Not sure who your Honors College Advisor is?

If you have earned more than 15 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).

Have advising questions for Honors College?

EMAIL
honorsadvising@umb.edu
Honors 293 (01A): The Evolution of Sexual Identity (#1170)
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 century? 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 five short in-class response papers (1 - 2 pages each) based on course topics, students will write one 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): Dorchester Diaries: Meaning Making in the Archives (#1171)
TuTh 10:00am - 1:00pm
Joanne Riley, Archivist and Interim Dean of University Libraries
Andrew Elder, Interim Archivist, Healey Library

A useful approach to understanding the past is to explore first-hand accounts that were written at the time and then setting those accounts in their historical context. In this course we will examine handwritten diaries written by a young woman in Dorchester in the 1930s, with entries describing her daily life, friendships, and social activities in Dorchester and Boston. These diaries have never been transcribed, so our first class project will be to type out the handwritten entries, and then to use primary source materials like census records, street directories, maps, and letters to identify the people, places and events mentioned in each diary entry.

Throughout the course, students will work both independently and collaboratively to discover as much as possible about the diary and the diarist in the context of Dorchester and Boston in the 1930s, developing expertise in locating and using archival and secondary sources and applying the principles of structured inquiry and critical thinking to the discovery process. During this process, broader questions will surface that invite further research; from these, each student will choose one question of interest to explore in depth.

Journal entry transcriptions will comprise 10% of the grade, along with skill-building exercises and readings (6%), a 1,000-word research question proposal on a topic selected by the student (24%), and the final paper to be shared as an oral presentation (30%). Class participation is key, involving engagement in discussions both online and in the classroom, as well as providing supportive feedback to classmates (30%).

This course fulfills the Honors Junior Colloquium requirement.
Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#10117)
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: *The Death of Cancer*, *Happiness*, *A Kind of Miraculous Paradise*, *The End of Epidemics*, *The Neuroscientist Who Lost Her Mind*, *Bitter Pills*, and *Hundreds of Interlaced Fingers*. 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): Is Humanitarianism Good for Humanity? (#10118)
TuTh 2:00 - 3:15pm
Lyndsey McMahan, School for Global Governance and Human Security

There has been a proliferation of humanitarian crises in the post-Cold War era, and these crises often demand response from the international community. The international community consists of various entities including states, intergovernmental and nongovernmental organizations, multinational corporations, and civil society. Humanitarianism is simply the promotion of human welfare.

More specifically, though, it is a provision of aid in times of crises that are either short-term emergencies or longer-term, capacity-building endeavors meant to ensure the dignity and humanity of all individuals. These crises can include armed conflict, disease, displacement of people, poverty, natural disasters, and egregious human rights abuses. This course will examine humanitarianism from historical, social, political, and economic perspectives through a breadth of case studies. These dimensions of humanitarianism will allow us to gain greater insight into the various official entities and approaches to humanitarian aid, as well as the impact that they have on communities in crisis.

Readings for the course include two books, peer-reviewed articles and literature from various nongovernmental organizations. The assignments for this course include short daily reflections on the assigned reading, four reading/topic responses of 400 - 500 words each, a final paper that is 5 - 7 pages long (addressing a particular humanitarian crisis and the response from the international community), as well as a class presentation on this paper and your findings. Additionally, participation will be expected and as such is included in the overall grade.

This course fulfills the Intermediate Seminar (IS) requirement.
Honors 210G (3): How Sports Affect the Playing Field of Community Development (#10119)
TuTh 8:00 - 9:15am
Katherine Aronson-Ensign, School for Global Inclusion and Social Development

Sports, any individual or team-based physical activity, can both unify and create divisions among people and nations. Sports are currently viewed as a tool to bridge divides between people from different cultures and socio-economic backgrounds by creating a shared space and environment that can lead to a shared identity. Sports teach principles and values such as discipline, teamwork, and self-confidence, which can help maintain social stability. Students will learn from a variety of perspectives and disciplines how sports are used as vehicles to achieve social change within specific communities and societies.

This course is designed to make students think critically about the various ways that sports have been employed to increase the effectiveness of educational programs both nationally and internationally. Nationally, sports tend to be used to improve access to physical activity and the efficiency of educational campaigns, as well as mental health services for those who come from lower socioeconomic backgrounds. Internationally, sports are typically combined with health awareness campaigns, international development goals, peace-building, and reconciliation missions. We will look at national and international cases to understand the role that sports play in multiple cultural and political settings and the efficacy of using sports to accomplish such varying and distinct goals.

