrative and poetry produced by Nuyorican, Dominican-American, Cuban-American, and Chicax writers. Class discussions will trace similarities and differences in the life experiences of different Latinx groups in the United States. Topics to be addressed include the construction of identity and the concept of belonging; bilingualism and code-switching; the experiences of the exile and its incidence in the creative process, life on the border, the marketing of Latinx writers and their literature; the controversies behind the use of labels such as Latino and Hispanic, and the relationships of Latinx artists with their communities. Students will read texts in Spanish, English, and Spanglish. This class will be taught in Spanish. (3 credits)