



BEYOND  
THE BOOKS

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buried  
IN THE BOOKS

MEET THE STAFF



Amber Alt. Scott Carson. Anam Khan. Cody Miller. Jessica Miller. Brian Mitchell. Hillary Morgan.  
Adena Muskin. Natalie Neiger. Andrew Pallotta. Philip Simon. Stephanie Sparks. Arit Umana. Advisor: Jessica Schantz.

Believe it or not, Honors and Scholars students don't always have their noses buried in a book! These students are often quite active on campus, be it in student government, academic and cultural organizations, or in a wide variety of sports. Honors and Scholars students succeed in these areas as well as in their academic careers. Here is a small sampling of the interesting activities in which these students participate.



## STUDENT GOVERNMENT ASSOCIATION

Anam Khan

The Student Government Association (SGA) is Cleveland State University's largest student run organization. SGA consists of the executive board, the senate (at least one student representative from each college), an executive cabinet and student led committees. All of these different groups work together to make sure students' concerns are heard and that students are happy with their experience at CSU. Honors students like Dan Jakubisin, Adrienne Crawford and a few others are current SGA members and are doing their part to give back to CSU. Essentially, SGA's main duty is to serve as a liaison between CSU students and CSU administration, faculty and staff. The responsibilities of SGA consist of day-to-day tasks such as answering phone calls and replying to emails, as well as more involved projects like advocating a 24-hour study facility and initiating a Viking card expansion project. SGA is always looking for more students to join, contribute or just make suggestions to their cause, so stop by SC 217 or visit their website: <http://csusga.com> with any questions, comments or concerns.

### Q & A WITH DAN JAKUBISIN (SPEAKER OF THE SENATE)

#### WHAT ARE YOUR RESPONSIBILITIES AS A PART OF SGA?

As Speaker of the Senate, I serve as the liaison from the Senate to the Executive Board. I also set the agenda for, and run, the SGA Senate Meetings. I work closely with the Senators to ensure I am representing them and their positions well and work closely with the Executive Board on many matters. I work to ensure all (about 35) senators fulfill their positions, hold office hours, meet with College Deans and the Administration, represent their constituencies and generally uphold the SGA Oath of Office.

#### WHAT ARE STUDENT GOVERNMENT'S PAST ACCOMPLISHMENTS?

- Building of the Rec Center and new Student Center
- Creating Campus Activities Board and Board of Elections
- Establishing The Printshop at Cleveland State
- Increasing friendliness of the Student Center, i.e. furniture, decorations.
- Allowing student access to various parking garages
- Creating OrgSync, an online "network for students to discover campus activities and manage their involvement on campus"
- Increasing funds to \$138,000 for student organizations each year
- Increasing funds for student activities in general
- Creating online voting to reach more students
- Sponsoring Presidential Town halls each year
- Creating College Pride Week and Student Involvement Council
- Increasing student representation on University Committees
- Fighting for U-Pass after students overwhelmingly wanted it (by vote)
- Establishing the Multi-Faith Room for students (being completed now)

#### WHAT ARE YOUR GOALS FOR THIS YEAR?

My goals are to have a full and active senate and to hopefully help senators complete a wide range of senator projects, such as improving dining options and creating a university-wide posting policy.

#### WHAT ARE THE CHANGES THAT YOU WOULD LIKE TO BRING TO CSU AND THE HONORS PROGRAM?

First of all, since we are a relatively young university; I would like to create a culture here at CSU. We need to create our own traditions, increase the number of opportunities for students and get students more involved.

Secondly, I would like to make CSU more student friendly, because it is so hard to plan events at CSU, and it should not be that way. I would also like to usher in the growth of the campus, but I also want to make sure that commuter student needs are met. Lastly, I would like to help increase the reputation of CSU by finding ways to increase academic standards, thus increasing retention rates, fostering CSU student/alumni pride and improving the image of CSU as a whole.

For the Honors Program, I would like to find ways to expand the program and to ensure its sustainability so that it can continue to attract high-performing students to CSU. It would also be great to eventually see Honors Program alumni giving back to the Honors Program by providing donations, internships and other opportunities for the "next generation" of honors students.

#### HOW CAN HONORS STUDENTS GET INVOLVED?

Honors students can get involved in a number of ways. There are many seats that senators can fill. In addition, there are plans in the works to add a special seat designed to represent honors/scholars students. Besides official positions, students can serve on any of 13 SGA committees and about 4 dozen University Committees, in a non-SGA capacity. I definitely encourage anyone to come to a senate meeting and see what is going on.

#### HOW DO YOU MANAGE YOUR EXTRACURRICULAR ACTIVITIES WITH SCHOOL WORK?

I like to think of this as a co-curricular activity because I am learning a lot. It is just a matter of time management. Also, the stipend that I receive from my senator and director positions allows me to focus on this and not worry about finding another job to pay non-academic bills.

#### WHAT IS SOMETHING YOU WOULD LIKE HONORS STUDENTS TO KNOW?

If you are not involved on campus you should be. Please don't just hang out in the honors lounge. There is literally something for everyone. There are so many opportunities, and you should be taking advantage of them since, after all, the Honors Program is paying for them. If there is anything I can help you with just let me know! My office is SC 217, and you can reach me at ext. 9758 or by email at [sgaspeakerjakubisin@gmail.com](mailto:sgaspeakerjakubisin@gmail.com). I would be happy to assist you.



# HONORS COUNCIL

Anam Khan

Ever wonder what the mysterious Honors Council really does? The Honors Council, the governing body for the Honors Program, consists of three student representatives, ten faculty members (at least one representing each college) and the director of the Honors Program. The objective of the Honors Council is to make sure that there is communication between the Honors Program and the other colleges at Cleveland State University in order to improve the program as a whole. Also, it is a way to make sure that honors students are provided numerous opportunities and are satisfied with their Honors' experiences. The two Honors Program representatives are elected each fall semester. This year a new Scholars Program representative, Lolly Feigenbaum, has been elected for the first time. The only requirements for these positions are that a candidate must be an Honors or Scholars Program student willing to attend the monthly meetings and take the time to represent his or her fellow students. Congratulations to the winners for the 2011-2012 school year: Carolina Parada, Matt Rasanow and Lolly Feigenbaum.

## Q & A WITH 2011-2012 REPRESENTATIVES:

**CAROLINA PARADA** (HONORS UPPER DIVISION REPRESENTATIVE)

### WHAT ARE YOUR GOALS FOR THIS YEAR?

My goals are to bring a sense of community to the Honors Program by putting together more events for all the students. Also, I believe that every student should have the opportunity to participate in a senior honors project, and so I would like to make that possible. It is amazing how many wonderful mentors one can meet during the process and how many nice experiences can be obtained by creating your own project.

### HOW CAN HONORS STUDENTS GET MORE INVOLVED?

Students should participate in the events that the Honors Program and/or CSU put together. They should also ask us questions and discuss what they think needs to change in regards to the program. All new ideas are welcome.

### WHAT ARE THE HONOR COUNCIL'S PAST ACCOMPLISHMENTS?

The council has helped to improve the curriculum for the Honors Program. It has also helped to create more Honors Experience classes and contract classes within different majors.

### WHAT IS SOMETHING THAT YOU WANT HONORS STUDENTS TO KNOW?

Many students before us helped to design the Honors program that we have today, we can also help those students that are coming by getting engaged, knowing each other better and participating more. The Honors Program is for all of us so make it what we want and enjoy it during the process. You can always contact me at [c.parada@csuohio.edu](mailto:c.parada@csuohio.edu)

**MATT RASANOW** (HONORS LOWER DIVISION REPRESENTATIVE)

### WHY DID YOU CHOOSE TO RUN?

I chose to run because I am very passionate about the Honors Program. Also, I felt that I was a good candidate because I know many honors student and wanted to represent them.

### WHAT ARE YOUR GOALS FOR THIS YEAR?

My goals are to get Honors students more involved in the Honors Program and to create a sense of community. Also, I would like to keep all the Honors students informed about what is going on with the Honors Program.

### WHAT ARE THE HONOR COUNCIL'S PAST ACCOMPLISHMENTS?

The Honors Council helped to make sure that the budget cuts did not influence the Honors Program too much, which has allowed us to grow as a community.

### WHAT WOULD YOU LIKE HONORS STUDENTS TO KNOW?

Get involved and continue to build the Honors Program community. If you have any questions, concerns or comments, email me at [m.p.rasanow@csuohio.edu](mailto:m.p.rasanow@csuohio.edu).



# VIKING EXPEDITION

Stephanie Sparks

After Hurricane Katrina devastated the coast of Louisiana in 2005, four students from Cleveland State traveled to New Orleans to help with disaster relief and sustainable housing during their spring break. They met students whose schools offered opportunities for service trips and were immediately interested in forming such an organization at CSU. This was the beginning of Cleveland State's very own Viking Expeditions (VE).

Viking Expeditions is an organization that offers CSU students opportunities to participate in service trips during breaks between semesters. Alex Brinkman, Vice President of Viking Expeditions, and Stephanie Wisniewski, a junior here at CSU, are both Honors students and active in VE. Both Alex and Stephanie agree that these trips have been very rewarding experiences.

Stephanie has gone on two trips and worked with Habitat for Humanity. She says that after her first trip to Lexington, Kentucky she was hooked and is looking forward to more trips. She describes that trip as being "the first time working on a project that was bigger than just the people we were working

with." Students on this trip gained experience caulking, installing siding, and using power tools. Stephanie is proud to say that she can now use a nail gun and a wet saw. Stephanie enjoyed her experience working with Habitat for Humanity and learned that building a house not only impacts the family who is going to live there, but also the community.

Alex has always been interested in volunteering and participating in service trips; however, due to her hectic schedule during high school, it was not until college when she got the opportunity to pursue this passion. Alex says that her most eye-opening experience was when she traveled to Washington, D.C. to learn about HIV/AIDS Awareness and Prevention. VE volunteered in poverty-stricken neighborhoods and encountered many people who couldn't afford to feed their families. "Seeing people in such need makes me even more aware of all the work that needs to be done," says Alex.

Stephanie's advice to any CSU student considering joining VE is to "JOIN! You not only get to do something good for a community, but you will also get to meet and make connections with some of your fellow classmates. You will undoubtedly learn something new whether it be through an eye-opening experience or in simply learning how to use a power tool, and you will have fun!"

For additional information be sure to check out their websites: <http://www.csuohio.edu/studentlife/vikingexpeditions> and <http://www.facebook.com/vikingexpeditions>.

