

THE HONORS BEACON

Honors Program at Minnesota State University, Mankato



LEADERSHIP

RESEARCH

GLOBAL CITIZENSHIP

Beyond the classroom

Honors student José Barriga discusses his journey through the Amazon during winter break.



If you are familiar with the Honors Program at Minnesota State University, Mankato, you know the program's three competencies: leadership, research, and global citizenship. So far, in my path as an undergraduate student, the different classes, interactions and research opportunities that I've experienced have aimed to shape, improve and define those competencies. How-

ever, one experience was particularly special: the Amazon Winterim, a trip to the Amazon I took during this year's winter break.

As a Biology major, I have always been interested in studying interactions between people and nature. The Amazon Winterim was a program designed by the National Collegiate Honors Council, together with Florida International

University. It aimed to provide an experiential learning experience, with a research emphasis on the urban and rural differences of the Peruvian Amazon. The contents of the Winterim also allowed students to understand the relationships between people and the environment. This experience, with its research and cultural interactions, has greatly widened my horizons.

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Director's Note--Dr. Christopher Corley

For millennia, philosophers have debated how it is that humans learn and gain knowledge.

What is the relationship between our minds and our bodies? How does the world contribute to the construction of our knowledge? Do we have innate ideas that can be advanced and expanded through deep reflection? Or are our minds essentially “blank slates,” which accumulate knowledge through our senses, as the seventeenth-century English philosopher John Locke famously posited?

For more than one hundred years, American pragmatists working within the tradition of John Dewey have claimed that true knowledge required both ideas and practical applications. Hypotheses should be tested, and principles verified, through experience. We take ownership of our educations when we have had the opportunities to become deeply invested in the foundations of fields only through intense study *and* experimentation.

The students and faculty who comprise the community of scholars in the Honors Program at Minnesota State Mankato provide daily examples of this process in action. Readers of this newsletter will note the experiences of José Barriga in the Peruvian Amazon, Cameron Hovey at Mankato's Open Door Clinic, and Erika Koenig in her research that investigates ways to best assess and develop the intercultural competency of future teachers.

These individual experiences are founded in inspirational classroom teaching and collaborative relationships between students and faculty throughout the university. Last fall, Dr. Leah White (Communication Studies) helped students discover a potential solution to bullying in schools—one that uses theatre techniques to empower the students themselves to talk openly about the problem and how to stop it. Dr. Alisa Eimen (Art History) took her honors students on a journey to explore how leadership was represented in past societies, and students also applied their knowledge of art history and their ever-expanding understanding of global debates to take an ethical stand on repatriation of ancient art. As I write, students in Dr. Emily Stark's (Psychology) Research Methods seminar are visiting pre-kindergarten centers in the Greater Mankato area to work with the Southern Minnesota Initiative Foundation on identifying improved methods for assessing the social and emotional skills of our youngest Minnesotans.

The Minnesota State Mankato community calls it *real-world thinking*. Examples of it abound, both inside and out of the honors classroom. The students and faculty make it happen, and the world will be the better for it.

Editor's Note--Grace Webb

Hello again, Honors readers! Welcome to our second issue! I had a great newsletter team this semester, and we're very excited about what we've created. It's been a long, busy and stressful production progress, but the end result was completely worth it. On a personal note, this is my last issue as editor-in-chief, and I'm so thankful for the great experience. I look forward to seeing what our new co-editors Alyssa Filip and Anastasia Humphers-Ginther will do next year! Enjoy!

The Honors Beacon team

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Studying at MSU offers priceless experiences

by Rika Rumiati

Dreams do come true! That was my first impression when AMINEF (American Indonesian Exchange Foundation) announced that I was going to go to Minnesota State University Mankato. My dream was to study in the United States, which is known for its advanced technology. It was super exciting for me to know I was going to study in the U.S., even though at that time I had no idea where I would be studying. When I learned I was to attend Minnesota State University, Mankato, I was excited to start learning all about the college and community life!

Coming from a small town—Salatiga, Indonesia—to the U.S. was both a great opportunity and a big



Rumiati (right) visited museum as part of her Honors Art History course.

challenge for me. This opportunity challenged me to practice my English, which I rarely speak at home, and to experience new cultures here. It also gave me opportunities to meet people from all over the world and learn about their cultures as well.

