HONORS COLLEGE

Winter and Spring 2016 Course Descriptions

In Spring 2015, Professor Sari Edelstein and her Honors College First-Year Seminar traveled to the Institute of Contemporary Art as part of their course on Reading Gender.
Not sure who your Honors College Advisor is?

If you have earned more than 15 credits or are currently not a first-year student, 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 have less than 15 credits, your advising will be done for spring 2016 via a first-year group session. Please watch your email for details.

If you cannot find your Honors College advisor in WISER or you aren’t sure what to do for first-year group advising, please visit the Honors College front desk in Campus Center 2100.01. There an Honors College Ambassador can look up the name of your advisor or give more details about first-year group advising.
It is our pleasure to announce the first winter semester course in the Honors College. The course will provide students with the unique opportunity to learn about and from Cuba, focusing on environmental, ocean, and public health. The course includes a one-week trip to Cuba, to learn first-hand about Havana and its historic, social, and environmental changes during the past 60 years. Cuba has one of the most pristine coastal and marine environments in the world, and students will experience this island’s beautiful mangroves and coral reefs by visiting the National Park Cienaga Zapata. In this course we are going to explore the interconnectedness between cultural tradition and sustainable use of local environment, and visit several community project sites including Parque Metropolitano de La Habana, the aquaponic and organic farming at Organopónico de Alamar, and the Centro Martin Luther King. You will be able to learn about unique self-sustainability approaches and activities that are supported through the excellent educational system provided for all Cuban citizens for free. This amazing island is now open for us to visit and enrich our educational, cultural, environmental and social experience.

APPROXIMATE COST FOR THE COURSE IS CURRENTLY $4,375 (includes travel and lodging in Cuba and UMass Boston course fees). The cost may change depending on the number of students enrolled in the course and the market rate of travel. The course is offered through a partnership with the College of Advancing and Professional Studies, therefore typical student aid (e.g., the Chancellor’s Scholarship) may not apply to this course. Students are encouraged to consult with the One Stop (Campus Center, Upper Level) to determine what aid may or may not apply to this course.

This course can be used to fulfill a Natural Science (NS) distribution requirement.
Honors College First-Year Seminars for Spring 2016

Honors 101 (1): Educational Encounters in Film and Literature (#2020)
TuTh 9:30 - 10:45am
Vivian Zamel, English

In this course we will examine the complicated, dynamic nature of educational encounters as depicted in films and literary texts. We will consider experiences that are situated within classroom settings (in works such as Freedom Writers), but we will also look at ones that take place in less conventional educational settings (in works such as Rabbit Proof Fence). We will consider educational experiences that take place in different parts of the world, across cultures, and in different time periods.

As we examine the stories and circumstances of learners and teachers, we will consider a number of themes: how films and texts capture these stories and circumstances; how teaching and learning and the individuals involved in these processes are represented and the implications of these representations; how attitudes, expectations, and assumptions shape the teaching/learning relationship; how factors such as class, gender, cultural background, and language affect the processes of teaching and learning; and how teachers and learners negotiate the tensions and challenges they experience. We will further reflect on the shifting positions that learners and teachers may experience as they engage one another, and the transformations that both learners and teachers may undergo as a result.

Students will write responses about these films and texts in a regular and ongoing way, thus using writing to engage with, reflect on, raise questions about, and find connections to these works. They will also do a presentation about a selected film and read and write about an additional book that is related to the course theme. Finally, students will undertake a course project that pursues questions and interests that build on their previous work and that they want to explore further.

Honors 101 (2): Homelessness and the Self-Perpetuating Cycle of “Shame” (#2021)
MWF 9:00 – 9:50am
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 1980s, unprecedented numbers of the nation’s mentally ill were forced onto the streets. According to the Massachusetts Department of Elementary and Secondary Education (ESE) 9,493 high school-aged students in public schools are now experiencing homelessness on any given day in Massachusetts, and over 37,000 students of all ages are experiencing homelessness in the state. This course will investigate the changing face of homelessness over the past fifty years and question why college-age individuals constitute the fastest growing segment of this population today.

Together, we will examine the socioeconomic factors contributing to homelessness, as well as social justice programs and current public policy debates seeking to halt its rise. Guest speakers from UMass Boston’s Center for Social Policy and area shelters will contribute to the discussion, and we will read Another Bullshit Night in Suck City by Nick Flynn, The Glass Castle by Mary Karr, Miles From Nowhere by Nami Mun and Breaking Night by Liz Murray, as well as watch the award-winning documentary by Daniel Cross, The Street. Weekly reading responses, lively debate, and a final paper (5-7 pages) will address our individual and collective response to this national crisis.

Honors 101 (3): Genetic Mutations (#2022)
MWF 11:00 – 11:50am
Steven Ackerman, Honors College

This course is for 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 cause their effect on the individual, using examples ranging 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 then debunk the supposed harmful effects of high fructose corn syrup, and the notion that antioxidants are beneficial in high doses. We will also examine real substantive concerns, such as those that sunscreens may not always protect individuals from UV damage. We will consider the harmful chemicals in tap water, the dangers of bottled water, the effect that plastics have on health, the plastic components such as bisphenol A (“BPA”), the concerns about canned and plastic enclosed foods, the triclosan in antibacterial products, why plastic shower curtains and that new car odor are harmful, etc. 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.

We will also discuss why chemotherapy uses mutagens for a good purpose (i.e. cancer treatment) but is still harmful, and why some disease genes may cause disease today, but they arose via a mutation, and were beneficial before the mutations occurred. We will also discuss how mutations can arise without changing the DNA sequence (these are called “epigenetic changes”) and how these changes can be passed on to subsequent generations even though the DNA remains conserved.

Students will write five short (1.5 pages) impact papers, one medium (2 pages) and one longer (5 pages) papers, and give an oral presentation. The 2 and 5-page papers are topics chosen by the student and should reflect their area of interest.

Honors 101 (4): Topics in Health: The Personal and Political (#2970)
MW 4:00 - 5:15pm
Daria Boeninger, Psychology

Can personality traits predict health and longevity? Why do some scientists maintain that our “zip code is a better predictor of our health than our genetic code”? Can agricultural policies also be seen as health policy? How much freedom over our health-related choices do we really have? Why are so many Americans becoming obese, and is encouraging personal health habits around exercising and “eating well” the best strategy to prevent obesity? Do we have a right to health? What ethical dilemmas are raised by efforts to prevent illness in general, and obesity specifically?