# GREEK LIFE

Amber Alt

**HONORS STUDENT + GREEK LIFE = SMART CHOICE** In the Honors Program, you are more likely to find Greek letters in a student's calculus book or physics homework than on his or her resume, bag, or t-shirt. Since popular media tends to portray Greek life as a place for unintelligent students that party, get bad grades, "pay for their friends," and haze, Honors students often think of Greek life as a place where they won't fit in. But Greek life at Cleveland State University, like its nontraditional students, fits anything but the common stereotypes.

Greeks on the Cleveland State campus maintain a cumulative GPA of 3.0 and have participated in over 1,000 hours of community service in the past year alone. These students play sports, hold jobs and are active in many additional organizations on campus. The secret to their success lies in the many life lessons that Greek life has to offer. Not only does Greek life help these students to be successful throughout their college career, but its lessons and skills contribute to their success in life after entering the "real world."

**TIME MANAGEMENT** All college students must juggle the responsibilities of daily life (groceries, laundry, bills, etc.), and a rigorous academic schedule. Students in Greek Life add business meetings, committee meetings, social events, philanthropic activities, fundraisers, and community service hours to their lives, making time increasingly valuable. Being involved in Greek life allows students to learn the art of prioritizing through first-hand experience.

**ABILITY TO FUNCTION WITHIN A HIERARCHICAL POWER STRUCTURE/ NETWORKING** Every Greek organization is structured around various positions that must work together for the success of the organization, not unlike any business or corporation. Parallels between Greek letter organizations and corporate America are not uncommon. For example: Chapter President (CEO or Company President), Treasurer (CFO), Recruitment Chair (Marketing Manager) and Risk Manager (Environmental Health and Safety Manager) are some of the parallel roles. Holding a position in a Greek organization is valuable workforce experience. National officers, who also hold "real world" jobs, oversee positions held by chapter members, incorporating Greeks into a vast community full of networking opportunities.

So what's in it for you? Current Honors Program junior and Tau Kappa Epsilon (TKE) brother Ryan Houchens said, "I've learned more being in Greek life than I've ever learned in any college class. It has helped me learn things about myself I never knew." He has found a family away from home, including a support system that extends throughout the nation as a TKE brother while learning leadership skills, organizational skills and making friends he otherwise wouldn't have affiliated with. As an Honors Program senior and Theta Phi Alpha, I couldn't agree more. Without Greek life, I would have missed out on numerous life lessons. Theta Phi Alpha has given me not only a large local and national network, but a support system that kept me from transferring out of CSU my freshman year. It [Greek life] has allowed me to develop as a leader, learn to work as a member of a team, and receive leadership training at a national level.

Joining a Greek organization is a beneficial opportunity for those seeking friendship, philanthropic and community service activities, and leadership training. For those up to the challenge, there are several Greek organizations on the Cleveland State campus to choose from. While these organizations do have dues to pay, the money is collected for chapter activities for members to enjoy, education manuals, national insurance, and other national financial requirements. Greek organizations on campus hold an all-Greek recruitment week and individual recruitment weeks throughout each semester where any interested individual is welcome to learn about each organization's mission, values, and membership requirements. For more information on Greek life, visit Cleveland State University's Department of Student Life located in the Student Center, room 319.



**RESPONSIVENESS TO CHANGE/PROBLEM SOLVING** Greek organizations are responsible for hosting/planning many events within their organizations and on campus. The experience of planning events and dealing with unforeseen circumstances and event-day issues teaches individuals how to adapt quickly and resolve problems immediately.

**RESPECT, RESPONSIBILITY, ACCOUNTABILITY, INITIATIVE** While ritual varies among each Greek organization, the concepts of respect, responsibility, accountability and initiative are a common theme.

- Respect for others and their opinions, views, rights, and possessions.
- Responsibility to create positive outcomes for themselves, their organization, and the community.
- Accountability for individual actions and those of fellow members.
- Initiative to notice needs and problems of individuals, the organization and the community, and to ensure their resolution.

**INCORPORATING INDIVIDUAL STRENGTHS INTO SUCCESSFUL TEAMWORK** No matter your career choice, the American workforce relies on teamwork, making fraternity and sorority members not only valuable to a corporation, but also marketable in a struggling economy. Greek life is about transforming a group of individuals into one body with common values and one objective defined by ritual. Positions within each organization allow its members to lead in their strengths, and use those strengths to contribute to the success of the organization.

**COMMUNICATION SKILLS/BUSINESS SETTING EXPERIENCE** Success of an organization depends on how effectively each member communicates with the other. Officers of Greek organizations must have an open line of communication between their National Offices and Officers, as well as with their own chapter members. This demand for clear communication teaches Greeks to communicate effectively and professionally both on paper and in person. Their experience communicating with a broad range of individuals and cultures makes them superior interviewers when looking for jobs.

# STUDENT ANTHROPOLOGY ASSOCIATION



Adena Muskin

Cleveland State University's Student Anthropology Association (or SAA) is an active organization that encourages interest in Anthropology and its four sub-disciplines, Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistics. The SAA organizes many worthwhile academic events that are both educational and fun. The SAA often attends and presents at national anthropological conferences and holds fun fundraisers for those events. Last year representatives attended the American Anthropology Association's conference in New Orleans, and this semester students presented their research in a similar consortium in Montreal. The SAA welcomes all students with an interest in Anthropology, whether majoring or minoring in Anthropology or not. Dick Powis, Scholars student and Vice President of the organization explains, "Anthropology is one of the few fields that combines the natural and social sciences, and even the humanities." The association embodies that idea as well. Members must attend at least two of the biweekly meetings, and all may attend SAA events. For more information please contact [admin@clevelandstatesaa.org](mailto:admin@clevelandstatesaa.org).

# HILLEL FOUNDATION

Adena Muskin

Hillel is a national organization that seeks to promote Jewish identity on college campuses. Associated with the Cleveland Hillel Foundation of other area universities, Hillel at CSU holds many social, educational, and cultural activities centered primarily on Jewish beliefs and traditions. Hillel at CSU is comprised of a diverse group of students, including all denominations of Judaism. All are welcome to attend Hillel activities and events, regardless of religion or beliefs.

The Hillel at CSU offers unique learning opportunities. It hosts weekly “lunch-n-learn” sessions where students enjoy kosher pizza while listening to a local rabbi from the Jewish Learning Connection, a Jewish studies initiative in Cleveland. Once a month, Hillel also offers lectures regarding Israel and the Middle East. These talks, part of the “Middle East Update” lecture series, engage students who are interested in the political aspects of modern-day Judaism. The speakers represent the wide variety of political views on the subject. In the past year lecturers have included: a former Knesset (Israeli parliament) member, writers for the “Wall Street Journal” and the “Boston Globe,” a member of the Begin-Sadat Center for Strategic Studies, a Jordanian diplomat, Deputy Council General Raslan Abu Rukun, and a representative from the Israel - Palestine Center for Research and Information. All lectures and events are always open to the broader university community.

Through Hillel college students can find a religious outlet and have access to religious scholars and Jewish experts. Campus coordinators are always available to help students in a number of different situations as well. For more information, please visit [clevelandhillel.org](http://clevelandhillel.org).

# MODEL UN

Adena Muskin

Vastly popular among Scholars and Honors students, this academic organization promotes international discussion through competition. Model UN attends and holds conferences of international simulations, including the United Nations, North Atlantic Treaty Organization, European Union, African Union, League of Arab States, and more. Operating through parliamentary procedure, Model UN seeks to foster greater international awareness and appreciation of current events.

With weekly meetings and monthly competitions, students stay aware of international events and foster an understanding of worldwide and non-U.S. issues. Model U.N. was actually started by scholars students at CSU in 2009. Since then, its members have won national and international awards at numerous conferences. Model UN is open to all students, though many members major in history, international business, international law, international relations, or political science. As Scholars student and president of the organization, Mary Protzman, says, “Model UN is truly applicable to all students of all majors. International events are important to everyone. They impact all of us, whether we know it or not.”

If you're interested in the global world today, then Model UN is for you. But as former president and scholars graduate Terence Check reminds us, Model UN is more than just competition. “Never in my life have I been so close to such talented, driven and motivated people. I am proud to say that the men and women of this organization are my colleagues and my dearest friends. I sincerely hope that such fellowship does not end when we all leave CSU.” For more information about Model UN or to become a member, please contact Scholars student and Model UN secretary Monica Ward at [clevelandstatemodelun@gmail.com](mailto:clevelandstatemodelun@gmail.com).

BEYOND  
THE BOOKS



## ATHLETICS

Philip Simon

**SPORTS AND STUDIES—COMPETITION AND COMPREHENSION.** If someone were to ask any given college student, “Is college easy?”, they would most likely say no. If asked whether being an Honors student in college is easy, they would certainly give the same answer. If asked whether being an Honors student in college while competing on a Division I sports team is easy, I think we would have a unanimous conclusion. In fact, lots of people don't even think Honors students participate in college athletics because of the stereotype that often times accompanies them. Nonetheless, the Honors athlete is relatively widespread at CSU, with many Honors students competing in a variety of sports, ranging from wrestling, to cross country, to swimming and diving. Sure, it's tough. But many Honors students who define themselves as student athletes have a different perspective. Even though they are constantly balancing numerous extracurricular activities simultaneously, many Honors students see their participation in Division I athletics as an enriching and once-in-a-lifetime experience rather than another thing to do on a stressful schedule. Take it from Matthew DiMasso and Katie Webb, two Honors athletes with whom I had the privilege to talk.

**KATIE WEBB** CROSS COUNTRY. FRESHMAN. MAJOR: EARLY CHILDHOOD EDUCATION.

**WHY DID YOU CHOOSE TO PLAY A SPORT IN COLLEGE?** I have always loved cross country, and my experience here at CSU would not be complete without the opportunity to run cross country. I also wanted a chance to be a part of a team, get to know other students and form close friendships.

**DESCRIBE YOUR EXPERIENCE AS A STUDENT ATHLETE.** I have loved my first semester as a student athlete. Despite what people think, it hasn't been too hard to balance my school and cross country responsibilities. We have practice at 6 a.m. and meet about once a week; but overall, cross country really helps me manage my time. We have to go to study tables for four hours a week, and even though I have had to cut out some of my social life, being a student athlete has been an experience I wouldn't trade for the world.

**MATTHEW DIMASSO** DIVING. SENIOR. MAJOR: POLITICAL SCIENCE & HISTORY

**HOW HAS PLAYING A SPORT ENHANCED YOUR COLLEGE EXPERIENCE?** I will say that being on a [Division] I sports team, especially when you are in the Honors Program, is not for everyone. It is a lot of work and sometimes your social life does suffer so you can finish that paper or get ready for that big game. But I would never trade my experience for anything in the world. I feel that it has made me into a better person and more ready to survive in the real world once I am finished with college.

