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Please note: If you’re interested in registering for either of our Honors College courses in Summer 2019, please email Jason.Roush@umb.edu when registration opens on April 1, and he’ll be happy to add it to your summer schedule!

Honors 293 (01A): Sexuality and Contemporary Life (#2493)
TuTh 1:30 - 4:30pm
Jason Roush, Honors College

Human sexuality is continually evolving within cultural contexts. Widespread social factors like education, economics, family, religion, and law shape how we come to perceive sexual identity and ourselves. In turn, sexuality is equally powerful in shaping society and social norms, both through organized political movements and through interpersonal relationships. How have our understandings of sexuality and gender identity shifted over the past fifty years? What will be the future of sexuality in coming decades?

Through historical readings and contemporary theory, along with films and other media, this course explores the changing social constructions of sexual identity and pivotal moments in LGBTQ history, as well as examining how heterosexuality and LGBTQ identities influence and interface with each other. Some specific topics that we will closely consider include:

- community organizations and social events such as pride parades
- same-sex marriage equality and alternative families
- the AIDS epidemic in the 1980s and beyond
- changing conceptions of bisexuality and “heteroflexibility”
- social activism focused on issues of gender and sexual identity
- emergence/recognition of transgender identities and communities.

In addition to writing some short in-class response papers (1 - 2 pages each) based on course topics, students will write one final essay of 5 - 7 pages on a relevant community organization or social event of their choice; a brief class presentation (10 - 15 minutes) on that organization or social event will also be required. Active local engagement with community-based organizations will be highly encouraged, and we will plan to attend a relevant event together outside of class.

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

Honors 380 (01A): Anarchism and Order (#2492)
TuTh 10:00am - 1:00pm
Todd Drogy, English

When you hear the word anarchy, what’s the first thing that comes to mind? Disorder, rebellion, destruction, chaos? Or freedom, spontaneity, gaiety, resistance?

In this course, we will explore the philosophy/practice of social anarchism, both as a political force and evolving expression of culture. We will trace the origins of anarchism, exploring its permutations through modern history and into the present. We will interest ourselves in the idea of the human, asking what it means to be free, what it means to means to be equal, and what it means to live in mutual reciprocity with others.

We will engage with multiple texts: essays, pamphlets, fiction, film, and music. Additionally, we will read chapters from
Peter Marshall’s *Demanding the Impossible: A History of Anarchism*. Our objective is to explore how anarchism has shaped and continues to shape the world around us. We will examine the impact of anarchism on science, agriculture, art, education, and economics/finance. Additionally, we will consider how anarchistic thought and practice have impacted pivotal cultural movements: abolitionism, labor, feminism, civil rights, the antiwar movement, the fight for LGBTQ rights, environmentalism, and Black Lives Matter. The complex relationship between anarchism and technology will also be explored.

This is a discussion-based class, with a strong emphasis on class participation. Students will write some short reflections (500 - 600 words) on readings/films/discussions. One analytical paper (4 - 5 pages) will be due mid-semester, and a research paper (8 - 10 pages) will be due at the semester’s end.

*This course fulfills the Honors Junior Colloquium requirement.*

**Fall 2019 Honors College 200-level Courses**

**Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#10668)**  
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: *Twisting Fate, The Collected Schizophrenias, A Life Everlasting, Mercies in Disguise, The Death of Cancer, Happiness, The Kidney Sellers,* and *You Can Stop Humming Now.*

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 & around the 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): Race: Reality, Myth, & Science (#10669)
TuTh 12:30 - 1:45pm
Steve Ackerman, Honors College

This course for non-science and science students combines biological, sociological, and cultural evidence to allay the notion that there are human races. In 1758, the Swedish botanist Carolus Linnaeus gave the human species its formal name, Homo sapiens. He also divided the human species into subcategories: red Americans, yellow Asians, black Africans, and white Europeans. The pejorative connotations of the first three designations were contrived to position the white Europeans as the dominant race, and specifically northern white Europeans as superior to southern white Europeans.

Since that time, the use of the word “race” has permeated our societies. But the term is not biologically correct. Two groups are considered races if the genetic differences within one group are fewer than the genetic differences between the two groups. All humans are one race. But race exists as a societal construct, whose impact predominates contemporary society.