The assignments for the course include weekly readings, short discussion posts, one short paper, one longer research paper, and preparation for an in-class sports simulation. Students will play various roles during the simulation to understand the different perspectives and stakeholders involved in these types of sports programs.

This course fulfills the Intermediate Seminar (IS) requirement.

TuTh 11:00am - 12:15pm
Steven Ackerman, Honors College

This course is an Intermediate Seminar. It is a course for all students regardless of science or social science knowledge. Class discussion of concepts will be explained in simple language and depend on readings of articles and book excerpts. In this course we will examine:

- **Methodology:** How are credible scientific investigations designed and how are data analyzed
- **The physics/biology of:** Pitching (how the baseball "moves", variations on the curve ball, the myth of a rising fastball, limits for the fastest speed for a thrown baseball), hitting, fielding, ballplayer vision
- **Sabermetrics and statistics:** There is no such thing as a “batting streak” or a "hitting slump"; when is base stealing undesirable
- **Baseball bats:** Woods used & why maple bats shatter; how are baseball bats fashioned; wood versus aluminum bat physics
- **"Sports genes:" Real or imagination?:** nutrition and proper training
- **Anatomical adaptations:** Adaptations to the shoulder and pelvis that allow humans to throw a ball
- **Impact of baseball on society:** How does baseball reflect societal norms, e.g. baseball integration in 1947 summoned the 1948 integration of the military by President Truman; the integration of MLB fomented the modern civil rights movement; how has baseball impacted the American English language?
- **Blending of approaches:** Base stealing became conventional in MLB due to the influence of the "Negro leagues," which imbued MLB with a more "wide open" game once integration began
- **Women in baseball management and as baseball players:** It is not when will women enter MLB but that women have played in men's professional baseball.

The course assignments will include six papers: three 500-word response papers; two 1,500-word papers, and one 2,500-word paper. Papers will utilize research & creative thinking skills. Students will choose their topics for the research papers, related to the course, and approved by the instructors.

This course fulfills the Intermediate Seminar (IS) requirement.
We live in an age defined by the fragility life and its dependence on limited resources. "Biopolitics" describes the historical process by which we have begun changing into collectively generic masses and bodies. Yet such masses and bodies are not equal; some humans can be unjustly animalized and perish, whereas others are elevated, qualified, and dignified.

Short stories, novels, television series, and films explore these ideas. Such artworks challenge how we understand our place in the world and ask pressing questions like: What are the extents of human vs. inhuman life? What are the aesthetics, ethics, and politics of population, individuals, biotechnology, apocalypses, and “the survival of the fittest?” Why do some groups of humans divide themselves against what they claim is a threat to their humanity? Why do we love artistically to imagine our destruction? What makes the individual uniqueness of life worth saving?

The fiction in this course will be “paired” with films. Potential pairings include: Martin Amis’s Einstein’s Monsters and John Huddles’ After the Dark; Kazuo Ishiguro’s Never Let Me Go and Mark Romanek’s film adaptation; Cormac McCarthy’s The Road and John Hillcoat’s film adaptation; and a thrilling “disaster” of love and lies, Tom Rob Smith and Jakob Verbruggen’s London Spy. Secondary materials will include short selections from Michel Foucault, Giorgio Agamben, and Jacques Lacan.

Assignments include one short response paper (3 pages); a survivalist eugenics experiment simulation; and a final paper that compares two or more course works and secondary sources (7 - 10 pages).

This course fulfills an Arts (AR) distribution requirement.

Honors 291 (2): Mozart and His Time (#5718)
TuTh 2:00 - 3:15pm
Mary Oleskiewicz, Performing Arts

This course will investigate the life and works of the Viennese classical composer and pianist, Wolfgang Amadeus Mozart (1756-1791). By reading Mozart’s often witty and amusing letters, and by studying a selection of his most beloved works (including the piano concertos, symphonies, and operas), we will trace his brilliant career from child prodigy and European star, to his untimely and tragic death in poverty. Mozart and his works will be considered within the contexts of Viennese society, the Classical Period, Freemasonry, and the Enlightenment. We will also consider the role of the piano (a relatively new technological invention at the time) as a fashionable instrument of both performers and bourgeois amateurs, particularly young women.

