

CRN#Spring 2020 Descriptions for Topics Courses**40080 ANT350-A, Topics in Anthropology: Global Issues in Anthropology (CBL)****Prof. L. Carlson**

This course investigates major world problems using an anthropological lens. We will be exploring the interdependence between economically developed and lesser developed parts of the world and looking at how capitalist systems and the related culture of consumerism creates a range of unintended outcomes and consequences for human societies around the world.

40696 BUS 420-A Topics in Accounting: Forensic Accounting**Prof. M. McCall**

This course introduces students to the methodology of fraud examination. In the first half we focus on the elements of fraud and the different types of fraud schemes, including fraudulent financial statements, asset misappropriation, corruption, and money laundering. In the second half of the course we focus on how professionals respond to fraud, with an emphasis on the legal framework, document analysis, interviewing, and report writing. Through a case study, students work in teams to investigate a fraud scheme, maintain a case file, and conduct live interviews of role players. The demand for fraud examiners and forensic accountants continues to grow in both the private and public sectors. Skills developed in this course will help students in multiple professions including forensic accounting, financial accounting, and general business.

40681 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.

40735 BUS460-A Topics in Management: Philosophical Foundations of Capitalism**Prof. R. Capobianco**

A discussion of the philosophical underpinnings of the modern economic system of "capitalism." After briefly identifying certain ancient Greek ideas that helped pave the way, the course will focus on the key modern thinkers who have provided philosophical arguments and justifications for the virtues of the free market system. The related modern political philosophy of "individual rights and liberty" will also be a central part of the discussion. Selected Texts: Aristotle, *Politics* (on the virtues of private property), John Locke, *Second Treatise of Government*, J.S. Mill, *On Liberty*, Adam Smith, *The Wealth of Nations* (selections), F. A. Hayek, *The Road to Serfdom and/or The Fatal Conceit* and Milton Friedman, *Capitalism and Freedom*.

40736 BUS460-B Topics in Management: Hands on With Python**Prof. J. Brown-Sederbeg**

This applied Python 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, students will learn how to take a data science problem or question, prepare the data provided and perform the analysis. This course will specifically concentrate on case studies pertaining to FinTech, but will also cover other business areas

40566 COM323-A Topics in Film: Film Censorship & American Culture**Prof. R. Leone**

This course examines the continuing battle over film content, a battle as old as the medium itself. We will look closely at how the motion picture industry fought for self-regulation in the face of governmental, judicial, religious and social activity designed to restrict the medium's growth and proliferation.

40567 COM333-A Topics in Media Studies: Children & Media**Prof. A. Paradise**

This course examines a variety of issues pertaining to children's (and teens') use and understanding of media, particularly screen media (i.e., television, film, Internet and gaming). We address historical and contemporary issues in youth media, including stereotypes, violence, advertising, education, regulation, new technology and media literacy.

