



# HONORS NEWSLETTER

CLEVELAND STATE UNIVERSITY VOL 5 | ISSUE 2 | SPRING 2012

# CLEVELAND STATE'S EVOLVING CAMPUS

by Jordan G. Thomas

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**FIGURE 1.1:** Illustrations showing the Campus Village complex.

**Cleveland State's campus is currently in a state of flux.** Along Chester Avenue, construction abounds. What just months ago was a parking lot and several repurposed factory buildings is rapidly growing into a modern urban neighborhood. Down on East 22nd, cranes hoist materials for the Main Classroom building's new roof and air conditioning system; and Viking >>>

>>> Hall–south of Euclid between E 22nd and E 21st–sits empty as teams prepare the building for demolition to make way for an as yet unnamed project. These are just some of the most noticeable changes to Cleveland State’s campus.

The largest project by far is the aforementioned construction of an entire urban neighborhood along Chester Avenue. The “Campus Village” project will add **308 new apartments in nine buildings** along with a parking garage, an outdoor pool, a clubhouse, a cyber cafe, stores, and restaurants. This project is an undertaking of Polaris Realities and is targeted at young professionals, faculty, staff, and graduate students with apartments likely priced in the range of \$850 to \$1,550 per month, according to the Plain Dealer.



**FIGURE 1.3** Illustrations rendering the future apartments and residence halls on Chester Avenue that are currently under construction.

Anyone taking classes in the upper levels of the Main Classroom building has likely heard the roof replacement first hand. All that pounding will pay off by late May when the Main Classroom building is slated to have a **fully finished, brand new, leak-free roof** and a new air-conditioning system along with it.

One of the most interesting projects involving Cleveland State isn’t even on the Main Campus, but is instead situated atop Progressive Field. Those familiar with the campus’ Stilwell Hall and Fenn College of

Engineering may know about the prototype “wind concentrator” (designed by Professor Majid Rashidi) that has been gracing the display stand to the left of the main entrance for some time now. Thanks to a partnership between Cleveland State University and the Cleveland Indians the real thing now stands high above the southeast corner of the ball park, **generating up to 25,000 kilowatt-hours of electricity per year**. This is the second green upgrade to progressive field, which already became the first major league baseball stadium to sport solar panels in 2007.

Other minor works are either planned or underway including:

- > The renovation of the office space at the corner of E 13th and Euclid into the CSU Art Gallery
- > Renovation of the masonry outlooks adorning the top floors of historic Fenn Tower, currently on hold because only two contractors in the United States are qualified to handle this type of restoration
- > The addition of 4, 30-foot tall, polished steel spotlight towers to mark out the four corners of the Main Campus
- > The rehabilitation of the worn upper deck of the central garage (this is slated to continue into September 2012, so commuters be warned!)



**FIGURE 1.2** Wind concentrator located at Progressive Field.

\*\*\*Photos courtesy of Buckingham Companies



# Scholarships Opportunities

## OUTSIDE OF CLEVELAND STATE UNIVERSITY

by Angela M. Mesenburg

Cleveland State University offers scholarships to students with various backgrounds; however, when students are admitted into the Honors Program these scholarships are negated by their Honors Scholarship. There are many hardships students may face while attending college beyond tuition, fees, and books. These may include living expenses, travel expenses, and nontraditional student expenses. There are resources available that can assist in exploring the various outside scholarship opportunities for students with varying needs.

**The biggest funders of scholarships in Cleveland are College Now Greater Cleveland (formerly known as The Cleveland Scholarship Program) and the Cleveland Foundation.** These organizations provide various scholarships for individual students' needs. There are also scholarship finder websites

available to match scholarship opportunities and to find eligibility requirements and application directions for scholarships. Students are also welcome to call and schedule an appointment with a scholarship advisor at the Foundation Center to assist them in finding applicable scholarships. The Junior League of Cleveland is a scholarship fund that supports nontraditional women students or women over 17 years of age who are pursuing an education or career training.

There are additional scholarship search websites that are both safe and reliable and that will help students find scholarships that fit their criteria. Fastweb.com, Collegeprowl.com, Scholarshipspoints.com, findtherightscholarship.com, and Salliemae.com are websites that require the student to create a profile, and the website will email the appropriate scholarship matches to the student,

along with the deadlines. The student then has the option to click on the website provided and research the scholarship eligibility requirements and application expectations.

There are many resources available to assist students in financially supporting their education without applying for student loans. These scholarship applications take time and dedication to complete; yet if awarded the scholarship, students will find that the two to three hours used to complete them is well worth the potential **\$500-\$5,000 reward towards education.** That amounts to approximately \$150 an hour or more that students will receive for their time in completing the application.

There is money to be awarded out there awaiting student scholarship applications, so next time you are sitting at home bored, pick up the computer and begin your scholarship search.

### BUSINESS SPOTLIGHT

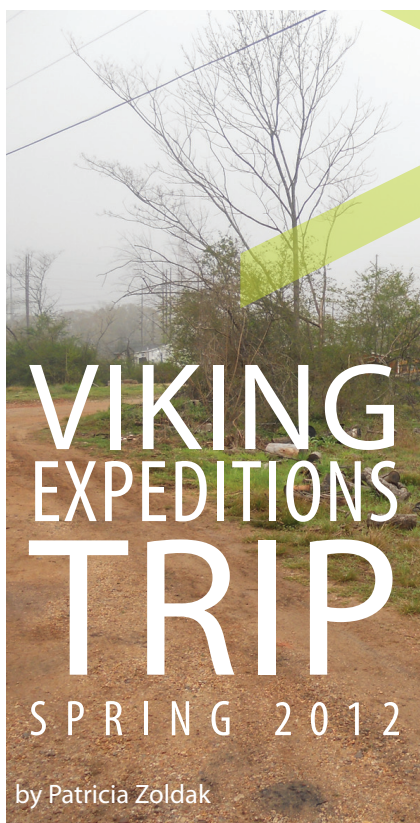
**CINDY SPRINGER:** Cindy Springer is studying both business marketing and international business at CSU. She decided on this major because of her creative, innovative mind as well as her affinity for working with people.

Her many accomplishments include receiving the Rob Spademan scholarship, as well as being the recipient of a Rotary Club of Cleveland Award for International Business Excellence. She also worked at WKYC Channel 3 in the Advertising and On-Air Promotions department, performing various tasks including planning the Ohio competition for the popular TV show THE VOICE.

