Graduating seniors in the Honors College at UMass Boston at the 2016 Honors Medallion Ceremony.
Not sure who your Honors College Advisor is?

If you have earned more than 30 credits, your Honors College advisor can be found in the “Advisor Box” of your Student Center in WISER (see images on left, note the look of the box may vary according to the version of WISER you are using). Also listed here is your major advisor and sometimes other success advisors such as CLA First!

If you cannot find your Honors College advisor in WISER, please contact Honors College Program & Advising Coordinator Jason Roush (jason.roush@umb.edu).
Honors 101 First-Year Seminars for Spring 2019

Honors 101 (1): Literature, Medicine, and Culture (#1762)
TuTh 9:30 - 10:45am
Louise Penner, English

Contemporary Western medicine offers myriad technological advances in observing, diagnosing, and treating disease. As patients we find great comfort in these advances and seek to employ physicians who are at the “cutting edge” in their fields, utilizing the newest and best medical research. Particularly in recent years, however, patients and medical professionals have increasingly complained of the impersonal nature of medicine, asserting that patients’ own experiences of illness, diagnosis, and treatment have been disregarded in the interests of purportedly objective science.

This course considers the humanistic aspects— “the human factor”—in both the medical and public health fields. Students will read works written from the perspective of both patients and health care professionals, in order focus on those areas of medicine and health that challenge our ideas about what we think we want from health care research and practice in the 21st century.

Our seminar time will involve a combination of lectures and class discussions. We will practice careful reading, clear writing, critical thinking, use of information literacy and technology, and working in teams. Assignments include three short papers (5 - 7 pages each), one short class presentation, a group presentation, and short informal reflection assignments. There will be no midterm or final exam.

Honors 101 (2): Performance, Identity, and Culture (#1763)
MWF 11:00 - 11:50am
Christopher Fung, Anthropology

This class explores the way in which communities and individuals use notions of heritage and performance to express and debate issues of identity. We will examine several case studies to address how and why people in particular communities enact particular forms of heritage, and the political, social and economic contexts in which these acts are placed.

Our particular case studies in the course will be:
1) Kapa Haka (traditional Maori performing arts) from Aotearoa/New Zealand;
2) The use of ceremony as political action by Water Protectors at the Standing Rock Reservation in North Dakota in 2016;
3) West African Mande-style drumming and dance in West Africa and in North America.

The course will use a mixture of academic articles, websites and online videos. For the Standing Rock portion of the course, it will be helpful if students have Facebook accounts. Assignments will consist of 4 reaction papers (1 - 1.5 pages each), a website analysis (3 pages), and two long-form blog posts (structured as educational resources, around 3 - 5 pages each).

Honors 101 (3): Homelessness and the Self-Perpetuating Cycle of Shame (#1764)
TuTh 11:00am - 12:15pm
Julie Batten, Honors College

Why has the number of people experiencing homelessness in Massachusetts more than doubled since 1990? Through relevant literature, films, and essays, this course will examine the shame that so often contributes to homelessness, and we’ll also discuss current initiatives seeking to shift this self-perpetuating cycle.

When the Mental Health Systems Act was abandoned in the 1980s, unprecedented numbers of the nation’s mentally ill were forced onto the streets. According to the Massachusetts Department of Elementary and Secondary Education (ESE) 9,493 high school-aged students in public schools are now experiencing homelessness on any given day in Massachusetts, and over 37,000 students of all ages are experiencing homelessness throughout the state. This course will investigate the changing face of homelessness over the past fifty years and question why college-aged young people constitute the fastest growing segment of this population today.

Together, we will examine the socioeconomic factors contributing to homelessness, as well as social justice programs and current public policy debates seeking to halt its rise. Guest speakers from area homeless shelters will contribute to the discussion. We will read Evicted by Pulitzer Prize-winning author Matthew Desmond, The Glass Castle by Jeannette Walls, No House to Call My Home by Ryan Berg, as well as watching the award-winning documentary by Daniel Cross,
The Street. Short weekly reading responses, lively debate, and your own profile assignment about a person experiencing homelessness will help us address our individual and collective responses to this national crisis.

**TuTh 4:00 - 5:15pm**  
**Rebecca Fine Romanow, English**

*Black Mirror* has been called “the most relevant program of our time . . . It doesn’t imagine interstellar civilizations or post-apocalyptic scenarios. Instead, it depicts variations on a near future transformed by information technology — our world, just a little worse.” Film and television are primary cultural vehicles for reflecting how we see ourselves and other people and places, as well as our hopes, fears, and visions for our future. *Black Mirror* is fast becoming the touchstone for these imaginings.

We will watch six episodes of this groundbreaking series selected from its four seasons (2011 to present), and read fiction and non-fiction that addresses, depicts, or argues with the future that *Black Mirror* presents. This course emphasizes an interdisciplinary approach with readings in literature, futurism, science, television and media studies, and related fields. Through close readings and viewings, we will focus on the historical, political, technological, and cultural influences that shape our expectations of the future, and the ways in which our current concerns reflect our anxieties and desires for what is to come.

