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Fall 2005 HCLA News

HONORS COLLEGE OF LIBERAL ARTS

UNIVERSITY
OF MINNESOTA

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CLA Continuing Student Scholarships

The College of Liberal Arts will award approximately two hundred scholarships for the 2006-2007 academic year to continuing CLA students. Information and scholarship forms will be available mid October on our website:

<http://www.cla.umn.edu/honors/clschol.htm>

Applications are due no later than **Monday, January 30, 2006.**

Welcome from the Director

Welcome back to all of our returning students, faculty, and staff, and a special welcome to our new Honors-College of Liberal Arts (HCLA) students! We hope you all had a productive and enjoyable summer – that you read some good books, did some good work, and had some fun. We also hope that you are anticipating the 2005-2006 academic year with enthusiasm, as we are.

In this fall newsletter, you'll discover a list of national scholarship competitions. Don't be shy, don't be bashful, step right up and apply! U of M students often do very well in these competitions, and many students benefit enormously from the experience of participating. Closer to home, the College of Liberal Arts also awards over \$500,000 annually in scholarships to its continuing students. Applications for the 2006-2007 scholarships awards will be available from HCLA later in the fall and must be submitted by January 30, 2006. We'll send an email out on the honors listserv when these applications are available.

Let me invite our Honors students to make use of the HCLA advising staff if you have any questions about your standing or progress in the College. We are proud of our staff – both the student peer advisors and the professional academic advisors who stand behind them. Many questions can be answered on a walk-in basis; for topics that require more discussion, we are usually able to schedule an appointment with an advisor within a few days. We are eager to hear about any problems you are having, and about your successes and triumphs, too!

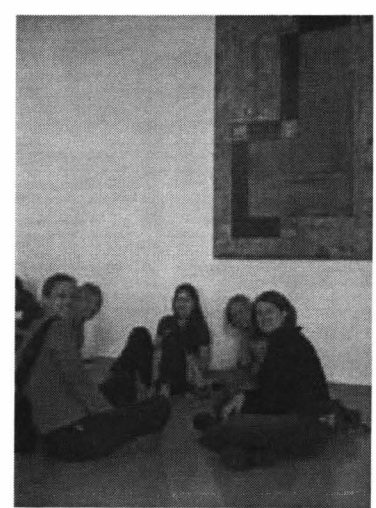
We're glad to see you all back on campus. Stop by the HCLA office when you have a chance, and have a great year!

Richard W. McCormick
Director, Honors-College of Liberal Arts (HCLA)
Professor of German

Freshman Reception at the Weisman!

Thursday, September 22, 2005
3:30 - 5:00 p.m.
Weisman Museum

Freshmen! Join Honors faculty, advisors, and staff for food, fun and conversation. This is the perfect moment to relax and make connections with other first-year students and the HCLA community.



Fall 2005 HCLA Calendar

September

- **September 6** – First day of classes; Freshman Convocation – class of 2009, 4:30-7:30 p.m., Northrop Auditorium
- **September 9** – All Honors “Back-to-School” Barbecue in the Park, 3:00-6:00 p.m., Mississippi River Park (behind Middlebrook)
- **September 15-16** – Paint the Bridge with HSA, 9:00-6:00 Thursday, 9:00-5:00 Friday
- **September 19** – Last day to drop a class without receiving a “W” on your record; last day to change your grading option for fall semester classes
- **September 20** – Last day to apply for Fall 2005 graduation
- **September 22** – Honors Freshman Reception, 3:30-5:00 p.m., Weisman Art Museum
- **September 26** – Truman Scholarship informational program, 3:30 p.m., Coffman Memorial Union Rm 325
- **September 27** – Honors Thesis/Project Workshop, 11:15 a.m., 101 Johnston Hall
- **September 27** – Goldwater Scholarship informational program 3:30 p.m., Room TBD
- **September 28** – Honors Thesis/Project Workshop, 10:10 a.m., 101 Johnston Hall

October

- **October 5** – Graduate/Professional School Workshop, 10:10 a.m., 101 Johnston Hall
- **October 6** – Graduate/Professional School Workshop, 11:15 a.m., 101 Johnston Hall
- **October 10** – Udall Scholarship informational program, 11:30-12:30, 100 Skok Hall, St. Paul Campus
- **October 17** – CLA Continuing Student Scholarship Application available on-line
- **October 20** – CLA Continuing Student Scholarship Application Workshop 12:00-1:00 p.m., 101 Johnston
- **October 31** – Last day to drop a class without college permission

November

- **November 11** – Honors Peer Advisor Job Applications available on-line
- **November 8** – Spring 2006 registration begins
- **November 24-25** – Thanksgiving Holiday – classes excused and University offices closed

December

- **December 11** – CLA Fall Semester Commencement Ceremony, 1:00 p.m., Northrop Auditorium
- **December 14** – last day of instruction for Fall Semester
- **December 15-17, 19-21** – Final exams for Fall Semester
- **December 21** – End of Fall Semester

GRE Test Information

The GRE General Test is offered as a computer-based test. At the University of Minnesota, you can sign up by calling 612-624-5520 or by stopping by Room 9 in Eddy Hall on the Minneapolis East Bank Campus (University Counseling and Consulting Services).

When you register for the General Test, you will be sent free test preparation material that describes the test in more detail and provides information to help you understand the scores you earn. This free material is also available in downloadable format on the GRE Web site at www.gre.org/pracmats.html.

To register for the GRE Subject Tests, you must complete a registration form. The 2005-2006 Subject Test Registration form is available online at the GRE website www.gre.org. For more information about the GRE, please go to the GRE website or contact the GRE Testing Center on campus, 9 Eddy Hall, 612-624-5520.

LSAT Registration Information

Interested in law school? A substantial part of the application process includes taking (and successfully passing) the Law School Admission Test (LSAT).

The registration fee for the LSAT is \$115. Late registrants pay an additional \$58.

The 2005-2006 LSAT Administration dates are:

Saturday, October 1, 2005

Saturday, December 3, 2005

Saturday, February 4, 2005

For more information about the LSAT, please go to the LSAT website at www.lsac.org.

MCAT Registration Information

The Medical School Admission Test (MCAT) can be taken in a paper-and-pencil format or as a computer-based test.

The 2006 test dates are: April 16 and August 20. You must register no later than March 11, 2006 for the April test, or July 15, 2006 for the August test. For more information and to register for the MCAT, please go to the MCAT website at <http://www.aamc.org/students/mcat/start.htm>.

College of Liberal Arts Scholarship Winners 2005-2006

Selmer Birkelo Scholars

Bassim Birkland, Psychology

Kai Carlson-Wee, English

Brooke Coe, Political Science, French Studies

Sarah Hampton, Anthropology

Joe Herriges, Sociology

John Jochman, Art History, Chemistry

Kally Nelson, Psychology

Jonathon Rusch, Geography, Scandinavian Languages and Finnish

Kristin Schwarze, Child Psychology, Neuroscience

Ann Swerkstrom, English

Margot Wagner, French and Italian Studies

The Selmer Birkelo Scholarship, the College's most prestigious scholarship award, is named for Selmer Birkelo, who donated funds to endow annual scholarships for the most talented and highest achieving students in the College of Liberal Arts. Each year, departments from the fields of history, social sciences, modern languages, and the classics nominate their best students for this award.

CLA Alumni Scholarship for a Martin Luther King Program Student

Shirani Jayasuriya

CLA Alumni Scholarship for Non-Traditional Students

Ping-Yao Chen

Heidi Stulberg

Neil Anderson Scholarship

Ilana Lerman

Douglas W. Baker Scholarship

Emily Subialka

William W. Faragher Scholarship

Jory Nagel

ITT Consumer Financial Corporation Scholarship

Liala Helal

Pre-Law Scholarship

Kimberly Treadwell

Morton D. and Artice E. Silverman Scholarship

Nicole Hodek

Rachna Goel

Erin Truesdale

Waller Scholarship

Eighty-four continuing CLA students were awarded the Waller Scholarship this year. Due to space limitations, we are unable to list all of their names here. To view the winners' names, please visit the HCLA website at www.cla.umn.edu/honors and follow the link to the scholarship page.

Sullivan Scholarship Reports

The Katherine E. Sullivan Scholarship provides an opportunity for University of Minnesota seniors to enrich their academic experience with a fifth year of undergraduate study in another country. The Office of International Programs grants these awards, and Honors - College of Liberal Arts, Twin Cities Campus, is responsible for the selection of recipients. Three scholarship winners - Katherine Gerbensky, Ann Vogt, and Diana Fu recently submitted their required 'final reports', summarizing their experiences as Sullivan Scholars. Following are excerpts from their reports.

