

## CRN# Spring 2022 Descriptions for Topics Courses

### **40111 ANT350-A, Topics in Anthropology: Humanity for Sale: Trafficking & Slavery**

**Prof. T. Thorpe**

This course will examine the myriad ways human beings are bought, sold, and traded on a daily basis throughout the world. Using a cross-cultural approach, we will investigate some of the driving forces that lie behind this burgeoning global crisis: poverty, war, natural disasters, an increasing demand for cheap labor.

### **40314 ANT350-B, Topics in Anthropology: Archaeology in Practice**

**Prof. C. Mires**

Building on Foundations in Archaeology, this class will provide a deeper examination on the theories and methods of archaeology. Students will have opportunities to apply and practice archaeological research, survey, and documentation through classroom exercises and applicable real-world sites. Pre-requisite: ANT 200 or permission of the instructor.

### **40777 BIO200-A, Topics in Biology: Human Sex Differences: Behavior, Biology, Ecology**

**Prof. A. Uhl**

Sex and gender are complicated – chromosomal, physiological, neurological, morphological, and behavioral measures are rarely binary and may not be aligned according to prevalent cultural ideologies within individuals. This course will investigate variation in modern humans adopting an evolutionary, adaptive approach to investigate sex differences and similarities in human behavior, physiology, and cognition from developmental, mechanistic, and phylogenetic perspectives. Topics include sex differences in aggression, mate choice, parenting, affiliation, and cognition. The course is primarily a seminar, allowing students to investigate literature from anthropology, biology, and gender studies and develop scientific communication skills. The course has no pre-requisites and is open to students of all majors.

### **40778 BIO200-B, Topics in Biology: Bacteriophage Research**

**Prof. I. Pan**

Students will work in small groups projects to identify new bacteriophages found in soil and water samples. Students will have the opportunity name their own bacteriophage, describing it through a variety of microbiology techniques, followed by genome annotation and bioinformatic analyses. Students will contribute to developing course-based research opportunities for their peers. Prerequisite(s): BIO 101.

### **40672 BUS 430-A Topics in Finance: Behavioral Finance**

**Prof. M. Mullen**

This special topic course is part two of the SCIFI course program and is available only to students admitted into the SCIFI program. The course is focused on the growing field of behavioral finance that uses insights from psychology to understand how human behavior influences the decisions of individual and professional investors, markets and managers. The topic is very useful in helping understand why investors make the choices they do. For example, why do people invest in local companies? Why do investors confuse a good company from a good stock? Why do people increase the amount of risk they are willing to take on if they have experienced good or bad portfolio performance? Similar questions will be explored to help explain why investment managers fall prey to behavioral errors. The course will start with a review of Utility theory, a model of how people should act, and later explore explanations for how and why they do act. Behavioral Finance is interdisciplinary as it borrows heavily from the academic literature in accounting, economics, statistics, psychology and sociology.

### **40652 BUS440-A Topics in Marketing: Sports Analytics**

**Prof. J. Imbriani**

In this Sports Analytics class, we will talk about the role of data analysis in sports both on and off the field. You will learn to work across multiple data platforms that are used across sports. All you need coming into this class is a strong passion for sports and an interest in seeing the data that drives decisions in this multi-billion dollar industry.