**HOW HAVE YOU CONTRIBUTED TO YOUR TEAM THIS SEASON OR IN THE PAST?** I have contributed in a couple of different ways to my team. I have been a SAAC (Student Athlete Advisory Council) representative for my team for three years now. I also served as one of the Men's team co-captains last year. Athletically, I have contributed major points for finaling during the conference meet my freshman and junior years.

**HOW DO YOU MANAGE YOUR TIME WITH PRACTICES, MEETS, AND OTHER ACTIVITIES ON TOP OF YOUR ACADEMIC DUTIES?** As far as managing my time, I follow a little trick that my coach taught me my freshman year. When you do any activity, you have to engage in it completely with no outside distractions or other thoughts. When I'm at practice, the only thing I think about is diving. Not school work, not my social life, just diving. When I'm studying for a test, that's what I think about; I'm not worrying about the next big meet. People have a tendency to try and multi-task, and their thoughts drift to something else; this means instead of doing one thing well they do a couple of things poorly. As long as you stay disciplined and focused and keep to a schedule, you can accomplish just about anything.

# WACKY FACTS

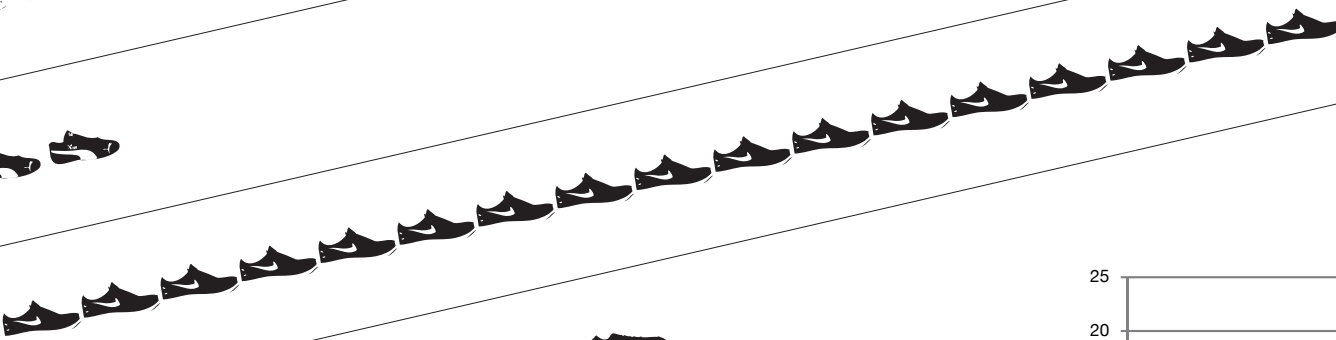
## ABOUT HONORS STUDENTS

WHAT IS YOUR FAVORITE  
BRAND OF SHOE?

ADIDAS 

SPERRY 

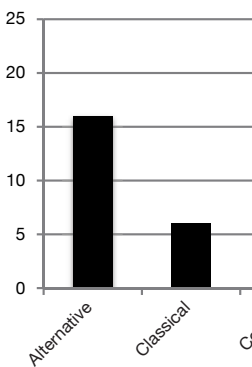
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NEW BALANCE 

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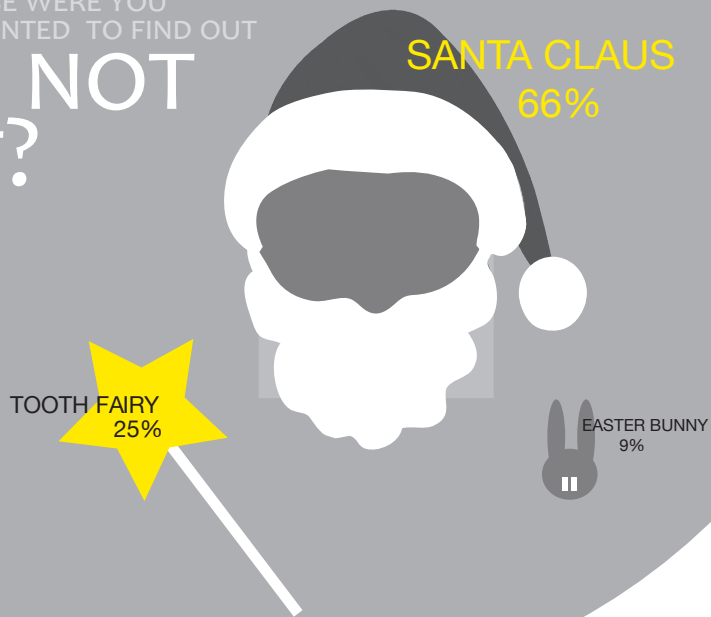


WHAT'S YOUR FAVORITE  
GENRE OF MUSIC?

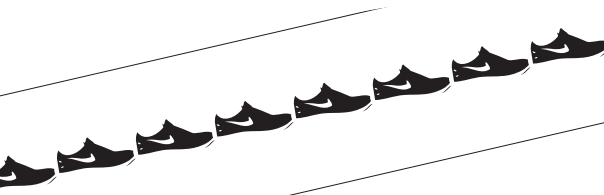
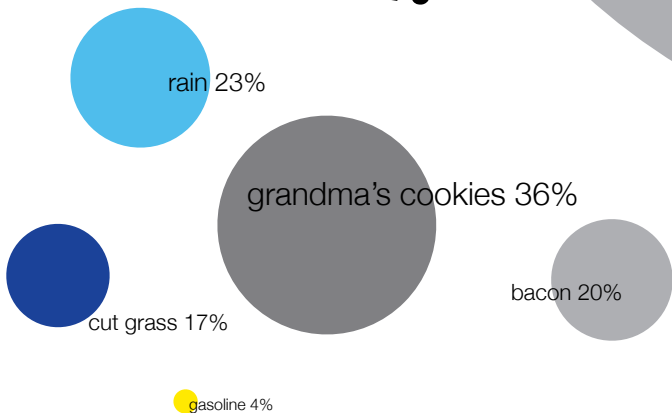
# PTS

Philip Simon  
& Arit Umama

WHICH OF THESE WERE YOU MOST DISAPPOINTED TO FIND OUT DOES NOT EXIST?

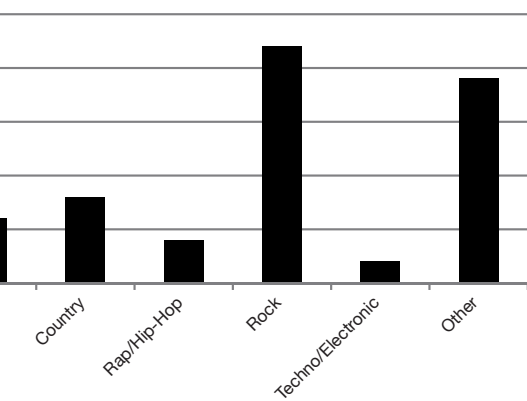
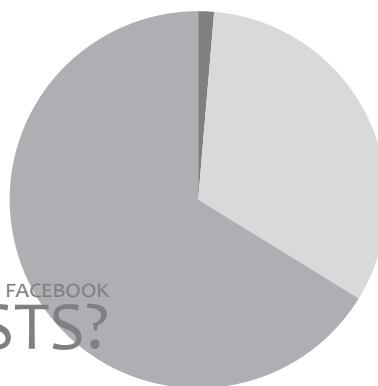


WHAT'S YOUR FAVORITE SMELL?



■ I'll add anyone! ■ In Between ■ I'm Selective

HOW SELECTIVE ARE YOU ON YOUR FACEBOOK FRIEND REQUESTS?



FAVORITE MUSIC?

HOW MANY HOURS OF SLEEP DO YOU GET A NIGHT?



Andrew Pallotta is a Geology major with an Education minor aiming to teach high school science. He has a passing (i.e. obsessive) interest in Lewis Carroll and Alice in Wonderland. And The Hunting of the Snark. And Sylvie and Bruno. And...well, anything Lewis Carroll. Andrew has read two Lewis Carroll biographies cover to cover, as well as The Complete Works of Lewis Carroll, a thousand page tome of the author's works. Andrew is also

currently in the process of creating an adaptation called Project Carroll, which consists of Andrew reading Carroll's works aloud and in character and setting his own illustrations (meticulously drawn with Adobe Photoshop) to the words.

In the introduction to his biography on Lewis Carroll, Morton N. Cohen (who has dedicated over thirty years of scholarship to Carroll's life), notes that "along with the Bible and Shakespeare's works, [the Alice books] are the most widely quoted books in the Western World." And they have never gone out of print.

"Alice books? You mean Alice in Wonderland? Wait, What?" I hear you say. Maybe I'm just hoping you said that, because that means I can launch words at you out of this specially made trebuchet I like to call a keyboard.

Who was Lewis Carroll? Was that his real name? Was Alice in Wonderland inspired by drug use? What did inspire Alice in Wonderland? What nationality was Lewis Carroll? How prolific was he? How old is Alice in Wonderland? Does it have a moral, message or metaphor? A theme? How faithful are adaptations of Alice? Have you read it? Why is a raven like a writing desk?

These are the twelve questions I have asked twenty-four individuals to satisfy one curiosity: "What do people of today think or know about Lewis Carroll and Alice in Wonderland? And how wrong are they?" I asked twelve questions of twenty-four people because twelve times two is twenty-four, which is a reversal of forty-two, Lewis Carroll's favorite number. It appears very often in his works. From those twenty-four individuals I have retrieved some interesting information. But before I discuss that, I want you to think about that last question up there. Why is a raven like a writing desk? Don't answer yet, just think about it. I will now follow the advice The King of Hearts gave to the White Rabbit and will "begin at the beginning, and go on till [I] come to the end: then stop."

Most of the twenty-four individuals I interviewed recognized the name Lewis Carroll and knew that he was the author of Alice in Wonderland or, at the very least, that he wrote children's literature.

Those surveyed also knew that Lewis Carroll was a pseudonym, which is interesting, as Alice in Wonderland is the only thing he is widely known for. Many interviewed did not know his real name, however, and so I will divulge that information. Lewis Carroll was the pseudonym of Charles Lutwidge Dodgson, a deacon at Oxford Christ Church in England (not Mars or the Ancient North Arctic as some answered). The name was derived from his first two names (Charles Lutwidge) and translated into Latin (Carolus Ludovicus)

and then reversed and translated back into English, giving the name Lewis Carroll. "It's a stupid name enough!" Humpty Dumpty interrupted impatiently. "What does it mean?"