No prior musical experience or understanding of classical music (or music theory) is required. This course will equip all students with the necessary vocabulary, together with guidance on how to listen to, and understand, Mozart’s music. Readings will focus on Mozart’s letters. Other assignments will include listening and reacting to recorded works and performers’ videos, and a critique of the famous film, Amadeus. Regular written assignments will take the form of journal responses to readings and listening assignments. Occasional quizzes may reinforce basic musical vocabulary and concepts. Students will complete one formal research paper of 8 to 10 pages, or contribute a creative project, to be determined mutually with the instructor.

This course fulfills an Arts (AR) distribution requirement.

Honors College Student Resources
Visit umb.edu/academics/honors/student_resources for:
- The latest version of the Honors College Student Guide
- An academic plan worksheet for Honors College curricular requirements
- A link to the University Advising Center Student Success Toolbox (which includes a GPA calculator)
Honors 291 (3): The Language of Illness (#10135)
TuTh 9:30 - 10:45am
Aaron Devine, Honors College

“When the lights of health go down, undiscovered countries are then disclosed.” – Virginia Woolf, On Being Ill

From recent sensation The Fault in Our Stars to the many hit TV medical dramas, there is something about illness that connects deeply and innately to our experience. Perhaps it is when we are most vulnerable that language becomes most vital, and at the same time, the most difficult thing to express.

What is the language of illness? What “undiscovered countries” can we unfold from our own encounters with illness: personal, professional, or intellectual? Through a close reading of illness-themed literature across genres (including poetry, fiction, and non-fiction prose) and the hands-on practice of arts-in-healthcare creative exercises, we will seek language that is meaningful and healing. We will also seek to sufficiently complicate words like “patient,” “sickness,” and “caretaker” in an effort to deepen empathy and explore beyond platitudes and realms where words supposedly fail.

This draws inspiration from the growing arts in healthcare movement, as well as the field of creative writing, though experience in either is not required. Class time will feature discussion of texts and creative exercises. Because of the emphasis on discussion, attendance and participation are mandatory. Weekly readings will bring forth regular journal assignments and fuel our discussions. All students will conceive of their own capstone project: either an original creative work (such as memoir, fiction, poetry, or a one-act play) inspired by the course themes, or an analysis of an original art therapy exercise developed and carried out by the student. This is a participatory class for motivated students who enjoy an active classroom.

This course fulfills an Arts (AR) distribution requirement.

Honors 292 (1): U.S. Foreign Policy since 1900 (#5719)
TuTh 12:30 - 1:45pm
Paul Atwood, Honors College

Since September 11th, 2001, the U.S. has faced one foreign policy crisis after another. Many believe that we are in new territory in our relations with the rest of the world. But is this true? Standard American ideology maintains that our foreign relations are predicated on a desire to promote freedom, democracy, human rights, and a peaceful, stable world environment. Mass media implies that the crises facing the U.S. are the fault of those who wish us harm, but well-respected critics offer very different interpretations, though their perspectives rarely reach mass audiences.

What does the history of U.S. foreign policy since 1900 have to teach us about ourselves and our interactions with other peoples and nations? Is it true that the United States has gone to war only reluctantly in opposition to the threats and aggressions of other states and individuals? Has Washington always fostered and promoted democracies and avoided conflict at all costs? Can we identify the underlying motivations and aims for specific policies carried out at different times?

Key events to be explored are the Philippine War of 1899-1902, World Wars I and II, the Cold War (including the Korean and Vietnam Wars), and current crises vis-à-vis the Islamic world and North Korea. Readings include Paul Atwood’s War and Empire, John Dower’s The Violent American Century: War and Terror since World War II, and Stephen Kinzer’s Overthrow: America’s Century of Regime Change from Hawaii to Iraq. Assignments include two short papers on assigned topics (5 pages each), a research paper (10 pages) on a topic of the student’s choice, and a Map Exam.

This course fulfills a Humanities (HU) 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 these topics as well as relevant court rulings, state and federal legislation, and various institutional histories. Additionally, we will explore the origins of UMass Boston, and students will 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, on-line 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 type course will emphasize lively intellectual discussion and individually chosen research topics with both individual and group support. Grading criteria will include attendance, class preparation and participation and a variety of writing and research projects including: an institutional history paper (written on an institution of your choice), reflection papers, an oral presentation and a final research project.

This course fulfills a Humanities (HU) distribution requirement.