- 40705 BUS 460-A, Topics in Management: Data Analysis Using Python**  
**Prof. J. Sederberg**  
 This course will provide students with an introduction to the Python language and important Python data science libraries, the preparation of data for analysis, and the analysis of data. Through a series of case studies and assignments, students will learn how to take a data analysis problem or question, prepare the data provided, and perform the analysis. This course is an excellent option for Data Analytics minors and MIS majors who wish to fulfill a programming course requirement. This course is not intended to teach students how to create software applications with Python (for that, students should take CSC 102), but instead it focuses on using Python to prepare data and conduct data analysis.
- 40706 BUS 460-B, Topics in Management: SAS Programming I**  
**Prof. M. Sale**  
 This course provides students with an introduction to the SAS programming language. It is for students who want to learn how to write SAS programs to access, explore, prepare, and analyze data. The course will also cover some intermediate topics as time allows. Through a series of mini projects, student will gain a basic working knowledge of the SAS programming language. This course is an excellent option for Data Analytics minors who wish to fulfill one of their programming course requirements. It can also help Data Analytics minors who plan on earning a professional certification for their capstone course (BUS 395).
- 40707 BUS 460-C, Topics in Management: Data Visualization**  
**Prof. F. Eruysal**  
 This course focuses on the design of visual representations of data in order to discover patterns, answer questions, convey findings, and drive decision making. The goal of the course is to give students the practical knowledge needed to create effective tools for both exploring and explaining data. Exercises throughout the course provide a hands-on experience using various visualization platforms such as Tableau and Microsoft Power BI.
- 40553 COM 323-A, Topics in Film: The Global Blockbuster**  
**Prof. M. DelNero**  
 From *Gone with the Wind* to *Avatar* to *Avengers: Endgame*, the blockbuster has held a special place in the American cultural landscape. This course examines the production of the blockbuster, including plot, financing, casting, creative personnel, marketing and financing. Finally, we will consider the aesthetic and technological innovations often heralded by blockbusters.
- 40554 COM 333-A, Topics in Mediated Communication: Media Regulation**  
**Prof. R. Leone**  
 This course is an examination of how control, from government censorship to forms of industry self-regulation, is exhibited over the media.
- 40555 COM 414-A, Special Topics in Communication: Environmental Communication**  
**Prof. L. Boragine**  
 This course looks at how culture, language, images, and media shape beliefs, values and attitudes about the natural world. Topics covered include environmental discourses (i.e. the ways that different groups and cultures talk about the natural world i.e. indigenous versus western scientific perspectives), the power of language and metaphors in ecological narratives; and a discussion of environmental advocacy campaigns. Upon successful completion of this course, participants should be able to make better-informed and critically-aware judgments about choices of language, visuals and media used in environmental and sustainability communication.
- 40122 CRM 295 B, Topics in Criminology: Race, Racial Justice, & Equity**  
**Prof. P. Ifill**  
 The course provides an overview of race and racial justice in the United States and the historical underpinnings that have impacted the fair and impartial delivery of justice. Topical areas include the social and structural underpinnings rooted in race and the impact that it has had in driving racial disparities in arrests, conviction,

and sentencing in all the criminal justice system. Students will be introduced to the importance and the need of the counterbalance in using workplace diversity and cultural competence and cultural proficiency to improve criminal justice outcomes relative to race and racial justice. Examination of the innovative work here in the Massachusetts Trial Court system will be examined to show the impact the recruitment of a qualified and diverse workforce, reflective of the communities they serve, can have in playing a redefining in bringing about changes in the delivery of equal access to justice.

**40123 CRM 295 C, Topics in Criminology: Introduction to Homeland Security**

**Prof. Palmieri**

September 11, 2001 changed the geography of national security in the United States. This course will encompass the relationship between those entities and institutions necessary for the protection of the United States. Course instructional material will examine the components of federal, state and local agencies, as well as the role of private security and emergency responders in facilitating the implementation of the Homeland Security Act.

**40131 CRM 395 A, Topics in Criminology: Youth Victimization: Probation & Parole**

**Prof. P. Ifill**

The purpose of the course is to provide students with insight and understanding into the origins of Probation and Parole and its use and impact on the criminal justice system. Students will complete the course materials with a strong understanding into to the administering of Probation and Parole and its use at the Federal, State, and Local levels in the supervision of criminal offending populations. Analysis and discussion will revolve around the historical evolution and development of both supervision methods and the various Risk Needs/Assessment and supervision tools in use to control both and sometimes the same offenders. Examination will also occur around advancements in technology and how these advancements are currently being used by Probation and Parole Departments to supervise the largest number of criminals living in the community. The advent of community corrections and its use by probation and parole agencies will be an integral part of class discussions.