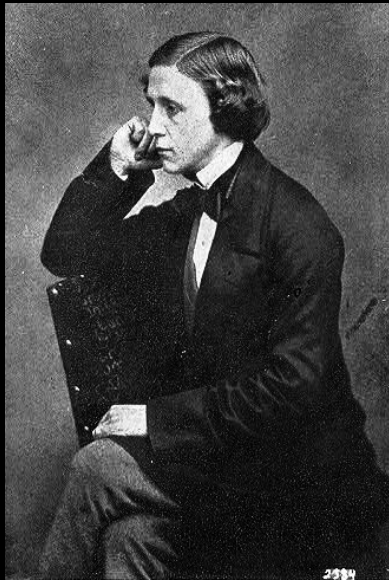
Now then, what inspired Lewis Carroll to write Alice in Wonderland? Many of my interviewees replied drugs (LSD in particular) and politics. It is interesting that politics was such a common answer, as Lewis Carroll was in fact staunchly conservative and often mocked the politics of Oxford, such as the building of a relatively ugly belfry. Inspiration by drug use is a dreadfully common and pervasive misconception. So pervasive that a few of the twenty-four interviewees said that if Alice in Wonderland was not inspired by drugs, it should have been. My first interviewee deduced that Alice in Wonderland must have been written about a century ago, to correspond with the invention of LSD and other hallucinogens. Most interviewed said Alice is 150 to 200 years old

(one person said it was negative fifty years old). Alice in Wonderland was conceived in 1862 and published in 1865, and the only drug Carroll could have done is opium, which is not a hallucinogen. He did not smoke opium, however. Lewis Carroll was an extremely

religious man and was a non-smoker his whole life. Besides, as stated earlier, the man was very conservative and followed the rules of Victorian England very closely, even if he was something of a fish out of water in that era.

What really did inspire Alice in Wonderland? Not drugs. In fact, the inspiration was a girl named Alice. Imagine that! The story was originally told impromptu on a boating trip

“THAT IS NOT SAID RIGHT,”



SAID THE CATERPILLAR

BY: ANDREW PALLOTTA

“THE STORY WAS ORIGINALLY TOLD IMPROMPTU ON A BOATING TRIP (NOT AN ACID TRIP)”



(not an acid trip) Carroll took with Robinson Duckworth and the three Liddell sisters, Lorina, Alice and Edith, the daughters of the Dean of Oxford Christ Church. I asked my interviewees whether Alice had a message or metaphor to it.

"If any one of them can explain it," said Alice, "I will give him sixpence. I don't think there's an atom of meaning in it."

**“ALICE DOES NOT HAVE A MESSAGE, MORAL OR METAPHOR; IT IS PURE SUGAR THROUGHOUT.”**

Most interviewees said Alice must have a message or metaphor.

Contrariwise, just as any story pulled from the air for the delight of children, Alice does not have a message, moral, or metaphor; it is pure sugar throughout. The day following the boat trip when Carroll told the story, Alice Liddell begged him to write it down for her, and he obliged, presenting her with *Alice's Adventures Under-Ground*. He

sent a copy to his friend George MacDonald, a children's author, whose son wished there were 60,000 volumes of it. They implored him to publish (as did one of Mrs. Liddell's friends who read the story on a visit), and so he set about expanding the story to twice its size as *Alice's Adventures in Wonderland*, the story we know as *Alice in Wonderland*. Lewis Carroll penned a sequel, *Through the Looking-Glass and What Alice Found There*, which was published at the end of 1871, but those were not his only works. In total, Charles Dodgson/Lewis Carroll wrote hundreds of works, including the longest nonsense poem in English, *The Hunting of the Snark*, the two *Sylvie and Bruno* novels (regarded at the time as literary failures), as well as many short stories and two collections of poems. He also wrote serious essays on mathematics and logic under his real name and was an amateur photographer and inventor.

"I see you're admiring my little box," the [White] Knight said in a friendly tone. "It's my own invention—to keep clothes and sandwiches in. You see I carry it upside-down, so that the rain ca'n't [sic] get in."

"But the things can get out," Alice gently remarked. "Do you know the lid's open?"

Alice's adventures have been adapted countless times, and as many interviewees maintained, often not very faithfully. I think the reason for that, especially today, is people set their minds to adapting the story but don't read it beforehand. Instead of adapting the book from itself, they instead adapt the culturally ingrained misinterpretations of the stories (I'm looking at you, Jefferson Airplane). In the end credits of Tim Burton's attempt (don't get me started...) are the words "based on the novels by Lewis Carroll." Of course, this film is nothing like the books (which are too short to be novels, by the way).

"That is not said right," said the Caterpillar.

"Not quite right, I'm afraid," said Alice timidly: "some of the words have got altered."

"It is wrong from beginning to end," said the Caterpillar, decidedly.

This brings me to an important point. When asked whether they had read *Alice in Wonderland*, a group of seven people I was interviewing responded with a resounding "NO!" One person had not only never read Alice but had never seen an adaptation. So very often people assume that Lewis Carroll was a crazy drugged-up pedophile and believe that the simple fact that an Alice film is the least bit strange proves their bias that the books are chronicles of

hallucinations.

"It doesn't prove anything of the sort!" said Alice. "Why, you don't even know what they're about!"

No one ever says Dr. Seuss was on drugs, and his works are far stranger than Carroll's, and he invented far more words, far more often, than Carroll. Lewis Carroll's works are very logical, particularly his poetry. After all, "Jabberwocky" is written in iambic tetrameter. Here's its first stanza:

*'Twas brillig and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.*

Most of the twenty-four people interviewed had seen Disney's 1951 masterpiece *Alice in Wonderland* as well as Tim Burton's 2010 attempt. Neither is entirely faithful to the books, though Disney's masterpiece is

in the proper spirit. Disney's masterpiece also has the finest actress for Alice I have ever seen: Kathryn Beaumont. She was ten years old at the time (the same age as Alice Liddell at the time of the original telling of the story in 1862), and not only did she provide the voice for Alice, she provided the motions as well. In both her performances Kathryn Beaumont carries a grand maturity and intelligence ideal for Alice. After all, Alice is a seven-year-old genius. Throughout the books she

questions the chaotic order of Wonderland and Looking-Glass Land (they are different places, you know), and applies logic to her curious experiences. For example, in *Through the Looking-Glass*, after being told by Tweedledum and Tweedledee that she was simply part of someone else's dream: "If I wasn't real," Alice said—half laughing through her tears, it all seemed too ridiculous-- "I shouldn't be able to cry...I know they're talking nonsense, and it's foolish to cry about it."

Ah, they're talking nonsense! Thank you for that excellent observation, Alice. Now, why is a raven like a writing desk? The Hatter hadn't the slightest idea, and my first interviewee said that the question has no answer. They're both right. Lewis Carroll wrote the riddle intending it to have no answer. But people kept asking and offering answers such as "they both have inky quills" or "Poe wrote on both." Lewis Carroll eventually conceded that maybe it does have an answer. Alice is the raven like a writing desk: her adventures are nonsense literature. She doesn't have any purpose but to entertain, and yet over the years people have followed the advice of the Duchess (the owner of the Cheshire-Cat) much too closely, that "everything's got a moral, if only you can find it." Sometimes there really is no riddle, just a question with no answer, and Alice is just that: fun, simple and pure.



# WHAT CAN YOU DO WITH \$20 AND YOUR RTA PASS?

Cody Miller

My story is played out by millions of young adults all across suburban America. The quest to find something to do seems to be a daily routine for me. I'm sorry, but the local mall and Applebee's do not constitute fun or interesting places to spend time after a first visit. Fortunately, here at CSU, our campus is an integral part of downtown, and we have access to Cleveland's excellent system of public transportation. The only problem is a lot of students are not very familiar with all of the neighborhoods, attractions, and hangout spots across the city; so I decided to set out on a public transit exploration to find some cool places

**ROCKY RIVER RESERVATION:** This place is actually a large park just west of downtown Cleveland. It is part of Cleveland's Metropark system, which encompasses the entire region; but in my opinion, this particular reservation is the nicest and most accessible. Anyone who loves the outdoors will enjoy this park, and the best part is that it's free. The park has a beautiful setting following the valley of the Rocky River. It's a great place to escape the stress of college life. I personally enjoy playing a round of golf at one of the two courses within the park. Even if you just enjoy taking in nature, you won't have to drive miles from downtown to experience the serene outdoors in this park. Once you descend into the valley, you'll completely forget that you're actually in the city, and the views from the overlook of the Stinchcomb Memorial are spectacular.

Serviced by: #26

**LAKWOOD:** While young college students tend to view suburbs as generic, boring places that they've grown up in, Lakewood does not fit that stereotype. In fact, it feels like an extension of the city. There is such a wide variety of businesses in Lakewood that it's hard to cover them all, but the one place that everyone should visit in their lifetime is The Melt Bar. By far, this place has the most delicious, most creative, most unhealthy sandwiches I have ever tasted. The minute you step in the door, you can tell that it is not a normal sandwich shop. Whether it's the weird lawn ornaments on the walls, the fact that when you're put on the waiting list, you're temporary name is a celebrity, cartoon, or political figure, or that their menu has Yoohoo on it, nothing is generic about this place. And for those who don't know what Yoohoo is, I feel bad for you because you lived a very sheltered childhood. The portions are huge but cheap even by college student standards. And if you're up for a competition, ask about the melt challenge.

Serviced by: #26, #55, #55F

**GORDON SQUARE/EDGEWATER PARK:** While Cleveland is not L.A. or New York, we still have some of the best venues for live performances and theater in the country. Sure, everyone knows of Playhouse Square and its magnificent turn-of-the-century theaters located a stone's throw from CSU. But what many people have never heard of is the up-and-coming performing arts district at Gordon Square. Within this four block business district, centered around Detroit Ave. and W 65th St., are two recently restored theaters and a slew of coffee shops and restaurants. The Cleveland Public Theater offers live performances of some lesser known plays. The Capitol Theater offers hard to find indie movies as well as the latest box office hits for a night out with friends. Be sure to stop by "The Harp" just east on Detroit Ave. for great food and an expansive patio with great views of the city and the lake. Another great aspect of this neighborhood is its proximity to the lake and Edgewater Park which has a beach, a fishing pier, and a jogging trail. In my opinion, this is one of the best places in the city to have a cookout/picnic. The park is easily accessible by a pedestrian tunnel at the end of W 65th St.