Katherine Gerbensky

Thank you to the Katherine E. Sullivan Scholarship for giving me the best year of my life. The opportunity to live, study, and have an internship in Ecuador this past year was an experience that has completely changed the way I look at the world and the direction in which I want my life to go.

Last spring I finished two degrees: one in biomedical engineering and another in Spanish. Although I loved the technical aspects of Engineering, I found that the field lacked a certain element of working with people that I was looking for. At the same time, I was unsure of how to use my Spanish language skills in a very technical career. In receiving the Katherine E. Sullivan Scholarship I was able to address both of these concerns. With the scholarship, I chose to study for the full academic year through the Minnesota Studies in International Development (MSID) program in Quito, Ecuador. This program is unique in that it allows students to take courses for two months followed by a 5-month internship, in the field of their choice, focusing heavily on development issues. I chose to perform my internship with the Ministry of Public Health located in Quito working with the division of HIV/AIDS. In working with public health I sought a way in which to meld my technical skills with my desire to work within a community at the same time as improving and incorporating my Spanish skills.

My internship, combined with the knowledge gained throughout the development courses in the initial phase of the year, allowed me to grow in many



amazing and unforeseen ways. Due to the fact that the HIV/AIDS division of public health was severely underdeveloped and understaffed I had the opportunity to have a project that would have been given to a full-time epidemiologist completely to myself. I had almost complete freedom to develop my project - creating an epidemiologic surveillance system for a group of clinics working specifically with sex-workers - as I saw fit with, of course, a little bit of guidance from my mentors within the ministry. I was able to learn about epidemiology first hand and in an applied manner while at the same time found time to deal directly with my client, the clinic. Within this clinic, I designed and carried out a study intended to understand the difference in the sex worker's perception of risk for HIV/AIDS as compared to a clinical risk assessment. This study was carried out with the help of the clinic personnel as well as patients and will, hopefully, be published in the Panamerican Organization of Health's newsletter and be presented at its conference this summer.

My opportunities this past year have profoundly changed the direction of my professional life. Instead of coming home directly to work with a transnational biomedical company, I plan to prepare myself for graduate studies in public health and epidemiology with an emphasis in international medicine.

More importantly than the growth I experienced in my professional life were the changes that I underwent in my personal life. Living within a culture drastically different than my own for such an extended period of time definitely made me re-evaluate many of the values and belief systems I had previously. At first I found myself frustrated with the differences - the constant lateness, the over-touchiness, the bluntness and the seemingly slow pace of life. I was, after all, an engineer trained for efficiency and "American" logic living in a Latino culture. Now, as I find myself back in the U.S., thrown back into the culture that reinforced these ideals all throughout my life, I realize how profoundly I've changed.

First and foremost, I loved the priority that people in Ecuador placed on people and on their relationships with people. No matter how late they found themselves, if they ran into someone they knew on the street it was always more important for them to say hello and ask how they were doing than rush away to their appointment. Also, the first order of business in the morning arriving to work was to say hello to everyone and ask how people were doing. Now, while this also might be done in the US, I felt like the people that asked me questions were genuinely interested in

the answers. I also felt that they were just better at remembering little details like saying thank you, keeping in touch, and remembering important things about people better than Americans. I have definitely made it a point to improve that aspect of myself over the last year.

Overall, I feel very privileged to have been able to spend one of the most incredible and pivotal years of my life in Ecuador. Thank you very much, again, for giving me this opportunity.

Ann Vogt

I could not have asked for a better opportunity than this – I spent the 2004-2005 academic year in the small, developing South American country of Ecuador. The objectives I had before I left have not only been met but exceeded. I gained incredible clinical experience, participated in the community and culture, and my Spanish language skills are better than I could have ever hoped. The Minnesota Studies in International Development (MSID) program in Ecuador was the best option for my fifth year of studies. The Katherine Sullivan Scholarship made it a reality.

I arrived in Quito, Ecuador on September 8, 2004 and the other students and I spent our first ten weeks taking classes designed to prepare us to work in communities in Ecuador. We had a Spanish language class as well as classes on Ecuadorian history, culture, economics, health, environment, politics, development, and philosophy. In



mid-November, we all headed off to our internships, mine being in a hospital in a rainforest town called Tena.

I spent the next six months in Tena

working in all five areas in the hospital – internal medicine, pediatrics, neonatology, surgery, and gynecology/obstetrics. Many of my nights and weekends were spent on duty with the residents learning about emergency medicine, like stitching up machete wounds and caring for patients with serious snake bites among other things. I was given incredible responsibility and learned so much, but taking initiative and asking questions was the secret to my success. My experience in the hospital has confirmed my desire to be a doctor. I could have worked in a

hospital in Quito, but I am thankful for the opportunity to experience a rural setting with a diverse population.

Tena is a different world from Quito, which was my first home in Ecuador and where I became comfortable. It was at first hard to readjust to a second foreign culture, with a large indigenous population and different customs, not to mention climate. Quito is at 2830 meters in the Andes Mountains while Tena is in the sweltering Amazonian rainforest. Many indigenous people in Tena and the surrounding area do not even speak Spanish, but the native language of Quichua. The province of Napo, of which Tena is the capital, has an 83% poverty rate and I experienced what this means on a daily basis. I had the opportunity to interact with the population of Tena and nearby communities not only in the hospital, but in everyday life. I participated in local sports leagues, attended community meetings, competitions, festivals, and inaugurations. Interacting with my colleagues, my host family, and friends was very important to me and we always went on outings and excursions in our spare time.

Through my experiences in Quito, Tena, and many other parts of Ecuador and South America that I visited, I learned so much about the world and myself. I took advantage of my time there to soak up as much culture as possible and now I feel I have a better understanding of other cultures. I have altered my outlook on life so many times since leaving for the year and realized that life really is a learning experience and I am just beginning. I could go on and on about my unbelievable experience, but rather I would just encourage others to take advantage of similar opportunities and experience it for themselves. No one can understand until they have actually lived it, and I am so fortunate that I have.

Diana Fu

This past year, I divided my time between studying Chinese literature at Beijing University and carrying out field research on migrant women in China by interning at the Beijing University Women's Legal Aid and Research Center and the Migrant Women's Home, both of which are Non-governmental Organizations (NGOs) or "GANGOs" (government-affiliated NGOs) that contribute to the emergence of a fledging civil society in China.

Doing on-site research at the Migrant Women's Home was immeasurably rewarding not only in terms of learning the process of research but also in terms of letting me see China's development through lenses of a

Sullivan Reports - continued

subaltern group—migrant women from rural China living in urban China. The exploitation of these women by the capitalist system, their daily struggles to be heard in a society that continues to marginalize and “other” their experiences is something that is at once disheartening and problematic.

I also did field research at The Beijing University Women’s Legal Aid Research Center, an NGO that was set up after the 1995 UN Conference on Women in Beijing. It is one of the leading legal aid institutions in China that continues to capture international attention (Hillary Clinton is a frequent visitor there). Besides providing legal aid to female clients, the center also undertakes legal cases that are representative of the problems facing Chinese women in a particular era. My work at the center was based on using my Chinese language skills. I translated numerous documents, including the center’s constitution (a very important part of the grant application for the Women’s Watch China Project sponsored by the Spangenberg Group in the United States), co-translated the contract with the European Union for the Public Interest Legal Aid on Women’s Labour Rights Project, which is the major focus of the center in 2005-2006. During the Women’s Action Forum that the center held in April of 2005, I served as an interpreter for Ms. Guo Jianmei, (director of the center) in her communication with the director of the Spangenberg Group, U.S. law professors, and other foreign human rights experts. I also conducted interviews with the lawyers at the center and did in-depth research on one particular public-interest lawsuit that involved 20 migrant women.

In addition to studying and doing field research, I had my share of adventures, particularly during winter break when I took a trip to the province of Yunnan, home of 26 different ethnic minorities. I walked into the heart of the only matriarchal society left in China: the Mosuo people. Although I only spent three days there, I felt that it was THE single most eye-opening experience of my life. I saw a social structure that totally broke all the status-quo conceptions of gender roles, the institution of marriage, and the mind-set that society could not run without The Economy. Although I do not claim to have a deep understanding of the Mosuo society as a tourist who probably committed the crime of exoticizing them, the place and the people fascinated me so much that I started to look up the existing research on this ethnic minority. I’m also interested in the dynamic of internal orientalism practiced by the Han Chinese (I myself am a Han Chinese) towards minorities, a phenomenon

underscored by the increasing tourism whereby affluent Han Chinese go to Tibet or Yunnan to “gaze” at the “other” Chinese. If I have the chance, I would like to apply for a fellowship so I can do in-depth ethnographic research on the Mosuo people who are unfortunately beginning to assimilate into Han culture at a fast pace.