This is a student-driven course where each student will lead the class discussion once on selected episodes/readings. This course will require one shorter mid-semester essay (4 - 5 pages), and a longer final essay (6 - 8 pages), as well as short written reflections on the episodes of *Black Mirror*. The emphasis on improving critical writing will be reflected in the “building” of the final essay through revisions of the reflections and first shorter essay.

**Honors 101 (5): Disability and Education: Equity, Opportunity, and Inclusion in Classrooms with Diverse Learners (#2791)**  
**TuTh 2:00 - 3:15pm**  
**Kristin Murphy, Education and Human Development**

Have you ever wondered what it’s like to be a teacher serving diverse learners? In 1975, students with disabilities were afforded the right to a free and appropriate public education in the United States for the first time in U.S. history. Prior to that, they were routinely turned away and denied a seat inside a public school. Today, the field of special education pushes new boundaries and seeks to conquer new challenges when it comes to equity, opportunity, and achievement. In this course, we will explore the past, present, and future of education for children and teens with disabilities (as well as their teachers and families) here in the United States and elsewhere in the world. As we explore these topics, we will continually reflect on our own evolving understandings of disability and inclusion.

Through readings that include peer-reviewed research articles and children’s literature, documentaries, guest speakers, as well as an opportunity to conduct research with students from the Boston Public Schools, we will explore the experiences and perspectives of children and teens with disabilities, their families, and their teachers. This is a highly interactive seminar. Students will be expected to prepare discussion questions prior to each course session and regularly engage in collaborative group work each class session. There will be three short writing assignments (3 -5 pages each), and one larger research project, in which students will have the opportunity to engage in an in-depth exploration of a topic of interest pertaining to inclusion and disability.

**Honors 101 (6): What Does It Mean to Be Poor? (#3069)**  
**MWF 1:00 - 1:50pm**  
**Kathryn Kogan, Psychology**

This course will examine the complex and multidimensional phenomenon of poverty in the United States, focusing on the psychological experience of being poor, its associated stressors, and how being poor impacts lives throughout the life span. The interplay among poverty’s psychological impact, social stigma, and the social institutions that both contribute to poverty and seek to assist those in poverty will be explored. What are the multiple pathways through which families and individuals become impoverished? How does poverty shape one’s psychology and coping strategies? How do psychological, institutional, and social factors interact as the individual or family struggles to survive? How do people escape poverty?
Through readings, documentary films, class discussion, and the insights of guest speakers, we will explore these questions and seek to appreciate the meaning of poverty, while examining the role that social policies and institutions play in creating and maintaining poverty. A life-span perspective will help us to focus on the particular experiences of poverty for families with young children, adults with mental illness, and the elderly.

In addition to regular attendance and active participation, students are expected to bring questions that emerge from reading materials. Students will write short reflections (2 - 3 pages) in response to readings and films, connecting them with other course materials. Students will be allowed one re-write option per assignment. Students will also arrange and attend a day of volunteer work at a local agency or church serving the poor and prepare a 10-minute oral presentation that includes a Powerpoint.

**Honors 101 (section 7 or 8): Beyond the Bench: Scientists as Activists (#3451 and #3452)**

MW 4:00 - 5:15pm or MW 5:30 – 6:45pm (students register for only one of these two sections)

*Connie Chow, Honors College*

This highly interactive seminar invites students to examine historical and contemporary scientist-activists, and how and why they interact with the social and political world, as well as the natural one. How do they communicate scientific evidence, address skeptics, and mobilize others to create change? Should scientists advocate for themselves and colleagues within their profession? How (rightly) do they wield the power afforded by their professional and societal stature?

Amongst the “troublemakers” that students will encounter in the course is a modern Rachel Carson fighting the chemical industry and keeping our homes safe from carcinogens; a high school dropout leading international conservation efforts and advising the former President on the environment; the Einstein that said he “did not intend to be quiet about [racism]”; and someone who uses Legos to advocate for diversity in science. By considering the risks and triumphs of publicly upholding principles and challenging the status quo, students may discover how they might combine their intellectual and social concerns, no matter their chosen profession.

Students contribute weekly (ungraded) reflections on readings, multimedia sources, and guest speakers. Graded assignments include leading one class discussion; contributions to Wikipedia; either two short 5-page, interest-driven, research assignments that contribute to a final paper, or being involved in an action or service learning project; and a public final presentation.
Honors 210G Intermediate Seminars for Spring 2019

Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#7515)
MWF 2:00 - 2:50pm
Megan Rokop, Honors College

This course is designed to be an introduction to many current and relevant topics in biology, but with a twist – namely that these topics will be introduced and discussed as they come up in popular and highly regarded books written for non-scientists.