Honors 293 (2): The Biology and Psychology of Being a Dad (#5723)
TuTh 12:30 - 1:45pm
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 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): Human Rights, Human Identity, and Human Nature (#5724)**

MWF 12:00 - 12:50pm  
*Daria Boeninger, Psychology*

Are humans competitive loners, or cooperative and social by nature? Does anyone have the right to exercise power over another? How do identity processes relate to the “social contract”? Does changing the “social contract” have to involve the use of violence?

These age-old questions form the foundation of the social sciences. We will explore these questions through seminal works across the social sciences, including moral philosophy, political science and economics, sociology, anthropology, psychology, and social work. 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 end the course by hearing from some of the great leaders of 20th-century social change movements across the globe (e.g., Gandhi, Day, Malcolm X).

This course is highly likely to 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, a 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 - 10 pages).

*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 (#5725)**

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): Making a Difference: Empowering Youth, Community, and Yourself (#5726)
Wednesday 1:00 - 3:45pm
Joan Arches, Honors College

In this service-learning class, University of Massachusetts Boston students will engage with urban youth involved in a sports leadership and academic project-based learning program to enhance their lives, and contribute to the public good. As part of the course assignments, University of Massachusetts Boston students will apply youth development and civic engagement theories to practice facilitating groups of middle schoolers, while providing structure and opportunities for them to identify issues, create an action plan, and implement a civic engagement project in their school or community. The learning includes knowledge and skills to make a difference in the lives of the University students, the middle schoolers, and their communities resulting in an empowering learning experience for both groups of students.

In addition to class time, the course will require the University students to carry out two hours of service, one day a week, (or an academic equivalent not requiring service), attend class, read about positive youth development and civic engagement, write weekly reflections, and submit a final paper.

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

Honors 294 (1): Sugar, Rum, and Slavery (#5727)
MWF 8:00 - 8:50am
Guy Numa, Economics and Honors College

How were the Caribbean societies formed? How did they absorb historical shocks such as the transatlantic slave trade, the colonial wars, and eventually their access to independence? To what extent do historical factors explain contemporary economic development in the Caribbean? This course seeks to answer these questions by studying the Caribbean from historical and economic perspectives. The material will be accessible to students of all majors.

The overarching aim of the course is to understand the particularities of the Caribbean experience in contemporary globalization. This course will illuminate the links between the 18th and 19th-century phenomena of slavery, colonization, money, and profit, as well as current economic conditions, including tourism and poverty in the US and the Caribbean. We will discuss the challenges and opportunities of the Caribbean in a modern globalized world. A recurring theme addressed in the course will be the relationships between the Caribbean and the United States.

Assignments will include class discussions on scholarly articles and videos, an oral presentation, a research paper (6 - 8 pages), and two short writings (2 - 3 pages). Readings will be composed of articles from journals such as Caribbean Quarterly and Social and Economic Studies, and chapters from books such as C.L.R. James’s The Black Jacobins and Franklin W. Knight’s The Caribbean: Genesis of a Fragmented Nationalism.

This course fulfills a World Cultures (WC) distribution requirement.
Honors 294 (2): Making It Personal: What Global Politics Has to Do with You (#5728)
MW 5:30 - 6:45pm
Jean-Pierre Murray, School for Global Governance and Human Security

This course is an accessible introduction to global politics that explores how globalization presents new challenges in our times, and looks at the various actors and processes involved in responding to these challenges. We will examine specific issue areas and trace how these actors, processes, and decisions have tangible consequences for people across the globe, and particularly for you. These issues range from the social, economic, and environmental impacts of your morning coffee, to the imminent threat of nuclear bombs; from the plights of Syrian refugees, to internet governance in the age of cybercrime.

Students will discover how as citizens faced with concrete problems, you are situated in the grander schemes of global politics, both in terms of how top-down decisions shape our lives, and how you can also actively work to shape those decisions. Students will be encouraged to think as global citizens conscious of the 21st-century global context; this will include exploring how your own academic and career interests may relate to various career paths that are part of the global governance field.

The course combines short lectures, guest presentations, a diverse reading list, targeted written assignments, and skills-based activities. It will be assessed with short individual presentations, as well as two extended written assignments of 1,500 words each and two short blog posts of 300 words each. There will also be a group advocacy project combining practical skills and knowledge acquired from the course; you will select a global challenge and devise strategies for getting that issue on the agenda of relevant national and international officials.

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

Honors 294 (3): Indian Film: Culture and Context (#5801)
Tuesday 4:00 - 6:45pm
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.