I can write about my experience in China endlessly. In the end, I’m extremely grateful to CLA for making this study abroad possible.



The application deadline for the 2006-2007 Sullivan Scholarship will be Monday February 6, 2006. For more information, please visit the Honors website or contact Sally Lieberman, slieb@class.cla.umn.edu.

Undergraduate Research Opportunities Program (UROP)

The U of M Undergraduate Research Opportunities Program offers financial awards twice yearly to full time undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. UROP applications are judged on both the quality of the proposed project and the educational benefit to the student; awards are not based on financial need.

The next deadline for UROP applications is **October 10, 2005** (for projects beginning on or after January 1, 2006). For more information, please contact:

Undergraduate Research Opportunities Program
325 Johnston Hall
101 Pleasant Street SE
Minneapolis, MN 55455
phone 612.625.3853
fax 612.626.7431
munro001@tc.umn.edu

Fall 2005 UROP Grant Winners

Congratulations to these Honors students who have been awarded UROP grants for projects to be completed fall 2005.

Margarita Berg, Art History. "The Art of Syphilis in Sixteenth Century Italian Printmaking"

Emily Bonnell, Psychology. "Subjective Perception of Comfort in Cooling Garments During Exercise in Simulated Extravehicular Activity (EVA)"

Matthew Bowlby, Spanish & Portuguese. "Imagining Another World: 21st Century Brazilian Responses to Globalization"

Nathan Johnson, Physiology. "Determining the Presence of Renin: Angiotensinogen in Adipocytes"

Kristin Kotenberg, Medicine. "Scene Photography in EMS"

Teresa Lilly, English. "Politics and Literature during the Renaissance Period"

Shireen de Sam Lazaro, Child Development. "Assessing the Effectiveness of Auditory Recalibration in Visually Impaired Subjects"

Kristin Schwarze, Child Development. "Joint Attention and Expressive Language Development in Post-Institutionalized Children"

National Scholarships and HCLA

Ever wondered what it takes to win a Rhodes Scholarship to Oxford? A Mitchell Scholarship to Ireland? Or a Truman Scholarship to support your preparation for a public service career? How about a Udall scholarship, for undergraduates who want to pursue careers protecting the environment, or Native American students interested in tribal affairs or health care? If you're not wondering, maybe you should be. These are just a few of the many national scholarships for which U of M students compete every year—and often win!

The place to learn about these scholarship opportunities is HCLA. HCLA serves as the campus-wide advising office for undergraduates who are interested in applying for nationally competitive awards. We maintain a scholarship webpage with information and links to dozens of scholarship foundations at <http://cla.umn.edu/honors/natschol.htm>. Visit it early and often! There are scholarships to apply for at nearly every stage of your academic career, and early planning and preparation are highly recommended. Honors advisor Sally Lieberman is the University's undergraduate fellowship advisor, and Director Rick McCormick is the campus faculty representative for many awards. Sally is available for appointments to discuss these scholarship opportunities by calling the HCLA front desk at 612.624.5522.

Here are a few recent scholarship winners from the University of Minnesota-Twin Cities. They took our advice, and they're glad they did! For more winners from the U, visit our national scholarship webpage.

Mohamed Abdihalim ('05, Biochemistry, *summa cum laude*) is a winner of the 2005 **Jack Kent Cooke Graduate Scholarship**. Mohamed was born in Somalia and grew up in a refugee camp in Kenya. He was inspired to become a physician when, as a young teenager, he was hired to translate for Doctors Without Borders volunteers. This scholarship will support his pursuit of a M.D. in the University of Minnesota Medical School beginning this fall.

Maya Babu ('05, Psychology and Neuroscience, *summa cum laude*), is a 2004 **Harry S. Truman Scholar**. She would like to make health care policy at the national and international levels, and is interested in women's health and mental health, especially among economically disadvantaged populations. The Truman Scholarship, which she won during her Junior year, will assist with her graduate education. Maya will enter Harvard Medical School this fall.

Bradley Froehle ('07, Physics and Mathematics), is a 2005 **Barry M. Goldwater Scholar**. Brad will receive up to \$7500 for his Junior and Senior years. The Goldwater Scholarship supports students in math, science, and engineering who intend to pursue graduate study in preparation for a career in scientific research. After graduation, he would like to earn a PhD in Physics and become a professor.

Marianna Quenemoen ('02, Individually Designed Interdepartmental Major, *summa cum laude*) is a 2005 winner of the **Mellon Fellowship in Humanistic Studies**. Her fellowship will support study toward a PhD in Cultural Anthropology at the University of Washington in Seattle beginning this fall. During her undergraduate years, Mari also won a **David L. Boren Scholarship**.

David Simon ('03, Political Science, Global Studies, Russian Area Studies, *summa cum laude*) studied International Relations at Oxford University from 2003-2005 with the support of a **Rhodes Scholarship**. This fall, David will continue on his path toward a career in international affairs by enrolling in Harvard Law School. In his Junior year, David also won a **Truman Scholarship**.

National Scholarship Opportunities

A sample of the many scholarships available to U of M undergraduates and recent graduates:

- ◆ Barry M. Goldwater Scholarship
- ◆ Morris K. Udall Scholarship
- ◆ National Science Foundation Graduate Fellowship
- ◆ Rhodes Scholarship
- ◆ Marshall Scholarship
- ◆ Churchill Scholarship
- ◆ Mitchell Scholarship
- ◆ And Many More...

For more information, visit our website at: <http://cla.umn.edu/honors/natschol.htm>.

HCLA Fall Workshops

Learn about the

Harry S. Truman Scholarship

For undergraduates interested in pursuing careers in public service.

Provides up to \$30,000 for graduate or professional school. Apply in the fall of your Junior year.

Informational Program with Truman faculty representative Richard W. McCormick and fellowship advisor Sally Lieberman.

Monday September 26, 3:30 pm

Coffman Memorial Union 325

Application deadline for U of M students is Monday November 7, 2005. For further information, email Sally Lieberman, slieb@class.cla.umn.edu, or visit <http://cla.umn.edu/honors/natschol.htm>.

Learn about the

Morris K. Udall Scholarship

For undergraduates (any ethnicity) interested in careers related to the environment OR Native American students interested in tribal public policy or health care.

Provides up to \$5,000 for your undergraduate education.

Apply in the fall of your Sophomore or Junior year.

Informational Program with advisors Bill Ganzlin, College of Natural Resources, and Sally Lieberman, Honors-CLA.

Monday October 10, 11:30-12:30

100 Skok Hall, St Paul campus

Refreshments provided

Application deadline for U of M students is expected to be in November. For further information, email slieb@class.cla.umn.edu, or visit <http://cla.umn.edu/honors/natschol.htm>.

Learn about the

Barry M. Goldwater Scholarship

For undergraduates interested in research-oriented careers in math, science, or engineering who plan to attend graduate school.

Provides up to \$7500/year for your undergraduate education. Apply in the fall of your Sophomore or Junior year.

Informational Program with Goldwater faculty representative Robert O. Pepin and fellowship advisor Sally Lieberman.

Tuesday September 27, 3:30 pm

101 Walter Library

Application deadline for U of M students is **Friday November 4, 2005**. For further information, email slieb@class.cla.umn.edu, or visit <http://cla.umn.edu/honors/natschol.htm>

Honors thesis/project workshops

The Honors thesis/project required of all graduating seniors is a major undertaking; you should begin to think about it in your junior year. For those who would like more information, Kit Gordon will conduct two workshops this fall, on **Tuesday, September 27, 11:15 and Wednesday, September 28, 10:10 am**. The workshops meet in 101 Johnston Hall and last about 45 minutes. If you plan to attend, email Kit at cgordon@class.cla.umn.edu.

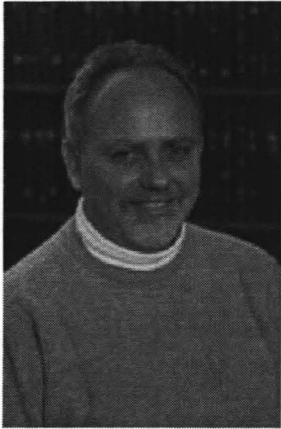
Graduate/professional school workshops

If you plan to continue your education in graduate or professional school, consider attending a workshop this fall that will review the process of investigating, applying for, and deciding on an appropriate program. These workshops will be held on **Wednesday, October 5, 10:10 am and Thursday, October 6, 11:15 am**. Both will meet in 101 Johnston and will last about 45 minutes. If you plan to attend, email Kit at cgordon@class.cla.umn.edu.

Continuing student scholarship workshop

Do you plan to apply for a CLA Scholarship for Continuing Students for the 2006-2007 academic year? If so, attend this workshop to help you prepare the best possible application. The workshop will be held on **Thursday, October 20, noon-1 pm**, in 101 Johnston. If you plan to attend, email Tom Fitzgerald at tfitzgerald@class.cla.umn.edu.