In this course, we will use the reading of four books (including fiction and non-fiction), in order to guide our learning of topics in biology. Possible books might include: Outbreak Culture, Life Everlasting, The Death of Cancer, Happiness, The Kidney Sellers, Beyond the Pale, Mercies in Disguise, and Gene Machine. The instructor’s current plan for these books (though it is possible that these selections may change before the first day of class) means that our class will focus on the following topics in biology:

- **Bioethics:** DNA testing, “designer babies,” informed consent, and animal research
- **Human disease:** Cancers, infectious diseases (such as HIV and malaria), single-gene disorders (such as cystic fibrosis and Huntington’s), and common complex disorders (such as heart disease and schizophrenia)
- **Discovering cures and treatments:** Drug development, clinical trials, the cost of drugs, placebos, funding and patenting scientific discoveries
- **Public health:** Vaccines, antibiotics, and medicine in the US & the developing world

This course will not involve textbook readings, exams, advanced calculations, or memorizing terms. The in-class activities will focus on class discussions, and your grade in this course will be determined by:

- Attendance & class participation
- Nine short (300-word) writing assignments
- A 1500-word paper on a topic of your choice relating to the 1st book
- A 1500-word paper on a topic of your choice relating to the 2nd book
- A 10-minute oral presentation on a topic of your choice relating to the 3rd book

This course fulfills the Intermediate Seminar (IS) distribution requirement.

Honors 210G (2): Black Writing and Resistance in the United States (#7516)
TuTh 2:00 - 3:15pm
Joseph Ramsey, American Studies and English

In the words of exiled revolutionary Assata Shakur, “Where there is oppression, there will be resistance.” How has resistance found its way into African American writing? As a land founded upon slavery, the United States has long been a site of Black-led resistance, from slave revolts to the Abolitionist movement, from Pan Africanism to Civil Rights, from the Black Panthers to more recent mobilizations under the banner of #BlackLivesMatter. What has been the relationship between these different eras and modes of resistance to the work of influential Black writers?

We will read an array of African American literature from the 17th century to the present, ranging from the poetry of Phillis Wheatley to the autobiographical narratives of Frederick Douglass, Assata Shakur, and Ta-Nehisi Coates; dramatic work by Lorraine Hansberry; and fiction by Zora Neale Hurston, Richard Wright, Ann Petry, James Baldwin, and Toni Cade Bambara. We’ll consider hip hop lyrics, films by Spike Lee, Ava DuVernay, and Boots Riley, and critical readings (from Marxism to intersectionality to Afro-pessimism).

This discussion-based course is rooted in student writing and reflection on course texts. Students will write weekly responses (roughly 2 pages each) and will help lead class discussion at least once. There will be two formal essay assignments: a shorter essay of 1,200 - 1,500 words, and a final research paper of 2,000 - 2,500 words, including a prospectus and conference with the instructor. A final project will put the lessons we’ve learned about both writing and resistance into creative practice, beyond the walls of our classroom.

This course fulfills the Intermediate Seminar (IS) requirement.
TuTh 9:30 - 10:45am
Randy Corpuz, Psychology and Honors College

Why is it that humans invest so much time, energy, and emotion into romantic relationships? Why do these relationships sometimes cause such intense mental anguish and pain? Romantic love has been the focal point and inspiration for innumerable pieces of sculpture, paintings, literature, poetry, movies, and music. From rock music to rap, lyrics on subjects like love, sex, breaking-up, and cheating appear to be the norm. Why do we care so much about mating?
The neuroscience of mating (in humans and other species) has become a growing field that has attracted attention across other disciplines. What does “falling in love” look like in the brain? Why is an orgasm designed to “feel good,” and what is the psychological function of orgasm in either sex? What role do hormones like testosterone play in forming and maintaining long term relationships? Which components of romantic relationships differ across cultures?
Romantic relationships are governed by very specific psychological (and physiological) mechanisms. Throughout the course, we ask questions related to “how” and “why” this might be, focusing on research from neuroscience and evolutionary psychology. The goal of the course is to understand some of the factors influencing romantic relationships, such as biological, environmental, and cultural influences.
The class will include lectures, two oral presentations, short weekly reflections (1 - 2 pages each) and three essays (4 - 6 pages each) spread throughout the course. Students will be asked to include material on romantic relationships (e.g., art, music, movies) that they find outside of class to be integrated with neuroscientific research.

This course fulfills the Intermediate Seminar (IS) requirement.

Honors 210G (4): Global Environment and Sustainability (#7518)
TuTh 11:00am - 12:15pm
Anna Dubrova, Global Governance & Human Security

There is growing evidence about the degradation of our environment and fundamental changes in the ways humanity affects our planet, but what does it mean for an individual human being? What is the state of the global environment, and what is the “sustainability” agenda adopted for humanity by the United Nations in 2012? How do we as humans contribute to global environmental degradation, and how does this environmental degradation affect us? This course will provide answers to these questions and will help students know more about the environment and how their everyday life affects it.

We will learn about waste management, water and air quality, persistent organic pollutants and their effect on human health, biodiversity, conventional and alternative agriculture – and how to put them in the global and local contexts. In addition, students will explore ways of impacting specific environment-related situations through activism, science or policy-making.
One of the course assignments is specifically designed for this purpose; students will take on different roles and try to agree upon a policy during our in-class negotiation sessions.

