UMass Boston students presenting their Honors thesis research at the 23rd Annual Massachusetts Statewide Undergraduate Research Conference
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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).
Honors 101 First-Year Seminars for Spring 2018

Honors 101 (1): Narrative Medicine: Honoring the Stories of Illness (#7520)
MWF 10:00 - 10:50am
Julie Batten, Honors College

In today’s faltering healthcare system, the doctor/patient relationship is an increasingly fragile one, formed in 15-minute increments that are more often intended to meet patient quotas set by insurance companies and mega-hospital healthcare networks than to ensure wellness. Recognizing the need to bring the art of storytelling and deep listening to the frontlines of today’s over-hurried, quota-driven healthcare system, this course will give you a primer in what Columbia University’s Dr. Rita Charon has called “narrative medicine,” a relatively new science meant to bridge the seemingly disparate worlds of literature and medicine.

In *Narrative Medicine: Honoring the Stories of Illness*, Charon writes: “By equipping ourselves with narrative competence, we are able to use the self as a therapeutic instrument—not only our cognitive grasp of human biology but our imagination, our respect for the courage of others, our awareness of our own frailty, and our willingness to forgive and be forgiven.”

In this class we will read Charon’s book, as well as *Stitches* by David Small, a graphic memoir of illness and survival, *What Patients Say, What Doctors Hear* by Danielle Ofri, MD, which emphasizes the benefits of clear communication, and selected essays from Leslie Jamison’s *The Empathy Exams*, a series of essays written from the perspective of a medical actor who finds her journey into empathy nothing short of life-altering. Course assignments will include short reading responses and a final paper (8 - 10 pages).

Honors 101 (2): Performance, Identity, and Culture (#7521)
MWF 11:00 - 11:50am
Christopher Fung, Anthropology

This course examines heritage and performance, with special emphasis on New Zealand, Cuba, and West Africa (specifically the Mande-speaking regions of Guinea, Mali, and Senegal). We will look at the ways in which cultural and national heritage are portrayed and embodied through dance and music as a political, cultural, and creative act.

The course will also involve detailed engagement with the histories, politics, and cultural landscapes of each of these three places. We will examine the ways in which the performing arts from each of these places have contributed to larger notions of identity, through diaspora and other forms of cultural influence. Students will have the opportunity to experience some of these art forms directly through lectures, demonstrations, concerts, and dance-class attendance.

Assessment will be based on two short writing assignments (3 - 5 pages) analyzing particular elements of music and movement, an online research assignment about a heritage site, attendance at extra-curricular events, class participation, and a final essay (10 pages) on a particular example of performed heritage.

Honors 101 (3): Mutagens and Carcinogens (#7522)
TuTh 9:30 - 10:45am
Steven Ackerman, Honors College

This course is for science and non-science majors as an exploration of mutagens. Mutagens are chemicals, ultraviolet (UV) rays, radioactive materials, etc., that can cause changes to how the genetic material is expressed. Mutagens cause DNA damage, and this can result in the inappropriate expression, lack of expression, or altered expression of genes. We will consider a variety of mutagens and how they affect the individual. Examples range from dangerous chemicals to radiation.

We will begin with a non-technical discussion of how DNA damage occurs by discussing what a mutation is and the different classes of mutations that exist. We will discuss categories of mutations including transitions, transversions, insertions, deletions, silent mutations (which can cause disease despite being called “silent”), neutral mutations, missense mutations, and nonsense mutations. We will consider the harmful chemicals in tap water, the dangers of bottled water, the effect that plastics have on health, the triclosan in antibacterial products, etc. We will also discuss why chemotherapy uses mutagens for a good purpose (i.e. cancer treatment) but is still harmful. In these discussions, we will evaluate the methodology of the research and the data presented, in order to determine if the conclusions are warranted and reliable.

Students will write short (1.5 pages) impact papers, one medium (2 pages) and one longer paper (5 pages), and give an oral presentation. The 2 and 5-page papers are topics chosen by the student and should reflect their area of interest.
TuTh 4:00 - 5:15pm
Rebecca Fine Romanow, English

Black Mirror has been called “the most relevant program of our time . . . It doesn’t imagine interstellar civilizations or post-apocalyptic scenarios. Instead, it depicts variations on a near future transformed by information technology — our world, just a little worse” (Poniewozik, J. The New York Times, 2016). Film and television are primary cultural vehicles for reflecting how we see ourselves and other people and places, as well as our hopes, fears, and visions for our future. Black Mirror is fast becoming the touchstone for these imaginings.