- 40804 COM333-B Topics in Media Studies: Celebrity in the 21st Century**
Prof. M. DelNero
 How do we define celebrity today? This course seeks to answer this question through an exploration of the many forms that celebrity takes today. We'll begin with "old media," with celebrities from movies and television. We'll then turn to "celebrity 2.0, celebrities born in the age of social media on platforms such as YouTube and twitter.
- 40568 COM414-A Topics in Communication: Environmental Communication**
Prof. L. Boragine
 This course looks at how language, message framing, images, and media shape public beliefs, values and attitudes about the natural world. Topics covered include: an overview of the field of environmental and sustainability communication; environmental discourses (i.e. the ways that people talk about the natural world), conservation psychology; the power of language and metaphors in environmental narratives; and environmental advocacy campaigns. Students will work in small groups to design an environmental advocacy campaign for the Stonehill campus or they will work with a community based advocacy group in the South Shore on an already existing community based initiative focused on an environmental issue.
- 40087 CRM 295-A Topics in Criminology: Trauma and Its Impact on Youth**
Prof. E. Jacobs
 Research shows that while up to 34% of children in the United States have experienced at least one traumatic event, between 75% and 93% of youth entering the justice system annually in this country are estimated to have experienced some degree of trauma. This course will focus on both the nature of childhood trauma and its impact on the developing child, on academic achievement, social emotional growth, mental illness, child protection, and delinquency. A strength-based viewpoint will be highlighted along with the identification of protective factors that foster resiliency and post-traumatic growth. This course is designed for students who plan to work with children or adolescents—as counselors, educators, attorney's or law enforcement.
- 40088 CRM295-B Topics in Criminology: Hate Crimes**
Prof. K. Borgeson
 This course provides an overview of the issues associated with a hate crime. This course focuses attention on typologies, motivations, and victims. This course also explores the role of private organizations such as the Anti-Defamation League and Southern Poverty Law Center in tracking the activities of hate groups such as the Ku Klux Klan and Aryan Nation.
- 40101 CRM295-C Topics in Criminology: Youth & the Law**
Prof. J. Modiste
 What happens when it is alleged that a child is being abused or neglected? Who is responsible for protecting the child? Often the Department of Children and Families removes the child from the home and a care and protection petition is filed in the juvenile court. This class will explore the legal process in the juvenile court system and analyze the complex ethical, moral, and social issues that arise. During the semester, we will also discuss other matters handled in the juvenile court including truanancies, guardianships, and juvenile delinquencies.
- 40600 CRM295-D Topics in Criminology: Correctional Systems**
Prof. B. Strah
 This course will provide a comprehensive overview of corrections through a blend of theory, practice, and firsthand observations. We will define the role of corrections in the greater spectrum of criminal justice, identify and discuss the issues and problems facing the system today and evaluate the system's intended purpose against how it actually functions. Prison operations will also be explored, from designing and staffing a prison, to responsible reintegration strategies. Students will be expected to engage in discussions regarding the political, social, and economic issues that have impacted penal policy and correctional operations, such as sentencing reform, mass incarceration, and solitary confinement. Functions of correctional agencies will be explored at length, with emphasis on aspects of punishment, treatment and supervision during incarceration, probation, parole, and community-based sanctions.
- ~~**40791 CRM395 A Topics in Crim.: Defining Justice: A Catholic Social Teaching Perspective on the Criminal Justice System - CANCELLED**~~
~~**Prof. P. Nevins**~~
~~Every day, professionals within the criminal justice system (police officers, prosecutors, defense attorneys, judges, etc.), are tasked with one responsibility—seek justice. What does that mean? How do we define justice? Does each professional define justice similarly? This course will explore the notion of justice and its role within the criminal justice system, using the Catholic, Christian faith tradition as a compass. The course will use a Catholic Social Teaching lens to look at the interplay between mercy, accountability, punishment, solidarity, and community in an effort to understand the virtue of justice within criminal law. Specific criminal justice issues, such as the War on Drugs, opioid crisis, and gang violence, will be used as a back-drop to delving into each theme. The course~~

will rely heavily on reading, written reflections, and classroom discussion. Students do not need to have practiced or studied Catholicism or Christianity in order to take this course. However, students will need to be comfortable exploring and discussing topics related to religion, faith, and spirituality, specifically within the context of analyzing the criminal justice system through a Catholic, Christian lens.

40042 CSC 399-A Topics in Computer Science: Cyber Security

Prof. J. Brown-Sederberg

This course provides a broad examination of technical, legal and human challenges and issues in cyber-security.

40598 ENG221-A Topics in Digital Humanities

Prof. S. Cohen

This course serves as an introduction to digital methods of humanistic inquiry. Over the course of the term, we will study and experiment with using digital tools (computers, digital media, databases, algorithms) to enhance our study and appreciation of literary texts. We will learn how texts exist and work in the digital age. We will examine new and emerging models for interpretation. Half of our time together will be hands-on, lab-styled experimentation with digital tools. The other half of our time will be spent discussing the literary critical dimensions of this work.

40435 ENG242-A Topics in Creative Writing: Poetry I

Prof. S. Dasgupta

This creative writing course will offer an introduction to poetry writing with an emphasis on experimentation with form and process. You will have weekly writing assignments based on our readings and experiences and explorations in and outside of the classroom. In order to deepen our knowledge and abilities, we will also be reading the work of many contemporary writers and some older greats. Class will be part discussion, part writing, and part play which will all help create a community in which we learn to formulate thoughtful critique and responses to each other's work and deep insight into the reading and our writing practice.

40520 ENG304-A Topics in Early Modern Literature: Spenser & Milton

Prof. H. Duncan

Edmund Spenser wrote his great English epic *The Faerie Queene* while working as a minor colonial official in Ireland, far away from the glittering court of Queen Elizabeth. John Milton conceived *Paradise Lost* as a kind of anti-epic when the English Revolution had failed, and he was living in obscurity. This course provides an introduction to the epic imagination of two important English poets and asks why their work, so clearly written from the margins (in geographical as well as political terms), would eventually come to define English culture and sense of national identity. Recent work on nationhood in early modern England has built on the influential concept of the imagined community. We will try to discern whether this precept is useful in reading the epic fictions of Spenser and Milton. The course also offers a close look at the decades between 1580 and 1660, at a time of dramatic political and social change, and at the vital role poetry played in the fashioning of a recognizably modern concept of nationhood. Moreover, we attend to more distinctly literary issues and trace epic traditions in England by becoming familiar with the genre's conventions and the poetic innovations of Spenser and Milton. We read selections from *The Faerie Queene's* six books and Milton's *Paradise Lost* in its entirety. This course fulfills the early modern literature and culture requirement.