Honors Faculty Profile: Charles R. (Randy) Fletcher



Randy Fletcher is an Associate Professor in the Department of Psychology. Randy's research addresses two fundamental questions in the general area of discourse comprehension: How is the meaning of a discourse represented in memory? How is that representation constructed? He has also been investigating the effectiveness of computer software that has been designed to improve reading comprehension. Prof.

Fletcher received his Ph.D. from the University of Colorado at Boulder in 1984. He teaches courses ranging from Psychology 1001 to Cognitive Science 8001.

What are you currently researching and what classes do you currently teach?

The goal of all my research is to understand the psychological processes involved in understanding discourse — chunks of language bigger than a single sentence. Right now, I am spending time on several different projects. One is designed to find out why the right hemisphere of the brain seems to play a special role in understanding the relationships between sentences in a discourse. Another is exploring the possibility that one of the things that helps make someone a good reader is the ability to suppress (or quickly forget about) information that is no longer relevant. I am also involved in a couple of collaborations with people outside the University. I am working with a company in Bloomington, MN that has created a computer program called LiveInk that presents texts in a non-standard format that has been designed to improve comprehension. And finally, I am collaborating with some people at the Minneapolis V. A. Medical Center on a project examining the neural processing of language in patients with schizophrenia.

This semester I will be teaching two courses. The first is PSY 4994: Honors Research Practicum. This is a required course for all Psychology Honors students. It gives them a chance to work on an ongoing research project with an advanced graduate student or a member of our faculty. It also helps prepare them to carry out their own honors thesis research. The other course I am teaching is HSEM 2010: The Psychology of Paranormal Phenomena. Its a REALLY fun course that uses the

paranormal (ESP, telekinesis, etc.) to teach students about critical thinking, research methods, and the difference between science and pseudoscience.

What kind of work do you do with honors students?

I would divide my work with honors students into three categories. First is advising. As the CLA Honors Representative for the Psychology Department I meet with all Psychology students as they are admitted to Jr-Sr honors. I try to let them know exactly what they need to do to graduate with honors in Psychology, how to get started, and who to see if they need help. Second is teaching. Most of the undergraduate courses I teach are honors courses. Third is mentoring. I normally have one or two honors students working on research projects in my lab.

Is working with honors students different in any way than working with non-honors students?

I LOVE working with honors students! They are smart and have made a serious commitment to getting the most out of their undergraduate education. Is that different from non-honors students? Usually yes, but not always!

What advice would you give to a prospective honors psychology student?

First, get involved in research as soon as you can. Normally the way to do that is by taking my Honors Research Practicum, but you can also do it by volunteering to work in a lab, taking an independent study, or securing a paid research assistantship. The Psychology Department has an outstanding advising office and they maintain a list of research opportunities available to students. Second, take as many writing intensive courses as you can. Third, don't be shy about talking to me, the CLA advisors and the Psychology Department's advisors. We are here to help you!

Do you have any interesting stories about your experiences as an honors representative or professor?

We have a lot of honors students who want to be practitioners in clinical or counseling psychology. Some of them don't like it when we tell them they need to get some research experience to get into graduate school. But after they've worked in one of our labs, they often change their minds. I've known several students like that who now do research for a living and love it! But one of my favorite students actually went in the opposite direction! He started out wanting to be a professor at a research-oriented University like the U of M. But after working in my lab for a year, he realized

Randy Fletcher, continued

that research just isn't for him. He did a great job on his project and was even able to publish the results. But he found that he just couldn't stand working on a project for months and months before finding out if it was going to work. He is the kind of person who needs more immediate feedback than that. As a result of this insight he changed his career plans and went to medical school. Imagine what would have happened if he had waited until he was in graduate school before getting his first research experience?

What are your favorite honors courses to teach? Are there any in the works?

I enjoy all of my courses, but my favorite is the honors seminar on paranormal phenomena. One of the reasons I enjoy it is that its a lot of fun for the students. They get to meet some "real" psychics, figure out how to tell if they have been abducted by aliens, and (best of all!) they get to design and carry out experiments to test their own paranormal abilities. I have to admit that I am very much a sceptic, I don't believe in the paranormal. But you don't have to agree with me to take the class — that would be boring! What you do have to do is learn what would constitute scientific evidence for the existence of paranormal phenomena.

Career and Community Learning Center Corner

You Want Me to Think about Careers? I Just Want to Make it to Midterms!

-by Robin Stubblefield, CCLC liaison to HCLA

You have successfully started the world of college, a world where choices and opportunities abound. You probably find yourself contemplating these questions:

- What classes should I take?
- What organizations do I want to get involved in?
- Do I want mac-n-cheese or ramen tonight?
- What should I major in?
- Do I want to study abroad? Where? When?
- Will I spend the night studying or hanging out with my friends?
- Do I want to join a sorority or fraternity?
- What career path do I want to pursue?
- What will I do after college?

Some of these questions may be more relevant to you right now than others. Some will become relevant as time goes on. Still others might stress you out when you think about their impact on your future (probably not the mac-n-cheese question). And, if you or your friends and family haven't started asking these questions yet, give it time... it'll happen!

The good news is that CLA provides many resources to help you answer these questions. One of these resources is the Career and Community Learning Center (CCLC), the career services office for CLA.

In a nutshell, the CCLC helps students learn about themselves in order to successfully explore and choose majors and careers; find internship, volunteer and job listings; sign up for service-learning courses; apply to graduate/professional school; and prepare for the world of work. I know, I know, right now you're more focused on making it to midterms, and we understand that. So, stay tuned for information about a special CCLC and Honors event coming to you spring semester. It will be geared specifically toward first-year students. In the meantime:

- Check out the CCLC Resource Room in 135 Johnston Hall.
- Visit the CCLC Web site at www.cclc.umn.edu.
- Sign up for CCLC's monthly Listserv to get the latest and greatest info about programs, workshops, events and job and internship listings.

And by the way, I'd probably go with the mac-n-cheese.

Honor Yourself in a Major Way

-by Robin Stubblefield, CCLC liaison to HCLA

If you're a sophomore, the time's approaching when you'll need to declare a major. Do you know what your major will be, or how you'll make that decision? Do you know why you're interested in a particular major, or how it relates to a career and life after college?

You probably consider choosing a major to be one of the many steps you'll take to get a degree and a job. What if you go beyond that and think of choosing a major as a reflection of who you are—your interests, values, skills, and personality style? Do you feel like you have the resources available to do that? Do you feel like you've had a chance to get to know yourself well enough to choose a major that honors the "real" you?

The College of Liberal Arts provides many resources to help you answer these questions. A key resource is the Career and Community Learning Center (CCLC), the Career Services office for CLA students.

In a nutshell, the CCLC helps guide students to learn about themselves and to make plans for the future. We offer many great services:

- Semester-long courses and one-time workshops in which you can explore majors, careers, and career preparation.
- Personal inventories, which are personality tests that help you figure out what interests you most.
- A cozy "Resource Room," which is full of information and staffed by peer advisors who can give you individual attention.
- An online database of internship, volunteer and job listings.
- Advice! Set up an appointment with a CCLC career counselor to gain insight into your interests, values and skills.

This fall the CCLC and Honors Community would like to help you move forward with decisions about majors and careers. Stay tuned for more information and remember, no textbooks or tests required here!

HCLA Alumni Corner

Sara Goenner, Architect

Sara! What have you done since you graduated from the University of Minnesota?

I went to graduate school at the University of Oregon to obtain my masters degree in Architecture. I had multiple Graduate Teaching Fellowships (teaching assistant positions) while I was there. In my studies, I focused in the areas of architectural technology, teaching, and sustainable design. I earned a Certificate in Technical Teaching.

What are you doing now?

I started working on July 25th, 2005, at an architecture firm in Ventura, CA. I will be an architectural intern.

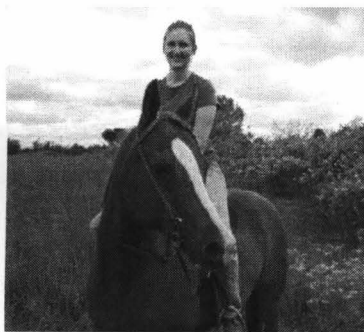
How did your undergraduate experience influence your graduate work?

My undergraduate experience convinced me that I had three more years in me...

My undergrad degree was directly influenced to my graduate work, as they both focused around architecture. My graduate degree, however, was much more focused on architecture than my undergrad. Undergrad gave me a good base to expand beyond. It let me explore many different subjects, while also reaffirming my interest in architecture. Graduate school focused me. The classes were all about architecture. I really don't think I would have been ready to study architecture so intensely if I had not had my more exploratory undergraduate degree.