We will deconstruct the myth that there are biological human races and differences between groups. We will discuss the biological evidence (evolution, human ancestry, human genomes) to understand why most humans have a multipartite (hodge-podge) genome. We will then investigate the sociological aspects on human culture of the use of “race” by analysis of social psychology and psychiatry, as well as discrimination. Discussions will generate an understanding of cultures and life through an approach that examines social stratification. Students will have three main research/writing assignments (two 3-page papers and one 5-page paper), some shorter reflections, and an oral presentation at the end of the semester.

This course fulfills the Intermediate Seminar (IS) requirement.

Honors 210G (3): Refugee and Migrant “Crises”: Challenges, Rights, and Responses (#10670)
TuTh 11:00am - 12:15pm
David Sulewski, Global Governance and Human Security

Today, more than 65 million people are displaced worldwide, the highest number ever recorded; every minute about 24 people are forced to leave their homes. Refugee and migrant ‘crises’ around the world have become a global priority. How can we respond to the challenges of forced migration and protect refugees’ rights? While mass displacement creates a sense of urgency, we will problematize crisis-driven rhetoric used in reaction to migratory events. We will tackle a variety of challenges related to forced migration and examine how it intersects with other contemporary issues: violent extremism, gender-based violence, humanitarian intervention, ultra-nationalism, xenophobia, genocide, protracted conflict, and environmental destruction. Taking an interdisciplinary approach, we will examine both immediate and integrated approaches to addressing the factors contributing to large-scale forced migration.

Students will gain an in-depth understanding of the international refugee regime and the international legal instruments designed to uphold refugees’ rights. Beyond the key international actors, such as the United Nations High Commissioner for Refugees, students will learn about a wide variety of actors—NGOs, faith-based organizations, corporations, and civil society groups—responding to the needs of refugees and migrants at the international, regional, and local levels. Course readings include book chapters, academic articles, and news stories. Topics under discussion will frequently be connected to current events and we will have guest speakers working in refugee resettlement and advocacy in Boston. Assignments include brief (250 word) weekly reflections on the readings, a midterm paper and a final paper (both 1500 words), and an oral presentation.

This course fulfills the Intermediate Seminar (IS) requirement.
Honors 210G (4): One-Hundred Years of Badass Women in Literature and Film: A Retrospective (#10671)
TuTh 2:00 - 3:15pm
Julie Batten, Honors College

In an age of legislative switchbacks and potential decreasing liberties for women, why are we all knitting hats? Why now? What has at last brought us to the pulpit to testify against yesteryear’s Animal House behavior? What gives certain women, in both life and literature, the ability to transcend the confines of an ever-present patriarchy? Who are our teachers, and who are our contemporaries?

From Virginia Woolf’s Mrs. Dalloway to Stieg Larson’s Lisbeth in The Girl with the Dragon Tattoo, this course will examine popular female icons through each decade of the last hundred years. What does it mean to drop the “F-bomb” at a party these days? What will it take for fourth-wave feminism to be successful? Together we will read and discuss and plot.

In this class we will also watch movies (Suffragette, Thelma & Louise, Erin Brockovich, Frida, Out of Africa), read books (The Girl With the Dragon Tattoo, The Color Purple, The Handmaid’s Tale and others), knit hats, and petition the State House. Assignments will include two shorter essays of 4 - 5 pages (a literary comparison paper and a persuasive essay), and a longer final creative essay of 6 - 8 pages.

This course fulfills the Intermediate Seminar (IS) requirement.

Honors 291 (1): Literature and Biopolitics: Art Is Life (#3751)
TuTh 12:30 - 1:45pm
Avak Hasratian, English

Our age is defined by the fragility of human and non-human life and the dependence of both on limited resources. “Biopolitics” describes this process: power treats us as collectively generic masses. Yet such masses are not equal. Some humans can be animalized and perish, whereas others are elevated. The individual and art are at the threshold between these extremes.

Short stories, video art, novels, and films challenge such power and give us hope. They’re a safe imaginative space to see ourselves as individuals within a biosphere where life matters. Art asks us to bear witness. What are the limits of human vs. inhuman life? What are the aesthetics, ethics, and politics of individuals vs. biotechnology, apocalypses, and “survival of the fittest”? Why do we love to imagine our own destruction? Art throws us a life preserver. We are brought to the edge then pulled back to consider that life is worth the struggle.

Art turns against forces of dehumanization. Imagining our destruction is a lot better than experiencing it! Selections of readings and films for the course may include Martin Amis’ Einstein’s Monsters and John Huddles’ film After the Dark (Atomic); Kazuo Ishiguro’s Never Let Me Go and Mark Romanek’s film version thereof (Genetic); Cormac McCarthy’s The Road and John Hillcoat’s film version thereof (Natural); Tom Rob Smith and Jakob Verbruggen’s London Spy (Individual).

