

Special Topics Course Descriptions
Fall 2025

Undergraduate

CJ 340 EL ST: Managing Cyber Risks (with Mark Beaudry)

This course examines risks in cyberspace. The course will help students identify security risks, evaluate those risks, and make risk-based decisions given organizational resource constraints. Students will learn foundational concepts in enterprise risk management and will be introduced to cyber risk management standards and approaches, as well as, risk analysis.

CJ 340 EL2 ST: Child Victimization (with Aimee Delaney)

This course is designed to provide students with an overview of the problem of child victimization in the world today, with a main focus on the US, while fostering a deeper understanding of what constitutes child victimization both legally and morally. Course materials will highlight specific manifestations of child victimization and broad criminal justice responses to these various forms of victimization.

CJ 340 EL3 ST: Intelligence in CJ (with Stephen Morreale)

Used in military and international applications for decades, intelligence is growing in the criminal justice system. Students will explore the difference between information and intelligence, and experience intelligence gathering and analysis methods. The course will also explore civil liberty and privacy concerns, the historical roots of intelligence and its utility in policing at the federal, state and local levels.

HE 400 E1 ST: Foundations of Personal Training (with Dean Bowen)

After successfully taking this course students will be prepared to sit for an ACE Personal Trainer Certification or other recognized, accredited certification provider. This course is designed to give students the knowledge and understanding necessary to become an effective personal trainer. This course will present the ACE Integrated Fitness® Model, methods for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength. After this course, students will understand the most current, complete picture of the knowledge, instructional techniques and professional responsibilities personal trainers need to provide safe and effective exercise instruction to their clients. Students will also have the opportunity to become certified in the American Heart Association Basic Life Support (CPR/AED for the Healthcare Professional) for an additional \$50. This course will meet in-person for both classroom instruction/lecture and labs in the Fitness Center or exercise rooms.

HE 400 EL ST: LGBTQ+ Health and Existence (with Shaylynne Shuler)

Contact instructor for course description.

HE 400 EL2 ST: Infectious Disease Epidemiology (with Elinor Fondell)

Contact instructor for course description.

HI 450 E1 ST: Topics in Chinese History (with Martin Fromm)

This course will use an environmental lens to examine the major social, political, and cultural developments that shaped China during the premodern period up to the sixteenth century. It will explore the ecological dimensions of empire building and collapse, inter-ethnic competition and conflict, and warfare, while evaluating the importance of ecology in shaping political values and religious beliefs. Early Chinese concepts of environmental sustainability, the struggle of premodern societies to control water systems and make the land productive, and the ecology of health and illness will also come under investigation. Finally, the course will address Chinese understandings of human-animal relationships and the powerful position of nature as a medium and inspiration for artistic and literary expression.

SO 299 EL ST: Sociology of Mental Health (with Corrine Stocking)

This course explores how mental health and illness are socially constructed. We will explore comparative perspectives to illustrate how population mental health is shaped by social, political, and economic conditions. Substantive topics may include: the medicalization of deviant behavior, changing definitions of mental illness across time and cultures, the social determinants of mental illness, and the responses by the mental health care system.

Graduate**CD 987 E1 ST: Early Intervention (with Samantha Scripture)**

This three-part, 12-hour graduate-level course introduces the foundations of early intervention (EI) for children birth to age three. Through lectures, interactive activities, case-based learning, and discussion, students explore key components of EI including federal legislation (IDEA Part C), eligibility and service models, assessment practices, and intervention strategies. Emphasis is placed on family-centered, culturally responsive approaches to assessment and intervention, including the role of the speech-language pathologist, collaboration with caregivers, and the development of functional, naturalistic-based therapy plans. Students will gain practical experience applying evidence-based practices to real-world case scenarios across all three sessions.

CD 987 E2 ST: Disability in America (with Kym Meyer)

This seminar explores the often-overlooked history of disability in the United States, centering lived experiences, activism, and systemic marginalization of disabled people throughout American history. From institutionalization and eugenics to the disability rights movement and the ongoing fight for equity, this course challenges dominant historical narratives that have erased or minimized the presence and impact of disabled individuals.

ED 971 EL ST: Genocide Education in English Language Arts and Social Studies (with Sara Young)

This special topics course explores strategies for teaching about genocides in English Language Arts and Social Studies courses. Through memoirs, poetry, film, primary and secondary sources we will explore the history and literature of selected instances of genocide in world history.