What fond memories do you have about being an Honors student at the University of Minnesota?

As a freshman, my Courses in Common gave me a great base of friends and classes. I came to the University not really knowing anyone. It was great to have three classes with the same group of people. I kept in contact with those students through the rest of my undergraduate years.



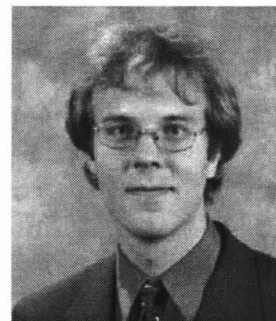
One of my other fond memories is working in the Honors office as a peer advisor. It is hard for me to separate being an Honors student and being an Honors peer advisor (I was one three out of the four years I went to the U of M). I loved being

an Honors student because of the classes, the longer library loan periods, and the excellent advisors. But I am especially fond of my memories working with the Honors professional advisors and my fellow peer advisors.

Mark Carlson, Economist

Hello, Mark! What have you been doing since you graduated?

Since I graduated from the University of Minnesota, I attended graduate school at the University of California, Berkeley where I studied economics. After 5 years, I received my Ph.D.



From there I got a job at the Federal Reserve Board of Governors as an economist and have been here for the past four years.

What are you doing now?

In my current position, I am an economist in the Board's Division of Monetary Affairs. My job entails analyzing current financial conditions and reporting this information to the Board through briefings, memos, and reports. Part of this analysis deals with investors' expectations about future monetary policy and the factors that lead to changes in these expectations. The other part of the analysis focuses on stresses in financial markets. When I am working on projects in this area, I consider whether financial market participants are having difficulties placing trades, the amount of risk that they are willing to take on, and whether any particular financial institution is having difficulties and causing difficulties for other market participants.

What fond memories do you have about being an Honors student at the University of Minnesota?

The honors courses in economics that I had at the the University of Minnesota convinced me that this was the right career path for me. My coursework prepared me well for my graduate work.

I still fondly remember many of the small group discussions that the honors classes allowed me to have. I thought that interacting with other honors students added a lot to the classes. I also remember that the professional advisors were very good at helping us figure out career and graduation paths as well as reducing stress. (As a former peer advisor it would be a little too easy to sing the praises of the fabulous peer advising staff.)

What Is HSA?

The Honors Student Association is whatever you, as a CLA Honors student, want to make it. All that you need to do is *get involved!*



Why?

- Get to know other CLA Honors students
- Get acquainted with the University and the Twin Cities
- Share and execute your ideas
- Develop leadership skills
- Be a part of an awesome organization!



Meetings

Day: Wednesdays

Time: 4 pm

Location: 101 Johnston Hall

Can't make it? Don't fret, there's still plenty you can be involved in, just email us at clahsa@umn.edu!

2005-2006 HSA Leadership

Joey Schroeder Katie Shimek
Co-Coordinator Co-Coordinator

Lee Richards Heidi Skallet
Secretary Treasurer

Kit Gordon
Faculty Advisor



Honors Student Association

Honors-CLA

115 Johnston Hall

101 Pleasant Street S.E.

Minneapolis, MN 55455

Phone: 612.624.5522

Email: clahsa@umn.edu

<http://www.cla.umn.edu/honors/hsa.htm>

HSA-Get Involved!

Looking for a way to get involved around campus? The Honors Student Association (HSA) is gearing up for another exciting year of community involvement, event planning, and cultural events. HSA is a great way to meet students in the College of Liberal Arts, as well as students from other organizations. Looking for a leadership role? There are several positions open in the organization.

The annual Honors Back-to School BBQ, sponsored by HSA, will be held on September 9th from 3:00-6:00 pm. Bring your appetites to the Mississippi River Park south of Middlebrook Hall. It is open to all Honors-CLA students.

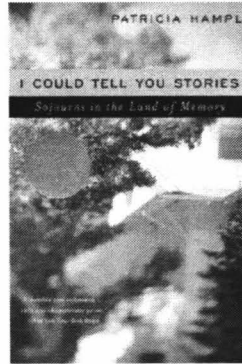
Interested in community service opportunities? HSA members have volunteered and caroled at nursing homes around the Twin Cities, and we're always looking for other volunteer possibilities. We have also planned social outings and "adventures" for honors students, such as trips to Annie's Parlour, and attendance at movies at Coffman. Our main event is Red Carpet Days, which brings incoming Honors Students to campus where they get to spend the day touring and learning about what Honors in the College of Liberal Arts has to offer. After an overnight in Middlebrook Hall with current Honors CLA students, these high school seniors (soon to be honors freshmen) visit Honors classes, and get a taste of what it's like to be a student at the U.

HSA is the place where honors students have input. Events geared at getting students and professors to meet and mingle are planned for the fall, giving students the opportunity to get to know the professors and voice their opinions.

How do you get involved in HSA? It's easy!! Come to our first meeting at **4:00pm on Wednesday, September 14th in 101 Johnston Hall** and check it out. If you can't make the meeting, email HSA at clahsa@umn.edu, and we will keep you updated on current events. It is going to be a great year, and now is the time to get involved! Don't forget your appetite when you come to the BBQ!

Honors in the College of Liberal Arts

Fall 2005 Book Discussion



I COULD TELL YOU STORIES

Sojourns in the Land of Memory

BY PATRICIA HAMPL

In this collection of essays, Patricia Hampl attempts to explain the lure of the memoir. It is today one of the most popular literary genres, but not long ago, readers would have been hard-pressed even to find memoir sections in their favorite bookstores. Hampl, who herself is a memoirist of note (*A Romantic Education and Virgin Time*) opens with some of her own memories. In the balance of the book, she examines the autobiographical writings of St. Augustine, Anne Frank, Sylvia Plath, Edith Stein, and Czeslaw Milosz. In each instance, she attempts to uncover the writer's intentions and reveal the true secrets that lurk in the shadows of what's on the page.

Professor Hampl, Regent's Professor in the Creative Writing Program in the Department of English, will join students for a discussion of the book
October 5, 2005 at 6:30 PM in Fraser Hall, room 102.

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The HCLA News is published for Honors-College of Liberal Arts students and friends of HCLA by the Honors-College of Liberal Arts at the University of Minnesota, Twin Cities.

Mary Moga, Editor

HCLA News

Honors-College of Liberal Arts

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This publication is available in alternative formats upon request. Contact Honors-CLA at the address above.

Honors - College of Liberal Arts
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 115 Johnston Hall
 101 Pleasant Street S.E.
 Minneapolis, MN 55455



Spring 2006 HCLA News

**HONORS
COLLEGE OF
LIBERAL ARTS**

**UNIVERSITY
OF MINNESOTA**

What's Inside...

- ☞ Honors in Nicholson (at last)
- ☞ Admission Possible
- ☞ Jr-Sr Honors Information
- ☞ Gradfest
- ☞ Grad School test dates
- ☞ UROP Grant Information
- ☞ National Scholarships
- ☞ Major Information
- ☞ Alumni Profile
- ☞ HSA - Get Involved!

Seniors! Mark your calendars!

Plan to join you classmates at the Spring Honors Luncheon for graduating seniors (and their guests). This year's luncheon will be held on

**Thursday, May 4, 2006
12:00 - 2:00 p.m.**

Great Hall, Coffman Union
Invitations will be sent in early April. Please hold the date!

Rhodes Scholarship Winner...

Diana Fu, a CLA Honors student, has been awarded a 2006 Rhodes Scholarship. A Canadian citizen, she applied and was selected in the Canadian Rhodes competition. Diana is pursuing majors in Global Studies and Political Science, with a minor in Psychology. With the support of the Rhodes Scholarship, she intends to earn a graduate degree in Development Studies at Oxford University. Diana received a 2004 Selmer Birkelo Scholarship, and in academic year 2004-2005, studied abroad in China after receiving the Katherine Sullivan Scholarship for Study Abroad. While abroad, Diana studied Chinese literature in Beijing and also interned at the Beijing University Women's Legal Aid and Research Center and the Migrant Women's Home. She has been a regular opinion columnist at the Minnesota Daily, and was awarded the Society of Professional Journalists' Mark of Excellence Award for best collegiate journalism in 2004. Diana has also published short fiction and poetry. An accomplished dancer, she performed in the international debut of Chinese choreographer Shen Pei's "Sun and Moon" at the Southern Theatre in 2004. Diana's family immigrated to Winnipeg from mainland China when she was young, eventually settling in the Twin Cities area. She attended Eden Prairie High School, and was accepted to the U of M and Honors-CLA in fall 2002. She is the third University of Minnesota-Twin Cities student to win a Rhodes Scholarship in recent years.



