THE HONORS CENTER
Samantha Hague

Where do I go to relax in between classes in the middle of a long day? I walk straight to Mod Hall and into the Honors Center where I am greeted with a smile and a “Good morning, Samantha” from Gretchen Konrad and Dr. Kantrowitz.

As a commuter with a full schedule on Mondays, Wednesdays, and Fridays, I am so grateful to find peace and quiet in the Honors Center. It not only offers an escape from stressful classes and the hustle of the school day, but it offers four computers with a printer, a microwave, comfortable seating area, snacks, hot chocolate, books, and a brand new water bubbler. It provides comfort, enjoyment and convenience for all honors students, especially commuters.

The information in the Honors Center keeps students updated about events, opportunities, due dates, and ways to get involved.

Gretchen is always more than willing to answer important questions or just listen to how your day is going. Dr. Kantrowitz never stops doing all things in her power to provide the essentials and more for her honors students. Her office is always open for advising and conversation. It is a special privilege to be able to have these two women as such readily available resources. I utilize the Honors Center to the fullest, and the honors students at Westfield State are very lucky to have this place of their own.

Samantha is a sophomore Psychology major from Westfield, MA.

PRIORITY REGISTRATION
Kristin Sherwood

It’s 6:55 a.m. and the alarm clock goes off. Five minutes until registration begins. The competition with hundreds of other students causes great anxiety. What will I get? Will I be forced to take classes I don’t need or be denied access to the ones I do? What if there are no spots left for underclassmen? These are the questions that plague students who wake up early for 7 a.m. class registration. The process at Westfield State, as at many other colleges, can be stressful and very difficult. Students are competing with others, sometimes for a few final seats in a class.

Honors students, however, no longer have to deal with that difficult process. One of the great benefits of the Honors Program is that students have priority registration, which allows students to meet with their advisors, select classes, and turn in advising forms early to the Honors Center. The process makes it easier and less troublesome for honors students to get the classes they need to take. This is only one of the many benefits of the Honors Program, but it makes a big difference. When my friends were nervous the night before the registration date, I was already registered for the next semester.

Kristin Sherwood is a junior Political Science major from Merrimack, MA.
THE SQUIRE SQUAD

DR. RICKI KANTROWITZ

Ricki Kantrowitz is Chair of the Honors Program and Professor of Psychology. She received her B.A. from Simmons College and her M.A. and Ph.D. in Clinical Psychology from Michigan State University. She is the co-author of *Effective Helping: Interviewing and Counseling Techniques* (7th edition). Dr. Kantrowitz feels fortunate to have been given the opportunity to build and expand the Honors Program. She especially enjoys being an advocate for honors students and takes pleasure in finding ways to help students achieve their full potential. Dr. K is passionate about traveling and has visited more than 50 countries, including China, India, Australia, Timor Leste, Kenya, and Morocco. This summer she will be a teacher on University of Virginia’s Semester at Sea program. She will be traveling throughout the Mediterranean with her husband, stepson, and over 700 undergraduates from around the world.

GRETCHEN KONRAD

Gretchen Konrad is the Honors Program assistant. In 2007, she returned to college to complete her Bachelor’s degree with an eye towards a career in the non-profit sector or in higher education. Gretchen graduated from the One-Day-A-Week-Saturday Program at Bay Path College the same weekend as her daughter, Sara, who graduated from Skidmore College. While at Skidmore, Sara was a member of the Honors Program which led to Gretchen’s awareness of the value of the honors experience. When the Honors Program position became available, Gretchen knew it would be an excellent opportunity to work with highly motivated and creative young people. When not in the Honors Center, Gretchen spends her time with family and friends (including her bull-mastiff, Michigan), researching family history, reading, and enjoying nature.

MARY CAFFERTY

Mary Cafferty is a second-year honors student and editor-in-chief of *The Squirrel Squire*. From Acushnet MA, Mary is a double major in English and Communication. She wrote a weekly column for the *Voice* during the 2008-2009 academic year called “The Freshman Experience.” She has also been published in the campus literary journal *Persona* and received second place in the English Composition Essay Contest in 2009. Mary enjoys being involved with the Honors Program and hopes to find a job in print media after she graduates from Westfield State in 2012.