Written assignments include two essays (each 1000 words) and three informal write-ups that all feed into the final project: an analytical paper (3000 words) and an in-class presentation on a topic of student’s choosing. This course will include a variety of readings: book chapters, academic articles and news pieces, local policies and global legal agreements, documentaries and interviews, websites and online visualization surveys.

This course fulfills the Intermediate Seminar (IS) requirement.
Honors 210G (5): Revivifying the World: The Graphic Novel as a Modern Medium of Memoir (#7519)
TuTh 8:00 - 9:15am
Julie Batten, Honors College

Over the past fifty years, the graphic novel has earned its place in the literary world and won kudos for getting folks who might not think of themselves as readers, reading! While the name of the genre is somewhat misleading (as most graphic novels are in fact not novels at all, but rather memoirs), enthusiasts insist that these author/illustrators get closer to their truths than some of the best traditional memoirists on the market today. Through the eyes of the author/avatars that lead us through these stories, we will look at the tragedy of World War II (Maus), the story of a young girl coming of age beneath a veil in 1980’s Iran (Persepolis), as well as sexual dysfunction (Fun Home) and domestic abuse (Stitches) of 1950s America.

Students will read Understanding Comics: The Invisible Art by Scott McCloud in order to gain a historical context for the development of the medium. Students will also create the first chapter of their own graphic novel (drawing skills are not required) over the course of the semester. Additionally, reading responses and a written commentary of 4 - 5 pages on the process of creating a storyboard will be required.

This course fulfills the Intermediate Seminar (IS) requirement.

Honors 290-level Courses for Spring 2019

Honors 291 (1): Weird Fiction (#3737)
MWF 1:00 - 1:50pm
Avak Hasratian, English

“Weird Fiction” is not traditional. It resists categorization and is distinct from the established conventions of Gothic, Detective, Fantastic, and Science Fiction, although it bears some resemblance to each of those genres. H.P. Lovecraft is the “founder” of “Weird Fiction,” which combines ancestral, archaic, occult, and mystical remnants and residues that we have “left behind,” together with weird science.

“Weird Fiction” also experiments with strange aesthetic sensibilities. We will probe the limits of good taste, because what is “weird” is often not found in “high art” but rather in festive, carnivalesque, queer play that is ancient as it is modern. Literary texts in the course will be thematically paired with film screenings. Such pairings in the course will include François Rabelais’ Gargantua and Pantagruel (with John Waters’ film Desperate Living), Franz Kafka’s The Metamorphosis (with a ballet version thereof), and Patrick Süskind’s Perfume: The Story of a Murderer (with Tom Tykwer’s 2006 film adaptation, starring Ben Whishaw). Course assignments will include aesthetic experiments and short to mid-length essay assignments.

This course fulfills an Arts (AR) distribution requirement.

Honors 291 (2): Instrumentality: Musical Systems at the End of the Acoustic Era (#3739)
MWF 9:00 - 9:50am
Frederick Stubbs, Performing Arts

As music is digitized and arranged for new platforms, the instrumentalist and performance itself have been de-emphasized. But acoustic musical instruments tell a unique set of stories when we examine their intersection with human faculties, biology, technology, and socio-cultural systems, together with their implicit music theories. The main subject of this class is how individual instruments imitate, extend and amplify the human voice, and how instruments in their ensembles identify communities and theories of consonance and harmony.

Our readings draw from Art and Music History, Physics, Geography, and Ethnomusicology, in an effort to examine a spectrum of instrument traditions, especially those associated with China, Turkey, and Europe. Assignments include listening to music from these and other regions, research, and elementary design that will engage students with a series of creative and experimental craft projects. Student writing will entail three reading or listening responses and a research essay or summary. Grading will depend on attendance and participation, together with thoughtful self-evaluation.
Our class will host guest instrumentalists and offers two field trips to the Instrument Collection at the Museum of Fine Arts, and to work with the instruments of the Boston Village Gamelan (Javanese Orchestra). This course is recommended for students with an interest in music, instrumentalists, and for students with an interest in cultural and technical systems. The course instructor is an organologist, luthier, and former instrument curator.

This course fulfills an Arts (AR) distribution requirement.

**Honors 291 (3): Art and Architecture in Boston (#3740)**
**Thursday 4:00 - 6:45pm**
**Stacey Slodoba, Art**

The history of 18th-century and 19th-century European and American art is a history of profound artistic change. Challenges to artistic traditions and institutions, evolving cultural norms, and dramatically-increased knowledge of the art of other parts of the world had a major impact on artistic practice in Europe and America from 1700 to 1900. Studying the visual arts from Rococo to Post-Impressionism, we will explore this extraordinarily rich period of the history of art through the collections of the Museum of Fine Arts in Boston, the Isabella Stewart Gardner Museum, Harvard University’s Art Museums, and select architectural sites around the city.

Rather than meeting on campus, the class will meet at a Boston-area museum or architectural site each week. Students will watch lecture videos and read outside of class to gain the necessary background on the week’s topic, and we will meet during the scheduled class period to study exemplary works in person. Students will also lead class discussion in front of works of art throughout the semester, and they will also write a research paper (8 - 10 pages) on one of those art works.