**40365 ENG 221-A, Introductory Topics in Digital Humanities: Digital Utopias/Digital Disasters**

**Prof. J. Green**

Have information technologies and the digital revolution brought us to the threshold of unprecedented connectivity, knowledge, prosperity, and freedom or are we on the verge of a digital dystopia? Are we evolving into a hybrid technologically-mediated species or disintegrating into narcissistic, distracted, and information-overloaded prisoners of technology? Is the Singularity on its way—and is that a good thing if it is? This course examines both utopian visions of the Digital Age and the anxieties that accompany this epochal shift in human communication and social organization. We'll begin in the 1980s, with the mass-marketing of the personal computer, chart the cultural watershed of the Internet's rise throughout the 1990s, and land in our present moment of ubiquitous smartphones, Facebook's global dominance, wearable/implantable tech, election hacking, TikTok, and mass surveillance. Along the way we'll read fiction, sci-fi, and essays that explore questions of social justice and the digital divide, transhumanism, digital art and culture, and what it mean to be a 21st-century citizen.

**40369 ENG 326-A, Topics in American Cinema: The American Experience**

**Prof. D. Itzkovitz**

Please see the instructor for a description.

**40371 ENG 367-A, Topics in Nineteenth Century American Literature: The Great American Novel (WID)**

**Prof. L. Scales**

It's said that American writers are always striving to write "The Great American Novel." What function do novels play in forming our national identity? Why not the Great American Poem or the Great American Documentary Film? Are there great national novels in other countries? At the heart of this course will be four works that have been labeled Great American Novels: Harriet Beecher Stowe's Uncle Tom's Cabin, Herman Melville's Moby-Dick, Mark Twain's The Adventures of Huckleberry Finn, and Ralph Ellison's Invisible Man. We will also read works that are still largely unknown, or were considered "lesser" in their day, in order to

interrogate how literary “greatness” gets defined. As we read together, we will ask: what national narratives do these epic novels tell? How have they shaped our ideas about race, gender, citizenship, nation, and region? How has the particular form of the novel allowed it to play so many cultural roles—as social protest, historiography, allegory, study of psychological and spiritual states—and what literary forms are so influential today?

**40373 ENG 390-A, Topics in Modernism: Fictions of the Self (WID)**

**Prof. J. Green**

From its birth in the nineteenth century, photography has altered our perceptions of reality, captured and crafted our memories, uncovered the wonder of the unseen and fooled the eye into believing illusions. In short, photography has both shaped and challenged our notions of truth. This course will look at the influence of photography on Western culture, beginning with the images and writings of the earliest photographers. We will pay particular attention to the relationship between literature and photography as a means for exploring photography's ambiguous status at the borderline between truth and fiction. Exemplary photographs from across the history of the medium will be paired with classic and contemporary writing on photography from authors such as Charles Baudelaire, Honoré de Balzac, Walter Benjamin, Susan Sontag, John Berger, Roland Barthes, and Erroll Morris. In conversation with these materials will be literature that uses photography to blur the line between objective and subjective reality, such as Cortázar's "Blow Up," Rodenbach's *Bruges-la-Morte*, Sebald's *Austerlitz*, and Cole's *Every Day Is for the Thief*, as well as short fiction from a variety of contemporary authors.

**NOTE: This course fulfills Writing-in-the-Disciplines.**

**40374 ENG 422-A Capstone Seminar: “Hunger, Rebellion, and Rage”: The Woman Question in British Literature, 1800-1930**

**Prof. S. Gracombe**

*“Why is [Charlotte Brontë’s] Villetta disagreeable? Because the writer’s mind contains nothing but hunger rebellion and rage, and therefore that is all she can in fact put into her book.”—Matthew Arnold (1853)*