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

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

Honors 101 (5): The Scandalized Subject: A Story of the Self in Literature, Film, and Theory (#8627)
TuTh 11:00 - 12:15pm
Christopher Craig, English

Since at least Descartes, if not the Ancients, humans have attempted to define and determine the Self, or, as Kant would have it, their subjectivity. While artistic, philosophical, and religious examinations of the Self have developed over the centuries, ranging from the mythological to the theoretical, the quest to interpret the Self remains.

This course considers a number of artistic and theoretical approaches to the Self through a variety of literary and visual texts from the turn of the 20th century to our own historical moment. It examines how the stories we tell ourselves about ourselves position the Self against its dialectical Other — often the monsters we imagine or the technological monstrosities we create — in order to substantiate and at times deny our own existence.

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

Honors 101 (6): What Does It Mean to Be Poor? (#8947)
MW 5:30 - 6:45pm
Kathryn Kogan, Psychology

This course will examine the complex and multidimensional phenomenon of poverty in the United States, focusing on the psychological experience of being poor, its associated stressors, and how being poor impacts lives throughout the life span. The interplay among poverty’s psychological impact, social stigma, and the social institutions that both contribute to poverty and seek to assist those in poverty will be explored. What are the multiple pathways through which families and individuals become impoverished? How does poverty shape one’s psychology and coping strategies? How do psychological, institutional, and social factors interact as the individual or family struggles to survive? How do people escape poverty?

Through readings, documentary films, class discussion, and the insights of guest speakers, we will explore these questions and seek to appreciate the meaning of poverty, while examining the role that social policies and institutions play in creating and maintaining poverty. A life-span perspective will help us to focus on the particular experiences of poverty for families with young children, adults with mental illness, and the elderly.

In addition to regular attendance and active participation, students are expected to bring questions that emerge from reading materials. Students will write short reflections (2 - 3 pages) in response to readings and films, connecting them with other course materials. Students will be allowed one re-write option per assignment. Students will also arrange and attend a day of volunteer work at a local agency or church serving the poor and prepare a 10-minute oral presentation that includes a Powerpoint.
Honors 101 (7): Homelessness and the Self-Perpetuating Cycle of Shame (#9410)
MWF 12:00 - 12:50pm
Julie Batten, Honors College

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

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

We will examine the socioeconomic factors contributing to homelessness, as well as social justice programs and current public policy debates seeking to halt its rise. Readings will include Evicted: Poverty and Profit in the American City by Matthew Desmond, Another Bullshit Night in Suck City by Nick Flynn, The Glass Castle by Mary Karr, and No House to Call My Home by Ryan Berg. Films will include the documentary The Street by Daniel Cross and Poverty, Inc. by Michael Matheson Miller. Short weekly reading responses, lively debate, and a final portfolio (including a profile of a mock homeless client) will address our individual and collective response to this national crisis.

Honors 101 (8): Beyond the Bench: Scientists as Activists (#9411)
MW 4:00 - 5:15pm
Connie Chow, Honors College

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

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

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

Honors 101 (9): Development and Implementation of Scientific Models (#9412)
TuTh 8:00 - 9:15am
Michael Anderson, Honors College

Every day we hear statements like “searing a steak seals in its juices,” “stretching before exercise prevents torn muscles,” or “hot beverages aid digestion,” but how true are statements like these? Are these extracted from well-proven theories, or are they products of poorly substantiated theories that have been repeated enough to have become de facto explanations?

This course is about unveiling your inner contrarian to question and explore everyday dogmas like these and others. With that said, this course is not focused on what the right or wrong answers are, but instead it is about the journey to come to those conclusions. We will use scientific modelling to explore topics. We will understand what makes a good model for a situation, what a given model’s strengths and weaknesses are, and how to integrate others’ knowledge and suggestions into our own models. These models are not necessarily mathematical models, but are driven more by concepts and abstractions.

This course is heavily discussion-driven and supplemented by writing, light independent research, and brief readings from
a textbook on scientific models. Students will be expected to participate in discussions, read about 5 pages per week, and complete weekly writing assignments (1 - 3 pages each).

**Honors 101 (10): Heroes, Anti-Heroes, and Villains (#10882)**
**MWF 1:00 - 1:50pm**  
**Diane Anderson, Classics**

This course explores different kinds of heroes, anti-heroes, and villains beginning with the most ancient epics in the Western tradition (tales of Gilgamesh, Achilles, and Odysseus, as well as the tradition of Icelandic sagas), and some of their adaptations in modern fiction. We will look at heroines as well as heroes, and explore questions of how myth and literature present male, female, and universal human experience.

From studying the constructs of traditional characters and narrative techniques, this course covers deep themes of protagonists and antagonists, and how ancient and modern authors deploy their literary artistry. Materials for this course include epics, tragedy, historical novels, films, and academic articles. Based in the discipline of Classical Studies and branching a bit into Medieval Studies, you will gain experience in some fundamentals of historical research and literary-critical theory.

