HONORS PROGRAM prepares students for the future

LYNDON SEITZ

Knowledge of the rules of etiquette continues to be important according to the host of an Etiquette Dinner organized by the Honors Program in Spring 2011.

Robert Shutt, of RA Solutions, talked about all things etiquette-related at the dinner co-sponsored by Residential Life, the Career Center, and the Student Government Association. Over the course of the evening, he taught the nearly 100 participants principles of etiquette, especially as they relate to business dinners. Before the meal began, he described the history of etiquette and how the “rules” evolved. He demonstrated which utensils should be used for which foods and asked participants to remember that business dining “is not about the food” but is about professional conversation and relationships.

The excellent four-course meal, which included soup, salad, a main course of either chicken or eggplant parmesan, and strawberry parfait for dessert, was prepared and served by Sodexo.

The Honors Program also offered other events in spring to help Honors students prepare for their future careers.

English Professor Nicole Payen held two sessions on public speaking and oral reporting skills, one focusing on classroom oral presentations and the other on conference paper presentations. Assistant Honors Program Coordinator and English Professor Glen Brewster held a workshop on preparing for the Graduate Record Exam (GRE). He provided an overview of the exam and its role in many graduate school applications and offered strategies for preparing the revised version of the GRE that will be in place beginning Fall 2011.

Lyndon is a first-year English major from Webster, MA.

HONORS COURSES Offer Creative Freedom

AMBER PETTEL

When I chose to join the Honors Program at Westfield State I expected two things: academic challenge and an open, creative environment. My expectations have been exceeded. When I joined the program, I heard that Honors classes were not designed to be more difficult than other classes; rather they were taught in a different style. I was curious to see how this philosophy would apply to my English classes. During the first few weeks of the fall and spring Honors Composition classes, I began to notice differences. I was taught conventional interpretations of our readings, but I was also encouraged to challenge these ideas. This is exactly the kind of intellectual freedom that I was looking for in the Honors Program.

In past English classes, I was told exactly what to write. The emphasis was not on what I thought was important about a work of literature, but on how well I understood what others thought was important. In both Honors English Comp I and II, instructors gave us more of a general framework for writing rather than restrictive guidelines. A good example of this flexibility came in my second writing assignment for Honors Composition II, when we were required to write a review paper on some of the short fiction we had been reading.

(see Creative Freedom, p. 10)
As next year’s co-presidents of WSU’s Student Honors Advisory Council (SHAC), we look forward to building on our predecessors’ hard work to develop an Honors community at Westfield and extend our statewide networking.

On a snowy evening in February 2011, we made the journey to northeastern Massachusetts to participate in the UMass Lowell Honors Program’s Sleeping Bag Seminar. Sponsored by the Northeast Regional Honors Council, Honors students from across the region were invited to UMass Lowell for a sleepover event in order to get to know other Honor students, other Honors Programs, and the community of Lowell, MA. Over the weekend, we learned about Lowell by touring the mills, walking around downtown during Winterfest, and skating at the Tsongas Center.

The sleeping bag seminar inspired us to make connections with Honors students from the 21 public colleges and universities within the Commonwealth Honors Program (CHP). With Elise De-Planche from UMass Dartmouth, we co-wrote a grant proposal titled “Development of the Commonwealth Honors Program Student Network.” The purpose of this grant was to provide scholarships for CHP students to attend the Northeast Regional Honors Conference (NRHC) in Portland, ME, in Spring 2011.

At the conference we networked with students from six schools across Massachusetts. Meeting with other Honors students furthered the process of building a community of CHP students.

After participating in UMass Lowell’s sleeping bag seminar and running the meeting at the NRHC, we are excited about developing more events for students from Honors Programs across Massachusetts.

Recently we, along with two students from Cape Cod Community College, were awarded a CHP grant to organize and facilitate a leadership training program for student representatives from each CHP school at WSU in September 2011.

Kate is a junior Psychology and Ethnic and Gender Studies double major from Holland, MA.

Cori is a junior General Science and Mathematics double major from Groton, MA.
¡Saludos de Sevilla! My real name is Kylie, but here they call me Carmen.

Three months ago I left the United States to study in Spain. Upon my arrival in Seville I experienced culture shock. The city has 704,000 residents (compared to Westfield’s 42,000), and, unlike most European metropolises, virtually no one speaks English. I was eager for the semester to begin so I could learn how to communicate without relying on facial expressions and physical gestures.