Assignments include creative writing (“Inventing New Species”); critical writing (“Assessing Art’s Response to Life”); and in-class experiments (“Pick Who Will Survive the Apocalypse and Why”). Each will be of varying length and ethical complexity.

This course fulfills an Arts (AR) distribution requirement.
**Honors 291 (2): Troublemakers: Political Subversion in American Literature and Film (#3752)**

**MWF 10:00 - 10:50am**  
**Christopher Craig, English**

Novels and films have always been political, especially when they claim that they are not. They necessarily reproduce some of the cultural and political ideology that informs them. As commodities, for example, they advance the priorities of consumer capitalism and contribute to the hegemonic imperatives of the ruling class. How, then, do we interpret novels and films that criticize the socioeconomic and political system that produces them? Can novels and films that challenge dominant political assumptions become legitimate vehicles to engender social change? If so, what does this capability say about the socio-cultural power of subversive texts and the relationship between political ideas and literary and visual aesthetics?

This course will consider these questions, along with many others, from a variety of theoretical perspectives, as it examines American novels and films that interrogate the complexities of life in the United States. Course materials may include novels by Sherman Alexie, William Kennedy, Ann Petry, and Helena Maria Viramontes, as well as films directed by Ava DuVernay, Barry Jenkins, Martin Ritt, and John Sayles. Theoretical material will also be assigned.

This is a reading, writing, and discussion-based course. It requires active daily participation, along with two formal presentations. Students will write three essays. Essays one and two will range from 750 - 1,000 words in length. Essay three will include a research component and will not exceed 2,500 words. In preparation for essay three, students will submit a prospectus and annotated bibliography.

*This course fulfills an Arts (AR) distribution requirement.*

**Honors 291 (3): Leadership and Social Change (#10672)**

**TuTh 9:30 - 10:45am**  
**Marian Brown, School for Global Inclusion and Social Development**

Are you a leader? What does it mean to be a leader? Who determines who is and is not a “leader”? What does effective leadership look like? Through deep-rooted investigations of our own personal/cultural stories, and our individual learning and leadership styles, this course provokes inquiry around collective and transformational leadership for systems of change.

Moving away from traditional narratives of who owns and occupies the title of leader, this course deeply investigates how each and every one of us defines leaderships for ourselves, and within the context of community. This is compared to historical understandings of leadership as defined within academe, politics, and social change literature. This course is designed from an interdisciplinary perspective, meaning that it is rooted in many disciplines and ways of knowing and is appropriate for those who may or may not currently identify as a leader, and/or who may or may not aspire to positions of leadership in the future.

Assignments will including reading journal articles, chapters within books, watching TedTalks and videos for our class discussions, etc. The final course assignment will be a self-designed learning portfolio with various written and creative components that will be worked on throughout the course. You’re encouraged to take this course if you have an open and curious mind, as well as a desire to understand systems of privilege and oppression as they pertain to leadership.

*This course fulfills an Arts (AR) distribution requirement.*
Honors 292 (1): American Higher Education from World War II to the Present (#3753)
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 293 (1): The Biology and Psychology of Being a Dad (#3755)
TuTh 8:00 - 9:15am
Randy Corpuz, Honors College and Psychology

What does it mean to be male? What does it mean to be a father? Are these terms defined biologically, or do culture and society play a role in their development? How and why are “males” and “fathers” in American society different than in other cultures, and across history?

Despite the perceived benefits that fathers afford to offspring, only 5% of mammals have any sort of paternal care. Within the human species, the levels of paternal care observed across cultures (and throughout history) are extremely variable. What accounts for this variability? We will explore how adult males face a tradeoff between putting effort toward mating (e.g., pursuing sex) or parenting (e.g., spending time with children), and how one’s childhood environment plays a major role in how this tradeoff is managed.

If the ultimate “goal” of reproduction (from a biological and evolutionary perspective) is to ensure that children survive, why is fatherhood so variable? How has evolution shaped the biology and psychology of reproduction (i.e., mating and parenting)? How can an evolutionary perspective on male behavior aid in our understanding of fatherhood in the 21st century? In combining readings from neuroscience, anthropology, and biology with materials from literature, history, and art, students will gain a multifaceted appreciation for the complexity of male behavior.

