

**Special Topics Course Descriptions**  
*Summer 2026*

**UNDERGRADUATE**

**Full Summer**

**CJ 340 SL AI & Cybersecurity (with Mark Beaudry)**

This course provides an in-depth understanding of how artificial intelligence and machine learning are reshaping the cybersecurity landscape. Students will review the foundational concepts, explaining AI and ML's principles and their transformative potential within various cybersecurity practices.

**Summer I**

**CJ 340 AL Mass Shootings (with Francis Olive)**

This course provides an interdisciplinary analysis of mass shootings, examining their causes, perpetrators, and impact through criminological, psychological, sociological, and policy perspectives. Students will explore historical trends, case studies, shooter profiles, and contributing factors such as radicalization, social media, and firearm access. The course will also discuss prevention strategies, policy responses, and ethical considerations in media coverage.

**CJ 340 AL2 Technology in Criminal Justice (with Stephen Morreale)**

This course examines how technology has transformed policing and criminal justice operations. Students will analyze the evolution from analog systems (call boxes, radio communication) to today's digital infrastructure including computer-aided dispatch, mobile data terminals, and real-time crime centers. The course evaluates current investigative technologies—DNA analysis, biometric identification systems, automated license plate readers, body-worn cameras, digital forensics, and social media intelligence—alongside emerging tools such as artificial intelligence, facial recognition, drones, and predictive analytics. Students will critically assess both the operational benefits and ethical implications of these technologies for public safety and civil liberties.

**CJ 340 AL3 Animal Cruelty (with Aimee Delaney)**

This course will provide students with an examination of the relationship between animal cruelty and criminal justice. Topics will cover crimes against animals and circumstances of criminal/victimization acts involving animal cruelty (such as child abuse, interpersonal violence, and juvenile delinquency). The goal of this course is to offer students a more thorough comprehension of the impact animal cruelty has on the criminal justice system and within society.

**CJ 340 AL4 The Psychological Profile and Dynamics of Sex Offenders (with Hyesun Kim)**

This course examines theories of sexual offending and the psychological roots of such behavior, with a particular focus on how emotions and mood influence criminal behavior. The course also explores offenders' motivations and childhood experiences through case studies. By analyzing psychological mechanisms, emotional dynamics, and social contexts, the course provides foundational insights to inform risk assessment, prevention, and effective treatment strategies.

**EN 450 AL Contemporary Irish Poetry (with Heather Treseler)**

Contact instructor for course description.

**HI 150 AL Spies, Nukes, and Superpower Rivalry (with Michael Gesin)**

Step into the thrilling world of the Cold War! Explore secret spy missions, nuclear crises, and the high-stakes power struggles that shaped the modern world. Analyze daring operations, risky diplomacy, and the personalities who pushed the world to the edge. Perfect for students interested in history, politics, and global intrigue.

**HI 250 AL World War II (with Noa Shandlinger)**

Contact instructor for course description.

**HI 250 AL2 Local History: Theory and Methods (with Joshua Koenig)**

This course centers on conducting local and regional historical research. Students will learn how to design community-based research projects, and how to harness resources that are particularly relevant to them, such as: census records, fire insurance maps, municipal archives, online databases, public records, images, artifacts, and recorded interviews. Along the way, students will consider the perils and possibilities of doing local history, and the extent to which successful collaboration can pivot on competing notions of the past.

**SO 199 AL Race, Power, and Resistance (with Eirinn-Jingifer Neel)**

This course investigates the social construction of race and ethnicity in the United States through the lens of cultural sociology and anti-colonial theory. Students will engage in experiential learning and social action projects to deconstruct institutional racism, systemic privilege, and marginalization. Key topics include media representation, immigration, and the intersection of race with class, gender, and sexuality.

**SO 299 AL Sociology of Mental Health (with Corrine Stocking)**

Contact instructor for course description.

**Summer II**

**BA 482 PL Sports Management (with Laurie Dahlin)**

This course explores how sports organizations operate as businesses, showing how core concepts such as finance, marketing, operations, and strategy play out in a sports context. Students will examine revenue generation, branding, sponsorship, fan engagement, and resource management, while also considering ethical and economic implications. Case studies and real-world examples illustrate how sports organizations succeed, compete, and impact industries and communities.

**BI 401 PL Advanced Statistics for Biologists (with Sebastian Velez)**

Contact instructor for course description.

**CJ 340 PL Juvenile Delinquency (with Francis Olive)**

This course will provide an introduction, overview, and examination of juvenile delinquency and the juvenile justice system. The course will cover theories of delinquency, analysis of the juvenile justice system, and focus on problems of co-offending and patterns of youth crimes. We will learn several major theories of delinquency and apply these to delinquency today. We will explore juvenile delinquency from a broad perspective that examines youth cultures, music/style, status offenses, and crime; and consider delinquency in its historical, structural, cultural, and political dimensions. We will study the creation, operation, and reform of the juvenile justice system in the United States, not only as systems of social control, but also as social constructions that reflect dominant images of youth and the place of youth in society.

