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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” (see image on left for an example) of your Student Center in WISER. 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).
Summer 2016 Course Offerings for Summer Session 1

**Honors 290 (01A): The Language of Illness (#2098)**
TuTh 1:30 - 4:30pm  
*Aaron Devine, Honors College*

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

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

In this course, we ask: *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 nonfiction prose) and the hands-on practice of arts-in-healthcare creative exercises, we seek language that is meaningful and healing. We 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 course 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 self-motivated students who want to take part in an active classroom.

*This course can be used to fulfill an Arts (AR) distribution requirement.*

**Honors 290 (02A): Sexuality and Social Change (#2099)**
TuTh 6:00 - 9:00pm  
*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 and take-home response papers (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 an event or two together outside of class.

*This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.*
Honors 380 (01A): The Boston Harbor Islands: On the Ground and in the Archives (#1403)
TuTh 10:00am - 1:00pm
Joanne Riley, Honors College

Over millennia, the Boston Harbor Islands – several of which are visible from UMass Boston’s campus – have been the location of agricultural sites, almshouses, trash heaps, graveyards, hotels, gambling establishments, forts, prisons, summer homes, waste treatment facilities, residential schools and more. Many of the islands are geologically rare coastal drumlins and all continue to host diverse wildlife and human activities. In the 21st century, the islands are managed through a complex set of national, state and local partnerships, public and private, which conserve and maintain the islands and offer recreational, environmental and cultural activities throughout the year.

Thus, the Boston Harbor Islands constitute an extraordinary environment in which to explore the perspectives of history, geology, ecology, archaeology, anthropology, public policy and other disciplines to understand a place over time. This course aims to familiarize students with the Islands through the lenses of these different disciplines and to provide the opportunity for students to launch independent research projects on fresh areas of inquiry, using archival and scholarly sources to answer a focused research question that they develop in the first weeks of the course.

Through island visits guided by experts in a range of disciplines and through readings and discussion, students will become familiar with what is known about the islands while at the same time, honing their skills in locating and using primary (archival) and secondary sources and in assessing the sources’ reliability and relevance to their research question. In the latter half of the course students dive into their research question, following wherever it leads: perhaps reading fragile documents in the archives, scrutinizing physical evidence found on the islands, analyzing vintage news footage, interviewing people with personal stories to tell – whatever it takes to satisfactorily address their research question. All of these course activities culminate in a public presentation and discussion of research findings at the end of the term.

Course requirements will include 5 journal entries (300 words each), 3 quizzes, a research question proposal (1,000 words), and a presentation of research findings (10 - 15 minutes, plus a 2-page companion document).
Honors College Intermediate Seminars for Fall 2016

Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#6996)
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 three books (including fiction and non-fiction), in order to guide our learning of topics in biology. Possible books might include: Mountains Beyond Mountains, The Death of Cancer, Pandora’s DNA, Ghost Map, No Time to Lose, and The Juggler’s Children. 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, 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 medical care in the US & the developing world

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

- Attendance & class participation
- Eight short (300-word) writing assignments
- A 1500-word paper discussing a topic of your choice relating to the first book
- A 1500-word paper discussing a topic of your choice relating to the second book
- A 10-minute oral presentation discussing a topic of your choice relating to the third book

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

Honors 210G (2): The Science of Baseball (#6997)
TuTh 11:00am - 12:15pm
Steven Ackerman, Honors College

This course is designed for all students, regardless of their major or background knowledge of science. Baseball as a sociological imprint has reflected American society for over 150 years. Baseball also has more superstition and “magic” than any other sport. Yet there is real science involved in this sport, but it is often either not understood or ignored. We will discuss questions from many different science and math disciplines in this course, including:

- Biology: Why are baseball bats made from certain woods, and not other woods?
- Physics: Is there really a pitch that is a curve ball? If yes, how does it curve, given that it follows a straight path until the ball reaches the batter? Why does a ball travel farther in high humidity than in low humidity?
- Statistics: Are the sabermetrics (statistics) that are used real, or uncertain estimations? Is base stealing really undesirable? Are there really batter slumps and streaks?
- Anatomy & Physiology: What determines the limit for the fastest speed at which a baseball can be thrown?
- Math: How is a fielder able to judge the distance a batted ball will travel in the air, so it can be caught before it lands on the field?