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 295 (1): Evolution and Philosophy of the Ancients (#10122)**

**TuTh 9:30 - 10:45am**  
**Steven Ackerman, Honors College**

In this course for non-science and science students, we will discuss the basis of contemporary evolution and how evolution occurs, and why it is dependent on Mendelian genetics. We will then focus on the writings of the ancients (Greeks, Romans, etc.) and how they contemplated evolution. Some central questions of the course include: Which ancient writers, philosophers, and scientists were cognizant of evolution? Was their perception of evolution congruent with our modern conception of evolution? What was the experimental knowledge that allowed some ancients to conclude that a process of evolution occurred? How was this accepted or ignored by their contemporaries? Was evolution a concept prior to the Greeks or did this notion arise only with early Greek culture? Was evolution appreciated or regarded as an abstraction in the ancient world?

Class discussions will also focus on the origins of creationism and explore the disputes that occurred prior to Charles Darwin and Alfred Russell Wallace. Inclusive in these discussions will be the “Lamarckian inheritance” belief (although incorrectly attributed solely to Lamarck; he may not have championed this hypothesis any more than Darwin). We will also include the appreciation of hybrid animals, such as the mule, that was recognized by the ancients (mentioned by Herodotus, Aristotle, etc.) as a combination of traits from two different parent species. We will briefly touch upon some non-Mendelian inheritance that can be traced to environmental impact, such as transgenerational genetics.

The course assignments will include six papers: three 500-word response papers; two 1,500-word papers, and one 2,500-word paper. Papers will utilize research & creative thinking skills. Students will choose their topics for the research papers, related to the course, and approved by the instructors.

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

**Honors 295 (2): Beyond the Bench: Scientists as Activists (#10123)**

**MW 4:00 - 5:45pm**  
**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.

*This course fulfills a Natural Sciences (NS) distribution requirement.*
**Fall 2018 Honors College Junior Colloquia**

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

**Honors 380 (1): Cultures of the American Civil War (#3317)**

*Monday 1:00 - 3:45pm*

_Holly Jackson, English_

Despite Walt Whitman’s declaration that “the real war will never get in the books,” Americans have produced a rich and still hotly contested archive of depictions of the Civil War. This colloquium will focus on the art, medicine, literature, protest movements, material culture, and legacy of the most devastating and influential event in American history. In addition to novels and poetry, course readings will include selections on nursing, mourning, and funerary practices; photography and journalism; and women's experience on the northern “homefront,” among other topics.

We will begin with the explosive decade leading up to the war, when guerrilla violence broke out in the streets of Boston, the halls of Congress, and on the Kansas prairie. We will learn how the South “won the peace” during Reconstruction and after, even though the North won the war. And we will look to our own moment with an analysis of the war’s representation in Hollywood films and the ongoing interpretive battles still waged in cities across the nation over Civil War-era monuments and flags.

Short writing assignments will lead up to a final essay incorporating thesis-driven textual analysis, scholarly sources, and primary documents. Class time will be devoted to a mix of class discussions, brief lectures, student presentations, writing workshop, and research practicums, including online databases as well as hands-on archival research work. This course will include a field trip to the Beacon Hill and Back Bay areas of Boston for a walking tour of relevant sites as we consider the pivotal role our city played in radical abolitionism.

**Honors 380 (2): Considering the Opioid Epidemic: Disease, Race, and Health Disparities (#5716)**

*Tuesday 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.
Climate change is often described as the most significant challenge of the 21st century, yet many of us remain confused about what it is and what it means. Given the serious potential impacts, it may seem surprising that our political and public discourse still pays relatively little attention to this challenge. We may feel overwhelmed by the apparent complexity of the climate problem and by the technical nature of the arguments. However, you will need no advanced scientific background to engage with this course. The emphasis will be on critical thinking, critical reading, and clear communication.

We will begin by examining the nature and quality of evidence for the claim that human actions are causing significant changes in global climate patterns. We will then explore some of the ways that people from different backgrounds and different walks of life are thinking, talking, and writing about climate change today, both in America and in the wider world. We will focus especially on the “social imaginaries” around climate change, such as:

- how people see the future under expected climate change;
- how politics plays into our fears and imagination;
- how arguments about climate change can be re-directed in positive directions;
- how we can assess historical and current responsibilities for climate change;
- how climate questions compete with other issues in media and public awareness;
- how – armed with knowledge – we can help move society toward sustainable pathways.

Readings will include peer-reviewed journal articles, book chapters, fiction, news reports, and supplemental materials. There will be short weekly writing assignments, 2 - 3 oral student presentations, and a major individual research report.

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!