Cindy has also resided in four different countries, including the

Czech Republic, Germany, and the United States, which gives her immeasurable experience within the international business world. Additionally, she completed an innovation project in Heidenheim Germany. This project received local, regional, and national recognition. **Cindy attended a two week trip to China with the Operations and Supply Chain Management Department at Cleveland State.** During this trip, she had the opportunity to tour many companies in China, including Lubrizol, Lenovo, Haworth Furniture, and numerous others. Last of all, she is planning a mission trip to Haiti in which she is involved in the project management of building an IT training school.

- Patricia Zoldak



# VIKING EXPEDITIONS TRIP SPRING 2012

by Patricia Zoldak

This spring, a group of 18 college students traveled to Tuscaloosa, Alabama for an expedition.

However, they did not travel with the intentions of celebrating seven days off or to relax poolside. Instead, these students performed community service in the form of a tornado relief project with an organization called Community Collaborations International. The Cleveland State

University students are all participants in the group "Viking Expeditions," a service-based organization that allows those involved to journey to an area of the country and take part in a service project. According to Emily Standish, one of the Viking Expeditions officers, "These trips address many different social justice issues such as HIV/AIDS, sustainable housing, and recently, quality food in urban communities."

This year's spring break trip was for home rehabilitation after last year's

**TRIP** [continued on page 16]

## CHANGES TO THE HONORS SCHOLARSHIP

by Scott Ruebensaal

**Due to reductions in state funding for Ohio's colleges and universities, Cleveland State's Honors Program has been forced to adjust its scholarship.**

In years past, the Honors scholarship has paid for the complete tuition, fees, and books of accepted students. Starting in the fall semester of 2012, the scholarship will no longer include books or fees, but will still cover 12-16 credit hours of tuition for accepted freshmen.

Honors students who wish to take more than 16 credit hours will need to cover the additional cost themselves. Juniors accepted into the Honors Program starting in the fall of 2012 will be awarded a \$5,000 scholarship to cover tuition for the year, as compared to full tuition, fees, and books in the past. The scholarships of students accepted into the program prior to the fall of 2012 will not be affected.

Another change to Honors Program funding includes that freshmen Honors students will now be able to receive the Freshman Scholars Resident Award in addition to their Honors scholarship. The Freshman Scholars Resident Award offers a renewable \$2,000 merit scholarship to qualified freshmen who choose to live in Fenn Tower or Euclid Commons, CSU's residence facilities. Previously, freshmen in the Honors Program were not able to receive both scholarships.

Cleveland State's Scholars Program, which works in cooperation with the Honors Program, is being expanded starting fall of 2012. For the first time in the university's history,

a scholarship will be directly tied to the Scholars program.

The University Scholars Award is a renewable \$4,500 merit scholarship that will be offered to qualified freshmen who agree to participate in the Scholars program. University Scholars Award recipients must maintain a 3.25 cumulative GPA and take 15 credit hours a semester. Honors students must keep a 3.5 GPA and take 16 credit hours per semester to remain in the program.

The adjustment in funding to the Honors scholarship has not affected the number of students applying to the program. For the fall 2012 semester, 138 high school seniors applied to the program. This number is consistent with past totals of applicants.

The Honors Program will better understand if changes to the scholarship have dampened student interest by May of 2012, when high school students need to notify colleges if they plan on enrolling.

Although the Honors scholarship is now operating on a tighter budget, "its goal of graduating exceptional students remains unchanged," said Ronnette Johnson, the Honors Program academic advisor. The program remains a "rarity" among local Honors programs, she added, because many of them do not offer financial scholarships to their students.

# THE INTERNATIONAL SCHOOL

## A NEW TAKE ON K-12 EDUCATION

by Jordan G. Thomas

The alphabet, the natural numbers, sharing and sportsmanship-these are the things that are taught at every kindergarten across the nation. In first grade, one learns addition and subtraction; in the second, multiplication; in the third, division, and so on.

**The Campus International School takes a different approach.** The Campus International School was formed by a partnership between Cleveland State University and the Cleveland Metropolitan School District. Kindergarten students still learn the alphabet, but they also begin learning about the scientific process and about developing critical thinking skills through experimentation and observation. The children learn about sharing and sportsmanship, but also about how to extrapolate information from one's surroundings and experiences. They learn about cause and effect and about other cultures, including a daily 30 minute Mandarin lesson.



**FIGURE 6.1** A young student and fellow classmates participate in a science experiment at the International School.

Cleveland State University students can volunteer at the International School. Volunteers visit the school 1 to 2 times per month and work with the faculty and staff in developing and implementing various enjoyable and educational projects to expand the horizons of the CIS students.

The SPS group concentrates, as one might expect, on planning fun, physics-based activities for the CIS students. **One recent lesson was on center of mass and rotation, in which SPS Outreach volunteers showed the CIS kids how to build their own spinning tops by experimenting with different sizes and shapes to test their effects on rotation.** During another visit, the SPS group brought a mirror table to demonstrate principles of reflection and refraction.

Volunteers from the Honors Experience group for the spring 2012 semester were responsible for coming up with monthly activities devoted to health and wellness, such as a food pyramid puzzle. This topic was actually chosen because a number of the students that had signed up for that Honors Experience course had health and medicine related majors.

continue with **SCHOOL** on page 13

## URBAN STUDIES SPOTLIGHT

**STEVE ZIMMERMAN:** Steve Zimmerman is an urban studies major here at Cleveland State. He did not know right away what he wanted to study in college, so he began with biology with a minor in chemistry. He realized that his true passion was urban studies. In his words,

**"Cities have always interested me; I always wanted to understand how they work, why they developed the way they did, and what their history was."**

In coming to CSU, Steve was able to explore Cleveland; and at this time he made his decision to commit to urban studies.

He has achieved many things since his time at CSU, mostly culminating in his advocacy work with the Save Lower Prospect Avenue group. When the casino announced plans to demolish the historic Columbia building, SLPA was founded to fight the plans. Although they lost the battle, it was only missed by one vote, and their voices were heard.

Under Steve's personal direction, the group is now advocating for the preservation of the Walker and Weeks designed Wolfe Music building that is across from Viking Hall—on Cleveland State's campus! They have made headway convincing CSU to save the façade, and they hope to save the whole building itself. Steve is also working with Councilman Johnson through SLPA, on a historic survey of Glenville, Ohio.