Admission fees to museums and architectural sites will be covered by the course! All of the museums and sites where class meetings will take place are accessible by MBTA, and students are expected to arrange their own transportation – and allow enough travel time – to arrive at the museum or site by 4pm when class begins each week.

This course fulfills an Arts (AR) distribution requirement.

**TuTh 4:00 - 5:15pm**
**Diane D’Arrigo, Honors College**

Who can afford a college education, and who can’t? Who gets to go to college, and who doesn’t? What gets taught in college, and what doesn’t? These are all issues with a broader social, cultural, historical, political, and economic context. Come explore the great transformation of American higher education since WWII and discuss the more recent evolution of colleges and universities, as well as many current hot topics.

Some specific topics will include a review of major societal changes and their influence on the increased democratization of higher education, such as: the impact of the GI Bill, the civil rights movement, the women’s movement, student protest movements, and changes in public policy. Using both primary and secondary sources, we will discuss relevant court rulings, state and federal legislation, and various institutional histories. Additionally, we’ll explore the origins of UMass Boston and consider its place within the broader history of the American higher education system. Finally, we will review current trends and debates taking place in higher education such as: college rankings, online learning, free speech on college campuses, the value of a college education, how higher education is funded, student debt and the financial aid system, and current public policy proposals that impact a variety of those issues.

This seminar will emphasize lively intellectual discussions and student-selected research topics, with both individual and group support. Grading criteria will include attendance, class preparation and participation, and a variety of assignments: an institutional history paper written on an institution of your choice (5 - 7 pages), short reflection papers, an oral presentation, and a final research project.

This course fulfills a Humanities (HU) distribution requirement.
Honors 292 (2): The World of Hip Hop: History and Practice (#3738)
MW 4:00 - 5:15pm
Jared Bridgeman (Akrobatik), Honors College

This multidisciplinary course will introduce students to hip hop in all of its complexity—through careful historical inquiry, rigorous historical analysis, and creative practice. The course will combine the interdisciplinary scholarly methods that comprise American Studies and cultural studies work, with a strong commitment to exploring the creative and practical challenges facing practitioners of the hip hop arts.

The instructor will bring expertise in scholarly, creative, community, and performative work to the teaching of the class and will expect students to be committed to a type of hybrid inquiry that equally emphasizes scholarly and creative work. Students will read and discuss scholarly works (by historians, musicologists, sociologists, and so on), in order to more fully understand hip hop’s complicated trajectory, and will be expected to develop the basic skills necessary to understand the writing of hip hop lyrics, and the construction of musical tracks.

Students will engage with scholarly, journalistic, and autobiographical writing as they begin their study of hip hop history. They will also regularly participate in workshops that focus on hip-hop’s many disciplines, or “elements”, as they hone their own writing and artistic skills. Students will be expected to take on a regular weekly load of reading, listening, viewing, writing, and—occasionally—doing (in the form of co-curricular visits to recording studios, clubs and so on). Assignments will include an oral presentation, an ongoing reading/listening journal, a map project, a 5-page song analysis, and either a creative project (with scholarly annotation) or a research paper.

This course fulfills a Humanities (HU) distribution requirement.

Honors 293 (1): Human Rights, Human Identity, and Human Nature (#3736)
MWF 10:00 - 10:50am
Daria Boeninger, Psychology

How do we create a livable world? Are humans only competitive by nature, or also empathic? How do we decide who owns what, including our labor? How does our relationship to social power shape our identities? How do we forge positive identities in the face of oppression? Does changing an unjust “social contract” have to involve the use of violence?

These questions form the foundation of the social sciences and social praxis. We will explore these questions through seminal works across the social sciences, including political science, economics, sociology, and psychology. We also will read short stories, poetry, and autobiographical narratives that provide opportunities to “see” these questions and proposed answers from an embodied perspective. We will end the course by hearing from some of the great leaders of 20th-century social change movements across the globe (e.g., Gandhi, Fanon, Huerta, Malcolm X).

This course is highly likely to blow our minds and transform our understanding of and relationship to the world! You will do regular, close reading of the original texts outside of class, so that we can spend our class time in informed discussion. Our class will become a safe community in which to further our intellectual, social, and moral development.

Course grades are based on class participation in discussion, your daily reading journal, a team-based debate, and two analytical papers that synthesize core ideas from across sources (one 5 - 7 page paper, and a final paper of 8 - 9 pages).

This course fulfills a Social/Behavioral (SB) distribution requirement.

Honors 293 (2): Conflict Analysis and Resolution: Conflicts Exists, So How Do We Deal with Them? (#4104)
TuTh 12:30 - 1:45pm
Safiya St. Clair, Global Governance & Human Security

This highly interactive course will provide students with an overview of the field of conflict analysis and resolution. We will utilize various theoretical approaches to explain the causes of conflict and explore practical methods to cope with different types of conflicts.
We will delve into key topics such as: power, intercultural communication, active listening, and negotiation. As such, we will examine individual, interpersonal, intergroup, and international conflicts. Films, role-playing, small group discussions, and case studies will be used to illustrate the dynamics of conflicts. This course is multidisciplinary and includes readings from psychology, anthropology, and conflict resolution.