In the first week, I was surprised to realize the difference between the formal English that I learned and the form of English spoken daily by locals in Mankato. Some other things that I found interesting include the cultural emphasis on punctuality, and the more casual manner in the way people dress up for class. Compared to back home, American clothing is a bit laid-back, whereas, in Indonesia, we dress up for class more. It's funny thinking of how excited I felt to put on my short pants and flip flops for class, which I normally wouldn't wear back home. It was interesting for me to

try something new!

In terms of the academic system, I also learned something new while studying here. In my home university, Satya Wacana Christian University, I am studying about Informatics Engineering, but here at Minnesota State University Mankato I am studying software engineering under the Information Technology Department. Though these two departments are similar, I did notice some differences between classes here and back home. Here, I feel a bigger push to pursue independent study and deeper research on the material covered in class. I have so many resource facilities that I do not have yet in my country. It motivates me to maximize what I can do here so I can share it when I get back to Indonesia. Because of this, I took some classes related to my major to learn more about the skills I will use in the future and other courses related to American Studies to broaden my knowledge about the related culture of the U.S. Most classes here are small, with 10-25 students per class. This is nice since every student has the opportunity to get to know the others and interact with the professor.

Being involved with the Honors Program is another privilege I've received while attending Minnesota State University. Personally, I feel honored to be part of this program. Through this program, I've been able to learn a lot of new things. Last fall I had the chance to join the Israeli-Palestinian Seminar. From that class, I broadened my knowledge about the Middle East and its history. This semester I have the opportunity to join the Research Methods seminar. Through this class, I am learning how to do a research project, which I believe it is important for my future study.

The Honors Program doesn't only offer interesting classes but also other engaging activities that enable me to make more friends and experience new cultures in the same time. I was able to see some theater productions, such as *Altar Boyz* and *The Imaginary Invalid*, with other Honors students, which was a good way to both to enjoy the art and to hang out with Honors friends. Last fall, I also joined an Honors trip to Minneapolis Insti-

cont. on page 4...



Student research finds ways to improve intercultural competencies

by Alyssa Filip

Honors student Erika Koenig has taken her research skills to a whole new level.

Koenig, a junior studying Elementary Education at Minnesota State University, Mankato, joined a research team in fall of 2012 under the guidance of Dr. Elizabeth Sandell, a professor of Elementary and Early Childhood Educational Studies, in hopes of better developing her research skills.

“I didn’t really know a whole lot about research before going into it, so it’s been a huge learning process this year,” Koenig said.

The team consists of four MSU students: Samantha Tupy, Camille McNabb, Sadie Leidall and Koenig. The students’ project is titled “Impact of a Cultural Partner on Intercultural Competence of Undergraduates.” The project is a continuation of research Tupy and McNabb presented last year, which focuses on finding ways to improve cultural competency among undergraduate students planning to become future teachers. During spring semester, the research team worked with Sandell’s Human Relations class to study intercultural growth.

“It is such a privilege to work with students like Erika,” Dr. Sandell stated. “I consider Erika to be one of the most responsible and dedicated students at MSU.

Her observations about students’ cultural engagement are insightful [and] she enthusiastically contributes her leadership and organizational skills to the [project] effort.”

The study, funded partially by an Honors Program Research Grant and funds from the Undergraduate Research Center, uses the Intercultural Development Inventory, or IDI, to measure how a student’s intercultural competence changes throughout a semester. Koenig said her group is trying to understand what professors, specifically Sandell, can add to their curriculum to increase students’ intercultural competency. To better explore intercultural growth, Koenig’s research group had about 90 students from Sandell’s class, Human Relations in a Multicultural Society, take the IDI once at the beginning of the semester and once at the end.

Sandell’s Human Relations class included various components to develop cultural competency, such as a cultural partnership, meeting with international students to better understand their culture and dialect, service learning, helping someone learn English, and a cultural autobiography, where students wrote an autobiography based on their own culture.

“This research project is important for the campus because MSU in itself is extremely diverse,” Koenig said. “It is really important to know the cultures around you and who you are growing with while you’re at college.”