This interdisciplinary course includes lectures, class discussions, two oral presentations, several short writing assignments (1 - 2 pages) and a final paper (approximately 6-8 pages). The final paper will require students to integrate material from a broad range of disciplines. Students will be encouraged to include material that they find outside of class to add to the breadth of their final papers.

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

Honors 293 (3): Sports and Social Change: Leveraging Attention into Action (#3757)
Friday 1:00 - 3:45pm
Aaron Devine, College of Advanced and Professional Studies

Some say, "Shut up and play"; however, athletes — and sports as a whole — have a proud history of providing a platform for social change. Today, the multi-billion dollar sports industry grows concurrently with deepening social inequity in the United States. At the same time, Colin Kaepernick and Ally Raisman are two visible examples of athlete activists demanding awareness and accountability from leadership and fans.

In this course, student will examine past and contemporary examples of how sports can be leveraged to make a positive social impact. Together, students will brainstorm, outline, and implement their own community-based projects to address a particular social imbalance during the course of the semester. Course readings will range from sports journalism to poetry; we’ll also look at documentary film and hear guest speakers.

Students will submit weekly journal entries reflecting on course themes. Participation during in-class discussions will weigh significantly in student grades. There will be a midterm paper and final written reflection submitted with the capstone at the end of the semester. Students will present their projects as a capstone presentation open to classmates and members of the community. Students also do not need to consider themselves sports fans to take this class!

This course fulfills a Social/Behavioral (SB) distribution requirement.
Honors 293 (4): Addiction, Mental Illness, and the Justice System: Responding to a Behavioral Health Crisis (#3758)
TuTh 11:00am - 12:15pm
Rosemary Minehan, Justice (Retired), Honors College

Across the United States, individuals with serious addiction and mental health issues have traditionally faced complex systems of criminal and civil justice that have subjected them to incarceration, involuntary civil commitment to inadequate psychiatric and substance treatment facilities, involuntary administration of psychotropic medication, and other invasive treatments for mental illness and addiction. This course will explore how these specialized populations have been managed in the legal system and consider innovative initiatives occurring within the courts, executive agencies, law enforcement, corrections, and the healthcare field, which are changing the landscape of behavioral health and treatment.

Students will become conversant in the full panoply of legal issues surrounding the topics of mental illness and addiction, including patients’ rights, voluntary and involuntary hospitalization, and medical treatment for mental illness and addiction. The course will also explore issues presented in the criminal context, including the use of psychological forensic evaluations, the insanity defense, competency to stand trial, and sentencing.

Course assignments include one short paper (1.5 pages), one medium paper (3 pages), and one longer paper (5 pages), as well as an oral presentation (15 minutes). The papers and oral presentation should reflect the student's interest in the topics covered in the course. Students will be assigned readings from leading court decisions, state and federal statutes, and from the assigned textbook, The Criminalization of Mental Illness: Crisis and Opportunity for the Justice System (2nd Edition) by Risdon N. Slate, Jacqueline K. Buffington-Vollum and W. Wesley Johnson.

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

Honors 293 (5): The “High Stakes” of Global Public Health (#10673)
TuTh 4:00 - 5:15pm
Courtenay Sprague, Nursing

Global public health, the health of the world’s population, is underpinned by realities that “challenge our sense of justice and provoke our scientific curiosity” (Evans et al, 2001). Global health is sexy. It's big. It could not be more “high stakes.” Why? Because it's fundamentally about who lives and who dies, and what “people are able to do and be” (Sen, 1999). This seminar course will focus on:

1) The story of global health—differential trends in life expectancy and cause of death;
2) Primary social, political and economic factors (determinants) that shape these trends;
3) The clutch of chief global health actors, institutions and policy frameworks that seek to improve global health, including the World Health Organization’s Commission on Social Determinants of Health, the United Nation’s Sustainable Development Goals, state and non-state actors;
4) The underlying principles of improving equity and social justice and valuing health as a public good that underpin global public health as an interdisciplinary, nascent field of research and practice.

This seminar will be highly interactive and discussion-based, with brief slide presentations and expert guests joining us in person or virtually. We will conduct a close reading of articles, use technology to engage with the “data story” of global health trends, themes and challenges, conduct discussions in small groups, and have group presentations. Assignments include an individual research paper (6 pages) and short reflections (1 - 2 pages), one group research paper (6 pages) and presentation, and a book-club group presentation with a written summary (2 pages). There will be no exams.