THE BLACK SQUIRREL

You see them everywhere on campus. If you come from another part of Massachusetts, this may be your first encounter. It’s likely that your friends from home think you are kidding when you tell them about Westfield’s famous black squirrels. According to Wikipedia, “black squirrels were introduced to Stanley Park in Westfield, Massachusetts, in 1948, having been brought from Michigan as a gift to a local business man.” No matter their origin, black squirrels are unique inhabitants of the Westfield area and we are proud to have them as our mascot.

WINNER OF THE NEWSLETTER TITLE CONTEST!

Kylie Bleau, Economics Major with a minor in Regional Planning, has won the Honors Newsletter Title Contest! Congratulations! The newsletter will hereby be referred to as *The Squirrel Squire* after the Honors Program mascot, the black squirrel.
Honors Students in the Spotlight

Eric Frary—Connecticut Science Center

Eric Frary works at the Connecticut Science Center in Hartford, which opened this past June. With 150 hands-on exhibits, a state-of-the-art 3D digital theater, four educational labs, plus daily programs and events, the Connecticut Science Center offers endless exploration for children, teens and adults. Every part of science will be at a visitor's fingertips, from Physics to Forensics, Geology to Astronomy. Since opening, over 250,000 visitors have come through the Science Center.

Eric works in the Outreach Department, as the Outreach Assistant. In this capacity, it is his job to manage and oversee equipment for the Outreach Department, as well as to present workshops and science assemblies to schools and youth groups throughout Connecticut. “It is a great experience,” says Eric. “Every day I go into work, I have a new challenge to sink my teeth into, and I truly feel the work that I do is worthwhile.”

The workshops offered by the Science Center Outreach Department cover a wide range of science. Topics include harnessing wind power, electricity, and polymers – there is even a workshop on how worms live. “We recently added a tool called Stuffee. Stuffee is a seven foot tall doll with a zipper in the front and removable organs. It is a great way to introduce children to how the body works, teach about nutrition and digestion, and to teach them that, despite our many outside differences, we are all very similar on the inside.”

Working in the Outreach Department also complements Eric's studies here at WSC. “Almost every day, I find myself in a different educational environment, whether it be an affluent private school, a parochial school, an inner city school, or at a meeting for a youth organization. It really helps me to hone my teaching skills and get first hand, real experience for when I go out into the working world.” And with a team of highly qualified educators at the Science Center, learning occurs even when in the office. “All the people I get to work with are at the top of their field, and it is a great pleasure to work alongside them and learn from them everyday.”

The Connecticut Science Center is open Tuesday through Sunday from 10-5 in Hartford, CT, and more information can be reached by visiting the website at www.ctsciencecenter.org. Eric can be reached with any questions at efrary4828@wsc.ma.edu.

Meagan Mulroy—Equestrian Club

Meagan Mulroy recently qualified for the Regional Intercollegiate Horse Show Association (ISHA) competition held at UMASS Amherst on April 3rd. Many students are unaware that Westfield has an equestrian club because of its small size, but there are several riders who hope to qualify for this event next year. Although Meagan did not place at Regionals and was not eligible to advance to the Zone level competitions, she felt honored and proud to have made it to the Regional event. If you are interested in learning more about the equestrian club, please visit the Westfield homepage: Clubs and Organizations and visit the club link posted on King Oak Farm’s website.

Meagan is a senior Business Management and Economics major from East Freetown, MA. She will be graduating in May as a Commonwealth Honors Scholar.
HONORS STUDENTS IN THE SPOTLIGHT

TED ZAREK—MODEL UNITED NATIONS

Since my freshman year I have participated in Model United Nations, along with about 15 other students, for Westfield State College. Advised by Professor Brian Steinberg in the Political Science Department, we go to three Model UNs every spring semester: McGill Model United Nations in Montreal, Canada; Harvard National Model United Nations in Boston, MA; and the National Model United Nations held in New York City. We also traveled to Xi’an, China in 2008 for the first National Model United Nations to be held outside the US.