Koenig’s research project was presented at the National Conference for Undergraduate Research at Weber University in Ogden, Utah March 30th.

“NCUR was an incredible opportunity to share with other students from all over the nation what my research team and I have been working on this past year about cultural competency,” Koenig said. “I learned an immense amount about research itself and specific topics by viewing [other] students’ presentations. I plan to continue to do research my senior year and hopefully will have the opportunity to attend NCUR for the 2013 conference!”

She also presented her findings at Minnesota State’s Undergraduate Research Symposium.



Koenig presented her research at the National Conference for Undergraduate Research.



The Peruvian Amazon has many facets and can be overwhelming when students try to analyze and understand the many interactions that happen there. However, the program's faculty, Devon Graham and Teresa Trusty, helped our group understand multi-faceted connections by sharing their expertise in the biological and anthropological sciences, respectively. Our group had 13 students from different states, each of whom was very excited to learn about the Amazon, and Peru, for that matter.

The program started in Iquitos. I took advantage of the Honors' City As Text® assignments to explore Iquitos and get to know the different realities of this interesting city of 500,000 people. Iquitos is infested by moto-taxis, which are motorcycles that have been turned into tricycles to transport passengers. In the markets, you can find all kinds of food being grilled in front of you, including alligators

and slugs, which happen to be very tasty. The second part of the program took place in a smaller village down the Amazon River, which took 24 hours by boat to reach.

It was interesting to notice that there is a tremendous difference between the city and the communities that exist along the river. Most rural families work hard to grow, harvest and hunt their food. Some are actively involved in the trade of food, clothes, tools, etc. but they all were open to interactions. Every single person I met was more than welcoming and open to answer questions, to offer me a special seat (even if that meant the biggest log in the house), or even to interpret my questions when I had to interview someone who did not speak Spanish. Even children were fun to interact with. When they were done studying or helping the household, they liked to spend time playing soccer, somersaulting in the grass, or picking and eating fruits from trees. This made me think of happiness in a different way.

Although it is expected for South American countries to have a lot of poverty, people in the Amazon live a rich life. Without many possessions, they share the richness of nature, as well as the richness of united communities that support and help each other. Without health care (considering that most people cannot afford to go to the nearest

hospital), they share the knowledge of their ancestors in using traditional medicine. Although most villagers never received a formal education beyond third grade, they have a great deal of wisdom that allows them to live there. This is only part of what I learned.

These experiences I had in Peru taught me things that lectures cannot teach, things that no book can describe. They made me value the privilege I have being where I am and the privilege of getting an education that many wish they had. This makes me aware of the responsibility that comes with those privileges, and it makes me want to give my best towards my education, so that one day I can share it with people that aren't as lucky as I am. From now on, I look for experiences like this one, experiences that enhance my classroom education and bring it into the real world.

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...cont. from page 3

tute of Arts. There, we received a tour explaining the history of the museum artifacts, and we also had the chance to explore the museum by ourselves. I've also attended university cultural nights such as Japanese Night and African Night. To me, the Honors Program offers a really a great community while studying in college. Through it, we receive countless experiences and opportunities that we'd never find anywhere else. I am so glad I could join this program and make the most of my experience as an exchange student here. I love being abroad and being part of the Honors Program!

Leading in the real world

by Grace Webb



Cameron Hovey looks coolly professional as he watches the lab instruments at Mankato's Open Door Health Clinic. He's waiting to see if a patient's blood hemoglobin level is normal. The results flash up on the screen, Hovey notes them in his files, and then he heads out to work with another patient—this time to take her blood pressure and prep her for her doctor appointment. He knows exactly what to do; he's done it a hundred times. Perhaps the only thing more impressive than his strict work ethic is how quickly he's refined it: Hovey is only 21 years old. A junior at Minnesota State University, Mankato, this chemistry major volunteers at the Open Door Health Clinic to help his community and take what he's learned in the classroom into the real world.

Serving others in the community

Hovey came to MSU in 2009 to study chemistry with the intent of going on to medical school. He was one of the revised Honors Program's original pilot group of 11 students. In his Honors Community Leadership class last year, Hovey got the idea to use his newly acquired knowledge to help his community by volunteering at the clinic.