This course will explore these questions through a mix of scholarly readings, documentaries, class discussions, lectures, guest speakers, and peer teaching. The first half of the course introduces a biopsychosocial understanding of health, examining individual-level and societal-level influences on health; the second half of the semester focuses on using this perspective to understand how obesity, one of the most common chronic illnesses in the U.S., develops, and therefore, what may be done to prevent obesity.

You can expect to complete responses to your assigned material for most class days. Each of you will participate in teaching one class. You will also write a series of three scientific papers that build on each other across the semester (3-4 pages, 4-6 pages, and 7-8 pages). The semester ends with you presenting your findings on your topic of interest (based on your final paper), a wonderful way for everyone to increase their knowledge on a whole range of health problems and their prevention.

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

Since the creation of film in the 1890s, literary works have continuously served as the basis for movie plots. While fiction of all types has been appropriated by film, science fiction and narratives about advanced technology and dystopic futures have often dominated the literature-to-film landscape. Some texts reflect a sense of anxiety that is expressed in scenes of near apocalypse, but in many works, there is also a sense of real hope and curiosity about what the future will hold.

This seminar will examine the ways in which writers and filmmakers reveal our overriding angst, passion, and immersion in technology and how we, as individuals, cultures, and nations, deal with rapid change and the specter of the future. We will explore the ways in which our complex relationship to science and technology contributes to fantastic, fascinating, and often confusing human imaginings, as well as to specific constructions of identity, race, gender, power, and the human soul.

We will cover five or six texts (novels, graphic novels and short stories) and films, as we investigate the nature of the art of adaptation. This is a student-driven class where each student will choose one class time to select topics and lead the discussion. Through close readings and viewings, we will pay special attention to the authors’/artists’ historical and cultural influences and the vagaries of the adaptation process. This course will require two shorter essays (4-5 pages) and a longer final essay (8-10 pages).
Honors 101 (6): What Does It Mean to Be Poor? (#3599)
TuTh 11:00am - 12:15pm
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 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.

Other than active participation and regular attendance, students are expected to bring questions that emerge from reading the materials. Students will write several short essays (2-3 pages) in response to the documentaries, connecting them with course readings; prepare a brief oral presentation on the materials assigned for one class, followed by class discussion which they will lead; and complete a course project exploring an aspect of poverty in greater depth. Students will be allowed one rewrite option per assignment.

Honors 101 (7): Classics and Counter Classics (#4349)
MWF 12:00 - 12:50pm
Philip Chassler, English

Many novels have a reputation as “classic.” Other novels lack that reputation, yet tell parallel stories to those “classics” by approaching the same or similar situations from differing cultural, temporal, gender, political, or other perspectives. In this course we will read several pairs of novels that in some ways mirror or parallel one another. For example: we might read Albert Camus’s Algeria-based The Stranger followed by the recent response to it by Algerian writer Kamel Daoud, The Mersault Investigation. We might read Harper Lee’s well-known American Southern childhood story, To Kill a Mockingbird, followed by African-American writer Albert Murray’s childhood tale from the American South, Train, Whistle, Guitar. And more.

Reading such novels, we will consider what the designation “classic” means, how the designation comes about, how meaningful it may or may not be. We’ll learn how novelists “talk” to each other through their work (intentionally or not), how you the reader, in turn, might understand reading as a conversation with readers and authors, and how engaging, complex fiction can be understood as a way to express individual experience (such as romance, family, work, mystery, and death) and social forces (such as social class, racism, and colonialism).

Be prepared to respond thoughtfully to fiction (and to help you do this, we may read some critical essays); to work with classmates during in-class reading groups; to write several analytical papers, as well as brief reader responses; and perhaps to take quizzes or exams.

Honors 101 (8): Trauma, Violence, and Literature (#7690)
TuTh 11:00am - 12:15pm
Maryam Ghodrati, Honors College

“If every age has its symptoms, ours appears to be the age of trauma.” Nancy K. Miller and Jason Tougaw, 2002

This course will examine the ways in which trauma, despite its sometimes assumed unspeakability, is explored, represented, and externalized through 20th-century literary and visual narratives that respond to diverse personal and historical traumatic events. Such events include slavery, sexual abuse, political coercion and state apathy, patriarchy, poverty, exile, displacement, siege, and war.

Through fiction, prose, poetry, drama, film, and photography, we will think about and respond to the effects of trauma on an individual’s physical and psychological existence. We will also examine how literature and visual arts perceive, deal with, or memorialize collective trauma, how trauma shapes narratives, and what the social, political, and cultural implications of narrating trauma are. The varied materials from Middle Eastern, Western, and European backgrounds will help us to understand how the narratives of trauma specific to each respective culture allow for possibilities of survival, healing, and recovery.
Other than active participation and regular attendance, students are expected to bring questions born out of reading the materials, write one short response essay (2-3 pages), one comparative research paper (6-8 pages), and prepare a 15-minute oral presentation on the materials assigned for a week, followed by a discussion which they will lead.

**Honors 101 (9): Utopias and Dystopias (#7691)**

TuTh 4:00 - 5:15pm  
*Hugh O'Connell, English*

While the concept of utopia is generally understood amongst most people, there seems to be little agreement on what it actually means, as one person’s utopia quickly becomes another’s dystopia. That utopia and dystopia could coincide in the same place and time seems contradictory. Utopia is an exercise of the political imagination, a model of social daydreaming that extrapolates a better world from a less than perfect present. Yet dystopia continues to haunt the margins of just such a utopia, presenting the specter of a new form of discontent that threatens to transform any utopia into its opposite.

Early in the semester, we will trace the development of utopian thought and its historical origins in literature and philosophy. Then we will transition into the study of more contemporary manifestations of utopian thought in a host of different mediums. We’ll analyze a wide cross-section of popular cultural sources (films, fiction, comics, television shows, advertisements, and music), as well as more socio-political sources (religious texts, legal theory, political philosophy, intentional communities, and revolutionary manifestos). We’ll consider sources from a vast array of cultural, ethnic, gendered and national perspectives. Some texts that we may read include: Charlotte Perkins Gilman’s *Herland*, Alan Moore’s *The Watchman*, Ernest Callenbach’s *Ecotopia*, Doris Lessing’s *The Dispossessed*, Ahmed Khaled Towfiq’s *Utopia*, and Margaret Atwood’s *Oryx and Crake*. Films may include Roland Emmerich’s 2012, Joon-ho Bong’s *Snowpiercer*, and Wanuri Kahiu’s *Pumzi*.