Serviced by: #26

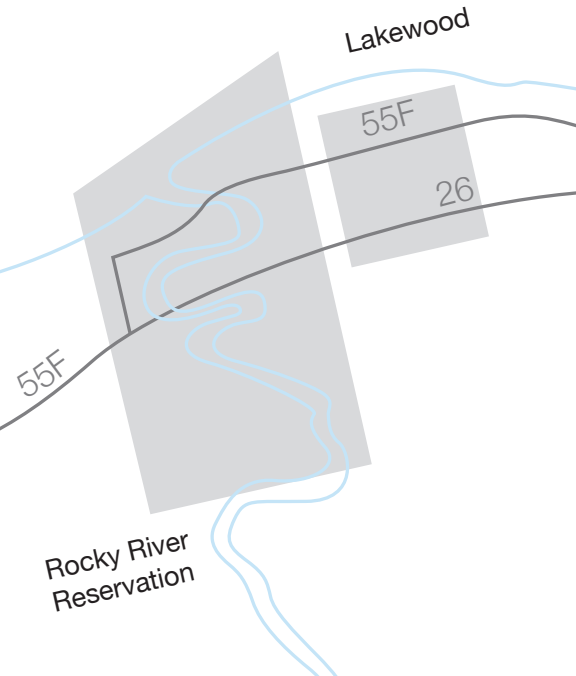
**OHIO CITY:** If you're like me, then you cherish the moment you get to sit down and enjoy an excellent meal. After visiting this neighborhood, the many unique restaurants within, and the well-known West Side Market, I've determined that this is definitely foodie heaven. Unlike many of the restaurants around Cleveland, the majority of these establishments offer excellent dishes on a college budget. I personally recommend a little place (and by little I mean literally a house) called Heck's Café located at the corner of Bridge Ave. and West 30th St. The atmosphere is intimate, the service is friendly, and the food is a mix of Classic American and Mediterranean. The West Side Market alone draws people from all over the region. For those like me who have never been to an urban market, imagine a place where you can find any type of ethnic food you can imagine along with fresh meat, baked goods, vegetables, and fruit. I personally don't even have to buy anything when I go there because even window shopping can keep anyone entertained for hours. It truly is a gem of Cleveland. Another aspect that makes this neighborhood unique is the large collection of historic buildings. Also, for those who are of legal age of course, the area around the West Side Market is teeming with microbreweries such as Great Lakes Brewing Company, Market Garden Brewery, and Bier Market. This neighborhood is definitely old school Cleveland and worth a visit.

Serviced by: Red Line, #22

**TREMONT:** Tremont is a very weird place, and I mean weird in a good way. There is no other neighborhood like it from what I can tell. The best way to describe the neighborhood is the city gave all of the area's artists a little section and let them do whatever they want. Small, historic storefronts dot the landscape where artists showcase their work. The best way to tour the neighborhood is by foot because there is no "main" street; there is no order to the place; nothing makes sense, but in a strangely good way. I am always surprised by something different each time I pass through. There is a small store on every corner where you can find anything from handmade jewelry to elaborate paintings and sculptures. While each place has different price points, I guarantee you will not leave empty handed even on a college budget. Also, there is a tasty place for homemade ice cream located on Professor Ave. called Tremont Scoops for those who get tired of the same six generic flavors at our wonderful dining hall here on campus.

Serviced by: #81

**DOWNTOWN:** Considering the fact that our campus is part of downtown Cleveland, if you go to CSU and have never been around downtown, then you clearly don't get out very much. One of the features I like best about our downtown is that it has a little bit of everything to offer. Of course there's the Q and Progressive Field (still the Jake to me), and usually, with our Viking card, the games are not very expensive at all. Even if you don't feel like dropping money to see the game at the park, it's worth dropping in on one of the many sports bars in the immediate area. We are also fortunate to have the second largest playhouse complex in the



country outside of New York conveniently next to CSU's campus. Each year, the lineup of shows is always impressive. Continuing down Euclid is the E 4th St. District. While many of the restaurants are pretty upscale, you can still get an excellent meal for twenty dollars. Even if you don't want to stop at one of the restaurants, the street is definitely worth a stroll down. Personally, this is my favorite area of downtown, because it epitomizes what living, working, and playing in the city is all about, and between the shiny new buses of RTA's Healthline and the daytime trolleys (free if you smile although I am still waiting to see someone refused entrance onto a bus because they didn't smile), it is easy to grab some lunch in between classes. Another quality Cleveland can brag about is our train terminal/shopping mall/soon to be casino in the center of downtown also known as Tower City. I'm not sure what the original purpose of the complex was for, but the multiple uses it serves now makes it very unique for a city like Cleveland. You can pretty much go anywhere in the city form here. Just north of tower city is the Historic Warehouse District where the majority of the city's clubs and bars are concentrated. The place draws large crowds on the weekend and can get pretty rowdy (in a good way). Finally, there's the North Coast Harbor and the Rock and Roll Hall

## THE BEST DRINKING FOUNTAINS ON CAMPUS!

Philip Simon

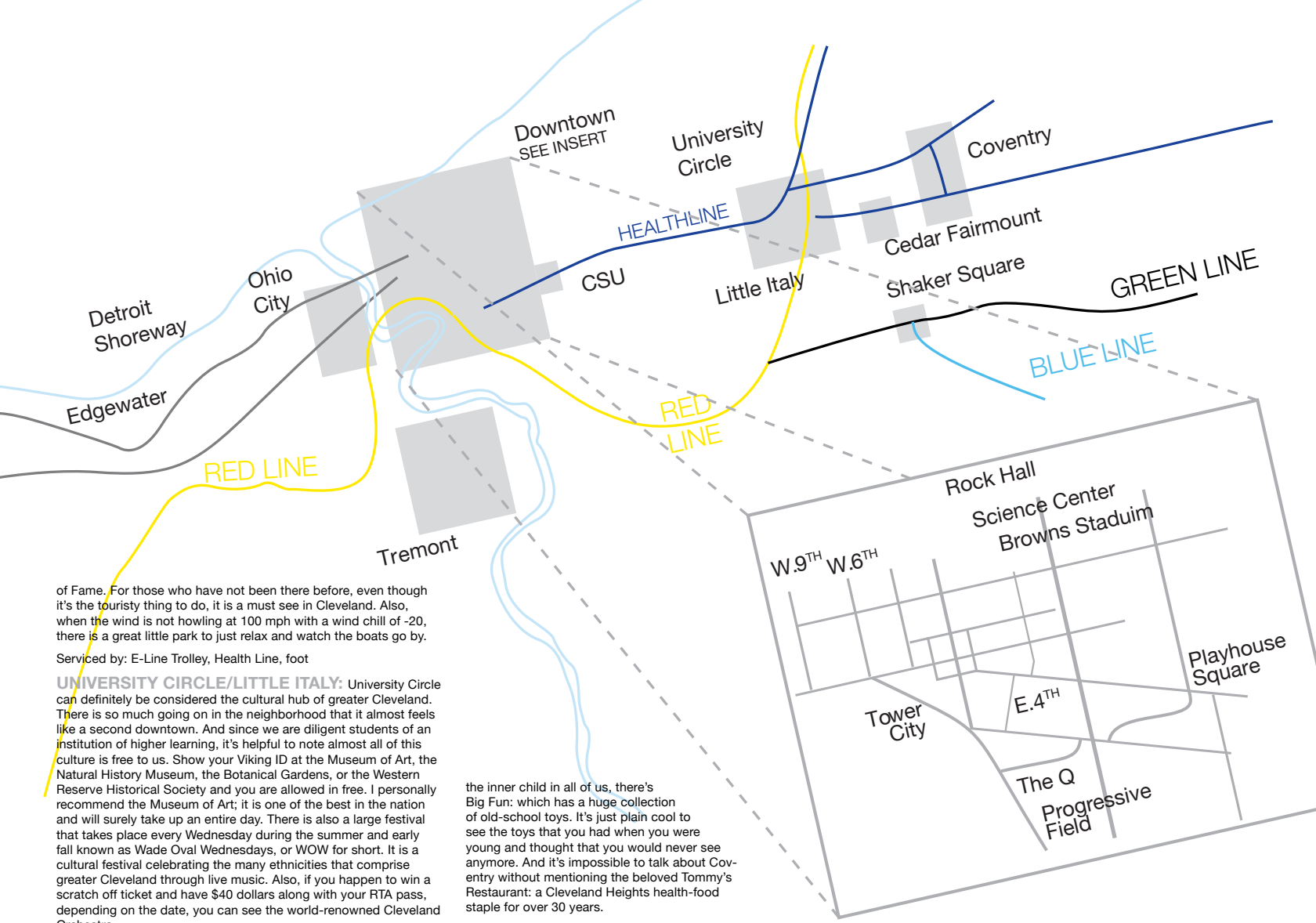
"Heavens to Betsy, am I thirsty!"

Have you every caught yourself saying this around the CSU campus? Probably not. However, there is only on thing you can be sure of. The search for the best drinking fountain on campus is over! If you ever again find yourself thirsty and in need of a cold, refreshing, satisfying, stimulating, delicious, revitalizing, and generally perfect drink of water, look no further. After traversing the seemingly boundless campus that is CSU, I located (at least) eleven water fountains that one might be inclined to drink at. After rating them on an A through F scale and totaling their GPA's, the graph to the right shows what I concluded.

Even though it looks like I'm being a bit harsh on some of the lower rank water fountains, they were all so good! Even the worst drinking fountain I could find had a GPA of 2.45. That's just below a B! So job well done to whoever CSU hired to build these water fountains. I had a fun time testing them out, and I'm proud to say that they all pass!

	MC 4th Floor	MC 1st Floor (by Auditorium)	Library 1st Floor
First Impression	A-	A-	B
Temperature	B+	A-	A
Busyness	C+	B	D
Fountain Appearance/Cleanliness	B	A	C-
Thirst-quenching Ability	B+	A-	B
Ease of Access	B	A-	B+
Purity of Water	B+	A	B-
Strength of Flow	A	A	B
<b>TOTAL GPA</b>	<b>3.24</b>	<b>3.73</b>	<b>2.71</b>
Rank (out of 11)	9	2	10

AND THE WINNERS ARE... 1<sup>ST</sup>: STUDENT C



of Fame. For those who have not been there before, even though it's the touristy thing to do, it is a must see in Cleveland. Also, when the wind is not howling at 100 mph with a wind chill of -20, there is a great little park to just relax and watch the boats go by.

Serviced by: E-Line Trolley, Health Line, foot

**UNIVERSITY CIRCLE/LITTLE ITALY:** University Circle can definitely be considered the cultural hub of greater Cleveland. There is so much going on in the neighborhood that it almost feels like a second downtown. And since we are diligent students of an institution of higher learning, it's helpful to note almost all of this culture is free to us. Show your Viking ID at the Museum of Art, the Natural History Museum, the Botanical Gardens, or the Western Reserve Historical Society and you are allowed in free. I personally recommend the Museum of Art; it is one of the best in the nation and will surely take up an entire day. There is also a large festival that takes place every Wednesday during the summer and early fall known as Wade Oval Wednesdays, or WOW for short. It is a cultural festival celebrating the many ethnicities that comprise greater Cleveland through live music. Also, if you happen to win a scratch off ticket and have \$40 dollars along with your RTA pass, depending on the date, you can see the world-renowned Cleveland Orchestra.