"Dr. Filipovitch's Community Leadership course... taught us valuable lessons about civic engagement that shaped the way I view the volunteer work that I do," Hovey said. "It helped me appreciate my role in the community."

While Hovey wanted to work in his community, at first he wasn't sure where to go. Dr. Filipovitch suggested the Open Door Health Clinic, which is a non-profit organization that offers health care, dental care and behavioral health services to patients who may not be able to afford these services anywhere else. The clinic offers its services on a sliding-scale fee system so that patients are able to receive the help they need.

"[It's] deeply meaningful to be able to assist these people," Hovey said.

Hovey has been volunteering at the clinic for almost a year. He spends about 2-4 hours a week at the



Hovey has volunteered at the clinic for almost a year.

clinic, doing everything from running lab tests to filing paperwork to working one-on-one with patients. He also is able to work with doctors and nurses to learn what working in the medical field will be like for him someday.

“My best memories [of volunteering] are of talking to Dr. Wernsing candidly about medicine and the medical industry today,” Hovey said. “I think that if I were to ask another health care provider the same questions as a patient, I might have gotten more ‘polished’ answers, but Dr. Wernsing has given me valuable, straightforward advice about what it means to work in medicine.”

Hovey said one challenge when working at the clinic is bridging cultural gaps and language barriers. Many patients come from different cultural backgrounds, and some don’t know English. Hovey credits the Honors Program’s emphasis on global learning with helping him succeed.

“Many of the patients that come to Open Door speak only Spanish, so experience with the language and culture is needed and appreciated,” Hovey said. “Often times an interpreter will help us when interacting with these patients, but we also try to communicate as much as we can ourselves.”

Hovey said he hopes to continue working at the clinic in the future, until he graduates.

“I love volunteering there... so hopefully in the summer and beyond I’ll be able to put in a lot of time,” he said. After graduation, Hovey plans to attend medical school and then practice psychiatry, with the hopes of both working with patients and conducting research.

“I hope to one day be in a position to both serve others and advance knowledge through research,” he said.

For now, though, he’s content to help the Open Door Health Clinic patients receive the health services they need.

A typical day of volunteering

Hovey calls the name on his clipboard, then scans the people in the clinic’s waiting room. A middle-aged woman walks over to him hesitantly. It doesn’t take long for Hovey to realize she only speaks Spanish.

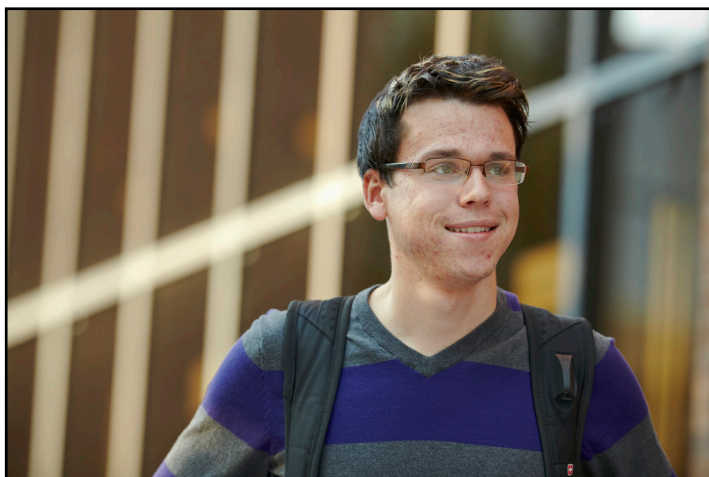
But he’s not discouraged; after years of Spanish classes and trips to Central America, Hovey speaks the language almost flawlessly.

“*Hola,*” he says with a cheerful smile. “*¿Cómo estás hoy?*”

The woman smiles back, clearly grateful for the cultural bridge. Hovey leads her into a check-up room. He’s excited—another patient to help, another person who might not receive care anywhere else. This is why he volunteers. He’s here to make the world a better place—one patient at a time.