The International College of Seville, my host school, is a small academic institution in the heart of the city. My weekly schedule consisted of Spanish Language and International Business courses and an independent study on the Economics of the European Union (EU). The most noticeable difference between studying here and the U.S. was the teaching style. The professors in Spain typically teach in a much more informal manner. During the first two days in Spanish class, we learned bar dialogue and how to decipher restaurant menus. In my business class, we learned negotiation techniques which included how to properly shake hands and to choose the right corporate gifts, and other business etiquette that varies from nation to nation (like karaoke competition in Japan).

Initially the topics seemed simple, but soon I discovered the underlying complexities. In Spanish we weren’t just practicing the language, we were learning about the art of conversation. In International Business, we analyzed entrepreneurship, industry ethics, and the art of advertising. We presented a comprehensive business plan as part of our final. Also, I worked on a project design to open an Apple retail store in Dublin, Ireland. In my independent study, I examined the economies of EU member states and other nations, comparing how they manage issues regarding education, health care, and military-spending. The most beneficial part of this class was the opportunity to examine my own country from a European point of view.

As they say, however, the majority of "real" learning happens outside of the classroom. Every day I went out to explore the world around me. I visited buildings and monuments that were constructed over 1,000 years before Columbus (whose tomb is in Seville) traveled across the Atlantic. I tasted Mediterranean food and attended flamenco shows, “fútbol” games, and even a traveling dinosaur exhibit. I met several generations of my host family, as well as people from throughout Europe. I met an MIT-educated astronaut who is engineering a new telescope in Amsterdam (I struck up a conversation when I noticed a Red Sox logo on his hat). Every day I’ve been gathering these memories, like a child collects fireflies in a jam jar. Each one captures a moment and each moment creates a story.

My life has been influenced and inspired by living in Seville, from the classes to the community to the culture. In February, I went with my host family to Tarifa, the southernmost point of Spain; from there, you can see Africa ten miles away. On the ride home while practicing my Spanish with a whales-watching brochure, I found an interesting word “Inolvidable.” I learned that it means “unforgettable,” the perfect word to describe a phenomenal experience.

I would recommend studying abroad to everyone. Adventure is out there - you just have to take a chance… and pack a really big jam jar.

¡Hasta Luego!

Kylie graduated in May 2011 as a University Honors Scholar with a BA in Economics. She is from Douglas, MA.
HONORS STUDENTS GO GLOBAL

LIMERICK, IRELAND
Brooke Carney

After weeks of planning, research, and anticipation, I traveled to the University of Limerick, a school of 11,000 in Ireland. I took two psychology classes, one linguistic and culture class, and two Irish culture classes - Folklore and Irish Music and Dance. I enjoyed learning about Irish culture and in my psychology classes I had the chance to observe the way Irish students learn psychology. I branched out by exploring different parts of Ireland as well as several countries including France, Italy, England, and the Czech Republic. Each place brought different languages, accents, customs, and cultures. My new friends and I had to figure out how to get around on our own, stay safe in foreign places, and find our way back when we inevitably got lost! Through all these experiences I found myself becoming more independent, confident in my abilities, and more receptive to different “norms” in other cultures. These are skills that I have taken home with me, and that I know I will use for the rest of my life.

Brooke is a junior Psychology major from Shrewsbury, MA.

“VOLUNTOURISM” IN NICARAGUA
Cameron Rodak

During January 2011, I was fortunate to participate in the J-term course entitled Nicaragua: Its History & People taught by Dr. Christin Cleaton-Ruiz. This trip to Nicaragua is best classified as “voluntourism,” a combination of volunteering and tourism.

The first week was spent volunteering, helping to build a high school in a poor community on the outskirts of Granada. We worked with La Esperanza Granada, an organization whose main goal is to build schools in poor communities, giving them “a hand up, not a handout.” Funding for the school came from our group’s fundraising efforts. Initially, we were shocked at what we were seeing. The poverty is on a different level from anything we’ve seen in the United States. In spite of this, we all grew to love the city and its people.

At our work site we got to know many of the neighborhood children. We played with them when we were taking breaks. By our last day at the site, the school was partially constructed: half the walls, half the way. We were sad to leave Granada with the school incomplete and with a lack of funds to finish.

We were typical tourists during the second week: relaxing, horseback riding, ziplining, and hiking. You might think that this was the best part of our trip; to us, something was missing. It felt like we were outsiders looking in, rather than an active part of the community.

Upon returning to Granada we felt we had come home. We visited the site and once again played with the children. No longer were we surprised by the neighborhood; we had grown to love it. But since we were unable to finish the school, it felt like our mission was incomplete.

Consequently, our group has continued fundraising efforts. The $700 raised from the WSU “So You Think You Can Dance?” show was sent to La Esperanza Granada, as was an additional $300 to help finish the school. We cannot wait to see pictures once it has been completed, and hope to return and see the school filled with students.

Cameron at Volcan Masaya, Nicaragua.

Cameron is a sophomore History major from Ludlow, MA.
HONORS STUDENTS GO GLOBAL

ST. CROIX, U. S. VIRGIN ISLANDS
Alyssa Cass

As a Biology major I am aware that a drawback to many small colleges and universities is that fewer professors means fewer people with whom to do research. When transferring from UMass Amherst to WSU, I worried that I would miss the opportunity to experience undergraduate research.

However, during my sophomore year I met Dr. Buzz Hoagland, who was teaching my favorite class, Genetics. I quickly realized he was a valuable resource. By the end of my first semester at Westfield State I was already planning to go on Dr. Hoagland’s biannual research trip to the beautiful Caribbean island of St. Croix.

In August of 2009, I traveled to St. Croix for the first time to study “mongoose dem,” as the locals call the introduced species. Every morning I awoke to Professor Hoagland’s signature catch phrase, “it’s another beautiful day in paradise,” and the ongoing bets of how many mongoose we would catch that day. Every night I went to bed in the headquarters of Sandy Point National Wildlife Refuge (SPNWR) exhausted from a long day of hard work trapping mongoose in the brush and Christmas tree bush, but eager to wake up and do it all again.

In August 2010, I returned to conduct research for my Senior Honors Project.

Through analysis of data collected during Professor Hoagland’s previous research trips and my observations, I supported our thesis that the SPNWR mongoose population is sustained primarily through immigration onto the Refuge. I hope my study will eventually become an impetus for the creation of a barrier to prevent mongoose from immigrating onto SPNWR. This would protect from predation the emerging turtle hatchlings that nest on the beaches.

Alyssa graduated in May 2011 as a Commonwealth Honors Scholar with a BS in Biology. She is from Athol, MA.

NATIONAL STUDENT EXCHANGE: UNIVERSITY OF HAWAI’I AT MANOA
Natasha Ludwig

With my major requirements completed, I headed out for my final semester to the University of Hawai’i (UH) Manoa on the island of Oahu as part of the National Student Exchange Program. While at UH Manoa, I took Hawaiian language and culture classes, as well as Politics & Media and Introduction to World Religion. My time on the island gave me a new understanding of cultural pride and the effort necessary to keep it alive.

My academic schedule and free bus pass gave me time to explore Oahu’s offerings, including nearby Waikiki Beach. I traveled to the North Shore and went sailing, jet skiing, and stand-up paddle boarding. My friends and I also spent time visiting the island’s beaches to watch the surf competitions, to snorkel, and to hike.

I will enroll in Roger Williams University School of Law in Fall 2011, where I plan to study family or special education law. I am grateful to the Honors Program for offering an abbreviated version of an LSAT review course last year, which helped me to prepare for the exam. I feel confident that I will be successful in the future because of the strong foundation I received from WSU and the resources and opportunities provided to me by the Honors Program.

Natasha graduated in January 2011 as a Commonwealth Honors Scholar. She is from Seekonk, MA.
HONORS COURSES IN REVIEW

BREAK’N THE RULES!: TRANSGRESSION AND EXCESS IN STORY, CULTURE, AND FILM
LOU CATON

In Spring 2011 English Professor Lou Caton offered an upper-level Honors seminar entitled Break’N the Rules! The course description stated that students would be confronted with essays, fiction, film, music, and other forms of art that pushed the limits of conventions, expectations, and correctness. Discussions ranged over Nietzsche’s musings on the god Dionysus to Waiting for Godot where “nothing happens: twice” to Pirandello’s play that caused a minor riot by attendees. Students developed their final capstone projects through analysis of a variety of genres. Their subjects included Isadora Duncan (dance), Clockwork Orange (film), and “Gonzo journalism” (print).

The course featured many speakers. Students heard lectures by Westfield faculty about the implications of “breakage” and “rules.” These guests included Art Professor Keith Hollingworth on Picasso and Cubism, English Professor Michael Filas on independent cinema, and Philosophy Professor Brian Chase on the meaning of ruptures. In addition, the Honors Program funded two outside experts from the University of Connecticut. Professor Alain Frogley’s lecture was entitled “Jesus or Judas: Early Bob Dylan and the Question of Authenticity.” This topic corresponded to the students’ classroom work on Dylan’s highly controversial and influential album Highway 61 Revisited. Professor Adrienne Macki Braconi titled her presentation “Metatheatricality, Masking, Subversion: Pirandello’s Six Characters in Search of an Author.” From her talk students learned what it means to write a play about writing a play.

Dr. Caton is an Associate Professor in the English Department.

SCHOOLS IN AMERICAN CULTURE

Professor Raker’s Schools in American Culture class on a visit to the Hartsbrook School in Hadley, MA.
**Honors Courses in Review**

**Professor Kathleen McIntosh**

**Interviewed by Bailey McDonnell**

**What makes teaching an Honors seminar different and enjoyable?**

Since upper-level Honors seminars are not typically required for a particular major or for the core, students can self-select on the basis of interest in the topic. This often translates into a higher level of overall engagement. Honors seminars offer opportunities for speakers and trips, expanding the boundaries of the typical classroom experience. And I enjoyed the richness that comes from having students from different majors taking an upper-level class together.

**What is unique about the course Did Spain Invent Multiculturalism?**

In the first half of the semester, the class looked at the historical period in which Spanish Muslims, Jews and Christians lived together and created a common culture of great intellectual and aesthetic achievements. In the second half, we read literature which highlights the legacies of the period - of hope on one hand, and of violence and exclusion on the other - as it plays out in individual lives and events of our own time. I had mulled over the idea of a course such as this for some time - President Obama’s reference to Islamic Spain as a model of tolerance, in a historic 2009 speech in Cairo, was my impetus to pull together the different strands of this topic and design a course around them. While many scholars, historians in particular, have studied the core topic, I think that the interdisciplinary approach and the attempt to use this particular aspect of the past to understand some things about the present are what make it unique.

**How does this class relate to your background as a teacher?**

This class provided me the opportunity to bring together a set of topics and ideas that are usually located in different parts of the curriculum. Some of these I usually teach in my upper-level classes - but these are given in Spanish, which limits them to my department’s majors and minors. For this class I got to cast a wide net in terms of topics, readings and perspectives - and my goal was to offer students the opportunity to do the same in shaping projects for presentations and papers. This class represented a special opportunity for me as a teacher - for delving into materials on my own “will get to” list, and for having conversations with several of our own faculty/librarians as well as outside folks who are deeply engaged with some aspect of the topic.

Dr. McIntosh is the Chair of the World Language Studies Department.

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**Did Spain Invent Multiculturalism?**

**Bailey McDonnell**

My eyes have been opened to new world views on religion, culture, and ethnic diversity as a result of taking the course entitled Did Spain Invent Multiculturalism? Professor Kathleen McIntosh (see interview above) did a great job at helping us feel comfortable from the beginning. The first half of the semester was dedicated to more textbook work and assignments, making us “experts” on the history of multiculturalism in Spain. We became familiar with the historical context of Spain during the Reconquest and of the art, science, philosophies and ideals that existed during this time. During the second half, we took a slightly different approach - one that allowed for more open discussion. We read three novels all closely relating to the topics learned earlier, which generated lively discussions. We took a field trip to the Hartford Seminary and had three guest speakers: Dr. Kamal Ali and Ms. Corinne Ebbs from WSU and Professor Yehezkel Landau from the Hartford Seminary. For the capstone project, all students wrote in-depth research papers, and presented their findings to the class.

Bailey is a sophomore Social Work major from West Springfield, MA.
Honors Students at Conferences

Music Education Conference

Andrea Biagini attended the National Association for Music Education Eastern Division Conference in Baltimore, MD in April 2011. She presented a poster titled “Singing Their Praises: Women in Music Education,” the topic of her Senior Honors Project. Andrea met music educators from across the Eastern seaboard and discussed her research with them. She attended sessions on a variety of musical topics and had the opportunity to learn from internationally-renowned euphonium player and clinician Steven Mead. Since Andrea is a euphonium player, meeting Mead was a highlight of the conference. Her travel was funded by a WSU SMARTS grant (Seed Money for Academic or Research Travel for Students), administered by the Office of Academic Affairs.

Mathematics Conference

Laura Ryan presented her Senior Honors Project, “Culturally Responsive Mathematics Education,” at the Hudson River Undergraduate Mathematics Conference at Skidmore College in Saratoga, NY, on April 26, 2011. The engaged audience participated in an interactive activity regarding modern school segregation and discussed issues regarding inequality in schools. Laura also attended presentations ranging from math education to Mobius bands, geometry, and the Fibonacci numbers.

Political Science Conference

Michael Brill attended the New England Political Science Association Conference in Hartford, CT, on April 30, 2011. Mike was on a panel with two students from the United States Military Academy. The theme of their presentation was “De-fusing Conflicts in American Foreign Policy.” The title of Mike’s paper was “Realism, U.S. Foreign Policy, and the Iran-Iraq War.” He examined U.S. Middle East policy during the Iran-Iraq War while using realist international relations theory in his interpretation.

Psychology Conference

Liane Ledger, Samantha Hague, and Professor Janet Gebelt attended the Society for Research on Identity Development’s 18th Annual Conference in Daytona Beach, FL, in February 2011. Dr. Gebelt is the advisor for both Samantha’s and Liane’s Senior Honors Projects. Since both projects explore identity development, Dr. Gebelt thought that attending this conference would be beneficial and helped arrange funding from the Student Government Association and the Psychology Department to support their travel. According to Dr. Gebelt, Sam and Liane had the opportunity “to hear talks on cutting edge research in the field of identity and to meet several of the people they cited in their Senior Honors Projects.”
HONORS STUDENTS AT CONFERENCES

YOUNG FEMINIST LEADERSHIP CONFERENCE

During Spring Break 2011, Jessica Robinson and Kristina Norris attended the National Young Feminist Leadership Conference at George Washington University in Washington, D.C.

This conference focused on the impact young women can have on both domestic and global issues. Attending a workshop focused on sexual assault on higher education campuses, Kristina and Jessica learned about the organization Students Active For Ending Rape (SAFER) which is committed to helping students reform their college and university sexual misconduct polices. Kristina used this information in her Senior Honors Project and worked to change the policy at WSU.

Kristina and Jessica also visited Congressman Richard Neal’s office and attended the 2011 National Press Club Gridiron Show’s Sunday reception. Their travel was funded by the Office of the President.

NORTHEAST REGIONAL HONORS CONFERENCE

Nine WSU Honors students, along with Dr. Kantrowitz, Dr. Brewster, and Ms. Konrad attended the Northeast Regional Honors Conference in Portland, ME, held from March 31 – April 3, 2011. The students’ travel was funded in part by the Office of Academic Affairs through their SMARTS grant program and by a grant from the Statewide Commonwealth Honors Program. Eric Frary, Cori Glennie, Erin Judge, and Lyndon Seitz gave presentations. Jennifer Shakshober, Jennifer Petrucci, Ted Zarek, Brad Bator, and Kate Anderstrom also attended the conference.

MASSACHUSETTS STATEWIDE UNDERGRADUATE RESEARCH CONFERENCE

At the 17th Annual Massachusetts Statewide Research Conference held Friday, April 22, 2011 at UMass Amherst, 50 WSU students, including 16 Honors students presented their research. Many of the 22 WSU faculty/staff sponsors attended the conference to support their students. More than 700 students from nearly all of Massachusetts public colleges and universities participated. Below (left to right) are presenters David Card, Caitlin Webb, and Kate Anderstrom.
HONORS STUDENTS WHO SHINE

CONGRATULATIONS TO:

Graduating Seniors:
**Erin Judge**, senior History and Ethnic and Gender Studies double major from Middlefield, MA. Erin was awarded a $5,000 Phi Kappa Phi Graduate Fellowship towards her graduate work at UMass Amherst.

**Kristina Norris**, senior Criminal Justice major from Braintree, MA. Kristina was chosen as WSU’s representative for the “29 Who Shine” Award given by the Massachusetts Department of Higher Education. Twenty-nine outstanding graduates, each from a different public college or university in Massachusetts, were honored for their leadership potential, academic achievements, sense of civic responsibility, and perseverance in the face of educational challenges. More information about Kristina and the award can be found at mass.edu/29whoshine.

**Laura Ryan**, senior Elementary Education and Liberal Studies double major from Shrewsbury, MA. Laura is the WSU 2011 Valedictorian with an overall GPA of 4.0.

Other Honors Students:
**Michael Brill**, junior History and Political Science double major from Southwick, MA. Mike is the recipient of a U.S. Department of State Critical Language Scholarship and will participate in an Arabic language program in Oman this summer administered by the Council of Overseas Research Centers and the American Councils for International Education.