-Patricia Zoldak



# SUCCESS NON-TRADITIONALLY

by Janelle Botez

## Like many Honors students at Cleveland State

**University,** Brian Mitchell has a quick smile and exudes positivity and intelligence, but as a non-traditional student, he also brings a lot of experience to the program. Before joining the Honors Program, Mitchell was a Helicopter Crew Chief for the United States Air Force. Today, he is the editor of the school newspaper, *The Cleveland Stater*.

There is a lot to be said for the kind of hard work and motivation it takes to be successful, whether in academics or in life in general. For some, however, success can seem impossible to attain from the outset because of the many obstacles life often presents.

The Cleveland State Honors Program recognizes that, for many non-traditional students, overcoming big, sometimes tremendous, obstacles has made these students stronger and more invested in being successful in the future. For many non-traditional students, the Honors Program provides a second chance at achieving excellence.

Before joining the Air Force, for instance, Mitchell graduated high school with a less-than-impressive grade point average and did not take the SAT or the ACT. However, after having been to so many different

places in the world, including a tour of duty in Iraq and service in South Korea, Germany and Spain, the Honors Program became the next step in Mitchell's journey to success.

"I wanted to challenge myself," Mitchell said of his decision to apply for the Honors Program in 2010. Mitchell, who is graduating this year, has high praise for the Honors Program, saying that "It's definitely worth it." Driven, yet laid back, Mitchell dreams of becoming a technical writer in the aviation field one day.

Crista Ebert also has big dreams, including becoming the first in her immediate family to graduate from college. Prior to applying to the Honors Program, she worked for 7 years as an office manager for Ohio Citizen Action, a local activist group that helps the public find its voice regarding environmental issues.

Considering Ebert's connection to the community and her managerial experience, it comes as no surprise that she is pursuing a degree in Urban Studies with a management concentration.

"I was not a super student growing up," Ebert said in regards to her early school life. "As an adult, my work ethic has transferred into the academic world."

Native Hungarian and naturalized U. S. Citizen Mariann Anderson has

had a difficult journey as well.

Anderson had just started at Kent State when she found out she was pregnant with her first child and discontinued her studies at the university. Prior to enrolling at Kent, she had studied English as a second language at Cuyahoga Community College and had worked at Things Remembered.

"I have always loved to draw and decorate," Anderson explained, recalling her initial decision to major in interior design at Kent. Considering that she is now majoring as a Mild-to-Moderate Special Education Intervention Specialist, it is obvious that motherhood has had a profound effect on her outlook in life.

**"I realized I wanted to find a more rewarding career," Anderson explained. "I wanted to become a person who can make a difference."**

While Anderson has had to overcome obstacles such as being a non-native English speaker and having a family to look after in order to excel in the Honors Program, her personal drive, along with the help of her husband and teachers, has propelled her toward success.

**SUCCESS** [continued on page 13]

# LOCATION

## LOCATION, LOCATION!

by Maria Alberto



Trying to locate fellow Honors and Scholars students among the more than forty buildings, eighty acres, and 11,000 students of the Cleveland State campus can be a challenge of Where's Waldo? proportions! Here, though, is a map of the students who can be found contributing around campus.

### ● **JOSEPH GLASER**

PHYSICS & MATH | JUNIOR

#### **PRESIDENT OF MATH & ANIME CLUB**

If I had to pick one club to talk about it would be Math, because we never have attendance problems with Anime! Math Club meets 3-4 Tuesdays in RT 1516. Don't let advanced titles fool you - you don't have to be a Math student to join! The topics are geared towards all students interested in math and have included career-based speakers, problem-solving exercises, and students presenting their projects. We're especially looking for a statistics and probability kind of person. The Math Club sponsors CSU's MMA team and we want to beat Case [Western Reserve University]. We all enter the competition but they sponsor three teams and have won first, second, and third for a long time. If you're interested, contact Dr. Gold in the Math Department.

### ● **KRISTINA HEUER**

INTERNATIONAL BUSINESS | SENIOR

#### **SI LEADER, 1:1 TUTOR, WALK-IN TUTOR, TASC**

I help students about four times a week by coming up with creative strategies to help them learn the current subject matter [in Spanish class]. I am the facilitator that encourages students to work together and to step up. I love what I am doing! It is very rewarding when a test is handed back and all the SI students come and show me their A's and B's. No matter if you are a straight A student or someone who faces several challenges, TASC is a place where you can grow as a student and as a human being. It allows people to learn about subject matter and about themselves in a laid-back and fun environment.

### ● **OLIVIA SMOSARKI**

NON-PROFIT ADM. & SOCIOLOGY | SOPHOMORE

#### **PRESIDENT OF UPCOMING GROUP, TO WRITE LOVE ON HER ARMS**

This organization is affiliated with the national organization [of the same name], a non-profit movement dedicated to presenting hope and finding help for people struggling with depression, addiction, self-injury, and suicide. It exists to encourage, inform, inspire, and also invest directly into treatment and recovery. I think students should see this organization as an opportunity to express themselves and not be afraid of any hardships they are facing. There are plans for awareness events such as fun concerts, and the organization is also partnered with CSU's counseling center and will be involved in the upcoming anxiety screenings.

## BUILDING COLOR KEY

STUDENT CENTER  
JULKA HALL  
SCIENCE & RESEARCH  
SCIENCE BUILDING  
STILWELL HALL  
MAIN CLASSROOM  
RHODES TOWER  
EUCLID COMMONS  
COLE CENTER  
FENN TOWER  
MUSIC & COM  
NO LOCATION  
REC CENTER  
BUSINESS BUILDING

## ●● TOMMY FRENCH

DIGITAL MEDIA & COMPUTER & INFORMATION SCIENCE | SOPHOMORE

### TUTOR/TA, CIS DEPT, BUS BUILDING, REC CENTER, PRESIDENT KENDO CLUB

As a tutor/TA, I help students learn the basic concepts of programming, lead them through difficult assignments, and answer any questions they might have. The trick is to do this without giving them the answers right away. Tutoring is a great way to gain and retain your own knowledge, and it is also an avenue to learning new things. I would encourage other students to take the opportunity to tutor if they can - it is a very rewarding experience. Alternately, if you find yourself in need of tutoring, there are people who can help. As president of the Kendo club, I am largely responsible for coordinating meetings and practices, keeping track of finances, attending funding and informational meetings, and seeing to the needs of members. Practicing with the Kendo club is a fantastic way to experience a different culture. While Kendo is a martial art, it is also deeply rooted in tradition and has not been mainstreamed the way other martial arts have been. It is a unique and rewarding way to learn about Japanese culture.