Photo by Jayme Halbritter

...and Finalist!

Sloan Dawson, a recent Honors-CLA alumnus ('05, History and Political Science, *summa cum laude*) was a finalist for the 2006 American Rhodes Scholarships. A native of Omaha, Nebraska, Sloan was interviewed by the selection committee in the district that includes his home state. He developed an interest in Russian history and politics while at the U, particularly the relations between Russia and Central Asia over the past two centuries. He was active in the University of Minnesota History Club and the United Nations Student Organization, and was instrumental in organizing the University's first-ever Model United Nations Conference. Sloan was a recipient of a Selmer Birkelo Scholarship and the Judge Earl and Cecil Larson Memorial Research Scholarship. During his summers while in college, he interned for the Omaha Chamber of Commerce and conducted field research for the Nebraska State Historical Society on the history of army airfields constructed in the state during World War II. Currently, he is employed as an intern in the Washington D.C. press office of Senator Chuck Hagel. Sloan is applying to Ph.D. programs in Russian History for Fall 2006.



Home at last! Honors in Nicholson Hall

- Mary Moga, Advisor, HCLA

It was almost like an episode of "Extreme Home Makeover" – minus the famous bus. During the week of Thanksgiving, 2005, the HCLA (Honors – College of Liberal Arts) office moved from our (now all say it together – "temporary") offices in 115 Johnston Hall to our new digs in 20 Nicholson Hall. The move itself was seamless, thanks to the spiffy moving boxes provided by the incomparable Grabel moving company and by their efficient use of carts and muscle. We were vacuuming the last of the paper dust out of 115 Johnston within just a few hours of the first box leaving – and then all we 'had' to do was unpack!

Honors was the first office to move into Nicholson Hall, which meant that we had the opportunity to meet some of the interior craftspeople (painters, electricians) who were finishing up in other parts of the building. It was apparent that everyone involved was proud of their contribution, and the building shows it. From the terrazzo flooring to the handmade metal railings to the awesome ceiling fixtures, Nicholson Hall is definitely a showplace.

Aside from the few days we took around moving, and University holidays, the Honors office has remained open for business throughout the transition. Students who have visited during the winter break have been appreciative of the new space, and tell us how much more welcoming it seems.

We are happy to be here, and we're grateful to the people who helped us get here, including Dean Steven Rosenstone, former U of M President Mark Yudof, former Director Gordon Hirsch, former Associate Director, Judith Wanhala, and the unsung heroes and heroines who encouraged the capital funding request to renovate Nicholson Hall. Please join us in thanking them, and please feel free to visit us in our beautiful new offices.

P.S. From the Director:

Mary has told the story so well, what can I add? Well, just a few things:

1. Honors in the College of Liberal Arts – HCLA, as we now say – moved into "temporary spaces" in the fall of 1965, and moved into twice as much space in the gorgeously renovated Nicholson Hall 40 years later. We are elated!
2. Among the people we thank for their hard work getting us into this lovely new space (see the list above), we should not forget you and the Honors Students who came before you: for the impressive

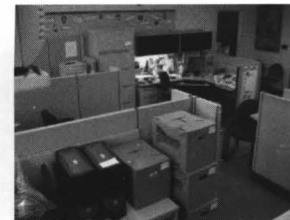
accomplishments of Honors Students over the years are what convinced CLA and the U of M and the State of Minnesota to invest in this new space for Honors Students.

3. Finally: one of the things we designed into our new space was a study lounge for Honors Students that would also house our Summa Thesis Library. This space will be open from 8:00 am to 4:30 pm, and then from 4:30 to 10:00 p.m. it will be open to Honors Students through key-card access. More details about the opening of the room will be announced soon!

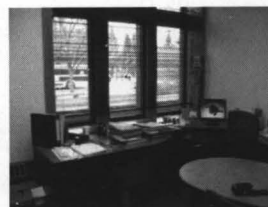
Farewell, 115 Johnston!



HELLO, 20 NICHOLSON!



Hello, 20 Nicholson!



Graduating?

Visit GradFest '06 March 29 and March 30!

Wednesday, March 29 10:00 a.m. to 6:00 p.m.

Thursday, March 30 10:00 a.m. to 4:00 p.m.

Great Hall, Coffman Union

GradFest is the U of M's official "one-stop" source for graduation information, services and products, and has promised "no hassle for a tassel" to U of M graduates for 12 years. GradFest is a great way to save time, money while beginning preparing for commencement and life after college.

Attend GradFest and take care of your graduation planning needs while exploring dozens of graduation-related exhibits where you can:

- * Pick up a cap & gown
- * Order graduation announcements
- * Select a college ring
- * Have a commencement portrait taken
- * Take care of financial aid exit interview
- * Save on diploma frames
- * Join the Alumni Association
- * Have your resume evaluated
- * Talk with local recruiters
- * And much, much more!

Junior-Senior Honors

If you have completed at least 40 graded credits and have declared a major, you are eligible to apply for upper division honors. Stop by the office for the application, and begin the process. If you plan to graduate in spring 2007, you should make an appointment with your academic advisor for a graduation balance sheet to be sure you are on track to finish on time. To make an appointment with your advisor, please call the Honors Office, 612.624.5522.

Red Carpet Days - Get Involved!

The Honors Student Association is in the process of planning this spring's annual Red Carpet Days. This is a great chance to get involved as HSA welcomes prospective fall 2006 freshmen for an overnight visit to campus that includes a class visit and other activities. Students who live in Middlebrook and would be willing to host a guest, as well as students who have a class on Friday mornings to which they might bring a visitor are needed; all others are encouraged as well: there's a lot to do, and it's lots of fun. If you are interested in participating, email clahsa@umn.edu.

GRE Test Information

The GRE General Test is offered as a computer-based test. At the University of Minnesota, you can sign up by calling 612-624-5520 or by stopping by Room 9 in Eddy Hall on the Minneapolis East Bank Campus (University Counseling and Consulting Services).

When you register for the General Test, you will be sent free test preparation material that describes the test in more detail and provides information to help you understand the scores you earn. This free material is also available in downloadable format on the GRE Web site at www.gre.org/pracmats.html.

To register for the GRE Subject Tests, you must complete a registration form. The 2005-2006 Subject Test Registration form is available online at the GRE website www.gre.org. For more information about the GRE, please go to the GRE website or contact the GRE Testing Center on campus, 9 Eddy Hall, 612-624-5520.

LSAT Registration Information

Interested in law school? A substantial part of the application process includes taking (and successfully passing) the Law School Admission Test (LSAT).

The registration fee for the LSAT is \$115. Late registrants pay an additional \$58.

The 2005-2006 LSAT Administration dates are: Saturday, February 4, 2006

For more information about the LSAT, please go to the LSAT website at www.lsac.org.

MCAT Registration Information

The Medical School Admission Test (MCAT) can be taken in a paper-and-pencil format or as a computer-based test.

The 2006 test dates are: April 16 and August 20. You must register no later than March 11, 2006 for the April test, or July 15, 2006 for the August test. For more information and to register for the MCAT, please go to the MCAT website at <http://www.aamc.org/students/mcat/start.htm>.

Admission Possible



If you're like me, you always wish you had more time for community service. You would love to volunteer at an elementary school helping kids learn to read or serve food at a local shelter, but after you've been to all of your classes, studied for midterms, planned events for your student organization, worked a part-time job and started thinking about your honors thesis, all of your time and energy for the week is depleted. So when can you find plenty of time to support your community? After graduation.

If you need a break from homework and finals before heading off to graduate school or if you want to gain more professional skills and experience before looking for a full-time job, consider serving your community as a volunteer through programs like AmeriCorps. Since 1994, 400,000 men and women have provided needed assistance to millions of Americans across the nation through their AmeriCorps service.

I became an AmeriCorps*VISTA (Volunteer in Service to America) last August with Admission Possible—a nonprofit organization that helps low-income students in nine Minneapolis and St. Paul high schools earn admission to college—where I am fortunate to work with six leadership staff and 24 fellow AmeriCorps members who are all recent college graduates. Each of us serve in a position that fits our personalities, backgrounds, and future goals. As a communications associate, I am able to utilize the skills I gained as a journalism student at the University of Minnesota to help with the organization's website, newsletter and other marketing materials. Other AmeriCorps members with Admission Possible work with high school juniors and seniors on the college application process, plan campus visits and community service events, serve as resources for former Admission Possible students who are now enrolled in college, and write grant proposals to support the organization's programming.

Next year, Admission Possible plans to expand in order to help even more low-income students get to college. If you would like to join a growing team of young idealistic leaders, go to Admission Possible's website (www.AdmissionPossible.org) in February and click on the employment tab. Also, check out www.AmeriCorps.org to learn about other opportunities to support your nation and community through volunteer service. There's no better time to commit to making the world a better place.