Leading the class:

Honors student Kurtis Malecha reflects on helping other students learn



Wow – looking back on this semester, it is hard to believe that I have already done over half of my recitation sessions for the general chemistry students. I have learned a lot about myself and my career prospects throughout this process. Basically, I run optional, weekly hour-long sessions for General Chemistry I students during the time they would normally have an examination. During the sessions, I provide a brief lecture about concepts or study skills, and then we do problems as a group with me only being a facilitator. The students use *their* thought processes while I guide them in the right direction. In this way, there are many possibilities for the students to actively participate in

the learning process. Since the relative ratio of students that come to these sessions compared to the overall class size is small, I can cater my sessions to particular learning styles.

I really don't know what to think about what I was going through before my first time lecturing these students. I spent nearly four hours preparing for the session. Dr. Pomije told me that I would (and should) be nervous. This is nothing less than the truth. I know the concepts, but having to lecture and teach “on the fly” in the largest lecture hall at the MSU campus for an unknown number of students did frighten me. However, this motivated me to lead what I would consider to be a “good” first session.

I began the session by passing out notecards and asking the ten students what they were looking forward to in the sessions. I did expect more people to show up to this session, but it was also a bit more calming that I could lead a session in a more intimate fashion. Then I moved onto a lecture about study tips. At the end of this lecture, we moved onto problems – we did some simple density and conversion problems. Most found them easy until I introduced units not in standard SI units. One issue I've noticed over this semester is that students want a numerical “recipe” to “plug and chug” through problems. While this certainly has its benefits for certain types of problems, it does not teach students the reasoning skills for “real world” problems that have no easy solution mechanism. Therefore, in subsequent sessions, I have addressed the basis for how to solve these problems, but then given the students other twists in the problems in order to foster extension of knowledge on a more personal level.

Now it is time to plan for the second half of the semester – I hope that more students show up to these sessions, but at the same time I think many students will become increasingly desperate for “the answer” to the homework problems. I've always been one to help guide students to the right direction by asking them reasoning-type questions to nurture the independent problem solving process. Unfortunately I have learned as a Laboratory Assistant that this is not warmly received by students. Increasingly, they just want the final solution with no basis of how to get there, or if they do want the process, they usually forget about it. When it comes to examination events, many of Dr. Pomije's exams require students to extend the ideas that she and I have presented. It will certainly be difficult to motivate students to think and work in this manner, but right now I am planning on having one session mostly student-run, where I allow them to solve problems and then present the answer in front of the other students. One concern with this pedagogy is that not every first or second year student is “brave” enough to single him- or herself out and possibly be “wrong.” In order to alleviate this, I will continue my low-key methods of presenting the material and using first names for students that regularly attend. However, what is most important is that I can make a difference in someone's life for the better, and that is exactly why these sessions are confirming my goals of becoming a professor.

An interview with Dr. Gwen N. Westerman, Director of the MSU Humanities Program

In fall of 2012, Dr. Westerman is teaching an Honors seminar titled, “Memory and Representation — The Dakota in Minnesota in 1862.” Here, Dr. Westerman answers questions about her personal history and why learning about others’ cultures--and our own--is so important.

Q: Where did you go to college and why?

Westerman: I grew up in Kansas, and my mother’s family is from Oklahoma, so I went to Oklahoma State University for my BA and MA. It was just far enough away from home. I then moved to Kansas City, Missouri, to work for a financial services firm as a technical writer. The University of Kansas was the closest school with a doctoral program in English.

Q: What attracted you to your area of study?

Westerman: My undergraduate major was originally Chemistry, but I took a lot of electives in English. During my first semester as a senior, I took the dreaded Physical Chemistry course (known as “P Chem”), the last class for my major. For some reason, it just did not process for me, and I changed my major to English, which was quite the dramatic shift! I wasn’t sure what I was going to do with all that background in chemistry, physics, and calculus, but Oklahoma State had a Technical Writing program, and I found my niche! I have always loved writing, so it was a natural fit.



Westerman is teaching an Honors course on the Dakota Conflict next fall.

Q: What brought you to MSU? How do you like teaching here?

Westerman: When I was hired as an adjunct for one year at MSU, I was lucky enough to be considered for a full-time position when there was an unexpected retirement in the English department that year. I did not intend to spend my entire career here, but my department is wonderful and I really like the students here—so now I am in my 20th year at MSU!

Q: Why are you interested in the Dakota Conflict?