For each model, we are assigned a country and we take on that country’s foreign policy and concerns. In past models, I have represented South Africa, Tanzania, Uganda, Namibia, and Swaziland on committees such as the General Assembly, UN High Commission for Refugees, Historical General Assembly, the Food and Agricultural Organization, the African Union, and a Special Session on Israel and Palestine. Each model has been a great learning experience on the outlook of other countries in the world and how they feel about certain issues, rather than only the American way. They have helped to open my thoughts and I now feel like I have a worldlier outlook. I have met many interesting people at each model from all over the world, as often schools from Europe and Asia also participate in the models.

Other honors students involved with Model United Nations include: Kaitlin Calderara, head delegate, Shielding Cornoyer, and Michael Brill.

Ted is a senior History and English major from Mansfield, MA.

RACHEL LAREAU—SLAM POETRY

Twice a year, the Slam Poetry Team headed by Professor Leah Nielsen, organizes a Poetry Slam in which students (both from Westfield State College and other schools) can perform. I recently participated in the spring Poetry Slam, and cannot relate strongly enough what a fun and exhilarating experience it was. For people who are not familiar with what a Poetry Slam is, the event basically consists of poets performing their poems in front of an audience, who actively participate with cheers, claps and affirmations based on how much they enjoy the poem. Judges are selected at random from the audience to assign a score from 1-10 for the performance. However, the experience is not about winning, but about sharing, listening and experiencing the rich poetic expression from others. Slams are different from regular readings because the emphasis is on performance, dramatic reading, facial expression, passion and emotion. The purpose is to illicit an emotion: be it shock, anger, empathy, joy, or awareness. It’s exciting to see so many students participate in the Slams on campus, because it takes an extraordinary amount of courage to perform a poem in front of an audience. Unlike other forms of literature, poems tend to be very personal and very emotional. To put your work in front of others can be nerve-wracking to say the least, so it was thrilling to see so many students willing to share their work with the campus.

I Am Me
By Rachel Lareau

I am a two-colored college kid who knows how to correctly deconstruct the poetry of Percy Bysshe Shelley, and who likes watching Saturday morning cartoons and who thinks that whispered Spanish words are the sexiest audible sound on God’s green earth.

But I ain’t no bitch.
And I lie and I flirt, and I cheat and I
mitch and I’m good at some things, and
bad at others
But I ain’t no bitch.
And I’m tired of listening to boys that
claim
They only call me bitch because
They don’t know my name
But ignorance isn’t an excuse; why can’t
you just ask?

Is it because you got 99 problems, and I
can’t be one?
You know what, I’m done.
Keep your list of problems, I can already
tell I am too much woman for you to
handle.
But I ain’t no bitch.
I am not no color purple baby, I am
caramel mochaccino chocolate cream; and
I promise I taste like it too.

‘Cause I ain’t no bitch.
But I ain’t no bitch.

And I lie and I flirt, and I cheat and I
mitch and I’m good at some things, and
bad at others
But I ain’t no bitch.
And I’m tired of listening to boys that
claim
They only call me bitch because
They don’t know my name
But ignorance isn’t an excuse; why can’t
you just ask?

Loving, long suffering type of girl who
gets under your skin
Once I’m in, there I stay
You better learn my name
I am the permanent remainder
and my name is on the inside of your
mouth like a retainer
tripping your tongue before you can talk
trash

And I know you’re not impressed
But if you think my intent was to impress
you
To accommodate or connect you,
Baby, you got more than 99 problems.
I know I’m flawed; I talk too much and
think too little, I make good chicken but
can’t mix Kool-aid to save my life; and I

Like boys that speak Spanish because
maybe I’m just tired of my mom’s Swahili
and my dad’s French
Nakupenda and je t’aime
But never dame más, rápido rápido!
But I still ain’t no bitch.
And I challenge the widely accepted
position that because I act poorly and
because I’m a woman whose name you do
not know that gives you the privilege of
an intimate appraisal that only results in a
one-word summation of my character.
I ain’t no bitch.

I am everything good and everything bad
a two-colored college kid with a weakness
for Spanish seduction and no talent for
Kool Aid can be.
Not a bitch, not even a woman
Just me.