This course fulfills a Social/Behavioral (SB) distribution requirement.
Honors 294 (1): The Social Responsibilities of Corporations around the Globe (#3759)
MWF 11:00 - 11:50am
Hannah Brown, Global Governance and Human Security

Corporate Social Responsibility is as a form of private business regulation that addresses the responsibility of corporations to the people and environment that they affect while conducting business. However, the implementation of this concept in different countries in the world raises some questions, such as: Why do companies’ responses to social responsibilities differ in the Global North and South? How do the socioeconomic and political systems in these regions contribute to or hinder social responsibility? What are the current issues and policies that drive these systems?

The course will cover an introduction, historical account, and evolution of corporate responsibility, as well as analyzing comparative case studies from countries in the Global North and South, such as the United States, Canada, China, DRC (Democratic Republic of the Congo), Nigeria, and India. It will introduce students to the nexus between corporate responsibility and governance. The course will also enable students to develop an understanding of culture, its dynamism, and how it affects policy decisions and practices of organizations in different regions of the world.

The readings for this course will include academic and news articles, book chapters, policy briefs and agreements, websites, organizational reports, and also watching film documentaries. Assignments include a short paper (1,000 words), a final paper (3,000 words) and a 15-minute presentation on the final paper. Students will also be expected to submit one-page weekly responses (250 words), and to be an active part of simulations for the class.

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

Honors 294 (2): Culture, Narrative, and Migration (#3760)
TuTh 9:30 - 10:45am
Jyoti Sinha, Visiting Scholar in the Labor Resource Center

When we think of international migration, the most common images that come to mind are examples of south-to-north migration. Do we understand this phenomenon? This course will introduce students to the major themes in migration like assimilation, acculturation, multiculturalism, and discrimination. The course begins with an examination of the push/pull factors of migration by looking at the broader world of Global South migration worldwide, and how this migration produces a cheap labor force, which is so much required for the capitalist country. For a capitalist economy to function, its labor force must be maintained; that is, workers must receive a historically determined minimal day-to-day subsistence.

The course will pay close attention to case studies from developing countries. Migrants and their offspring populate the remainder of our study as we examine the particulars of their experience. The liberalization of American immigration law in the 1960s provides the platform for continuing the discussion of push/pull factors of migration and sets the stage for a thorough examination of the 1960s migration of South Asian Americans from various states in the subcontinent (India, Pakistan, Bangladesh, Sri Lanka, and Nepal). Reference will also be made to Chinese railroad workers, as well as Latino and Caribbean workers, and we will trace their history. This course carries the flag for cultural diversity in the United States, too.

Assignments include an essay tracing an immigrant issue (15%), an immigrant community analysis group project (30%), a class presentation on any ethnic community’s issue (15%), a final research argument and bibliography (35%), and an assignment on Big Ideas/New Ideas (5%).

This course fulfills a World Cultures (WC) distribution requirement.
Alternative HONORS 294 course:
ASIAN 488L/MLLC 488L (1): The Idea of Asia (#10555/#10556)
TuTh 9:30 - 10:45am
Teruko Kawashima, Asian Studies

This course, with its interrogative, theoretical focus and interdisciplinarity, is similar to an Honors College course and can be taken as an alternative HONORS 294 (World Cultures/WC) course in Fall 2019. This course happens to be the capstone for Asian Studies majors, but Honors College students who are interested in this upper-level seminar are also very welcome to register. Please email the professor at Terry.Kawashima@umb.edu to request permission.

This course examines the imagination of “Asia” from a variety of perspectives: historical, economic, religious, philosophical, literary, and artistic. The aim of the course is to consider Asia as a region by exploring texts and phenomena that address issues beyond the boundaries of single national traditions. Through such explorations, we will try to think about how Asia is defined by those inside and outside this large and diverse region of the world.

In the first part of the course, we will look at how, at various moments, specific Asian cultures envisioned themselves vis-à-vis other Asian cultures. Systems of thought, such as Buddhism, Confucianism, and Islam, provide insight into how texts, people, and ideas traveled between and within South and East Asia, while a look at conceptualizations of languages, nationalisms, and intra-Asian colonialism affords an opportunity to examine how these “ideas of Asia by Asians” concretely manifested themselves, sometimes problematically.

In the second part of the course, we will consider how the idea of a “coherent Asia” was constructed by those outside of Asia. Such ideas about Asia had great influence in both Asian and global history; we will investigate historical and contemporary examples, ranging from European philosophical texts to modern American films and contemporary news media. These investigations will help us situate our own present-day understandings of Asia.

