Summer 2020
Special Topic Course Descriptions

UNDERGRADUATE COURSES

CJ 340  
Intelligence in Criminal Justice

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

CJ 340  
Animal Cruelty

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  
Mental Disorders in CJ

The course examines what ordinary people and clinicians mean by “mental disorder,” then examines several categories of “serious mental disorder” as defined by the pre-eminent classification system in use in the United States, the Diagnostic and Statistical Manual of Mental Disorders (currently, the DSM-V). The course also investigates criminal justice implications of mental disorder by examining the relationship between mental disorder and criminal offending, police involvement with persons with mental disorders, and the ways that corrections systems treat (or don’t treat) persons with mental disorders. Last, the course analyzes ways that professionals in psychology and the criminal justice system interact.

CJ 340  
Psychology of Policing

In this course, you will learn the various functions of a police psychologist, such as candidate screening, stress management, counseling, hostage negotiations, critical incident debriefing, and fitness for duty evaluations. In addition, the course will examine issues around mental health, challenges and stresses of police officers, profiling and investigative analysis, hostage negotiation, and issues around suicide. Application of psychological principles to investigation strategies and police interactions will be explored.
CJ 340  
**Juvenile Delinquency**

This course will provide an introduction, overview, and examination of juvenile delinquency and the juvenile justice system. The course will cover the theories of delinquency, analysis of the juvenile justice system, and focus on the problem of co-offending and patterns of youth crimes. We will learn several of the major theories of delinquency and apply these to delinquency today. We 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  
**Cyberwarfare & Threat Intelligence**

This course will focus on the cyberwarfare landscape, offensive and defensive techniques, and the future of cyberwarfare. It also addresses military, local, state, and federal agencies tactical and strategic capabilities of cyberwarfare, intelligence operations, and related laws and ethics. Students will be exposed to cyberwarfare techniques, processes, and procedures that identify protection measures and capabilities. They will also learn how to identify and analyze threats and vulnerabilities, in order to create appropriate mitigation strategies.

HI 250  
**The Longest Hatred**

Antisemitism has been called the longest hatred. Although the term Antisemitismus was coined in Germany in the 1870s, its roots stretch back to before the Christian era. It has been found throughout the world—even in societies with few or no Jews—and has led to some of the most horrifying events in human history, including the Nazi genocide. Moreover, antisemitism is far from dormant today. Instances of rhetorical and physical violence against Jews are again on the rise, especially in Europe and some parts of the Middle East, making the need to study its causes and manifestations, and to map its permutations, all the more pressing.

HI 250  
**Teaching History with Film**

A study of history through film and media. This course will study the depiction of historical events on film and how they have shaped modern perceptions of history. Attention will be given to how films can depict the era in which they were made through an interpretation of historical events. Some of the key elements studied will be the portrayal of historical eras, world cultural groups, political and economic systems, social mores and a western interpretation of history through film. The last point of interest will be how certain films changed the nature of film-making and its interpretation of history.

HI 250  
**Total War**
This course focuses on the age of total war, 1900-1945, from the outbreak of history’s first modern, industrial struggle (WWI), through the even costlier Second World War and the birth of the atomic age. Of particular interest will be the crucial interaction between war and society: how societies give form and substance to modern conflict and how wars, in turn, spark dramatic social, political and economic change.

**HI 450  Comparative Revolutions**

This class introduces students to the scholarship on comparative revolution, which focuses on the main revolutions of the early- and modern eras (French, Russian, Chinese, Cuban, Iranian) as well as those that theorize and seek to understand less commonly included revolutions, as well as other movements that may not fit the category of revolution (Vietnam and South Africa, which were anti-colonial struggles, for example) or were revolutions that never took power (El Salvador, for example).

We will pay particular attention to not only the role of women, but also an analysis of gender, which are woefully underrepresented in the scholarship. In the first half of the class, students will write short papers on the shared readings. For the second half of the course, they will propose and write either a term paper OR an annotated bibliography on either one or multiple revolutions with a focus of their choosing.

**HI 450  Ancient Greece Facing East**

Early Hellenistic art and artifacts of Central Asia appear remarkably similar to the Hellenistic art and artifacts of the Middle East and Mediterranean regions, owing to the legacy of Alexander the Great. This online course will examine historical and archaeological evidence of material connections between neighboring regions of Europe and Asia in Classical Antiquity.

