

LEADERSHIP

RESEARCH

GLOBAL CITIZENSHIP



Honors and MSU Community Remember Executive Order 9066

by Rachael Igo (*Creative Writing; Mendota Heights, Minn.*)

In a series of powerful events co-sponsored by the Colleges of Arts and Humanities, Graduate Studies & Research, and the Honors Program, Saburo and Marion Masada visited Minnesota State Mankato from February 18-21 to commemorate the 2013 Day of Remembrance, the anniversary of Executive Order 9066. Through several campus and community events, including a Wednesday-evening lecture attended by several hundred students, staff, and members of the Mankato community, the couple shared their stories about the time spent enduring the Japanese American Internment Camps during World War II. Honors students joined the Minnesota State community at a public speech near the end of their visit to campus. In addition, Dr. Gina Wenger and her Honors 401 seminar (Contemporary Investigation of the Japanese American Internment Camps) students were honored to have the Masadas join them in class for a presentation and discussion that raised awareness of this shameful part of our country's history. **Continued on page 3...**

Director’s Note – Dr. Chris Corley

Critiques of higher education today are often focused on the lack of skills graduating students possess. One strain of the criticisms has focused on the need for more leadership skills among recent graduates. How does one develop such skills? Even before they arrived at Minnesota State Mankato, honors students and presidential scholars wrote essays that described their leadership experiences and how they might put them to good use upon enrollment. This newsletter reflects faculty beliefs that a strong curricular and co-curricular program should appropriately develop students’ leadership skills. That’s why honors students write a second, more nuanced essay about leadership in their first five weeks on campus. It’s why the students work on social and leadership skills in their first-year learning community while living in Preska-I hall. It’s why every single honors student is involved in at least one campus or community organization. It’s why the faculty offer General Education courses and advanced honors seminars that hone leadership skills. Readers of this issue will also note the important role that we believe intercultural skills play in leadership development. Last fall, for example, students enrolled in Dr. Sekimoto’s *Intercultural Communication*. Students also routinely study the mistakes leaders made in the past, as was the case with the seminar on *Japanese-American Internment Camps*, currently taught by Dr. Wenger, or last fall’s seminar on the *Dakota in Minnesota in 1862*, led by Dr. Westerman.

Co-Editors’ Note

Anastasia Humphers-Ginther, Alyssa Filip

Welcome to Issue 4 of the *Honors Beacon*! We are excited to share the happenings within the Honors Program with you and the local collegiate community.

We would like to formally welcome new and returning writers and contributors to *The Beacon* and thank them for their help this semester!

As always, we have worked very hard to make this newsletter what it is and hope that you enjoy reading the articles and stories as another school year comes to a close.

April 2013; Issue IV

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In their discussions with students, the Masadas explained that discrimination against Japanese Americans in the west coast began before the attack on Pearl Harbor. When they immigrated with their families to California in the early twentieth century, they experienced negative attitudes from other Americans. Farmers in the west coast feared competition from successful Japanese farmers. In response, many Japanese American farmers were not allowed to own land. Both Mr. and Mrs. Masada's fathers were forced to lease land deemed too poor for American citizens to farm.

The attack on Pearl Harbor, December 7th 1941, sparked severe persecution of Japanese Americans. Even though Mr. and Mrs. Masada were not involved with the attack, they were associated with it. They were discriminated against because of their ethnicity. On February 19th 1942, President Roosevelt signed Executive Order 9066. This declared that all Japanese Americans were to be removed from their homes and forced into internment camps. The government referred to them as relocation centers or evacuation camps, but the Masadas described them as concentration camps. Mr. Masada stated, "You relocate or evacuate because of a fire or a disaster. We were *forced* to go to the concentration camps."

On March 16th 1942, when Mr. Masada was twelve, a U.S. army truck pulled into his front yard. His entire family was forced into it and transported to an internment camp in McGehee, Arkansas. Mrs. Masada's family was taken to a camp in Poston, Arizona when she was nine. The couple spent their childhood behind barbed wire guarded by soldiers with machine guns.