Within University Circle is a sub-neighborhood called Little Italy. As you would expect, some of the best Italian dishes and baked goods are crammed into this dense, historic corner of Cleveland. My favorite way to describe the place to visitors is the saying on the front door of Corbo's Bakery, "Leave the Gun. Take the Cannoli." The neighborhood is basically a scene out of "The Godfather," and the smell of garlic and warm dough is irresistible.

Serviced by: Health Line, Red Line, #9

**COVENTRY:** Out of all the places listed, Coventry probably has the biggest college town feel. It's easy to see why being that Case Western Reserve and the Institute of Art are right down the hill, and John Carroll is right up the road. Many well-known musicians frequent the Grog Shop, the neighborhood's concert venue. One of the draws to this neighborhood is that most of the dining options are reasonably priced. There is a Winking Lizard Bar which is much less crowded on game-day than the one downtown, and BD's is delicious hibachi style Mongolian barbeque. And for

the inner child in all of us, there's Big Fun: which has a huge collection of old-school toys. It's just plain cool to see the toys that you had when you were young and thought that you would never see anymore. And it's impossible to talk about Coventry without mentioning the beloved Tommy's Restaurant: a Cleveland Heights health-food staple for over 30 years.

Serviced by: #9, #7

**CEDAR FAIRMOUNT:** The feel I get from this neighborhood is much more upscale than its Cleveland Heights counterpart to the North. In fact, a lot of the places are a bit too upscale for the college student. The reason that I suggest this neighborhood is because of two places that cannot be found anywhere else in the city, La Gelateria and Nighttown. Even though it's not the closest to CSU, La Gelateria has some of the best ice cream I have ever had made the classic Italian way. This alone is a reason to visit the neighborhood. I promise—with flavors such as pistachio, stracciatella and grapefruit—you will not be disappointed. The other place, Nighttown is a jazz club that has won numerous awards as a live jazz venue. It also serves up hearty and delicious classic pub fare.

Serviced by: #32

**SHAKER SQUARE:** About four years ago, I had the chance to visit Belgium, and I have to say that the one thing that really stood out was how incredibly easy it was to get around without a car. It seemed like every place you went was focused around bustling plazas of food, shopping, and public transit. So far, the only place back here I have found reminiscent of this model is Shaker Square. As the name implies, it is a large town square centered around RTA's Blue and Green rapid transit lines. Because of the easy accessibility of the neighborhood, the convenient full service grocery store, and because I feel Wal-Mart is an evil place, I will often take the train to the neighborhood when I need groceries.

There is an artsy cinema located on the square, and Dewey's coffee shop is one of the best in the city in my opinion. For those who have a significant other and want a nice dinner out, I recommend Sergio's. The food is excellent, and the atmosphere is romantic.

Serviced by: Green Line, Blue Line

1st Floor	Rhodes Tower 18th Floor	Student Center 1st Floor	Business College	Law Building	Science Building	Rec Center	Physical Education (LL)	Fenn Tower Lobby
B	C-	A	A-	A	B+	A	A	A
A	A	A	A-	A	A	A	A	A
D	A-	B-	A	A	A-	B	B+	B
C-	C+	A	A	A	B-	A	A-	A-
B	C	A	A-	A	B+	A	A-	A
B+	C	A	C	D	B	B	F+	B
B-	C+	A	A	A-	B	A-	B+	A-
B	C+	A-	A	A	A	B+	A-	A
71	2.54	3.8	3.64	3.59	3.38	3.63	3.25	3.68
0	11	1	4	6	7	5	8	3

**CENTER FIRST FLOOR!** 2<sup>ND</sup>: MC 1ST FLOOR 3<sup>RD</sup>: FENN TOWER LOBBY

# HOW-TO SENIOR HONORS PROJECT

Hillary Morgan

As students in the Cleveland State University Honors Program, we're all given many perks, such as a scholarship that covers tuition and books, early registration for classes, access to the Honors lounge, and much more. However, the flip side of these benefits is that we also have many responsibilities, such as completing more challenging coursework, maintaining a 3.5 G.P.A., and of course, completing a senior Honors project.

What is the senior Honors project? As a sophomore, I can already feel this seemingly daunting task looming on the horizon, and I know that I, as well as many other Honors students, have a lot of questions about what this project is. In an attempt to hopefully alleviate some stress for students, I talked to Dr. Meiksins, the director of the Honors Program, to get some answers to questions like: "What the is the senior Honors project?", "When should students begin planning their projects?", "What criteria are the projects graded on?", and "How long do projects take to complete?"

Many aspects of the senior Honors project depend upon the student's major, such as what the project is (see: chart), the criteria on which the project is graded, how long the project takes to complete, and when students should

start planning their projects. As far as criteria goes, the student should demonstrate "command of basic research skills and data analysis skills," no matter what their major is, and also they need to have done some form of original work. The projects, depending upon a student's major, may be completed in one semester, or they may require a full year. In general, students should start thinking about their project as juniors. Sometimes there are prerequisites that need to be completed, or maybe thought needs to be given to what topic to research or, in some cases, what professor to work with. Some students like to get involved in summer undergraduate research as well, which can help with the project. Also, having thought about and planned the project ahead of time makes it easier to start right away as a senior and increases your chances of finishing on time.

MAJOR	PROJECT TYPES
<b>ENGLISH</b>	Full-length research paper (in many cases)  Creative Writing Concentration: Write story set of poems, or a play
<b>HISTORY</b>	Research paper
<b>SOCIAL SCIENCE</b>	Data Collection/Analysis Project
<b>SCIENCE</b>	Research/Work with a professor (For a specific example, check out the flow chart on Biology projects!)
<b>ENGINEERING</b>	Thesis
<b>ART</b>	Contract Course

While senior Honors projects may seem scary at first, if students start planning early and seek out information from their Honors and department advisers, the task begins to look a little less worrisome. Completing these projects is an important learning experience for students. Dr. Meiksins believes that "if a student has the option, they should really try to do a senior project. It's a great experience, demonstrates independence, and [is] a chance to pull together the various skills the student has acquired as an undergraduate. It also gives you a product at the end of which you can be justifiably proud!"

SAMPLE BIOLOGY PROJECT

## 1 MEET

Meet with the Honors Advisor in your major at the beginning of your Junior year (e.g. Dr. Bibo Li in Biology)

## 2 DISCUSS

Discuss research opportunities in your major at CSU or other affiliated institutions (Cleveland Clinic Learner Institute, Natural History Museum, etc)

## 3 START

Start your research at least three semesters before you graduate so that you have useful experience (e.g. Take BIO 490- Honors Research)

## 4 WRITE

Write your thesis paper in your last semester and work on your presentation for your Honors Committee (e.g. Take BIO 491- Honors Thesis & Defense)

## 5 SUBMIT

Turn in your thesis and successfully defend it before an Honors Committee at the end of your last semester

## 6 GRADUATE

Congratulations! You made it.

# GET SMART.

## IF YOU CAN'T BEAT 'EM... ENJOY 'EM!!

Arit Umana

Many first year Honors students are currently enrolled in the first of their four Honors General Education courses. While we all enjoy an academic challenge, it may be difficult for students to transition into university Honors-level coursework in a subject that they don't find particularly engaging.

While selecting General Education offerings for Spring semester, it may help to take a look at what fellow classmates have to say. We asked several Honors students to tell us about an Honors GenEd course that they particularly enjoyed. Keep in mind that the Honors GenEd offerings are subject to change. But even if an Honors version of these courses is not offered, consider taking them for breadth of knowledge.

### PHL 240: HEALTH CARE ETHICS

What the University Catalog says: "An introduction to major ethical theories and the principles of bioethics. This knowledge will be applied to the analysis of ethical problems that arise in the health-care field."

According to Chantal Salem, this class was very fulfilling and should definitely be taken by all Pre-medical students. The professor brought current issues into the class discussion, as well as considerable real-world experience from her time working in a hospital. Using her experience as a teaching tool, she was able to help students see how they can apply what they learn in the classroom to actual medical ethical dilemmas that they may encounter

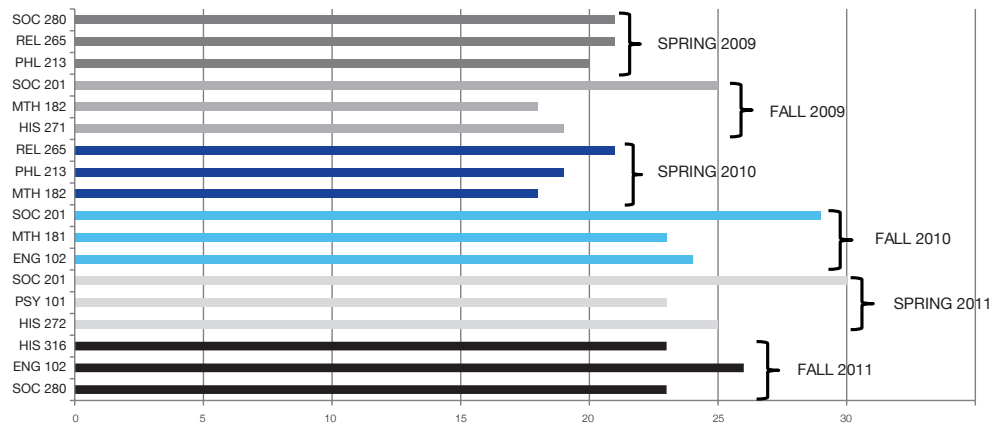
### UST 202: CLEVELAND: THE AFRICAN-AMERICAN EXPERIENCE

What the University Catalog says: "Cleveland's political, economic, and racial history as typifying older American industrial cities; origins and dynamics of periods of growth and decline with emphasis on race, housing, and poverty" Anam Khan enjoyed this class "because we had really amazing discussions about Cleveland's history and its future. I learned a lot from that class and even considered changing my major to Urban Studies."

### ENG 102: COLLEGE WRITING II

What the University Catalog says: "An advanced introduction to academic research and writing through intensive investigation of an issue or topic specified by the instructor. Students will be required to develop and organize a substantial research project..." What Hillary Morgan Says: "I really liked my English 102H class with Professor Gibson...a really cool project we did was Reacting to the Past." Reacting to the Past is a role playing exercise, and in Hillary's case she had to portray a member of England's Royal Society as part of a discussion about Charles Darwin. Those looking to have fun and gain experience in research and public speaking should consider this class.