**Honors 101 (11): Disability and Education: Equity, Opportunity, and Achievement in Classrooms with Diverse Learners (#10883)**
**TuTh 12:30 - 1:45pm**  
**Kristin Murphy, Education and Human Development**

Have you ever wondered what it’s like to be a teacher serving diverse learners? In 1975, students with disabilities were afforded the right to a free and appropriate public education in the United States for the first time in U.S. history. Prior to that, they were routinely turned away and denied a seat inside a public school. Today, the field of special education pushes new boundaries and seeks to conquer new challenges when it comes to equity, opportunity, and achievement.

In this course, we will explore the past, present, and future of education for children and teens with disabilities, and their teachers and families, in the United States, and elsewhere in the world. As we explore these topics, we will continually reflect on our own evolving understandings of disabilities.

Through readings spanning peer-reviewed research and children’s literature, documentaries, guest speakers, and mixed-reality simulations, we will explore the experiences and perspectives of children and teens with disabilities, their families, and their teachers. This is a highly interactive seminar. Students will be expected to prepare discussion questions prior to each course meeting and regularly engage in collaborative work. There will be three, short writing assignments (3-5 pages), and one larger project, in which students will have the opportunity to explore a topic of interest further in-depth. Finally, students will have several opportunities across the course of the semester to engage in mixed-reality simulations, a professional learning opportunity for preparing teachers that is similar to flight simulators used to train pilots.

*The following three additional First-Year Seminar courses will also fulfill the Honors 101 requirement. PLEASE NOTE that the following three courses are each 4 credits (with an additional credit-hour of discussion/activity time), which could be great for students who want or need one additional credit in Spring 2018. Also, the amount of reading and writing coursework in these classes will still be the same as for a standard Honors 101 course:*

**ENGL 185G (1): Borderlands: Making and Breaking Boundaries in the American West (#9782, 4 credits)**
**MWF 12:00 - 12:50pm AND Wednesday 11:00 - 11:50am**  
**Christopher Craig, English**

In 1839, John O’Sullivan proclaimed of America’s westward expansion: “We are a nation of human progress, and who will, what can, set limits to our onward march? Providence is with us and no earthly power can [stop us]. The far-reaching, the boundless future will be the era of American greatness.” Indeed, for the next century and a half, America settled the land west of the Mississippi, from the Texas plains to the Rocky Mountains to the California coast, and across the Pacific Ocean to the Hawaiian Islands.

Through American literature and film, we will consider the legacy of this expansion. Who were these settlers? How did America’s settlement of the west shape the nation’s character? How did it affect the surviving indigenous peoples
who were living on the prairies, in the Panhandle, in the Great Northwest, long before the Americans and Europeans arrived? America's "onward march" produced great wealth for the United States, but it also resulted in the deaths of arguably millions of Indians, while it irrevocably altered landscapes and ecosystems. How does this knowledge complicate O'Sullivan's claim to "American greatness"?

This is a reading, writing, and discussion-based course. It requires active daily participation, along with two formal presentations and a group presentation. Students will also write three essays. Essays one and two will range from 750 to 1000 words in length. Essay three will include a research component and should not exceed 2500 words. In preparation for essay three, students will submit a prospectus and bibliography.

**MUSIC 105G (1): Music of the World (#10350, 4 credits)**
**MWF 9:00 - 9:50am AND Friday 10:00 - 10:50am**
**Frederick Stubbs, Performing Arts**

This course explores the function, significance, and vitality of the musical phenomenon by introducing musical sounds and concepts from all over the world. Drawing on a wide variety of sounds, texts and films, students investigate the relationship between music and intellect, spirit, community, and environment. Students develop critical listening skills through writing and speaking about sounds, voices and instruments, and their social and scientific repercussions.

Since our course examines the power and function of music (and related activities) in a pan-human context, special attention is given to terms, concepts, and values from music in various parts of the world that can illuminate and amplify our essential understanding of this human phenomenon. Presentations, topical readings and discussions help students build a vocabulary and a methodology to coherently describe the invisible and emotionally charged structures of music, together with the responses they generate.