Our guiding questions will include: What is a conflict? Why do individuals and groups make certain choices in conflict situations? What are some strategies used to resolve conflicts? By exploring these questions, students will be able to apply what they learn in this course to their own experiences, use theories to explain why different conflicts occur, and develop strategies for resolving conflicts.

Assignments will include short weekly reflections (500 words each) based on our class readings, a short essay (1,000 words), a conflict analysis paper (2,000 - 2,500 words), and a group presentation on a specific conflict of your choice.

This course fulfills a Social/Behavioral (SB) distribution requirement.

**Honors 293 (3): Science and Socialism (#4105)**

**MW 5:30 - 6:45pm**

James Hughes, Institutional Research & Policy Studies

The egalitarian and democratic ideas woven into the various socialisms of the last two centuries emerged from the Enlightenment, in dialogue with empiricism, science, and techno-optimism. Some socialists advocated resistance to science and technology, while Marxists championed science and claimed their socialism was scientific because of its historical and economic “laws.”

This course will examine the tenets of these socialisms, including dialectics, historical materialism and economic reductionism, the role of the working class, the malleability of human nature, markets versus planning, and the necessity of government. We will consider the empirical performance of capitalism, Communist and social-democratic governments (in particular their support for scientific enquiry and the nurturance of innovation), and how 21st century socialists are incorporating feminism, racism, anarchism, biotechnology, globalization, and artificial intelligence into their strategies and programs.

Course readings and assignments: students will mostly read electronic materials provided by the instructor, as well as one or two purchased texts. Grading will be based on a midterm exam, class participation, a class presentation, and a final essay (10 - 12 pages).

This course fulfills a Social/Behavioral (SB) distribution requirement.

**Honors 294 (1): The Clash of Economic Ideas (#3735)**

**TuTh 11:00am - 12:15pm**

Guy Numa, Economics and Honors College

Is the global economic crisis a failure of capitalism? Will China and India be the next superpowers? Are profits the only business of business? Should companies like NBC and Comcast be allowed to merge? Does immigration benefit the economy? This course seeks to answer these questions by showing how economic theory is applied to real world public policy decisions. Although no prerequisite is necessary, familiarity with the history of economic thought is desirable, as we will analyze similarities and differences of approach between authors.

The purpose of this course is to introduce students to controversial economic issues and acquaint them with basic theoretical and empirical tools. This course will illuminate the links between domestic and global economic issues in a context of increasing interconnectedness of peoples and economies. We will discuss successes and failures of capitalism and examine the debates around its viability.

Assignments will include class discussions on scholarly articles in a debate-style format, video projections, oral presentations, a research paper (6 - 8 pages), and two short writings (2 - 3 pages). Most readings will be based on the required textbook, *Taking Sides: Clashing Views on Economic Issues* (16th edition).

This course fulfills a World Cultures (WC) distribution requirement.
Honors 294 (2): The Argentine Tango: Dance, Music, and Culture (#4112)
TuTh 2:00 - 3:15pm
Mary Oleskiewicz, Performing Arts

In the late 19th-century, urban lower classes developed the tradition of the dancing the tango in Buenos Aires, Argentina. European immigrants and descendants of African slaves contributed their customs and rituals to what became a distinct national identity. Through the singer Gardel, tango was transported to Paris in the 1920s and danced by the upper classes. The Argentine dictatorship (1976 to 1983) forbade the sensual tango, but it continued to be danced covertly, only increasing its appeal. In the decades since, tango has become a global phenomenon, connecting people of diverse backgrounds and transcending stereotyped notions of gender identity.

This course offers a thorough introduction to, and immersion in, the culture and history, music and dance of one of Latin America’s most intriguing art forms. We will combine interdisciplinary academic work with studio training in the dance (at UMB’s new state-of-the-art dance studio in University Hall, with spectacular views overlooking the ocean and Boston’s skyline). We will analyze tango music, lyrics, films, images, and literature from the early 20th-century to the present. The instructor, an expert in performing both the dance and the music, will provide weekly, progressive dance lessons in social tango, in which both men and women can learn to lead or follow. We will sample Argentine culinary traditions, and experience workshops and presentations by experts in folkloric dance and thrilling Gaucho (cowboy) traditions such as boleadoras (throwing weapons).

Assignments will include: periodic films, brief literature or music critiques, journal writing, and a term paper (10 pages) or 3-minute partnered dance presentation (or other approved project). **No prior dance experience is required!**

This course fulfills a World Cultures (WC) distribution requirement.

Honors 294 (3): Indian Film: Culture and Context (#7520)
Wednesday 1:00 - 3:45pm
Lakshmi Srinivas, Sociology

The Indian film industry is the largest in the world, with close to 1,000 feature films being made annually, which reach roughly three billion viewers. India’s Bombay cinema, or “Bollywood,” is recognized as a culture industry with global impact. Apart from their popularity throughout South Asia where they appeal to diverse audiences, popular Indian films are exported to over 100 countries internationally.