- LAURA KRAWCZYK | DEPUTY SPEAKER, SGA
- DAN JAKUBISIN | SPEAKER, SGA, BUS MANAGER, CAB
- JESSICA WILLESCH | LOGISTICS CHAIR, VIKING EXPEDITIONS
- ADRIENNE CRAWFORD | JUDICIAL AFFAIRS, BOARD MEMBER
- SCOTT RUBENSAAL | NEWSWRITER, THE CAULDRON
- RICK ZAKOWSKI | SPORTSWRITER, THE CAULDRON
- EMILY SANDISH | PRESIDENT, VIKING EXPEDITIONS
- INDIA EATON | RESEARCH ASST, SPECIAL EDUCATION DEPT
- ANGELA MESENBERG | PROGRAM ASST, CHAMPS
- EMILY SANDISH | STUDENT ASST, SPECIAL EDUCATION DEPT
- EMILIYA AKHUMIAN | VICE PRES, AMERICAN MEDICAL ASSN
- ANDREAA SANDU | PUBLISHER, SOCIETY OF PHYSICS STUDENTS
- KAITLIN VANDEMARK | VICE PRES SPS, RESEARCH ASST PHYSICS
- MARIE BLATNIK | PHYSICS TEACHING ASST, LAB ASST
- MICHAEL HARDIN | PRESIDENT, SOCIETY OF PHYSICS STUDENTS
- TEISHA MULLINS | RESEARCH ASST, CHEMICAL BIOMEDICAL ENG
- AMY KALABON | SECRETARY, ENGINEERS WITHOUT BORDERS
- ALLISON CHRISTIAN KENNEDY | PRESIDENT, W.O.W.
- JESSICA MILLER | WALK-IN TUTOR, TASC
- MANUEL CONDE | TUTOR, SI LEADER, TASC
- YUZHAN (MAGGIE) MA | TUTOR, SI LEADER, TASC
- MARIA ALBERTO | TUTOR, TASC
- ZAKARIA BENMERZOUGA | PEER MENTOR, TRIO
- TAMARA AZIZA McDOWELL | TUTOR, TRIO
- CHRISTOPHER GRZELEWSKI | STUDENT FIRE INSPECTOR
- DANA SMITH | FRONT DESK, HONORS & SCHOLARS OFFICE
- MICKEY PETERS | FRONT DESK, HONORS & SCHOLARS OFFICE
- DONNA DIEBALL | TUTOR, WRITING CENTER
- JANELLE BOTEZ | TUTOR, WRITING CENTER
- MARIA ALBERTO | TUTOR, WRITING CENTER
- KATRINA WOLFGANG | STREET TEAM, UNIVERSITY MARKETING
- MATT RASANOW | STREET TEAM, UNIVERSITY MARKETING
- KRISTEN MOTT | MANAGING EDITOR, THE CAULDRON
- KAITLIN VANDEMARK | RA, RESIDENCE LIFE
- TRAVIS MILLER | RA, RESIDENCE LIFE
- IVAH KURZHALS | CDA, RESIDENCE LIFE
- TOM BIENVENU | CDA, RESIDENCE LIFE
- BRIAN MITCHELL | EDITOR, THE CLEVELAND STATER
- ANNETTE L. RUDOLPH | CO-PRESIDENT, NASWSC
- CHRISTINA EBERT | FELLOWSHIP, CAMPBELL STEINBACHER
- RYAN HOUCHENS | CHAIR HOLDER, FRATERNITIES
- SARAH FEIGENBAUM | TREASURER, HILLEL & ALPHA LAMBDA DELTA
- SAMANTHA SALAMON | CAPTAIN, CSU WOMEN'S SOCCER TEAM
- CINDY JANA SPRINGER | INTERN, OPERATIONS MANAGEMENT
- ALEC PHILLIPS | MEMBER, ROWING TEAM, MMA, TAU BETA PI
- TOM BIENVENU | CAPTAIN, CSU FENCING TEAM



## BIOLOGY SPOTLIGHT

# HEALTH TIPS!

by Anise Green

Between school, work and social obligations, Honors students are busy people with little time to spare. While it may seem counterproductive to get a full 8 hours of sleep or set aside 30 minutes five days a week for exercise, taking care of your body doesn't have to be time consuming. Taking small steps, such as the ones suggested by the Mayo Clinic, will help to establish a happier, healthier you.

### 01 MIX THINGS UP!

When it comes to your diet, variety is the key to getting the nutrition you need. Try incorporating complex carbohydrates, lean proteins, and fresh fruits and vegetables into your diet. Foods such as whole wheat pasta, nuts, beans, apples, kale, broccoli, and spinach are all yummy choices that nourish your body.

### 03 HIT THE SACK!

Although many Honors students find sleep trivial, getting enough shut-eye is extremely important for our bodies to function optimally. Lack of sleep will affect you physically and mentally. Aim to get 7 to 9 hours of sleep each night. After all, your books will still be there in the morning.

### 02 PUT DOWN & PICK UP!

Put down the drumstick and pick up the dumbbells! Exercise is a great way to feel more energized and focused. Try to get 150 minutes of moderate aerobic activity per week. Working out, whether it's with a buddy or alone, is a great way to reduce stress and boost your self-esteem. The CSU Recreation Center is calling you!

### 04 IDENTIFY & MODIFY!

By acknowledging what stresses you out, you can brainstorm ways you can reduce your stress. If you get stressed before taking an exam, try to identify why. Do you procrastinate studying or is the material difficult? Try getting a tutor, studying daily, or prioritizing your responsibilities to see if your stress decreases.

While it's tempting to neglect your body, the time to take control of health is now. Give a few of these simple steps a chance and see if they make a difference in your well-being...you won't regret it!

**INDIA EATON:** India Eaton is a biology major at Cleveland State University. Currently, she is a Junior and a student research assistant for Dr. Tachelle Banks in the Special Education Department.

**She took advantage of a student assistant job, and it eventually developed into a research position.**

India summarizes the sources for Dr. Tachelle's research, as well as creates tables, reference lists, and binders for all the different articles she reads through.