This course fulfills a World Cultures (WC) distribution requirement because an HONORS 294 exception will be submitted to the registrar’s office upon the student’s successful completion of the course.

Do you have more than 75 credits?
Then it’s time to start talking about your Senior Thesis!

If you have more than 75 credits, it’s time to talk with your Honors College advisor about your senior thesis. All Honors College students are required to complete a senior thesis, including both a thesis paper and an oral presentation, or an alternative senior project.

For more information about how the thesis can connect with your major and how the process works, please see your Honors College advisor.

Do you have less than 75 credits, but have thesis questions? See your Honors College advisor and they’ll be happy to start the conversation sooner rather than later!
Honors 295 (2): Biology of Human Disease (#10675)
MWF 12:00 - 12:50pm
Rachel Skvirsky, Biology

PLEASE NOTE: Biology and Biochemistry majors cannot receive credit for this course!

What causes cancer, and how do cancer therapies work? Can cancer treatments be personalized to match individual patients? Why don’t antibiotics work as well as they used to? What is the nature of genetic mutation, and how are genetic diseases passed from one generation to the next? How can stem cells be used in medicine? How are microbes living in our bodies critical to our health?

This course covers basic concepts in genetics and cell biology and the biological bases of human diseases. It is designed for non-science majors who seek a deeper, science-based understanding of disease and particular public health issues. The course will start by providing grounding in the biology of the cell. We will then use this background to develop a scientific understanding of cancer, inherited diseases, and infectious diseases.

In the unit on cancer, we will learn about the genetic and molecular bases of cancer, environmental influences on cancer incidence, emerging cancer therapies, and cancer disparities among racial groups. In the unit on inherited diseases (such as sickle cell disease and Down syndrome), we’ll examine how they’re transmitted, the nature of chromosome abnormalities, and the issue of genetic screening. In the unit on infectious disease, we will focus on bacteria and viruses, the very pressing problem of increasing resistance to antibiotics, and the challenges of developing effective HIV vaccines.

Students will write two formal papers (5 - 6 pages each), give one oral presentation, and fulfill other assignments.

This course fulfills a Natural Sciences (NS) distribution requirement.
Fall 2019 Honors College Junior Colloquia

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

Honors 380 (1): Creativity (#1665)
Tuesday 12:30 - 3:15pm
Mary Oleskiewicz, Performing Arts

Albert Einstein, one of the most iconic figures of creativity of all time, said that “imagination is more important than knowledge.” Although people tend to think of particular individuals or groups as being creative, every human being has the ability to imagine possibilities and make change. When we are creative, our brains bend, blend, and break existing concepts to form new ideas.

In this course, students will explore the nature of creativity as well as its neurological and psychological bases, and the similarities between the work of artists and scientists. We will study the habits of famously creative people, such as artists Leonardo da Vinci and Picasso; inventor Nikola Tesla; choreographer Martha Graham; and musicians Bach and Beethoven (what do they have in common with, for example, contemporary figures like Eminem or Ariana Grande?). Students will also look beyond the arts to study the ways in which creativity, innovation, and problem-solving manifest themselves in the sciences, engineering, architecture, photography, and elsewhere.

Through readings, videos, and hands-on workshops with guest presenters, students will have opportunities to explore modes and sources of creativity in diverse disciplines. We will also seek to better evaluate what makes an idea or artwork great, with one or more field trips to visit local sites and research institutes. Assignments will include journal reflections, brief presentations based on readings, individualized student research, and creative projects. Each student will choose an individualized semester-long project (mutually agreed upon with the instructor) that may relate to their major or other area interest.

Honors 380 (2): Considering the Opioid Epidemic: Disease, Race, and Health Disparities (#3750)
Thursday 9:30am - 12:15pm
S. Tiffany Donaldson, Honors College and Psychology

The current opioid epidemic and sharp rise in fatalities have received widespread media and political attention. In this course, students will learn basic pharmacological principles of drugs classified as opioids (e.g., fentanyl, heroin, morphine, oxycodone), including the behavioral and physiological effects, and how they contribute to the abuse potential associated with these prototypical pain medications.

This course will provide a historical overview of the treatment of addiction/addicts, current neuroscience knowledge about how the brain is impacted by drugs of abuse, as well as genetic and environmental factors that contribute to the development and maintenance of addiction. Finally, in this instance where opioid addiction is treated as a disease, readings and discussion will foster critical thinking regarding the interaction of race/ethnicity and class with approaches to treatment, victimization, and/or criminalization.