MOST POPULAR GEN-EDS AMONGST HONORS STUDENTS



FULL COURSE NAME: **SOC 280-** Science, Technology, and Society **SOC 201-** Race, Class and Gender. **REL 265-** Religion and Culture **PHL 213-** Environmental Ethics **MTH 182-** Calculus II **MTH 181-** Calculus I **ENG 102-** College Writing II **PSY 101-** Introduction to Psychology **HIS 272-** Cultural Interactions: The Japanese Experience **HIS 271-** Empire's End: British Asia **HIS 316-** History of the American West

## GENED SPOTLIGHT:

### PHL 225: UTOPIAS, DYSTOPIAS, AND HUMAN NATURE

This course was developed by Professor Sonya Charles with a National Endowment for the Humanities (NEH) Enduring Questions Grant. When asked what prompted her to teach this course, Professor Charles responded: "I thought philosophy was a good fit. Some would say asking these 'big' questions are just what philosophers do! The grant asked that the course cover multiple time periods, be somewhat interdisciplinary, and read works in their entirety. I started thinking about what topics interest me and might be a good fit for the requirements of the grant."

The "enduring question" she decided upon was "What would an ideal society look like?" Professor Charles thought "it would be fun to think about this question through the lens of utopian and dystopian literature. These works tell us a lot about our hopes and fears and, thus, also speak to our human nature. What do we think humans need or want to be happy?"

Professor Charles has a strong background in bioethics, feminist philosophy and ethics. This is her fifth year teaching at CSU, and during her time here she has mainly taught bioethics and introductory philosophy courses.

### MUS 261: THE EVOLUTION OF WESTERN POPULAR MUSIC

What the University Catalog says: "This course will explore the elements of current popular music and the way they have developed throughout history. A central issue will be tracing the development of the expression of individual experience as the main concern of music both as an art and as a commercial product. The class will draw on literature, art, and philosophy as well as writings specifically on music in the exploration of these issues..."

Andrew Pallotta remembers this class as being "well-structured and fun" but also "properly challenging." His favorite project? A "presentation and report about the influences behind a musical group of my choice. I did the report on my favorite band of all time, Nightwish, and to this day it's the best presentation I've ever given." Music enthusiasts take note!

### ART 235: INTRODUCTION TO WESTERN ART SINCE 1400

What the University Catalog says: "This course covers the history of Western art and crafts from the Renaissance to the present. This course focuses upon two major themes. The first is the human figure as it is expressed through various media. The second is the influence of art and science upon each other."

What Meredith Horrigan says: Each class was spent looking at slides of masterpieces from various eras or a related film. Outside of class students were required to write a research paper on a piece in the Cleveland Museum of Art's permanent collection. While researching and note-taking are essential to the course she feels that "every student should expose themselves to such a course" because "an appreciation for culture and art...is a sign of a truly educated person."

# FROM STUDENT TO TEACHER

Brian Mitchell

## WHAT'S IT LIKE TO MAKE THE TRANSITION FROM STUDENT TO TEACHER?

Former Cleveland State University students Laura Harrison and Jeff Swiers are finding out. Both Harrison and Swiers have returned to CSU to teach aspiring Honors Program students enrolled in the University Scholars Program. Currently, both are teaching Introduction to University Life, ASC 101. The Introduction to University Life Course helps students make the transition from high school to college with an emphasis on the value of a college education. The course also teaches students how to be successful in the classroom.

Mentoring new students in the Intro to University Life classroom seems like a fitting assignment for two people who were highly successful in their undergraduate education. "My first day teaching was weird because the students were not sure if I was their teacher or just another student," said a laughing Harrison.

Harrison's road from student to professor began after being accepted into the Honors Program her junior year. "I was enrolled in the Honors Program from 2008-2010 as a double English and Sociology major," Harrison said. "The Honors Program kicked me in the pants and showed me if I wanted something, I had to work for it." Harrison added that part of her motivation to work hard came from being selected into the Honors Program, and that meant someone believed in her ability to succeed. "I enjoyed my time in the Honors Program," Harrison said. "I especially liked the one credit experience classes. Sometimes you are forced into a class because of scheduling, and it turns into a positive because you get to see something new you never would have known."

Harrison is taking the lessons she learned as a student and applying them to make herself a more effective classroom leader. "When I was a student one of the most important things I learned was how to manage stress. As a teacher I try to stress my students a little so they can begin to learn how to deal with stress," Harrison said.

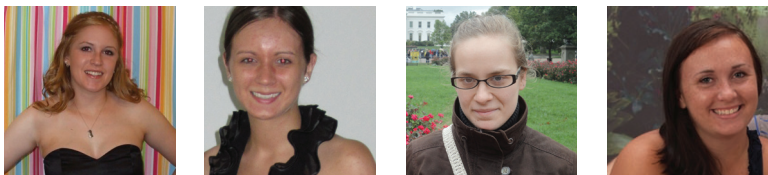
Harrison enjoys her time behind the lectern and the new perspective she is gaining in the educational process. "Teaching is fun because students find themselves and you get to watch it happen. You really get a sense of the diversity within the classroom by watching the way different students approach things and how different minds work," Harrison said. While not engaging young minds as an instructor, Harrison is furthering her education in the field of Sociology. "I am getting my Masters in Sociology and hope to begin a doctorate program soon. I want to become a full time college professor," she said.

Swiers was in the Honors Program from August 2009 through May 2011 as a Health Sciences Pre-Physical Therapy major. "Being a teacher at CSU is an honor," said Swiers. "This has been an excellent opportunity to meet new faculty and become more involved in a university that has given me so much." Swiers added that he was grateful for the multiple opportunities afforded to him through the Honors Program. Currently he is studying at CSU in the Doctor of Physical Therapy program. "My future plans are to obtain my Doctor of Physical Therapy and to practice Physical Therapy. Down the road I hope to pursue research and become a professor," said Swiers.

Both Harrison and Swiers added that the quality of CSU's educational programs and the coursework they completed during their time with the Honors Program truly helped them become successful after obtaining their undergraduate degrees.

# CONGRATULATIONS FALL 2011 GRADUATES!

Natalie Neiger



Four Honors students have successfully navigated the challenging world of college and will graduate on December 18, 2011. Take a few minutes to get to know them. Learn from their experiences!

## AMBER ALT

**MAJOR:** Health Science

**PLANS FOR AFTER GRADUATION:** Amber will be starting the Doctorate of Physical Therapy Program at Cleveland State University in January 2012. She hopes to ultimately work with older adults, specializing in orthopedics in an outpatient facility.

**SENIOR PROJECT:** Amber spent her time working with Dr. Ann Reinthal from the Physical Therapy Program to validate an accelerometer in a physical/occupational therapy setting for counting various therapeutic upper extremity exercise repetitions in post-stroke patients.

**ADVICE TO OTHER HONORS STUDENTS:** "Get your nose out of the books and get involved on campus. You will learn more about life from the things you do outside of schoolwork than in any college class or textbook. And when it comes to senior project time: PLAN AHEAD!"

**WHAT YOU DIDN'T KNOW:** Amber works as the neuroscience teaching assistant in the cadaver lab where she helps with "brain popping." She says of this experience, "There is nothing more creepy and satisfying than harvesting a human brain to help teach students neuroscience."

## MARTA MAKUSZEWSKI

**MAJOR:** Biology

**PLANS FOR AFTER GRADUATION:** Marta plans to attend medical school to become a cardiac surgeon

**SENIOR PROJECT:** For her senior project, Marta completed a thesis paper based on her research with Dr. Boerner in the BGENS Department. Her work involves PCH2, a meiotic checkpoint that is associated with chromosome segregation. She experimented with mutating PCH2 as a way to better understand the factors involved in meiotic arrest. Marta also had to defend her thesis and the work she completed as part of her research.

**ADVICE TO OTHER HONORS STUDENTS:** "Take advantage of research opportunities. It will help you understand classes better."

**WHAT YOU DIDN'T KNOW:** She likes to go horseback riding.

## KRISTA FREEMAN

**MAJOR:** Physics (Minor: Mathematics)

**PLANS FOR AFTER GRADUATION:** Krista plans to start a graduate program in August in hopes of gaining her PhD in Physics. She plans to focus her research on polymer physics.

**SENIOR PROJECT:** Krista actually completed two Senior projects. The first was a continuation of her summer research focused on using light scattering spectroscopy to characterize a naturally-occurring polymer with potential applications for targeted drug delivery. The second was more for fun: she created her very own hologram!

**ADVICE TO OTHER HONORS STUDENTS:** "Learn how to study/not procrastinate as early as you can! Many of us Honors kids have the crazy idea that we 'work best under pressure.' That's probably not the truth for most of us."

**WHAT YOU DIDN'T KNOW:** In addition to studying Physics and Mathematics, Krista also studied Music during her entire time at CSU. She has participated in various on-campus music ensembles, like the select ensemble University Chorale. She has also taken voice lessons every semester.

## NATALIE NEIGER

**MAJOR:** English, with a focus in Creative Writing

**PLANS FOR AFTER GRADUATION:** Natalie plans to enter the career world after graduation, hopefully working with writing in some way. Her dream is to be an editor.

**SENIOR PROJECT:** For her senior project, Natalie completed a story written using experimentation with form and the basic conventions of story-telling.

**ADVICE TO OTHER HONORS STUDENTS:** "Take a few classes in different majors to find out what you truly want to do. And do it early so that, by the end of your four years at CSU, you aren't left wondering why you chose the major you did."

**WHAT YOU DIDN'T KNOW:** Natalie loves to shop and has over 20 pairs of high heels in her closet. "I never actually wear most of them on a regular basis, but I'm always prepared with a shoe for any occasion."

# WHERE ARE THEY NOW?

CHECKING UP ON HONORS GRADUATES

**buried**  
IN THE BOOKS

Scott Carson

I have always found it interesting to learn the stories of those who came before me, whoever they may be. Call me a bit of a history lover; you would not be too far off the mark. As such, learning about the Honors Program was of natural interest. When I refer to learning about the Program, I do not mean an interest in discovering when it was founded or any other such detail. I wanted to know about its former members, their experiences in the Program, and where in life they are now. In an effort to accomplish this, three alumni were interviewed.

## SHADIE ANDRAOS

Shadie Andraos graduated from Cleveland State in the spring of 2009 with a Bachelors of Business Administration in finance. After graduation, he relocated to New York City where he worked for Barclays Capital, a global investment bank. Shadie still lives in NYC but has recently started a new career with a company called Factset Research Systems, a financial research firm. At Factset he is a Fixed Income Specialist and works with "credit analysts and portfolio managers in performing debt capital structure analysis, assessing market trends, and largely evaluating portfolio exposure, risk and performance. It is a role that involves a mix of client interaction/sales and research."