**GRADUATE COURSES**

**BI 980  Comp Prog for Biologists**

Introduction to computer programming with emphasis on tasks performed by biologists: shell scripting, Python, libraries, vector graphics, asymmetrical key encryption.

**CD 987  Counseling**

This course will review a few theories of counseling and counseling strategies. It will also provide opportunity for personal growth, a requisite for helping our clients change and grow.

**CD 987  Considerations in Acute Care**

This course will provide an overview and some considerations in the hospital-based speech-language pathology consult service model. Students will be encouraged to think critically when making patient care decisions. The course is comprised of lecture, literature review,
demonstration, and review of vignettes and case histories. Selection of objective measures and analysis of specialize populations will also be reviewed. These special populations include tracheostomy, ventilation, laryngectomy, oncology, surgery, palliative care, and intensive care patients.

ED 971   **Literacy Instruction in Kenya**

The workshops will provide opportunities for WSU graduate students and Kenyan children and families to interact, engage in conversation, and exchange thoughts and ideas. The trip will also consist of many cultural experiences, including eating local foods, visiting a local school to meet with Kenyan teachers, living in unique cottages with lake and wildlife views, traveling on safaris, and touring the local area. While the itinerary will be finalized during the semester, students who participate in this experience will visit Nakuru National Park and Aberdare National park, with amazing vistas of Mt. Kenya and native animals. A few days will also be spent in Nairobi where the students will be able to experience the hustle and bustle of one of the economic centers of East Africa.

HI 990   **The Longest Hatred**

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HI 990   **History of Baseball**

This course is designed to provide students with an overview of the history of baseball in America, and relate the historical events and phenomena to American culture at large. Course work relates class topics to historical and contemporary social, cultural, economic and political issues. Course content consists of online lectures, readings, group discussions, and video sources.

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SO 299  **Hidden Ident: Roma**

Roma, Sinti, and Travellers are ethnic groups that have suffered such great discrimination that many of their members often hide their identities. This is so serious that many younger people even reject the term “Gypsies,” which is a gadje (outsider) term that refers to the Romany people. When the Rom left India about 1000 C.E. and first arrived in Europe about 1350 C.E. the Europeans called them “Egyptians.” Later the term “Gypsy” developed to refer to the Romany people. The people called “Travellers “ -- in Ireland and Scotland -- do not speak the Romany language but are often called ‘Gypsies.” They too suffer great discrimination from their surrounding societies.

SP 901  **Teaching Cervantes’ Don Quixote**

Monsters, pirates, ghosts, giants, criminals, saints, prostitutes, mysteries to solve, adventures to pursue, kingdoms to conquer, empires to rule, lost and found lovers, battles, fights, stories within stories… *Don Quixote de la Mancha* is one of the most important books ever written in any language, in any era. *Don Quixote* will affect your lives, not only your understanding and enjoyment of literature. No literary critic in the world, or cultural critic, or even philosopher fails to mention it, to analyze it to interpret it. No other book in the world, except for the Bible, has been translated to more languages, or undergone more editions and reprints, or generated so many books and articles about it. It is, of course, a novel, the first modern novel according to most critics, but it is also a book that scrutinizes the human psyche, the nature of empire and domination, the reality of the real, or the way in which it is reality that imitates fiction as much as the other way around. The purpose of this course is to read and comment selected readings of this one book AND aims to inspire and assist instructors to experiment with new techniques and integrate new ideas into their teaching. *This on-line class will be conducted in Spanish.*

SP901  **Medical Translation: Eng/Span-Span/Eng**

This course focuses on building translation competence in the health care setting. Following a workshop design and very hands-on in nature, this course provides guided practice in the translation of actual documents within the bio-medical and medical-legal fields. The first two weeks of the course will serve as an introduction to translation, covering a range of linguistic concepts, basic translation techniques, cultural & linguistic issues, professional ethics and best practices, methods, and resources. It will also introduce the students to the translation process, from the research/documentation stage to the final steps of revision and editing. During the core
of the course, weekly translations, reading assignments, and text analysis activities will allow students to familiarize themselves with health/legal text subgenres such as patient education pamphlets, lab results, health certificates, prescriptions, informed consents, or health proxies. Selected readings of the work of leading medical translation scholars will help students detect frequent translation challenges in health texts, develop problem-solving strategies for these issues, and reflect on their translation choices in order to achieve a text in the target language that is both accurate and communicative effective. While no prior translation training/experience is necessary, students must demonstrate an advanced/proficient level in both English and Spanish to successfully complete this course. *This on-line class will be conducted in Spanish.*