Additionally, she revises the final manuscripts that the professor submits to various professional journals. She has studied a broad array of topics while in this position, including children in school who have emotional and behavioral disorders, the lack of black male teachers in education, multiculturalism in education, and cognitive behavioral therapy integration in schools--- which she is currently researching.

India is also on the Honors Program Student Advisory Council, and she is a member of Alpha Lambda Delta, a service group that participates in volunteer activities such as Do-Gooder Day and Relay for Life. Last of all, India finds time to participate in The Trinity Love Worship Team, a new religious arts group on campus.

- Patricia Zoldak

# McNair Scholars Program

AT CLEVELAND STATE UNIVERSITY

by Angela M. Mesenburg

**The McNair Scholars Program is an excellent opportunity for students looking to pursue a Ph.D. upon graduation from Cleveland State University.** Funded by the U.S. Department of Education, the program Honors the late Dr. Ronald E. McNair, an African-American astronaut for NASA, who died in the Challenger explosion in 1986.

The program provides funding for students' undergraduate research, graduate education, books, individual tutoring, travel expenses, professional conferences and graduate school visits. Various outside undergraduate funding and fellowship opportunities are available to McNair scholars in relation to their research and academic interests.

These unique scholars represent a professional passion for research in their area of study. They engage in research, seminars, advising, preparation for the Graduate Record Examination, and other intensive scholarly activities. Students accepted into the McNair program come from disadvantaged backgrounds and are committed to their academics. **To be eligible for the program, you must be either:**

A student, who is BOTH a first generation college student (neither parent nor guardian received a bachelor's degree) AND considered low-income according to federal guideline

**OR**

A student from an under-represented group in higher education [i.e., Black (non-Hispanic), Hispanic, American Indian/Alaskan Native, Native Hawaiian, Pacific Islander]

**In addition, the student must be:**

- >> Enrolled at Cleveland State University
- >> A U.S. citizen or permanent resident
- >> A major in STEM or STEM-related fields in education and urban studies, a minor in STEM, or someone who shows significant talent in the STEM fields
- >> Able to maintain a minimum GPA of 2.8 as a freshmen and sophomore
- >> Able to demonstrate academic potential for graduate studies and express interest in a Ph.D.

Students currently in the program describe the experience as an excellent guide to meeting future aspirations and goals. This program introduces students to research experiences through conferences, a summer research institute, and various professional workshops. The McNair faculty exposes students to graduate school options and funding opportunities that financially support students throughout their graduate studies. Students travel out of state to professional conferences and graduate school fairs where they meet with admissions advisors from graduate schools of their interest.

Students are appointed two faculty mentors of their choice (one disciplinary and one non-disciplinary) who will meet with them monthly to guide them in their chosen research projects. The workshops educate the scholars in intensive writing, credible researching, financial literacy, cultural competency, and networking. Students use these learned skills to apply for graduate schools in the fall semester prior to graduation of their undergraduate degree.

The intensive summer research institute is held for eight to ten weeks in the summer and students are encouraged to live on campus during this time. Faculty mentors work with them on their research project throughout the summer as well as on an independent study designed to support students' research. In the fall following the summer institute, the student will be required to produce a paper approved by the faculty mentor.

The McNair Scholars program prepares students for their graduate school experience and familiarizes them in the research process, while also providing professional and financial support. McNair staff strive to educate students on the benefits of pursuing their PhD immediately following their undergraduate graduation. The program establishes a professional foundation of networking to guide students into their career of interest while assisting them in exploring all of their available opportunities within their field.

The McNair Scholars Program provides students with life changing opportunities and experiences that will support them throughout their academic careers and beyond.

# A HOME AWAY FROM HOME

by Travis Miller

**One of the greatest opportunities that college provides is the potential to network- not just with employers, but with other college students.** As CSU starts to expand its residential community and slowly moves away from being a commuter school, more networking opportunities will arise for those who choose to live on campus. This on-campus experience is great for any student, but it holds a special significance for Honors students.

Fenn Tower has four Honors floors (floors 16-19), which many Honors students call home. Living on these floors provides Honors students with similar interests not only a chance to get together, but also access to several comfy lounge areas. Living side-by-side allows Honors students to make better, closer connections with each other.

Living with each other also provides ample opportunity for Honors students to break away from potential “helicopter” parents and develop into independent individuals with a close network of friends with common interests, ranging from Legend of Zelda games to the BBC show Doctor Who. Residents on the Honors floors are known for being a very playful group. After being asked if they’d consider moving back home after having lived here, their responses were the same: “No way.”

As Kaitlin Vandemark, the resident assistant of floors 16 and 17 and fellow Honors student, puts it, “The primary draw of living on these floors is the sense of community. There’s a large group of people here just like you.” Indeed, her floors are well-known in Fenn Tower for having one of the most thriving communities on campus.

Aside from the community, there are other benefits to living on campus. For one, there’s a computer lab on the first floor that makes printing extremely convenient. There’s also a game room on the third floor that houses several flat screen TVs, pool tables, a ping pong table, and a projector for watching movies.

Resident assistants like Kaitlin also put on many programs throughout the year that provide a sometimes much needed release from the daily grind. Programs include activities like stress relief sleepovers, in which residents make stress balls and blanket forts reminiscent of childhood; carnivals; group trips to the Natural History Museum; and many others. However, the price of admission for this wonderful on-campus experience can be rather large, and in many cases unjustifiable for the notoriously small budget of a college student. There is still hope.

On the fourth floor of Main Classroom in the Honors Office

lies a fantastic alternative for those who can’t justify the cost of living on campus: the Honors Lounge. Like the Honors floors in Fenn, the Honors Lounge provides a great networking opportunity for Honors students. There are people from many different backgrounds and majors that make use of the lounge; and, as a result it’s easy to find something in common with someone. As one Honors student puts it, “There’s no pressure here. It’s like a second home.”

There are always people in the lounge from when it opens at 8AM, to when it closes at 5PM. Here are a few reasons why: the welcoming people; the couches (excellent for naps); the cozy study environment; and of course, the video games. It’s not uncommon

to walk into the lounge during the day and find several people battling for first place in Super Smash Brothers, played on the Wii that can be checked out at the front desk.

For those who need calmer work environments, there are also conference rooms right next to the lounge that provide a safe haven for students on a mission.

CSU has many networking opportunities for its students, from the Honors dorms in Fenn Tower, to the Honors lounge in Main Classroom. If you have the desire to meet new people, form new friendships, and participate in a thriving community, your chance is here.