- Melissa Martinson

Melissa Martinson (B.A., summa, Journalism and Music, May 2005) is serving as the Communications Associate with Admission Possible from August 2005 - August 2006.



HCLAGraduate Tom Hendrickson at Roosevelt HS

Undergraduate Research Opportunities Program (UROP)

The U of M Undergraduate Research Opportunities Program offers financial awards twice yearly to full time undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member. UROP applications are judged on both the quality of the proposed project and the educational benefit to the student; awards are not based on financial need.

The next deadline for UROP applications is **March 6, 2006** (for projects beginning on or after July 1, 2006). Limited funding is also available for May term projects. For more information, please contact:

Undergraduate Research Opportunities Program
325 Johnston Hall
101 Pleasant Street SE
Minneapolis, MN 55455
phone 612.625.3853
fax 612.626.7431
munro001@tc.umn.edu

Spring 2006 UROP Grant Winners

Congratulations to these Honors students who have been awarded UROP grants for projects to be completed spring 2006. Faculty sponsors are listed in parentheses.

Christina Akers, "School, The Musical," an Experiment in Commedia Dellarte (Luverne Seifert, Theatre Arts & Dance)

Carly Beane, Gender Roles and Wild Rice Production in Ojibwe Society (Brenda Child, American Studies)

Melanie Fuhrmann, The Moderating Effect of Relationship Quality on Sibling Similarity for Substance Use (William Iacono, Psychology)

Marta Halina, Evolutionary Ethics: Synthesizing the Works of Mary Midgley and Frans de Waal (Valerie Tiberius, Philosophy)

Rachel Lanasa, Stimulus Degradation Effects on Abstract and Specific Object Processing (Chad Marsolek, Psychology)

Siri Scott, Examining the Effect of Emotion on Attention Using Binocular Rivalry (Christopher Patrick, Psychology)

Lindsey Twin, Comparative Analysis of the Correlation between Economic Policy Models and Development (August Nimtz, Political Science)

Jessica VanenHeuvel, Interactions in the Workplace: Spillover to Homelife, (Joyce Bono, Psychology)

Lindsey Zimmerman, Do Social Expectations Influence the Assessment of Speech Production Accuracy? (Benjamin Munson, Communication Disorders)

Informational Program on
**Scholarships for Graduate Study in the
United Kingdom and Ireland**

Wednesday February 22, 2006

3:35-4:30 p.m.

The Fireplace Room, 135 Nicholson Hall

Learn about these scholarships—and how to WIN them—from our panel
of U faculty, student, and staff experts

RHODES SCHOLARSHIPS

For one to three years of study at the University of Oxford

MARSHALL SCHOLARSHIPS

for two to three years of study at any university in the United Kingdom

GEORGE J. MITCHELL SCHOLARSHIPS

for one year of study in Ireland or Northern Ireland

CHURCHILL SCHOLARSHIPS

*For one year of study in engineering, math, or science at Churchill College,
University of Cambridge*

GATES CAMBRIDGE SCHOLARSHIPS

For graduate study at the University of Cambridge

Panelists will include John Watkins (Marshall Scholar, Professor of English and Chair of the UK Scholarships Advisory Committee); Robert O. Pepin (Director of I.T. Honors and Campus Representative for the Churchill Scholarships); Diana Fu (Rhodes Scholar, Honors-CLA Senior); Richard W. McCormick (Director of Honors-CLA and Campus Representative for the Rhodes, Marshall and Mitchell Scholarships); and Sally Lieberman (National Scholarship Advisor)

For more information, contact Honors-CLA, 20 Nicholson Hall, 624-5522,
or visit <http://cla.umn.edu/honors/natschol.htm>

NOTE: *University of Minnesota preliminary application deadline for the 2007 Rhodes, Marshall, and Mitchell Scholarships is April 3, 2006.*

Upcoming Scholarship Deadlines

PICKERING FOREIGN AFFAIRS FELLOWSHIPS: February 24, 2006

PICKERING GRADUATE FOREIGN AFFAIRS FELLOWSHIPS: February 28, 2006

These national scholarships are for students from all ethnic and social backgrounds who are interested in becoming Foreign Service Officers in the State Department. Applicants must be U.S. citizens with G.P.A. of 3.2 or higher and with significant leadership and service activities. Applicants for the Foreign Affairs Fellowships must be current sophomores; this fellowship supports junior and senior year of college and first year of graduate school, as well as participation in a summer institute and internships. Applicants for the Graduate Foreign Affairs Fellowships must be seeking admission to an appropriate graduate program for the following year; the fellowship supports two years of graduate study, plus stipends for domestic and overseas internships. Successful candidates are obligated to serve several years as Foreign Service Officers after completing their educations. Application packets should be ordered at the fellowship's website, <http://www.woodrow.org/public-policy/index.html>, at least one week before the application deadline. Applicants must submit their most recent Student Aid Report and other documents with the application.

JACK KENT COOKE GRADUATE SCHOLARSHIPS: March 31, 2006

These national scholarships provide up to \$50,000 per year for up to six years of graduate or professional school in the U.S. or abroad. Applicants must be college SENIORS or recent GRADUATES with GPA of 3.5 or higher and significant financial need who will begin graduate study in Fall 2006. Students who have already begun graduate study are ineligible. Approximately 65 awards nationwide. Institutional nomination is required; the U may nominate up to two candidates. An application instruction sheet for U of M seniors or recent graduates who would like to be considered for nomination by the U is available from the front desk at Honors-CLA, 20 Nicholson Hall.

RHODES, MARSHALL, OR MITCHELL SCHOLARSHIPS: April 3, 2006

These national scholarships should be of interest to current Juniors and Seniors who are interested in graduate study, beginning in Fall 2007, in the UK or Ireland. The Rhodes supports 1-3 years of study at Oxford; the Marshall supports 2-3 years of study at any British university; the Mitchell supports one year of study in Ireland or Northern Ireland. See the announcement elsewhere in this newsletter for the Feb. 22 informational program about these scholarships. All require University endorsement. Students interested in being endorsed for these scholarships should submit a preliminary application to Honors-CLA by APRIL 3. A U of M faculty committee reviews the preliminary applications and selects endorsed candidates, who then compete nationally for these awards in the fall. A preliminary application form and instructions will be available at the Feb. 22 program and thereafter from the front desk at Honors-CLA, 20 Nicholson Hall.

For more information on these and other nationally competitive scholarships, visit <http://cla.umn.edu/honors/natschol.htm>

National Scholarship Opportunities

A sample of the many scholarships available to U of M undergraduates and recent graduates:

- Barry M. Goldwater Scholarship
- Morris K. Udall Scholarship
- National Science Foundation Graduate Fellowship
- Rhodes Scholarship
- Marshall Scholarship
- Churchill Scholarship
- Mitchell Scholarship
- And Many More...

For more information, visit our website at: <http://cla.umn.edu/honors/natschol.htm>.

Declaring a Major

So you've decided that your life's goal is to (fill in the blank), and you must declare a major that fits with those goals. How do you go about doing this? It's easy! Just follow these steps:

1. Make an appointment with the advisor in the major department. (for a list of CLA departments, please visit this website: <http://www2.cla.umn.edu/prospective/courses-majors/majors.htm>.)
2. Download a copy of your Student Course Report (this shows all of the classes you've taken to date). Take this copy with you to your meeting with the departmental advisor.
3. Meet with the departmental advisor. In this appointment, you will review and receive a Major Program form for that major.
4. Bring a copy of the Major Program form to the Honors Office in 20 Nicholson Hall.

Once we've received the form from you, we will enter the information into your student record. Voila! You have declared a major.

p.s. The same steps apply for most minors.

Trying to Find a Major

Perhaps you're not quite ready to declare a major. Perhaps you're having a difficult time identifying that one thing that will be your life's goal. Don't worry, you're not alone. To help ease the tension a bit, plan to attend the annual CLA Student Board's Major Fair.

This year's fair will be held in Willey Hall on March 29 from 10:00 - 2:00. Departmental advisors and staff will be on hand to answer questions about their major or about the department in general. Door prizes, popcorn, and other treats await!

Thinking Beyond Graduation

Want more direction? Interested in working in corporate America? Then attend this upcoming workshop, presented by CLA Advisor Karen Crouch and CCLC liaison Joyce Halverson:

Business Careers for CLA Majors

Wed., March 1, 2006

3 - 4:30 p.m.