Students organize projects and oral presentations around research areas that they choose themselves. Assignments include elementary exercises in transcription, composition, and musical analysis, as well as the recording and production of audiographic sequences. Students are also offered acoustic engineering challenges and periodic problem sets to test their understanding and to encourage reflection and observation. Our readings are drawn from literatures of Musicology and Anthropology. The course emphasizes careful reading and clear writing, as well as teamwork and student presentations.
Honors 210G Intermediate Seminars for Spring 2018

Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#10890)
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, No Time to Lose, Beyond the Pale, Happiness, The Family Gene, Cured, 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**: Clinical trials, informed consent, DNA testing, prenatal testing, stem cells, animal research, and patenting scientific discoveries
- **Human disease**: Infectious diseases, cancers, single-gene disorders (such as cystic fibrosis, and Huntington’s), and common complex disorders (such as Alzheimer’s, schizophrenia, diabetes, and heart disease)
- **Public health**: Vaccines, antibiotics, drug development, 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
- Eight 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) requirement.*

TuTh 9:30 - 10:45am
Randy Corpuz, Psychology and Honors College

Why is it that humans invest so much time, energy, and emotion into romantic relationships? Why do these relationships sometimes cause such intense mental anguish and pain? Romantic love has been the focal point and inspiration for innumerable pieces of sculpture, paintings, literature, poetry, movies, and music. From rock music to rap, lyrics on subjects like love, sex, breaking-up, and cheating appear to be the norm. Why do we care so much about mating?

The neuroscience of mating (in humans and other species) has become a growing field that has attracted attention across other disciplines. What does “falling in love” look like in the brain? Why is an orgasm designed to “feel good,” and what is the psychological function of orgasm in either sex? What role do hormones like testosterone play in forming and maintaining long term relationships? Which components of romantic relationships differ across cultures?

Romantic relationships are governed by very specific psychological (and physiological) mechanisms. Throughout the course, we ask questions related to “how” and “why” this might be, focusing on research from neuroscience and evolutionary psychology. The goal of the course is to understand some of the factors influencing romantic relationships, such as biological, environmental, and cultural influences.

The class will include lectures, online quizzes, oral presentations, short writing assignments (1 - 2 pages) and a final paper (approximately 6 pages). Students will be asked to include material on romantic relationships (e.g., art, music, movies) that they find outside of class to be integrated with neuroscientific research.

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

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Visit [www.umb.edu/honors](http://www.umb.edu/honors) or call 617.287.5520 for more information
Honors 210G (3): Intersectionality: Connections between Social Identity, Oppression, and Privilege (#10892)
Monday 9:00 - 11:45am
Chioma Nnaji, Honors College

This course is an introduction to intersectionality (or intersectional theory). People are members of more than one community at the same time, and can simultaneously experience oppression and privilege. Intersectionality provides a critical lens to the complex overlapping and interconnecting of social identities based on race, gender, class, ethnicity, sexual orientation, and other ways in which people identify. Key to intersectionality is the influence of dominant systems and structures that shape the experiences of diverse populations. It takes into account historical, social, and political contexts and also recognizes unique individual experiences.

Through interdisciplinary readings, films, and other media, students investigate the origins of intersectionality and trace how it has been applied across academic discourses, research, activism and public policy. Students engage in class activities that identify how intersectionality manifests in personal lived experiences, current news, and topics within their disciplines. Assignments include one 5-minute oral presentation, two 10-minute oral presentations, and four short reflection papers (2 pages each).

Intersectionality has been demonstrated in diverse fields and disciplines including public policy, public health, feminist studies, indigenous studies, sexuality studies, law, psychology, critical race theory, and sociology. Hence, each student will write a paper applying the themes of intersectionality to a topic within their discipline. Incremental assignments are included to support students in completing the final paper (8 - 10 pages).

This course fulfills the Intermediate Seminar (IS) requirement.
Honors 290-level Courses for Spring 2018

Honors 291 (1): Radical Reading (#9897)
TuTh 9:30 - 10:45am
Eve Sorum, English

Can a text help us re-think our approach to the world? What does it mean to “read radically,” and what might “radical readings” look like? This course will ask you to examine texts—literary, political, and visual—that challenge our assumptions about how we understand the world and ourselves. The tricky thing about the term “radical” is that it encapsulates two opposed meanings. “Radical” comes from the Latin word “radix,” meaning “root,” and its oldest meaning reflects that: when something is radical, it involves going back to the origins, back to its roots. Yet radical also means something that works to break established norms and to upset hierarchies. “Radical” includes both a turn to the foundations and the explosion of those foundations. Radical readings embrace their own destruction, even as they also point to their own source.

We will likely start with the Communist Manifesto and other late 19th and early 20th century texts that transformed how we understood the world. Literature will include early 20th century poetry, fiction, and essays from writers like Gertrude Stein, James Joyce, Virginia Woolff, Langston Hughes, James Baldwin, and Ralph Ellison; we will also read Claudia Rankine’s contemporary poem Citizen, and possibly Maggie Nelson’s memoir-text, The Argonauts. We will look at some art, as well, and possibly visit the ICA to view some contemporary visual “re-readings.” Students will be expected to write weekly discussion responses on the class wiki; two short papers; and one 5 - 7 page final paper.

This course fulfills an Arts (AR) distribution requirement.