**“There’s no pressure here. It’s like a second home.”**



## ENGINEERING SPOTLIGHT

**MELISSA RIEDTHALER:** Melissa Riedthaler is an exemplary Honors student, majoring in Chemical Engineering. She has already

completed one co-op with AzkoNobel in Strongsville, where she has been working since, and she is looking forward to another one this summer with Lubrizol. The Honors Thesis she is currently working on focuses on the process of producing synthetic fuels, such as ethanol, from waste.

"I was trying to find a major that involved things I'd enjoy and came with a decent salary," Riedthaler said of her decision to pursue chemical engineering. **"I knew I liked chemistry and math, so after some research Chemical Engineering ended up being a perfect fit."**

AzkoNobel, a company that manufactures paint, adhesives and coatings, gives Riedthaler a flexible schedule, which allows her to manage her workload efficiently. When she is not at work or at school, which is rare, Riedthaler spends time with her family and her dog, watches TV or movies, plays recreational sports, and catches up on much-needed rest.

Riedthaler, like many Honors students, began college as a PSEOP student. She credits her advisor at Wickliffe High School for informing her of the Honors Program opportunity and encouraging her to apply. Her next goals include finding a local job upon graduation and pursuing a Master's degree.

- Janelle Botez

## SCHOOL [continued from page 6]

"My overall experience is always very exciting. Initially I was overwhelmed and frightened by how many young students we have to handle," says Andreea S., who participates through both the Society of Physics Students and the Honors Program, "but eventually I came to appreciate the number.

## Each student is different in his or her own way,

and they view each topic we teach in a different light. I leave every session learning something new myself, and only because I get the opportunity to view something from a different perspective, a perspective I have not had in many years."

The Cleveland State student volunteers not only instruct and guide the CIS students in various activities but also serve as role models

for the students, encouraging an interest in post-high school education from an early age.

When asked what his overall experience has been volunteering at the Campus International School Jim P. said: "It has been a lot of fun. The



kids all seem to enjoy it whenever we come, and they always find what we are doing interesting. I remember the day we covered rotations, we had a spin table that the kids could sit on and be spun around on. One of the little girls actually said, "I'm in third grade, so you can spin me faster." The kids are eager to be involved with whatever we are doing."

## SUCCESS [continued from page 6]

For those students who are concerned about supporting a family and chasing their dreams, Anderson has proven that both can be done.

"There were times that I felt I had to choose between being a parent and a student," Anderson said. "However, I have learned that it doesn't have to be either or, but I simply had to become more efficient with managing my time and finding a healthy balance between being a mother and an Honor student."

Many non-traditional Honors students share similar stories of overcoming big obstacles.

The stories of Mitchell, Ebert and Anderson are only a few of the many positive experiences non-traditional Honors students have had at Cleveland State. Indeed, all three have accomplished what Mitchell called "the satisfaction of doing something more with your college time."

"You are doing something great for yourself," Ebert said in address to new and prospective non-traditional Honors students. "Congratulations and be prepared to be very busy."

## MATH SPOTLIGHT

**CHRIS RENNER:** Math major Chris Renner completed his degree in math and education at Cleveland State University in just four years -- an accomplishment in itself.

**Additionally, he has participated in the Ohio Mathematics Association Meeting twice,** and he competed in their math competition with other CSU students.

He also helped to run a class on Abstract Algebra II, which has never been offered at Cleveland State before, and has attended many talks with professors from all across the United States. Along with these successes, Chris has volunteered countless hours to help others in the math learning center and will continue his math learning in graduate school.

- Patricia Zoldak

# REACTING TO "REACTING"

by Maria Alberto

**"Following with tradition,"** intones Thero, this morning's Herald of the Athenian Assembly, "we will begin by sacrificing a pig to ensure our deliberations win the favor of the gods." With solemn gravity, the Herald brings down the knife – and the pig pops, scraps of rubber balloon and sparkling red confetti showering the front of the room.

"That's a lot of blood," comments Triton, an Assemblyman who is seated next to the podium and so received the benefit of the shower all over his shoes.

There are smothered laughs from the otherwise-serious Assembly – sacrifices by other Heralds have bled ketchup, tissue paper, or hard red candies, but no other swine has given a dying squeal like this one. With the benevolence of the gods thus secured, the day's work in Dr. Laura Wertheimer's HIS 230H, a course using Reacting to the Past, has officially begun.

Created in 1995 by Barnard College's Mark C. Carnes, Reacting to the Past is a curriculum that fosters engagement with history through hands-on student involvement. Students are assigned roles during a decisive moment in history: character factions are assigned as well. There are also a number of Indeterminate characters with individual agendas. The game's outcome is determined by which faction achieves more of its objectives.

Two games are being played over the course of HIS 230H. For the first half of the semester, students are members of the Athenian Assembly: factions include the Radical Democrats, the Moderate Democrats, the Socratics, and the Oligarchs. Each faction takes a different view on what 403 B.C. Athens should be. For the second half of the semester, students are Senators in 44 B.C. Rome; the factions include Caesar's supporters and his detractors. Here the issues mainly involve Caesar's legacy – will he be remembered as a tyrant or as a man of the people?

Reacting was introduced to the Honors Program in 2007 under Dr. Barbara Margolius and has since been used in 100-level English and 201 Honors Experience classes. HIS 230H, however, covers more than just the "Turning

Points in Ancient and Medieval History" that its course title advertises.

Beyond the classroom, Scholars Marketing major Lee Ann Jackson replaces the Athenian Socratic Thero while the Moderate Democrat Triton becomes Noah Capriotti, an Honors Health Science major in the Pre-Physical Therapy track. These two individuals could hardly have more different agendas within the game but they do agree once outside the classroom.

"It's like nothing I've ever done before," Capriotti says of HIS 230H. "I enjoy it." Jackson is less reserved.

**"I love it," she exclaims. "It's an extremely fun way to learn about the past."**

Other students seem to agree. People frequently show up for the "Athenian Assembly" in togas and long white beards, and sometimes it's hard to tell who's more anachronistic the lone citizens in old-time garb or those who stand up and debate Athenian cultural values in Cleveland State sweatshirts and winter boots.