In Bram Stoker's *Dracula* (1897), the heroine is described as having "a man's brain...and a woman's heart." But what, in this period, made a mind "masculine" or a heart "feminine"? Why, as *Dracula* suggests, was women's desire so often linked to monstrosity and women's resistance to madness? How did other defining categories, particularly class, race, and nationality, intersect with gender at the time? In what ways did and could women writers respond to such categories? What Victorians termed “the Woman Question” encompassed all of these still-relevant questions. This capstone will, too. To explore them, we will examine English novels, poems, paintings, political debates, and medical essays from roughly 1800-1930, along with contemporary theorists of gender like Judith Butler, Elaine Showalter, Sharon Marcus, and Rebecca Traister. In particular, we will focus on why such varied texts repeatedly depict certain female figures: the Fallen Woman, the Angel in the House, the Madwoman in the Attic, the New Woman, the Typewriter Girl, et al. What accounts for the popularity of these figures? How can we use them to better understand not only nineteenth- and early twentieth-century ideas of gender, sexuality, and identity, but also the way such ideas continue to shape our own sense and sensibilities?

**40509 ENV 376-A, Topics in Environmental Sciences: Theory and Practice of Sustainability**

**Prof. M. Agana**

This course interrogates the origins of the concept of sustainability, the various theoretical perspectives on it, and practical applications across a diverse range of sectors – community development, government, agriculture, corporate, small scale business etc. – and spatial scales – household, site (campuses, workplaces etc.), neighborhood, urban, regional, national, and global. Students will develop a more nuanced perspective of sustainability and develop both creative and analytical application skills by examining in-depth cases through interdisciplinary and intercultural lenses.

**40316 GND 200-A, Topics in Gender & Sexuality Studies: Black Women Writers**

**Prof. A. Opitz**

This course introduces students to works by contemporary Black women writers, with a primary focus on the U.S. We will examine how these writers have engaged with questions of cultural identity and community, intersections of race and gender, family and motherhood, the legacy of slavery and colonization, resistance and violence, and questions of genre (science fiction, historical fiction, coming-of-age stories, etc.). We may read novels, short stories, and poetry by Toni Morrison, Gwendolyn Brooks, Alice Walker, Nikki Giovanni, Michelle Cliff, Octavia Butler, Nella Larsen, and N.K. Jemisin, and watch movies by Julie Dash and AvaDuVernay. To better understand the historical, social, cultural, and critical contexts of the works we will read essays by Ida B. Wells, bell hooks, Claudia Rankine, Angela Y. Davis, Saidiya Hartman, and Nikole Hannah-Jones.

**40317 GND 300-A, Topics in Gender & Sexuality Studies: Drag & Transvestism**

**Prof. W. Peek**

This course will study transvestism (aka cross-dressing) and drag culture from classical drama to their current popular forms. Despite much overlap, there are differences between cross-dressing and drag: transvestism has roots in religious ritual, gender rebellion, economic survival, and personal preference. The point is to pass as another gender. Drag, by contrast, is a style of performance which celebrates gender confusion as entertainment, political statement, a vehicle for social activism, even a kind of therapy. The materials we use will take us from Shakespeare to Instagram, from Virginia Woolf to Trixie Mattel. Course work will include weekly writing, a presentation, a midterm, and a final exam.

**40205 HIS 306-A, Topics in U.S. Cultural History: The Great War, 1914-1919**

**Prof. T. Gernes**

World War I, “the war to end all wars,” was one of the largest and deadliest in world history, beginning in Europe and spreading across the globe, affecting the histories of Africa, the Middle East, North America, and countries and regions within the former Ottoman Empire. This seminar offers an interdisciplinary perspective on “The Great War,” incorporating documentary and narrative history, literature, fine art, music, and film.

**40498 NEU 200-A, Seminar: Neurobiology Cell Techniques**

**Prof. N. Cyr**

This course will focus on the neurobiology of stress. Students will explore the pathology that underlies stress and stress-related disorders such as major depressive disorder as well as available treatments. In addition, students will learn neurobiological techniques that are used to study stress itself and how stress leads to other conditions such as Type 2 Diabetes.