In this course we will address the science that happens when a pitch is thrown, when a ball is batted, and when a ball is fielded. Without needing to invoke advanced scientific principles, we will explain how pitchers make the baseball “move” in unusual motions, why a fielder uses calculus to catch a fly ball, why bats made from maple wood shatter, and many other topics.

The course will emphasize class discussion, creative thinking, and critical reading and writing. As part of the Intermediate Seminar rubric, students will have multiple writing assignments that require research tools. These will include two 5-page papers and three 2-page papers. Readings for the course will include short articles, excerpts from books, and possibly one (non-textbook) full-length book such as Moneyball.

This course fulfills the Intermediate Seminar (IS) requirement.
Honors 210G (3): Toward Access and Opportunity: American Higher Education from World War II to the Present (#6998)
TuTh 2:00 - 3:15pm
Diane D'Arrigo, Honors College

Student protest movements, affording a college education (or not), who gets to go and who doesn’t, what gets taught, and more! These are all issues with a broad 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 activism, 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, the origins of UMass Boston will be explored within this post-WWII context, 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, the role of for-profit higher education institutions, funding of higher education, student debt, and current public policy proposals.

This intermediate seminar will emphasize lively intellectual discussion and individually chosen research topics, with both individual and group support. Grading criteria will include attendance, class preparation/participation, and a variety of writing and research projects, including an institutional history paper (5 - 7 pages), four reflection papers (3 - 4 pages each), an oral presentation, and a final research project (10 - 12 pages).

This course fulfills the Intermediate Seminar (IS) requirement.
Honors College 290-level Courses for Fall 2016

**Honors 290 (1): Don Quixote: Making Sense of a Senseless World (#7000)**

MWF 9:00 - 9:50am  
*Reyes Coll-Tellechea, Latin American and Iberian Studies*

This is a course about a special book and its uncanny capacity to connect its readers to the world’s most intense social and political problems across the ages. Miguel de Cervantes’ *Don Quixote* is arguably the work of fiction that best captures our complex sense of “reality.” This course employs a non-traditional, interdisciplinary approach to literature. It combines the careful reading of *Don Quixote* (in English) with analytical readings of essays devoted to the description and reflection of certain concepts, such as history, reality, deception, nationhood, patriotism, racism, and society. Analytical essays include works by Eric Hobsbawn, Benedict Anderson, Peter Berger, Thomas Luckman, Gerda Lerner, Alberto Sandoval, and/or others. We will also read a play, *The Adventures of Don Quixote*, by Tariq Ali (2014).

The class will be discussion-oriented. Course assessment will be based on class preparation, class participation, group discussions, two 5 - 8 page essays that will be expected to provide a more detailed analysis of a topic discussed in class, and five quizzes that will assess critical and attentive reading of the main text.

*This course can be used to fulfill an Arts (AR) distribution requirement.*

**Honors 290 (2): International Law (#7001)**

MWF 12:00 - 12:50pm  
*Andrew Clark, English*

Most people have a general idea of how the laws of the United States work, whether it’s from the news, the internet, or *Law and Order* reruns. But how does the law apply to nations across the globe? For instance, what happens when a country violates a treaty? Or what is the role of the International Criminal Court, and how do cases end up there? We have laws here in the United States, yet there is a whole different legal realm at play between countries.

In this class, students will explore the basic ins and outs of international law. Amongst the topics this course will cover are the nature of treaties and how they are constructed, how laws and legal structures differ between nations, as well as how crimes are approached on the international level. In addition to international law topics, students will also learn some of the basics of legal research and writing.