Classrooms apart from HIS 230H but worlds away from ancient Greece, Dr. Gibson's HON 201 meets in solemn Thursday deliberations. Since Reacting's twelve-student minimum was not met this semester, these six students are debating various aspects of Indian independence from Britain. While their experience is somewhat abbreviated from normal Reacting, students are still encouraged to immerse themselves in the experience.

**REACTING** [continued on page 16]

## HOW IT WORKS: Student Government Association

by: Travis Miller

The Student Government Association is vital to students. Its members are elected by the student body, and it performs different functions that directly contribute to students' quality of life. Yet, many students are unaware of how SGA is organized, let alone what it does.

What is the purpose of SGA? As Anthony Alto, Director of Governmental Relations puts it, "We do business."

Functionally, SGA acts as a liaison between faculty and students, similar to the role of a union. It takes into consideration the needs of the student body and works to get those needs met through the university. Often this takes the form of SGA members collaborating on projects they feel will be beneficial to the students.

SGA is comprised of two branches: the executive branch and the legislative branch. The executive branch is led by the president, vice president, secretary, and treasurer. These four positions are elected toward the end of the spring semester. When campaigning begins, parties form and try to convince the students that their candidates are the best fit for the positions. These four are the only elected members of SGA. All other positions are either appointed by these four, or filled by people who apply for them.

The rest of the executive branch consists of directors, who operate under one of the four elected members and function as go-to people for the elected members on certain matters. For example, the directors of internal records and of technology both answer to the secretary, whereas the directors of external affairs, public relations, and governmental relations operate underneath the president. All directors of the executive branch must also be senators to have a vote in executive meetings. Typically, this means that directors are also at-large senators.

These positions, along with the four elected members of the executive branch, are the most visible positions of SGA. The legislative branch is responsible for many of the SGA-sponsored initiatives around campus, but is not nearly as much in the public eye.

The legislative branch consists of six different categories of senator, a deputy speaker, and a speaker of the senate. The speaker of the senate is chosen by the senate members and runs the assembly meetings. There are senate meetings on the first and third Fridays of every month and, like all SGA meetings, they are always open for students to attend and observe.

The senate consists of class senators, (such as the freshman senator, sophomore senator, etc.), college senators, at-large senators, residence hall senators, student organization senators, and Honorary senators. For college senators, there is one college senator per every one

thousand students in that college. For example, currently there are two college of business senators, two science senators, and one education senator.

The at-large senators represent the student body as a whole, as opposed to factions. This includes, like the college senators, both undergraduate and graduate senators. Honorary senators have a slightly different function than the others. They maintain all the privileges of other senators, but have no voting rights. The purpose of this position is that, should

the other senatorial positions be filled, students can still be involved in projects should they wish to do so.

SGA is also responsible for allocating funds to student organizations. Part of students' tuition is turned over to SGA for this end. Student organizations that wish to obtain said funding must attend a finance meeting and make a proposal for their organization. SGA must then deliberate and decide both whether the organization gets funding and, if so, what amount it gets.

By participating in SGA, students also help themselves; they gain valuable experience that can be translated into their chosen field. SGA Director of Public Relations Alicia Neubec shares, "[SGA] really breaks you out of your shell. It teaches you good communication skills, and forces you to be more outgoing. It really helps shape you into a professional."

For more information about SGA, visit their website at: [www.csusga.com](http://www.csusga.com).



WHAT IS THE PURPOSE OF SGA? As Anthony Alto, Director of Governmental Relations puts it, **"WE DO BUSINESS."**

## ENGLISH SPOTLIGHT

**MARIA ALBERTO:** Maria Alberto, a sophomore English major, is conducting research on Oz and the American dream for her

independent study. Since introducing the Land of Oz in 1900, L. Frank Baum has intrigued and inspired countless individuals with his fantasy world, including Maria.

In her paper, Maria “examines specific aspects of five Oz stories – including the journey, confrontation, narrative setting/society, and social dynamics.” She will also focus on the transformations of Baum’s land and America, and relate how people’s perception of Oz parallels perceptions of the American Dream.

While conducting research for an extracurricular project, she became fascinated by how **“certain themes never quite departed over the hundred-plus years that Oz has been around.”**

Although Maria was not a fan of The Wizard of Oz as a child, she has a newfound appreciation for the story: “It’s also really amazing to see how Oz has remained relevant for such a long time and to explore what has made it so.”

- Anise Green

## HISTORY SPOTLIGHT

**ADENA MUSKIN:** Adena Muskin is double majoring in History and Classical and Medieval Studies at Cleveland State University. She

has an aptitude for medieval history, and choosing these majors permits her to focus on a specific time period.

Eventually, Adena hopes to study archaeology and has achieved much success in her career already, including securing a position in the Cleveland State archaeology lab where she sorted, curated, and worked to conserve historic and prehistoric artifacts.

Additionally, Adena was employed by the History Department’s Center of Public History and Digital Humanities. **Here, she focused on technological factors including a cell phone app and the center’s website while she researched the Civil War era and conducted oral interviews.** She also participated in a panel discussion at CSU’s Civil War Sesquicentennial conference “Ohio at War” this past September.

A member of the Student Anthropology Association, Adena became involved in CSU’s archaeology field school as well, which allowed her to learn archaeological field and lab techniques.

- Patricia Zoldak

## REACTING [continued from page 14]

Dr. Gibson has run classes that incorporate Reacting ever since her own 2007 introduction to the curriculum. Despite this semester’s setback in numbers, Dr. Gibson is as enthusiastic about Reacting as her many students over the years have been. She notes that Reacting students gain a formidable skill-set as well as a unique perspective into history. “And of course,” she notes, “there are always - always! - surprises, like a quiet student who, in his or her character, finds a real public voice.”

To round out the Reacting experience offered by ENG 102H, HON 201, and now HIS 230H, a new class is being added to the Spring 2013 roster. HIS 111H, an American History course, promises to travel in a new direction entirely; instructor Dr. Robert Shelton hints at a novel game based on the US Constitutional Convention. “Students should know that the Reacting games will require them not just to read the assigned material but to really understand what they are reading,” he explains. “Students [in HIS 111H] will [learn about] the political theories of Locke, Rousseau, Montesquieu, etc., as well as the historical questions facing the framers of the US Constitution.”