In addition to readings and viewings, students will keep a journal exploring their own notions of utopia/dystopia, write a short response paper, complete a take-home midterm, and write a final research paper and presentation.

**Honors 101 (10): Beyond the Bench: Scientists as Activists (#7692)**

TuTh 12:30 - 1:45pm  
*Connie Chow, Honors College*

This highly interactive seminar invites students to examine historical and contemporary scientist-activists and how and why they interact with the social and political world, as well as the natural one. By considering the risks and triumphs of publicly upholding principles and challenging the status quo, students will 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:

1. 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. How do they communicate scientific evidence, address skeptics, and mobilize others to create change?
2. How scientists advocate for themselves and colleagues within their profession, because they are people with rights – underrepresented or marginalized groups, (low) wage earners, etc. How and why do their struggles mirror or lag behind social movements?
3. How scientists advocate for wider causes, because they are (world) citizens – e.g. against racism and nuclear armament; for citizen science and human rights. 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; complete two short, interest-driven research assignments that contribute to a final project. The final project/presentation will be a learning tool suitable for and assessed by a middle or high school audience and their teacher(s).

**Honors 101 (11): Artificial Organs and Prosthetics (#7693)**

MW 4:00 - 5:15pm  
*Whitney Stoppel, Honors College*

How do we develop new treatments for patients with disease or life-altering injuries? Who decides what kind of treatment a patient receives? Who decides if a treatment is safe and effective? These questions are at the forefront of industry and medicine in the greater Boston area, and they intrigue engineers, physicians, and scientists at a variety of academic institutions, hospitals, start-up companies, pharmaceutical companies, and medical device companies. This field, termed Biomedical Sciences and Engineering, aims to train scientists and engineers to answer some of these big questions via two main avenues: 1) treatments free of biological...
The goal of this class is to explore the methods used to develop new treatments while discussing the ethical implications and pitfalls of different methodologies. We will pay close attention to how this information is relayed to the public through evaluation of news articles and the science and engineering behind them. Students will have the opportunity to visit a local medical device company and learn how engineers contribute to the development of new medical treatments. Local scientists and medical professionals will also visit the class to give their perspective on the field.

Classes will be interactive and group work is encouraged. We will read articles, watch clips online, and engage in discussion on the current regulations for the development of new patient treatments. Grades will be based on class attendance and participation, short in-class/take-home assignments, group exercises/presentations, and a final paper.

First-year Students Don’t Forget About FIND!
The FIND (First-year Immersion and Narratives of Discovery) experience is a unique in- and out-of-classroom experience for Honors College students that will enable you to discover innovative and intriguing ways of understanding the world. FIND can help you find … yourself within UMass Boston, your scholarly voice, and hopefully a commitment to a future that is satisfying and meaningful to you. To enable these discoveries, FIND helps you explore the world in an unfamiliar way, realize interests you didn’t suspect you had, develop an openness towards others, build intellectual curiosity, and practice a strong ethic to serve the greater good. Plus, FIND helps you cultivate and refine the skills and behaviors necessary for Honors College success.

FIND contains two components. The first is core actions, which all Honors College students must complete. The second is activity involvement, which you will tailor to your own personal interests via on-going and one-time activities.

See your first-year English composition instructor, an Honors College ambassador, or www.umb.edu/academics/honors/FIND for more details.
Honors College Spring 2016 Intermediate Seminars

Honors 210G (1): Learning Biology through Reading Fiction and Non-fiction (#7772)
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 (both fiction and non-fiction), in order to guide our learning of topics in biology. Possible books might include: My Beautiful Genome, The End of Plagues, His Brother’s Keeper, Mountains Beyond Mountains, Deadly Outbreaks, and The Philadelphia Chromosome. 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, and patenting scientific discoveries
- Human disease: Infectious diseases, cancers, single-gene disorders (such as cystic fibrosis, and Duchenne’s), and common complex disorders (such as Alzheimer’s, schizophrenia, and heart disease)
- Public health: Vaccines, immunity, drug development, and medical care in the US & the developing world

This course will not be centrally focused on textbook readings, lectures, 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) requirement.

Honors 210G (2): How to Build a Biotech Company (#7773)
TuTh 9:30 - 10:45am
Steven Ackerman, Honors College

In order to build a biotechnology company, there are many considerations. The goal of this course is to provide an interdisciplinary vehicle to bring together different branches of science and business to allow students to gain a perspective on how and why a biotechnology company must include more aspects than either a science or business background can furnish. This course may appeal to both the science major and the business major and will provide insight to what additional background they need to be successful in a biotech company.

One of the primary deliberations is what research path to choose. How does one decide the research avenue to pursue? What new technology can result from the research avenue chosen by each company, and will this lead to obtaining patents? As one example, can drugs be produced with plants and, if yes, are they less expensive and of higher purity with fewer side effects compared to animal-produced drugs?

Some other topics to be discussed are: How is market/product assessment conducted and evaluated? How does the business select its site, and how is this influenced by the company’s goals in research vs. manufacturing? How does site selection impact the success of the company? How does one “set up” the laboratory facilities? What is the business model, and how does one implement the business model to have a successful research endeavor? How is venture capital procured? How does the company develop a plan/model? How are bank loans procured? What is required for quality control and assessment? (The quality control aspect determines the constancy of the product for the consumer. There must be assessment of the product using research techniques that meet standards.) What is the importance of customer service to the clientele? How is the engineering infrastructure (facilities) established and maintained? Each of these considerations and others will be discussed via use of experts in individual areas. There will be numerous guests who will visit the class to discuss topics and provide insights into each theme.

Students will write five short (1.5 pages) impact papers, one medium (2 pages) and one longer (5 pages) papers, and give an oral presentation. The 2-page and 5-page papers are topics chosen by the student and should reflect their area of interest.

This course fulfills the Intermediate Seminar (IS) requirement.
MW 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 broader social, cultural, historical, political and economic context. We’ll 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 in relation to 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, online learning, the role of for-profit higher education institutions, funding of higher education, student debt, and current public policy proposals.

This seminar will emphasize lively intellectual discussion and individually chosen research topics, with both individual and group support. Grading criteria will include attendance, class preparation and participation, and a variety of writing and research projects, including an educational biography (2-4 pages), an institutional history paper (5-7 pages), four reflection papers (2-4 pages each), an oral presentation, and a final research project (10-12 pages).