Coursework will differ from week to week. During the semester, students will read some of the most important cases in the history of international law. Further, throughout the semester, students will have the opportunity to simulate writing a treaty, with each student acting as a representative for a different nation. At the end of the semester, students will be take a final exam which incorporates all of the different topics covered throughout the semester, from intellectual property rights to the laws of armed conflict.

*This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.*
We live in an age defined by the fragility of both human and nonhuman life and the dependence of both on a limited biosphere. “Biopolitics” is a term useful for describing the following historical process: For some time now, we have begun changing into collectively generic masses and bodies. Yet such masses and bodies are not equal. Some humans can be animalized and perish in Auschwitz and other such zones of mass death. Some bodies are elevated, qualified, and dignified in proportion to the death, suffering, and pain of others.

Contemporary novels pick up on these ideas – not to show us how hopeless the situation is, but rather to challenge, modify, and reconfigure our way of understanding our place in the world. Here’s how:

First, they—along with the classroom—provide us with a safe imaginative space in which to begin to see ourselves as a species among other species.

Second, they throw us off the deep end of literary and real history by forcing us to bear witness to such pressing questions as: What are the politics of population, masses, biotechnology, the creation of sub-races, and of nonhuman animal life? Are humans merely nature’s waste that, in thinking themselves outside nature, are doomed to cause their own destruction?

Third—just when we are about to drown—the novels throw us a life preserver. In showing us that we are both imperiled and noble, awful and beautiful, novels might just prepare us to save ourselves for real.

The four novels for this course likely will be:

- W.G. Sebald’s *Austerlitz* or Max Brooks’ *World War Z* (The Novel as Archive)
- Kazuo Ishiguro’s *Never Let Me Go* or David Mitchell’s *Cloud Atlas* (The Novel as Bio-Ethical System)
- J.M. Coetzee’s *The Lives of Animals* (The Novel as Species)
- Cormac McCarthy’s *The Road* (The Novel as Salvation)

Assignments include one short response paper (approx. 3 pages); a mid-length “guided exploration” paper (approx. 5 pages); and a final comparative paper that evaluates, analyzes, and synthesizes two or more course novels and required secondary sources (approx. 7 - 10 pages). Close reading and reasoned responses are the keys to success in this course, and possibly to the life of the biosphere and our species within it.

This course can be used to fulfill an Arts (AR) distribution requirement.
Honors 290 (4): Biomimicry (#7003)
Tues 9:00 - 11:45am
Anamarija Frankic, Honors College

“Biomimicry” (from *bios*, meaning life, and *mimesis*, meaning to imitate) is a new discipline that studies nature’s best ideas and then imitates these designs and processes to solve human problems. Biomimicry asks the question: What would nature do? The goal is to create sustainable products, processes, and societies by learning from and “listening to” nature, to the wisdom held in biological and ecological systems that have been evolving and thriving over the past 3.8 billion years. Natural systems and organisms provide stunning examples of effective communication, resource production and storage, and energy-efficient design. Animals, plants and microbes are consummate engineers; they have found what works, what is appropriate, and most importantly, what is resilient and sustainable.

Biomimicry might help create a solar cell that is inspired by a leaf with chloroplast and chlorophyll, a passive cooling system for buildings inspired by a termite mound, or find new strategies for restoring degraded ecosystems. People are nature, too. Human cultures with long term residency in particular ecosystems hold crucial knowledge for living sustainably in place.

My premise in teaching this course is that “The environment sets the limits for sustainable development.” The class will explore past, present and future examples of biomimetic solutions to human problems. We will learn how experts in the field use nature’s organisms and ecosystems as models, and measure and mentor to discover sustainable engineering, architectural, design, business operations, management, and product development solutions. We will then have the opportunity to apply these methods and approaches ourselves. By the end of the course, students will be able to explain what biomimicry is to a variety of audiences in a clear and concise manner, and will be able to effectively understand biomimetic techniques and participate in sustainable design solutions. Students will spend as much as possible class time in the field: e.g. boat trips, beach and marsh visits. The major assignments, in addition to readings, will be three written case studies in which students will practice applying the principles of biomimicry to specific examples of their choice, and group work will produce a final oral and visual presentation in which each group will present a biomimetic solution to a human problem.