**40211 PHL 220-A, Topics in Ethics: Moral Psychology**

**Prof. A. Lannstrom**

In this discussion-based course, we’ll investigate what it means to be a good person, paying special attention to compassion, humility, and self-reflection. You’ll articulate your central values and what sort of person you want to be, and you’ll make a plan for how you might grow as a person and live according to your values at Stonehill and in the world. We’ll also consider how psychology, culture, and environment affect our characters, our ability to do the right thing, and our views of right and wrong. We’ll examine examples of regular people committing atrocious acts in the Milgram experiments, the Stanford prison experiment and at the Abu Ghraib prison. Drawing on lessons from psychology, we’ll explore how that happens, and we’ll learn how to nudge others – and ourselves! -- in a better direction.

**40401 RST247-A Topics in Religious Approaches to Moral Issues : Race, Ethnicity and Ability in Biblical Texts**

**Prof. L. Willis**

Biblical texts reflect the issues of the times in which they were composed. We see in these texts the same struggles between inclusion and exclusion, equality and subordination that fill our present-day news feeds and our deliberations of religious responses. In this course we analyze some key passages from the Bible that allow us to perceive how these issues were played out. The texts will include: Genesis, Exodus, Judges, 1 and 2 Kings, Ruth, Amos, Hosea, Isaiah, Matthew, Mark, 1 Corinthians, Galatians, and Acts. We will find surprising treatments of issues that divide, subordinate, or exclude, as well as calls for inclusion—moments of inclusion

that attempt to bring the members of society back together. We will also explore methods to compare ancient and modern assumptions, with some discussion of the views of different religions and global comparisons.

***NOTE: This course has a prerequisite of RST100, Religious Studies Cornerstone.***

***NOTE: This course fulfills Moral Inquiry and Catholic Intellectual Traditions.***

**40402 RST247-B, Topics in Religious Approaches to Moral Issues : One Jesus, Many Portraits: Christology from the Bible to Today**

**40403 RST247-C, Topics in Religious Approaches to Moral Issues : One Jesus, Many Portraits: Christology from the Bible to Today**

**Prof. A. Booth, CSC**

For two thousand years, people have been doing Christology, i.e., trying to put into words who Jesus of Nazareth is. The early Christian decision to canonize not one gospel, but four, illustrates a long-standing tendency to value a plurality of such attempts (“portraits”) rather to privilege one singular account. This class aims to introduce students to many of the portraits that have been offered throughout history together with their ethical implications, attentive to how the social setting and identity of the “artist” has helped determine the resulting portrait of the one Jesus. The class begins by considering the characterizations of Jesus’ person and work in the New Testament. We then consider the historical development of accounts of Jesus, and explore the wide range of methodologies operative today in giving a fresh account. Students produce written work analyzing how depictions of Jesus in recent movies fit within the ecosystem of portraits treated in the class, and, finally, consider how they would answer the question the Gospel of Matthew assigns to Jesus himself: “Who do you say that I am?” (16:15).

**40468 VPS 327-A, Topics in Painting: Abstraction**

**Prof. D. Kinsey**

This studio based course will explore the potential of abstraction in painting. Explore the history of abstract art and its relationship to your own voice. Acrylic painting techniques, color theory and formal theory will form the basis for your explorations of the painted surface.

**40471 VPT 332-A Topics in Theatre Arts II: Performance Art – Blue Man & Stomp**

**Prof. M. Greene**

Students will learn the Avant-garde performance-art styles of the world-renowned companies Blue Man Group and Stomp. Students will explore using clowning, improvisation and making music using unorthodox instruments as they recreate some of the groups’ iconic pieces.

**40475 VPT 332-B, Topics in Theatre Arts II: Stage Combat**

**Prof. M. Greene**

This course examines and applies the fundamental approach to the art of stage combat, stressing principles of safety, form, choreographic conception and execution. The class includes the exploration of a variety of combat disciplines (including unarmed, single sword, quarterstaff and knife). Emphasis is on an eventual application in a performance environment.