EDITOR’S NOTE: RACHEL WAS THE WINNER OF BOTH THE FALL AND SPRING SLAMS.
PROFESSOR PROFILE

DR. SONYA LAWSON

To give students a better idea of what an honors course is like, Jessica Comstock interviewed a professor currently teaching an honors course to get a different perspective on the class. Dr. Sonya Lawson, a professor in the Music Department at Westfield State, is currently teaching History of Jazz as an honors course.

1. What is different about teaching an honors course versus a traditional one?
Besides the normal content of the course, I try to get my students to engage in more critical thinking— to question why society and culture might have influenced music in certain ways, for example. I also ask students to think about what the agenda(s) might be that the people who write histories and textbooks and make documentaries have. Often times students just read what is presented in textbooks as the truth, and I try to get students to think about why that is often not the case. For Jazz History specifically I want to get the students to think about the people who are left out of textbooks— women, non-Americans, people who played music that was more popular than avant-garde.

2. What is your favorite thing about teaching an honors class?
I like having a smaller class of students that, with a little gentle prodding and encouragement, are willing to struggle and engage with more complicated ideas than I can often address in non-honors classes.

3. Is this the first one you have taught?
No, this is my second time teaching Honors Jazz History.

4. Do you try to incorporate different techniques into your honors course that you may not in a non-honors class?
Yes. I often do more guided listening and discussion and less regurgitation of the information in the textbook. I assume that honors students are doing the assigned readings and so I generally expand on that instead of reviewing it.

HISTORY OF JAZZ

JESSICA COMSTOCK

The main reason that I took History of Jazz was that it counted as a “double dipper,” meaning one class that satisfies two criteria of the common core at Westfield. This class also counted as one of the required honors courses. At the time, I didn’t know how interesting it would actually turn out to be. Since I knew next to nothing about jazz when I set foot in class the first day, I was a little worried that I wouldn’t be able to keep up with the material. I was immediately comforted when the professor walked into the classroom and assured us that we did not have to have any general knowledge about jazz before taking her class.

I have learned so much throughout this course. The reading assignments were extremely interesting because they not only provide information about the styles and characteristics of jazz, but also about major performers, the struggles that they had to go through, and about the socio-cultural aspects of the music. Previously, I would not have thought that jazz had such an impact on the history of the United States, but I now know that it is regarded as the first truly American art form, and it influenced the social change that eventually ended segregation of African Americans in the United States.

In addition to the readings from the text, we did a lot of listening to different types of jazz, and now I can recognize many trademarks of the major performers. In two listening reports that were assigned throughout the semester, we got to choose a song from the jazz era that we were currently studying and write about the different styles, instruments, forms, rhythms, etc. that we heard. These were eye-opening papers for me because I didn’t realize how much I had learned about jazz until I put it all on paper.

Jessica is a freshman Biology major from West Brookfield, MA.
HONORS COURSES IN REVIEW

ENGLISH COMPOSITION II
Tracey DeAngelis

Two semesters of English Composition are required at WSC and the Honors Program offers both Comp I and Comp II. This semester the Comp II class, taught by Professor Chalet Seidel, involved exactly what you’d expect from an English class: papers, reading and class discussions. However what set this class apart from the others was the focus of the class: technology, with a focus on “Web 2.0.”

The class was made up of only fifteen students.

During the semester we wrote papers, but we also did some interesting Internet-based assignments, which included participating in online discussions, looking at blogs, watching videos online and even creating a Wikipedia page. The Wikipedia project was interesting as it allowed us to look at a site we had all used from a completely different perspective. It gave us a better understanding of what is involved in creating the pages and how the content of these pages is controlled. The project was a fun experience throughout the stages of writing, editing and posting our projects online. As someone who had never posted on Wikipedia, it was exciting to see something I’d written online for everyone to read. And it was shocking to see how fast other Wikipedia users noticed the changes we had made and began making their own changes. Unfortunately not everything our class posted is still online, but pieces of the projects remain on various Wikipedia pages.

In the class we have been introduced to the ideas of experts on the new fast developing technologies and are learning a more scholarly side of the Internet. The topics we have covered relate to our lives, which is a change from many English classes; we have talked about everything from Facebook and Skype, to texting, newspapers, and television. It is interesting to have an English class specializing in technology when English is usually thought of as a print-based subject.