What kind of product is the commercial Indian film exactly? How can we understand its appeal? This course will offer a sociological introduction to popular Indian cinema that addresses these and other questions. Through watching a selection of films in class, as well as readings that are transdisciplinary, we will examine the films as complex texts, as cultural narratives and commentaries on society, tradition, and change.

This course will encourage an understanding of the films on their own terms and through a deep and immersive look at the movies in the context of their broader public culture. We will identify the importance of traditional song and dance entertainment to the popular film, storytelling that draws on melodrama and mythology, and the myriad ways in which the films communicate with audiences through the stars and their celebrity status, the visual culture, dialogue, music, and much more.

Course assessment will rely on short 1 - 2 page response papers on the films and the readings, slightly longer 2 - 3 page analytical papers, an essay of about 5 pages, and a group presentation.

This course fulfills a World Cultures (WC) distribution requirement.

Honors 295 (1): Addiction (#7521)
MWF 12:00 - 12:50pm
Alexia Pollack, Biology

What is addiction? Why is addiction so difficult to treat or to cure? How do drugs such as cocaine, heroin, nicotine, and alcohol affect the brain and behavior?
We will explore these fundamental questions through team-based learning using the textbook: Psychopharmacology: Drugs, the Brain, and Behavior (Meyer and Quenzer) to learn about the structure and organization of the brain, the mechanism of action of drugs of abuse, and the nature of the changes that take place in the brain following exposure to drugs of abuse.

We will also read relevant articles from the New York Times and the New Yorker, as well as two non-fiction accounts of addiction: Tweak (Nic Sheff, son) and Beautiful Boy (David Sheff, father). These texts will add personal dimensions to the topic, allowing us to consider the effect of drugs on individuals, families, and society.

There will be individual quizzes and team quizzes for textbook chapters (no hourly or cumulative exams). Written assignments will include three short reflections (1 - 2 pages) and three medium-length papers (3 - 5 pages). Each student will create and deliver a brief oral presentation about addiction, and the class will develop an interactive performance of Tweak. Students must have a solid foundation in general biology (Bio 111 or the equivalent) prior to enrolling in this course.

This course fulfills a Natural Sciences (NS) distribution requirement.

Honors 295 (2): Revolutionary Ideas in Physics (#7522)
TuTh 12:30 - 1:45pm
Arthur Eisenkraft, Director of the Center of Science and Math in Context (COSMIC)

Physics is a peculiar but highly successful way of looking at the world. Many people had seen apples fall from trees to the Earth, but it took an Isaac Newton to recognize that the moon is also falling to the Earth but never hits. Most people think that everybody’s clock goes tick-tock at the same rate. It took an Albert Einstein to predict that individual clocks can move forward at different rates. Why do we believe in these strange ways of looking at the world? What do we accept as evidence that Newton and Einstein were right?

In this introduction to physics, we will explore 15 revolutions in thought. We will use historical accounts to get a sense of the breakthroughs in thinking that led to these developments. We will conduct simple experiments to better understand the concepts underlying these models of looking at the world. We will explore why we are willing to give up common sense for predictive power. New knowledge provides new metaphors which assist us in finding meaning in our lives. As our understanding of physics concepts grows, we will critique and develop metaphors in art and literature that gain new meaning through the interpretation of physics models.

The readings will include Physics: Structure and Meaning by Nobel Laureate Leon Cooper, with its emphasis on the historical underpinnings of physics, and The Structure of Scientific Revolutions by Thomas Kuhn, which is the seminal work on paradigm shifts. Grades will be determined by a combination of short weekly assignments, class participation, three take-home tests, and a final project.

This course fulfills a Natural Sciences (NS) distribution requirement.

Get Involved with Honors College!
Are you interested in getting more involved on campus?
If you’re interested in volunteering in the Boston community, join Honors Helping Hands.
Email h3atumb@gmail.com for more information.

If you’re interested in planning events for your peers, join Honors Event Council.
Email umb.hec@gmail.com for more information.
Honors 380 Junior Colloquia for Spring 2019

You must have completed at least two Honors courses at the 200-level to take a Junior Colloquium.

Honors 380 (1): Ethics in International Relations (#2748)
MWF 11:00 - 11:50am
_Nir Eisikovits, Philosophy_

The Honors Junior Colloquium helps to prepare Honors College students for their senior thesis process by involving them in deeper inquiry surrounding prominent social and cultural issues, while also engaging the students in in-depth forms of research methodology, culminating in a rigorous research project related to the course subject matter. This course will address the following kinds of philosophical questions regarding ethics in international relations:

• What is the role of morality in international relations?
• Is there such a thing as generosity in foreign policy, or is the willingness to be open hearted when it comes to other nations nothing more than silly naiveté?
• Can we ever learn the lessons of history and avoid other countries’ mistakes?
• What does statesmanship consist in? Was Joseph Stalin a statesman, and was Winston Churchill?