This course fulfills the Intermediate Seminar (IS) 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 College 290-level Courses for Spring 2016

Honors 290 (1): Mathematics and Literature (#7771)
MWF 1:00 - 1:50pm
Eric Grinberg, Mathematics

This course explores mathematical ideas, literature, and their amalgamation. Mathematical themes appear surprisingly often in literature. Did you know that there's Calculus in Leo Tolstoy's *War and Peace*? This course will entail intensive reading, writing, and thinking. There are writings that can be read by anyone, with or without a mathematics background, which reveal a treasure trove of added insights when their mathematical themes are mined, such as the short stories of Jorge Luis Borges and William Goldbloom Bloch's *The Unimaginable Mathematics of Borges' Library of Babel*, an entire volume that explores just one short story by Borges.

Students will have an opportunity to consider these questions and variants: How are mathematics and mathematicians portrayed in literature? Is there mathematical thinking and mathematical structure in literature (in works by William Faulkner and James Joyce, for instance)? How much mathematics does one need to know in order to understand literary mathematics? How much more can one gain from literature by learning more mathematics? Can one learn mathematics from literature? How does mathematics relate to poetry?

Prerequisites are minimal but they do include being math-friendly and having a keen interest in reading, re-reading, writing, idea exploration, and learning. Students will be expected to participate actively in discussions, frequently write 2-page response essays, and complete occasional longer projects with a class presentation component.

This course can be used to fulfill a Mathematical Thinking (MT) distribution requirement.

Honors 290 (2): The Language of Illness (#7775)
TuTh 4:00 - 5:15pm
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 participative 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 (3): U.S. Involvement in the Middle East since 1945 (#7776)
TuTh 2:00 - 3:15pm
Paul Atwood, Honors College

President Obama, and Bush before him, as well as the mass media, told the public incessantly that the wars in Iraq and Afghanistan were necessary to defeat Islamic terrorists and jihadists, and to protect the security of American citizens. Today the U.S. is intervening in a number of other Muslim nations as well. For many citizens the origin of these wars is simple: the events of 9/11 justify anything. But since those terrible days, many facts have surfaced that call into question the “official” rationale for these wars.
In fact, since World War II, long before 9/11, the U.S. has been actively intervening throughout the region politically, economically, militarily, and culturally. Why? This original interventionism had nothing to do with terrorism. This course will provide an overview of the cultural and historical roots of U.S. interventionism in the region, examine popular American attitudes toward the Middle East, Muslims and Jews as evidenced in the mass media, Hollywood film and fundamentalist Christian doctrine. The emphasis in the mass media has now shifted away from Iraq and Afghanistan (though neither war is coming to an end soon) to Iran and Syria, and we will examine all of these cases carefully. A central concern will be the origins of American intervention in the region and the response to the rise of opposition in the form of Arab nationalism, Islamic fundamentalism, and terrorism.

There will be three papers and one map exam. Students will write two short analytical papers (5-6 pages) based on chapters in assigned readings or internet research. Students will also write a final research term paper (8-10 pages) on a current case of intervention.

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

**Honors 290 (4): The Clash of Economic Ideas (#7777)**  
**TuTh 11:00am - 12:15pm**  
**Guy Numa, Honors College and Economics**

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

**Honors 290 (5): Massacres and Genocides (#7778)**  
**TuTh 11:00am - 12:15pm**  
**Jean-Philippe Belleau, Anthropology**

This course focuses on mass violence: forms of collective action, most often carried out by the state or quasi-state groups that aim at the annihilation of non-combatants. The study of mass violence being a large field, this course will primarily focus on its roots and forms. Thus, this course will examine the following subjects: how the figure of the enemy is produced; why mass killings are carried out; the role of the media in this violence; the psychology and motivations of perpetrators.

The course also includes a unit on the perpetrators’ denial, often an inherent part of a massacre’s logic. Students will develop an understanding of the multiplicity of causes leading to mass violence. The course content is topical and not based on case-studies; however, it is essential that students learn about and differentiate the most studied episodes (the “canon”) of mass violence in the 20th century, such as mass violence under Nazi and communist totalitarianisms, genocide of European Jews (Shoah, or Holocaust), the Koulaks of Ukraine/ex-USSR, mass killings in China (1959, 1966, 1972), the Armenian genocide (1915-1917), the Cambodian genocide (1975-1979), and the Rwandan genocide (1994).

Assignments in the course will include quizzes, a midterm exam, and a final exam. Both the midterm and final exams will be take-home essays requiring thoughtfully constructed responses.

This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.
**Honors 290 (6): Place and Identity (#7779)**

**MWF 11:00 - 11:50am**  
*Christopher Fung, Anthropology*

One of the key questions people often ask when they want to find out more about you is, “Where are you from?” The answer to this question is at once simple and very, very complex, particularly for those who see themselves as connected to an immigrant or indigenous heritage.

Our own city of Boston is seen as one of the places in the US where localness is still strongly connected to one’s sense of identity. In modern industrial capitalist societies, place is very often reduced to real estate or to a utilitarian physical holder for more meaningful activities. Nevertheless, as the Boston example shows, this tendency is not complete. And in other societies and other times, the meaning of place is often central to how people understand who they are, not only in terms of the past, but in terms of the present and the future as well.

This course examines the role of place (locations either physical or non-material) in the formation and maintenance of identity. We will draw on materials from anthropology, political science, geography, literary studies, ethnic studies, and indigenous studies to address this phenomenon. In addition to the texts, we will look at documentary and feature film, blog posts, social media, and very basic online data resources.

Assignments in the course will include several blog posts and responses, as well as a final essay/project (12-15 pages).

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

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**Honors 290 (7): Global Health and Inequalities (#7780)**

**MW 4:00 - 5:15pm**  
*Nada Ali, Women’s and Gender Studies*

This course will introduce students to concepts, theories, country-specific case studies and policy debates on the social, economic, and political determinants of health and ill-health at the local, national, and global levels. We will explore the nature and extent of global and national health disparities. We will also discuss structures, institutions, and power relations based on intersecting hierarchies such as gender, race, ethnicity, social class, sexuality, different physical ability, HIV status, and immigration status, as well as how these factors shape experiences of health and illness, determine access to healthcare and other related services, and impact the production of scientific knowledge and vice-versa. Finally, we will examine how individuals, communities, and social movements have addressed or resisted some of the challenges arising from health inequalities.

Our materials will come from the fields of critical and medical anthropology, biology, development studies, environmental studies, human rights, medicine, philosophy, political science, public health, public policy, sociology, and women’s and gender studies. Depending on funding, students may take a field trip to New York in March (during spring break) to attend selected meetings at the United Nations of the Commission on the Status of Women (CSW), engage in civil society side events, and meet activists and practitioners working on health, environmental degradation, and gender equality.