Students will share their experiences and perspectives to create works (i.e., collages, videos, ads, brochures; 20% of grade) that address critical issues associated with the current opioid crisis. This can take the shape of a comparative lens for media, political, and medical attention for another drug of abuse relative to opioids. In addition to these works, students are required to write reaction journals (20% of grade) to respond to prompts raised during weekly discussions (class participation, 10% of grade), write a short paper (5 pages) for a take-home midterm (20% of grade), and complete a culminating presentation (30%) focusing on a relevant topic of interest.
Honors 380 (3): America’s Concentration Camps: WWII Internment of Japanese Americans (#4253)
Monday 4:00 - 6:45pm
Paul Watanabe, Political Science
In early 1942, the U.S. government commenced the removal and confinement of nearly 120,000 Americans of Japanese descent, citizens and non-citizens alike. Political, economic, legal, sociological, cultural, psychological, literary, and historical lenses will be utilized in our examination of this dark chapter in American life. Also, the backgrounds and interests of the students in the course will help shape our inquiry. Although the internment experience is carefully considered, the course encompasses a broader range of experiences, including the early days of Asian and Japanese immigration, the battle for redress and reparations, and the current status of Japanese Americans.

More general and critical concepts will be considered such as anarchy vs. society, justice vs. order, freedom vs. responsibility, individual rights vs. group interests, national security vs. civil liberties, diversity vs. unity, etc. Many of these discussions have gained even more urgency and attention since the events of September 11th, 2001, and prevailing Islamophobia. Since the course is a research seminar, students will principally be engaged in research and writing of a major paper (20+ pages) on a topic developed by each student.

PLEASE NOTE: Students who register must be available to travel to Little Tokyo in Los Angeles and the Manzanar National Historic Site in California midway through the fall semester, over Veteran’s Day weekend in November. While most of the expenses for this trip will be covered, students must contribute up to $150 each for trip expenses. To compensate for this expense, required book purchases for the course will be kept to a minimum.

Enrollment is limited to 12 students and is by permission of the instructor. If you’re interested in taking this course, please email both Paul.Watanabe@umb.edu and Rajini.Srikanth@umb.edu by Friday, March 29th to let them know you’re interested in taking the course, and they will reply to provide you with further instructions.

Honors 380 (4): Anarchism and Order (#10677)
MWF 1:00 - 1:50pm
Todd Drogy, English
When you hear the word anarchy, what’s the first thing that comes to mind? Disorder, rebellion, destruction, chaos? Or freedom, spontaneity, gaiety, resistance?

In this course, we will explore the philosophy/practice of social anarchism, both as a political force and evolving expression of culture. We will trace the origins of anarchism, exploring its permutations through modern history and into the present. We will interest ourselves in the idea of the human, asking what it means to be free, what it means to means to be equal, and what it means to live in mutual reciprocity with others.

We will engage with multiple texts: essays, pamphlets, fiction, film, and music. Additionally, we will read chapters from Peter Marshall’s Demanding the Impossible: A History of Anarchism. Our objective is to explore how anarchism has shaped and continues to shape the world around us. We will examine the impact of anarchism on science, agriculture, art, education, and economics/finance. Additionally, we will consider how anarchistic thought and practice have impacted pivotal cultural movements: abolitionism, labor, feminism, civil rights, the antiwar movement, the fight for LGBTQ rights, environmentalism, and Black Lives Matter. The complex relationship between anarchism and technology will also be explored.

This is a discussion-based class, with a strong emphasis on class participation. Students will write some short reflections (500 - 600 words) on readings/films/discussions. One analytical paper (4 - 5 pages) will be due mid-semester, and a research paper (8 - 10 pages) will be due at the semester’s end.
Honors 380 (5): Casino Gaming: Social and Health Impacts (#10678)
Monday 1:00 - 3:45pm
Carolyn Wong, Honors College

The Northeastern United States is in the midst of one of the fastest expansions of casino gaming in American history. In Massachusetts, MGM opened a new Springfield casino in 2018, and another is under construction in the Boston metropolitan area. Meanwhile, several states are legalizing sports betting.