Class assignments will include 5 short papers (40% - five hundred words, students will submit a draft as well as a final version) and a longer final research paper (40% 8-10 pages). This is a discussion intensive class. Participation will account for 20% of the final grade.

Honors 380 (2): Personalized Medicine (#2920)
Thursday 9:30am - 12:15pm
_Tiffany Donaldson, Psychology_

Have you ever heard of the term “personalized medicine”? What does it mean? How could it be achieved? Who is working on it? Who would it benefit? These questions will be addressed in this course as we learn about how mapping the human genome (1990 - 2003) intended to improve therapies for diseases – by focusing on genes. More specifically, the course will focus on:

(1) Pharmacogenetics and profiling patients for prescribing drugs;
(2) Parameters of including environmental contexts;
(3) Practices of community-based participatory research and knowledge transfer (i.e., from the academy to health disparity communities);
(4) Accessible science and communicating with non-scientists;
(5) Barriers to equity in this approach.

Students will read primary literature, health disparity work on cancer and other chronic diseases, and writings about personalized medicine framing the discussion, including _Personalized Medicine: Empowered Patients in the 21st Century_ by Barbara Prainsack (New York University Press, 2017).

Students will learn key concepts in pharmacogenetics, study basic pharmacodynamics and pharmacokinetics, get exposure to the drug development process (its successes and shortcomings), and discuss mistrust of medicine/researchers in select communities. Students will contribute to their learning through writings about readings via the following assignments: reaction journals (2 - 3 pages weekly; 20% of grade); several class discussion response(s) to prompts during class (3 - 4 sentences; 20% of grade); final poster presentation (30% of grade); and a final 8 - 10 page essay (30% of final grade, roughly 2,300 words) on personalized medicine, including benefits and barriers discussed in class regarding racial/cultural access and trust, inside/outside the academy, and using knowledge transfer.

Honors 380 (3): On Theory (#3454)
Monday 1:00 - 3:45pm
_Alex Des Forges, Modern Languages_

This course will examine the functions and discourses of “theory” across a variety of disciplines, including the hard sciences, psychoanalysis, anthropology, gender and environmental studies, and literary and cultural studies. Our aim is to assess the relative significance of theoretical thinking in the different disciplines, reflect critically on the pretexts for and consequences of defining one’s own project as theoretical, and consider the kinds of work that are specifically excluded from or generally understood as complementary to “theory.”
How is theory different from practice? Is it possible to identify a transdisciplinary mode of theorizing, or are the ways in which theories are created inevitably defined by the disciplines to which they belong? How do certain styles of thinking, speaking, or writing suggest to us that they aim to go beyond a data set, individual experience, or personal observation to make more general statements about the world? What is the relationship between theory and methodology? Is theory useful? What are its pitfalls? These are some of the questions that we will address.

The course will consist of several units, each about three weeks in length. Each unit will focus on a sequence of theoretical developments in a particular discipline, involving close reading of selected primary texts that have one or more issues in common. The majority of class time will be spent on seminar discussion of the texts; written assignments will include several short response papers (400 - 650 words each) and two essays (6 - 8 pages each).

**Honors 380 (4): Population Dynamics in an Aging World (#7523)**
**Tuesday 9:30am - 12:15pm**
*Jan Mutchler, Gerontology*

The aging of the world’s population yields far-reaching opportunities and challenges. In this course, we will learn about demographic dynamics that shape age composition at geographic levels ranging from the local to the global. We will explore how processes of fertility, mortality and migration shape population aging. This course will provide students with an understanding of how these processes reflect the accumulation of individual decisions yielding large-scale demographic outcomes. We will also learn how these demographic dynamics intersect with policy.

Students will develop basic skills in demographic analysis, and awareness of data sources that can inform the understanding of population aging. A major focus of the class will be connecting themes of population aging to key societal issues. For example, how does population aging shape the design and delivery of health care? How does population aging intersect with the labor market and the workplace? How does population aging shape the features and design of communities?

Readings for the class will include journal articles, book chapters, and supplementary materials, most or all of which will be available online. Course activities will focus on developing demographic skills, learning to write about demographic processes, and analytically linking these skills to other topics of interest. In addition to short assignments meant to develop these capabilities, students will write a final research essay analyzing the intersection of population aging with their own selected area of interest.

**Alternative Junior Colloquium for Spring 2019**

*Please note that the following graduate-level course, which is offered in the Critical & Creative Thinking program by Professor Peter Taylor, can be used as an alternative to fulfill the Honors 380 Junior Colloquium requirement. If you’ll have completed 60 or more credits at the end of the Fall 2017 semester and you’re interested in registering for the course, please email both Peter.Taylor@umb.edu and Jason.Roush@umb.edu directly to notify them that you’re an Honors College student who is interested in taking the course.*

**BIOL 545L: Biology in Society (#7161)**
**Wednesday 4:00 - 6:45pm**
*Peter Taylor, Critical & Creative Thinking*

Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists’ work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens.