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honors in practice

HITIP

2006



Vol. 2

In This Issue

JUAN CARLOS SKEWES,
CARLOS ALBERTO CIOCE
SAMPAIO, AND
FREDERICK J. CONWAY

JAYATI GHOSH,
M. PATRICIA DOUGHERTY,
AND KENNETH PORADA

MARGARET BRABANT AND
ANNE M. WILSON

MATTHEW L. SMITH AND
JASON C. VALLEE

MICHAEL K. CUNDALL JR

THERESA A. MINICK AND
VICTORIA BOCCHICCHIO

ANNE M. WILSON AND
MELISSA LUDWA

LISA NEW FREELAND

JEFFREY R. STOWELL

PETER MACHONIS

JOY OCHS

LESLIE HAHN AND
JIM ROGERS

ELIZA GLAZE AND
PHILIP WHALEN

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TROY R. LOVATA

JOHN C. CHARPIE AND
MICHAEL SHEA

BEBE NICKOLAI



HONORS IN PRACTICE

VOLUME 2

honors in practice

Honors Program

University of Alabama at Birmingham
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Birmingham, AL 35294-4450

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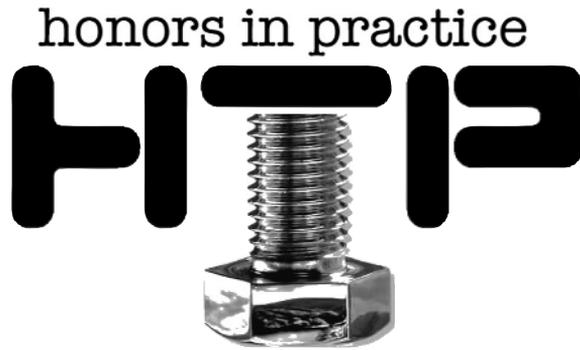
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A PUBLICATION OF THE NATIONAL COLLEGIATE HONORS COUNCIL

JOURNAL EDITORS

ADA LONG

DAIL MULLINS

UNIVERSITY OF ALABAMA AT BIRMINGHAM

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TABLE OF CONTENTS

Editorial Policy	5
Submission Guidelines	5
Dedication to Ted Estess	7
<i>Editor's Introduction</i>	
Ada Long	9

HONORS DESIGNS

<i>Honors in Chile: New Engagements in the Higher Education System</i> Juan Carlos Skewes, Carlos Alberto Cioce Sampaio, and Frederick J. Conway	15
<i>Dominican University of California's Honors Program and its Relation to University Heritage and Mission</i> Jayati Ghosh, M. Patricia Dougherty, and Kenneth Porada	27

HONORS INITIATIVES

<i>Community Beyond Honors: Butler University's Community Fellows Program</i> Margaret Brabant and Anne M. Wilson	35
<i>Leadership in Scholarship Program</i> Matthew L. Smith and Jason C. Vallee	43
<i>How to Develop and Promote an Undergraduate Research Day</i> Michael K. Cundall Jr	49
<i>An Honors Pilot Course: Cross-Cultural Service and Inquiry-Based Learning in Mérida, Mexico</i> Theresa A. Minick and Victoria Bocchicchio	59

HONORS STRATEGIES

<i>They Filched Our Program! How to Turn That into a Good Thing</i> Anne M. Wilson and Melissa Ludwa	73
<i>Fun and Games of Teaching: Simulations in a Social Problems Course</i> Lisa New Freeland	85
<i>Using Peer Review in Honors Courses</i> Jeffrey R. Stowell	97

HONORS INSTITUTE

<i>Overview of the NCHC Faculty Institute in Miami and the Everglades</i> Peter Machonis	103
<i>“You’re Not Typical Professors, Are You?”: Reflections on the NCHC Faculty Institute in Miami and the Everglades</i> Joy Ochs	105

HONORS SYLLABI

<i>Cultural Enrichment: Finding Where You Fit, Exploring Individuality and Community</i> (1-hour introductory course) Leslie Hahn and Jim Rogers	111
<i>East Meets West</i> (interdisciplinary) Eliza Glaze and Philip Whalen	117
<i>Great Questions That Have Changed the World</i> (science) Dave Pruett	121
<i>The Legacy of Ancient Technology</i> (social science) Troy R. Lovata	125
<i>Science and Writing</i> (interdisciplinary) John C. Charpie and Michael Shea	129
<i>Writing and American Rhetoric</i> (humanities) Bebe Nickolai	135
About the Authors	141
NCHC Publication Order Forms	150

The cover design of *Honors in Practice* was created by Patrick Aeivoli of Long Island University: C. W. Post Campus.

The cover photograph shows an unidentified honors student ascending a wrought-iron slinky at the City Museum in St. Louis as part of his City as Text© exploration during the 2005 NCHC Conference. The photograph was taken by May Ashour, a student at Maryville University in St. Louis.

EDITORIAL POLICY

Honors in Practice (HIP) accommodates the need and desire for articles about nuts-and-bolts issues, innovative practices in individual honors programs, and other honors topics of concern to the membership. *HIP* complements the semi-annual scholarly journal of the NCHC, *Journal of the National Collegiate Honors Council (JNCHC)*. Both journals employ a double-blind review system. *JNCHC* publishes scholarly essays that stress research in and on honors education. *HIP* publishes practical and descriptive essays: descriptions of successful honors courses, suggestions for out-of-class experiences, administrative issues, and other matters of use and/or interest to honors faculty, administrators, and students. Submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

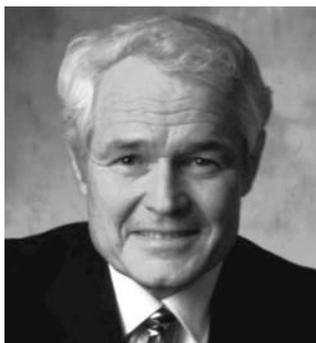
DEADLINE

HIP is published annually. The deadline for submissions is January 1.

SUBMISSION GUIDELINES

1. We will accept material by e-mail attachment (preferred) or disk. We will not accept material by fax or hard copy.
2. If documentation is used, the documentation style can be whatever is appropriate to the author's primary discipline or approach (MLA, APA, etc.), but please avoid footnotes. Internal citation to a list of references (bibliography) is preferred; endnotes are acceptable.
3. There are no minimum or maximum length requirements; the length should be dictated by the topic and its most effective presentation.
4. Accepted essays will be edited for grammatical and typographical errors and for infelicities of style or presentation. Authors will have ample opportunity to review and approve edited manuscripts before publication.
5. We also accept submissions of honors course syllabi. A call for such submissions is sent to the NCHC listserv prior to January 1, but, if you would like more information about how to submit a syllabus, contact Ada Long at the email address below.
6. All submissions and inquiries should be directed to Ada Long at adalong@uab.edu or, if necessary, 850.927.3776.

DEDICATION



TED L. ESTESS

Most members of the National Collegiate Honors Council know Ted Estess as Chair of Beginning in Honors. BIH is a central feature of the annual conference and a key service of the NCHC, providing a gateway into the organization and into the honors community for large numbers of annual newcomers. Ted has organized and presided over BIH for over a decade, welcoming participants to honors education with his inimitable charm, wit, efficiency, and style. He has also served NCHC as a member of the Conference Planning Committee (1996–present), the *JNCHC* Editorial Board (2001–present), and a dozen or so other committees, including the Executive Committee.

Ted is Dean of the Honors College at the University of Houston, where he is also Professor of English and holds the Jane Morin Cizik Chair. After serving as Honors Director at LeMoyne College in Syracuse, Ted went to Houston in 1977 to chair its rather small honors program, which under his leadership has grown to an Honors College that enrolls 1150 students. With degrees in English from Baylor (B.A.), Theology from Southern Seminary (M.Div.), and Humanities from Syracuse University (Ph.D.), Ted has a distinguished career in teaching and research, including a book on Elie Wiesel (Ungar Press) and scholarly articles on such writers as Samuel Beckett, Walker Percy, Mary Gordon, William Kennedy, and Joseph Heller. He has also written and given readings of his numerous works of creative non-fiction, including the recent *Fishing Spirit Lake*. His teaching awards include The University of Houston Teaching Excellence Award and (six times) the “Top Prof” Award from Mortar Board.

For hundreds, perhaps thousands, of honors educators and administrators, Ted has been the First Face of Honors, and we have all benefited from his outstanding work on Beginning in Honors, his other services to NCHC, his remarkable accomplishments at the University of Houston, his scholarly acumen, his gentle wisdom, and the laughter he never fails to evoke from audiences, colleagues, and friends. We are proud to dedicate this volume of *Honors in Practice* to Ted L. Estess.

ADA LONG

Editor's Introduction

ADA LONG

UNIVERSITY OF ALABAMA AT BIRMINGHAM

An appropriate title for this second volume of *Honors in Practice* would be "Innovations in Honors." The essays describe new programs, initiatives, and strategies from Chile as well as from numerous regions and types of institutions within the United States. Readers can find here a great plenty of ideas that might thrive in their own institutions while, at the same time, learning about faraway practices and programs. Even a random reader who happened upon this volume and knew nothing of honors education would find much to excite the imagination. A reader who is deeply involved in honors will be able to put this excitement into action with adjustments large or small to an existing honors program or college.

We begin the volume with an essay entitled "Honors in Chile: New Engagements in the Higher Education System" by Juan Carlos Skewes of the Universidad Austral de Chile, Carlos Alberto Cioce Sampaio of the Universidade Regional de Blumenau, and Frederick J. Conway of San Diego State University. The authors describe a remarkable new honors program they have developed at the Universidad Austral de Chile (UACH). Funded by the Chilean Ministry of Education, the pilot program is an intriguing adaptation of the honors concept to unique challenges (rural setting, rainy weather, and poorly prepared students) and opportunities (strong infrastructure, national concern about inequities in education, and a setting that provides a living laboratory for environmental studies) within a specific geographical and cultural context. The UACH Honors Program, focused on "Environmental Studies and Sustainable Human Development," has been developed within the Center for Environmental Studies, which is "a transdisciplinary space created in 2002 to bring together faculty from the natural and social sciences to study environmental problems and contribute to policy making at the national and local levels." Originally inspired by honors education in the United States and aided by an NCHC consultant, Bernice Braid, the UACH Honors Program surely can and will serve as an excellent model not only for Chile and Latin America but also for the United States. The innovative, context-based, and focused mission of this new program might well be an inspiration for new honors programs anywhere.

The second essay also reveals the importance of context to successful program design. In "Dominican University of California's Honors Program and its Relation to University Heritage and Mission," Jayati Ghosh, M. Patricia Dougherty, and Kenneth Porada describe the restructuring of an honors

EDITOR'S INTRODUCTION

program in accordance with the unique history and values of their institution. A redesign that began as a way to make the program more appealing and feasible for students became also an opportunity to make it specifically Dominican in its structure and mission. The rooting of this program in its particular context has led to new prominence and leadership as well as success within the larger university. It has also provided academic and ethical coherence for the honors experience.

Consideration of context has often been an important element of not just the design but the curriculum of honors programs and colleges. One of the "Honors Initiatives" included in this volume is described in "Community Beyond Honors: Butler University's Community Fellows Program" by Margaret Brabant and Anne M. Wilson. Butler's Center for Citizenship and Community applied for and won a grant from HUD's Office of University Partnerships for a Community Outreach Partnership Center, later obtaining a COPC New Directions grant as well and partnering with the Honors Program to provide small stipends to teaching fellows from the community. Each fellow has taught an Honors Program course designed to connect students to their communities through study, service learning, and contact with community leaders. Brabant and Wilson describe the design and success of these courses, asserting the importance of interaction between academic and civic communities.

Matthew L. Smith and Jason C. Vallee, in "Leadership in Scholarship Program," also describe a new collaborative effort between an honors program and a community-based, on-campus initiative. The Community Leadership Institute at Johnson & Wales University, like the Community Fellows Program at Butler University, fosters interaction between honors students and community leaders. Combined with other academic and organizational improvements, the Leadership in Scholarship Institute has already had significant benefits for student retention at Johnson & Wales University. This kind of collaboration with other on- and off-campus organizations in the interest of broadening and contextualizing honors education may well be an evolving trend in honors programs and colleges.

Michael K. Cundall, Jr., describes a different kind of initiative—internal rather than external—that he has undertaken at Arkansas State University. Using his own Undergraduate Scholars Day as an example and illustration, he explains "How to Develop and Promote an Undergraduate Research Day." He describes the benefits and challenges of organizing this kind of opportunity for undergraduates to give formal presentations of their research, and he gives a detailed chronology of what an organizer needs to do as well as when and how to do it. Anyone seeking to start or improve an undergraduate research day will find this essay useful.

The final essay in this volume's section on "Honors Initiatives" is "An Honors Pilot Course: Cross-Cultural Service and Inquiry-Based Learning in Mérida, Mexico." Theresa A. Minick and Victoria Bocchicchio describe an ambitious cross-cultural course that has been piloted at Kent State University.

ADA LONG

The course includes a ten-day learning and service experience in Mérida that is preceded by extensive preparation and succeeded by multi-faceted strategies for reflection upon, communication about, and further development of what the students have learned. The authors have presented an excellent model for making study abroad an academically and personally valuable experience for students.

The title of the first essay in this volume's section called "Honors Strategies" reveals an especially demanding strategic challenge: "They Filched Our Program! How to Turn That into a Good Thing." Anne M. Wilson and Melissa Ludwa describe the dilemma that can arise from the success of an honors program: Innovative ideas that have been developed for and in the program become attractive to the institution as a whole, which then co-opts the ideas and implements them for all students. In order to remain distinctive, the program then develops new ideas that may also be co-opted. While this kind of success is praiseworthy, it can also threaten the existence of a program, which might start to seem superfluous if all its ideas are institutionalized. So far the authors are staying ahead of the crowd by constantly conceiving and implementing new ideas, one of which was described earlier in this volume in the essay entitled "Community Beyond Honors: Butler University's Community Fellows Program."

In "Fun and Games of Teaching: Simulations in a Social Problems Course," Lisa New Freeland describes in detail a simulation-based pedagogical strategy of game playing she uses in her classes. She has found the strategy especially effective in honors classes, where students tend already to be more active participants than in other classes. New Freeland has found that her students, despite occasional resistance initially, develop greater abilities for critical thinking, synthesis of ideas, and application of knowledge outside the classroom than they do in more traditional classroom structures. She has also found that she learns more by adopting a pedagogy that requires her to close her mouth and open her ears.

In his essay "Using Peer Review in Honors Courses," Jeff Stowell describes another successful classroom strategy for engaging students. He gives a brief, lucid, and helpful account of his experience using peer mentors in his introductory honors courses in psychology. Stowell provides data to show that peer mentors have improved students' grades and that students have found the process helpful to their performance. He also gives suggestions about how to implement peer mentoring effectively based on his experience during the past several years.

In the next section of this volume we provide a report on the highly successful NCHC Faculty Institute entitled "Miami and the Everglades: Built and Endangered Environments" that took place January 11–15, 2006. Peter Machonis, the prime mover and one of the facilitators of the Faculty Institute, gives an overview of the experience, and then Joy Ochs, in an essay entitled "'You're Not Typical Professors, Are You?': Reflections on the NCHC Faculty Institute in Miami and the Everglades," gives a participant's up-close and

EDITOR'S INTRODUCTION

personal narrative about its value. The NCHC sponsors Faculty Institutes on a regular basis, and we hope to have such reports in the future volumes of *Honors in Practice*.

Another new feature of this volume that we hope to make permanent is the final section called "Sample Honors Syllabi." We sent out a call for syllabus submissions on the NCHC listserv and then selected six that reflect a variety of disciplines, class levels, and approaches. This year we received over thirty publication-worthy submissions, from which we selected one each in the humanities, social sciences, and sciences; two interdisciplinary courses; and one introductory one-hour course for freshmen. All syllabi adhere to a standard format so that they serve as accessible snapshots of successful honors courses. Contact information about the authors is provided for readers who wish to request further information. Others of the submitted syllabi will be posted on a new section of the NCHC web site (<http://nchchonors.org/>).

This volume of *Honors in Practice* not only contains essays about innovations in honors but also implements some innovations of its own. We hope you will find the materials enjoyable and useful, and we invite your suggestions about future volumes. Letters to the Editor, whether intended to be private or public, are always welcome. Contact us at adalong@uab.edu.

Honors Designs

Honors in Chile: New Engagements in the Higher Education System

JUAN CARLOS SKEWES

UNIVERSIDAD AUSTRAL DE CHILE

CARLOS ALBERTO CIOCE SAMPAIO

UNIVERSIDADE REGIONAL DE BLUMENAU

FREDERICK J. CONWAY

SAN DIEGO STATE UNIVERSITY

ABSTRACT

Honors programs are rare in Latin America, and in Chile they were unknown before 2003. At the Universidad Austral de Chile, an interdisciplinary group of scholars linked to environmental studies put forward a pilot project for implementing a new experience in higher education. Challenged by an educational environment where (i) apathy and mediocrity have taken over the classrooms, (ii) monodisciplinary training rules the university campus, and (iii) authoritarian teaching persists, this has been an experiment in new ways of approaching the classroom. Stimulated by experiences in the USA, a project proposal was written, finding support in the Chilean Ministry of Education. Three years of experience have proven that a Chilean honors program can serve as a model for programs elsewhere in Latin America. In the following pages we aim to provide a summary of what this experience has meant, using the most recent class as an example. Some background about the university and the Chilean system needs to be supplied, while most of the paper deals with the particular features of this program and its immediate future.

This paper describes the honors experience at the Universidad Austral de Chile (UACH). The UACH program is of interest not only because of its Latin American context, but also because it is focused on a particular theme, Environmental Studies and Sustainable Human Development. After three years, the program has just completed its pilot phase, and so the time is appropriate to describe its accomplishments and challenges.

INTRODUCTION: THE INSTITUTIONAL CONTEXT

The Universidad Austral de Chile, located in the southern city of Valdivia, was founded in 1954. A state-sponsored regional university, UACH is among the five leading universities in the country. A body of almost 10,000 undergraduate students is distributed in its 38 schools (*escuelas*), which fall under the university's 10 faculties (*facultades*). The 665 professors belong to 69 institutes (*institutos*), or research/teaching units.¹

Improving the quality of higher education has been a permanent, although not achieved, goal in the university. The low academic performance of the incoming students and their lack of motivation impede attaining this goal. Most of the UACH students belong to the lower socioeconomic brackets, and many of them come from families whose parents have never received a higher education. They graduate from public or publicly subsidized schools with extremely poor academic records. Selection in the Chilean university system operates through a national test, and students with higher scores are concentrated in the capital city of Santiago. Regional universities lag behind the Santiago universities in the students' aspirations; students see a better future if graduating from an institution where all academic and non-academic resources are concentrated.

Limitations other than the low academic skills of the students affect the university, including its provision of rigid, traditional classes that tend more to the reproduction of existing knowledge than to the acquisition of learning skills or the development of a passion for new knowledge. Non-academic factors that contribute to poor performance among students at UACH are the rainy environment and lack of recreational opportunities during the long winter period.

However, some opportunities for reversing these trends are available in the system. On the one hand, UACH has a great infrastructure, including computer labs and access to information technologies, library, and classroom facilities. The Chilean Ministry of Education is pumping new resources into the system; most of these have gone into the construction of new buildings and the renewal of equipment. A growing concern about inequities in the higher education system favors innovative initiatives that could help in finding new avenues for better prospects in the university system (Brunner et.al. 2005).

The Chilean educational system, like many in Latin America, is highly rigid. Upon finishing high school, students choose a *carera* ("career") to pursue in the university. Such careers are traditional fields of knowledge that lead to an academic degree (licentiate) and a professional title after a four-year cycle. Programs are fixed, and each cohort follows the same path. As a result, students acquire specific perspectives and tools that enable them to reproduce this knowledge. In spite of many able students and dedicated faculty, the educational environment is characterized by authoritarian teaching and by apathy

¹ The Universidad Austral de Chile offers ten Ph.D. programs, mainly in sciences and humanities, along with 21 masters programs.

and mediocrity in the classroom. Monodisciplinary training rules the university campus. Critical thinking, passionate research, meaningful learning experiences, and serendipity are, for the most part, absent in this model.

The Center for Environmental Studies (CEAM) at the Universidad Austral de Chile is a counterpoint to this structure. CEAM is a transdisciplinary space created in 2002 to bring together faculty from the natural and social sciences to study environmental problems and contribute to policy making at the national and local levels. The university has an important group of researchers from diverse fields of knowledge working on these issues. The Center for Environmental Studies was designed to be a link between the university and the community, and between research and teaching.

THE HONORS PROGRAM IN ENVIRONMENTAL STUDIES AND HUMAN SUSTAINABLE DEVELOPMENT (PILOT PHASE)

The Honors Program proposal was inspired by U.S. experiences (Fuiks and Clark 2000, Long 1995, Schuman 1995). What makes the Chilean program different is that it targets a specific field of thought: environmental studies and sustainable human development. The thematic orientation of the program was no accident since it was developed by the same faculty who organized the Center for Environmental Studies.

However, beyond the program's subject matter, there was a deep concern about the quality of undergraduate studies in the university. The program was seen as an opportunity for improving teaching and for finding new ways of creating a classroom environment consistent with the needs of the student body. The underlying idea was to radiate the ideals of an experience-centered approach to learning from the Honors Program to the rest of the school. This aim was based on the notions that good work deserves to be recognized and that, if given the opportunity, students would develop academic skills that otherwise are neutralized under the pressure of a peer-conformist atmosphere.

The Honors Program was, likewise, conceived as a local contribution to the process of improving higher education at the national level. As such it was submitted for a grant from the National Ministry of Education along the lines of innovation in the academy. The local project was not only to transform the UACH undergraduate teaching system but to help other regional universities achieve similar goals.

The Honors pilot project, from the point of view of the University's strategic plan, is the most important teaching initiative of CEAM. It contributes to the aims of "transforming nature as well as knowledge" and of "searching for answers beyond the horizon"; and by providing a transdisciplinary view of environmental issues, it helps to promote a better integration of the university's resources. It also becomes a symbol of a university striving to find new avenues for improved teaching.

HONORS IN CHILE: NEW ENGAGEMENTS

The Honors Program is physically as well as institutionally located in CEAM, one of four A-frame houses on the campus. Originally built as faculty housing, the Center has three stories of offices, a kitchen, and a large conference room for classes and meetings. Honors students have a place to go, and they are found in every part of “Casa 4.” The picture windows of the house overlook the river that separates the campus from the center of Valdivia. Open to the city and seen from the city, Casa 4 is an apt symbol of the connection the Honors Program makes between the campus and the region.

The goal was to create a transdisciplinary learning setting for undergraduate students from all fields of knowledge, focusing on environmental studies and sustainable human development. The topic is consistent with the university’s strengths, which include ecology and humanities, and with a region where native forests, biodiversity, and wildlife are undergoing increasing stress. The Honors Program pilot project was funded through a grant competition of the MECESUP Program of the Chilean Ministry of Education (MECESUP AUS 0202).

The Honors Program has operated with the following guidelines:

- i. To work with an incoming cohort of twenty students, selected among the best second- and third-year applicants.
- ii. To offer a seminar taught by at least three professors coming from different faculties, followed by two other seminars. After completing three seminars, students qualify for receiving the distinction of Honors on their diploma when they graduate.
- iii. To include a seminar style for classes, enhanced by field activities, and participation in the classroom not only of students and faculty but also community members and experts.
- iv. To consider non-traditional forms of evaluation. The program defined “academic products” as a means of summarizing the students’ learning. Such products consist of a synthesis of the acquired knowledge, supported by any technical device (a Powerpoint presentation, a bulletin, a poster, a representation, or whatever other means available), open to public scrutiny.

Based on this schema, the program has already served three different cohorts from the second semester of 2003 through the second semester of 2005. One hundred forty students from 30 careers have applied to the Program, 60 of them being enrolled. Of these, more than 40% have completed the program.²

The program has been advertised through the university website, and a yearly recruitment process is held. Students apply on a voluntary basis,

² Students are recruited from the three university campuses: Miraflores and Isla Teja in Valdivia, and Puerto Montt in that city. A problem has been to sustain the Puerto Montt students’ participation: they must travel for three hours each way to attend the class, and it hasn’t been easy to retain them.

although they may be encouraged by faculty. The selection process involves a review of the academic background and interviews of the prospective students. Main selection criteria include: GPA; motivation as substantiated in personal experience, interviews, and references; and an even distribution of students across different fields.

The seminars that have been offered are the following:

- From Multiple to Trans: Tasting Serendipity
- Coastal Maritime Biodiversity in the Chilean South
- Theory and Solution of Problems of Conservation Biology
- Global Change
- Environmental and Cultural History of the Southern Chilean Temperate Forests
- Associative Entrepreneurship for the Sustainable Development in Rural Communities
- Water as a Means for Learning about the Ecosystem and its Sustainable Use
- Bioethics, Sustainable Development and Conservation in Natural areas in Chile
- Philosophies of Development: Epistemologies, and Biology of Knowledge

An estimated fifty-five faculty have participated in the experience, thirty-four of them coming from UACH, the rest from other universities and research centers. Among them are geologists, marine biologists, ecologists, philosophers, economists, social scientists, zoologists, and foresters. In addition, a significant number of organizers, experts, and other guests have participated in these seminars. Similarly, international visitors, mainly from the United States but also from South Africa and Brazil, have joined the experience.

PHILOSOPHIES OF DEVELOPMENT: AN ALTERNATIVE PEDAGOGY

To give a more concrete idea of the pedagogical approach of the UACH Honors program, we describe the most recent seminar, "Philosophies of Development," which was taught during the second semester of 2005. The coordinator of the course was Carlos Alberto Cioce Sampaio, a Brazilian professor of development studies who was conducting a postdoctoral program at CEAM. This class was inspired by the need for working with the students to find new, alternative avenues for community development. Rather than abstract discussions of development philosophy, the course focused on the real needs of a rural community about forty-five minutes from the university campus. The community of Tralcao with its indigenous organization, Tralmapu, was chosen as the site for this experience.

HONORS IN CHILE: NEW ENGAGEMENTS

The theoretical layout of the class included three modules: Epistemologies of Knowledge, Biology of Knowledge, and Cultural and Socioeconomic Change. Two hypotheses were considered (*ex ante*) that connected these modules: (1) Socioeconomy is based on new forms of social action oriented not only by a utilitarian rationality but also by a more values-based rationality rooted in local knowledge (sometimes derogatively seen as “subjective”); and (2) that subjectivity may become a means of enriching the decision-making process (Tuan 1980; Berkes 1996; Lévi-Strauss 1997; Oyarzún 1998; Varela 2003; Maturana, Varela 2001). As suggested by Max-Neef (2005), to deny subjectivity is to deny differences and the individuality of the human being.

The theme of Socioeconomy can be understood through methodologies of participatory, decentralized, and socially and environmentally responsible organizational management. This type of management has an emphasis on networks of organizations where traditional/popular knowledge is valued. This type of organization can generate ideas and proposals, under the eye of local people, that are not disengaged or distanced from the details of everyday life.

What connects the three modules in the course is the search for practical elements that help to improve the well-being of disadvantaged communities through the sustainable use of natural resources. So a principal objective was to reflect critically on models of development and to explore alternatives based on a new model, called Socioeconomy, characterized by cooperation, solidarity, and the articulation of experiences. The Socioeconomy model is based on a new culture that values popular knowledge as well as academic knowledge, practical knowledge as well as theoretical, local solutions as well as external ones; that supports innovation and creativity; that seeks to recognize the characteristics that give us identity in a global context; that proposes a new university closer to the community, capable of speaking a simple language and at the same time a scientific language, proposals that are based on the biology of knowledge and human evolution. The specific objectives were to: (a) identify Chilean experiences that move in the direction of Socioeconomy, under criteria pointed out by Sampaio (2005); and (b) produce materials that can serve as a proposal for implanting Socioeconomy practices in the Tralcao Mapu Indigenous Community Project (Sampaio, Otero, Skewes 2005; Skewes, Sampaio, Egaña 2005).

The community of Tralcao had been working with the university to explore opportunities for ecotourism based largely on birdwatching. This is because Tralcao is located in the Rio Cruces Nature Sanctuary, a renowned site for migratory birds and especially known for its black-necked swans (*Cygnus melanocorypha*). It is part of the municipality of San Jose de la Mariquina (Lakes Region), which is linked to the Sustainable Ecoregion Program of the Lakes Region, an initiative of the non-governmental organization Agenda 21, and supported by other units of the Universidad Austral de Chile: the Institute of Tourism, with its Diploma in Rural Tourism; the School of Anthropology through the dissertation of one of its students; and CEAM, through a post-doctoral project. Tralcao has

faced unexpected environmental stress since 2004, when the opening of a paper pulp mill upstream resulted in the disappearance of the black-necked swans. The community was faced with few alternatives.

For their class projects, the students identified diverse projects that could potentially help the community in confronting its new circumstances. At an initial visit to Tralcao, students met with community members and informed them about the plans for the class. The students organized themselves into small groups to identify successful community projects in different parts of Chile. These projects were examples of community-based local socioproductive agreements.

These agreements are micro initiatives where raw competition is bypassed by actions that privilege a horizontal network of cooperation. The idea is to add value to small businesses, increasing the survival chances for small entrepreneurs facing an encroaching market. The notion of "community-based" suggests alternative modes of production and distribution. Community cuts across gender, territoriality and poverty. This represents a local alternative for the inclusion of marginalized ("shoeless") people, stimulating policies that would avoid the high rates of bankruptcy among local initiatives, a result of unequal access to the market. In their aim to survive competition, most of these initiatives, otherwise known as informal, rely upon low wages, fraud, postponement of social security contributions and taxes, self-exploitation and even depletion of nature (Sampaio 1996; Sachs 2003; Araujo, Sampaio, Souza 2004).

The students relied upon secondary sources and interviews with experts to develop their presentations. Each week during the semester the class focused on a specific project. The student group's presentation was followed by commentaries from two experts (a scientist and a "shoeless" philosopher, a non-academic community member) and open discussion by the rest of the class. A record was kept of each session, and the learning in the discussion was meant to improve the group's project.

The final session of the class was a public presentation to the Tralcao community of the students' findings. Community members were asked to evaluate each of the projects, based on the project's presentation and a poster, considering simplicity of language, intelligibility, and pertinence and feasibility for the local organization.

Currently the community is choosing which among the demonstration projects presented by the students have the greatest possibility for replicability in the community. Institutionally, the community is trying to create the conditions for becoming an incubator of local community-based projects in the area served by UACH.

The students had the experience of looking at potential community projects, presenting their findings in a public setting directly to the people most concerned, and getting feedback not only from their peers and teachers but from the community itself.

EVALUATION

An initial evaluation of the program, based on a survey and informal interviews, suggested the following conclusions for the Pilot Phase:

- i. As an overall indication of the degree of satisfaction, out of seven points, participating students evaluated the program with a 5.9 while participating faculty with a 5.7, and the chairs of the different schools with a 5.1. These averages are well above those for any *career* in the university, which rarely reach the 5.0 level.
- ii. The program is acknowledged as forging the competencies which it aims for: critical thought, transdisciplinary integration, team working, practical engagement, and environmental awareness. Students perceived themselves as changed in their way of understanding and acting upon the world.

In interviews, students reported that one of the most stimulating experiences for them in the program was to see how excited the faculty members became when working with colleagues from other disciplines in the team-taught courses. Faculty members reported the same experience.

Transdisciplinary experiences, as when students in the course on Environmental and Cultural History of the Southern Chilean Temperate Forests got to work in the carbon analysis laboratory, or the community engagement of engineering students are among the most valued experiences reported by the students, who believe that such experiences have changed their way of understanding the world.

Another important component valued by students in their learning experience has been the opportunity of publicly sharing the products of their work. Each seminar has ended with a public display of the academic products achieved during the semester. The most important of these was the exhibit about Conservation, Global Change and Sustainability that was displayed in the university's Great Hall as part of the commemoration of the university's fiftieth anniversary.

- iii. The physical setting of the program is an important component. This house provides students with a rare intellectual "home," which they use with enthusiasm.

A crucial point in the program's history was its evaluation by professor Bernice Braid, a former president of the NCHC, in November 2005. Professor Braid received a self-evaluation report that she had the opportunity to compare to her own findings through a field visit. Her report is eloquent in her concluding remarks:

It is astonishing how completely this fledgling Honors Program, even in its Pilot years, has sought to embody the full range of attributes of highly successful and long running honors programs. . . .

There is already in place a structure, a clear sense of the value of Honors in itself and for UACH, and a cadre of professionals on campus who can help to build on the foundation already established. Since this Program operates like a departmental honors program, it could well flourish on campus with other similar transdisciplinary programs. Where others developed, the model of this one should prove instructive, and all should be encouraged to work together in open houses and other forums where the general public is invited. . . . It is clear that I recommend not only that this Honors Program—Environmental Studies and Sustainable Human Development—be continued, but be used as a model for the establishment of parallel Honors opportunities if such are proposed.

Braid ends by suggesting that the experience be written about, “so that Chile, Latin America, and the world know more about how much the Program has accomplished in just three years, and how much it has to offer others for them to emulate.”

CHALLENGES

Overall, the Honors experience has demonstrated its aptness for a Latin American regional university such as UACH. Such is the perception not only of direct participants, but also of other community members. The experience is seen by chairs of the *escuelas* as highly innovative and groundbreaking in academia. As such it is seen as replicable in other similar universities.

The Chilean honors experience might prove to be an avenue for bridging the gap between highly competitive universities (only three in the country) and the vast majority of higher educational institutions that deal with a socially and academically vulnerable population. By offering an alternative for excellence, the Honors Program contributes an opportunity for setting new teaching and learning standards in this context.

Of great importance has been the honors students' engagement in social and academic activities through which they express an emerging leadership in environmentally relevant topics such as animal rights, environmental protection for the surrounding nature sanctuary, and participation in diverse national and international seminars.

The accomplishments of the pilot phase of the UACH Honors Program are all the more notable for the fact that both faculty and students participated in the program without credit. Students did not receive academic credit for taking the three seminars. Faculty taught the courses without any reduction in their regular teaching load. This was necessary during the pilot phase, but is not sustainable in the long run.

Currently, the program aims for its consolidation at the university. In pursuing this goal, three major difficulties have been faced:

HONORS IN CHILE: NEW ENGAGEMENTS

- i. To convince the administration of the value of programs such as the Honors Program as an important ingredient at the undergraduate level and more generally as a part of campus life. The recent evaluation survey showed that the Honors Program is not well known on the university campus. The project's coordinators were not well enough aware of the importance of devising a strategy to involve the university administration. (The evaluator's visit proved crucial at this point.)
- ii. To convince the administration to invest in a program that appears not to produce immediate returns and that, seen from a different view, might be criticized for either dragging resources out of the *institutos* or for its elitist nature. It is thus important to demonstrate what the Honors Program can do for the university, namely:
 - Improve the quality of academic teaching
 - Attract better and more talented students
 - Project the work of the University as a regional and national leader on emerging issues.
- iii. To develop real honors practices among instructors. Indeed, good professors mistakenly believe that what best qualifies them is their ability to attract students' attention rather than to make the students the true actors of the process. The experiences and approaches developed in the Honors Program can be spread to the university's regular courses.
- iv. To raise class requirements among students. As a non-credit course, the Honors class was not seen by the students as a legitimate academic requirement. Thus the students' initial drive was satisfied by classes involving open discussions with few or any readings. Giving Honors courses regular credit recognized by the students' *careras* would both legitimize the program and stimulate active participation.

Such difficulties are counterbalanced by some of the program's achievements. In its first three years, the Honors Program has been able to establish itself as part of a commonsensical view of the university's activities. It has mobilized a great number of students, visitors, faculty, and community members. International students and outside researchers and faculty have spontaneously offered to join this venture.

If some of the crucial achievements of the Program ought to be underlined, the following are certain:

- i. The program showed that a transdisciplinary dialogue in the classroom was not only possible but that it stimulated the formation of new associations among students, faculty, and even the community.
- ii. It demonstrated the students' capabilities to push forward teamwork and to put forward their findings to their peers as well as to the larger community.

- iii. It explored new forms of partnership among the university and the local communities, stimulating a more horizontal relationship between them. It also integrated community activists both from local organizations and from the professional world as key players in the classroom.
- iv. The pilot project demonstrated that Honors is a real alternative for regional universities such as the Universidad Austral de Chile.

The program's next step will be an unusual experience of academic exchange with the Regional University of Blumenau in Santa Caterina, Brazil: a group of students, faculty and staff of the Universidad Austral de Chile and other invited staff of nearby universities will travel to Brazil to present the experiences of both the Honors Program and the Philosophy of Development seminar. This will be an encounter between the Chilean Honors Program and potential replicas both in Brazil and in Chile.

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The authors may be contacted at

jskewes@uach.cl, sampaio@uach.cl, and conway1@mail.sdsu.edu

Dominican University of California's Honors Program and its Relation to University Heritage and Mission

JAYATI GHOSH, M. PATRICIA DOUGHERTY, AND
KENNETH PORADA

DOMINICAN UNIVERSITY OF CALIFORNIA

ABSTRACT

In this paper, we discuss how we came to restructure the honors program at Dominican University of California and fit it more closely to the institutional mission and Dominican values. The mission statement of Dominican University of California reads: "We are an independent, learner-centered, international university which interweaves Dominican values, the liberal arts and sciences and the skills and knowledge necessary to live and work in an independent world." The four Dominican values are study, service, community, and reflection. Our primary interest is the way adaptation of an honors program to its unique campus mission and values can strengthen the program and give it character and integrity.

BACKGROUND

In 1989, the honors program at Dominican University of California was designed to provide enhanced and alternative modes of education for excellent and highly motivated students. In fall 1989, there were 357 undergraduates out of a total student population of 657; in fall 2004, there were 1340 undergraduate students out of a student population of 1977. To graduate as honors program scholars, students completed a required number of honors seminars or honors contracts and a senior thesis. Students enrolled in the Pathways program, which was designed specifically for working adults, fulfilled their requirements through the contract system. The original program offered one course per semester for fifteen students, and the course was chosen by the Honors Board from a call for applications to the whole faculty. Unless the course also fulfilled a general education requirement, it was under-enrolled. Honors students chose instead to work individually with faculty on a contract system. As the number of honors students increased, faculty compensation through this contract system became costly.

DOMINICAN UNIVERSITY OF CALIFORNIA'S HONORS PROGRAM

In fall 2003, the university began the process of restructuring the honors program. There were several reasons that demanded we reevaluate the program. First, the student body of the university has more than tripled since 1989, and the program created for a much smaller student population was no longer serving the needs of its honors students. Second, we saw a growing interest on the part of students from professional programs (such as nursing, business, and teacher preparation). These students, however, felt restricted because some honors course offerings were electives, and their majors had no room for elective courses. Finally, we thought we could spend the budget more efficiently. Therefore, we decided to establish an enlarged, inclusive, and thematically coherent honors program which fulfilled all or part of the General Education (GE) requirements. Further it would contribute to recruitment, retention, and the overall vitality of the academic climate of the university.

IDEALS OF DOMINICAN EDUCATION

In looking to redefine the honors program, we chose to look at our Dominican heritage (part of the university mission) for inspiration. The four values (sometimes called ideals or pillars) of Dominican life are Study, Service, Reflection, and Community (Tugwell, 1982; Koudelka, 1997). These values date to the thirteenth century in southern France when the Spaniard Dominic Guzman founded a religious order composed of men and women with the sole idea of preaching or spreading the Good News of the Gospel. Dominicans almost immediately became involved in the academic world. Since preaching presupposed knowledge, Dominic sent his early members to universities to learn and then to teach. Dominic set *study* not as an end in itself but as a means to be of *service* to others. Study then was to be combined with *reflection* (prayer) on the world and on the needs of the time in order to envision and to work toward a better, more just world. Dominic, a deeply contemplative and compassionate man, illustrated a passion for social justice all his life. One day, during a famine in Palencia, Dominic sold his precious books (hand-written manuscripts in the thirteenth century) to set up a dispensary to provide food and clothing to the poor, saying: "How can I study dead skins, when living skins are dying of hunger" (Rubba, n.d.). Dominic recognized the need for the members of his order to live in *community*, to live a shared life and to be brothers and sisters to one another and to become interdependent with one another.

The four Dominican values have been passed down the centuries. In the fourteenth century, Catherine of Siena, an uneducated, poor woman, pointed out the injustices of her time in 382 extant letters to popes, princes, prisoners, lawyers, queens, abbesses, prostitutes, military leaders, relatives, friends, and opponents. In the sixteenth century, Bartholomew de Las Casas saw and protested the injustices committed against the Indians in Latin America by the Spanish conquerors. In the middle of the nineteenth century, a Franco-Belgian Dominican nun in a Paris monastery, Mother Mary Goemaere, traveled to California and began a congregation of Dominican sisters whose mission

originally was to educate girls. Her group began in Monterey, then moved to Benicia, and eventually centered in San Rafael, California. In 1890, Mother Louis filed articles of incorporation for a college which became Dominican College and which granted its first BA's in 1917. This educational institution has more recently become Dominican University of California.

With such a tradition of study, service (seeking social justice), reflection, and community, the design for the new honors program had a solid base on which to build a dynamic, coherent program that could serve more students effectively. And, of course, the institutional mission informed our work.

HONORS PROGRAM: 2005 AND ONWARDS

We chose to emphasize in the revised program several elements of the university mission: "learner-centered," "international" and the four "Dominican values." We named the program "The Scholar in the World" to show our commitment to the holistic development of scholars with global perspectives. We designed a distinctive and enriched curriculum that satisfies half of the general education requirements for the honors students. The honors program developed specific student learning outcomes (SLOs) for all the honors courses. The curriculum consists of honors seminars (26 units) over the four years. To graduate from the honors program, an incoming student must successfully complete two honors seminars during the first year, two during the sophomore year, three during the junior year, and one during the senior year. In addition, students must complete a portfolio, a senior thesis or project, and a multicultural or international experience. The portfolio is one means of assessment for the individual and the program.

The four Dominican values are the organizational principles of the "Scholar in the World."

STUDY

Study is the overarching theme of the curriculum, which is interdisciplinary in approach and promotes undergraduate research and creativity. Honors students at Dominican engage in research related to their majors. Sederberg (2004) acknowledges that undergraduate research by lower-division students is a valuable tool for their future senior theses. Since 2002, students from Dominican have regularly attended and presented at the National Conference on Undergraduate Research (NCUR). The new honors program encourages all honors students to conduct research, to engage in creative work, and to present at national and honors conferences. Study is also embodied in the requirement that honors students must orally present and defend their honors senior theses.

All first-year students enroll in two honors seminars: "The Scholar" and "The World." Faculty members propose courses which fulfill the SLOs for these seminars. These seminars draw themes from humanities, history, science, and social and cultural studies, which are named in the university mission. Both seminars, like all the honors seminars, are student-centered and incorporate

DOMINICAN UNIVERSITY OF CALIFORNIA'S HONORS PROGRAM

creative and critical thinking. In order to keep the curriculum dynamic, the seminars are taught by faculty from different disciplines. The seminar entitled "The Scholar" focuses on identification and comparison of the social, political, artistic, and intellectual values of different cultures. In fall 2005, an art historian chose the theme of biography and portraiture for "The Scholar." In the other seminar, "The World," students had an opportunity to understand and analyze world issues from historical and contemporary perspectives. For this seminar a business professor focused on "The World: Issues and Interdependence." In spring the two seminars are being taught by a psychologist and an historian. In both seminars students are introduced to, and begin to organize and develop, the portfolios that they will keep over the four years. These seminars fulfill the first-year students' GE requirement.

SERVICE

The Dominican value of service is achieved in the sophomore seminar "Ethics in Service" and in service opportunities both on and off campus. The seminar gives students an opportunity to examine ethical theories and to apply and evaluate the concepts through service learning and community involvement. Moreover, students tutor at middle schools; they serve as peer-tutors; they participate in the La Bamba trip to Mexico (where they help the local citizens in constructing homes, etc); and they also volunteer at international charities, education projects, and community connections (where they visit and plan activities for the elderly), to name a few opportunities. Service learning began in honors and has now spread throughout the university.

COMMUNITY

The third Dominican value of community is the desired outcome of the enhanced interaction between the student and faculty as well as with the local and global community. Honors students, faculty, mentors, courses, and activities are an integral part of the university community, and this broad community should be fostered both in and out of the classroom (Rosenthal, 2000). Junior honors colloquia are three inter-related courses across disciplines and are a university-wide requirement. Non-honors students have a wide choice of geographic and thematic colloquia that vary each year. For honors students, the colloquium's theme is "Global Community and Social Justice" because it helps fulfill the Dominican values of service, community, and social justice as well as the university's mission of providing students with "skills and knowledge to live and work in an interdependent world." In fall 2005 and spring 2006, three faculty from Business, Natural Sciences, and Psychology are offering the colloquium entitled "Global Crises and Social Justice: Poverty, Natural Disaster and Health." Another example of a colloquium is "China and India: Art, Revolution and Globalization" to be taught by faculty from Art History, History, and Business.

Besides courses on global and world issues, students are required to engage in a multicultural or international experience that will introduce them to the global and local community. Each year the program sponsors a trip to a different country where students observe another culture. Countries visited by honors students in recent years include China, France, Greece, India, and Italy. There are also multicultural opportunities (e.g., internships, tutoring) in our own local area—the San Francisco Bay Area. Students' reflections on their multicultural/international experiences are included in their portfolio.

REFLECTION

The fourth value, reflection, is incorporated in the sophomore seminar on "World Religions" (one half of the religion requirement), which was specifically developed so students not only learn about world religions but also experience and reflect on different religious practices. Also, students reflect upon their learning, lives, and world by developing their portfolio over the four years. The portfolio includes one paper from each honors seminar, three from non-honors courses, and a last reflection essay during the senior year in which they reflect on their honors education and their individual growth. Finally, all students are required to meet with their honors advisor during university designated advising periods to reflect on their ongoing experiences.

CONCLUSION

Dominican's honors program, "The Scholar in the World," is mainly aimed at traditional-age undergraduates. It was implemented in the fall semester 2005 with enrollment of twenty-eight first-year students in the thematic seminars "The World" and "The Scholar." For the working adult students who enroll in the Pathways program, the honors contract system remains because they attend at night and there are too few of them to offer a complete program.

The GE for the university consists of cafeteria-style courses generally based on discipline. The GE is not constructed around the Dominican ideals. In contrast, half of the GE requirements within the honors program are thematic seminars that embody the Dominican values and the university's mission. Thus, it is a unique, thematic curriculum which stems from and affirms our institutional mission and the Dominican values. Themes such as multiculturalism, social justice, community, reflection, and service pervade the curriculum and co-curriculum our students will experience. The assessment of the program and its goals is informally done through the one-on-one advising, the portfolio, and the meetings of faculty and students as focus groups. Since the seminars meet GE requirements, the rubric and process developed by the Assessment Committee and undertaken by the Associate Vice-President for Academic Affairs are being followed. The portfolio will be an important instrument for assessment of the program. Upon graduation, our graduates will be knowledgeable about the world and its issues and willing to commit to making the world better.

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The authors may be contacted at

jghosh@dominican.edu

Honors Initiatives

Community Beyond Honors: Butler University's Community Fellows Program

MARGARET BRABANT AND ANNE M. WILSON

BUTLER UNIVERSITY

ABSTRACT

Campus collaboration between academic areas is often encouraged but can be difficult to implement in practice. Opportunities for instructional collaboration where the goals of each program must be met are even more challenging. Despite such challenges, a collaboration known as the Community Fellows Program was initiated between the Honors Program and the Center for Citizenship and Community at Butler University. The Community Fellows Program has not only brought together academic and programmatic areas at Butler but also introduced Indianapolis community leaders to honors students, faculty, and staff. While our students have appreciated the community leaders' "real world" experiences, the community leaders have been invigorated by the experience of working with our students in the Honors Program. This article describes the process that brought these elements together, the results of the collaboration, and our hopes for future implementation of the Community Fellows Program at Butler University.

BACKGROUND

Butler University is a comprehensive university that educates close to 4,000 undergraduate students. The Honors Program at Butler University is an interdisciplinary program open to all undergraduates. It is both selective and elective as students are invited to apply based on their academic achievement, program application, and decision to join the program. Once admitted to Butler, these students are invited to join throughout their first year of academic study. Additionally, students who achieve the appropriate academic qualifications may petition to join the program at any time provided they are able to complete the program prior to graduation. Approximately ten percent of the undergraduates at Butler are current participants of the Honors Program.

The Honors Program requirements include completion of four of Butler's interdisciplinary Honors Program courses; completion of a departmental honors course, and completion and presentation of an honors thesis. The Honors courses are taught by Butler faculty from all five colleges as well as selected

COMMUNITY BEYOND HONORS: BUTLER UNIVERSITY

community members in areas of expertise not offered by our faculty base. Students from all disciplines enroll in these courses. With only one exception, these courses do not fulfill core requirements, and none of these Honors courses may be counted toward the academic major of the student.

Butler University's Center for Citizenship and Community (CCC) was founded in 1996. Its work is informed by the educational mission of the university, and the Center is dedicated to engaging university faculty, staff, and students in addressing community-based issues that have an impact on individuals and families beyond the campus. In 1999, the CCC was awarded a Community Outreach Partnership Centers (COPC) grant and in 2003 a COPC New Directions Grant, both administered through the U.S. Department of Housing and Urban Development Office of University Partnerships. These grants have enabled the CCC to strengthen its existing community partnerships, develop new relationships with community-based organizations, and invigorate the university's curricular offerings with innovative courses that bring students into direct contact with community members and the challenges they face.

COMMUNITY FELLOWS PROGRAM

In 2003, Dr. Margaret Brabant, director of the Center for Citizenship and Community, approached the director of the Honors Program with her idea to create a "Community Fellows" teaching position at the university. After years of working with secular and faith-based leaders and community activists throughout the broader Indianapolis area, Brabant sought to bring the experience and knowledge of some of these professionals to the campus. As she considered where within the existing curriculum such professionals might teach, the Honors Program struck her as most hospitable for the following reasons. First, the program encourages both an interdisciplinary and inter-college pedagogical approach to student learning. Second, the program has a history of providing the means through which more experimental and/or specialized courses have been introduced into the standard curriculum. Third, the program's infrastructure allows for greater flexibility in terms of course meeting times and locations, thereby enabling students more readily to attend cultural events (e.g., concerts, plays, lectures) that are incorporated for the express purpose of supplementing classroom learning. Importantly, the flexibility of the program also permits the effective use of the service-learning pedagogy and offers access through which the university can welcome the intellectual and moral stimulation that the Community Fellows promise.

Brabant was able to secure a Community Outreach Partnership Centers/New Directions grant from the U.S. Department of Housing and Urban Development. A portion of this grant's budget was allocated to cover CCC administrative costs for the project and half of the expenses associated with the fellows—one stipend and teaching supplies. This allocation was matched by a similar commitment from the Honors Program. The initiative was launched in the 2004–2005 academic year and completed in the 2005–06 academic year.

Fellows were selected based on relevant professional and teaching competency as demonstrated by their *vitae* and presentation of course material to Drs. Brabant and Wilson. Prospective fellows were interviewed a full year prior to their teaching assignment in order to allow Brabant and Wilson sufficient time to consider the course designs submitted and to permit the fellows the time necessary to prepare their respective courses. Each fellow was expected to teach an upper-division Honors course with an enrollment cap of 15 students. Fellows were expected to incorporate within their respective course structures a method whereby students could share their semester-long research and learning with the university as well as broader Indianapolis communities. Fellows also agreed that they would make a presentation at a meeting of the Center for Citizenship and Community's Advisory Board. Two courses were offered, one in the spring of 2005, the other in the fall of 2005. Each was offered for two credit hours, normal for an Honors course, and the Community Fellow was compensated \$1700, the nominal stipend awarded to all adjunct faculty teaching Honors courses.

COURSE DESIGNS AND OBJECTIVES

The first course offered by a Community Fellow, entitled "Design, Ecology, and Community," was presented in the spring of 2005. This course was taught by Sam Miller, an architect with CSO Inc., based in Indianapolis. Miller's interests lie in "green architecture," and he designed the course to encourage students to examine a series of ecological questions related to design systems that include natural and human-made structures. The course also encouraged students to consider the interrelatedness of place with spirit, the interdependence of species, and different ways to use social activism for the betterment of one's local, national and global communities.

Guest speakers were invited to speak with students both about the course readings, which focused on the connections and dislocations between architectural designs and ecological systems, and about their professional experiences. These professionals were also invited to attend, and offer commentary upon, the students' final presentations. Students were instructed to select topics of research that would enable them to study and reflect upon the reasons they felt a particular connectedness to a given place in terms of their own physical and spiritual balance. Many of the students' final presentations included photographs taken and observations recorded from such sites.

The second community fellow, Allison Luthe-King, MSW, with Community Solutions Inc., of Indianapolis offered a course entitled "Grassroots Growth" in the fall of 2005. Her syllabus explains that the course was designed to help students "explore the various strategies for addressing issues of poverty, social justice and racial justice from the grassroots perspective in Indianapolis." Students were urged to consider, through course readings that provided philosophical and political foundations, why certain urban neighborhoods are distinguishable by "high concentrations of low-income residents and/or African American

COMMUNITY BEYOND HONORS: BUTLER UNIVERSITY

residents” and suffer from various forms of civic neglect. In addition to asking students to “compare and contrast the strategies implemented by traditional and non-traditional not-for-profit organizations,” the course also exposed students to the various funding streams that are directed to restore a measure of “social and racial equity.” In order to better acquaint students with different communities and the issues encountered by families and individuals, the course was conducted primarily off-campus at an area community center. Guest speakers from grass roots organizations, non-profit organizations, and educational institutions brought students face-to-face with leaders and emerging leaders who daily attempt to alleviate poverty’s pain and offer a measure of justice to those most frequently ignored. Ms. King ends her course description with the following wish: “I hope you find it a valuable and humbling experience” (HN300 Fall ’05 syllabus).

The “Grassroots Growth” course also included a service-learning component that provided opportunities for students to compare what they were reading and discussing as a community of scholars with first-hand experiences gleaned from weekly encounters with community-based activists. The service-learning component was designed, according to King, to provide students with opportunities that could enhance the students’ ability to reflect upon “the challenges communities face to make progress on social justice” (syllabus). As with any well-designed service-learning component, we made certain that the appropriate service project was developed in consultation with our community partners and stakeholders. Supplemental oversight of the service-learning component of the course was provided by the Center for Citizenship and Community, which is charged with creating, maintaining and advancing partnerships between Butler as an academic and neighborhood institution and our surrounding communities. The students’ final reports were delivered at a community service site. These presentations generated additional interest on the part of community members to learn more about Butler University’s CCC and Community Fellows program. One outcome of the service-learning component of this course included an invitation extended to Allison King to make a presentation on her course design at the annual Governor’s conference on service and volunteerism.

The Community Fellows program requires no additional staffing beyond that which already exists. It is coordinated and evaluated by Brabant and Wilson with support from Melissa Ludwa, Honors Program Coordinator. In addition to the \$1700 stipend, each Faculty Fellow has been awarded \$300 for professional development (books, videos, preparative materials, tickets for a show or event, etc.).

COURSE ASSESSMENT

The usual assessment tools have been employed to determine the effectiveness of the program. These tools include teaching evaluations, interim evaluations, and enrollment lists to gauge student response. Additionally, community

members were invited to comment on their interactions with students and to give their assessment of student presentations. Prior to the course commencement, the directors of the CCC and the Honors Program consulted with the fellows to review course objectives, goals, and expectations and to establish a mid-term evaluation that was appropriately tailored to their respective courses and teaching styles. The directors also used the university's standard end-of-semester course evaluation that is completed by students in all honors courses. In addition, Brabant and Ludwa remained in contact with the fellows throughout the semester to offer support and guidance. Finally, the respective directors consulted with the fellows upon completion of their courses to assess the experience with each fellow and to determine how the program fared from the fellow's perspective and how the program might be improved for future fellows. Both fellows presented at the CCC's Advisory Board meetings (Miller in March 2005 and King in December 2005).

TESTIMONIES

We include only a representative sample of the students' responses to the Honors course evaluation questions. The evaluation questions are: "In what ways was the Honors course different from your other courses? To what extent was it challenging? What are your thoughts on the reading and writing assignments? Your instructor? The class environment?" Selected answers to these questions follow:

"DESIGN, ECOLOGY, AND COMMUNITY," SPRING 2005

"This course made me really think about the world we are living in today and how it could and should be changed for the better. The challenge was realizing that things that I take as 'given' in the world are really often hurting the way society could be. . . . This course has sparked my interest in the ways society and place must be integrated—not just be two separate ideas. In the future, I am sure I will . . . *actively* attempt to support community-based ideas. Life in America could be so much better if everyone was actively involved in creating community—not just a place to live."

"This course looked at a variety of issues: engineering, design, ecological process, community . . . things that I'm intrigued by but never would have looked at otherwise. It was challenging in the sense of analyzation—Sam had us break down things and look at the basics and how to create change. It is hard to think outside the box when you don't really realize that you're in one."

COMMUNITY BEYOND HONORS: BUTLER UNIVERSITY

“This class expanded my interest in the environment and how humans interact and affect it. Professor Miller more guided our thoughts [rather than] teaching them to us. We were free to think on our own and expand our talents. The reading was somewhat extensive, even more than an English class, but most of it was purposeful. Overall, this class offered me something I couldn’t get from my major and other core class.”

“GRASSROOTS GROWTH,” FALL 2005

“This course was dynamic in that it used many resources and combined them to present a great deal of information and different types of educational opportunities that have been easy to retain. The assignments complemented the other parts of the course, the instructor was very knowledgeable, and the environment was essential.”

“This course was different from others in that we were actually immersed in the community. This was a crucial part to the class and was very enjoyable and educational. The class and instructor were great for expressing ideas and fostering discussions. It challenged us to think about the problems in our community and what WE can do to help.”

“This course has been very different in that we held class at various sites around the city of Indianapolis in order to truly see and interact with communities and their citizens. The course demanded much out of class time. But this requirement proved instrumental to the learning in this course and therefore [is] justified. The reading requirements added to the learning and discussion in this course. Professor King is knowledgeable on grass-roots growth due to her education, profession, and personal experiences. I recommend that she lead another similar honors course.”

“Great learning experience because we actually were able to learn things by interacting and spending time with people who are different from us! More classes like this one are definitely needed!”

In addition to student evaluations, we also value the faculty members’ response to teaching the courses. We asked each faculty member to reflect on the teaching experience. Following are the responses from the faculty members:

“DESIGN, ECOLOGY, AND COMMUNITY,” SPRING 2005

“I had a blast this semester. Also managed to see the outlines of some new ideas as well. The teacher got taught; exactly what I’d hoped!”

“GRASSROOTS GROWTH,” FALL 2005

“[The students] really enjoyed getting off of campus. I also think the guest speakers (residents and non-residents) presented them with some variety of issues and viewpoints. I could tell from their reflection papers that they all got different things from different aspects of the class, so I think it was valuable to everyone in one form or another. I also think we’ll get a lot from their evaluations, hopefully, as we spent a lot of time talking about how to spread this beyond the fifteen students.

Many [students] suggested visiting other neighborhoods. . . . My original intent was to visit four different neighborhoods, but I didn’t feel they would have enough time to feel a “connection” to anyone in a particular neighborhood. I still think this and would stick with one primary neighborhood.”

The students’ testimonies are powerful statements concerning the relevancy of these particular courses in their lives. The faculty reflections similarly indicate that the Community Fellows had positive experiences and an interest in sustained involvement with our students.

FINDINGS AND CONCLUSION

As we expected, the inclusion of community leaders into the teaching faculty of Butler University has had an impact on the lives of Butler students, faculty and staff. Working with the Community Fellows has broadened our students’ awareness of and interest in urban problems manifested in various Indianapolis neighborhoods. Further, the direct exchange of information and experience and the service-learning components that are part of Community Fellows Honors courses have increased our students’ understanding that many urban problems are systemic and will not be diminished, let alone eliminated, without innovative and heart-felt thinking. It is our contention, after one full year of operating this program and two successful course offerings, that the Community Fellows have enhanced Butler’s ability to communicate that a college degree should be a communal asset and not merely another accoutrement of social status that is devoid of moral worth.

The program has also had a positive impact on the Community Fellows and the populations they serve. Minimally, we expected that they would travel between two distinct worlds—the academy and the direct service realm—and in so doing would remind us all of the paradox that, while learning takes us to heady gathering sites of information and facts, it also humbles us as we ponder

COMMUNITY BEYOND HONORS: BUTLER UNIVERSITY

the truth of Socrates' assertion that the wisest among us is the one who realizes the paucity and frailty of human knowledge. Our hope was that the fellows would return to their clients with renewed perspectives on their own work and deeper understanding of the ways academics can and should address the needs of urban areas through teaching and research methods. First-hand knowledge of the inner workings of "the academy" has better equipped the Community Fellows to communicate to their co-workers and the clients they serve the importance and significance of a college education.

The success of these initial pilot courses has garnered a commitment from the CCC and the Honors Program to continue the Community Fellows teaching program. The Community Fellows program aligns with our university's commitment as an urban institution to recognizing educational value in partnerships with surrounding communities.

As we move forward in developing the Community Fellows program at Butler University, we hope that the Fellows will continue to be party to an education reform movement. The roots of this movement stem from the Jeffersonian notion that an educated citizenry is one willing and able to communicate its concerns to political leaders, hold its leaders accountable for their actions (or inactions), and transfer political power when the citizenry deems such change necessary and desirable.

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The authors may be contacted at
amwilson@butler.edu

Leadership in Scholarship Program

MATTHEW L. SMITH AND JASON C. VALLEE

JOHNSON & WALES UNIVERSITY

The Leadership in Scholarship program is an enhancement to the Johnson & Wales University Honors Program that has been piloted at our Denver Campus for the last three years. It upgrades a cross-disciplinary student honors experience by adding an orientation program, tailored on-campus services, and a living and learning community to the system-wide honors program. It is housed in the Community Leadership Institute, a co-curricular department that adds value to a student's experience by providing leadership and community service opportunities for every student on campus via leadership studies courses, service learning, a visiting faculty program and a selective leadership development experience.

Over the past three years, the program has become the largest student program on campus with 300 participants on a 1600-student campus. The program starts each year with an honors-specific orientation weekend where the University makes a commitment to top-level students by picking up the cost for the entire weekend for 70-80 honors-accepted students. This fly-in orientation has been one of the campus's most successful admissions events, converting 90% of the participants into enrollees. Students who have participated ranked it as the key factor that helped them select Johnson & Wales University. Students have also ranked the weekend program as a key retention differentiator in that they can develop relationships with like-minded students before enrollment and those relationships continue throughout their college experience.

Once on campus, students in Leadership in Scholarship receive tailored on-campus services for their student needs in the Community Leadership Institute (CLI). The CLI has become the hub for honors students as faculty members from the Leadership in Scholarship Committee conduct part of their office hours in the CLI's Visiting Faculty Office for Leadership in Scholarship students. The program director serves as the direct link to help students navigate the campus in terms of academic help, scheduling, financial aid, and housing. Students have noted this personal attention from faculty and staff as key to the impressive 98% student retention the program has experienced for the last three years.

The Community Leadership Institute provides services that enhance the honors experience for a student outside the classroom by connecting

LEADERSHIP IN SCHOLARSHIP PROGRAM

Leadership in Scholarship students with opportunities to interact with significant community leaders and be ambassadors for the campus in the community. The CLI also provides a senior-level student Fellow to coordinate programming for social interaction and professional development. The Leadership in Scholarship students have experienced a wide range of activities that include a 70's disco roller skate night, attendance at cultural performances, and special engagements with world leaders like the Chinese Ambassador to the U.S.

An ongoing debate for the Leadership in Scholarship program has been the definition of a meaningful honors experience for the students. Completion rates for the Honors Program before the addition of Leadership in Scholarship have seemed low, hovering around 10–20%. As retention rates for Leadership in Scholarship students are consistently 96–98%, the Leadership in Scholarship Committee has focused its energy on making the program meaningful enough that students complete it. To this end, the committee launched three significant initiatives that have increased the level of student satisfaction significantly in just one term.

First is a template for honors-level courses (Appendix A) so that the incoming freshmen know when honors-level courses will be offered during the four years they are on campus. Previously, student feedback showed that students wanted to take the honors-level courses but that the timing of the courses was often prohibitive. Now, the honors-level courses also run at the same time each term for ease and consistency in scheduling.

Second (Appendix B) is an updated H-Option Project Approval form that includes a grading template to assure a student receives meaningful feedback from the professor on this self-directed honors project. The grading template is cross-disciplinary and used by faculty in all colleges on campus, so the project took a year of collaboration between faculty members across campus to develop. While it is fairly general, both faculty and students have felt that the honors projects they have developed have been more meaningful to the student's learning.

The major addition to the academic program is the H-Option Project Forums. Hosted the second and tenth weeks of each term (in a quarter system), the forums allow students to gain informal feedback on their project ideas from each other and from faculty members at the beginning of the term. The end-of-term Presentation Forum is an outlet for presentation of the projects, where the students present their projects in a poster session format and students, faculty and staff vote for the top projects. The H-Option Presentation Forum for fall term was a huge success with over seventy-five people viewing the projects and ten students presenting. The top three projects garnered \$100, \$75 and \$50 cash prizes.

While the Leadership in Scholarship program is still in the pilot stages on campus, it has transformed the way Johnson & Wales University looks at honors programming. The retention rate is a major indicator of success given that, prior to the launch of the program, the retention rate was under 60% for honors-level students. Work still needs to be done in examining completion rates

SMITH AND VALLEE

and defining what rate meets both student and faculty expectations within the national context of cross-disciplinary honors programs.

The authors may be contacted at

Matt.Smith@jwu.edu

LEADERSHIP IN SCHOLARSHIP PROGRAM

APPENDICES

**APPENDIX A:
LEADERSHIP IN SCHOLARSHIP HONORS LEVEL COURSE
REQUIREMENTS AND OFFERINGS**

Year	Term 1	Term 2	Term 3
1	Composition (Eng1920)	Literary Genres (Eng1901)	Calculus (Math1040) or Quantitative Analysis (Math 1930)
2	Advanced Composition (Eng1921) Macro Economics (Econ1001)	Foundations of Leadership Studies (LD2001) Micro Economics (Econ1002)	Communication Skills (Eng1930)
3	Macro Economics (Econ1001) Spanish (Span1901)	Micro Economics (Econ1002) Spanish(Span1902) German I (Ger1901)	Sociology (Soc2901) German II(Ger1902)
4	Creative Leadership (LD3020) Not 2005	Ethics in Business Leadership (Phil3040) Honors Research (Rsch3001)	Business/ Hospitality Co-op (Recommended)

Required Courses for Honors Scholar Graduation: Composition (Eng1920), Advanced Composition (Eng1921), Introduction to Literary Genres (Eng1901), Communication Skills (Eng1930), Math (Calculus (Math1040) or Quantitative Analysis (Math1930))

Required for University Honors Scholar Graduation: Honors Thesis Research (Rsch3001)

Recommended Honors Courses: Macro Economics (Econ 1001), Micro Economics (Econ 1002), Foundations of Leadership Studies (LD2001), Creative Leadership (LD3020), Ethics in Business Leadership (Phil3040), Sociology (Soc2901), Spanish I (span1901), Spanish II (Span1902), German I (Ger1901), German II (Ger1902)

Scheduling Notes:

1. All Honors Sections will be offered from 2–4pm unless otherwise noted in U-Connect
2. Honors Research will be scheduled during Winter Term of your graduation year with Matt Smith directly.

**APPENDIX B:
LEADERSHIP IN SCHOLARSHIP PROJECT APPROVAL FORM AND
GRADING TEMPLATE**

Project Approval Form:
(due week 2 of academic courses/ day 2 of culinary labs)

Project Title: _____

Course: _____ Term: _____

Project Topic: (attach a separate sheet if necessary)

Project Objectives:

1. _____
2. _____
3. _____
4. _____

Presentation Methods:

Proposed Sources: (must be scholarly)

1. _____
2. _____
3. _____
4. _____
5. _____

Proposed Timeline for Completion: (By week 10 of the term)

Check in Date 1: _____

Check in Date 2: _____

Date of Completion: _____

Presentation of Project: _____

Student Signature: _____

Faculty Signature: _____

Please submit a copy of this sheet with the grading template completed with the completed project to the Honors committee by week 11 of the term.

LEADERSHIP IN SCHOLARSHIP PROJECT GRADING TEMPLATE

Evaluation scale: 10—Excellent (outstanding, superior)
8—Good (acceptable)
6—Inadequate (does not fulfill requirement)

Statement of Purpose

Evaluation:

- _____ Details topic or question explored
- _____ States the objectives/ goals of the project, including the scholarly and/or practical value of the work
- _____ Gives a synopsis of the project
- _____ Presents an overview of sources consulted

Project Content

- _____ Fulfills the stated objectives
- _____ Is well thought out and concise
- _____ Treats subject with appropriate level of detail
- _____ Is substantiated by relevant supporting information from legitimate sources
- _____ Is original work
- _____ Demonstrates scholarship and professionalism
- _____ Demonstrates mastery of the subject significantly above the scope of the material covered in class

Project in Its Entirety

- _____ Is presented upon completion in written and/or spoken form
- _____ Uses appropriate grammar
- _____ Demonstrates level of language appropriate for student's honors status
- _____ Correctly employs MLA format and documentation
- _____ Has a professional appearance in all physical components

Project Specific

_____ **Total Project Score** **Satisfactory** **Unsatisfactory**

MICHAEL K. CUNDALL JR

How to Develop and Promote an Undergraduate Research Day

MICHAEL K. CUNDALL JR

ARKANSAS STATE UNIVERSITY

INTRODUCTION

Undergraduate research is becoming an ever larger focus for universities and colleges. Many institutions already sponsor undergraduate research forums, and there is a national council, the Council on Undergraduate Research (www.cur.org), for the promotion of undergraduate research. As universities of all types become more intent on having their instructors and professors develop their own research, undergraduate students are being sought after to aid professors' established research projects where the work done in these areas can lead to later independent research. In some cases students are encouraged to develop their own research projects with the aid of a faculty member. Some states make monies available to assist students in doing research. Developing and promoting undergraduate research can generate relationships between undergraduates and their mentors or research advisors that can have many benefits.

Honors scholarship can also benefit from active involvement in promoting undergraduate research through events such as research days or forums as well. As many honors programs require a senior thesis or a capstone project, participation in a research day can provide a visible goal to motivate students to complete these projects. Research days also present a context in which students can gain experience at public speaking and presentation as practice for professional conferences, or they can simply be a chance for students to showcase their work at their university. Participation in events such as these can help honors grow in visibility on campus, attracting new students to become a part of honors. A research day can become a boon for an honors program.

There are other benefits a research day can have for honors. Honors students can develop a set of presentations that highlight specific work they do within their university. In this way, the work undertaken to complete their projects can be considered a model for the type of intra-honors community building through writing advocated by Reik (2005). Honors faculty and staff can use research day presentations as trial runs for student presentations to be showcased at the National Collegiate Honors Council or regional honors meetings.

HOW TO DEVELOP AND PROMOTE AN UNDERGRADUATE RESEARCH DAY

Participation in a research day might also provide ways of demonstrating to other departments how honors can aid students in fulfilling the research requirements of their disciplines. By demonstrating that honors is actively involved in research, faculty can encourage students to become part of honors. And finally, a research day that solely highlights the work of honors students can strengthen an honors community through joint work towards a specific goal. If honors students are encouraged to participate and this participation supported, honors students can become a more unified community, thereby helping their program become more active. In this way, the students can use their projects and successes to entice other students to join honors. In many ways, an undergraduate research day can work both with and for honors students and the program itself.

Aside from the benefits listed above, an undergraduate research day or forum can provide more general benefits to the university. It allows students in all disciplines to recognize and appreciate each other's work. It provides opportunities for students and faculty to interact and share ideas, perhaps encouraging new research projects for both faculty and students. It provides students encouragement to finish projects they have started, to interact with other students, and to become more aware of the work occurring across their university or college.

In what follows I will give a detailed look at the development and organization of an undergraduate research day. I explore its promotion across campus, recruitment of students and faculty, funding, program arrangement, and printing as well as other issues germane to the development and successful completion of an undergraduate research day. I begin by laying out timelines and the preparatory work involved in a research day. I take the reader on a journey from mid-summer to late spring when the undergraduate research day is held. I next turn to promotion, the difficult tasks of getting both students and professors involved, and the need for diversity. I close the piece with a look back, noting there is always need for improvement and providing some general remarks.¹

DEVELOPING AN UNDERGRADUATE RESEARCH DAY

At my university, the undergraduate research day is called Undergraduate Scholars Day (USD). USD is coming to the close of its first decade in existence and is becoming more and more popular with students and faculty. USD

¹ In general, the Undergraduate Scholars Day at my university is run by me with the aid of my administrative assistant. I take care of the recruitment, arrangement, program work and direction of the day itself. This work could be done by a committee, but I would worry that this would cause more difficulties. Certainly if the number of presentations were such that you had four or more rooms running at one time, a committee might help disperse the work; as of now, one or two people could adequately make the arrangements for the size of our USD.

represents a wonderful opportunity for students to become more active and involved, and it provides faculty with a recognizable goal to help students complete projects. For these reasons USD has become a staple on our campus. USD traditionally occurs in late spring during our Convocation of Scholars week. The Convocation of Scholars is a week devoted to the recognition of scholarship across the university. Honors societies host dinners and admit new students, and the president has a dinner for members of the university who are recognized for their accomplishments. Preparations for the event begin in late summer of the previous year.

The first order of business is to secure the proper rooms and space for the event. Emails are sent to the building manager during the summer requesting these spaces for the bulk of the day, and technology requests (projectors, audio, etc.) are made at that time. The choice of venue is critically important as the location can have serious effects on student attendance at the panels and presentations. A central location with high visibility is preferable. In general, one would want to hold the research day in an area that can support presentations of artwork, traditional "talk" presentations, and small concerts. Any project or work produced by the university can be a source of presentation. Restricting the type of presentations one could have seems to create unnecessary obstacles to a diverse and representative program. For the past two years the USD has been held in the newly built student union. This space has meeting rooms; a large, open, and naturally lit space ideal for the displaying of student projects in the visual arts; and a large auditorium.

Space requirements for the program are determined from the previous year's presentations with allowance for a larger program. The event runs from 9am to 6pm with an hour and a half lunch break scheduled at noon. Securing the proper space is a rather simple chore but, if undertaken too late, can lead to a less than desirable space since premium spaces on campus, those in a central location that can accommodate a variety of needs, fill up early. Once the room and technology requests are complete, the real work of USD begins: the recruitment of faculty and students to participate.

Initial requests for presentations are aimed at professors and sent out in the middle of the fall term; requests and mailers sent out earlier are too easily ignored. Reminders are sent via an electronic campus newsletter that comes daily to every faculty, staff and student's email. The following is an example of an email notification.

To All Faculty

We need your assistance in identifying student work for this year's Undergraduate Scholars Day (USD). Your course work and/or position indicate that you are in a position to readily identify the students that could participate in USD.

USD is a program that allows students to present their research, collaborative or otherwise, in a professional setting. USD provides a unique opportunity for students to present in a

HOW TO DEVELOP AND PROMOTE AN UNDERGRADUATE RESEARCH DAY

friendly and supportive atmosphere. Such a presentation also gives experience that looks good on the CV or resume. USD is a great opportunity for students to learn of other research occurring in the university.

For General Information Contact . . .

Contact information is provided and faculty are encouraged to identify students who have a project suitable for presentation or who need of a specific goal to help them complete a project. Sometimes this helps faculty urge a student to continue to work and develop projects with which they are involved.

In promoting and developing interest for an undergraduate research forum, it is helpful to work from both the top down and bottom up within the university. Notifications and personal meetings with deans and department chairs can be useful aids in reminding faculty to encourage students to become involved with USD. The bottom-up strategy is also helpful, but meeting with a large number of faculty individually poses serious logistical difficulties. However, efforts should be made to work through personal contacts and encourage them to identify and recruit students and to help spread the word about USD to other faculty. Another method of recruitment is an email sent directly to faculty who are currently teaching or have recently taught research methods classes in their departments. These faculty can be a strong source of student presentations as their courses are directly involved in research. In all, autumn reminders are there to plant a seed in the minds of faculty about the upcoming research day. Other sources of student presentations might be student organizations that sponsor essay contests. At Arkansas State University, the philosophy club sponsors an undergraduate essay contest, and the top three essayists are offered a chance to present at USD. Certain university scholarship and study programs can also provide and encourage students to participate in USD. There are a number of avenues to find students; the difficulty is making those groups aware of and interested in presenting at the research day.

The real preparatory work for USD begins early in the spring term. Email reminders are sent out a couple of times a week in the daily newsletter. Specific faculty and programs that have expressed interest are contacted in order to begin to get a sense of early numbers. By the middle of January, deadlines are posted for submissions, making it seem that they are firm. In all honesty, the deadlines are soft; they allow for late entries or delays that always arise in an event of this sort. However, due dates for submissions should be such that students and professors work hard to meet an early deadline so that tardy entries do not threaten program publication and distribution.

Submissions for USD require a title, author, faculty mentor, and abstract of 150–250 words. Students must have a faculty mentor who has aided them in the submission process. Presenters should expect to present for 10–15 minutes. Editing of the content and quality of submissions is left to the faculty mentors, but there is some general editing of the entire program to ensure consistency of entries and to double check that there are no obvious mistakes in the submissions.

The deadlines for submission are on or about the first week of March. Due to printing deadlines, formatting, editing, and the fact that spring break falls in middle of March, the entire program needs to be to the printing department by the third week of March in order to have proofs done in a time that allows for substantial changes (which there will be). While it is helpful to have all submissions in by the advertised deadline, events rarely seem to work out that way.

In years past, submissions were sent via email to the event coordinator. This proved both a blessing and a curse. It made the assembly of the catalog easy as it was simply a matter of arranging the submissions and working them into the proper order. However, source formatting for the individual entries often differed in ways that provided difficulties when the catalog was transferred to the software package used in the printing press. For instance, titles that had superscripts and subscripts often did not translate easily into the printing software, leading to interesting difficulties in maintaining a consistent format. In order to alleviate these formatting issues, this year's entries can be submitted only via an online form. The form removes all formatting tags and puts them in a uniform format. We hope this will remove some of the problems that were time consuming to correct.

Once a general idea of the numbers involved has been ascertained, a rough schedule is made. The sessions are arranged thematically. Students with presentations in the same major or department are kept together, and if there are enough students focusing on the same theme or working under the same faculty advisor or collaborating on the same research project, they are given a session devoted to that topic. Time slots are allotted on a first-come-first-serve basis. The midday slots are given to those students who had their submissions in early. As submissions come in beyond the deadline, the remaining slots are filled. Sometimes there is a need to shift arrangements as a certain theme will arise that was not present in the initial development of the program. Once the program is completed and edited, it is sent to the printers.

A typical USD presentation session runs roughly one hour. It is expected that three persons can present in each hour. Presenters are told to plan for a 10–15 minute presentation with time for questions. Each session is chaired by a volunteer faculty member. Faculty who have acted as mentors are the first choice for session chairs as they are more intimately related to the work and can provide support to the students presenting. If there are still available slots, faculty with experience in the topics are contacted. Usually, however, mentors are sufficient to fill the slots for session chairs.

Students, mentors, and chairs are all informed of their respective sessions well in advance. They are then encouraged to invite anyone they think appropriate to their sessions. Students have asked if family members can come, and the response is that anyone is welcome who has an interest. Faculty are also encouraged to generate student attendance as well. Some faculty have given extra credit to students who attend. The larger the program and the more "buzz" created, the better.

HOW TO DEVELOP AND PROMOTE AN UNDERGRADUATE RESEARCH DAY

The program is a critical aspect of USD at Arkansas State University. The program is more than simply a schedule; it is also a tool to promote various parts of the university. For example, the front and back covers of the program feature art work from a faculty-designated student in the art department. The student is featured and given credit both on the back cover and in the interior. The program also includes a thank-you page written by the event coordinator personally thanking all the faculty mentors and session chairs. There is also a separate cover letter from the event coordinator thanking all those involved, explaining the purpose of the USD and inviting persons who are interested to think about USD for next year and to think also about joining honors (this last plug for honors is in the program simply because the event coordinator happens to be an honors administrator).

The program can also be a vehicle to bring in funds. Advertising space can be sold, and special thanks can be given to groups or businesses that underwrite the production of the USD and its catalog. The program is also a keepsake that students and mentors can keep to remind them of the experience. Finally, and certainly not least important, the program can be sent to administrators and others to show what has been accomplished and to recruit more involvement the following year. The program, if done well, can be a useful tool for recruitment for the honors program.

Once the day of the event arrives, programs must be set out and rooms checked to make sure all the equipment is available. The event coordinator must act as the master of ceremonies for the entire day and be ready to handle any occurrence. This is not always easy. This past year's USD was held in a section of our student union near a construction site that was producing a noxious odor. Some of the rooms were thus quite unpleasant, but there was nothing to be done except continue on. Letters of complaint were sent, but ultimately the very best programs are never without some troubles. Nevertheless, the program was a success, and we had substantially more presenters than in prior years. Notes were taken, suggestions sought and listened to. My personal copy of the program is littered with marginalia and notes of corrections, errors and suggestions for future programs. It is a valuable source of information in the development of the upcoming USD.

TIMELINE

In this section I give a schematic representation of the timeline that is used for the promotion and development of the USD at Arkansas State University. Some of this information can be found in the prior section, but this format of presentation has the added benefit of a timeline that can be easily adapted to the specifics of your university.

July

- Initial requests for rooms made
- Response expected late July

MICHAEL K. CUNDALL JR

August

- Room requests followed up
- Initial technology requests made
- Contacts made with professors and instructors of courses likely to produce student presentations (research methods courses, advanced courses, special topics, seminars)
- Lists of current chairs and faculty made ready for later contact
- Representatives of research day and Honors program sent to college and chair meetings to explain the roles and goals of honors and the research day—representatives entertain questions and distribute one-page handout

September

- Email request-for-students and faculty notifications edited relative to the dates and times of the coming USD event

October (middle or late)

- Message posted on campus email
- Deans and Chairs contacted and asked to remind faculty of research day

November (middle to late)

- Notification emails sent out via campus newsletter and set to run every other day until the close of the semester
- Professors in the art department contacted to generate student artwork for the cover of the USD catalog—one artist featured for the covers of the program

December

- Testing of website entry page

January

- Notifications sent directly to chairs and deans reminding them about USD
- Electronic campus newsletter notifications begun, running once a week
- Advertisement of the early March deadline for submissions
- Professors active in prior USD contacted
- Interested faculty contacted and inquiries made as to student progress
- Blank schedule made in Excel for session times

HOW TO DEVELOP AND PROMOTE AN UNDERGRADUATE RESEARCH DAY

February

- Interested faculty contacted
- Deadline reminders sent via electronic campus newsletter and to interested faculty
- Print shop contacted and initial plans for the catalog drawn up

March

- Initial arrangement of catalog and schedule begun
- Editing of abstracts begun
- Catalog completed including schedule and times sent to the printers (by the end of March)
- Student presenters, faculty, and mentors sent information on the program

April

- Finished catalogs distributed to college and departmental offices for publicity
- Updated technology requests sent to facilities management for the event
- Students sent, via mentors, times and dates for their presentations
- Session chairs reminded of their times
- Interviews arranged with the campus paper and campus radio station on the upcoming research day
- Mid-April—The Day finally arrives
- Post-conference meeting with the main organizers to discuss the successes and problems of the recent USD

May

- Extra programs with an attached letter describing the success of the USD distributed to various administrators on campus (Vice Presidents, Provosts, Deans, Chairs, President of the university, and marketing)

CONCLUSION

The work of the prior sections has, I hope, given the reader a sense of not only what is involved in developing an undergraduate research day but also some of the benefits such a forum can have. The process is long and involved. However, with the proper approach the work can be reduced to easily accomplished tasks.

Getting students and faculty interested in becoming part of the program is perhaps the most important activity of a research day organizer. As I learned in

graduate school, pleasant persistence is usually the most effective way to proceed. Faculty will avoid you if you are difficult to deal with, and this serves no other end than harming the program and perhaps the coordinator's later social life on campus. While it is sometimes frustrating to get people to respond to requests and meet deadlines, if the deadlines are set in order to expect such eventualities, then there is ample room for flexibility and less stress.

In addition to the benefits that a research day might have for the university in general, there is one final benefit that undergraduate research can have specifically for honors. An undergraduate research day can help bridge disciplines and approaches by exposing students to the wide variety of research occurring at the university. Often, when we are asked what honors is, we stress that honors allows students to unify and blend various disciplinary approaches. Interdisciplinary seminars, arranged thematically and taught by a variety of instructors from across campus, encourage students to see the continuity of research rather than viewing programs and departments as autonomous islands within the university. If students are continually given the opportunity to see what types of research are occurring at the university, they might be encouraged to seek out areas of education of which they would otherwise be ignorant. Thus, a research day can help the students meet the goals of breadth and depth of education so often promoted in honors.

I have two final points. Research day organizers should strive to make the program as inclusive as possible, working with programs and departments to make sure their research models are represented and finding creative ways to bring in multiple perspectives. And my last point is that organizers should always be looking for new ideas. One of the changes in our upcoming coming program, for instance, is the invitation of potential scholarship students to visit and attend some of the presentations at USD, thus allowing us to recruit students to our university and into our honors program as well as providing information to recruiters on what our university has to offer. The benefits of an undergraduate research day are as limitless as the imagination of its organizer.

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The author may be contacted at
mcundall@astate.edu

An Honors Pilot Course: Cross-Cultural Service and Inquiry-Based Learning in Mérida, Mexico

THERESA A. MINICK AND VICTORIA BOCCHICCHIO

KENT STATE UNIVERSITY

INTRODUCTION

The guiding document for Kent State University's Honors College, "The Nature of an Honors Course," describes some of the unique aspects that set Honors courses apart from non-Honors courses. We expect an Honors course to be an experience and a process; we encourage students to take initiatives in determining the directions of the courses. One of our driving goals is to find ways to help students extract more intellectual value out of their university experiences, and the cross-cultural pilot course in Mérida, México described here was designed with that goal in mind.

BACKGROUND

As part of Kent State University's commitment to the Academic Quality Improvement Project (AQIP), which was initiated by the North Central Association/ Higher Learning Commission as an experimental accreditation process in 2001, each college at our institution was charged to review priorities and establish action projects. One of the three AQIP Action Projects our Honors College set forth for the first three years (2002–2005) was to recruit more students for off-campus learning experiences such as study abroad and the National Student Exchange program. The course "Cross-Cultural Service and Inquiry-Based Learning in Mérida, Mexico" was one of the more interesting and exciting developments that not only aligned well with our action project but also satisfied several of the criteria set forth in "The Nature of an Honors Course."

RATIONALE

Three questions motivated the instructor of the pilot course and the Honors College coordinator of curriculum to collaborate in the design and implementation of a pilot course at Kent State University: (1) What motivates students to

AN HONORS PILOT COURSE: CROSS-CULTURAL SERVICE

engage in learning across cultures and languages? (2) What strategies do students employ to negotiate across language and cultural barriers? (3) What types of learning experiences could we provide that would help students to be aware of the global influences on their future professions and also the effect of their actions on a global community?

DESCRIPTION OF THE PILOT COURSE

Honors students from various disciplines participated in the learning experience provided by the pilot course. The disciplines of the nine enrolled students included anthropology, biology and pre-med, psychology, broadcast journalism, visual communication design, and education (majors and minors, including pre-service teachers in language arts and in second languages such as Spanish and French). The course was offered during the 2004–2005 academic year, and the credit hours were posted to the students' spring schedule. However, students began meeting monthly with the instructor during fall semester. Participants also used an online course delivery system (in this case, WebCT 2002), which helped with the process of community building while it also provided communication tools such as a discussion board and chat room. The centerpiece of the course was a 10-day learning experience in Mexico in January between semesters. During the off-campus experience in Mexico, students stayed with host families. Then, during spring semester, students worked on their portfolios and fulfilled the responsibility of dissemination by, for example, presenting at external conferences, sharing experiences at a study-abroad fair during international week, sharing information at an Honors College gathering, and presenting at the KSU Celebration of Scholarship.

The learning goals of the pilot course were that students would

- deepen self-knowledge and growth (personal development) through project-based and/or service-learning experiences;
- come to understand and develop their career/life/professional plans in relation to an enhanced global view;
- increase cross-cultural understanding and respect for other perspectives;
- gain experience working collaboratively with diverse populations; and
- connect the local to the global through socio-cultural and service-learning experiences.

In his book, *Beyond Tourism*, Kenneth Cushner discusses similar learning goals in relation to study-abroad experiences:

Humans, as social beings, learn best in situations where the complexity of social reality is encountered, examined, and understood. . . . In the situated learning that occurs in a well-structured international travel experience, the context enables learners to participate in the social milieu of the host setting,

allowing them to build rapport with locals, interpersonal relationships with host families, and identification with a local community. . . . The lived experience is thus the critical element in gaining a meaningful understanding of other cultures as well as one's own place in an interconnected world. (119–120)

An inquiry-based project and service learning were the vehicles employed to accomplish the aims and goals of the pilot course.

First, students designed the inquiry-based projects. They each wrote research questions connected to their professional goals and began their investigations in the United States. Then, after traveling to Mexico, the student learning community expanded cross-culturally to include Mexican collaborators from diverse backgrounds and disciplines. The global partners from Mexico who participated in the project included teachers, archaeologists, psychologists, doctors, studio artists, elected officials, the director of a marketing college, university students, and PK-12 students as well as the host families with whom they resided. Our students were actively engaged in diverse communities of varying economic levels: hospitals, artist studios, a bilingual school, a Montessori school, archaeological sites, adult literacy program sites, a Mayan ecological reserve, psychiatric hospitals (private and public), and universities. In addition, in order to discuss several global themes of shared interest, the Honors College students participated in a forum structured as a town-hall meeting, which was attended by Mexican elected officials, the vice consul from the American Embassy, and university students from Mexico.

These kinds of learning experiences illustrate Alexander Werth's point that a metadisciplinary strategy in honors curricula will "transcend traditional boundaries to create a truly holistic, systematic, integrative worldview uncluttered by familiar limits and barriers" (36). He advocates a pedagogical approach that will enable students to understand how all disciplinary fields are fundamentally related and suggests an approach that treats disciplines "tangentially, by using them as sources of interconnected facts, ideas, and insights that help students to make sense of the world and their place in it" (38). Our inquiry-based projects with cross-cultural collaborators might be considered one approach to transcending traditional academic boundaries.

In addition to the inquiry-based component of the course, the students also worked on the preparation of materials for a service-learning project. One such project was to teach American culture lessons in area schools in Mexico. As well as meeting the service-learning requirement, this component added another layer to the inquiry-based project. The Honors students selected the topics and themes for the American culture lesson based on their areas of specialization and future professions. The lessons were interactive and frequently included surveys. This process enabled the Honors students to receive feedback from the students in Mexico on topics connected to their majors. For example, a

AN HONORS PILOT COURSE: CROSS-CULTURAL SERVICE

student majoring in anthropology prepared a lesson on Native Americans in Ohio. The Mexican students then shared information about the Mayan culture. They also answered questions in a survey about the Mayan culture that asked, for example, whether they had Mayan roots, whether they celebrated those roots, and what their attitude was towards indigenous populations in Mexico.

The Mexican students' benefit derived from the cultural content of the multimedia lesson and the English language practice. Also, the Kent State Honors students gave their multimedia presentation materials to the Mexican teachers for use in their future classes. Both groups (Kent State Honors students and Mexican students) benefited from the cross-cultural exchange of ideas and opinions. Elaborating on R. Sigmon's claim that good service learning deepens academic curricula while at the same time responding to real community need, Boyle-Baise & Kilbane state that "service-learning pedagogy, with its real-world focus, emphasis on critical reflection, and impetus for reciprocity, can structure community-based learning" (54).

Other American culture lessons created by the Honors students captured the same multilayered experience as the anthropology one previously described. The titles of some of these service learning projects include "TV in America—the National Distraction"; "The Arts, Health and Hip Hop Culture in the U.S."; "Design Thru Your Eyes"; and "U.S. High Schools." Through the presentation of the multimedia lessons, interactive discussions, and surveys, the Honors students gathered data about Mexican students' television viewing habits, attitudes toward mental health problems, reactions to visual design, and opinions and ideas on a wide array of topics that could be used to address their inquiry-based project research questions.

A second service-learning initiative was the Mayan Village Project. Kent State Honors students participated in an after-school literacy project for Mayan children. Before leaving the U.S., the Honors students collected items to take to Mexico for the after-school project such as books, chalk, balls, crayons, paints, toothbrushes, toys, and notebooks. While at the Mexican building constructed by Habitat for Humanity, students taught songs in English, taught and played games, drew sidewalk images, participated in arts and crafts, and found ways to connect with the elementary-school Mayan children. The Honors students also participated in a colloquium with the teacher in the After School Program about problems faced by the Mayan children in that village and about issues related to education. The discussion during the colloquium provided another opportunity for the Honors students to link the service learning experience to their inquiry-based project, their knowledge of self, and their role in a global community. Issues of health, nutrition, mental health, education, and some of the external forces influencing the Mayan community resonated with the students as they reflected on the complexity of factors that need to be addressed to improve living conditions.

Throughout the project in Mexico, Honors students faced many cultural and language barriers, but the students were inventive in finding ways to

communicate in order to achieve their goals. Some of the challenges they faced were contacting experts and resource people, establishing meetings, obtaining transportation, managing oral and written communication issues, among others. Students collaborated with many different members of the expanded learning community to help them face these challenges. For example, sometimes a colleague from Kent State or a member of the Mexican host family served as an interpreter (if neither the Honors student nor the professional expert were bilingual). Also, students discovered that some of their research instruments and surveys had to be translated into Spanish and sought help from peers and experts.

One source feeding this inventiveness was the students' situation as a community in a community. In the NCHC monograph *Teaching and Learning in Honors*, Linda W. Rutland Gillison asserts that "bright well-prepared students in a small group who know each other well can become mutual springboards of ideas and mutual questioners of claims which are the best spurs to good critical thinking and writing" (39). As these nine students worked within their small community and along with their collaborators' community, they had amplified opportunities to sharpen their critical thinking skills in relation to their projects and in relationship to their roles as world citizens. As Gillison and others have acknowledged, education has always seen the development of a knowledgeable and capable citizenry as one of its primary purposes (38). Even though numerous students gave testimonials, we include one student's testimonial to this effect:

. . . The contacts made and the interviews were very helpful. I received a lot of quality information. Also, many questions that I didn't even think of were answered. It helped to be able to work closely with [Student A] and [Student B] because we were all able to contribute questions and insights that were unique. From this experience, I gained valuable insight into some of the cultural and familial problems that people are facing in Mexico and how those are affecting the mental health of children in the country. [These three collaborating students represented different but related disciplines.]

Assessment was based on portfolios that the students submitted at the end of the pilot course. The components for the portfolio were

- inquiry-based project: inquiry questions, surveys, interviews of professionals and experts in Mexico, reflections, results of research;
- service-learning projects: multimedia teaching project, participation in volunteer work in Mayan village, reflection;
- journal: four-part journaling process, based on suggestions from Paige et al., *Maximizing Study Abroad* (115–119);

AN HONORS PILOT COURSE: CROSS-CULTURAL SERVICE

- dissemination: description of how discoveries and knowledge will be shared with others; and
- follow-up reports.

The portfolios were meant, in part, to document the engagement of which Cushner writes:

Individuals must ultimately embark on a sojourn that fully engages their cognitive, affective, and behavioral domains. It is the kinds of experiences that students have while in country that become critical to achieving the desired goals of meaningful international travel. (50)

Sample excerpts from the student reflections showing how they relate to the goals of the course are provided in the Appendix.

CHALLENGES AND FUTURE COURSE DEVELOPMENT

Students explored who they were through the lens of a different culture and explored their role in a global community through inquiry-based and service-learning projects. Many disciplines intersected during the process, enabling students to observe not only the cross-cultural relationship but also the cross-disciplinary nature of the experience. However, we (the instructor and the Honors College coordinator) believe that the experience should expand beyond the expression of individual discoveries to include ways in which students could create a collective body of work that would enable them to relate and integrate the various disciplines into a global articulation of knowledge and understanding. The desire to have a collective body of work as a part of the course has motivated us to select a unifying theme, such as migration, within which students will link their individual disciplines and future life/professional/career goals with those of others, both here and abroad. The design of the future course will enable students from the Kent State Honors College to collaborate with university students from Mexico via an online learning environment as well as through a ten-day experience in Mexico. While in Mexico, students will form problem-solving teams, focusing on some aspect of the common theme. Shared inquiries, common concerns, and related disciplines are factors that may influence the composition of the teams.

CONCLUSION

In the chapter “Beyond Tourism: The Importance of Experience on Impact,” Cushner writes that “the experience abroad . . . engages the student holistically, the entire process involving both physical and psychological transitions that impact the cognitive, affective, and behavioral domains” (111–121). At the one-year anniversary date of the intensive cross-cultural service and inquiry-based

learning experience in Mexico, Kent Honors students have reported similar impacts to those mentioned in that chapter.

Various combinations of students have reported that they have

- explored additional study-abroad opportunities (two students have confirmed plans for 2006, including one participant in the Honors semester in Wales);
- researched more on Mexico;
- expanded professional goals to include an international focus;
- used the experience to help define their career goals;
- maintained contact with people whom they met while in Mexico (one student stating that a host family sister will be visiting);
- taken additional language courses;
- sought out international students on campus (more fully valuing other perspectives and feeling themselves to be less judgmental);
- increased self-confidence; and
- questioned more fully the information they received via classes and/or media.

The Honors project placed students within a Mexican community, and the reflective nature of the course provided students with a framework within which to interpret their experiences. Our hope is that these types of course designs, using cross-cultural service and inquiry-based learning, will promote transformative learning experiences whereby students view their identities and their future career goals within a global context. Then, as global citizens, they are motivated to continue and expand upon their international knowledge and experience through the process of life-long learning.

I feel like a door has been opened that will never be shut again—I will always know that there is more out there, no matter where I go or what I see—there will always be more out there. It truly affected my ideas about who I am and where I fit within the global society. (Student Participant)

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The authors may be contacted at
vbocchic@kent.edu and tminick@kent.edu

APPENDIX

LEARNING GOALS AND SAMPLES OF STUDENT REFLECTIONS

Learning Goal:

To Deepen Self-Knowledge and Growth (Personal Development) Through Project-Based and/or Service Learning;

—Being able to experience life within another culture opened my eyes to a whole different world. I feel that I returned to the United States more aware of my surroundings and that I now take notice of how things are done here and consider them more carefully before just blindly believing that that is how it must be done.

—I feel that while in Mérida, México, I discovered more about my own identity as an individual and my identity within the cultures to which I belong. Just being able to experience another culture and to compare it with my own helped me to better understand the world I live in. I feel like I have a better understanding of how I fit into the culture within the United States, as well as within a global community.

Learning Goal:

To Come to Understand and Develop Career/Life/Professional Plans in Relation to an Enhanced Global View;

—I learned that the stigma of mental illness knows very few boundaries, that it is a common problem both in the United States and Mexico. Mexican psychologists also face many of the same issues that we face here, so there is definitely a need for a more global understanding and cooperation between cultures to address these complex issues.

—I also visited a marketing college and while examining curriculum there were distinct differences. This helped me to see how design is being taught differently in Mexico and gave me ideas on how to expand my communication realm as well. This helped me to remember how important it is to think globally not locally all the time.

—Being a Spanish Education major, the trip to Mérida, Mexico was practically made for my major, in a sense, because we worked with schools and we were surrounded by the Spanish language and culture. Not all the preplanned learning and observing that I set out for in regards to my project happened. What did happen, it turns out, was even better than I could have planned. My observations at the Montessori school, new perspectives, and my experiences all have enhanced my knowledge as a future teacher.

Learning Goal:

To Increase Cross-Cultural Understanding and Respect for Other Perspectives;

—That was the biggest lesson that I learned from Mexico: Don't rule out cultural values as wrong and unacceptable simply because those values do not match mine.

—I believe that the experience at the Mexican school will affect how I interact with students when I become a teacher. I've learned to realize that students from any culture unlike my own might be used to doing things differently and that it is important that I take this into consideration and do all that I can to make the student feel comfortable and at ease.

—Attention and listening means a lot to people universally I'm noticing. I made origami flying birds for children as a gift. This gesture meant a lot to the children who laughed and smiled and to the adults who see this as the effort and appreciation—gift. Visual communication—these birds translated better than “thank you very much” in Spanish would have, because that's what I was trying to say. What I'm taking with me here is that design must push towards a global message because the world is getting smaller.

Learning Goal:

To Gain Experience Working Collaboratively with Diverse Populations;

—I did find some distinct differences in the way education was practiced in Mexico. For example, in the classroom, there is more of a group-oriented approach to learning, as opposed to our American individualistic, competitive method. The kids worked together to find the answer, not each one working on his own to beat the others. . . . I do believe this experience has made a difference in how I will face my career in the field of education. I want to follow a more group-oriented approach in my classroom and allow the students to work together to learn and discover. Also, I am very impressed at the way students begin learning English at such an early age, beginning at kindergarten in many schools. . . . There is a lack of interest and urgency to learn foreign languages in our country and I would like to help children realize the importance of diversity and being able to communicate and travel and be global citizens as opposed to being confined to our own language and culture.

—For my individual project, my objective was to learn as much as I could about the Mexican culture and ideology of the doctors because I knew that if I could understand the culture, then I could better see how the culture spilled over into the practice of medicine.

—I will apply this experience when I enter the medical field, when I treat patients that are from other cultures, it is necessary for me to be considerate of their values and ethics during treatment so that the patient receives the best care possible.

—I learned to communicate and relate to people who lived in a different culture and spoke a different language than my own, but we were bound by our common desire to help people, to want to ease somebody's pain from the emotional turmoil they are suffering. In addition, I also learned the value of patience and compassion that by being considerate of others and genuinely caring you can overcome so much, even if you don't speak the same language.

Learning Goal:

To Connect the Local to the Global through Socio-Historical/Cultural and Service Learning Experiences;

—The visit to the Archeological Reserve was also an invaluable experience. The Archaeologist's tour of the reserve gave me information that I wouldn't have been able to find elsewhere. Projects like this bio-cultural reserve are important learning tools that can teach us about our environment and our heritage. . . . I was glad to meet someone like him (the archaeologist) trying to preserve our past through archaeology and our future through the environment.

—Television Choices in Mexico: What, Why and Why Not. What I want to find out through my time in Mexico is if television is as engrained in their lives, and what are the consequences. . . . What do children, teenagers, adults watch in Mexico, and if it is different than America what does that say about the state of our cultures?

—This experience was worth more to me personally and professionally than I will ever truly be able to explain. While I have seen changes in the way I view myself and my community since I've returned, one of my biggest changes is just the realization that there is so much more out there.

Honors Strategies

They Filched Our Program! How to Turn That into a Good Thing

ANNE M. WILSON AND MELISSA LUDWA

BUTLER UNIVERSITY

“The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized, thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for educational practices that can work campus-wide in the future.”

—NCHC Basic Characteristic of a
Fully Developed Honors Program

ABSTRACT

The Butler University Honors Program, like many other honors programs and colleges, is often the generator of “good ideas” on campus. We are considered an experimental classroom environment for piloting new courses, programming ideas, and/or introducing potential new areas of study. Both faculty and students recognize this characteristic of the program, and we are pleased to serve as a sort of laboratory for other campus initiatives. However, several key pieces of our Honors Program were recently folded into other aspects of our own university. While we know that imitation is the highest form of flattery, maintaining a distinct honors program becomes challenging when many of our most innovative and successful ideas are filched by other areas of the university all at once. In this article we outline the background of our Honors Program, describe the ideas that were filched, and state our intentions for dealing with this issue in the future.

BACKGROUND

Butler University is a comprehensive university of approximately 4,000 undergraduate students with five colleges: the College of Liberal Arts and

THEY FILCHED OUR PROGRAM! HOW TO TURN THAT

Sciences; the College of Education; the College of Business Administration; the Jordan College of Fine Arts; and the College of Pharmacy and Health Sciences. Students from all five colleges participate in the Honors Program.

Governance for the Honors Program includes a College Honors Board (CHB) for each of the five academic colleges. The CHBs are responsible for review of incoming applications, thesis proposals, and other issues that may be presented within their college. The chair of each CHB serves on the University Honors Board, chaired by the director of the Honors Program. Honors students self-select for participation on the Student Honors Council and also have a representative seat on the University Honors Board. The University Honors Board handles over-arching issues pertaining to the Honors Program such as campus collaborations, graduation honors, and national conference involvement; it also provides feedback regarding other major decisions that could potentially affect the program.

The Honors Program at Butler University is an interdisciplinary program that is both selective and elective: we select students to apply to the Honors Program and then, based on their application, decide whether to invite them into the program. Incoming students admitted to Butler who meet certain benchmark requirements (1320/30 or higher SAT/ACT or top 7 percent of graduating class) are invited to apply to the Honors Program. Students also may be invited to join the Honors Program at either the end of their first or second semester at Butler based on academic performance. In addition, students may petition to join the program at any time provided they are able to complete the Honors Program requirements prior to graduation.

The primary requirement of our Honors Program is the completion of four interdisciplinary, elective honors courses. Our honors courses are taught by faculty from all five colleges as well as selected community members in areas of expertise not offered by our faculty base. Students from any discipline may enroll in these courses. With only one exception, these courses do not fulfill Butler core curriculum requirements, and, unless approved by petition to a department chair (which is rare), none of these honors courses may be counted toward the academic major of the student. The exception to this rule has been a first-year seminar "Inquiries into the Human Condition," a year-long course which grants credit for three first-year courses: English 102 (required of all students), Humanities 103 (required of all students), and Honors 100 (offered only for first-year, first-semester honors students). We ask students to take these interdisciplinary, elective courses so that they have practice in the arduous task of thinking for themselves—that is, developing and supporting their ideas with peers and faculty—a process meant to prepare them for their honors thesis, the final requirement that students undertake in order to complete our Honors Program.

Thesis proposals are developed and submitted in the spring of the junior year (or the year before graduation). Proposals must be approved by the

appropriate College Honors Board. Approximately one year later (in the semester of graduation), students submit their completed honors thesis and give an oral presentation of their work.

Outside of the classroom, we ask that our students report their attendance at and participation in a designated number of cultural events—plays, readings by visiting writers, lectures, concerts, ethnic festivals, and the like.

Perhaps our honors students make excellent test subjects for new course topics and pedagogy not only because there are fewer of them in an honors classroom but also because honors students want to be challenged to think in new ways. At any given time approximately 350 students, or ten percent of Butler students, are active in the program. However, these students may not be the *top ten percent* of Butler students in terms of cumulative GPA. We believe this is an important distinction. Honors classes are electives, and honors students know that our thesis expectations go above and beyond any term paper requirements.

Our program is voluntary, meaning students may come and go as they wish. Once invited to join, students have a “golden ticket” for participation in the Honors Program. We allow students to determine their own path through the Honors Program and encourage them to take ownership of their education. We hope that experience in the honors classroom, experiences shared outside of the classroom with other honors students, and the experience of researching and writing an honors thesis will help our students to learn to think for themselves. This freeform approach to our program and our courses has led to a perception that many aspects of the program are up for grabs.

WHY STEAL FROM US?

The interdisciplinary and rather maverick nature of our program—including the mandate that students learn to think for themselves—grants faculty members a great deal of latitude when planning their honors courses. We allow our professors significant leeway in their honors classrooms and do not micromanage. Our program is highly malleable and student-focused; changes that specifically benefit students are always welcome. Honors course enrollments range from five to twenty students, and faculty are encouraged to think innovatively and outside of their discipline when planning their honors courses. For instance, we had a biology professor offer a course entitled “The Western Gunfighter,” and a music professor celebrated the Wright Brothers’ centennial by offering a course entitled “Wings for our Dreams: The First 100 Years of Flight.”

We are fully aware that being the progenitor of many good ideas can lead to the co-opting of those ideas into other programs. Several initiatives that were begun in our Honors Program have been successfully incorporated into other programs at Butler University, but recently three key components of our program were co-opted in less than a year: the honors application essay, the cultural events requirement for the program, and our model for interdisciplinary

THEY FILCHED OUR PROGRAM! HOW TO TURN THAT

courses. While we accept this imitation as a form of flattery, we also must be continually vigilant and constantly seek methods for renewal, or else this poaching could easily bankrupt an otherwise strong program.

HOW OUR IDEAS WERE FOLDED INTO OTHER PROGRAMS

THE HONORS APPLICATION

Admission to Butler University is based on students' completed applications for admission, including an essay. Applicants have been given two essay options for the past several years: an essay from a high school competition or senior English class, complete with teacher's comments and letter grade, or an original essay discussing an issue of personal, local, national, or international concern. To be considered for departmental or freshmen scholarships, applicants must submit the original essay. Students must be accepted to Butler University before being asked to apply to the Honors Program.

The Honors Program has long struggled with its application process. We have determined that meeting minimum invitation criteria such as class rank and standardized test scores does not always accurately display a student's readiness for the academic and intellectual rigors of our Honors Program. Rather than give all interested students a blanket acceptance, our current Honors Program application process has come together after five years of trial and error application cycles. Efforts during this time period engaged two faculty directors, two program coordinators, and several versions of our student and faculty Honors Boards. We had been searching for a process that would enable applicants to demonstrate they were ready to begin to think for themselves. After numerous attempts at various essay options, including use of students' general Butler application essay, a scholarship application essay, and a copy of a graded essay from high school, we adopted a personal statement application essay for the 2004–05 Honors Program application.

Initially this essay met with some resistance from the admissions board. We were strongly encouraged to include a line in the honors consideration letter that stated, "If you submitted essay option A (discuss an issue of personal, local, national, or international concern) with your Butler application and feel that it addresses questions like those listed above, please feel free to *resubmit* that essay to us." Reluctance from the admissions board clearly focused on requiring students to submit an additional essay.

The reasoning behind asking students to go above and beyond the general Butler application with an additional honors personal statement essay is twofold: first, certainly, we used it as an opportunity for applicants to prove their readiness to be honors students here at Butler; and second, frankly, it helped us to eliminate students who would simply check a box indicating interest in our Honors Program when they had none. The latter reasoning has allowed us to recruit more effectively and to manage the number of students

genuinely interested in our program and our university. We have seen a marked decline in the number of application essays we receive (which the College Honors Board members must review, and which they actually enjoyed reviewing last year): we reviewed nearly 825 applications in 2001 and were down to only 275 applications in 2005. Each year we work to cultivate a freshman honors class of 10% of the incoming class, or around 100 students maximum. After nearly five years we arrived at this very manageable, productive number of applications.

The personal statement application essay not only brought the number of incoming honors applications down but also allowed us to choose students who were ready to start thinking for themselves—a cornerstone of our program. There were many bright students who simply listed their accomplishments in essay form, which was not an acceptable essay from our perspective. We feel that many of those students will gain entrance to the program based on academic success while at Butler, and with a little more college experience we are confident they will make fine honors students. The students who were ready to take on the challenges afforded them in the Honors Program easily rose to the top of our applicant pool through their personal statements. Faculty members from each academic CHB found these essays a far better indicator of students who had the potential to be successful in our Honors Program than previous essays. We began the 2005–06 academic year with the goal of eliminating the few remaining hiccups in our application process.

We were, therefore, surprised to find that a personal statement essay had been incorporated into the general application package for 2005–06 application cycle for the university as a whole. Rather than submit an original essay discussing an issue of concern, students must now submit a personal statement in order to be considered for departmental scholarships as well as admission to Butler University. Amid cries of “they stole our essay!” we quickly met with our Admissions liaisons to figure out what had happened and what we could do to move forward with our own application process. As with many Admissions groups on college campuses, the turnover is high, and the individual ultimately responsible for the “theft” of our essay (and failure to inform us of the change in Butler’s general application) had left our campus. Upon discussion and consideration, the University Honors Board determined that Butler’s general application essay topic is broad enough that we could modify certain parts of our solicitation letter to incoming students and still receive favorable applications for the Honors Program.

We will continue to use a personal statement for our honors application essay and hope that perhaps those students who are indeed qualified to be Butler University honors students (but who did not want to write *one more* college application essay) will feel comfortable resubmitting their general Butler application essay for honors consideration or may even revise an already strong application essay written for admission to Butler University.

CULTURAL EVENTS

At the heart of Butler's education is the university's core curriculum, academic requirements that define a liberally educated person at our university. All students at Butler complete the same core requirements, regardless of academic major. The core curriculum serves to create well-rounded, holistically educated individuals who will leave Butler prepared to be active members of their community after graduation. Like other areas of the university, the core curriculum has not remained static since its inception in 1945 and has continued to evolve to meet the needs of our students.

When the university was considering a new core curriculum in the 2004–05 school year, a cultural events requirement for all students was incorporated into the new core. The inclusion of this requirement has been supported by the following learning objectives, which are very similar to the reasons the Honors Program has required attendance at cultural events: 1) to discover that some of the most valuable and exciting learning opportunities at Butler take place outside the classroom, and 2) to develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts and public intellectual life. In fact, the core curriculum report clearly states, "We have two existing models for this requirement—the JCFA recital credit and the honors cultural events requirement. Our aim is to create a similar requirement for all students at the University." We support this endeavor and hope that all Butler students will find the cultural community at Butler and in Indianapolis to be as rich and fulfilling as our honors students have found it to be.

Once students become active in our Honors Program, we seek to have them engaged both on campus and in the community through our cultural events requirement. We expect our honors students to become involved in the cultural community in which they live; we want honors students to be entertained by, excited by, and educated about opportunities that are happening around them. Our hope is that once students become engaged in such a non-classroom-based campus experience, they will have the desire to continue supporting culture and arts throughout their academic career and beyond Butler.

While there was ample opportunity for the Honors Program to contribute to the general discussion regarding the inclusion of this requirement for all students, that opportunity came after the decision had been made, and there was little to no discussion regarding its impact on the Honors Program. The honors cultural event requirement is far broader than the one adopted in the new core curriculum (the core recommends only including Butler-sponsored events); however, we are now faced with changing our requirement. It is important to us that the Honors Program remain distinctive and interdisciplinary, not merely core "plus" or AP-style core. Asking students to do essentially the same activities and double-report their attendance seems incongruous with our goal of helping students learn to think for themselves.

Upon consultation with our Student Honors Council, we have decided to modify our cultural events requirement so that honors students must attend a

certain number of events sponsored by or provided specifically for students in the Honors Program. To accomplish this, our Student Honors Council has restructured its governance to include a Public Relations and Academic Affairs officer as well as a Vice President of Social Activities. We also have secured space in a unit of one residence hall that will be reserved for honors students. We have already begun planning a series of events that will take place specifically for students who live in that unit and hope to bridge the space between honors classes and honors students' intellectual and cultural interests through our programming. Examples of such programming are Lunchbox Lectures, where honors students are invited to have lunch and casual conversation with faculty members; having dinner and attending a Butler Theatre production together; and participating in service activities sponsored by the Student Honors Council. We expect students will be able to count honors events toward their core curriculum events requirement and hope that by requiring honors students to attend honors events we will garner more extracurricular participation in the Honors Program. We hope to see more honors students planning and participating in honors events on campus.

In addition, we are strongly encouraging honors faculty to propose significant events that connect to their honors courses. For example, in fall 2005 we offered an honors course entitled "Everyday Gods." Students in this course examined the ways in which the sacred and the profane blend into everyday objects of devotion and consumption, keeping photo journals throughout the semester that were then put on display at an open-house, gallery-style event. The entire campus was invited to the open house for the opportunity to view student photographs, shrines, and other artifacts on display. For this event we secured sponsorship from two major constituencies on campus: our Center for Faith and Vocation and an Executive Board of our Student Government Association known as R.E.A.C.H. (Reaffirming Ethnic Awareness and Community Harmony). Despite a terrific snowstorm the afternoon of the event, we had nearly 100 people attend, including a reporter and photographer from the *Indianapolis Star*, which garnered us a three-photograph article on the front page of the *Star's* "Faith and Values" section. Such prominent co-sponsorship on our campus raises the bar for future honors participation and campus involvement, which we hope will shed even greater light on the pursuits of our students.

THE NEW CORE CURRICULUM COURSES

In addition to the cultural events, the core curriculum has now put in place first-year seminars similar to our current interdisciplinary honors courses at all levels. The new core requirements are specifically modeled after a year-long course piloted in the Honors Program entitled "Inquiries into the Human Condition." This honors course examines the treatment of the human condition in significant texts of world civilization from the ancient and medieval periods in the fall semester to the Renaissance and modern periods in the spring

THEY FILCHED OUR PROGRAM! HOW TO TURN THAT

semester. Texts for the course come from the disciplines of literature, philosophy, and history, and the course emphasizes questions about the nature of the individual soul as well as the relationship of the individual to family, friends, community, and state. Students who enroll in the first semester of the course earn three credit hours for English 102 (EN102), Butler's freshman writing requirement. The second semester grants three credit hours for Interdisciplinary Studies 103 (ID103), Butler's freshman reading requirement. Each semester of "Inquiries into the Human Condition" is worth four credit hours; honors students earn two hours of HN 100 credit by completing both semesters of the course. This course was piloted for two years in the Honors Program before being adopted as a regular honors offering, HN 110–111.

The new year-long seminars proposed for the core curriculum are entitled "Self, Community, and the World" and have replaced freshman writing (EN102) and interdisciplinary studies (ID103) courses. The only apparent curricular difference is that students will not earn credit for HN 100. The format is very similar to HN 110–111, including two main components that apply to all honors courses: "1) they should carry no prerequisites, and 2) their primary purpose should not be to prepare students for more advanced work in a particular discipline." Another goal of this new core curriculum component is to foster "communities of students whose shared experience will extend beyond their individual classrooms." In addition to the "Self, Community, and the World" seminar, the general new core requirements are interdisciplinary, or at least multidisciplinary. According to the core curriculum report, "Each of the common element requirements is designed to encourage participation from faculty across the University. While we would not preclude courses in these areas that have particular disciplinary content, no discipline should dominate these courses, and ideally these are courses where faculty from more than one discipline can teach collaboratively."

Here again we find an echo of our honors teaching philosophies: faculty members from all areas of the university are encouraged to teach in the Honors Program; we have no requirements to include or preclude specific disciplines in honors courses; and we strongly encourage and solicit team-taught courses and have offered courses in the recent past that have incorporated seven or eight different faculty members from separate departments, such as our course on *Carmen*. This course boasted as its faculty the Dean of the Jordan College of Fine Arts, a Professor of English who is also Associate Dean of the College of Liberal Arts and Sciences, the chair of the Theater Department, the chair of the Dance Department, an art historian, a Professor of Music who is Conductor of the Butler Symphony Orchestra, a professor from the Spanish department, and the Education Outreach Coordinator from the Indianapolis Opera, a major stakeholder in the Indianapolis cultural community. Honors students flocked to the course and gave glowing reviews, practically begging that another course of its type be offered again. We agreed, and since then we have offered two similar courses: one on *The Crucible* and one to be offered in spring 2007

entitled "The Dead Man Walking Project." Several faculty members who team-taught these courses have been impressed with the quality of our students and have since independently proposed and taught successful honors courses of their own.

We support the desire to excite faculty about core courses they offer and the efforts to provide an exciting core curriculum that will engage all Butler students. We also support many of the changes and the impetus behind the changes suggested in Butler's new core curriculum. During discussion around core curriculum changes, some felt that offering honors-style courses would allow *all* students, not just honors students, to be able to take "cool" community-based, interdisciplinary classes. Thus the broad interdisciplinary or multidisciplinary courses that will be incorporated into the new core were modeled on the exciting and intellectually challenging courses offered in the Honors Program. However, we have had some difficulty with the recommendation that "the Honors Program review its requirements to consider whether they could be consolidated and perhaps integrated with the proposed core."

When it was suggested that the Honors Program needed to change or perhaps be phased out, a great deal of buzz was created among Butler faculty. A response was drafted by the Honors Program to address specific concerns raised by the new core curriculum, but we chose to take a patient approach rather than to panic. Our belief that the Honors Program does and will have a place at Butler University separate from the core curriculum has been supported by our University Honors Board, by our honors students, and by faculty currently teaching in the Honors Program. Faculty on the University Honors Board stated that an honors course is not made by pedagogy or topic alone but also by the caliber of students in the course. Similarly, our honors students agree that they often look forward to taking honors courses in order to interact with their peers in ways that simply do not happen in "regular" courses, regardless of topic. Finally, when honors faculty members were approached and asked to offer their honors courses as core courses, many simply said that their courses would not work outside of the Honors Program, demonstrating that faculty also rely on the honors students to provide the spark that is so important in an honors classroom.

The excitement of teaching a new core curriculum has drained some of the traditional faculty members from our honors teaching pool, but we are slowly staffing our courses for the upcoming year. We are collecting new honors course offerings from faculty members who may not have offered honors courses before or who have not taught an honors course in a while. The main objective of an honors course—to get students to think for themselves—is still going to be the hallmark of our offerings. In addition, we rely on the students themselves to keep honors courses different from any core course through their interaction and interest in the course topics we offer through the Honors Program. We feel that many of our honors offerings will continue to be unique because of both the topic and the professor. Many of our courses do not fit elsewhere in

THEY FILCHED OUR PROGRAM! HOW TO TURN THAT

the curriculum, whether as a core or major course, and we feel that these out-of-the-box courses are just what our honors students need. In addition, we assume future core offerings will be piloted in the safe space of honors classes with motivated students and a smaller class size before incorporation into the core curriculum as has happened in the past, and we will continue to welcome such efforts.

THE NEXT STEP

The Butler University Honors Program will always be evolving to meet the needs of our students. We will continue to allow non-honors students to enroll in honors courses if they have interest and if there are open seats in the section of their interest; in some cases students who had decided not to participate in the Honors Program will sample an honors course and realize that our Honors Program might be a good supplement for their Butler education after all. We are not trying to be an exclusive program; rather, we believe we are meeting the needs of students who self-select and are willing to face the challenges of learning to think for themselves—both honors and, occasionally, non-honors students.

In addition, we are excited by a number of new initiatives we are pursuing in conjunction with many other campus constituencies. We have partnered with Residence Life and will be offering an upper-class honors housing unit for the first time on Butler's campus beginning in the 2006–2007 academic year. We have begun developing heartier academic programming and honors courses with the help of ancillary academic units such as International Programs and Study Abroad, the Center for Citizenship and Community, the Center for Faith and Vocation, and various academic departments. Our relationship with other campus administrative units such as the Alumni Office has been renewed: we are inviting Indianapolis area honors alumni to campus for an Honors Program "Past Meets Present" reception to commemorate Butler's Sesquicentennial this spring, which happens to coincide with the tenth anniversary of the current version of our Honors Program. In addition, we are soliciting alumni in the Indianapolis area in order to form an Honors Alumni Advisory Board. Finally, our relationship with the Admissions office remains strong (despite the essay incident!): when our Honors Admissions liaison asked for help recruiting new honors students, almost 70% of our first-year students responded with enthusiasm, much to the pleasant surprise of our Admissions team.

Through such cooperation we have begun to expand the Honors Program into new directions on our campus. As an interdisciplinary program with students from all colleges and departments, we have the ability to be a force of change for the University as a whole. Our collaborative models can serve all the academic units on campus, whether in the classroom or just as an example of campus collaboration. In many ways, the filching of the past year has shown us that, despite the incorporation of many of our key program ideas into other areas, the Butler University Honors Program remains strong and we have the momentum to continue developing and implementing new ideas.

When we consider our efforts in this way, we are better able to look toward becoming a model for positive and meaningful change within our greater university. In the search for a better Honors Program, we have the opportunity to make a deliberate impact on our university as a whole. It is indeed a compliment to have your ideas copied, and good ideas beg for duplication. If our good ideas become part of the university as a whole, then perhaps we can be more intentional about Honors Program ideas in the hope that they *will be stolen in the future*.

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The authors may be contacted at
amwilson@butler.edu or mludwa@butler.edu

LISA NEW FREELAND

Fun and Games of Teaching: Simulations in a Social Problems Course

LISA NEW FREELAND

EASTERN ILLINOIS UNIVERSITY

In attempts to move my honors social problems course from a passive environment to a more active and student-centered one, I drew on my experience and the experience of others using simulations to produce a course model committed to “games” and student-initiated learning. I stepped back and reevaluated what I wanted my students to gain while in my class and what impact I wanted the course to have on their future in society. Simulation games provide an opportunity for students to discover knowledge and drive their own education rather than passively taking in information. These “games” are simulations of real world phenomena that can be reproduced in a classroom for academic purposes.

For example, I use a game called “The Sinking Ship” to examine status, occupation, education, and power. Each student is given an index card with a status written on it such as migrant worker, senator, college student, or nurse. I then read a prepared statement explaining that they are all on a sinking ship and have fifteen minutes to decide who of the eighteen passengers will be given the six lifeboat seats. I sit back and give them fifteen minutes to write the chosen survivors on the board. Usually they start by going around the room and making a plea for why they should be saved according to the status on their card. I then walk them through a detailed briefing about why they chose those individuals. Usually the cues for debriefing come from one first question, “Why them?” They begin to talk about power by describing who can sue the ship line on behalf of the victims or what the senator can do for them in the government if he/she lives. They discuss status and education by detailing what skills and knowledge each survivor could contribute while in the life boat. Concepts of gender also arise as they consistently refer to the doctor as male and the nurse as female regardless of who has the card. The students themselves begin to analyze the social concepts for our discussion rather than my listing them from a power point.

We all recognize the need for lectures, power points, and instructor-devised lists in the course of academia, but I try to combine those standard tools with more active participation models. While I use these simulations in some other classes as well, I do not devote any other class to the model as a whole.

FUN AND GAMES OF TEACHING: SIMULATIONS

Part of my expectation of honors students is increased motivation, creative thinking, open participation, and adaptation to various learning designs, especially those that involve intellectual risk taking. In my honors classes at EIU, my students have met these expectations. Although my regular sections also respond well to simulations, I do have individual students who let the others in the group do the work, do not participate at all, or even mock the process as a whole. I never have those cases in my honors sections.

I also expect my honors students to do a better job of linking together viewpoints and knowledge bases from the various disciplines. A simulation allows students to respond honestly to what is happening rather than trying to devise the “right” or expected answer according to the class. This is one reason I particularly like this model in an honors class. Many of my students are in honors programs because they have learned the academic game: how to please, how to respond, how to perform according to expectations. The game model forces a more honest intellectual approach. It does make some students uncomfortable at first, but they respond well after a few weeks. In fact, this past semester I had several very quiet students who were somewhat unnerved by the model and said they were not used to speaking that way in class. By the time the final arrived (which is a graded Socratic Dialogue), each of these students did a remarkable job of answering questions on the spot without any trepidation. One freshman student said that his family always talked current events and politics at Christmas while he played Nintendo. He said this Christmas he was confident enough in his ability to speak and be heard that he would skip Nintendo and join them.

What follows is the experimental model that has produced positive results in my honors social problems classes. I provide not only the model but also the benefits and challenges of the design. As with any teaching method, I continue to assess the effectiveness daily and make necessary changes constantly to ensure the best possible learning environment both for my students and for myself.

THE SIMULATION MODEL

In keeping with my hopes for a fresh student experience rather than expected or manipulated outcomes, I do not publish a course schedule with topic lists or assigned readings. The game serves as an introduction to the chapter/unit. I cover one topic each week and assign a short paper for the weekend. We begin each week by discussing the papers from the previous topic, and I often use points from our discussions as a transition to the exercise for the day. Such points are often where I start the debriefing after the game to bridge the course topics.

The simulation begins with no introduction other than the instructions for the game itself. Different games are used each week to uncover a particular element within society and social structure. A list of topics and related games are provided in Table 1. The game is played in its entirety with no interruptions

for on-the-spot interpretations, though I often make notes for the debriefing. In the course of play, I also draw out specific points or stimulate particular interactions. Importantly, the game is structured enough to allow necessary themes to emerge and flexible enough for naturally occurring outcomes and possible variations.

For example, I generally include *Starpower* early in the semester. This game requires students to trade chips for profit and then allows the better traders to make new rules for trading. In the eight years I have played this game, themes of capitalism, socialism, power elites, private/public interest, public policy, deviance, individualism, class delineations, and elected governments have always emerged. In the same time, however, I have had two revolutions, one dictatorship, rampant waves of crime and deviance, apathetic conformity, and in one case a move to overall socialism in a single round of trading. Years of these different experiences provide me with some contrast points once the game has concluded and the debriefing begins.

Debriefing can be done as a class in a small section or in small groups with handouts in larger sections. Initial reporting of behaviors and observations is often the best way to open dialogue. Afterward, a series of questions will draw out three specific areas: 1) the types of social problems in our society related to the phenomenon exhibited in the game, 2) identifiable factors influencing and/or causing the problems, and 3) possible individual and collective responses to the problems. In any course where you use simulations, I would encourage you to identify a few central themes and build the debriefing around them. Such continuity of structure helps in providing a cohesive pattern in what can seem like an unstructured course. The inclusion of personal experiences, world perceptions, and related information from other courses is encouraged at this point. Through the debriefing, try to link current issues and concepts to those of past topics and specific vocabulary students will see in assigned reading.

Unlike a lecture, the debriefing format allows students to arrive at some of the same information and identify themes and concepts themselves. As their critical thinking skills develop throughout the semester, the dialogue should improve in breadth and depth of content as well as in articulation. If you have a large or particularly quiet section, driving the format yourself and slipping into lecture mode are often easier. As one goal is student-driven analysis, prepared questions, patience, and calling names for answers may be necessary to achieve the goal. By mid-semester, students may come to view your role as a facilitator, rather than as a professor, as if you aren't really working. Though such a role may result in a temporarily thankless position, empowering students through a facilitative approach bodes well for their future as critically thinking citizens with the ability to self-teach and self-learn in later stages of life. Once a complete debriefing has been accomplished, reading assignments on the topic are made and should be completed by the following class period.

FUN AND GAMES OF TEACHING: SIMULATIONS

Table 1: Topics, Games and Debriefing Themes

Topic	Game(s)	Debriefing Themes
Crime/Deviance	<i>Barnge</i> —card game that produces conflict by different definitions of winning	Determinants of deviance, boundary setting, crossing cultural communication, social control
Drugs	<i>To Criminalize?</i> Drug outlines without drug names are distributed and students must decide whether to criminalize or legalize the drugs	Public policy, PACS, profit, costs to society, health care, medicalization of social problems
Education	<i>Sinking Ship</i> —as the ship goes down students must choose which 5% are to be saved	Credentialing, differential educations, status, inconsistent status definitions, grade inflation, hidden curriculum
Environment	<i>Saving the Fishes</i> —activists work to produce policy toward environmental protection	Environmental degradation, pollution, corporate pollution, corruption within public policy
Family	<i>Staying Married</i> —A couple meets with family members to determine if divorce is an option	Premise of permanence, premise of primariness, marital quality, mate selection, adultery, divorce
Gender	<i>Playing toys</i> —gendered toys are distributed for play	Gender socialization, gender roles, feminization of poverty, abuse, discrimination, sexual harassment
National Security	<i>Hostage Negotiations</i> —students role play world leaders to settle an international crisis	Ethnocentrism, world systems and markets, political structure, nationalism

LISA NEW FREELAND

Policy	<i>Ecotonos</i> —using different cultural characteristics students are given a common task of policy upon which they must agree	Power differentials, culture, ethnocentrism, power elite
Politics/Economy	<i>Starpower</i> —students trade for wealth and power	Distribution of wealth, voting, PACS, lobbyists, campaign reform, interlocking directorates, socialism, capitalism, deviance
Population	<i>Saving Bolivia</i> —students work in assigned groups of activists and legislators to produce population policy	Family planning as a national issue, consumption, replacement rate, reproductive rights, dependency ratio, privacy issues
Poverty	<i>City Distribution of Funds</i> —city funds must be distributed based on occupation	Class, status, human potential, occupational strata, welfare, inequality
Race and Ethnicity	<i>The incoming Freshman</i> —student groups decide entrance into a school based on affirmative action plans	Prejudice, discrimination, affirmative action, subjective/objective measures
Urban areas	<i>An Alien Among Us</i> —individuals with different characteristics are chosen for an urban task force	Urbanization, gentrification, urban renewal, dislocation of resources
Violence	<i>Keeping the Peace</i> —groups must write a zero tolerance policy on violence in a high school setting	Social control, prevention, patterns of violence, violence in the media, privacy issues

FUN AND GAMES OF TEACHING: SIMULATIONS

The remaining class period or periods of the week are used to show related films, introduce specific cases or problems related to the topic, or address related current events. Whatever is covered, the discussion is more robust since students have already articulated topical issues in the debriefing. Links are made throughout the week from whatever the specific current discussion is to the themes that emerged in the game. As the semester continues, the students begin to link the outcomes of other games and to build bridges from one social element or structure to another without my having to force the lesson upon them. At the end of the week, a writing assignment, due the following class period, is announced.

The assignments can be designed and organized in a variety of ways, and I have tried several. I may assign theoretical interpretations, political perspectives, causal analysis, or discussions of public debate on the topic. I have used a series of very different cues throughout the semester and have used a set of month-long themes in writing from which they produce a portfolio at the end of the semester. Whatever the particular cue, I require an integration of the text material, classroom simulation and discussion, and any other material from the week. I also give them a single-spaced, one-page maximum which they often find infuriating. Students love the idea of such short papers when the description is in the syllabus the first day, but they soon learn the challenge of coordinating everything you want to say in such a concise manner. I have had many students, however, come back after graduation and thank me for forcing them to learn the skill to make concise, well-integrated arguments. The exercise has helped them apply for graduate school, win scholarships, attain jobs, and even get promotions. Such comments can be easily identified as benefits, but there are many others to discuss.

BENEFITS OF THE DESIGN

The benefits of a simulation model have fulfilled the specific goals of my course curriculum: to define current and future social problems, identify related elements, analyze such problems from a variety of theoretical perspectives, determine ways to investigate social problems, and produce possible individual and collective responses to social problems. I tell my students that the primary goal within the course exists beyond content objectives. They should leave the class with an informed opinion. Their view does not have to be mine, but students must come to judgment through reading, thought, and debate, and it should be an opinion they are willing to act upon. Allowing students to experience social problems themselves in a controlled setting allows them a more personal perspective than they might otherwise experience, and I have found that they indeed form very personal yet informed opinions.

To work toward my stated goal, I stress five points that must be accomplished:

- participation,
- critical thought,

- synthesis of ideas,
- exposure to resources, and
- application of content.

Simulations at times encourage these points and at times force them.

PARTICIPATION

Students must participate to stay in the class and seldom have I had anyone change sections to avoid adhering to the standard. I use a quick game the first day so students can determine if they are uncomfortable and want to switch sections while there is time to do so. In the gender unit, for example, passive aggressive behavior manifests itself as nonparticipation when the gentlemen given dress-up clothes and a baby doll opt not to play with the toys. That action in itself is rife with opportunity for analysis, so the act does not have a negative effect on course discussion. Using the model, I have found that students are more likely to speak to me and to classmates, to open up with ideas and personal experiences, and to initiate discussion of links to other classes and content. Students believe that this type of participation makes the class easier than others in which they memorize content. Students have told me they love coming to our class because it is fun and they never know what is coming next.

CRITICAL THOUGHT

As students participate and become more involved, they are more likely to think critically. I am careful to refer to the simulations as games throughout the semester because students become more involved and look toward “winning” them, producing strategies that employ critical thought. From critical thought to critical analysis is a short step. In truth, the discussion they begin is exactly what we need to drive the debriefing. Students regularly claim that they enjoy “figuring out” solutions for themselves instead of having problems resolved for them. Because they are overtly encouraged to form opinions of their own, students revel in the opportunity to work toward refining and articulating their educated opinions. In drawing conclusions on the matters in class, students bring in outside examples and are more easily able to think through other examples critically.

SYNTHESIS OF IDEAS AND EXPOSURE TO RESOURCES

Once they begin bringing in outside examples and other class content, students find that the work toward synthesis of ideas is inevitable. Teaching students to integrate knowledge, media, life experiences, and public debate prepares them to engage in synthesis after college. Once the synthesis is positively sanctioned, many students look toward outside resources to “make their point” in the class after a game is played. The use of outside resources is again encouraged, and we discuss the value and availability of different resources. If students are looking up research data on the census website or in the reference

FUN AND GAMES OF TEACHING: SIMULATIONS

section of the library to back their statements in class, I feel that a significant part of my job has been accomplished.

APPLICATION OF CONTENT

Just as these behaviors of resource and information allocation and synthesis of ideas are rewarded in class, so is application of concepts to other social problems. Throughout the semester, students begin to bring up social problems they have identified that are not on the class agenda. Their engagement suggests that they are watching their social environment and determining what areas interest them. I always take time to let the class address such student-delivered topics and allow them to work together in applying the concepts and analysis from class to new topics. The practice suggests that students will continue through life identifying and analyzing problems in their environment and deciding how they will add to the solution rather than the problem. I want them to determine explicitly whether and how they will be part of the the solution. The challenge seems to have an easy answer the first day of class, but the games put them in situations where they realize choices are more difficult than may first appear. Choosing between social action and the protection of self or family becomes far more real dilemma when the class is staring at you and asking you to act rather than when you're reading about a dilemma in a text.

CHALLENGES OF A SIMULATION MODEL

The benefits of the content completion and the five goals discussed above are valuable and worthy of faculty time and effort, but remember that our format and its benefits produce specific challenges as well. The time involved extends beyond the usual preparation of a class lecture and discussion. Essentially an instructor must plan the content coverage and then determine questions that will drive the coverage rather than a more upfront presentation. The methodology, at times, seems to be a backdoor approach to education. Each game requires setup and strike time and possibly physical logistics of groups for play. The model is successful only if the simulation, the debriefing, the reading, and the writing assignment are completely integrated. Again, such overt integration is done in any class but can be more time consuming in the simulation model.

The time factor often suggests an increase in effort as well. You must be "up" to some extent to play a game each week. The enthusiasm of the students is only as high as that of the instructor. Often, telling students what they need to know rather than helping them produce the content and discussion themselves is easier. A fine line must be maintained in the model between guiding the experience and controlling the education. As simulation is a guided experience, the instructor may have to spend time patiently biting his or her tongue and awaiting the response of students, a challenge especially at the beginning of the semester when they are still adjusting to the model.

Beyond the time and effort of the instructor, specific support may be needed from the department as well. Scheduling times and rooms that are conducive to

the simulation model is essential. Such a class is best taught in large time slots (1 hour+) since some of the games can be long. Teaching the model in a once-a-week class, however, is difficult because students do not have the reading assignment until after the game. You must also have a physical environment where you can be loud at times as many of the games involve free expression. Many also require free movement, and so you should have a classroom in which you can move tables and chairs. Aside from the physical space of the classroom, your department may need to find funding to build the needed library of games if you use commercially produced ones. A variety of games also require cards, dice, name tags, and posters.

The final and key ingredient must be student involvement and initiative. We have all experienced particular cohorts or classes that are disgruntled with a new teaching/learning design. I find this more often in my general education classes than my honors classes, but the point is important. In my honors classes, the benefits exist for all participants because of the level of individual motivation and initiative we see in our honors students. That said, honors students can often be the ones least likely to adopt new classroom models. They have often done well in school because they mastered the educational model at hand, and they can be very uncomfortable if they aren't sure about the "newness" or are afraid it may in some way negatively affect their GPA. By the end of the first three weeks, the fears have diminished, but we should note fairly that some students blossom more than others in courses designed around simulation strategies.

TIPS FOR SIMULATION USE

After a short while of using simulations, any instructor will become more adept at preparing, implementing, and debriefing simulations. I have included here some general tips for those who are just beginning, and they may be helpful to seasoned game players as well. In fact, in producing the list, I uncovered some good intentions that I have let slip from time to time.

To make each topic and transition run smoothly, plan the entire semester ahead of time. Schedule the topics, games, and films in a logical sequence for ease in transitions and grouping of content. Scheduling so that similar games are spread out through the semester, providing spontaneity and avoiding class "ruts," can also be helpful. I also intentionally do not address the topics in the order of text chronology. Though students may find the decision annoying at times because they want to know what is next, variation does keep their perceptions fresher when the topic is introduced.

Once you have a schedule and your films are requested, the next tip is that you must be prepared to change any of it. Snow days, instructor illness, and social context will often lend themselves to particular topics during certain weeks. If you want students to apply what they learn in class to their world out of class, then paying attention to their social world will play to that end. For example, one year Valentine's Day brought more of a buzz than usual, so I moved problems of marriage and family to that week. Our discussion of dating

FUN AND GAMES OF TEACHING: SIMULATIONS

and mate selection found a natural home in Valentine's week and produced excellent discussion that we might not have heard in another week.

Simulations may be used during any point of the unit. I would suggest, however, using the games before content coverage as I do in the model I describe. I have found that, if students know (or think they know) the expected outcome, they are less invested in actual participation and true outcomes. Students' presumptions can lead to apathetic treatment of the simulation, and essential themes may not emerge in play. The cautionary note speaks specifically to controlled educational outcomes of the experience. Curricular needs define a specific level of participation and content coverage of the topic. Achieving such goals is best accomplished when expectations are met and necessary content delivery emerges through debriefing. I suggest using planned debriefing questions to ensure appropriate coverage. Running simulations allows you to use all parts of your brain simultaneously. Though good for our longevity and intellectual stimulation, the points you want to make are easily forgotten. Because of the format, coming back and discussing specific points in later class periods when you have to re-contextualize the point can be difficult. Hence, planning for questions in the simulation model holds the same value as planning for helpful interaction in a lecture, ensuring coverage, clarity, and synthesis of ideas.

When using small groups and debriefing handouts, I usually have more questions than time allows, and I tell students that not finishing is all right. The reassurance keeps groups from running through the questions and then discussing last night's game. I do not want them to think they are "done" discussing social problems or elements of social reality. I want them to leave college believing they are all unfinished discussions they can continue throughout their lives.

Such a format is obviously more comfortable to some students than others. Consequently, I play a game the first day to allow students to understand the model. I play a game of identities that forces students to get out of their seats, meet other students, participate, engage in a discussion of diversity, and establish respectful discussion practices from the very beginning. Students thus know what to expect from the start, and the exercise allows those who find the model unbearable to drop within the appointed timeframe. When students hear that they receive points for papers and participation but that there are no tests, they believe the class to require minimal effort. The first day's simulation discourages such assumptions. Essentially, the opening simulation offers an opportunity to disclose that participation of all students is necessary. Throughout the semester, the instructor may pointedly have to include quieter students.

Finally, I would suggest that, to build a library of games, instructors should accumulate different types of games with different topical applications. Writing grants for funding is certainly an option and can often provide enough funds to gain a foundation of games for use in many courses. I applied for and was awarded an academic enhancement grant through my college to build such a

library. Games are available from commercial simulation companies, professional journals, teaching organizations, and books. Some online companies allow you to purchase and download games directly from the web. The example in the introduction of "The Sinking Ship" is a quick and cheap game that I use each semester. There are more complicated simulations that can be purchased from educational providers. Some games for institutional use can cost up to \$400 while others can be downloaded from the internet for \$20. Still other games can be made from index cards, stuff in your office, and an afternoon of your creative time for much less. (A list of games, sources, and literature regarding the procurement and implementation of simulations is provided in the bibliography.)

I would specifically encourage you to buy at least one game that provides adaptations for use in more than one topic, such as *Ecotonos*. This particular game employs multicultural decision making and planning by using cards telling the players how to behave according to a variety of cultural norms. The game itself comes with written tasks, both organizational and physical, as well as suggestions for writing your own game situations. After some time, instructors become more comfortable in producing their own simulations to address exact topics and to draw out the desired content and discussion. I use *Ecotonos* to simulate hiring a new agency director, developing population policy, and relocating an industrial plant site. As with any experimental design in teaching, the most important suggestion is to adjust methods and resources as necessary. Instructors should learn from each simulation just as the students do. Using that knowledge to better the course curriculum and teaching method improves the class product for both the instructor and the students.

CONCLUSIONS

The simulation model is successful in generating particular outcomes in the classroom. The design encourages active participation in the classroom while the evaluation design of integrated papers specifically discourages passive learning. Critical thought, student analysis, and teamwork toward policy emerge as primary goals in the format. Student response has been positive, claiming that the design is more interesting and fun than a traditional lecture course. Though education and not fun is the main objective in the classroom, the interest and fun have proven to stimulate independent motivation. The students have also expressed that they retain more of the information in the simulation model. They claim they remember more and can make better use of the information if they have "done it" rather than "heard it." Other methods obviously exist that produce similar results; simulation simply provides another alternative to faculty. Facilitating rather than professing demands a cognitive role change at some level for the instructor. A shift in preparation, classroom management, tools of the trade, and evaluation methods depend on time and effort from the faculty member. The method provides a holistic model of simulation teaching, and options for partial integration into the course work also exist.

FUN AND GAMES OF TEACHING: SIMULATIONS

If nothing else, stepping outside a practiced (and to some degree ritualized) routine in the classroom pushes students and faculty alike to bring a fresh perspective to the teaching/learning experience. At any point in our professional lives as educators, such change for improvement in itself is always meaningful. Personally, two valuable outcomes have emerged from the model for me. First, I have renewed faith in the future leaders of tomorrow as I watch them ask and answer tough questions of each other effectively when provided with the data and framework necessary. Secondly, I have spent more time with my mouth closed, learning from students and expanding my own perspectives. Increased time listening and learning has also allowed me to model the educational process for my students more often, thereby encouraging a lifelong commitment to education and critical analysis.

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The author may be contacted at
lnewfreeland@eiu.edu

JEFFREY R. STOWELL

Using Peer Review in Honors Courses

JEFFREY R. STOWELL

EASTERN ILLINOIS UNIVERSITY

Instructors of writing courses have used peer review in their classes for many years, but there is clear application in other disciplines, especially in honors courses in which instructors expect students to be actively engaged in the learning process and students are more likely to possess greater critical thinking skills. Indeed, because most honors courses are writing intensive, potentially all honors faculty are writing teachers.

Peer review in academia improves the quality of published material by providing constructive feedback to the authors prior to final publication. Innovators in education have applied this technique in the classroom to a variety of areas including student outcome assessment , group projects, oral presentations, and research papers , thereby allowing students to improve their skills based on the feedback they receive. Assessment of an anonymous peer review assignment in an undergraduate biomedical engineering course suggested that peer review improved grades and critical thinking skills and that it was the most favorable aspect of the course for some of the students . Not only does peer review increase writing quality, but others are advocating its use to increase active learning and make students accountable for the learning process . Peer review also allows students to interact more with each other and experience increased socialization while reducing the amount of time faculty spend on grading written assignments.

Four years ago, I began using peer review to help students improve the quality of their research papers in an honors introductory psychology class. Over the years, I collected data from 106 students to determine if they perceived peer review to be beneficial. In a subset of eighteen students, I also tested the hypothesis that peer review would result in significantly higher grades with each subsequent revision.

I assigned students to write an eight- to ten-page research paper in APA format on any psychological topic that I approved. Students were to have a clear hypothesis that was supported by critical interpretation of data from original research articles published in professional journals or other reliable sources. The grades on their papers accounted for approximately one third of their overall course grades. On the assigned due date of the first draft, students were asked to trade papers and make comments on them before the next class

USING PEER REVIEW IN HONORS COURSES

period. My plan was to give student reviewers time to provide more thoughtful comments than editing the paper during class would allow.

After the initial round of peer review, reviewers returned the papers to their authors who then had about four days to prepare a second draft. The whole process was repeated with the recommendation that they trade papers with a different student than before. Students turned in the final draft along with the previous two drafts containing the comments and evaluations of their two reviewers. To help motivate students to provide sufficient feedback on each other's papers, I gave additional points for relevant and helpful comments but did not try to quantify the quality of the feedback given by their peers. In one section of eighteen students, a grader from another department who was blind to the purposes of the study also graded each draft with the same grading criteria that I used.

In the first several semesters that I used peer review, I provided general instructions for students to make comments on the writing style, grammar, support for the hypothesis, quality of references, etc. However, I found that students were making comments on only a few aspects of the paper (mostly grammar and formatting). To overcome this problem, two semesters ago I started having students apply the formal grading rubric that I use when grading the final draft. The rubric outlines the grading scale for the areas of introduction, sequencing, conclusion, content, accuracy of facts, credibility of sources, focus on topic, support for topic, formatting, and grammar and spelling. Each category was graded on a 20-point scale. For example, "Focus on Topic" was graded as shown below. Students made comments directly on the paper as well as on the grading rubric sheet.

20 Points There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	15 Points Main idea is clear but the supporting information is general.	10 Points Main idea is somewhat clear but there is a need for more supporting information.	0 Points The main idea is not clear. There is a seemingly random collection of information.
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As I had anticipated, the overwhelming majority of students (88 of 102 students who answered the question) believed that they would receive a higher grade as a result of participating in the peer review process. When I asked them to rate how helpful it was on a scale from 1 (*not at all*) to 10 (*extremely helpful*), the mean score was 7.6 (SD = 2.1, n = 106). Not only did students perceive that peer review was helpful, but it also had a significant effect on their grades. On average, each draft of the research paper was significantly improved over the previous version. Using a paired-samples t-test, I found that the mean

percent score (out of 100) on the second draft (72.2%, SD = 18.1) was significantly higher than the first draft (66.2%, SD = 21.1), $t = 3.71$, $p = .002$. Moreover, scores on the final draft (76.9%, SD = 15.3) were significantly higher than scores on the second draft, $t = 2.64$, $p = .02$. Thus, the overall increase from the first to final draft was 10.7%, a full letter grade. When I graded the final drafts myself, I did not consider the quality of earlier drafts, nor did I read them except to note the comments that had been made by other students.

When asked what the weaknesses of their peers' papers were, students responded that grammar and formatting were the most frequent problems. On the other hand, the most frequently reported strengths were the selection of an interesting topic and good support of their hypothesis. General comments about the peer review process were positive and included statements such as, "I like evaluating someone else's paper, and then getting another week to revise. I thought that really helped my paper"; "My paper was proofread very well and gave me ideas for future papers from an outside source. Very good idea!"; and "This is the best format for peer review and ensuring editing by any teacher I've had thus far. Great system."

Consistent with Guildford's study, I found that students perceived peer review to be helpful in improving the quality of their papers and were likely to believe they would receive a higher grade as a result. Students also benefited from exposure to topics in psychology that I did not cover in class. Students felt they were contributing to the learning experience of others, and in the process they discovered ways they could improve their own papers.

One limitation of this study is that students could choose with whom to trade papers. Thus, having a friend grade their paper may result in less constructive criticism and could dampen the potential benefits of peer review. This could easily be overcome by using anonymous peer review, if desired. Another limitation is that, even though I encouraged students to make their first draft as complete and final as possible, they knew they would have later opportunities for revision, thus likely reducing the quality of the earlier drafts. To overcome this problem would require a "surprise" peer review assignment, which could be aversive to students.

Peer review seems especially effective when used in conjunction with a clearly defined grading rubric. Repeated use of the rubric helps students become familiar with my expectations for the different areas of the paper. Although each rubric category was given equal weight in calculation of the total grade, I am considering emphasizing some areas more than others by changing the relative weights. Overall, I feel the use of the grading rubric has increased the depth and breadth of student reviewer comments.

From my perspective, use of peer review saved me time that I would have spent on grading preliminary drafts that had grammatical and formatting errors. A general assessment of student comments suggested that peer review improved the readability of the papers and, in some cases, provided constructive criticism on the arguments made in the papers. Although I allowed students

USING PEER REVIEW IN HONORS COURSES

to rewrite their papers one more time after the final draft, they rarely did (3 of 18 students one semester), a finding similar to Guilford who also reported receiving fewer requests for grade changes.

Thus, the peer review process reduced faculty work while helping students achieve a sense of satisfaction with their efforts. Probably even more importantly, the peer review process effectively engaged and motivated students. For some, it may have been the first opportunity to grade a research paper and experience what it's like to be a teacher.

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The author may be contacted at

jrstowell@eiu.edu

Honors Institute

PETER MACHONIS

Overview of the NCHC Faculty Institute in Miami and the Everglades

PETER MACHONIS

FLORIDA INTERNATIONAL UNIVERSITY

The Honors College at Florida International University recently hosted a Faculty Institute for fifteen honors program and honors college professors entitled “Miami and the Everglades: Built and Endangered Environments.” Participants came from Florida, Georgia, South Carolina, Ohio, Kentucky, New York, Pennsylvania, Iowa and Arizona. The Institute was organized by the Honors Semesters Committee of NCHC.

Participants used FIU’s Wolfsonian Museum on South Beach as a base for exploring the various communities of Miami Beach, using the City as Text© methodology—an approach to active learning that integrates direct experience, inquiry and knowledge. They also took part in a one-day field exploration to the Everglades National Park, including a fifteen-mile bike tour of Shark Valley. They spent the last day of the seminar at FIU’s Honors College on the University Park Campus applying these practical immersion learning experiences to projects for their home institutions.

Everything went smoothly from our first meeting at the Wolfsonian Dynamo Café to our final dinner at La Carreta, Kendall. It was a great group of professors who meshed well and took the written assignments seriously. Many in the group anticipate a reunion next November in Philadelphia at the NCHC National Conference, where they have proposed a forum session to review and expand on their Institute experiences.

The following essay by Joy Ochs, a participant in the Faculty Institute, provides an insider’s view of the experience.

The author may be contacted at
machonis@fiu.edu

JOY OCHS

“You’re Not Typical Professors, Are You?”: Reflections on the NCHC Faculty Institute in Miami and the Everglades

JOY OCHS

Mount Mercy College

At the close of the NCHC Faculty Institute in Miami and the Everglades, our group went out for a celebratory dinner at a Cuban restaurant in Miami. Between the main course and the dessert, one of our group struck up a conversation with the young man selling flowers on the sidewalk outside. As we left the restaurant a short while later, knots of participants still locked in animated conversation, the flower vendor remarked, “You’re not typical professors, are you?”

He was responding to the effects of our City as Text® experience, and he hit on the quality that makes City as Text such a unique and important pedagogical method: we are not typical professors, and we do not teach typical classes. Our students—even the flower vendor—can immediately sense the difference.

What happened in Miami that produced such a noticeable effect?

At the beginning of our institute, we allowed ourselves to experience the disorientation of not knowing. As experts in our fields, we can all too easily hide behind a mask of knowing more than our students. Not knowing is an uncomfortable place to be. But for our students, the disorientation of not knowing is their primary state of being. By putting ourselves as instructors in the same position as our students, we create a space for a new kind of learning to take place. The subject matter is no longer a holy relic to be passed carefully from master to disciple. Instead, the subject matter emerges in the process of examination by teacher and students alike. In fact, in the City as Text approach, there is no distinction between teacher and student: the learning process is undertaken equally by all.

For many participants of this faculty institute, the disorientation of not knowing began the moment we stepped off the plane. If Miami was our subject, we knew scarcely anything about it, from the climate (we northerners were simply dressed wrong) to the linguistic barriers (some shopkeepers speak only Spanish). Even the Institute’s choice of hotel was disorienting, replacing the

“YOU’RE NOT TYPICAL PROFESSORS, ARE YOU?”

expected box hotel and all its amenities with a quirky and incommodious hostel. My room, just big enough for a bed and a chair, was located a block away from the front desk, in a courtyard behind an unmarked iron gate. I hadn’t packed shampoo, pens, or an iron, expecting to find them in my room. The Clay Hotel offered none of these; my room also lacked an alarm clock and a working telephone. One member of our group was so thrown off balance by this unfamiliar environment that he actually left to go book a room at a more traditional hotel before lack of vacancies drove him back again. However, the strangeness of this environment served a specific purpose: it knocked us out of the complacency of routine and forced us to interact with the environment in innovative ways. No alarm clock? Open the curtains and sleep facing the place where the sun will come up. Program your cell phone to vibrate in the morning. Purchase a cheap clock at the local thrift store. In a state of disorientation, we had to be more receptive to our environment than if everything happened according to expectations. This initial disorientation primed us for the City as Text excursion on the second day.

On the second day of the Institute our task was to move from the disorientation of not knowing to the responsibility of finding out for ourselves. The City as Text methodology calls for three levels of information-gathering: mapping, observing, and listening. We were sent out in groups of three to different sections of Miami Beach, where we would make our observations and then report back to the group. We first had to map our area—or define the boundaries and parameters of the space. The boundaries aren’t simply geographical; we looked at things like patterns of usage (what defines this as a residential rather than a commercial space?), demographics (is this an integrated or segregated neighborhood? High income or low income?), and design (does this space have a coherent sense of place, or is it fragmented?). Next, we made observations and listened to residents in order to discern the significance of the place. Patterns not immediately obvious from the mapping exercise began to emerge.

The disorientation of not knowing primed us to be receptive to our subjects—to prepare to see them in unanticipated ways. The topic of our institute was “Built and Endangered Environments,” with on-site exploration of Miami Beach and the Everglades. Without setting foot in either place, we all made the reasonable assumption that Miami Beach was the built and the Everglades the endangered environment. But once we were on site and responsible for finding out for ourselves, we found we had to reconsider and revise our definitions of “built” and “endangered.” Tasked with learning about the nature of these two places, we quickly found that we had to discard what we thought we knew and pay attention to what was actually there. For instance, my perceptions of a modest residential neighborhood in Miami Beach changed significantly when I learned that monolithic high-density, high-rise housing was encroaching on the dwindling areas of single-family residences. Under the pressure of high-profit developments, this more modest neighborhood was endangered. Already, workers in the service sector, such as the doorman and the street sweeper we

interviewed, couldn't afford to live in Miami Beach. What will happen as even more of the modest dwellings are replaced by luxury condominiums? Even the beach of Miami Beach is endangered as waterfront condominium complexes wall off sections of beach for their residents' private use.

The Everglades were no less surprising when we explored them on our third day. Our preconceptions of this place were of a wilderness inhabited by alligators and mosquitoes and prohibitive to human intrusion. Our actual experience of this wilderness left a far more positive impression as we gawped in delight at the sight of wood storks and gallinules. But finally, as we learned about the bedrock and the periphyton and the sedges and the Water Conservation District, our perceptions changed once again as we came to understand this endangered wetland as a built environment in its own way—both built by natural processes into a complex ecosystem over thousands of years, and built in the sense that the points of human intersection with this natural area are carefully controlled. The paved trail at Shark Valley creates conditions that attract more wildlife and simultaneously constrains human opportunities to view this wildlife. Additionally, by some human calculations, the Everglades are allowed to exist only because they serve the anthropocentric function of drinking water reservoir. In the process of finding out for ourselves—finding out by standing knee-deep in water with algal muck between our toes—we resolved our hazy notions of Everglades-as-wilderness into myriad facets of the place as it is.

A product of the responsibility of finding out for ourselves was an increased self-awareness of ourselves as learners. Participating in experiential learning does not allow students the passive option of hanging back and forming an opinion later. Immersed in the experience, one must constantly assess and refine one's perceptions. This process is enhanced by working with others. Perhaps the most transformative moments came during the "debriefing" portions of the institute, where, after time for private writing and reflection, groups and individuals were invited to share what they had learned about our two on-site locations. Because as observers we all came from different backgrounds—biologists, literary scholars, a policy maker, a geologist, a chemist—no two people saw the same details or discerned the same patterns. Returning from a walk-about and comparing notes, our own observations were thrown into sharp focus by the context provided by others. My own observations about workers in the service sector not being able to afford housing picked up new resonances when a biologist described the process of "unnatural selection" at work in the poor neighborhoods. In the Everglades, individuals focused on water, the plants, the reptiles, the birds, the man-made structures, and from all of these a more comprehensive picture emerged. Excitingly, our subject came into being in the process of exploring it. And our self-awareness as observers increased in the process.

To me, the most important aspect of this whole experience was this: that no matter what the fifteen of us—professors from around the country and from

“YOU’RE NOT TYPICAL PROFESSORS, ARE YOU?”

diverse disciplines—were doing, whether we were corporally experiencing the disorientation of not knowing, gleefully finding out for ourselves plunged up to the elbows in Everglades water, or deliberately analyzing our own self-awareness as learners, all of us, at every stage, were passionately thinking about how we could carry this pedagogy back into our own classrooms, how we could energize our students as much as we were being energized. This was the conversation as we pedaled bicycles through Shark Valley, this was the conversation as we pounded the streets of Miami Beach, this was the conversation in the hotel lobby and elevators, and this was the same conversation that was still going on as we took our leave of each other outside the Cuban restaurant on that last night of the institute. It was this conversation that the flower vendor overheard, and it is this conversation that makes his observation so fitting: we are not typical professors, and the NCHC Faculty Institute is not a typical learning experience.

With thanks to Peter Machonis, Devon Graham, and Bob Strikwerda, Institute coordinators and instructors par excellence.

The author may be contacted at
jochs@mtmercy.edu

Honors Syllabi

HAHN AND ROGERS

Cultural Enrichment: Finding Where You Fit, Exploring Individuality and Community

Hon 280, for First-Year Students, 1 Credit Hour

LESLIE HAHN AND JIM ROGERS

(GRADUATE STUDENTS)

MIAMI UNIVERSITY, OXFORD OH

HONORS & SCHOLARS PROGRAM

CAROLYN HAYNES, DIRECTOR

General Description:

This one-credit-hour living, learning community course is designed for first-year students who live in the Honors & Scholars residence hall (Tappan Hall). This course will help you prepare to make the most of your college experience and create a sense of community with your peers. Within the context of community and individuality, we will explore the three tenets of the Miami Honors & Scholars Program: Scholarship, Leadership, and Service.

Toward this end, this course will encourage you to:

- Reflect on your own values and contributions to the Miami community;
- Communicate effectively orally and in writing;
- Actively engage in classroom discussions;
- Collaborate with other learners productively and purposefully;
- Demonstrate an understanding of the relationship between the individual and community;
- Reflect self-consciously on your own values and educational goals

Texts:

There are no required texts for this course. All readings will be provided in advance by the instructors. Please see the weekly schedule for specific reading assignments and due dates.

CULTURAL ENRICHMENT: FINDING WHERE YOU FIT

Weekly Schedule:

Scholarship

- August 24 *Course Introduction*
Discuss syllabus and course expectations; get to know one another
Introduce the course vision
- August 31 *Individuality*
Answer any course-related questions
Begin discussing what it means to be an individual
Assignments due today:
Read and be ready to discuss the following three articles:
Albom, M. (1997). *Tuesdays with Morrie*. New York: Doubleday. Read Chapter 1: The curriculum.
Bell, I. & McGrane, B. (1999). *This book is not required*. London: Pine Forge Press. Read Chapter 1: Grades: Can you perform without the pressure.
Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass. Read Chapter 1: Listening to Life.
- September 7 *Attend Miami University Volunteer Fair*
Assignments due today:
Individuality Definition & Description essay due.
Begin working on class-initiated program proposal
- September 14 *Individuality continued*
Discuss insights from Individuality essays
Complete values assessment/inventory and discuss results
- September 21 *Group time for class-initiated programs*
You will have class time to work on your class-initiated programs and to ask questions of the instructors.
- September 28 *Community*
Be prepared to discuss what constitutes a community and previous communities of which you have been a member. In addition, think of ways that you learned about the Miami community before coming to campus as a first year student.
Assignments due today:
Read and be ready to discuss the following three articles:
Magolda, P.M. (2000). What our rituals tell us about community on campus. *About Campus*, p. 2–8.

HAHN AND ROGERS

Kupec, D. (2005, September 13). Examining a relationship. *Miami Student*, p. 4.

Komives, S.R., Lucas, N., McMahon, T.R. (1998). *Exploring leadership*. San Francisco: Jossey-Bass. Chapter 8: Building coalitions and communities.

Class-initiated program proposal due.

October 5 *The Oxford Community*

The Mayor of Oxford will facilitate a discussion regarding the relationship between the Miami & Oxford communities.

Assignments due today:

Revised class-initiated program proposals due.

October 12 *The Miami Community*

We will discuss what it means to be a member of the Miami community; on campus, in Oxford, and beyond. Be ready for some Miami trivia to see how well you know your own community.

Leadership and Service:

October 19 *Service learning, community service, and volunteerism*

We will discuss the differences between these three definitions and the ways in which we can give back to our communities.

Assignments due today:

Read and be ready to discuss the following three articles:

Foster, R (1999). *How we choose to be happy*. New York: G.P. Putnam's Sons. Read Chapter 9: Giving.

Jones, E., Haenfler, R., Johnson, B., Klocke, B. (2001). *The better world handbook: From good intention to everyday action*. British Columbia: New Society Publishers. Read Chapter 1: Building a better world.

Rhoads, R. (1997) *Community service and higher learning: Explorations of the caring self*. Albany, NY: State University of New York Press. Read Chapter 5: Mutuality.

October 23–

November 18 *Class-initiated Programs scheduled during these weeks*

October 26 *Privilege*

We will examine how privilege impacts our lives and our communities. Think about and be prepared to discuss how you are both privileged and oppressed.

CULTURAL ENRICHMENT: FINDING WHERE YOU FIT

Assignments due today:

Read and be ready to discuss the following two articles:

McIntosh, P. (2004). White Privilege: Unpacking the invisible knapsack. In M. Anderson & P.H. Collins (Eds.). *Race, class, and gender: An Anthology* (5th ed.). Belmont, CA: Wadsworth. p. 103–107.

Black, L. L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*. p. 243–255.

October 29 *Service learning project at Shared Harvest Foodbank; pre-reflection essay due*

November 2 *Tappan residence hall community*

The Tappan Hall Advisor will facilitate a discussion about the Tappan Hall community and Ernest Boyer's six principles of community.

November 9 *No class meeting*

Assignments due today:

First draft of Four-Year Learning Goals Plan and Letter to Self due.

November 6 *Trip to Miami University Art Museum*

We will examine and discuss the exhibit "Civil Rights: Looking Back, Moving Forward" and will view a video that examines our region and Miami University's role in the 1964 Freedom Summer.

November 30 *Leadership*

We will examine a history of leadership approaches and discuss how values influence leadership styles. In addition, we will consider new paradigms of leadership.

Assignments due today:

Read and be ready to discuss the following article:

Burchard, B. (2003). *The student leadership guide*. Bozeman, MT: The University of Montana. Read Introduction: Principles of Leadership.

Final day to turn in service learning hours and post-reflection paper

December 7 *Final class meeting*

We will connect the Honors & Scholars tenets of scholarship, leadership, and service to the core themes of the course, individuality and community. Be prepared to draw connections across the various topics.

Grading:

HON 280 is a credit/no credit course. **To earn credit for the course, students must complete all assignments and earn a minimum of 100 points out of a possible 120 points.** You will earn points by completing the following assignments and activities:

Individuality Definition and Description Essay: First, develop your own definition of individuality. Clearly discuss each component of the definition and why you chose to define it in this particular way. Second, write about how you as an individual will strengthen the communities to which you belong (in particular, Miami University and Tappan Hall), and what challenges you foresee as an individual member of each community. Third, consider influences that have affected who you are as an individual. **This assignment is worth 20 points.**

Class-Initiated Program: The class will be divided into groups of four. Each group will be responsible for developing and executing one program that relates to the course themes (individuality or community) and has an educational component related to scholarship, leadership, and/or service. In addition to your own program, you must attend at least one other program and write a reflection essay addressing what you learned from attending the program. **This assignment is worth 30 points.**

Evaluation paper of Public Lecture or Cultural Event: You will attend one of the "Let's Talk Dialogues" organized by the Office of Diversity Affairs. You will submit a 3-page evaluation of the event. Be sure to include a thesis, incorporate class themes, provide insightful analysis, and discuss how the discussion influenced your view of the topic. **This assignment is worth 15 points.**

Service Learning Project and Reflections: You will complete a pre-reflection essay that addresses assumptions and expectations for the service project. Upon completing the project, you will write a post-reflection about your thoughts on the concept of mutuality, what you learned from the experience, and how your concept of community has changed as a result of the service project. **This assignment is worth 25 points.**

Four-Year Learning Goals Plan: You will think and write about your four years at Miami. For this assignment, you will be given a chart to help guide you in considering various categories of learning (intellectual, social, and personal). After completing the chart, you will map out your goals and expectations for your time at Miami in a 10-page paper. You should aim to relate your personal values to your goals. **This assignment is worth 30 points.**

The authors may be contacted at
hahnla@muohio.edu

East Meets West

Honors 101

ELIZA GLAZE (HISTORY) AND PHILIP WHALEN (HISTORY)

COASTAL CAROLINA UNIVERSITY

ELIZA GLAZE AND PHILIP WHALEN, HONORS PROGRAM CO-DIRECTORS

Course Description

Honors 101 is a humanities-based interdisciplinary course designed to explore itineraries pertinent to a life of public engagement and ethical responsibility. The theme for the current academic year is “East Meets West.” We examine key primary sources (textual, graphic and musical) and scholarly analyses that discuss various encounters—between the West and East around the globe, past and present. By the end of term, students will have a sounder understanding of the historical roots of contemporary opportunities, challenges, obstacles, and future departures engendered by East-West encounters.

Course Schedule

W 8/17 Introductions & Syllabus Review

Module 1: Ancients and Empires

M 8/22 Prof. Arne Flaten (Art History): “Western Origins? From Babylon to the Hellenistic World”

Readings: David W. Del Testa, ed. “The Persian Empire of Darius,” *idem*, “The Greek Empire: The Creation of the Hellenistic World.” Richter, Gisela. “Greeks in Persia,” and Stott, G. “Persepolis.”

W 8/24 Discussion

M 8/29 Prof. Nils Rauhut (Philosophy): “Ideals of Virtue, Family, and Politics in the Ancient World”

Readings: Plato, *Republic* Book IV (Plato on Justice) 441c–445d and Book V (Plato on Women and Family) 455d–461a; Confucius: Selections from the *Analects* and from the *Commonwealth State*

W 8/31 Discussion. Paper questions given out for 9/7.

M 9/5 Labor Day Holiday

W 9/7 Prof. Eliza Glaze (History): “Whose Hero? Alexander the Great in the Literature of East and West” Lecture & Discussion.

EAST MEETS WEST

Readings: Minoos S. Southgate, "The Portrait of Alexander in Persian Alexander-Romances of the Islamic Era." William L. Hanaway, "Anahita and Alexander," and Excerpts from Walter of Chatillon's *Romance of Alexander*.

Module 2: Ethical and Economic Frontiers

M 9/12 Prof. Eileen Joy (English): "The Old English *Wonders of the East* and Martha Nussbaum's 'Body of the Nation'"

Readings: The Old English "Wonders of the East" and Martha Nussbaum, "Body of the Nation: Why Women Were Mutilated in Gujarat."

W 9/14 Discussion

M 9/19 Prof. Eliza Glaze (History): "Europe Ascendant: Crusades, Curiosities & the Technology of Conquest"

Readings: Rudolf Wittkower, "Marvels of the East" and Jordanus Catalani, *Mirabilia Descripta: the Wonders of the East*, excerpts.

W 9/21 Discussion

M 9/26 Prof. Philip Whalen (History): "Jesuits Create New Worlds"

Readings: John Strickland, "Jesuits and the Civilizations of Europe and Asia," David Sweet, "Rich Realm Disturbed," excerpts from *The Jesuit Relations*, and Olive P. Dickason, "Amerindians in Europe."

W 9/28 Discussion

M 10/3 Prof. Philip Whalen (History): "From Napoleon's Egypt to the 1931 Colonial Exposition"

Readings: Gerard de Nerval excerpts from *The Women of Cairo*, Charles Baudelaire, *The Flowers of Evil*, Florence Lemoine, "Napoleon's Occupation of Egypt and the Reforms of Muhammed 'Ali,'" and Martin Evans, "Projecting a Greater France."

W 10/05 Discussion

Module 3: Orientalism, Desire and Identity

M 10/10 Prof. Arne Flaten (Art History): "Orientalism, Fantasy and Slavery"

Readings: Linda Nochlin, "The Imaginary Orient," Abigail Solomon-Godeau, "Going Native: Paul Gauguin and the Invention of Primitive Modernism," and Frederick N. Bohrer, "Inventing Assyria: Exoticism and Reception in Nineteenth-Century England and France."

W 10/12 Discussion

M 10/17 Profs. Maggie Ivanova (English) & Sandi Shackelford (Theater) "Orientalizing the Self: *Madame Butterfly* and *M. Butterfly*."

GLAZE AND WHALEN

Readings: Sunday 10/16 Film preview of *Madame Butterfly*; David Henry Hwang, *M Butterfly* and Edward Said, "Introduction" from *Orientalism*.

W 10/19 Discussion

M 10/24 Prof. Sandi Shackelford (Theater): "Shakespeare's *Macbeth* and Kurosawa's *Throne of Blood*"

Readings: William Shakespeare's *Macbeth* Act I, sc. I–Act II, sc. i; Act V, sc. i and Harold Bloom, "Macbeth."

W 10/26 Discussion

Module 4: East-West Hybrids

M 10/31 Prof. Eileen Joy (English): "Suicide Terrorism and the *Mahabharata*"

Readings: M. Ignatieff, "Democracy and the Lesser Evil" (1–24) "The Weakness of the Strong" (54–81), and the *Mahabharata*, selections.

W 11/2 Discussion

M 11/7 Prof. Maggie Ivanova (English): "'I Refuse to Choose:' East-West Transplantations"

Readings: Rudyard Kipling, "On the City Wall," Salman Rushdie, "The Courtier" and "Imaginary Homelands."

W 11/9 Discussion

M 11/14 "Profs. Eliza Glaze & Philip Whalen (History): "Describing Other, Becoming Other, Consuming Other? Western Travelers to the East"

Readings: Isabella Bird, *Journeys in Persia and Kurdistan* (Selections); Freya Stark, "Winter in Arabia," Paul Gaugin's *Noa Noa* and Haunani-Kay Trask, *From a Native Daughter* selections.

W 11/16 Discussion

M 11/21–

W 11/23 Thanksgiving Break

M 11/28 Conclusions & Review

W 11/30 Summary Discussion. Final papers due as scheduled.

Grading

Quizzes: There will be brief 3-Question quizzes administered during the *first 5 minutes* of class every Monday. These are designed to insure that you have done the readings for that day. If you're late to class, you miss the quiz. There will be no make-ups, but only 10 out of 14 quizzes will be counted.

Papers: At the close of every Monday lecture, you will be given a series of critical questions or problems to think about regarding material covered in the lecture and in that day's readings. When you come to class on Wednesday,

EAST MEETS WEST

bring with you a 2.5-page written analysis of one of these problems. Papers are to be typed, spell- and grammar-checked, and are due at the start of class. Only 8 out of a possible 14 such 2.5-page papers will be counted (so you can choose, based upon your schedules and preferences, which readings to analyze, and which weeks to write papers). A final, reflective 4–5 page paper will be due on the last meeting of the semester, November 30. This final paper will consist of your analyses of 3 scholarly articles on any topic related to the class that *you* have located using databases and indices in the Library. This final paper will count as 2 shorter papers, giving 10 papers in all for the semester. **Scale:** A= 90–100; B+= 88–89; B= 80–87; C+= 78–79; C= 70–77; D+= 68–69; D= 60–67. **Grade Calculation:** The following grading standards will apply:

Papers: 50%

Quizzes: 25%

Discussion: 25%

The authors may be contacted at

philip_whalen@yahoo.com, and fglaze@coastal.edu

DAVE PRUETT

Great Questions That Have Changed the World*

HON 183, 3 Credit Hours

DAVE PRUETT

(DEPARTMENT OF MATHEMATICS & STATISTICS)

JAMES MADISON UNIVERSITY

MAUREEN SHANAHAN, DIRECTOR OF THE HONORS PROGRAM

General Description:

"Which [do we] love more, the small island of [our] so-called knowledge or the sea of infinite mystery?" (Karl Rahner). "Great Questions" are those that radically alter our perceptions of physical reality, of self, and/or of our place in the universe. For example, Jacob Bronowski observed of Einstein that he was "a man who could ask immensely simple questions" from whose answers he could "hear God thinking." Einstein's theories of special and general relativity each originated from simple questions and *Gedanken* (thought) experiments that can be readily grasped by ordinary persons. It is the answers that are extraordinary. The course will examine selected interrelated "great questions" from the domains of science and philosophy as well as their impact upon human perceptions of self and of physical reality.

Texts:

Timothy Ferris, *Coming of Age in the Milky Way*, Perennial, 2003.

Erwin Schroedinger, *What is Life? with Mind and Matter*, Cambridge University Press, 1967.

Immanuel Kant, *Prolegomena to Any Future Metaphysics*, translation by James W. Ellington, 2nd Ed., Hackett Pub. Co., 1977.

* Based upon a preliminary version developed at JMU in summer 2004 by Cheryl Talley (Psychology) and Dave Pruett (Mathematics & Statistics), with contributions by Cindy Klevickis (Integrated Science & Technology).

GREAT QUESTIONS THAT HAVE CHANGED THE WORLD

Syllabus:

Day	Topics	Readings**
Part I—Where am I? (are we?): Questions of Place & Cosmology		
Week 1		
01 Aug.	30 Introductions & Expectations	
02 Sep.	01 Does the Earth Move?—Cosmological Origins	
Week 2		
03 Sep.	06 The Dome of Heaven: The Ptolemaic Universe	Chaps. 1–2
04 Sep.	08 Earth Dethroned: The Copernican Revolution	Chaps. 3–4
Week 3		
05 Sep.	13 The Music of the Spheres: Kepler, Galileo, & Newton	Chaps. 5–6, Newton.doc
06 Sep.	15 <i>The Search for Longitude</i> (VIDEO)	Chaps. 7–8
Week 4		
07 Sep.	20 Special Relativity I: An “Immensely Simple Question”	Chaps. 9
08 Sep.	22 Special Relativity II: <i>A Wrinkle in Time</i>	Chap. 10
Week 5		
09 Sep.	27 General Relativity I: The Principle of Equivalence	Chap. 10 still
10 Sep.	29 General Relativity II: Cosmological Implications	Chap. 11
Week 6		
11 Oct.	04 <i>Stephen Hawking’s Universe</i> (VIDEO): “The Big Bang”	Chap. 14
12 Oct.	06 Test I	
Part II—What am I? (are we?): Questions of Biological Origins		
Week 7		
13 Oct.	11 Bronowski’s “Old Testament God” Einstein	Einstein.doc
14 Oct.	13 DISCUSSION: How Old is the Earth?	Chaps. 12–13
Week 8		
15 Oct.	18 <i>Darwin, His Daughter, and Human Evolution</i>	Chap. 13
16 Oct.	20 <i>The Voyage of the Beagle</i> (AUDIO selections)	
Week 9		
17 Oct.	25 Evolution: Theory & Misperceptions	
18 Oct.	27 DISCUSSION: “Was Darwin Wrong?” <i>Nat. Geo.</i> , Nov. 2004	

** Chapters refer to *Coming of Age in the Milky Way*.

DAVE PRUETT

Week 10

- 19 Nov. 01 The Quantum Universe I: Uncertainty Chaps. 15–16
20 Nov. 03 The Quantum Universe I: Uncertainty continued

Week 11

- 21 Nov. 08 The Quantum Universe II: Wave-Particle Duality Chaps. 17–18
22 Nov. 10 Entropy: The Arrow of Time

Week 12

- 23 Nov. 15 DISCUSSION: *What is Life?* *What is Life?*
24 Nov. 17 The Double Helix. *Nature*, April 25, 1953

Part III—Who am I? (are we?): Questions of Perspective

Week 13

- 25 Nov. 22 **Test II**
— Nov. 24 **THANKSGIVING HOLIDAY**

Week 14

- 26 Nov. 29 The Quantum Universe III:
Schroedinger's Cat and Quantum Mystery
27 Dec. 01 DISCUSSION: Kant's *Prolegomena* *Prolegomena*

Week 15

- 28 Dec. 06 DISCUSSION: Schroedinger's *Mind and Matter* Chap. 19
29 Dec. 08 Summary Discussion: The Web of Interconnections Chap. 20

Week 16

- 30 Dec. 15 FINAL EXAM (8:00–10:00a.m.)

Grading:

This course will examine selected “immensely simple questions” from the domains of philosophy and natural philosophy as well as their impact upon human perceptions of self and of physical reality. Because of the close historical connection between philosophy and natural philosophy (science), it is fitting that these two domains of inquiry should be considered in unison, as “inner” and “outer” approaches to probing the deeper mysteries of the universe. Because the course was designed expressly for Honors students, it will be interdisciplinary in nature and will incorporate a variety of formats and evaluation techniques.

Balance & Interdisciplinary Connections—The “immense questions” to be considered naturally blur the lines between scientific inquiry, philosophy, and religion. The course will especially focus upon resonances; that is, those points of nexus where scientific and philosophical lines of inquiry lead toward mutual illumination.

GREAT QUESTIONS THAT HAVE CHANGED THE WORLD

Critical Thinking—A premise of the course is that the process of inquiry is as at least as important as the answers gleaned. That process should follow appropriate guidelines relative to “critical thinking.”

Primary Sources—Whenever appropriate, readings will excerpted from primary sources. For example, Darwin’s *Voyage of the Beagle*, Schroedinger’s *What is Life?* and Kant’s *Prolegomena* are each primary.

Writing Intensive—Students will be required to write one book report and to keep a journal in which to respond to class discussions. Tests will include essay questions. The book to be reported upon should be chosen from a list of approved references or pre-approved alternatives, and the report will be due early in the semester to ensure that students are invested in some component of the course, for which they bring to the class relative expertise.

Communication Intensive—Approximately 1/3 to 1/2 of class time should be devoted to discussion in seminar format. Each student (in groups of 4–5) will be required to assume leadership for a class discussion. Good communication skills will be emphasized. Among these, students should employ critical and sensitive listening behaviors and should be able to deliver effective and concise oral presentations.

Historical & Cultural Context—What is the *story* behind the scientific or philosophical achievements? Who were the principal players? What was their historical context? Their cultural perspective? What qualities did they have that predisposed them to ask the relevant questions? What obstacles did they overcome? What was the impact of their achievement upon their culture? Upon humankind?

Grading Scale: 90–100 A, 80–89 B, 70–79 C, 60–69 D, below 60 failing, with appropriate +/-

Weight Assignment

- 10% Class participation (attendance, contribution to discussions, sensitive listening)
- 15% Presentations (“expertise” assignment 5%; leadership of assigned discussion 10%)
- 18% Bi-weekly journal
- 30% Two one-hour tests; see dates on schedule
- 12% 4–5 page book report
- 15% Final exam

The author may be contacted at
pruettcd@jmu.edu

TROY R. LOVATA

The Legacy of Ancient Technology

UHON 222–009 (Sophomore Level),
3 Credits

TROY R. LOVATA, PH.D.

(HONORS PROGRAM FACULTY)

UNIVERSITY OF NEW MEXICO

UNIVERSITY HONORS PROGRAM

ROSALIE OTERO, PROGRAM DIRECTOR

Description

This course is based in the actual construction, use, and hands-on study of ancient technologies. The everyday, the mundane and the ubiquitous are keys to understanding the past. At the same time, ancient technologies set the stage for modern tools and artifacts, and they provide comparisons to how and why we use technology today. Students will construct and experiment with fire, stone tools, spears and atlatls, weaving and basketry, and adobe architecture. This course will also expose students to both historical and modern issues of resource use and preservation, consumerism and fashion, and the relationship between the natural and built environments.

(As with all University of New Mexico Honors Program courses, registration is capped at 16 students).

Texts

Students use an Honors Program produced reader (individual readings discussed below) and John Whittaker's book *Flintknapping: Making & Understanding Stone Tools* (1997).

Schedule

Week 1

Jan. 17–19 An Introduction to How and Why We Study Ancient Tools and Technology

Read: 'Ethnoarchaeology: A Discussion of Methods and Applications' by Daniel Stiles (from *Man*, vol. 12, no. 1, 1977) and short excerpts from Leonard Bruno's *The Tradition of Technology* (1995)

THE LEGACY OF ANCIENT TECHNOLOGY

Week 2

24–26

Fire and Fire Making

Hands-On Experiments with Matches and Flint and Steel

Read: selections from Stephen Pyne's *Fire: A Brief History* (2001), Walter Hough's 'Aboriginal Fire Making' (*American Anthropologist*, vol. 3, no. 4, 1890), and Dino Labiste's web-based essay 'Making Fire with a Bow Drill' (2001).

Week 3

31–Feb. 2

Fire and Fire Making cont'd

Hands on Experiments with Bow Drillings, Fire Ploughs and Friction Methods

Discussion of the Social Impacts of Fire

Read: selections from Stephen Pyne's *Fire: A Brief History* (2001)

Week 4

7–9

Making and Using Stone Tools

Flintknapping Demonstration

Read: Whittaker's *Flintknapping* chpts 1–7

*Assignment 1 Due (fire making narrative and essay on the social impact of fire)

Week 5

14–16

Stone Tools cont'd

Hands-On Flintknapping Experiments Using Obsidian

Read: Whittaker's *Flintknapping* chpts 8–10

Week 6

21–23

Stone Tools cont'd

Hands-On Flintknapping Experiments Using Obsidian and Cherts

Experiemental Use of Stone Tools on Wood and Bone

Week 7

28–Mar. 2

The Physics of Spears and Atlatls

Read: Brian Cotterell and Johan Kamminga's 'Projectiles' (from *Mechanics of Pre-Industrial Technology*, 1990)

*Assignment 2 Due (essay on stone tool manufacture and use)

Week 8

7–9

Making and Practice Using Spears and Atlatls

Practice Throwing Atatls (meet at the Johnson Athletic Fields)

Read: George Frison's 'Experimental Use of Clovis Weaponry and Tools on African Elephants' (*American Antiquity*, vol. 54, no. 4, 1989)

TROY R. LOVATA

Week 9

14–16 Spring Break, No Class.

Week 10

21–23 Discussion of the Value of Textiles, Rope and Fiber Technologies.
Read: Norm Kidder's 'Making Cordage By Hand' (*Bulletin of Primitive Technology*, no. 12, 1996), selections from Anna Gil's *Practical Basketry* (1916)
*Assignment 3 Due (notes and essay on throwing spears and using atlatls)

Week 11

28–30 Experiments Making and Using Textiles, Rope and Fiber.
Watch: excerpt from *Secrets of Lost Empires: Inca* (1997)
Read: Donald Thomson's 'A Bark Sandal from the Desert of Central Western Australia' (*Man*, vol. 60, 1960) and Donald Ryan's 'Papyrus' (*The Biblical Archaeologist*, vol. 51, no. 1, 1988).

Week 12

Apr. 4–6 Discussion of Textiles, Rope and Fiber as Insight into the Anthropology of Skill
Read: Tim Ingold's 'Beyond Art and Technology: The Anthropology of Skill' and Charles Keller's 'Thought and Production: Insights of the Practioner' (both from Micheal Shiffer's *Anthropological Perspectives on Technology*, 2001)
*Assignment 4 Due (narrative of experiments with twisting and using fiber and cordage)

Week 13

11–13 Discussion of Adobe as Building Material in Ancient and Modern Times
Read: excerpts from Orlando Romero and David Larkin's *Adobe: Building and Living with Earth* (1994)
*Assignment 5 Due (essay on the Anthropology of Skill)

Week 14

18–20 Adobe cont'd
Hands-On Experiments in Mixing and Using Earth Bricks and Blocks
Read: Paul Oliver's 'Earth as Building Material Today' (*Oxford Journal of Art*, vol. 5, no. 2, 1983) and Paul Wencil Brown and James Clifton's 'The Properties of Adobe' (*Studies in Conservation*, vol. 23, no. 4, 1978)

THE LEGACY OF ANCIENT TECHNOLOGY

Week 15

25–27 Hands-On Experiments in Adobe Wall and Oven Construction
Discussion of Individual Trip Reports from the Maxwell Museum of Anthropology

Week 16

May 2–4 Complete Adobe Building Experiments
Last Day of Class
*Public Presentation of Project 6, Experiments with Abode Wall and Oven Construction

Grading

Grades are based on a 1000 point scale with 10 points equaling 1% of the final grade (an “A” is earned at 90% or 900 points). Grades are based on the completion of a series of written and creative assignments from each topic (fire, stone tools, etc.). These are generally based on a worksheet that requires the student to take notes of their experiments, document what they’ve done, and contemplate the meaning of their work in short essays. There are no tests or final exams. Class participation, and therefore attendance, is an essential part of this course. Students will also complete a short trip report based on comparisons between their experiments and the displays at the Maxwell Museum of Anthropology.

Grading breaks down as follows:

Projects 600 points (6 projects @ 100 points each)
Trip Report 100
Attendance and Participation 300 points

The author may be contacted at
lovata@unm.edu

CHARPIE AND SHEA

Science and Writing

Honors College, Honors 298: Special Topics, 3 Credits

JOHN C. CHARPIE (PHYSICS) AND MICHAEL SHEA (ENGLISH)

SOUTHERN CONNECTICUT STATE UNIVERSITY

TERESE GEMME, CHAIR OF HONORS

Course Description

Students explore the logic of science by examining the language and writing about science, using various thinking-writing exercises to stimulate their research. While hearing lectures about fundamental scientific principles and analyzing knowledge structures of scientific discourse, students write cause-and-effect explanations of a variety of phenomena by building them up from first principles; science essays are developed using standard rhetorical devices of scientific discourse. Small-group exercises include “workshopping” each student’s writing regarding tone, clarity, fluidity, and accuracy. Twenty-three students enroll in this course.

Course Materials

Six Easy Pieces, by Richard Feynman

The Nature of Science, by James Trefil

The Science Book, by Peter Tallack

On Writing Well, by William Zinsser

Syllabus

- | | |
|------------|---|
| January 24 | Writing and Language
How to actively observe a diagram and write a 500-word guided tour
How to interrogate a quotation, and integrate it into a text
Assign 25 one-page Tallack essays per week as a gentle and pleasant introduction to science |
| January 26 | Kinetic Theory: inter-atomic collisions
Feynman: Chapter 1: “Atoms in Motion”
Trefil: “Kinetic theory” + links |

SCIENCE AND WRITING

- Cause-and-effect relationships linking gas laws and random atomic motion
- January 31 Atomic Theory
Feynman Chapter 2, "Basic physics"
Trefil: "Bohr Model" + links
The Bohr model of the atom; electrons and nucleons; electron orbitals spectroscopy as the experimental basis of atomic theory
- February 2 Writing and Language
Textual macrostructures and macropropositions
- February 7 Heat
Feynman: Chapter 1: "Atoms in Motion" (review)
Trefil: "Heat " and "Changes of State" + links
Phase transitions; the domino effect, thermal transfer and mammalian thermoregulation: conduction, convection, radiation, and evaporation
Hand in: First 500-word guided tour of a diagram for the first term paper
- February 9 Sound
Trefil: "Doppler Effect" + links
Tuning fork experiment introducing resonant energy transfer; the nature of sound, and the domino effect; waves, wavelengths, frequencies, and amplitudes; The Doppler Effect and Doppler medical imaging
Hand in: Five extended definitions + examples for the first term paper (500 words total)
- February 14 Hearing¹
The domino effect in the ear; the lever system of ossicles in the middle ear; the inner ear and resonant energy transfer; cochlear implants
- February 16 Writing and Language
Local cohesion and global coherence of texts
How to write extended definitions using examples, analogies, graphics, applications, and generalizations
Hand in: 500-word essay describing two scientific principles fundamental to the first term paper

¹ Scientific American Frontiers: <http://www.pbs.org/saf/1509/resources/resources-1.htm> + links.

CHARPIE AND SHEA

- February 21 Electricity and Magnetism
Trefil: "Coulomb's Law," "Magnetism," "Electrical Properties"
+ links
Coulomb's Law; the electron, magnetism, magnetic and electric fields
Faraday's Principle applied to alternative energy production
Hand in: Second 500-word guided tour of the first term-paper diagram
- February 23 Chemistry
Feynman Chapter 3: "The relation of physics to other sciences"
Trefil: "Chemical Bonds" + links
Chemical bonding and the Periodic Table; covalent / ionic bonds
- February 28 Writing and Language
Identifying fundamentals principles of scientific topics (axiomatics)
Hand in: Three rewrites of previous assignments—of (1) a guided tour, (2) the definitions, and (3) the fundamental principles
- March 2 Chemical Bonding
Polar molecules, van der Waals bonds, detergents, and dietary physics
Hand in: macrostructures of the first term paper + transitional sentences
- March 7 In-class midterm; the take-home writing component due today
- March 9 Writing and Language
Rhetorical structures in scientific writing, e.g., analogy, logical deduction, semantic parallelism, experimental testing, generalizations and induction
The nature of science in the nature of scientific rhetoric
- March 14 Science analogies
Exercises on analogies and how to develop them for term papers: the Bohr Model and the planetary system; the Domino effect, sound, and heat transfer; tuning forks and the vibrating inner-ear membrane; ATP as the currency of living things
- March 16 Neurons and Nerve Impulses
Trefil: "Nerve Signals" + links
Bio-electricity, neurons, action potentials, nerve impulses,
Hand in: First term paper
- March 21 Spring Break
- March 23 Spring Break

SCIENCE AND WRITING

- March 28 Writing and Language
Interactive and interactional metadiscourse and its function in scientific writing; How to anticipate and accommodate readers' needs
- March 30 Weather
Trefil: "Archimedes' Principle" and "Water Cycle" + links
Archimedes' Principle and global weather patterns; rain formation;
Hand in: 500-word guided tour of a diagram for the second term-paper
- April 4 Grand Processes and Principles of Science
Feynman Chapter 4: "Conservation of Energy"
Trefil: "Molecular Biology, central dogma," "Evolution," "Greenhouse Effect," "Thermodynamics," "Photosynthesis," and Conservation laws [index] + links
- April 6 DNA and large molecules
Trefil: "Molecules of life," "Proteins," "Mendel's Laws" + links
- April 11 Writing and Language
Varieties and uses of quantitative graphics
Small-group decision making / critical reasoning using quantitative graphs
Hand in: Five extended definitions + illustrative examples (500 words total) for the second term paper
- April 13 Writing and Language
How to get the reader's attention—examples from popular science writing
Small-group exercises to explore methods of humanizing science essays
- April 18 Light
Trefil: "Electromag. spectrum," "Spectroscopy," "Snell's Law" + links
The visible spectrum; refraction; prisms, and rainbows
Hand in: 500-word guided tour of a *quantitative* figure for the second term paper
- April 20 Vision—Corrective lenses, color vision, laser eye correction, retinal implants^{2,3}

²Scientific American Frontiers: <http://www.pbs.org/saf/1509/resources/resources-1.htm> + links.

³ <http://www.nlm.nih.gov/medline+ency/article/001023.htm#visualContent> + links.

CHARPIE AND SHEA

- April 25 Nuclear Structure and Radiation
Trefil: "Nuclear fusion and fission" and "Radioactive decay"
+ links
Rutherford's experiment; nuclear structure and stability; $E=mc^2$;
small-group exercises to analyze (quantitative) graphs of atomic
properties
Hand in: macrostructures of the second term paper + transitional
sentences
- April 27 Students discuss science articles that they found in the popu-
lar press
Hand in: 500-word essay of analogies relevant to the second
term paper
- May 2 Astronomy and Cosmology
Feynman Chapter 5: "Theory of Gravitation"
Trefil: "Big Bang," and both "Newton" entries + links
Gravity, the solar system, stellar evolution, and nucleosynthesis
- May 4 Nuclear theory
Trefil: "Correspondence Principle," "Vital Force" "Determinism"
+ links
Philosophy of indeterminism, Born's statistical interpretation in
quantum physics; wave-particle duality; Laplacian determinism
- May 9 The Limits and Value of Science
Trefil: Selections from the Introduction, + links
Discussion about big issues raised by the Big Bang, origins, and
endings; compare and contrast religious faith, scientific faith, and
scientific method
Hand in: Second term paper

Grading Policy

Your grade will be based on two tests (20% each) and two term papers (20% each), + homework assignments / class participation (20%).

The author may be contacted at
charpiej1@southernct.edu

BEBE NICKOLAI

Writing and American Rhetoric

English 204 H1 (Honors Seminar), 4 Credits

BEBE NICKOLAI

MARYVILLE UNIVERSITY

BASCOM HONORS PROGRAM

LINDA PITELKA, DIRECTOR

Course Description:

This seminar develops students' skills in writing argumentative essays and speeches. Students examine the American rhetorical tradition in texts ranging from sermons of the Great Awakening to recent Presidential addresses. These texts serve as models as students write arguments demonstrating their knowledge of rhetorical strategies. Through a variety of written assignments, students discover their own most effective voices as writers. When students finish the class, they should be able to write effective argumentative essays based on research. Students will participate in small group work, peer editing, conferences with the instructor, and presentations.

Enrollment: 19

Texts:

Lend Me Your Ears: Great Speeches in History. Ed. William Safire.

Miles, Robert, Marc Bertomasco, & William Karns. *Prose Style: A Contemporary Guide*.

Recommended: Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed.

Tentative Course Outline:

Jan. 17: Introduction to class; in-class essay

Jan. 19: Rewrite in-class essay.

Jan. 24: Analyzing and presenting an argument. *Sermons*: "Calvinist Jonathan Edwards Promises Hellfire and Damnation to the Sinful"; "Chief Red Jacket Rejects a Change of Religion"; "Lincoln, in His Second Inaugural, Seeks to Heal the Spiritual Wounds of War"

WRITING AND AMERICAN RHETORIC

- Jan. 26: *Tributes and Eulogies*: “Frederick Douglass Cuts through the Lincoln Myth to Consider the Man”; “John F. Kennedy, in Praise of Robert Frost, Celebrates the Arts in America”; “Senator Robert F. Kennedy Speaks after the Assassination of Reverend Martin Luther King, Jr.”; Prose ch. 1: Levels of Style
- Jan. 31: *Commencement Speeches*: “Humorist Art Buchwald Speaks to Law Graduates”; “Language Maven William Safire Denounces the Telephone as the Subverter of Good English”; “General Colin Powell Urges African-American Students to Reject Racial Hatred”; Prose ch. 2: Connotations
- Feb. 2: **TEST: Bring books and notes. Final day to sign up for oral presentation of analysis of one speech. TYPED DRAFT of essay #1 is due:**
- Feb. 7: *War and Revolution Speeches*: “Patrick Henry Ignites the American Revolution”; “General Washington Talks His Officers Out of Insurrection”; “President Franklin D. Roosevelt Asks Congress to Declare War on Japan”; Prose ch. 3: Clarity.
- Feb. 9: **Essay #1 is due—turn in two copies.** *Trials*: “Antiwar Dissident Eugene V. Debs Addresses the Court Before Sentencing”; “Defense Lawyer Clarence Darrow Answers a Supporter of Capital Punishment”; Prose ch. 4: Specificity.
- Feb. 14: **Reader response form is due. Research ex. #1 is due: What is your currently controversial topic?** *Lectures and Instructive Speeches*: “William Lyon Phelps Praises the Owning of Books”; “After *Bush v. Gore*, Justice Ruth Bader Ginsburg Speaks Out for Judicial Independence”; “Bioethicist Leon Kass Warns against the ‘Brave New World’ of Cloning”; Prose ch. 5: Subjects and Verbs (verbs in sports pages)
- Feb. 16: Conferences with instructor
- Feb. 21: Conferences with instructor
- Feb. 23: **Research ex. 2 is due: Complete prewriting worksheet, brainstorming about your topic.** “Broadcaster Alistair Cooke Needles the Jargonists in Assessing the State of the English Language”; *Speeches of Social Responsibility*: “Social Reformer Maria Stewart Advocates Education for Black Women”; “Suffragist Elizabeth Cady Stanton Pleads for Women’s Rights”; Prose ch. 6: Conciseness
- Feb. 28: “Abolitionist William Lloyd Garrison Admits of No Compromise with the Evil of Slavery”; “Chief Seattle Cautions Americans to Deal Justly with His People”; “Susan B. Anthony Argues for Women’s Rights”; Prose ch. 7: Coordination (Hemingway)
- Mar. 2: **TEST: Bring books and notes. Typed draft of essay #2 is due.**
- Mar. 14: **Research ex. 3 is due: a summary of a source on your topic.** In-class essay

BEBE NICKOLAI

- Mar. 16: Rewrite in-class essay.
- Mar. 21: **Essay #2 is due—turn in two copies.** “Governor Huey Long of Louisiana Proposes to End the Depression by Redistributing Wealth”; “Labor’s John L. Lewis Defends His Union’s Right to Strike”; “FDR Reminds the Daughters of the Revolution about Their Lineage”; Prose ch. 8: Subordination (Faulkner); ch. 9: Precision.
- Mar. 23: Résumé writing: visit from Director of Career Education
- Mar. 28: **Reader response form is due. Research ex. 4 is due: bibliography of at least 14 sources.** “Walter Lippmann Scores His Generational Cohort for Having Taken ‘the Easy Way’”; “Governor Kissin’ Jim Folsom of Alabama Startles the South with a Concern for the Negroes”; “Malcolm X Exhorts Afro-Americans to Confront White Oppression”; Prose ch. 10: Transitions; ch. 11: The Sound of the Sentence
- Mar. 30: conferences with instructor
- Apr. 4: conferences with instructor
- Apr. 6: **Research ex. 5 is due: notes based on your sources.** “Holocaust Witness Elie Wiesel Asks President Reagan to Reconsider a Visit to a German Cemetery”; “Astronomer Carl Sagan Contemplates the Potential Self-Destruction of the Earth”; “Vice-President Albert Gore Slams the Cynics and Asserts His Credo”; Prose ch. 12: Parallelism; ch. 13: Sentence Variety
- Apr. 11: **TEST: Bring books and notes. Typed draft of essay #3, an evaluation essay, is due:**
- Apr. 18: **Research ex. 6 is due: a working outline.** *Political Speeches:* “Senator Henry Clay Calls for the Great Compromise to Avert Civil War”; “Lincoln, in His First Inaugural, Asserts the Necessity of Majority Rule”; “President John F. Kennedy, in His Inaugural, Takes Up the Torch for a New Generation”; Prose ch. 14: Figures of Speech; ch. 15: Slanting.
- Apr. 20: **Essay #3 is due—turn in two copies.** Prose ch. 16: The Writer’s Voice
In-class essay
- Apr. 25: **Draft of research paper is due.** Conferences with instructor
- Apr. 27: **Draft of research paper is due.** Conferences with instructor
- May 2: **Reader response form is due. Research paper is due.** Rewrite in-class essay.
- May 4: **Research paper oral reports. Final test: Bring books and notes.**

Course Requirements:

- Three essays of 500–750 words in addition to in-class essays 50%
- Tests 15%

WRITING AND AMERICAN RHETORIC

Reader response forms, conferences, rough drafts, in-class exercises. . . .	10%
Research paper and oral presentation	15%
Leading a discussion of a writer's strategies and argument analysis. . . .	5%
Oral presentation about your writing process based on one essay	5%

Essay #1:

Choice #1: Write an essay or a speech on an issue that is important to you. In your composition explain why this issue is important to you and present at least two sides of the issue. The issue may focus on a concern about society, religion, education, health, business, law, the environment, politics, or policies—either domestic or foreign.

Choice #2: Write an argumentative speech or essay based on values. In this composition, you may decide to ask others to live up to higher principles, respected traditions, or even new values or complain that they have not done so. Your composition may take the form of a sermon, eulogy, or graduation speech. You may wish to develop your main point with anecdotes and examples.

For Both Compositions:

Use at least two reliable sources to bring up-to-date information and specifics to your writing. One of these sources may be an interview. If you use the internet for research, remember that many of the sources you find through search engines are not reliable. To find reputable sources, use Maryville's online databases (such as EBSCOHost, FirstSearch, JSTOR, or LexisNexis Academic). The most reliable sources will name an author and the author's institutional or organizational affiliation. If the document is published by an organization, the organization should be recognized as a provider of reliable information on the topic. If the URL contains ".com," the site is a commercial site and may have some bias (.edu in the URL refers to an educational institution and is usually an indicator of reliable information). A reliable source will include a list of references or a bibliography, and the author will provide the sources of his or her information. Reliable sources also include the date when the information was gathered and a publication date or a reference such as "last updated." The information for your essays and speeches should be current.

At the end of your composition, attach an annotated bibliography in which you briefly summarize the kind of information each source provided, assess the source (does it seem reliable? current? biased? objective? Are facts carefully documented?) and explain in what ways each source was useful or not useful in writing this essay. A good discussion of annotated bibliographies can be found at <http://owl.english.purdue.edu>.

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Essay #2:

Choice #1: Continue to investigate the issue of essay or speech #1; propose a solution to the problem/issue, and present an argument for the solution.

Choice #2: Write an essay or a speech presenting a problem and arguing for a particular solution.

Both essays require an annotated bibliography.

Essay #3:

Choice #1: Evaluate two possible solutions to the problem you have been studying.

Choice #2: Reflect on what you personally or a particular group could do to solve the problem. Evaluate this solution.

Choice #3: Write an essay of evaluation (possibly an evaluation of yourself that faculty members will be able to use when writing letters of recommendation for you for graduate schools or for employers).

Choice #4: Write an essay analyzing an argument. If you wish to analyze an argument, choose an argument presented in one of the speeches we have discussed in class and use the guidelines for analyzing an essay handout.

The author may be contacted at

bnickolai@maryville.edu

ABOUT THE AUTHORS

Victoria Bocchicchio is the Coordinator of Curriculum and Senior Thesis for Kent State University's Honors College. She has been involved in developing other service-learning Honors courses such as the "Raising the Dead, Recovering the Past" class which takes students to Memphis, TN to work on restoration of one of the oldest African-American cemeteries in the country.

Margaret Brabant serves as the director of Butler University's Center for Citizenship and Community. She is also an associate professor and chair of the Political Science department. She has published on the service-learning pedagogy, medieval political philosophy, and feminist thought. Her scholarly and teaching interests converge in her concern to help develop a more informed and involved citizenry.

Frederick J. Conway is a lecturer in the Department of Anthropology at San Diego State University. He has research interests in natural resources in Chile, and visited the Honors Program at the Universidad Austral de Chile in 2004 and 2005, the second time to assist with an evaluation of the program.

Michael K. Cundall Jr. (Dr. Mike) is Assistant Dean of The Honors College and Assistant Professor of Philosophy at Arkansas State University. A relative newcomer to honors, Dr. Mike finds the focus on interdisciplinary research in honors complements his own research. He recently graduated (2002) from the University of Cincinnati in the Philosophy and Sciences Ph.D. track. His research interests include autism, humor, social cognition and issues in the philosophy of science.

M. Patricia Dougherty, O.P., is Professor and Chair of History at Dominican University of California. She teaches European history and women's history at the undergraduate and graduate levels; her research centers on 19th-century France. She was "Teacher of the Year" in 1994. She co-directs a summer program in France for students and faculty of Dominican universities. She has been Director and then Co-director of the Honors Program since 2000.

Jayati Ghosh, Director of Honors Program at Dominican University of California, teaches interdisciplinary business courses. She earned her Ph.D. from University of Waterloo, Canada. She co-edited the book entitled *HIV and AIDS in Africa: Beyond Epidemiology* (Blackwell Publishers). Some of her recent works have been published in journals such as *Social Science and Medicine*, *Journal of Social Aspects of HIV/AIDS*, and *Asian Profile*. From 2002 she has served as the faculty sponsor of Alpha Chi National Honors Society.

ABOUT THE AUTHORS

Melissa A. Ludwa is in her fifth year as Honors Program Coordinator at Butler University. She has a B.A. in Communication Studies and Creative Writing and graduated *magna cum laude*, having completed Butler University's Honors Program. Melissa is currently pursuing an M.S. in School Counseling.

Peter Machonis is Associate Professor of French Linguistics and Senior Honors Fellow at Florida International University, where he co-teaches an interdisciplinary honors seminar on the Florida Everglades. Author of two books on the history of the French language and a specialist in Lexicon-Grammar, Machonis recently contributed an article on early Everglades authors to *Les Écrivains en voyage* published by l'Harmattan. When asked "what does French have to do with the Everglades?" he responds: "Audubon!"

Theresa A. Minick is coordinator of basic Spanish studies in the department of Modern and Classical Language Studies at Kent State University and teaches the Honors Intermediate Spanish courses. She also teaches the technology and multimedia courses for pre- and in-service teachers across languages. Her research interests are related to multicultural education, service-learning, CALL, and Computer-Mediated-Communication.

Lisa New Freeland is Assistant Professor of Sociology at Eastern Illinois University in Charleston, IL. She teaches courses in sociological theory, demography, and social problems. Both her experience in honors courses and her use of simulation games and group tasks in learning are in direct relation to her current research topics of gifted students and gendered labor groups.

Joy Ochs is Associate Professor of English and Director of the Honors Program at Mount Mercy College in Iowa. As a result of her participation in the NCHC Faculty Institute, she is developing a campus-as-text workshop as part of her college's assessment efforts.

Kenneth Porada is Provost and Professor of Psychology at Dominican University of California in San Rafael. Prior to that, he served as Vice President for Academic Affairs and Interim President at Heidelberg College in Tiffin, Ohio. His areas of academic specialization include neuropsychology and psychopharmacology.

Carlos Alberto Cioce Sampaio is a Post-Doctoral CAPES Fellow in Socioeconomics at the Universidad Austral de Chile. He is Coordinator at the Laboratory for the Management of Organizations which Promote Other Economy (LaGOE) of the Post-Graduate Program in Business Administration and Regional Development of the Universidade Regional de Blumenau.

ABOUT THE AUTHORS

Juan Carlos Skewes V. is Director of the Honors Program at the Universidad Austral de Chile, member of the university's Center for Environmental Studies, Director of Graduate Studies for the Faculty of Philosophy and Humanities, and Associate Professor in the Institute of Social Sciences, where he teaches anthropology. He is also Associate Professor at the Universidad de Chile. He is past president of the Colegio de Antropólogos de Chile.

Matthew L. Smith is the Director of the Community Leadership Institute at Johnson & Wales University, which serves as the umbrella program on campus for leadership and community engagement programming. The Leadership in Scholarship Honors Program is housed in the CLI and was designed by Matt with the help of Jason Vallee (co-author) three years ago. Matt has been recognized with the university for his work in developing young leaders by the International Leadership Association as well as on campus as a two-time President's Award winner.

Jeffrey R. Stowell is Assistant Professor in the Department of Psychology at Eastern Illinois University, where he teaches biological psychology, learning, and introductory psychology. Jeff earned a Ph.D. in Psychobiology from The Ohio State University. His research interests include the study of stress-health relationships. He also has an interest in the pedagogical benefits of technology in the classroom.

Jason C. Vallee is the faculty chair of the Leadership in Scholarship Honors committee at Johnson & Wales University and oversees the academic component of the program. He is a top-rated College of Business faculty member where he serves as an Assistant Professor of Economics and Management. He is currently in the final stages of his Ph.D. in Human and Organizational Systems at Fielding Graduate University.

Anne M. Wilson is in her second year as Honors Program Director at Butler University. She is also a faculty member in the Department of Chemistry teaching organic chemistry. Dr. Wilson has mentored over fifteen students in undergraduate research in her ten years at Butler, resulting in four publications with student co-authors. She has also been involved in interdisciplinary efforts through the Honors Program teaching *Food* and the sesqui-centennial course *150 Years of Butler University*.

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