40521 ENG345-A Topics in Creative Writing: Fiction II

Prof. J. Green

This advanced course is designed to help creative writers work on a semester-long project resulting in a series of short fiction or hybrid/cross-genre pieces, or a novella. We will explore many different styles, forms, and structures through reading and writing exercises and experiments.

40523 ENG366-A Honors: Topics in Twentieth Century Literature: Native American Literature

Prof. A. Opitz

In this course we will look at how contemporary Native American writers and filmmakers address the central themes and questions of the Native American literary canon: the effects of bicultural or "mixed-blood" identity and assimilation policies on the relations between self and community; the importance of storytelling traditions to Native cultural and spiritual sovereignty; the importance of place, land relations and land rights; cultural change and survival; and the vexing problem of "authenticity." We'll investigate these topics by studying the work produced from the late 1960s until now—for example, work by Leslie Marmon Silko (Laguna Pueblo), Luci Tapahonso (Navajo), N. Scott Momaday (Kiowa), James Welch (Blackfeet/Gros Ventre), Joy Harjo (Mvskoke; current Poet Laureate of the US!), Louise Erdrich (Ojibwe), David Treuer (Ojibwe), Paula Gunn Allen (Laguna Pueblo), Chris Eyre (Cheyenne/Arapaho), Thomas King (Cherokee), Tommy Orange (Cheyenne/Arapaho), or Sydney Freeland (Navajo).

NOTE: Non-Honors Scholars require permission of instructor.

40526 ENG390-A Topics in Modernism: Fictions of the Self (Writing-in-the-Disciplines)**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.

NOTE: This course is part of LC 213-A. Students must take ENG390-A along with LC 213-A, 40593 and ENG271, 40467.

40599 ENG390-B Topics in Modernism: Pen of Light: Photography and Literature (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, including Henry Fox Talbot, Louis Daguerre, and Nadar. 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 Honoré de Balzac, Walter Benjamin, Susan Sontag, Roland Barthes, and Erroll Morris, among others. In conversation with these materials will be literature that uses photography to blur the line between objective and subjective reality, such as Julio Cortázar's "Blow Up", Marguerite Duras' *The Lover*, André Breton's *Nadja*, Richard Powers' *Three Farmers on Their Way to a Dance*, Michael Ondaatje's *Running in the Family*, and W.G. Sebald's *Austerlitz*. Other authors to be considered may include Poe, Hawthorne, Emerson, Baudelaire, Proust, and Isherwood.

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

NOTE: This course is part of LC 231-A. Students must take ENG390-B along with LC 231-A, 40773.

40527 ENG422-A English Capstone Seminar: Race, Gender & Reform**Prof. L. Scales**

How do we change ourselves and our nation? The nineteenth-century United States saw the rise of dozens of reform movements which interrogated—but also relied upon—established conventions of gender and race in looking for new definitions of human rights, responsibilities, and behaviors. This course will examine texts of nineteenth-century reform and consider the legacy of earlier reform movements for political and social activism in the twenty-first century. We will give most of our attention to literary works that emerged from the antislavery and women's rights movements in the antebellum period, but will also study utopianism, the temperance movement, workers' reform, health reform, and urban reform.

Key questions include: How do these movements imagine the relationship of public to private, of human to divine, of citizen to nation? How do race, gender, and other identity categories intersect? How do different modes of writing appeal to the reader's sympathy and the reader's reason? How does the work of the imagination construct itself in relation to the "real world," and how can literature help effect political and social change? What kinds of personhood do these works grant to speakers, subjects, and audiences? Texts will include: *Clotel*, *Uncle Tom's Cabin*, *The Confessions of Nat Turner*, *Woman in the Nineteenth Century*, *Narrative of the Life of Frederick Douglass*, *Incidents in the Life of a Slave-Girl*, *The Blithedale Romance*, "Life in the Iron-Mills," *The Yellow Wallpaper*, *How the Other Half Lives*, and many other short works.

40129 ENV 376-A Topics in Environmental Science: Intermediate Geographic Information Systems**Prof. C. Chu**

The Intermediate Geographic Information Systems course is a continuation of the Introduction to Geographic Information Systems course. The course will introduce intermediate concepts and techniques related to the theory and application of geographic information systems (GIS). The course will cover topics such as data collection, editing and digitizing, raster data and processing, spatial statistics, and advanced layout for map-making. Students will continue to explore additional geoprocessing tools using the Esri's ArcGIS for Desktop software platforms during labs.