In addition to preparation, attendance, and active participation in all class sessions, students are expected to: 1) lead a class discussion by presenting 10 minutes of critical reflection on the readings, asking one or two relevant questions; 2) follow at least three people’s or institutions’ tweets about the CSW, and produce at least two tweets each day about CSW sessions while in New York (if we go there); 3) write a 2-3 page reflection on CSW sessions attended in person or online; and 4) complete a take-home exam (7 pages).

*This course can be used to fulfill a World Cultures (WC) distribution requirement*
**Honors 290 (8): Black Holes (#7781)**

**TuTh 12:30 - 1:45pm**  
**Sophia Cisneros, Honors College**

In our ever-evolving civilization, the structure and meaning of Einstein’s theories of Special and General Relativity are reserved for a small portion of society. This course will use algebra to introduce the foundations of relativity, in order to access the physics of black holes. In this algebra-based introduction to Einstein’s theories of special and general relativity, we will pursue the constructions of space-time manifold through Kip Thorne’s book on the science of the movie *Interstellar*. (It is not necessary to watch the movie to understand this class or the book.) We will delve into topics ranging from:

- the universe in brief  
- the laws that control the universe  
- warped time and space, tidal gravity  
- supermassive black holes, gravitational slingshots  
- imaging black holes, jets and nodal structures associated with active galactic nuclei  
- interstellar travel, worm holes, gravitational waves  
- exosolar planets  
- fourth and fifth dimensions  
- gravitational anomalies, singularities and quantum gravity  
- tesseracts, and more pending the interests of the class members.

This class will involve readings from the book *Interstellar* and supplementary algebra practice sheets. We will refresh and build our arithmetic skills, building our mathematical intuition, as we move through the material. In-class activities will move between classical lectures and discussion, to small group problem-solving. The course is designed to be appropriate for both science and non-science majors. Your grade will be based on attendance and participation, weekly homework assignments which build on the problem-solving skills, and a research project which includes a 2-page written report and a 5-minute oral presentation. **PLEASE NOTE:** Although no prior scientific knowledge is assumed for students taking this course, a pre-requisite of MATH 114QR (Quantitative Reasoning) or MATH 115 (College Algebra) is required.

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

**Honors 290 (9): Becoming a Leader (#7782)**

**W 10:00am - 12:45pm**  
**Ira Jackson, Office of the Provost**  
**Michael Metzger, Honors College Dean's Office**

Is leadership important? If so, why? What constitutes a leader? Is leadership anchored to positions or can it be something broader than a title? How does a leader respond to a complex situation? Where does politics, power, and conflict fit in a leader’s toolbox? Is leadership different for various sectors of society (i.e., public, private, and non-profit)? Do the three sectors require any common elements of leadership? Will society expect new types of leaders for the future? Regardless of your career path, from education to finance to health care, all fields have leaders. Therefore, this course will help participants deconstruct leadership through these and other questions about what makes an effective leader using a three-prong framework of personal context, behavior, and environment. We will examine classical and modern leadership case studies, profiles, and philosophies including Lao Tze, Machiavelli, Mahatma Gandhi, Martin Luther King, Sheryl Sandberg, and Steve Jobs. We will also engage practicing leaders through guest lectures and shadowing. Through this practitioner engagement, students will gain a deeper, first-hand understanding of leadership complexities within specific sectors (i.e., the profit motive in business, the need for fairness in government, and the responsibility to stakeholders in the social sector). By the end of the course, participants should have a more complex understanding of the concept of leadership and the relationship it has with their journey.

Beyond an expectation for high levels of participation, the class will require creating a self-assessment and reflecting on it in a brief paper; leading a class discussion/activity; completing the personal leadership philosophy project, which will include shadowing a leader and writing an 8-10 page paper; and presenting a short final class presentation.

This course is open to the wider UMass Boston community. Enrollment is by permission only. Students must have a 3.5 cumulative GPA with at least 60 credits by the start of the spring 2016 semester. No previous formal leadership experience is required, but a strong interest in leadership is desired. **Students wishing to enroll must submit a 250-400 word essay to michael.metzger@umb.edu by October 28, 2015, that addresses: why leadership is important to you and why might this course be important in your future.**

*This course can be used to fulfill a Social/Behavioral (SB) distribution requirement.*
Tu/Th 8:00 - 9:15am
Maureen Scully, Management

This course will introduce basic business functions and concepts, while situating business in the context of a complex environment. The course has three main components. First, students will become familiar with the nature of business, including the basic business functions: accounting, finance, human resource management, information systems, marketing, and production/operations. We will investigate how these functions work together in a business and analyze a variety of organizational designs, strategies, and business models. Examples will range from small start-ups to large multinational corporations. Throughout the course, we will take a historical look at the rise and transformation of businesses, while understanding contemporary patterns.

Second, students will analyze how business fits into a wider context. There are the basic elements of a business's environment, including suppliers, competitors, partners, and customers. We will also examine the role of governments, regulatory and legal climates, and various normative and ethical standards. The course will keep a global focus, examining not only global businesses, but how transnational flows of people, resources, and capital are shaped by and affect businesses. While the focus is on business, we will sometimes consider how business operations and logics inform other organizations, including non-profits and government agencies.

Third, students will delve into some contemporary dilemmas where business is an agent, including privacy and security issues, opportunity structures and the challenge of widening inequality, regional economic health, discovery and innovation, and the linkages between universities and businesses. Student interests will guide our choice of dilemmas to examine.

Assignments will include active participation and engagement with the readings; giving a presentation (about 10-15 minutes, unpacking an issue from the readings); brief (1-2 page) reaction papers based on other students’ presentations (about five reaction papers, depending on class size and design); and a final paper (10-12 pages with research references) on the student’s chosen topic. There is no final exam.

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

These graduate-level Conflict Resolution courses can only be counted as an Honors 290 requirement for any Honors College student with over 60 credits, 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 student interested in taking one of these courses should contact jeffrey.pugh@umb.edu to add the course to their Spring 2016 course schedule.

**CONRES 621: Negotiation (#2225)**
W 5:30 - 8:15pm
*David Matz, Conflict Resolution, Human Security and Global Governance*

Negotiation is the bedrock skill in this field. The course addresses the development of negotiation techniques and fosters student knowledge of the substantial body of negotiation theory that is now available.