Honors 291 (2): Beethoven, Romance, and Revolution (#9900)
TuTh 2:00 - 3:15pm
Mary Oleskiewicz, Performing Arts

This course investigates the life and works of Ludwig van Beethoven (1770 - 1827). A towering musical figure of the Enlightenment, educated in the Viennese classical style of Haydn and Mozart, Beethoven would lead the way to musical romanticism and a new emphasis on personal expression. By reading biographies, letters, and diaries, and examining select masterworks (e.g., the Ninth Symphony), we will trace Beethoven’s revolution in thought, feeling, and musical form. His works will be studied in the context of the composer’s intimate personal affairs (including his love life), his eventual deafness, his place in Viennese society, and his profound humanitarian and democratic ideals that for a time were inspired by the French Revolution.

We will also investigate the relationship between Beethoven and the aesthetics of his contemporaries, among them leading philosophers and literary figures of the day (Schlegel, Goethe, Herder, Schiller). Highlighted will be Beethoven’s final period, which, according to one biographer, involved a metamorphosis in the composer’s system of beliefs that began in his final decade and amounted to a sweeping realignment of his views of nature, antiquity, divinity, and human purpose.

Assignments include readings; listening to recorded musical works; viewing contemporary works of art; perhaps attending a live performance; journal entries; and one research paper or oral presentation. No prior knowledge of music is required. Lectures will introduce basic musical vocabulary and concepts; listening guides created by the instructor will aid comprehension of musical works. This course is for anyone who ever wanted to “understand” classical music.

This course fulfills an Arts (AR) distribution requirement.

Honors 291 (3): Weird Fiction (#9901)
MWF 12:00 - 12:50pm
Avak Hasratian, English

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

“Weird Fiction” is also about horror, dread, the uncanny, the traumatic, and the startling. It is a philosophical stance that probes the limits of human thought. We will see how the unthinkable is the condition for thought, how the unknowable is the grounds for knowledge, and how the un-representable makes representation possible. We will plumb the psychic and mythic depths of para-human and inhuman worlds in order to see how the more we “grow,” the less we know—and that’s an enchantingly good thing!
The literary sources will be our primary guide and will likely be Edwin Abbot’s *Flatland* (Other Dimensions of Life); selections from H.P. Lovecraft and Clark Ashton Smith (Life Besides Ours); Janet Frame’s *Scented Gardens for the Blind* (Unperceiving Life); William S. Burroughs’s *Queer* (Life Possessed); and Martin Amis’s *Time’s Arrow* (Life Reversed). Secondary philosophical/theoretical, historical, and popular works will also be considered. Assignments will include papers of varying types and increasing lengths, namely: 3, 5, 7, and 10 pages. We will do group oral presentations and have a friendly “art contest” where groups create representations of the un-representable forms-of-life about which we’ll study.

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

**Honors 292 (1): U.S. Foreign Policy since 1900 (#9894)**

TuTh 11:00 - 12:15pm

*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.*

**Honors 292 (2): The World of Hip Hop: History and Practice (#9898)**

MW 4:00 - 5:15pm

*Rachel Rubin, American Studies*

*Jared Bridgeman (Akrobatik), Honors College*

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

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

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

*This course fulfills a Humanities (HU) distribution requirement.*
Honors 293 (1): Public Health and Research Literacy (#9896)
TuTh 9:30 - 10:45am
Maria Idali Torres, Anthropology

This course will focus on research as a human tool to identify and document complex health outcomes. It aims to provide students with the foundations of research processes and the skills to evaluate research findings and their potential implications for public health practice and policy.

The first half of the course demystifies the scientific method and the value-laden attributions to qualitative, quantitative, and mixed methods designs by following a step-by-step procedure for identifying strengths and limitations of any study, and becoming aware of the ethical considerations involved in the selection of research sites and participants. The second half of the course engages students in experiential learning activities designed to generate and communicate research findings to diverse audiences outside the walls of the university. For the final class project, students will illustrate their research literacy and analytical skills by making a presentation on a topic of current public health interest.

Reading materials include research reports in newspapers and other mass media and government documents, scholarly articles on health disparities, and selected chapters of two books: Research Literacy: A Primer for Understanding and Using Research by Jeffrey S. Beaudry and Lynne Miller, and Errors in Evidence-Based Decision Making: Improving and Applying Research Literacy by R.W. Janke and B.S. Cooper. Students are expected to be active participants in weekly class discussions and team work assignments, take a midterm exam, and present their class projects at the end of the semester.

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

Honors 293 (2): U.S. Immigration and Health (#10901)
TuTh 11:00 - 12:15pm
C. Eduardo Siqueira, Public & Community Service

This course provides an overview of the diverse immigrant populations in the United States and examines the health outcomes and their predictors among these populations. Students will gain exposure to key demographic, socio-political, community, and health care delivery factors that influence health outcomes among immigrants. The choice of a theoretical framework used to analyze health and behavior often influences what one sees in the data; therefore, various theoretical frameworks, methodologies, and data sets for conducting research in immigrant populations will be discussed.