Standard academia just can’t offer the same experience. It isn’t often that a single curriculum offers students the chance to witness the 1637 trial of Puritan thinker Anne Hutchinson, observe the 1945 council that debated details of India’s newfound independence, behold the British Royal Society’s 1862-4 struggle over whether the radical Charles Darwin deserved their recognition, or become a spectator in 1587 when the Chinese Grand Secretariat argued over who should succeed their emperor. Time-travel aside, Reacting is the only option.

Yet Dr. Wertheimer notes that the benefits of Reacting extend beyond the classroom – here, students encounter history as a relatable experience. “There’s an enormous difference,” she asserts, “between reading a law in a history class because it might be on a test, and reading a law in a Reacting class because you’re putting someone on trial for breaking it.” At the same time, though, students have the chance to direct their own learning experiences – it’s the students who decide what will happen in day-to-day class meetings even though instructors assign the roles.

Capriotti approaches this sentiment from the student’s side: “I’m not much of a public speaker and I’ve never taken a class like this before. I took a speech class once, but the group parts make this one different.”

Jackson acknowledges a similar experience: “I didn’t know anything about this time period, but this is an extremely fun way to learn. There’s lots of research involved – I’ve been going to the library a lot lately. I’ve been working with primary sources on Plato and Socrates [to make my arguments].”

Final impressions?

“I loved that pig,” she admits.



## TRIP [continued from page 5]

disastrous tornado.

The Viking Expeditions program has countless benefits for anyone who chooses to join the team. One such highlight is that people who attend a trip typically get to meet and spend time with peers they never would have met otherwise.

Because the program specifically pertains to Honors students, Meredith Horrigan, the PR chair for Viking Expeditions, notes both intrinsic and extrinsic rewards these students may gain. An intrinsic reward is deep personal character development from

participating in community service, completing a large project with the help of other peers, and interacting with locals. The extrinsic values can be found in the program's being a possible resume booster as well as a more flexible choice when choosing a for-credit HON course.

The last trip had such an effect on participant Felicia Chaplin. She mentioned that one highlight of the expedition was meeting the family the group was helping, especially the children. She was deeply influenced by her volunteer experience and said,

**"I learned from the people in the community that even if you've been affected by the tornado, you can still help others."**

Many of the residents were helping each other rebuild. No matter your situation, you can always help others."

# Honors Program Alumni Association

by Scott Ruebensaal



Cleveland State's Honors Program is looking to follow its graduates out into the world. In August of 2011, the Honors Alumni Association was started by a group of Honors graduates and Dr. Peter Meiksins, the program's director. Since then, a five-person core group of members has been meeting once a month in the Honors offices to discuss the growth of the organization. The Honors Alumni Association is actively working to become an official general alumni association of the university.

The Honors Alumni Association's priorities are to be a "fun" organization, to give back to the program, and to provide networking opportunities for alumni and students. Samantha Shunk, one of the association's founders and a 2011 graduate of the Honors Program, said that "CSU's alumni network is still lacking a networking component." She hopes that through the Honors Alumni Association, alumni of the program can better share their experiences. Tim Beres, another founder of the organization, wants to see Honors alumni "use each other as a resource."

For the spring semester of 2012, the Honors Alumni Association will take part in several CSU events. For example, the group is participating in Do-Gooder Day on April 21st, a university-wide day of service that is run by the Department of Student Life. On Do-Gooder Day, students and alumni complete service projects that benefit the Cleveland community, such as cleaning up Edgewater Beach state park and volunteering at local schools.

The Honors Alumni Association hopes to incorporate current Honors students into its plans. For instance, the group will be attending the Honors graduation ceremony in May. Tickets are \$20, which benefits the program, and all alumni are welcome to attend. Purchasing tickets for the Honors graduation represents the Honors Alumni Association's first efforts at fund raising for the program. Beres added, "fund raising is not a main focus right now as we are trying to build a membership first."

Another project that the Honors Alumni Association is working on is an update of the program's alumni e-mail list. The group would like to have current e-mails for Honors alumni in order to better pass along Honors alumni news and events.

Both Shunk and Beres encouraged Honors Program alumni, especially recent graduates, to join the Honors Alumni Association. To join, or to find out the association's next meeting date, contact Dr. Meiksins at 216-687-5559.

# MEET THE CLASS!

**PROFESSOR MICHAEL SEPESEY**  
LEADER OF THE CLASS

**MARIA ALBERTO**  
**SOPHOMORE | ENGLISH**

Maria enjoys movies (critiquing plots), criticism classes (delivering opinions), and comprehensive writing projects (outlining/arguing positions). She has far too much fun writing about herself in the third person and she greatly enjoyed working on this newsletter.

**SCOTT RUEBENSAAL**  
**JUNIOR | HISTORY**

Scott lives in Parma and attended Normandy High School. Scott plans on attending law school after he graduates in May of 2013 with the goal of someday working for the FBI. He is a big Cleveland State basketball and Cleveland Indians fan.

**TRAVIS MILLER**  
**SOPHOMORE | ACCOUNTING**

Travis is very involved in Residence Life as a resident assistant in Fenn Tower. Upon graduating, Travis would like to go for his Master's in either Business or Accounting at New York University.

**PATTY ZOLDAK**  
**SOPHOMORE | CIVIL ENGINEERING**

Patty works for the North East Ohio Regional Sewer District as a co-op working with the GIS program and doing surveying. She also enjoys playing soccer and watching The Office.

**JORDAN G. THOMAS**  
**MECHANICAL ENGINEERING**

Jordan is from Cleveland and... engineers rarely have much to say about themselves.

**ANISE GREEN**  
**SOPHOMORE | NURSING**

Anise enjoys being a nursing student in the Honors program because it enables her to pursue academic excellence while cultivating valuable skills, both in and out of the classroom. In her spare time, Anise enjoys baking, reading, and spending time with her family.

**JANELLE BOTEZ**  
**SENIOR | ENGLISH**

Janelle is graduating May 2012 with a Bachelor of Arts in English, a minor in Linguistics and a Professional Writing Certificate. In her past two semesters, she has adapted linguistics to literary criticism in her research. She dreams of becoming a linguist one day.



**ANGELA MESENBURG**  
**SOCIAL WORK/NONPROFIT ADMINISTRATION**

Angela also has a minor in sociology. A McNair Scholar, Honors Program Scholar, Social Work Honors Society Scholar, and Treasurer of SWIA, she has a strong desire to help others and advocate for the underrepresented. She feels that her career will give her the opportunity to do just that once she graduates.

THE STAFF OF THE HONORS PROGRAM  
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