**CONRES 603: Advanced Negotiation/Mediation: Trauma, Violence, and Conflict Resolution (#7890)**
M 5:30 - 8:15pm
*Marie Breen-Smyth, Conflict Resolution, Human Security and Global Governance*

This course will examine the classification of violence; its forms and motivations; governance and regulation of violence; its physical, psychological and political effects and uses; and approaches to non-violence. It will address questions such as: whether all violence can be considered political; the changing social construction of violence; how a context of violence tends to bifurcate thinking and ways of knowing; how violence becomes enculturated; and whether it can be seen as a form of communication. It considers individual and collective state and non-state violent actors; normative and legal definitions and contexts of violence; and how violence is legitimised or de-legitimised. The effects of violence are considered in historical perspective, the effects of war on populations, the aftermath of political violence for combatants, and the changing understandings of the impact of violence on individuals.

**CONRES 603: Advanced Intervention: Post-Conflict Resolution and Reconciliation (#7891)**
Th 5:30 - 8:15pm
*Marie Breen-Smyth, Conflict Resolution, Human Security and Global Governance*

This course aims to provide students with an understanding of the diversity of challenges that arise after peace settlements following long-term conflicts and insurgencies where political terror and counter-terrorist measures have been employed. For the purposes of this module, three conflicts and peace processes will be examined. Two, namely South Africa and Northern Ireland, can be considered post-conflict, and one, Israel-Palestine, is still a conflict zone. Course material will be organized under three broad headings, namely Security and Governance, Psycho-social aspects, and Structural aspects of post-conflict reconstruction. The course will examine issues and challenges within peace processes and reconstruction in the light of their significance for establishing political stability and a functioning civil society in the post settlement period.

Under the heading of Security and Governance, students will consider the challenges of the significance and labelling of post-conflict violence, legal reform, demilitarization, re-integration of combatants, and the process of democratization. Under the heading of Psycho-social issues, students will examine the impact of conflict on the population, victims and their role in peace processes, reconciliation, truth recovery, and trust building. Finally, Structural aspects will include a consideration of demographic factors, the inter-relatedness and dynamic between politics, economics, and civil society in the post-conflict period, and the role of economic development in conflict and post-conflict reconstruction.

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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!
Honors College Junior Colloquia for Spring 2016

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

Th 9:30 am - 12:15pm
Alan Stoskopf, Honors College

How are messages of organized political violence and peace transmitted through national history? The work students do in this course will contribute to an ongoing international project exploring how representations of violence in textbooks and other formal and informal educational materials are taught in different cultural contexts.

For example, we will investigate three topics in American history educational materials for schools: the forced migrations of indigenous Indian nations, the abolition movement in the years before the Civil War, and the War on Terrorism. Each of these past and contemporary episodes in American history is framed in ways that are in marked contrast to recent scholarly research. By going back and forth between the formal materials used in schools and current scholarship, students gain new insights into how our civic and national identities in the present are constructed through the stories we tell ourselves about our past.

Students also will compare historical representations of violence and peace from other national contexts, in particular those from Spain. As we discuss what we have learned from our analysis of different national historical textbook accounts, students will investigate how messages of political violence and peace are shaped by other sources, such as museums, monuments, and digital media. Throughout the course students will reflect on their own experiences of learning history and how those experiences compare to what we are learning in our class.

The colloquium therefore becomes a laboratory where students develop valuable skills in researching varied types of discourses. They learn how coding is used in the qualitative analysis of source material and how findings from this research project can be evaluated for their trustworthiness. In this respect, students’ discussions and written work also made a valuable contribution to the integrity of an important international research initiative.

Course requirements include four formal assessments. Students keep reflective memos charting the evolution of their thinking about the significance of the information they are encountering. They are also responsible for a team presentation about their ongoing analysis of discourse data. There is one mid-term paper that involves their own analysis of an historical account. Finally, the course culminates with students creating projects that are of interest to them and also connect to major themes of the course.

Honors 380 (3): Bombs and Bombshells: Gender, Armed Conflict, and Peacebuilding (#3939)
W 3:00 - 5:45pm
Carol Cohn, Director, Consortium on Gender, Security and Human Rights
Kade Finnoff, Economics

The relationship between gender and war has historically been seen as so obvious (men wage war, and women weep) that it has largely been ignored by scholars and politicians who think about war. But over the last 25 years, the roles of men and women in war-making and peace-making have suddenly become topics for research and knowledge-building.

This interdisciplinary course will examine the gendered political economies of war and peacebuilding. A variety of theoretical and methodological approaches to understanding the relationships between gender, armed conflict, and peacebuilding will be employed, with an eye toward assessing the strengths and limitations of each. Empirical research, interdisciplinary studies, multimedia and policy analysis will be used to explore multiple perspectives and “ways of knowing” about the causes and consequences of armed conflict.

Peacebuilding itself will be viewed through a gendered lens, in the context of the global political economic relations within which countries recover from violent conflict. Throughout this course we will combine theoretical debates with data on country case studies as a way to illustrate the diversity of experiences and complexity of understanding conflict and peacebuilding.

This course involves extensive reading, writing, discussion, data analysis, and both individual and group work through team-based learning. The writing will include short weekly reading analyses and construction of an annotated bibliography. Team-based learning (TBL) structures student learning through small groups that work together throughout the entire semester. TBL emphasizes student preparation outside of the classroom and application of knowledge within the classroom. Within the TBL format assessment occurs at both an individual level and group level, with students given the opportunity to assess their other group members’ contributions to group work.
Honors 380 (4): From Modern Quantum Mysteries to Early American Pragmatism: Thinking Forwards by Thinking Backwards (#7713)
TuTh 2:00 - 3:15pm
Christopher Fuchs, Physics

Quantum theory is the foundation of nearly all modern physics. Since its discovery in 1925, it has never met a single experimental failure, and without it we could kiss our technological society goodbye. Without quantum theory, there would be no lasers, no transistors, no smart phones – it might as well be 1910. But to this day, there remain passionate debates within the physics community over what quantum theory is actually saying about the world. To the way many scientists think, the theory shouldn’t work at all. The conundrums that fuel this are the modern quantum mysteries. Yet the mysteries are simple enough that they can be explained to anyone, from nurse to liberal arts student.