Students will write short reflections on the course readings (1 - 2 pages each), summarizing the reading and identifying important themes in the chapters/articles in a way that demonstrates an understanding of the author’s argument or point of view. Readings include several entries in the Encyclopedia of Immigrant Health, chapters from the report The Integration of Immigrants in American Society, and several academic articles to be posted on Blackboard.

The midterm exam will be a take-home exam consisting of two open-ended questions, chosen from four or five questions provided to students. Each answer should have at least 1,500 words. The midterm exam will cover the content of the chapters covered up to midterm week and information from readings and online materials. Students will also be required to complete a final paper of at least 2,500 words in length.

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

Honors 293 (3): Human Rights, Human Identity, and Human Nature (#10902)
MWF 11:00 - 11:50am
Daria Boeninger, Psychology

Are humans competitive by nature? Does anyone have the right to exercise power over another? How do power relationships in society shape our identities? 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 294 (1): The Clash of Economic Ideas (#9895)**  
_TuTh 8:00 - 9:15am_  
**Guy Numa, Economics and Honors College**

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

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

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

_This course fulfills a World Cultures (WC) distribution requirement._

**Honors 294 (2): Cultures of Inspiration, Work, and Self-Improvement: Japan and Beyond (#10916)**  
_TuTh 12:30 - 1:45pm_  
**Sari Kawana, Modern Languages**

This course examines diverse depictions of “work”—forms of labor to achieve certain goals, a lifelong mission, or the daily grind of survival. For some it is a means to earn income to which they devote time and energy throughout their lives; for others it is a personal mission driven by overflowing passion and a sense of duty. Yet people’s relationship with work has never been easy. *Karōshi,* a Japanese term meaning “death from overwork,” has entered English parlance, while buzzwords like “work-life balance” and “mindfulness” remain elusive aims for those who want achieve happiness in both professional and private realms.

Drawing mainly from contemporary and historical Japan, this course explores materials from multiple locales and periods that raise various questions surrounding the idea of “work” and the obstacles it entails, as well as other examples that document the sources of inspiration and motivation in cultivating lifelong commitments to causes, missions, and/or goals. What is the role of education, and more specifically the humanities, in the conception of a rewarding career and fulfilling life beyond profitability and efficiency? We will examine works across a range of media including literature, film, self-help books, essays, and biographies.

Class assignments include an analytical paper (4 - 6 pages), quizzes on primary sources, a class presentation, a reflection paper (1 - 2 pages), as well as a final project consisting of a research rationale (5 - 7 pages). Active class participation and leadership in small group discussions are also part of the grading criteria.

_This course fulfills a World Cultures (WC) distribution requirement._
Honors 295 (1): Democratizing Science: Citizen Science and Do-It-Yourself Biology (#10917)
Wednesday 1:00 - 3:45pm
Connie Chow, Honors College

This course examines how science is conducted in the academy and in the “streets.” To provide students with first-hand experience in research and discovery in science, you will contribute to a national effort to track the occurrence of antibiotic resistance in soil bacteria, through classroom exercises, field experience, and laboratory work. We will examine and interact with the DIYBio community, which is making equipment and resources to do research accessible to the “masses.”

Depending on student interest and approval, you will join or design a group project of your own choosing. Critically, we will practice and examine issues of access, equity, safety, ethics, peer review, and communication in biology and biotechnology research, both in and outside of traditional institutions.

Students will complete research-related documentation, data analysis, peer review, and a class poster in class for the antibiotic resistance project. To demonstrate understanding, you will prepare a 2-page or 2 - 3 minute piece of communication geared for the public. Students will be expected to spend time individually or collectively outside of class visiting a DIYBio lab in the Boston area, and/or conducting an interview via Skype with a member of such a lab elsewhere, and share your experience and perspective through a 5 - 7 page critical reflection piece and an oral presentation.

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

Honors 295 (2): Explaining Human Behavior: From Neurons to Genes (#10918)
MWF 9:00 - 9:50am
Robert Stevenson, Biology

From rescuing a drowning person whom we have never met before, to committing country-wide genocide, humans exhibit an astounding array of behaviors towards our fellow human beings. Much of our everyday efforts are devoted to sensing, interpreting, and navigating our social worlds. A multitude of disciplines including sociology, psychology, cognitive science, neurobiology, behavioral ecology, genetics, and medicine are contributing to our understanding of the complexity of human motivations and actions.