101 Walter Library

Honors in English

Do you plan to complete the Honors Senior Project requirement during Fall Semester, 2006? Then you must attend one of the following information sessions in 207A Lind:

Monday, February 20, 11-12 (all summa thesis candidates must attend this session); Tuesday, February 21, 10-11; Wednesday, February 22, 3-4; Thursday, February 23, 12-1. Besides being mandatory, these meetings will help you: learn the updated guidelines required by the English Department; complete an application form (must be completed before March 31, 2006); understand EngL/EngW 3960W--the Seminar/Workshop class; get answers to any questions or concerns you have about the Senior Project process. To register for an information session, stop by Lind 227, email ayles001@umn.edu, or call 612.625.4592.

Honors Graduate Profile

In their shoes

DoBell getting first-class education after college

By Jim Rueda/The Mankato Free Press

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A new pair of running shoes is something Josh DoBell



photo by Pat Christman

admits he has taken for granted most of his life.

Over the last four months, the former standout runner at Mankato East High School and member of the Minnesota Gophers cross country team has learned

firsthand that little should be taken for granted — including something as simple as a T-shirt or headband or ... running shoes.

Since early September, DoBell has been teaching 11th-grade American Literature at Northwest Halifax High School in Littleton, N.C. The high school is in an economically depressed area of the state about 30 miles south of the Virginia border.

The student body is made up of 95 percent African-Americans. Most of the remaining five percent are Native Americans. Collectively, the students at NW Halifax are considered the worst in the state in terms of test scores.

The school's teacher turnover rate is among the highest in North Carolina.

The last few months have been challenging and eye-opening for DoBell. Up until this year he never imagined he would be teaching and coaching in a high school.

His last semester at the U he was preparing to graduate with a degree in psychology but had no substantial plans for his future. Many of his peers were taking jobs in fields they hadn't majored in college simply to make money and DoBell didn't feel that was for him.

"A lot of my friends were going into banking just for something to do," he said. "But some students become seniors and realize they want to do something concrete after college.

"I know it sounds like a cliché but they want to do something that makes a difference. I found myself thinking along those lines." He attended a job fair in January and that's when he learned about the Teach for America program.

Teach For America is an arm of the Americorps program. Recent college graduates commit two years to teach in urban and rural public schools. Teach For

America gives participants a small educational stipend (about \$4,800 per year), above a regular first or second-year teaching salary, to help them pay off student loans. DoBell became interested, and after graduating in May he attended orientation in Houston, Texas, and North Carolina. In Houston he had been working with special and gifted kids, so he wasn't quite prepared for what he found in Littleton.

"I don't think I'd ever been the only white person in the room before," he said. "I sensed a lot of anger. It wasn't so much they felt they had been handed a raw deal, it was more like they had been given up on too many times."

DoBell recalls one incident when one of the brighter students in his class told him to quit pretending he cared. The student explained how white teachers show up at school for one year to pay off student loans and then leave.

"I really didn't know how to respond to that. I mean, the reality is he was right — very few teachers last longer than one or two years. That's been one of my biggest challenges; to gain the confidence of the kids and show them I'm concerned about their education and their future."

Most of his students have a sixth or seventh-grade reading level. He needs to find a balance between not lowering his expectations for them and realizing he's not at Mankato East anymore.

"I think I was too soft right away," he said. "I was trying to be friends with the kids and that backfired. I need to be more of a hard-ass."

DoBell says many of his classroom discussions center on race. To do otherwise would be tantamount to ignoring the elephant standing in the corner.

So what does all this have to do with running shoes?

In addition to his teaching duties, DoBell is an assistant coach with the cross country teams. On the first day of practice, he saw only one competitor actually had running shoes. The rest wore basketball shoes.

"Cross country was an afterthought," he said. "Like a lot of kids at other schools they were there mostly to get in shape for basketball."

Before DoBell's arrival, the team's training regimen consisted of a one-mile or two-mile loop around the high school three days a week. DoBell had them running hills and lengthened the distance of runs.

"A lot of them couldn't understand why they should run longer in practice than they would have to in the actual race. They just wanted to stand around and talk smack about how good they were even though they hadn't finished higher than fifth in the conference in 10 years."

(JoshDoBell, continued)

A good friend of DoBell's, Keenan Robbins, who used to run cross country at Mankato West, heard about DoBell's team and sent him an e-mail. For the last few months, Robbins has been traveling the Midwest as a representative of Nike running gear.

"Keenan asked me to send him shoe sizes for the kids on my team," DoBell said. "About a week later two refrigerator-sized boxes showed up at my door. They were full of training shoes, spikes, shirts, hats, headbands and baseball-style caps.

"When we were riding to our next meet the kids were all decked out in their new stuff and you should have seen the smiles on their faces. It's unbelievable how big a difference something as trivial as what you're wearing can do for your confidence. I can't thank Keenan enough."

Robbins said the gift to the high school program was no big deal.

"Nike does a lot of that kind of stuff," he said. "We saw there was a need there and we're just glad we could help."

The Northwest Halifax team finished third in this year's conference standings. DoBell believes the extra training and new shoes made a big difference.

"Growing up I heard all the clichés about how sports builds character, how learning how to win and learning how to lose were important life lessons," DoBell said. "I dismissed those as simply excuses for an athlete's competitiveness.

"But now I see they are important. Hard work does bring results. If the kids can learn that in cross country maybe they can learn that in my classroom, too."

DoBell will return to NW Halifax High School this month for his second semester. He also plans to return next year.

"Maybe when they see I've come back they'll start to trust me more. I think it'll make a difference."

Beyond the next school year DoBell has no idea what will happen. The only thing he knows for sure is that he's learning as much or more than his students. Specifically, he's learned that public education is not the level playing field it's supposed to be.

"Where you happen to be born has a lot to do with your educational opportunities. It might be nice to try to change that."

In his own small way, Josh DoBell already is.

Anyone interested in finding out more about the Teach for America program should log on to www.teachforamerica.org.

Afterwords...more thoughts from Josh

How did your undergraduate Honors experience influence your present circumstance?

My undergraduate honors experience influenced me most simply by being an avenue through which I met a lot of people that are interesting and, more importantly, interested. Being at a big school like Minnesota it is easy to get lost in what seems to be undergraduate apathy and looking after yourself and your future. In school, that is your job, to look after yourself and figure out who you want to be. The honors courses I took allowed me to sit down with professors who were real people and cared not just about me, but about the world, something I felt like I could have easily lost touch with.

My Honors advisor was also a great help to me. Sitting and talking with her about school and life was a wonderful thing. She recommended books unrelated to my studies, kept me on track with what I needed to get done, and managed to give me the impression that she liked me and wanted me to succeed.

On a very simple level, I heard about Teach for America at an international teaching opportunities panel I heard about through the honors mass email. I went on a whim, and met a wonderfully passionate woman who had taught in North Carolina. I found out that the application deadline was two days from then. I suppose it is true that if it wasn't for the honors program I literally wouldn't be where I am today.

What kind of advice would you give current Honors students who might be interested in Teach for America?

Our country's public school system is in bad shape. There is an enormous gap between the achievement levels of students in upper- and middle-class neighborhoods and those in poor neighborhoods. Our system is:

- A system that allows 9-year-olds in low-income communities to achieve at levels three to four years behind their peers in more affluent communities is broken.
- A system that allows black high school graduates, on average, to read at the level of white eighth-graders is an affront to our most fundamental ideals as a nation.
- A system that allows children in families that earn less than \$35,000 a year a mere 1-in-17 chance of completing college mocks our vision of equal opportunity for all.

Teach For America's mission, that one day all children will have access to an excellent education, is a necessary and bold one. The fact that such a pursuit of fairness in the supposed beacon of liberty and justice is a bold one is a tragedy itself.

(Josh, continued)

The truth is, my school had two first year corps members quit this year and they perhaps did more harm than good to our school and our kids. It is a tough job. That said, we cannot shy away from the realities of our country's broken public schools just because it sometimes isn't any fun.

Forgive me for preaching, but I am no longer afraid of offending white kids. Teach For America is a necessary look at America and the civil rights struggle that never ended.

We need creative and energetic people. Apply.

Josh DoBell graduated Summa Cum Laude in May, 2005 with a Psychology BA.

Honors Student Association - Get Involved!

What Is HSA?

The Honors Student Association is whatever you, as a CLA Honors student, want to make it. All that you need to do is *get involved!*

Why?

- Get to know other CLA Honors students
- Get acquainted with the University and the Twin Cities
- Share and execute your ideas
- Develop leadership skills
- Be a part of an awesome organization!

Meetings

Day: Wednesdays

Time: 4:00 p.m.

Location: 12 Nicholson Hall

Can't make it? Don't fret, there's still plenty you can be involved in, just email us at clahsa@umn.edu!

2005-2006 HSA Leadership

Joey Schroeder Katie Shimek
Co-Coordinator Co-Coordinator

Lee Richards Heidi Skallet
Secretary Treasurer

Kit Gordon
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Mary Moga, Editor

HCLA News

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