Our course will start with the state of the debate in 2016. But through it we will be tugged back to the 1910 we just made fun of – to a time when a now largely forgotten philosophical movement was still in the air. This is the “American pragmatism” of William James, John Dewey, and Charles Peirce, a philosophy that took root just across the river from UMass Boston in our own Cambridge. The key to the transition is something physicist David Mermin once wrote: “The strangeness of quantum theory ... has interesting things to teach us about how certain powerful but flawed verbal and mental tools we once took for granted continue to infect our thinking in subtly hidden ways. The problem with ... striving to make quantum mechanics appear ordinary [is that it] deprives us of the stimulus for exploring some very intriguing questions about how we are capable of apprehending the world.”

What were the pragmatists on about? What did they say about how the world is apprehended and of the metaphysical implications of their views? The study of these questions will be the core of the course, with the aim of illustrating a scientific vision of the universe in which, as historian Will Durant put it, “where there are cross-currents and warring forces our own strength and will may count and help decide the issue; it is a world where nothing is irrevocably settled, and all action matters.”

Readings will include essays on the quantum mysteries, Louis Menand’s book The Metaphysical Club: A Story of Ideas in America, William James’s book Pragmatism, and various essays by other pragmatists. Grades will be based on class participation, a number of small writing assignments, and a significant end-of-term thesis.
Junior Colloquium Alternatives for Spring 2016

The below courses, with their interrogative, theoretical focus and interdisciplinarity, are similar to an Honors College Junior Colloquium and can be taken as an alternative to Honors 380 this spring.

**ASIAN/MDNLNG 488L: The Idea of Asia**
TuTh 11:00am - 12:15pm
Terry Kawashima, Asian Studies

This course is the capstone for Asian Studies majors, but Honors College students interested in an upper-level seminar are also very welcome to register. Please email the professor at terry.kawashima@umb.edu to request a permission number.

The course examines the imagination of “Asia” from a variety of perspectives: historical, economic, religious, philosophical, literary, and artistic. The aim of the course is to consider Asia as a region by exploring texts and phenomena that address issues beyond the boundaries of single national traditions. Through such explorations, we will try to think about how Asia is defined by those inside and outside this large and diverse region of the world. In the first part of the course, we will look at how, at various moments, specific Asian cultures envisioned themselves vis-à-vis other Asian cultures. Systems of thought, such as Buddhism, Confucianism, and Islam, provide insight into how texts, people, and ideas traveled between and within South and East Asia, while a look at conceptualizations of languages, nationalisms, and intra-Asian colonialism affords an opportunity to examine how these “ideas of Asia by Asians” concretely manifested themselves, sometimes problematically.

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

**CRCRTH 649: Scientific & Political Change (#7814)**
W 4:00 - 6:45pm
Peter Taylor, Critical & Creative Thinking

As this course is a graduate level course, please contact jason.roush@umb.edu for registration assistance.

Prior to WW II, the American government played a relatively small role in the support of science, especially outside of its own institutions. That situation changed dramatically with the war and the Cold War that followed. We explore how these events transformed the role of science in American life, vastly enhancing the prestige of scientists, and shaping the extent and the nature of federal involvement in science. These and later developments, including the commercialization of academic research, raise important questions about the appropriate role of science and scientists in a democracy. In particular: How can we reconcile the need for scientific and technological expertise on the one hand, and for the democratic control of science on the other? We consider different theoretical approaches to this issue, and illustrate the dilemmas it poses with a number of empirical examples.

Course Overview
After an introductory session in which students identify their personal intellectual and professional interests and are introduced to “Project- (or problem-) based learning” (PBL), the course consists of four 3-session PBL units. The PBL approach allows students to shape their own directions of inquiry and develop their skills as investigators... Students’ inquiries are guided by individualized bibliographies co-constructed with the instructor and informed by the projects of the other students. Students are asked to keep three broad goals in view:

- To learn about analyses of the political influences on the development of science and technology, and, reciprocally, of influences of such developments on political processes and possibilities;
- To re-engage with yourselves as avid learners and inquirers; and
- To organize resources that prepare you to teach and engage students and members of the relevant communities to participate in questioning and shaping the direction of scientific and social changes.
Honors College Spring 2016 Cross-Cultural Symposium

Honors 490 (1): International Epidemics, Part II: Focus on South Africa

Time TBA (The course will meet once a week for two hours)
Open only to those students who completed Honors 490 International Epidemics in Fall 2015.

Rajini Srikanth, Honors College and English Department
(Admission to this course is by the permission of the instructor)

South Africa is a young nation, having gained its liberated status as a multiracial democracy in 1994, a mere 21 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. During this semester, 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, you, the students, will volunteer at a community health organization for a minimum of 20 hours over the duration of this 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 you take this volunteering seriously—honor your commitment to the organization. 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.
BA/MA Programs

The Honors College has agreements with the McCormack Graduate School of Policy and Global Studies, the graduate program in Creative and Critical Thinking, and the graduate program in Science in a Changing World to offer accelerated BA/MA degrees.

Each type of opportunity is described in detail below, as well as instructions on how to apply for these accelerated degrees.

Summary:
The Honors College and The McCormack Graduate School of Policy and Global Studies have collaborated to bring you four exciting “4 + 1” accelerated Bachelor’s/Master’s combined degree programs:

- A bachelor’s degree, combined with an MA in Conflict Resolution, in 5 years
- A bachelor’s degree, combined with an MS in Gerontology, in 5 years
- A bachelor’s degree, combined with an MA in International Relations, in 5 years
- A bachelor’s degree, combined with a Master’s in Public Affairs (MPA), in 5 years

What does this mean?
This means you would get a combined Bachelor’s/Master’s degree in a total of 5 years. Normally, a Master’s degree in any of these fields takes 2 years of study after completing your Bachelor’s degree. This initiative will allow you to complete graduate coursework in place of undergraduate electives, typically obtaining your Master’s degree one year after you complete your Bachelor’s degree. Thus, you would reduce the time to a Master’s degree by a whole year, thereby saving the expense of tuition and fees for a year, and entering the work force an entire year earlier.

Who can benefit from this opportunity?
Students who have completed at least 60 credits by the end of the Fall 2015 semester will be eligible to apply for the programs in Conflict Resolution, Gerontology, and Public Affairs and, if accepted, can begin taking courses in the Spring 2016 semester.

Those wishing to apply for the MA in International Relations can contact Professor Paul Kowert paul.kowert@umb.edu
Generally, the MA in International Relations only accepts applications in the Spring 2016 semester; however, Professor Kowert would like to know now of your interest and intention to apply.

Which undergraduate majors can apply?
Honors College students with majors in the College of Liberal Arts can consider this opportunity.

How can I get more information about these programs?
For further details about the three Master’s programs that are accepting applications for the Spring 2016 semester, see the subsequent pages of this packet, where there is information on each individual program.