Student will use Sapolsky’s Behave: The Biology of Humans at Our Best and Worst as integrative guide to exploring the roots of human behavior. We will review what is known about how behavior is controlled over time scales, starting with the second-to-second electrical commands travelling through our nervous systems, to the generational changes in our genes. One important question will be: “How do these control systems of nerves, hormones, and genes interact with environment influences?” We will discuss basic ideas of our culture and legal systems such as identity, violence, social status, gender, drug addiction, war, and free will. The course will be relatively non-technical, but students will be expected to learn some basic biology about nerves, hormones, proteins, and genes.

Readings may also be drawn from other important synthetic and popular works such as Mukherjee’s The Gene and Pinker’s The Better Angels of Our Nature: Why Violence Has Declined. Students will be required to read original research papers from the scientific literature as part of the writing assignments for the class.

This course fulfills a Natural Sciences (NS) 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 295 (3): Our Fragile Earth (#10919)
TuTh 12:30 - 1:45pm
Steven Ackerman, Honors College

This seminar explores issues that impact our planet today, and consequently also impact us. We will start with Rachel Carson's groundbreaking book, *Silent Spring*, an expose and a call-to-arms about the pesticide DDT and the harm it was doing to our environment, our animal and plant compatriots, and ourselves. Carson's book lead to the formation of the Environmental Defense Fund and, later, to the Congressionally mandated Environmental Protection Agency (EPA). We will also discuss Dr. Theo Colborn's book *Our Stolen Future* that exposed the danger of plastics, specifically BPA and phthalates which leach from plastics used to package liquid and solid foods for humans. Colborn's research about the Great Lakes environment demonstrated that top predator female birds, fish, mammals, and reptiles transferred human-made persistent chemicals to their offspring.

Other issues the course will address include: why our water supply is contaminated by farm and industrial run-off; transgenerational genetics (how exposure to chemicals can lead to non-genetic changes in generations of offspring, including humans); fracking concerns; lead contamination; earth systems (human interactions with Earth, how earth works without humans, how change happens to earth systems, etc.); environmental policy and management; and environmental law. Students will write short reflection papers (1 page each), two medium papers (3 pages each) and one longer research paper (5 pages), and give an oral presentation. The 3 and 5-page papers are topics chosen by the student and should reflect their areas of interest.

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

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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!

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Honors 380 Junior Colloquia for Spring 2018

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

Honors 380 (1): Decoding Dominant Narratives of Patriotism, Uncovering Hidden Voices of Resistance (#8578)
Thursday 9:30 - 12:15pm
Alan Stoskopf, Honors College and Joiner Institute

In this course students will learn to critically evaluate how past and current representations of patriotism and xenophobia are communicated through various forms of media, such as textbooks, mainstream televised news, social media, and public monuments. The course also helps students seek out and examine narratives that represent more nuanced human portrayals of those identified as threats to national security.

Students will be introduced to analytical approaches of critical discourse and visual analysis and learn how to apply these skills when examining dominant and alternative narratives from a range of sources. Through poetry, art, short fiction, documentary, and personal memoirs, students will be exposed to narratives that are very different from dominant narratives produced and consumed in our society.

The course requirements are designed to foster deep thinking and engaged writing that relate to the course focus. You will write four reflection papers charting the evolution of your thinking in the course (20% of course grade). You are also
responsible for a team presentation about your ongoing analysis of textual and visual data that you encounter in the
course (20% of the grade). There is one mid-term paper that asks you to compare one of the topics we have covered in
class to a contemporary discourse of your choice (20% of course grade). Finally, the course culminates with you creating
a project in which you explore a topic from the past and/or present that utilizes any of the critical/analytical skills that you
learned in the course (40% of course grade).

**Honors 380 (2): America’s Concentration Camps: WWII Internment of Japanese
Americans (#8785)**
Monday 3:00 - 5:45pm
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.

NOTE: Students who register must be available to travel to Little Tokyo in Los Angeles and the Manzanar National Historic
Site in California during Patriots Day weekend (April 12th - 16th). While most of the expenses for this trip will be covered,
students must contribute $200 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.

**Honors 380 (3): Community Profiles (#9413)**
TuTh 2:00 - 3:15pm
Lorena Estrada-Martinez, Public & Community Service

Organized quantitative information is central to understanding a community and to measuring the impact of health and
development strategies. In the course, each student will engage in an applied, substantive project in order to analyze
statistical data and understand issues in community health and socioeconomic development.

Each student will identify a community in Massachusetts, which will be the focus of their work for the semester. The four
course assignments will focus on that community. Each stage will require a written report, and students will then do a final
oral presentation combining the stages:

- **Pick Your Community:** Students obtain basic information about the legal status of the community and where it is
  located.
- **Historical Community Portrait:** Students will prepare a historical sketch of the selected community that
  identifies and briefly describes the major periods, events and developments that have made the community what it is
today, socially, economically, and physically.
- **Community Socioeconomic Portrait:** Students will obtain and organize basic census data on population,
housing and economic data for 2000 and 2010, and the most current data available for their chosen community.
- **Community Health Portraits:** Each student will compile information on key community health status indicators
  and associated metrics for years 2000, 2010 and the most current data available. They will submit a structured report on
  the health status profile of said community, emphasizing patterns of social inequalities over time.