Westerman: I am an enrolled member of the Sisseton-Wahpeton Dakota and am descended from the people who lived in this Minnesota River Valley for hundreds of years before the French missionaries and explorers came in the 17th century. My interests in Dakota culture and history are personal—it is who I am. But, it is also important that students know we were Dakota people before the “Dakota Conflict” or Dakota-U.S. War of 1862, and we are Dakota people still today. This period in our collective history as Minnesotans is an important one to understand, especially since this is the 150th year commemoration, and there is still much to learn about it.

Q: Why should students be interested in studying history and culture?

Westerman: Students should be interested in studying history and culture because that is how we learn to understand who we are, where we came from, and what we have in common with others. Those are important skills for everyone regardless of their majors.

Q: Do you have any suggestions for growing into life-long learners?

Westerman: Every day provides an opportunity to learn something new. Sometimes it may seem small, like the fact that crow families consist of a breeding pair and another female bird whose role is like that of a babysitter and helper. To be life-long learners, we just need to keep our eyes and ears open and observe the possibilities and wonders around us.

An Honors president reflects on her term

by Honors Student Council President Brooklyn Vetter



It has been an interesting experience as President of the Honors Student Council. There have been challenges, disappointments, and success. It has been fun getting to know the Honors program and how the program works. Being an influence in the Honors Council has been a good experience. There has been a lot of input from the students in the Honors program and I am glad that I can take that to the Council to make changes to benefit the students. With the help of our junior class representative, the council even created a new program where students can design their own honors course. I have also worked with the Honors Student Council to plan events for the student. Events are fun to plan and especially fun when people show up and enjoy themselves. Some of the successful events were curling, theater nights, culture nights, the haunted house, the scavenger hunt at the beginning of the year, and even student council meetings have been fairly well attended. I have learned that it is difficult to please everyone. We examined the events that did not work well and either changed the approach or got rid of them altogether. Since the program is really still taking off, the student council is learning from everything we try. It is important that we keep coming up with new fresh ideas and learning from experiences so we can grow.

Announcement: New Honors Director next year!

Dr. Emily Stark will be the Interim Honors Director for fall of 2012 while Dr. Corley is on sabbatical. Dr. Stark is a member of the Psychology Department, teaching courses primarily in Social Psychology, Psychology and the Law, and Research Methods. She earned her Ph.D. in Social Psychology from the University of Minnesota in 2007. Her research interests also include understanding the role of emotions and intuition in decision making and lie detection. Stark has been a member of the Honors Council for two years and taught an Honors Research Methods seminar. Dr. Stark is excited to be taking on the role of the Interim Honors Director for Fall 2012 and is looking forward to working with these exceptional students. Please join us in congratulating Dr. Stark to her appointment as Interim Director!



Favorite professors

Honors students were able to nominate their favorite professors for the Honors Spring Luncheon in April. Included here are all the professors who were nominated. Thanks to all of you for your hard work and dedication to life-long learning!

- * John Thoemke
- * Amy Roisum Foley
- * Elizabeth Sandell
- * Nadja Kramer
- * Roy Kämmer
- * Laura Pelletier
- * Tamara Wilkins
- * Brandon Cooke
- * Susan Anderson
- * Emil "Sonny" Jirik
- * Brian Martensen
- * Robert Simonson
- * Lisa Lamor
- * Suzanne Martin
- * Julie Kerr-Berry
- * Paul Brennan
- * Alisa Eimen
- * Sarah Suskovic
- * Thomas Tacheny
- * Linda Duckett
- * Amanda Kack
- * Lois Anderson
- * Agnes Odinga
- * Anastasia Panagopoulos
- * Leah White
- * Brian Groh
- * Jenna Greenwell
- * Penny Knoblich

Learning from art history

by Grace Webb

I'm not really an "art" person.

This isn't to say that I don't like art; I greatly enjoy looking at pretty pictures and sculptures, watching dramatic plays and listening to poignant music. But I was never interested in taking art classes to learn history or technique... so I really wasn't sure what I was doing when I signed up for Honors Art History Survey I last fall. To be honest, I mostly signed up because it filled some general education requirements I needed.