Tracey is a freshman Early Childhood Education major from Northborough, MA.

MODERN WAR AND THE MEDIA
Kristin Sherwood

The six honors courses that I have taken at Westfield State have all been interesting and rewarding experiences. The most recent class was an upper-level honors seminar with Professor Tom Gardner called Modern War and the Media.

The course was based around class discussions and lectures but it went beyond a non-honors course. The discussions were lively and Professor Gardner made the material even more interesting by adding his own personal experiences. We were required to read from two texts and supplemental readings and I felt that these texts really involved me in what I was learning. The students had to formulate questions about the readings before each class which allowed us to think more analytically about the material.

Each student wrote a paper about a topic that involved war and the media, and created a presentation. I learned a great deal from my own research, which was about the media’s coverage of the Abu Ghraib scandal.

The best aspect of this class, however, was not actually in class. A couple of times throughout the semester, Professor Gardner held a film night in which he showed movies that pertained to the material we were covering in class. When we studied the media and the Russian Revolution, we watched and analyzed Reds, which was a captivating and intriguing film that chronicled the life of journalist John Reed. Our study of the media’s outlook on the Iraq War was enhanced with films that showed different news views on the war from Fox News to Al Jazeera. These film nights helped to create a close-knit group where all of the students could share their opinions and ideas.

Professor Gardner was able to make this class both interesting while also challenging the students to learn more and be involved in what we were learning. Being a part of this seminar was a privilege and I would highly recommend both taking a class with Professor Gardner and taking this course, or other honors seminars, that can make a student think and apply to life the material taught in the class.

Kristin Sherwood is a junior Political Science major from Merrimack, MA.
HONORS COURSES IN REVIEW

THE PHYSICAL INACTIVITY CRISIS

Have you ever looked at a mountain, a glacier, or something smaller like a boulder or a cave and wondered how it was formed? I have had these curiosities about the Earth. When I was recommended to take Honors Physical Geography, I didn’t think that I would like it. I am not a science person; I never was and never will be. Because of this, I was very nervous about taking the course. I pictured the professor barking out mathematical formulas left and right and F’s flying around me. However, I was truly mistaken.

Professor Carsten Braun started the first day showing slides of unique formations of the Earth’s surface. He challenged our minds to think deeper about what caused the different formations. The course continued this way with interesting and visual slides. He didn’t just speak logic, he showed it to you.

What was different about this course was that the lecture itself was not only honors students. The lecture consists of all the students taking the course and the lab is separated into an honors lab and a non-honors lab. The lab had a small number of students which made it much easier to get to know Professor Braun, who makes the lab assignments himself. He hopes that when students finish his course, they will leave with knowledge about the climate and landscape. He hopes that students will remember what he taught about geomorphology and how landforms such as large mountains are “a snapshot in time.” They are always changing.

Caitlin is a freshman English and Business Management major from Billerica, MA.

Students in Dr. Teresa Fitts’ upper-level honors seminar, The Physical Inactivity Crisis, are pictured above. When asked why the students were in the park, Dr. Fitts responded that they “were talking about ways to connect nature (environmental science) to physical activity.”
Eight WSC honors students, along with Dr. Kantrowitz and Gretchen Konrad, attended the Northeast Regional Honors Conference in Harrisburg, PA held from April 8-11, 2010, funded in part by the Office of Academic Affairs through their SMARTS (Seed Money for Academic or Research Travel for Students) grant program and by SGA. Pictured from left to right are: Meagan Mulroy, Jennifer Petrucci, Ted Zarek, Natasha Ludwig, Jessica Robinson, Dr. Kantrowitz, Shielding Cournoyer, Erin Judge, Gretchen Konrad, and Cori Glennie. Find out more about three students’ personal experiences on the following page.