Readings for this class include peer-reviewed journal articles, book chapters, and supplemental materials. The one
required book (available as an e-Book through Healey Library) is “Communities, neighborhoods and health: Expanding
the boundaries of place” (Burton, L., 2011).
Alternative Junior Colloquium for Spring 2018

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

CrCrTh 649L/PPol-G 749L: Scientific and Political Change (#10325/#10982)
Tuesday 4:00 - 6:45pm
Peter Taylor, Critical & Creative Thinking

Although a relatively select number of Americans have backgrounds in science or engineering, they are increasingly confronted with issues that are technically complex. This course explores the resulting tensions and asks how the needs for scientific expertise and democratic control of science and technology are reconciled.

The first half of the course traces the historical development of American science policy and situates this development comparatively. The second half of the course focuses on contemporary controversies, including those over the nature of university-industry relations, patent policy, and the cases of expert/lay disagreements over risk.

An innovative, case-based learning approach in this course allows students to shape individualized directions of inquiry and develop their skills as investigators and potential teachers. NOTE: Students with a Chancellor’s scholarship should take the course as PPol-G 749L, in order to avoid being charged the CAPS tuition fee.
South Africa is a young nation, having gained its liberated status as a multiracial democracy in 1994, a mere 23 years ago. It faces many challenges as a result of the legacy of apartheid – gross economic inequalities, xenophobia against immigrants from other parts of Africa, a mounting tuberculosis epidemic, and corruption among leading politicians. No sooner did South Africa emerge from the painful rule of apartheid than it was plunged into the equally devastating challenges of public health care, sanitation, HIV/AIDS, and tuberculosis.

Yet there is a spirit of activism and determined hopefulness that refuses to be crushed. The people of South Africa carry in them the energy of the anti-apartheid struggles of the 1970s, ’80s, and ’90s, and many of them are using that energy in the service of the fight against TB, economic disparities, police violence, and poor sanitation and housing. We will focus on two themes in relation to South Africa: (1) its efforts to reconcile itself as a nation of diverse peoples and (2) its complicated and contradictory stance to public health, housing, and sanitation challenges, at the medical, cultural, economic, and social levels.

In addition, students will volunteer at a community health organization for a minimum of 20 hours over the duration of the semester. Depending on the nature of the organization’s needs and volunteering schedules, you can arrange your volunteering schedule with the organization. It will be absolutely essential that students take this volunteering seriously—honor your commitment to the organization and do not make idle promises to them. Your responsible and dedicated volunteering is a direct reflection not only of you but also of our campus.

There will be four writing assignments and one oral presentation, including the volunteer report. Each written assignment will be a minimum of 2,000 words in length.
Honors 490 (2): Mayor's Symposium: Housing for a Changing City (#10921, 4 credits)
Monday 12:00 - 2:45pm AND Wednesday 12:00 - 12:50pm
Michael Johnson, Public Policy & Public Affairs

This is a semester-length “deep dive” into something that everyone needs, but which society has not figured out how to provide at an adequate level for all – housing. Through readings, lectures, discussions, site visits, and conversations with practitioners, scholars, and advocates, students will get a 360-degree perspective on urban housing. Students will also develop innovative projects that will give Mayor Martin J. Walsh and the Mayor’s Housing Innovation Lab (https://tinyurl.com/ycnqgx8q) new ideas to help the city of Boston meet the housing needs of its diverse populations.

Students will not spend a semester creating a thick report. Instead, inspired by the many activities associated with Imagine Boston 2030 (https://imagine.boston.gov/), groups of students will leverage their energy, creativity, and unique perspectives to help elected officials, housing providers, advocates, and citizens think differently about what housing can be, how we can live in housing, and how housing can help our neighborhoods become great places to live, especially for lower-income and disadvantaged populations. A design for a new type of live/work space? A video portrait of a day in the life of a family struggling with housing insecurity? An oral history of a changing community? It’s all possible – and students can help the Mayor’s office respond to the housing needs of our city.

Enrollment for this course is by application only, and students must have 60+ credits by the end of the Fall 2017 semester, as well as a current cumulative GPA of 3.4 or higher, in order to apply. If you meet those criteria and are interested in applying for the course, please email a 250-word essay explaining your interest in taking the course to Rajini.Srikanth@umb.edu by Friday, October 27th. Eligible applicants will be interviewed in early November, and no more than 12 students will be selected for the class.