This course can be used to fulfill a Natural Sciences (NS) distribution requirement.

Honors 290 (5): Beyond the Bench: Scientists as Activists (#7004)
MW 4:00 - 5:15pm
Connie Chow, Honors College

This highly interactive seminar invites students to examine historical and contemporary scientist-activists and how/why they interact with the social and political world, as well as the natural one. 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.

The work of scientist-activists will be examined through three interwoven strands:

- How scientists use the knowledge they have acquired to impact society and policy, because of professional responsibility – from climate change, to conservation, to recombinant DNA research and gene editing, etc. How do they communicate scientific evidence, address skeptics, and mobilize others to create change?
- How scientists advocate for themselves and colleagues within their profession, because they are human beings with rights – underrepresented or marginalized groups, (low) wage earners etc. How and why do their struggles mirror or lag behind social movements?
- How scientists advocate for wider causes, because they are (world) citizens – e.g. against racism and nuclear armament; for citizen science and human rights etc. How (rightly) do they wield the power afforded by their professional and societal stature?

Students respond weekly to readings, multimedia sources, guest speakers and research presentations, and to peers’ writings; lead at least one class discussion; become involved in an action or service learning project; and complete two short, interest-driven research assignments that contribute to a final paper. The final presentation will be a learning tool suitable for and assessed by a middle or high school audience and their teacher(s).

This course can be used to fulfill a Natural Sciences (NS) distribution requirement.
Honors 290 (6): Evolution and Philosophy of the Ancients (#7005)
TuTh 2:00 - 3:15pm
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.

This course can be used to fulfill a Natural Sciences (NS) distribution requirement.

Honors 290 (7): Immigration through Film and Literature (#7006)
TuTh 9:30 - 10:45am
Vivian Zamel, English

In this course we will examine the complicated experience of immigration and its consequences through the lenses of film and literature, although we will engage other texts as well. We will explore the conditions that have compelled people to leave their homes; the often treacherous journeys they have undertaken; the difficulties they encounter in unfamiliar surroundings, with little means of support; the tensions and isolation of living in a new language; the intergenerational conflicts that often occur among family members; the responses and attitudes of the people they meet and among whom they come to live; and the ways in which individuals have adapted to or resisted the new worlds they have entered.

We will explore the losses and gains of migrating from one place to another and acquire a deepened and more nuanced understanding of this life-altering and complex process, one that can involve the reinvention of individuals and the creation of cultural fusions. The works that we will consider will draw us into the specific stories and circumstances of individuals who have left one place for another at a particular historical moment. At the same time, these works, taken together, will allow us to consider the themes and issues that are reflected across these stories, time periods, and contexts.

In addition to viewing the films and reading the texts that are assigned, you will be expected to write responses about these films and texts – approximately ten responses of 2 pages each – thus using writing to engage with, reflect on, raise questions about, and find connections to these works. You will also present a selected film to the class in a 5-7 minute oral presentation and write a 3-page reflective paper about this film, as well as read an additional book that is related to the course theme, and write a 3-page reflective paper about this book. Finally, you will write a course paper toward the end of the semester – of approximately 5-7 pages in length – that draws on your coursework and allows you to pursue your own questions and interests.

This course can be used to fulfill a Humanities (HU) distribution requirement.
**Honors 290 (8): Cosmopolitanism: Transnational Migrations, Freedom and Justice (#7007)**

MWF 11:00 - 11:50am  
*Mickaella Perina, Philosophy*

Are all human beings citizens of the world? How do we conceive of migrants in a global era? What forms of identities, belonging, and exclusion result from transnational migrations? What obligations do we have to strangers? These questions are at the center of the debate about cosmopolitanism, and we will examine them carefully through various theoretical frameworks.