UMASS UNDERGRADUATE RESEARCH CONFERENCE

At the 16th Annual Massachusetts Statewide Undergraduate Research Conference held Friday, April 23, 2010 at UMass Amherst, 46 WSC students, including 22 honors students, presented their research. More than 500 students from nearly all of Massachusetts’ public colleges and universities participated. Students reported that presenting their scholarship was both a valuable academic experience and a terrific networking opportunity.
Honors Student Conferences

Northeast Regional Honors Conference (NRHC)

Erin Judge

Attending NRHC was a great experience. I was able to meet students from other schools, practice my public speaking, and learn about Harrisburg, Pennsylvania. It was very interesting to hear about how other Honors Programs are run and to see their wide variety. I was able to get some new ideas for our program and think about what else we want to add or change. I was able to present my preliminary research on my Senior Honors Project and received feedback that will help me as I continue my work. I have also come to the realization that I want to do oral presentations from now on because I don’t feel that I am able to share as much in a poster as in an oral presentation.

When I stepped up to the podium, I was nervous. I was presenting not only to my peers, but to professors as well. Fortunately, I had prepared well for the conference, and I felt well versed in the material about Waldorf schools. My presentation proceeded smoothly and we had an interesting discussion afterwards about standardized testing and alternative teaching methods. Presenting in Harrisburg was an invaluable experience for me. Since I want to be a teacher, being able to give good presentations in front of an audience is very important. I am interested in researching an education-related Senior Honors Project, so the discussion after my talk and the ideas presented by the wonderful speakers at the conference, such as the former mayor of Harrisburg, gave me some ideas.

Cori Glennie

Natasha Ludwig

At the NRHC I was able to present my work on my Senior Honors Project in the roundtable sessions. I enjoyed this very much as the other presenters at my table had topics that we were able to weave together and discuss in almost a cause and effect type manner. It was rewarding to have people sit at my table and listen to the project that I have put so much work into developing. They had great questions which have helped me to further improve my project. This presentation also helped to strengthen and give me confidence in my presentation and discussion skills.
HONORS STUDENTS IN ACTION

WRITING A SENIOR HONORS PROJECT
LARA FERNANDES

As the Chinese proverb states, “A journey of a thousand miles must begin with a single step.” Choosing to journey down the path of thesis writing is no different.

Writing a Senior Honors Project (SHP) starts with an idea, a laptop, and a whole lot of caffeine. The first necessary step is to choose a topic in your field of study that is most interesting to you. For example, being both a marketing and journalism major I was able to choose a topic on 1950s advertisements in print media. Be sure to love the topic you choose because for the next few months it becomes what you eat, sleep, and breathe.

You will also want to select a professor to oversee your project. It can be an advisor or another professor in your department. For my project, I chose Professor Susan Leggett. She truly shared an interest in my topic of choice and has been a wonderful support for me as well.

Step number two is choosing the type of project you want to do. I am doing a qualitative research study. This particular type of study can be challenging, though it will allow you to become intimate with the topic.

Beginning preliminary research is the third step. I used books, scholarly magazine articles and scholarly essays. The research is a daunting task, which can make any person teeter on the brink of sanity. Currently still in the process of writing my SHP I have thirty-four cited sources and counting. Using your assigned library liaison is also a good way to find new databases and research methods.

Once the bulk of the research has been completed, it is important to begin to draft your thesis – this is the part where the caffeine really comes in handy. Expect long and late nights, and expect to feel cranky. Above all definitely expect to feel more stressed out than you’ve been. Unlike other academic papers your SHP will entail multiple edits and revisions. For this I recommend the Reading and Writing Center. They have been a godsend to me; I don’t know what I’d do without my writing tutor. Each time I leave the center I feel a little bit lighter and more hopeful in the completion of this my thesis.

Lara is a senior Journalism and Marketing major from Granby, MA.

“As the Chinese Proverb States, ‘A Journey of a Thousand Miles Must Begin with a Single Step.’”

HONORS STUDENTS AND THE VOICE
SAM FAHEY

There is one group of people who consistently write for the Voice, Westfield State’s weekly paper: honors students.

Junior Kristin Sherwood actively participates in both the Honors Program and the newspaper.

“I was an honors student in high school and I wanted to continue with the Honors Program in college,” she said. “I joined the paper because I wanted to get more involved on campus and I love to write,” she continued. “Both have been rewarding experiences.”

Sherwood has her own column in the paper called The Angry Liberal in which she shares her opinion on the government and its workings.