### **CJ 340 PL2 High Profile Crimes (with Penny Martin)**

This course will explore a variety of high profile crimes such as domestic terrorism, hate crimes, crimes involving government officials as well as those crimes that impact large numbers of the general population. Both case studies and current events will be reviewed and analyzed as they pertain to public perception, media coverage, policy formation and social change.

### **EN 450 PL Massachusetts Memoirs (with Heather Treseler)**

Contact instructor for course description.

### **HI 450 PL Teaching Women and Gender in Modern Revolutions (with Aldo Garcia-Guevara)**

Contact instructor for course description.

## **GRADUATE**

### **Summer I**

### **BI 980 BL Bioprocessing (with Maura Collins)**

Contact instructor for course description.

### **CD 987 EA Pediatric Feeding Disorders (with Laura Melnick)**

This course will provide basic information on pediatric feeding disorders including an overview of anatomy, physiology, as well as overview of typical development including breastfeeding, bottle feeding, and transition to solid foods. We will cover evaluation and treatment approaches for infant, toddler, and early childhood populations with a team approach emphasized. We will also include discussion of ethical and cultural issues, analysis of current literature, and clinical application.

### **ED 971 AL AI in the Classroom: Ethics and Pedagogies (with Amber Vail)**

Artificial Intelligence (AI) has become a commonly used tool in everyday life, and PreK-12 students are actively engaged in using AI to assist them with schoolwork. In this course, we'll explore ways that educators can thoughtfully integrate AI into teaching and learning. We will examine how generative AI systems work, their limitations and risks, and their potential to support learning when used intentionally. The course will emphasize pedagogical design, the ethics of AI use, and strategies for helping students develop AI literacy skills that will benefit them in and beyond their educational pursuits.

### **EN 998 AL Dystopian Literature (with Donald Vescio)**

Contact instructor for course description.

### **HI 990 AL Local History: Theory and Methods (with Joshua Koenig)**

This course centers on conducting local and regional historical research. Students will learn how to design community-based research projects, and how to harness resources that are particularly relevant to them, such as: census records, fire insurance maps, municipal archives, online databases, public records, images, artifacts, and recorded interviews. Along the way, students will consider the perils and possibilities of doing local history, and the extent to which successful collaboration can pivot on competing notions of the past.

### **SP 901 AL Love, Nature, and Mythology: Spanish Poetry of the Renaissance (with Antonio Guijarro-Donados)**

This seminar will be devoted to closely reading literary works of Spanish poetry of the 16th century, emphasizing the presence (or lack) of love elements within the Spanish Canon. Texts from poetry will be carefully analyzed, and in studying them serious considerations will be given to matters of both content and structure as well as the relationship between poetry and its historic and cultural determinations. The paintings from the [remastered] exhibition at the Worcester Art Museum are integrated in this course. This class will be conducted in Spanish.

## **Summer II**

### **BI 980 PL Programming in R (with Sebastian Velez)**

Contact instructor for course description.

### **EN 998 PL Writing for Wellness (with Christina Santana)**

This intensive graduate seminar explores creative nonfiction as a bridge between lived experience and public action.

Students begin by writing reflective and research-informed essays that examine questions of wellbeing — burnout, resilience, care, purpose, belonging, energy, compassion, growth, fulfillment, connection, agency, and curiosity — while studying how narrative shapes what we notice, value, and understand about human experience. Using narrative, reflection, and research, writers investigate lived experience without rushing toward conclusions, allowing complexity and perspective to remain visible before experiences are translated into claims or solutions. The first major project is a polished creative nonfiction essay centered on a wellbeing-related question.

Midway through the course, we shift our attention to a broader category of writing used to make collective decision-making possible: grant writing. Such writing emerges when ideas move beyond reflection and must justify action, establish shared criteria, anticipate evaluation, and enable the allocation of time, money, labor, and permission among people who are not already aligned. To make this shift, we'll translate our narrative insight into applied writing and approach grant writing as strategic storytelling: articulating a vision for wellbeing, identifying need without deficit framing, and proposing sustainable responses grounded in lived experience. The second major project is a well-conceived grant narrative or proposal section developed directly from the essay's insight.

By the end of the course, students will understand how writing moves from exploration to coordination, and how grant writing functions as a wellness genre — translating insight about wellbeing into collective action and shared conditions for thriving.

### **HI 990 PL American Legal History (with Charlotte Haller)**

Contact instructor for course description.

### **HI 990 PL2 Teaching Women and Gender in Modern Revolutions (with Aldo Garcia-Guevara)**

Contact instructor for course description.

### **SP 901 PL Latin American Women's Film and Literature (with Elizabeth Osborne)**

This course examines women's cinema and literature in Latin America and focuses on clusters of texts that reflect and intervene in a number of debates related to gender and feminism, including but not limited to family, maternity, body, sexuality, and violence. The course is organized thematically in order to trace how women's production within the region reflects local and global political histories and struggles for power. Students will develop their skills in textual analysis grounded in a feminist perspective that takes into account the intersection of a number of identities, such as race, ethnicity, class, age, ability, etc. This class will be conducted in Spanish.