If you are interested in the 4 +1 BA/MA opportunity, please discuss the matter with your Honors College advisor. Your advisor will help you with the process of applying, will explain how some Honors requirements can be met with courses in the Master’s program, and will discuss which course you will need to take in the Spring 2016 semester to get started on your Master’s degree.

BACHELOR’S DEGREE, COMBINED WITH AN MA IN CONFLICT RESOLUTION

A brief description of the program:
Conflict is an inescapable phenomenon affecting individuals, families, communities, and organizations of all kinds. Conflict Resolution is an interdisciplinary field that examines the causes, dynamics, and consequences of conflict in different settings, and constructive approaches to the resolution of conflict. Students of conflict resolution develop the insights to understand, and the skills to effectively manage or intervene in conflict situations.

The program’s curriculum combines theory with practical skills, including facilitation, negotiation, mediation, dialogue, and consensus building, enabling students to gain an understanding of when each may be appropriate.

Conflict resolution graduates are employed in such varied fields as business, education, elder affairs, environmental and public policy, peace-building, health care, human resources, labor relations, law, ministry, and public and private-sector management. For some, conflict resolution is the main focus of their jobs; they work as ombudsmen in hospitals and universities, and in organizations like the American Red Cross and the National Institutes of Health; others run community-based mediation programs. Others incorporate conflict resolution skills in jobs like Nurse Manager, Human Resources specialist, or Customer Care Manager.
Application requirements:

- **Undergraduate Credit Hours**: Minimum 60 total undergraduate credit hours earned
- **Minimum GPA**: GPA 3.2 or better
- **Application Deadline**:
  1) for spring 2016 admission: December 1, 2015. Please notify Roni Lipton roni.lipton@umb.edu after you submit your application that you wish to be considered for Spring 2016 admission.
  2) for fall 2016 admission: April 1, 2016
- **Application Materials**:
  - Grad Admissions application form and fee
  - Official transcript
  - Three letters of recommendation from faculty
  - One or more examples of written work from coursework
  - An essay consisting of answers to the following three questions:
    - Outline the development of your interest in conflict resolution, leading to your decision to apply to the program. (500-1,000 words)
    - Describe one or more specific experiences you have had with conflict. What was your role? What were your rewards and frustrations? (500-1,000 words)
    - How will you apply the skills, knowledge, and perspective acquired through the program in your current and/or future employment? (500-1,000 words)
- **Undergraduate Major**: No preference on undergraduate major, given the interdisciplinary nature of Conflict Resolution; some social science coursework preferred
- **Other Requirements**: Meet with the Graduate Program Director or other faculty within the Conflict Resolution program

A student admitted to the program for Spring 2016 would take:

ConRes 621: Negotiation

**BACHELOR’S DEGREE, COMBINED WITH AN MS IN GERONTOLOGY**

**A brief description of the program:**

*What is gerontology?* Gerontology is the study of aging and its impact on individuals, families, and society. It includes examination of the physical, mental, and social changes in older people as they age; the investigation of the changes in society resulting from the aging population; and the application of this knowledge to policies and programs. As a result of the multidisciplinary focus of gerontology, professionals from diverse fields call themselves “gerontologists.” This means that the study of aging uses information and approaches from several different areas of study, including biology, sociology, psychology, economics, public health, and political science. Just a few of the questions that interest “gerontologists” include: What policies should be pursued in the areas of retirement, health care services, and social support for the elderly? Who cares for the elderly and what impact does caregiving have on those providing and receiving care? How can older people keep contributing to society and what are the benefits of productive activity in later life? How does the aging experience vary across population subgroups, including, for example, by residence, gender, and racial/ethnic identity?

*Why study gerontology?* Well, a high and growing proportion of the population is elderly. This is particularly true among the oldest old – those aged 85 years and older, a group with significant need for health and social support. Most fields – physicians, nurses, social workers, psychologists, researchers, advocates, program administrators – are inadequately prepared for the rising number of elders. Thus, there is growing demand for people trained for elder-oriented employment, ranging from state and federal agency administration and management to geriatric care management, elder advocacy, and product development and marketing. There are also growing opportunities for managing and providing services in elder housing units, senior centers, assisted living facilities, home care agencies, nursing homes, and other settings.

Application requirements:

- **Undergraduate Credit Hours**: Minimum 60 total undergraduate credit hours earned
- **Minimum GPA**: GPA 3.2 or better
- **Application Deadline**: December 1, 2015
- **Application Materials**: Three letters of recommendation from faculty; An essay stating personal objectives, career
aspirations, and reasons for applying; One or more examples of written work from coursework

- **Undergraduate Major:** No preference on undergraduate major, given the interdisciplinary nature of Gerontology
- **Other Requirements:** Meet with the Graduate Program Director or other faculty within the Gerontology Department

A student admitted to the program for Spring 2016 would take:

**Psychology of Aging (GERON GR 628)**

**BACHELOR'S DEGREE, COMBINED WITH AN MA IN INTERNATIONAL RELATIONS**

Those wishing to apply for the MA in International Relations will wait until the Spring 2016 semester to apply. However, you may contact Professor Paul Kowert paul.kowert@umb.edu to inform him of your interest and for additional details.

**BACHELOR’S DEGREE, COMBINED WITH AN MPA IN PUBLIC AFFAIRS**

A brief description of the program:
The MPA master’s degree program is an 18-month professional degree program that prepares students for careers in public service and enhances the skills of those already employed in the public sector. The Public Affairs program includes intensive analyses of current policy issues and concentrates on topics relating to metropolitan Boston, Massachusetts, and New England. The curriculum is a carefully planned sequence of evening courses and occasional weekend seminars that provide academic instruction in politics, economics, management, budgeting, statistics and public finance. In our experiential learning capstone, students choose a real-world project to test and apply theories learned in the classroom. Graduates of this highly competitive program include mayors, city managers, and state agency managers and directors, as well as leaders of non-profit organizations.

Application requirements:
- Minimum overall GPA of 3.2
- Three letters of recommendation (at least two from professors)
- Deadline for application: December 1, 2015
- All undergraduate majors are eligible
- Students need to have at least 60 credits (but no more than 90 credits) by the beginning of the Spring 2016 semester

A student admitted to the program for Spring 2016 would take either:

- PubAdm 601 New England Political Environment
- PubAdm 645 Human Resources Management

**BA/MA FOR CREATIVE AND CRITICAL THINKING**

Find out more at http://cct.wikispaces.umb.edu/BAMA

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