Does the prospect of job growth and increased tax revenue from gaming industry profits offset potential harms to public health, such as putting more people at risk for problematic or addictive gambling? What policies can protect communities from negative social and health effects of expanded gaming? Should society do more to protect populations known to be at greater risk for gambling addiction than others, such as low-income and minority persons, youth, and veterans?

This course will examine these questions through an interdisciplinary lens, engaging students each week with a set of readings on gambling from the different perspectives of public health, sociology, and economics. A selection of readings will describe global casino expansion, including developments in Canada and East Asia. To help prepare for a lively class discussion of readings each week, students will write several short response papers. A final project will consist of a 10 - 12 page research paper and presentation.

Fall 2019 Alternative Honors Junior Colloquium

CrCrTh 650 (02C): Mathematical Thinking (#10923)
Tuesday 4:00 - 6:45pm
Peter Taylor, Critical & Creative Thinking

This graduate-level course, which is offered through the Critical & Creative Thinking program by Professor Peter Taylor, can also be used as an alternative to fulfill the Honors 380 Junior Colloquium requirement. If you’ve completed 60 or more credits at the end of the Spring 2019 semester and you’re interested in registering for the course, please email both Peter.Taylor@umb.edu and Jason.Roush@umb.edu to notify them that you’re an Honors College student who is interested in taking the course.

This course explores several types of mathematical thinking in the context of number theory, algebra, geometry, and introductory calculus, and relates them to critical and creative thinking skills. Developmental and experiential factors in learning and teaching mathematics are considered, as well as techniques for determining a learner’s mathematical abilities and learning styles. Readings, discussion, research, and problem-solving are used to provide a historical context, and to suggest connections with other disciplines. Individual and small-group projects are adapted to student interests. No formal mathematical background beyond high school algebra and geometry is required.

The syllabus from a previous semester of this course is available online at:

Fall 2019 Honors 490 Cross-Cultural Symposium

Honors 490 (1): International Epidemics (#10679)
MW 11:00am - 12:15pm
Louise Penner, English

Enrollment in this course is by permission only. Interested students must meet with Professor Louise Penner and Dean Rajini Srikanth prior to enrollment in the course. Please email Rajini.Srikanth@umb.edu if you’re interested in taking the course.

Important information about this course:
• This is a year-long course, 6 credits total (3 credits in Fall 2019 and 3 credits in Spring 2020)
• We expect that students commit to both semesters and the January Term field experience. The Spring 2020 part of the course includes an in-depth study of South Africa (history, politics, and public health) with Professor Srikanth.
• There will be a 10 - 14 day international field experience in January 2020 in South Africa. The trip is subsidized for enrolled students, but you will be expected to contribute $1,500 to help cover your travel, accommodation, and meals expenses.
• This course is open to students with at least 60 credits at end of Summer 2019, and Honors College membership is not required.

The goal of the course in the Fall 2019 semester is to work together with each other, with faculty experts, and with practitioners to look at the topic of public health epidemics from a wide variety of disciplinary and practical perspectives. Areas we will consider include:
• Historical examinations: comparison or counterpoint of epidemics from different times and places (plague, AIDS, smallpox, and syphilis, for example); effects of epidemics on their societies.
• Scientific examinations: Mechanisms of a specific pathogen; vulnerability, resistance, and immunity to pathogens; vectors of disease transmission and their implications for control measures; vaccines and antibiotics.
• Sociological, political, philosophical, and economic questions: Why some people get treated and some do not; how economic development (or lack thereof) and education affect the spread of public health crises; intellectual property rights versus patients' rights: an examination of pharmaceutical versus health activists' claims; high tech vs. low tech solutions.
• Literary and artistic treatments: Possible texts include Daniel Defoe’s Journal of the Plague Year, Richard Preston’s The Demon in the Freezer, Paul Ewald, The Evolution of Infectious Diseases, the HIV/AIDS Body Maps Project.
• Public health issues: Vaccination, clean water, education, and other forms of prevention; triage and priorities; when and how to experiment and on what populations; the different roles of doctors, nurses, and public health officials.

For course assignments, each student will keep an extensive writing journal, write one formal paper (which will require synthesizing material from different disciplines), and submit one final project. Each student’s final project for the course will consist of three components:
• A “document” for a target audience outside of an academic setting (e.g. short film, flyer, Powerpoint presentation, lesson plan, etc.)
• A short paper (6 - 7 pages) explaining how the student chose this issue and approach, chose the intended audience, and created the document
• A poster that emphasizes the highlights of the project for a purely viewing audience, and conveys the project’s importance to the target population.
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