First articulated by the Cynics of the 4th century BC, the cosmopolitanism ideal that all human beings are citizens of the world has progressively developed to include actual processes of transnational migrations, accompanied by new forms of political and cultural memberships. But there is strong tension between the norms of universal justice created by the United Nations’ Declaration of Human Rights and the principle of independent and sovereign nations defined by controlled borders and established cultures. It is important to analyze whether or not this tension can be resolved or at least how it can be mitigated.

The objective of this course is to offer theoretical frameworks to carefully examine political, social, and human rights discourses as applied to transnational migrations, to enable students to recognize the importance of ethical values in understanding transnational migrations and to distinguish between various types of arguments used to justify actions initiated both by individuals or groups and by the state. Students will be asked to complete four reading responses (1 – 2 pages), two analytical papers (1,500 words each), and a final exam combining short answer questions and two short essays.

*This course can be used to fulfill a Humanities (HU) distribution requirement.*

**Honors 290 (9): U.S. Immigration and Health (#7008)**

TuTh 2:00 - 3:15pm  
*Carlos Siqueira, College of Public & Community Services*

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 four journal papers for the readings, which require summarizing the reading and identifying important themes in the chapters/articles; students will comment on each reading in a way that demonstrates an understanding of the author’s argument or point of view. Students will watch films and write individual film critiques according to guidelines that will be given to them in advance. A final presentation and a final paper will also be required.

*This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.*

**Honors 290 (10): The Art of Storytelling (#7009)**

TuTh 8:00 - 9:15am  
*Aaron Devine, Honors College*

Whether seated around ancestral fires or streaming podcasts through earbuds, humankind has an innate thirst for stories that can express who we are and imagine who we might become. This course explores the craft and function of storytelling as a tool for individual and social empowerment. Students study cultural perspectives on storytelling while writing, adapting, and performing their own stories focused around identity and community. In addition to weekly readings and creative writing prompts, students will engage with a variety of storytelling platforms from live theater to podcasts, short fiction to nonverbal performance (i.e. dance, performance art).

At the culmination of the semester, the class will produce an original storytelling event at UMass Boston aimed at fostering conversation and community on campus. This course is for students who want to develop their voices, attention to detail, teamwork, speaking and presentation skills, as well as take part in a unique, collaborative campus project. Expect a dynamic classroom!

*This course can be used to fulfill an Arts (AR) distribution requirement.*
Honors 290 (11): The Argentine Tango: Dance, Music, and Culture (#7010)
TuTh: 2:00 - 3:15pm
Mary Oleskiewicz, Performing Arts

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

This course offers a thorough introduction to, and immersion in, the culture and history, music and dance of one of Latin America’s most intriguing art forms. We will combine interdisciplinary academic work with studio training in the dance (at UMB’s new state-of-the-art dance studio in University Hall, with spectacular views overlooking the ocean and Boston’s skyline). We will analyze tango music, lyrics, films, images, and literature from the early 20th-century to the present. The instructor, an expert in performing both the dance and the music, will provide weekly, progressive dance lessons in social tango, in which both men and women can learn to lead or follow. We will sample Argentine culinary traditions, and experience workshops and presentations by experts in folkloric dance and thrilling Gaucho (cowboy) traditions such as boleadoras (throwing weapons). Assignments will include: periodic films, brief literature or music critiques, journal writing, and a term paper (10 pages) or 3 minute partnered dance presentation (or other approved project).

This course can be used to fulfill a World Cultures (WC) distribution requirement.

Honors 290 (12): Translation and Adaptation (#7011)
TuTh: 9:30 - 10:45am
Alex Des Forges, Modern Languages

This seminar examines the politics and stylistics of translation and adaptation between languages, genres, media, and cultures. What is at stake when a poem is translated into another language, a novel is made into a film, or a philosophical essay is transformed into a musical work? We will consider both theory and practice. Readings will range from Walter Benjamin to Niranjana to Pascale Casanova and address issues of accuracy and fidelity in translation, the power relations involved in translations between “unequal languages,” generic characteristics and medium specificity, and the ethics of adaptation as a form of cultural appropriation, among others.