“I think that being in the Honors Program has contributed to making me a better writer and so it does affect my writing for the paper,” Sherwood said.

Mike Brill, another honors student, is also a consistent writer for the paper.

“I approached [an editor] and asked if they would be interested in having someone write about global affairs.” His articles have covered topics such as conflicts in the Middle East and the United States’ involvement in Pakistan’s tax policies.

Brill said that his experiences with both the Honors Program and the Voice have been “fantastic across the board.” Mike plans to write for the paper as long as he can.

Robbie Donoghue, who will be Sports Editor in the Fall, and Erin Judge who has written about the activities of the Leadership Campaign, to read more student work, log on to: thewestfieldvoice.com.

Sam is a freshman Communication major from Middleboro, MA. She will be Co-Editor-in-Chief of the Voice next year.
INSIDE THE HONORS CENTER

1.) Dr. Vanessa Diana’s honors seminar hosted author and artist Eric Gansworth at a luncheon in the Honors Center. 2.) Denise Delisle spreads out her Senior Honors Project, a creative children’s book, with her advisors Gerald Wise and Bill Greaney. 3.) Kristina Norris attends an LSAT review funded by the Honors Program. 4.) Colleen Murphy, SGA President, and Ryan Meersman, Student Trustee, stop by the Honors Center. 5.) Honors student Jessica Robinson uses the Honors Center to work and relax. 6.) Carlee Santaniello writes down ideas for next year’s events at the end-of-the-semester Chinese dinner.

HAVE A GREAT SUMMER!
SEE YOU NEXT SEMESTER!
The title of Commonwealth Honors Scholar is awarded to students who complete at least four honors courses with a B or higher, maintain a 3.30 overall cumulative average, and complete a six-credit, individually designed Senior Honors Project.

Pictured above are the 12 seniors who will be graduating this semester as Commonwealth Honors Scholars.

Meaghan Brennan is completing a Senior Honors Project, directed by Dr. Beth Rothermel, titled Facebook Me: A Micro-Ethnography on the Effects of Social Networking on Identity, Communication, and Perceptions of Friendship.

Shielding Cournoyer is completing a Senior Honors Project, directed by Dr. Elizabeth Starr, titled Religion and Civil Society in 1990’s Guatemala.

Molly Coyle is completing a Senior Honors Project, directed by Dr. Joseph Camilleri, titled Police Response to Domestic Violence.

Courtney Dacey is completing a Senior Honors Project, directed by Dr. Kathryn Sullivan, titled Financial Planning: The Impact on Generation Y.

Denise Delisle is completing a Senior Honors Project, directed by Gerald Wise, M.F.A., titled Bingles and Fraser: Writing and Illustrating an Original Children’s Book.

Lara Fernandes is completing a Senior Honors Project, directed by Dr. Susan Leggett, titled What Our Hearts Desire: An Analysis of Popular Media and Popular Memory.

Amanda King is completing a Senior Honors Project, directed by Leah Nielsen, M.F.A., titled I’m Fine.

Emma Mackie completed a Senior Honors Project, directed by Dr. Vanessa Diana, titled Two Journeys into the Past: An Examination of Ethnic American Cultural Identity in Mama Day and The Hundred Secret Senses.

Meagan Mulroy is completing a Senior Honors Project, directed by Dr. Supriya Sarniokar, titled U.S. Business Offshoring.

Elizabeth Stack is completing a Senior Honors Project, directed by Dr. Vanessa Diana, titled Family, Language, and Love in Octavia Butler and Toni Morrison: A Revisiting of Motherhood in Harriet Jacobs’ Slave Narrative.

Sheena Zerfas is completing a Senior Honors Project, directed by Dr. Philip Zampini, titled Reforming the Supreme Court.

2010 College Honors Scholars include: Jennifer Boyer, Heather Bulis, Jessica Cabral, Melissa Dewey, Elizabeth Henderson, Jennifer Koerten, Brendon McGovern, Melissa Murray, Rebecca Pennington, Jamie Regan, Elizabeth Robbins, and Elizabeth Stewart. Departmental Honors Scholars include: Jordan Cyr, Lisa Hermann, and Lauren Mattos.