40130 ENV 376-B Topics in Environmental Science: Wildlife Conservation in the Anthropocene**Prof. E. LeFlore**

Wildlife conservation is one of humanity's most complex and critical challenges as biodiversity loss is occurring rapidly and on a global scale. The causes of these population declines are numerous and varied but stem from the conflict between competing forces - the finite capacity of natural systems and the increasing demand placed on those systems by humans. In this course we will explore how humans have triggered significant biodiversity losses as our populations have grown and developed, compare historical models of wildlife conservation with strategies implemented today, and discuss the future of wildlife conservation in light of issues such as climate change and a variety of increasing anthropogenic pressures. We will use case studies to investigate both domestic and international terrestrial ecosystems and have opportunities for field work to collect and analyze data.

40283 HIS 360-A European History Seminar: Medieval Europe, 800-1450**Prof. A. Houston**

This seminar will explore the history of Europe, roughly from the age of Charlemagne to that of the printing press. Topics will include the Carolingian renaissance, lordship and feudalism, the rise of monarchy, monasticism, the medieval papacy and the Crusades, scholasticism and universities, heresy and orthodoxy, wars and warfare, the Black Death, and the transition from manuscript to print.

40544 IND 357-B Special Topics in Interdisciplinary Studies: Skepticism and Rationality**Prof. G. Scala**

James "The Amazing" Randi—magician, skeptic, and investigator—reminds us that "No matter how smart or how well educated you are, you can be deceived." In an age fraught with deception and misinformation, students need tactics and strategies to separate truth from falsity. This course encourages its participants to act as skeptics—not cynics, necessarily—by requiring evidence and proof before believing or accepting claims. Students are urged to identify the most-likely-to-occur opportunities for deception in their major fields and draw from the tenets of classical rhetoric, logic, and the scientific method to develop safeguards. Frequent collaboration with classmates will allow for dynamic solutions to small and large-scale contemporary problems ranging from the personal (e.g. used car prices and avoiding fraud) to the universal (e.g. "fake news" and God).

[NOTE: This course is part of LC 203-A. Students must take IND 357-B along with PHL 210-A, 40373 and LC 203-A, 40372.](#)

40370 PHL220-A Topics in Ethics**40371 PHL220-B Topics in Ethics****Prof. J. Velazquez**

The first topic will be the classic modern theories on the basis of morality. Is morality based on the greatest happiness, on principle and duty, on sympathy? I have chosen this topic because this is a philosophy course and so we should of course look at the basic philosophical theories about morality. The second topic will be voted on by the class. Recent classes have chosen: the nature of evil, or how to live productively if life really has no meaning, or the nature and paradoxes of the modern American value system. I have set up the second topic this way because, as upperclassmen, you should have at least a little input into what you study. The third topic will be Konrad Lorenz's book *On Aggression*. Lorenz has many interesting things to say about how our morality is actually based on our biology; for example, that politeness is actually the exchange of biologically based submission signals. I have chosen this topic because I believe philosophy should be in contact with, and learning from, the other disciplines.

40610 PHL266-A Topics in Philosophy: Dreams, Imagination**Prof. E. McGushin**

What exactly is a dream? What is it like to be dreaming? Do our dreams have meanings? If so how can we interpret them properly? If not, why do they occur? Do they serve some purpose? Can we be sure that we are not dreaming right now? What is the difference between dreaming and perceiving? What is the relation between dreaming and imagining? Are dreams strictly psychological (personal, private) events or can they be social or political – like "The American Dream" or Martin Luther King Jr's "I Have a Dream"?

40307 VPG 320-A Topics in Graphic Design: Information Design**Prof. C. Morgan**

The course presents an overarching perspective of the discipline of information design through viewing and discussing work of masters and a focus on the creation of information design focused projects. Through developing an understanding of how the end-user is likely to interpret the content as well as data mining to uncover stories, students become 'transformers of information' — bringing life, essence and meaning to data of all kinds.

40332 VPS 207-A Special Projects: Silkscreen**Prof. D. Kinsey**

Students will explore screen-printing processes using water-based inks. The variety of techniques will include photo silkscreen, direct drawing techniques, cut paper stencils and color registration. Digital technology will also be incorporated to better understand these processes and develop student's artistic expressions.

40655 VPT 331-A Topics in Theatre Arts: Theatre of Medicine

Prof. J. Petty

Theatre of Medicine explores the relationship between the medical profession and its portrayal in popular culture through the mediums of film, television, and theater. Scripts and film adaptations will be analyzed and discussed to evaluate their social, political, and personal ramifications. Course material will cover a range of dramatic presentations of current medical issues and discuss how they reflect on the nature of artistic interpretation and the human condition.

NOTE: This course is part of LC 238-A. Students must take PHL235-A, 40360 along with LC238-A, 40596.