Practice will consist of your own work; each student will complete one work of translation or adaptation over the course of the semester, presenting on the work in progress midway through the semester. Students will be encouraged to think creatively. Possible projects could include not only translations of literary works from one language to another, but also adaptations of text to video, re-workings of live performance to animation, or the re-imagination of an opera as a series of text messages amongst the characters.

Assignments include weekly short responses (450 - 600 words each) to the readings and a final translation/adaptation project and commentary.

This course can be used to fulfill a World Cultures (WC) distribution requirement.
Honors 290 (13): Economies of Creative Industries (#7012)
Mon 12:30 - 3:15pm
Pacey Foster, Management & Marketing

Creative industries make experience-based products like music, film, television shows, visual art, and other cultural products. Not only do these industries play an important role in defining and reflecting contemporary cultural trends, but they are also increasingly being seen as engines for regional economic development and high paying, creative jobs. Some scholars have even posited a new class of employees – a creative class – to capture a broad collection of occupations like scientists, engineers, designers, software developers, and other workers who seem to engage in knowledge-based, creative work. Because creative jobs, and the workers who are attracted to them, are seen as powerful drivers of regional economic development, policy makers have been focusing on developing clusters of these industries in their regions – sometimes at significant cost. Meanwhile, others have raised concerns about internal dynamics in these industries – like their winner-take-all qualities – and raised important questions about the costs and benefits of public policies designed to attract them.

In this class, we will study historical and contemporary examples of creative industries using theoretical perspectives drawn from economics, sociology and organization theory. Readings will include selections from classic texts like Howard Becker’s *Art Worlds*, Richard Caves’ *Creative Industries*, Harold Voegel’s *Entertainment Industry Economics*, Richard Florida’s *Rise of the Creative Class*, as well as popular press and web material documenting specific cases of creative production and consumption.

The course will begin by identifying the social, organizational, and market factors that define creative industries and art worlds. We will then identify similarities and variations in the structure of specific creative industries like publishing, film and television production, electronic games, fine art markets, music, and others. Finally, we will consider critical perspectives on these industries that raise important questions about their content, organization, governance, and broader social impacts.

Throughout the course, we will be exploring the fundamental organizational factors that define and govern these industries, and interrogating canonical paradoxes and tensions that arise in the contemporary production and consumption of creative products. We will explore factors like the tension between art and commerce; governance mechanisms in project-based production; intellectual property, contracts, and the problem of the commons; creative careers and the challenges of freelance labor; and the network dynamics and winner-take-all properties of creative industries. Guest speakers will help us connect our growing theoretical knowledge with real world examples of contemporary creative organizations, markets, and occupations.

During the semester, each student will select a contemporary creative industry, organization, or occupation to study in depth. Students will be asked to write a series of essays addressing the course material and applying it to contemporary examples from our guest speakers and ongoing individual research.

*This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.*
Honors 290 Alternative Courses for Fall 2016

These graduate-level Conflict Resolution courses can only be counted as an Honors 290 requirement for Honors College students, but they will NOT be counted as a General Education distribution requirement. You do not have to apply for the BA/MA accelerated program to take advantage of these courses. Any Honors College student interested in taking one of these courses should contact Jason.Roush@umb.edu.

Negotiation - ConRes 621
Wednesday, 5:30 – 8:15 p.m., Room: W-1-052

Negotiation is the core competency for conflict resolution practitioners of all types. How do people get what they want when it seems that they are opposed by people striving to accomplish the opposite? How can we defend against lying and manipulation, unequal power relations, or lack of confidence, while maintaining important relationships and our own sense of integrity?

This course will survey the theories and concepts in this field, but at least as importantly, it will provide opportunities for students to build, practice, and improve their ability to negotiate well in a range of areas through analysis and reflection of their own experiences as well as cases involving negotiation by other people.