**Eric Frary**, sophomore Environmental Science major from Easthampton, MA. Eric was awarded $500 from the Northeast Regional Honors Council towards the cost of his attendance at Partners in the Park, an outdoor experiential learning program, to be held at Olympic National Park in Olympic, WA, in August 2011.

CREATIVE FREEDOM (CONT. FROM P. 1)

I was particularly drawn to a character in the story “A Rose For Emily,” by William Faulkner, but my interest did not fall within any of the typical paths for literary analysis. My unconventional approach did not matter because the assignment allowed us to go beyond typical approaches. I was able to apply what I had learned in another class and create a psychological analysis of the character. I’m proud of this piece of writing, and I am convinced that I would not have been able to write it the same way in another class. This freedom posed the greatest challenge because it allowed the writing process to be as much about creativity and thought development as it was about technical writing skills.

The curriculums of these two courses were also complementary. Honors Composition I gave freedom, but offered enough guidance so that by the time I was ready to take Honors Composition II, I was prepared to fully embrace the privilege.

Amber is a first-year Communication major from Westfield, MA.
1.) Commonwealth Honors Scholar Carly Amrhein celebrates with her sister after the Academic Awards Ceremony. 2.) Dr. Kantrowitz holding gifts of appreciation given in recognition of her four years of leadership. 3.) Honors students prepare for the GRE exam with Dr. Brewster. 4.) Bailey McDonnell and Eric Frary at the Commuter Brunch. 5.) Honors students gather for Conversation Hour with President Dobelle. 6.) Honors students attend Professor Payen’s Public Speaking workshop.

The Honors Center is open daily from 9 AM to 4 PM!
CONGRATULATIONS, 2011 GRADUATES!

COMMONWEALTH HONORS SCHOLARS

The designation of Commonwealth Honors Scholar is awarded to students who complete a minimum of four Honors courses (at least one upper-level Honors seminar) with a B or higher, maintain an overall GPA of 3.30 or higher, and complete a six-credit, individually designed Senior Honors Project. Listed below are students, their Senior Honors Project titles, and their Project Advisors.

Carly Amrhein, Supporting Literacy Development for Non-Native English Speakers, Dr. Kathleen Itterly

Andrea Biagini, Singing Their Praises: Women in Music Education, Dr. Rachel Gibson

Alexandra Bukuras, Representation of Female Leaders in Latin American History, Dr. Christin Cleaton-Ruiz

Alyssa Cass, Mongoose Population Management: A Study of Mongoose at Sandy Point National Wildlife Refuge, St. Croix, Virgin Islands, Dr. Buzz Hoagland

Ashley Evers, Public Relations Campaign Promoting the Honors Program and Westfield State University, Dr. Thomas Gardner

Abby Genovese, Treatment of Food Stealing in an Adolescent with Autism, Dr. Jorge Reyes

Erin Judge, The Middlefield Fair: A Case Study of the Agricultural Fair in New England, Dr. Mara Dodge

James Kosiba, The Persistence of COBOL, Dr. James Carabetta

Liane Ledger, The Relationship between Black Identity and Dating Preferences for White Partners, Dr. Janet Gebelt

Natasha Ludwig, The United States 2050: The Hispanic Majority, Dr. Philip Zampini

Kristina Norris, Obstacles Facing the Clery Act: An Analysis of its Evolution and its Impact on Westfield State University Students, Dr. Elizabeth Stassinos

Laura Ryan, Culturally Responsive Mathematics Education, Dr. Christine Von Renesse

Kaitlin Webb, Norman Mailer: Importance of Sex in Marriage, Sexual Desire, and Infidelity, Dr. Michael Filas

Laura Satkowski, Self-worth Contingencies in Late Adolescence, Dr. Rebecca Burwell

Kristin Sherwood, John Adams and James Madison: The American Presidency in Theory and in Practice, Dr. Philip Zampini

Siera Sinclair, Media Representation of the Middle East, Dr. John Paulmann and Dr. Makoto Saito

Black squirrels dressed up for graduation!

UNIVERSITY HONORS SCHOLARS

The designation of University Honors Scholar is awarded to students who complete a minimum of six Honors courses (at least one upper-level Honors seminar) with a B or higher and maintain an overall GPA of 3.30 or higher. Recipients are listed below:

Kylie Bleau, Melissa Brady, Kaitlin Calderara, Sergey Chumak, Christopher Howland, Autumn Lampro, Colleen Murphy, Emily Robert, Matthew Sloan, and Gregory Wemyss.