At first, I wasn't sure if this "art history" thing was for me. It seemed like all we were doing was looking at pictures of cave paintings. Plus, our professor, Dr. Alisa Eimen, wanted us to create a research paper about a piece of art and how it corresponded to the concept of authority. I wasn't really thrilled about having to divert my time to something that wasn't anywhere close to my major.

However, as we moved further into the semester, I began to realize how much fun it can be to study events surrounding works of art to see how different points in history have influenced different artists. Understanding why Paleolithic artists used different techniques than the ancient Egyptians, who in turn used different techniques than the late Romans, greatly interested me and helped me more fully comprehend how art has evolved throughout the centuries. You could say this class helped pique my curiosity and encourage me to dig deeper into issues that seemed cut-and-dried before; now, I realize things aren't always as simple as I thought they were.

The end-of-the-semester research project further helped me push myself to go beyond my comfort zone. I'd never done an in-depth study on art, and I was afraid I would have no idea what I was doing. However, the project turned out to be a ton of fun. I chose to study how the Stele of Hammurabi conveyed Babylonian authority back in 1800 BC, and I learned more than I could have possibly imagined. Researching ancient customs and beliefs didn't just help me understand art; it helped me understand Babylonian culture and how that culture had, in turn, affected countless cultures in the years to come. I feel I have a better grasp of history and why history progressed the way it did, just because I studied a carved rock.

Besides the invaluable research opportunities, art class also offered some fantastic experiences outside the classroom. We were able to visit the Minneapolis Institute of the Arts, which awakened my appreciation for the art and artistic styles of global cultures. But I think the best part of the class was when we visited the Sisters of Notre Dame's chapel on the outskirts of Mankato. We had been studying gothic architecture at the time, and the chapel was a majestic example of a gothic-classic mix. I was overwhelmed by its beauty. Suddenly, I realized how uplifting and inspiring art truly could be.



Our Lady of Good Counsel Chapel, Mankato



Stele of Hammurabi

Ever since taking Art History Survey I, I have looked at art a bit differently. Instead of looking at a pretty picture and moving on, now I look past the surface to wonder what affected the artist when he or she created that picture. What was occurring in history? How was culture changing? What outside influences were also playing a role? Finally, how does this work of art showcase the hopes and fears of people from its period of time?

Even though I thought I wouldn't learn anything in an art class, the class ended up helping me hone my research skills and also gave me a sense of appreciation for art that I never realized I could have. In that regard, Art History is like most Honors classes: you end up learning things you never considered. Next time you're offered the chance to take an Honors class that doesn't fit perfectly with your major, consider taking it anyway; you never know what you'll learn!

Honors fun corner

Honors Word Search created by Grace Webb

Clues:

Erika studied ways to improve _____ competencies among students.

José traveled the _____ during winter break.

Hovey volunteers at the _____ Clinic.

Rika is an international student from _____.

Kurtis wants to be a _____ someday.

Grace's art project was on the _____.

Dr. Westerman was planning to major in _____ before she switched to English.

Answers for last issue: leadership, sociology, chemistry, accounting, efolio, make a difference, culture

HONORABLE MENTIONS

Good job, José Barriga & Emma Grumke! They presented their research at the Minnesota Collegiate Honors Symposium in April.

Congratulations, Marci Lessman and Shelby Flegel! Marci has been selected to be a Community Advisor on campus next year, and Shelby will be the LCC for Honors next year!

Great job, Kurtis Malecha! Kurtis was awarded the Chemistry Summer Undergraduate Research Fellowship at the University of California, Irvine!

F L H S Z L O W C W R Q V Z A R

E P J T P S X L H R O F A X T O

O A F E O V U S E P S T W Y I O

U O J L T T O K M I S Z K B F D

A S V E E B N D I A E W K J Q N

K M V O F S K P S G F W X Q K E

P O Q F K O H D T A O K S H C P

F R H H W S R H R U R S M E A O

K S N A Y Z R J Y X P C R P U P

Q T L M G B U R O U G Y P F Z H

U U F M R F P B C V A V G A U J

Y S F U C G S I A G C E O B H O

S C P R J G A U D Q M D X Y S G

E C I A I N D O N E S I A E L H

B T P B M U G G A N O Z A M A S

H J A I N T E R C U L T U R A L

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