Conflict in Workgroups - ConRes 636
Monday, 4:15-6:45 p.m., Room: W-3-125

Conflict in organizations, both within and between workgroups, can be a critical drain on resources, and/or a major source of growth. This course provides the participant with an opportunity to develop a deeper understanding of the dynamics of work groups, with an emphasis on processes of conflict within them, and to develop skills to deal constructively with intra- and intergroup conflict.

The problem is approached in both didactic and experiential modes. During the Monday class sessions we will grapple with conceptual issues, drawing from various literatures on groups. These sessions will consist of a combination of lecture and seminar-discussion format.

Students will also participate in weekly meetings with a small workgroup, consisting of a sub-set of the class, which will offer an opportunity to study group processes in vivo with the aid of a consultant. Each group’s consultant will be available for one and a half hours each week for that group. The workgroups will have a variety of tasks, or projects, with different types of product expected, over the course of the semester.
Honors College Junior Colloquia for Fall 2016

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

Honors 380 (1): Understanding Youth Experiences of Street Trauma: Participatory Action Research Methods (#1582)
Weds 2:00 - 4:45pm
Kristin Murphy, College of Education and Human Development
Janelle Ridley, Superintendent’s Office, Boston Public Schools

In this course, students will learn how to conduct a credible and trustworthy qualitative youth participatory action research study, alongside high school students from the Boston Public Schools who will serve as their co-researchers. Students will utilize photovoice as their research method to explore the notion of how adolescents experience and understand street trauma as a part of their daily lives. Some examples of street trauma include: police brutality, racial discrimination, lack of justice and opportunity for those who are economically disadvantaged, and school violence. Photovoice is a method often used in education, public health, and social sciences research studies that empowers a participant as a researcher. They are asked to take photographs representing their experiences. These photographs become the focal point of a systemic research process that asks, “What does this mean now, and how does this inform what we can do to promote change?”

This is a highly interactive seminar and will require active participation and collaboration with both your college peers and high school student co-researchers. Students in the colloquium will begin the semester with the opportunity to read literature exploring street trauma, qualitative research methodology, and youth participatory action research methodology. The latter part of the semester will gradually become more applied as the high school students join our class and we begin our research projects. As a group, research teams will produce a final research paper suitable for publication, in addition to taking part in constructing a culminating gallery event showcasing the teams’ photovoice projects.

Honors 380 (2): A Life Story of Water (#3311)
Thurs 12:30 - 3:15pm
Anamarija Frankic, Honors College

Imagine learning about and from water, its science, culture, and nature. You can do so by following a water molecule through the local watershed where you live into the Boston Harbor, its 34 islands and coastal system, all the way out into the Atlantic Ocean, and back to each species, including humans. Where does water come from and where does it go? Can water clean itself? If so, how? How can we locally adapt to ocean acidification and sea-level rise? And how does the field of “biomimicry” relate to these questions? Through this course you will also learn by doing, and you will experience water in ways you never did before. You will have fun outside in the fresh and marine waters, its marshes, shellfish habitats, and mud flats. You will hear from guest lecturers (e.g. a hydrologist, an urban planner, an engineer, and a native traditional community expert), learn about indigenous wisdom and cultural traditions that respect the rights of nature, understand ethics and value systems related to sustainable water management, and much more. You will be able to visit institutes like the Green Chemistry Institute and the Wyss Institute. You will experience research work in local tributaries and coves, where we have established the LivingLabs to address and solve water quality issues together with local communities (e.g. Savin Hill Cove). More information about this on-going work can be found at this link: www.umb.edu/ghp

Readings will include The Fourth Phase of Water (G.H. Pollack, 2013) and Traditional Ecological Knowledge (by Nancy Doubleday). Written assignments will include three individual case study papers (5 pages each) and one project (15 pages) that will be publicly presented. You will be able to choose from various topics that will reflect and support your interest and passion. Example topics include: My water story; Water’s nature, beyond solid, liquid and vapor; What is the fourth phase of water? Why is water the most threatened resource locally and globally? How can I help? How did ancient civilizations drawn on their traditional ecological knowledge when using, sharing, and managing water resources (e.g. Ancient China, Greece, Mesopotamia, Inca, Chavin, India, Native American cultures, etc.)? How can we do a better job today in preserving and protecting one of the most precious resources on our planet?
Honors 380 (3): Challenges in Futurist Creative Problem-Solving: What Might Be in 2033? (#3561)
Tues 12:00 - 2:45pm
Nina Greenwald, Honors College