EN 998 E1 ST: Journalism: In the Community & the Classroom (with Jamie Remillard)

The U.S. media landscape has transformed dramatically over the last 30 years. The for-profit models that long sustained quality journalism have eroded, local news organizations lost their foothold, and news deserts emerged as news influencers gained traction, contributing to the minute-to-minute information-saturation of social media platforms (Stocking et al., 2024). In this environment, high-quality local journalism remains essential. Community journalism serves to hold those in power accountable. Local public affairs reporting is

necessary for an engaged citizenry. Journalists who live in the communities where they work exercise news judgement suited to the context and bring local issues into focus. Their work reinforces community identity and cohesion (Howard, 2019, pp. 64–66, 68–70). Local journalism can take many forms, and new models are emerging, including nonprofit community news organizations, digital-only publications, and academic and community news partnerships. Educating future generations of journalists and preparing young people to be critical consumers of news media arguably has never been more important than it is today.

In this course, you can expect to read about and discuss the roles of local news and student journalism in the current media landscape; learn about traditional journalistic values, codes of ethics, standards, and practices; and explore the special concerns of student journalists. You will gain practice with writing and editing local news stories and collaborating with classmates to coach and edit one another's work. This writing practice will inform our work together as we turn our attention to the pedagogical applications of local news and student journalism. You will develop foundational or instructional materials that can be used in a community-based enrichment education context, a curricular or extracurricular secondary education context, or as on-demand resources for student journalists. You will have some latitude to propose projects that have the greatest potential to be used in your own classroom or in another educational setting.

For example, you might opt to prepare a module that engages your own students in publishing a school newsletter. Or you could produce a set of lesson plans on media literacy to be shared with other educators. Or you might create screencast tutorials that show student journalists how to create and use beat sheets, how to prepare for interviews, or how to use a style guide.

Bring your curiosity and your collaborative spirit. No prior experience with journalistic writing is necessary to take this course, and you do not need to be an educator to take this course.

EN 998 EL ST: Dickinson & Plath: Their Poetry, Their Lives (with Elizabeth Bidinger)

Explore the poetic brilliance and complex lives of two of literature's most iconic voices in this immersive online graduate course. Emily Dickinson and Sylvia Plath, separated by nearly a century, each revolutionized the landscape of poetry with their fearless introspection, striking imagery, and emotional intensity. Through close readings of their works, we will examine how these poets navigated themes of identity, mortality, mental health, and societal expectation.

Alongside their poetry, we will consider biographical materials, letters, and critical interpretations to uncover the intricate connections between their lived experiences and literary legacies. How did Dickinson's reclusive existence and Plath's turbulent journey shape their art? In what ways do their poetic innovations continue to resonate today?

Through guided discussions, multimedia resources, and independent research, students will develop a nuanced understanding of Dickinson and Plath's contributions to literary history. Whether you are a poetry enthusiast or a scholar seeking deeper insights, this course invites you to engage with the raw power and enduring beauty of their verse.

HI 990 E1 ST: Topics in Chinese History (with Martin Fromm)

This course will use an environmental lens to examine the major social, political, and cultural developments that shaped China during the premodern period up to the sixteenth century. It will explore the ecological dimensions of empire building and collapse, inter-ethnic competition and conflict, and warfare, while evaluating the importance of ecology in shaping political values and religious beliefs. Early Chinese concepts of environmental sustainability, the struggle of premodern societies to control water systems and make the land

productive, and the ecology of health and illness will also come under investigation. Finally, the course will address Chinese understandings of human-animal relationships and the powerful position of nature as a medium and inspiration for artistic and literary expression.

HI 990 E2 ST: Displacement, Refugeehood, Migration in the Middle East (with Noa Shaindlinger)

Contact instructor for course description.

HI 990 EL ST: Russian History II (with Michael Gesin)

This course explores one of the most consequential transformations in modern history: Russia's collapse as an imperial autocracy and its dramatic rebirth as the world's first socialist state. Spanning from the 1860s to the early 1920s, we trace how a sprawling empire—still bound by serfdom long after the rest of Europe had moved on—plunged headfirst into industrialization, legal reform, and social upheaval in a desperate attempt to modernize.

But these reforms sparked forces the tsarist regime could not control. Intellectuals and students began questioning authority; peasants and workers demanded land, rights, and dignity; and revolutionaries imagined entirely new worlds. The course examines how these rising tensions culminated in the collapse of the Romanov dynasty and the Bolsheviks' radical experiment in 1917.

We will approach this era through political, social, and cultural lenses—reading the manifestos, letters, memoirs, and proclamations that capture the passions and anxieties of a society on the brink. Along the way, we'll engage with major historiographical debates and consider why this revolution happened when and how it did—and why it mattered far beyond Russia's borders.