When asked about his experience in the Honors Program, Shadie responded that the Program kept him in a rigorous environment where he had to stay sharp to maintain a high level of academic achievement. The Program also "helped to guide my experience in a way that kept me competitive. Through these experiences I was able to get the necessary internship experience, which led to my job offer in New York."

I asked Shadie if there was any advice he had for current students, and his answer is worth reprinting in its entirety: "Get as much internship experience as possible – the job market is very competitive, and from an employer's perspective we are all taking very similar courses regardless of the institution we attend. What really differentiates a student is the experience they get outside the classroom and how they apply themselves in extracurricular activities. There is nothing stopping a freshman from getting an internship. International experience is a plus as well, as the workforce is an increasingly diverse environment. If the end goal is to land a job post college, make sure to get the right practice for interviews and interacting with prospective employers. It's great to graduate from college with the honors insignia and summa cum laude, but if you can't connect with an interviewer and position yourself as the best applicant for a job, then you basically missed the mark."

Internship experience plays an integral part of securing employment post graduation, and it is worth mentioning how one lands an internship. A student searching for an internship can look for opportunities by viewing the websites of potential employers, utilizing CSU's campus career services, which posts both job and internship offerings online, or by checking with his or her respective academic department for news of any openings. In the process of searching, rejection is common. It is important not to get discouraged and keep persevering. Keep reaching out to recruiters and potential employers. It is important to "learn from each interview so that you come to the table better prepared the next time around. Do things like write down the questions you were asked and the answers you gave, what questions you asked and if you thought they were well received by the recruiter, and any other impressions from the interview." Walk away from unsuccessful interviews knowing how to adapt, not with a sense of rejection or failure.

## NICK LEES

Nick Lees graduated in May of 2010 with a bachelor's degree in Journalism and Promotional Communication. During his time in the Honors Program, Nick feels that he was provided "an opportunity to develop meaningful relationships with professors, and felt inspired by associating with other talented students." Additionally, he says that being in the program raised his self-esteem and, through the extra academic requirements, revealed that he could do more than he previously thought. Nick is grateful for the "generosity of the Honors Program's scholarship, which allowed me to concentrate my studies and graduate with little debt."

Currently Nick works for "a small startup company, called Eye Care Pro, that helps US and Canadian optometrists market their practices online. [He is] in charge of working with doctors to develop social media campaigns for their practices." Nick lives in Jerusalem, something he says was one of his dreams: "My apartment is on the edge of the Judean desert, and in the evenings I sit on my balcony and watch the stars rise over those ancient, sandy dunes."

When asked what he would recommend to current and future students, he says that he would advise them to set high and well defined goals for themselves. "Know who you want to work for in two years, five years, ten years and so on. Determine what sort of lifestyle and income level you want, develop a plan to get there, and stick relentlessly to those goals. If you're just going through the motions and not thinking about why you're studying what you're studying, you won't squeeze out all you could have from college...and life. Having a clear picture of where you're headed will make all those projects and stressful study sessions more bearable as well."

## ADINA FEIGENBAUM

Adina Feigenbaum graduated from CSU in 2011 with a major in Graphic Design. After she finished her undergraduate work, she began a graduate program at Kent State University where she is currently pursuing a Masters of Fine Arts in Visual Communication Design.

Adina says her experience in the Honors Program served as a great way to meet students and form a sense of community on campus. She was able to interact with other students during time spent studying and relaxing in the Honors Lounge, as well as in the Honors Experience courses, which she feels gave her "a chance to learn something different and useful."

When asked in what way she felt the Honors Program contributed to her education, she responded that the experience gave her an advantage over her peers when it came to acceptance into her graduate program. She says this was due to the requirement of extra honors credits for her major, and the fact that she performed best in the honors courses since more was expected of her. These courses also provided an "opportunity to explore and dig deeper into [her] chosen major."

Adina recommends that current students take full advantage of the Honors Program, from the opportunity to meet and be involved with other students, to the interaction and advice Honors students receive from the faculty here at CSU. She essentially summarizes her advice with the statement that there "is something to be learned from everyone, and the Honors Program is filled with such great people, both students and faculty."

# HONORS STUDENT RESEARCH IN THE SCIENCES

## Adena Muskin

*Every summer, Cleveland State University awards research grants to departments and students to conduct in-depth research in their various fields. At the beginning of the Fall semester, these talented students present their research and findings to the greater university community on "Poster Day." Honors and Scholars students often participate in these research opportunities, and even present their findings at other university consortiums.*

Research is important to the sciences. As a social science, Anthropology is no exception. Under the guidance of Department Head Dr. Paul Aspelin and Professor Philip Wanyerka, Anthropology students study archaeological artifacts from Cleveland sites.

Scholars student Keisha Gonzalez recently studied the archaeological remains of Cleveland's Irish community of the nineteenth and twentieth centuries. Keisha applied historical, archaeological, and sociological methods to draw conclusions about their life and socio-economic status. She used household archaeology to reveal the cultural importance of the now-lost Irishtown Bend.

Artifacts tell much about a site's inhabitants. Irishtown Bend revealed the different socio-economics of the Irish community. Certain households were well-off; they possessed luxury items: compete dish sets, silver-plated tankards, crystal lamps, and semi-precious jewelry. Others had only basic household necessities.

Archaeologists determine a community's diet from ceramic and organic remains. Keisha discovered that Irishtown Bend again told two different stories. Some areas had many cups and saucers, indicating that the owners drank expensive beverages like tea and coffee. The faunal evidence yielded expensive cuts of pork and beef, and even poultry remains. These families, Keisha concluded, could afford selective diets. Other homes were less fortunate. Since bowls and soup dishes were primarily found in areas with inexpensive meat bones, Keisha surmised that those families frequently ate cheap soups or stews. Keisha also discovered evidence that many children grew up in Irishtown Bend, finding slate pencils, marbles, lead soldiers and other toys.

Keisha learned much from this research. "I gained a new respect for what it means to conduct extensive research. I learned how to obtain primary sources and use them to support the remains of archeological sites." She presented her research on CSU's Poster Day, at the annual American Anthropological Association conference, and at the University of Delaware McNair Scholars Conference where she won the 'Excellence in Research for the Social Sciences' award. She hopes to attend the Milwaukie McNair Scholars Conference at the University of Wisconsin. The artifacts from Irishtown Bend are on display in the Anthropology Department.

Archaeology is also used to study the history of larger communities. Scholars students Dick Powis and Valentyne Volk, with six of their peers, focused on Cleveland's early downtown district. They applied archaeological evidence to understand the land-use of the Cleveland Mall.

Cleveland Mall has a rich history. Once an affluent neighborhood, it became middle class around 1850. By the turn of the twentieth century, the area was considered a "slum." It was therefore slated for demolition as part of the City Beautiful Movement, which sought to transform Cleveland's downtown residential district into public space. When the Cleveland Mall built a parking garage in 1989, archaeologists had the opportunity to gather and study some of Cleveland's oldest artifacts. It was these artifacts that anthropology students researched.

In addition to the artifacts, students learned about the area from census reports, microfiche, microfilm, field notes, lab notes, Sanford Insurance Maps, and newspaper articles. They identified area dwellers and determined their socioeconomic status from the artifacts associated with each address. As Dick Powis explains, "all artifacts tell a story. They are clues that paint a picture of the block at that time." The students inferred that children lived in the area from the toys that were found in the area. Similarly, they used tools to study the ways of life and occupations of the inhabitants.

Students uncovered a glass eye and original intact medicine bottles. The most exciting find was a cup embossed with the name "Rachall." Using census records, they traced the mug to the wife of Thomas Elwood, a local resident and bar owner.

This research gave students the opportunity to rediscover Cleveland's history from its physical remains. "I learned how to reconstruct the past from field notes, lab notes, and census information," Powis says. Valentyne Volk adds, "It was interesting to study downtown Cleveland when it was a predominately residential area." The students presented their findings on Poster Day in September. They hope to exhibit their research at national conferences during the spring semester.

## Scott Carson

Recently I had the opportunity to speak with Kaitlin Vandermark, a Physics major, and Teisha Mullins, a Chemical Engineering major, about their research work in the science department. When I began interviewing Kaitlin and Teisha to discuss the projects each is working on, I promptly informed both that I was not a science major, and accordingly, asked each to take it easy on me when it came to scientific terms. Fortunately, both were very accommodating. The projects deal with elastin-like polypeptides, or ELP's, but each research project is unique. The commonality of ELP's, along with possible future application, is where the shared ground ends and the differentiation begins.

Kaitlin's research is being conducted jointly by the physics and chemical engineering departments. It concerns nanoparticles (created by the chemical engineers), which are then analyzed by the physics department. Kaitlin says the particles the engineers create are so small that they need someone else to tell them their shape, size, and reaction. Kaitlin works in an optics lab where she uses light scattering spectroscopy to observe and gather this information, which is then passed back to the engineers. I asked her how the particles react, and Kaitlin informed me that they are bonded together at high temperatures but spread out and disband at low temperatures.

The goal of Teisha's research is to create purified proteins by using ELP's as a tag on the proteins in their raw form. Teisha says this is accomplished by using standard microbiological procedures found in most labs across the country, as well as some special ones that the team working at CSU has created through experimentation. The mix she says is about a fifty-fifty split between standard and in-house procedures. Once purified, the proteins could be used in many ways.

When asked what future applications this research might have, each told me that once completed, both research projects could operate as a drug delivery system. Since the nanoparticles are clumped together at high temperatures, it would be feasible that medicine could be contained within and delivered by lowering the temperature of the environment surrounding the nanoparticles to the point where they disband, thus releasing whatever was packaged inside.

Kaitlin became involved in the project through Dr. Streletzky. She took a class of his her freshman year and the following summer learned about a job opportunity in the physics department working on this project. Kaitlin was also able to attend the Women in Physics Conference this past fall in Nebraska where the research she is working on was presented to members of the physics community. At the conference, Kaitlin was awarded one of the Best Undergraduate Research Poster Awards.

Teisha became involved in her project in May of 2011. She says that she knew two students working in the lab, and inquired from them if there were any positions available. One informed her to contact the administrator of the lab, Dr. Holland, to get this information. In short, Teisha was hired and spent her summer researching. She says the project can be challenging because it deals with processes that a chemical engineering student does not learn in class. Overall, working in the lab is a unique and valuable experience that is well worth it, and will contribute to her goal of one day working for the Cleveland Clinic.

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