Seventeen years from now, today’s young adults (that’s you!) will be living in a world that could be vastly different from the one they currently know. What problems will need solutions? How do we predict future problems and generate innovative, effective solutions? What better time than now to envision what might be, in preparation for anticipated future realities.

In future problem solving teams (FPSTs), using state-of-the art creative problem solving models, students will don their futurist thinking caps to predict problems, choose a compelling one of interest, and figure out how to tackle it. Through robust creative and critical thinking, they will explore expansive sources of information to “excavate” the nature of the problem, propose conceivable solutions, and an action plan for carrying these out that includes consideration of ways to increase support and decrease resistance to their ideas. Opportunities for FPSTs to explore ideas with specialists from the Venture Development and Entrepreneurial Centers at UMass Boston are in the works, as is inviting a guest speaker from the World Future Society.

Individual assignments include a Futurist Log (reflections on course content and processes), a “Futurist of Choice” class presentation, and contributions to the team’s final presentation and written report. Team assignments include: application of creative thinking and problem solving models to idea and solution finding, weekly team progress reports, presenting final ideas to invited guests, and submitting a team final report. Readings will include articles by leading futurist writers, and a book by a leading contemporary futurist is also being considered.

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

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

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

Do you have less than 75 credits, but have thesis questions? See your Honors College advisor and they’ll be happy to start the conversation sooner rather than later!
Honors College Mayor’s Symposium for Fall 2016

Honors 490 (01): Mayor’s Symposium

Time TBA
Instructor(s) TBA
(Admission to this course is by the permission of the instructor)

The Honors College at UMass Boston is fortuitously located in one of the most vibrant and complex cities of the global community, with regard to factors such as history, culture, economics, science, medicine, technology, academics, and politics. The challenges that Boston faces and must address, though specific to the city’s unique circumstances, are similar to the challenges of other major cities. The Mayor appreciates that UMass Boston students are an integral part of the city and can provide innovative approaches to new challenges. The Honors College will offer a semester-long seminar course that specifically addresses an important issue articulated by the mayor.

The semester’s issue will be City of Boston recruitment. The City of Boston is Boston’s largest employer, employing more than 17,000 individuals in diverse types of civil-service positions. The Mayor Office believes that great government is only possible by recruiting and retaining a world-class workforce. As 30% of City employees will reach retirement age in the next 10 years, there exists a tremendous opportunity for the City to recruit talented employees from among the more than 100 colleges and universities in the greater Boston area. For the Mayor’s Symposium class project, the Mayor’s Office will task students with building the ideal City of Boston employer brand and creating recommendations for the City to implement immediately in the recruiting and hiring of students like the ones participating in the class. They believe that this project is a unique one that UMass Boston students are suited to answer this question better than anybody else, “How do we convince you to work for the City of Boston?”

Up to fifteen students will work in a closely-knit cohort with a team of one or more UMass Boston faculty member and expert practitioners of municipal government. Through this course, the mayor will have the benefit of the agile minds and complex analytical skills of UMass Boston’s intellectually ambitious students, and the students will have the unique opportunity to engage theoretically and practically with a worldclass city.

TO APPLY: Send an essay of no more than 400 words that addresses the following questions: (1) Having read the course description for the Mayor’s Symposium, and considering your life up to this point and your professional goals (however clear or unclear they may be), what attracts you to this course? (2) What about it seems most exciting to you, and what about it seems most challenging?

Send the essay to Rajini.Srikanth@umb.edu. The deadline for submission of the essay is April 10, 2016. The Honors College will be in touch with you to schedule an interview.