Honors student, Erika Magnusson explained that Mrs. Masada "never saw much of her parents or siblings in the camp. [She] had lost her family in the camps; or rather they lost each other." Erika explains how they each had a different job in separate parts of the camp. Mrs. Masada spent a lot of time with her Italian friend. "After the camp, she spent more time with her only friend's Italian family than with her immediate family. [She] cries when she talks about her Italian family's kindness." Erika said that Mrs. Masada can still hear her mother telling her "Do not forget your number. Know your number. You will only be known by your number, not by your name anymore."

The Honors 401 course is discovering that it is very important to be aware of history and to understand other cultures. This once in a life time experience helped them to become more globally competent. Through a first-hand account, they now understand a little bit more of what it was like to be Japanese-American during World War II and can relate better to people who lived through the history. As Erika writes, "The Masadas' response was simple yet powerful. 'Thank you for letting us share our story,' Mrs. Masada said that telling their story to interested audiences 'helps us heal too. Out of shame and guilt emerged forgiveness, consolation, and peace.'"

Historical and event information taken from the MSU Reporter and historyonthenet.com

Southern Minnesota Initiative Foundation Research Projects Teams by Anastasia Humphers-Ginther (*Technical Communication; Moorhead, Minn.*)

The Southern Minnesota Initiative Foundation (SMIF) “promotes regional economic opportunities and collaborations with a focus on entrepreneurs and early childhood development” (smifoundation.org). SMIF helps Southern Minnesota grow and prosper with more knowledge and economic growth. The Honors Program’s relationship with SMIF began with a Research Methods Seminar that Dr. Emily Stark taught in spring 2012. This year, two groups of honors students collaborated with Dr. Stark to conduct research for this organization.

One research team consisting of Lauren Bach, Marin Beck, Kristi Paulsen, and Katie Westermayer joined Dr. Stark and SMIF to survey preschool programs in the region about the Parent Aware rating system, a pilot program in Minnesota that informs parents which preschools will best prepare their children for kindergarten. An online survey was created to analyze area preschools’ knowledge of Parent Aware. The aim was to better understand their familiarity with Parent Aware and what resources preschools require to make the necessary changes. The research conducted will be presented to SMIF, who then in turn will work in area preschool programs to obtain good Parent Aware ratings.

“Small Business Succession Planning in Southern Minnesota” was the research topic for the other Honors Program student group, also led by Dr. Stark was comprised of Regan Knapp, Alexander Mozey, Nicholas Laxen, and Tatiana Soboleva. Alexander Mozey, a junior honors student, helped shed light on the essence of business succession planning. Business succession planning helps discern what the future of a business will be by answering the question: “what happens to a business after its owner leaves or dies?”

The group’s research paper claims: “business succession planning is an essential part of any business.” Last year, SMIF organized workshops and contracted grants for small businesses to enhance development. The honors students combined and analyzed two research projects to better understand (1) what happened to the grant money after it was given out (questioning whether or not it went towards business succession planning) and (2) what the attendees took from the SMIF workshops and if it helped their business.

By conducting this business research, honors students were able to enhance their knowledge not only about specific topics, but also build core field experience dealing with researching hurdles and successes. This opportunity allowed the eight students to gain valuable skills in conducting, analyzing, and disseminating research. Not only has this experience prepared them for future research, it has also provided them with avenues to interact with higher levels of education and professionalism while also presenting at numerous conferences, such as the Undergraduate Research Symposium here on campus and the Upper Midwest Regional Honors Conference this spring.

Some of the content of this article came from the synopsis of the Parent Aware SMIF team.

Honorable Mentions

Tatiana Soboleva won a Foundation Grant from the Undergraduate Research Center. She has won \$1000 for a summer stipend and \$496 for project supplies, “Peer Groups and Sexual Relations among Young People in Eighteenth-Century France.” Her mentor is Chris Corley (History/Honors). She will conduct the project this summer into next year, and present her findings at the 2014 Undergraduate Research Symposium.

Natsua Asai (*Management; Nishinomiya, Japan*), **José Barriga** (*Biology; Mankato, Minn.*), **Cameron Hovey** (*Chemistry; Wabasha, Minn.*), and **Kurtis Malecha** (*Chemistry; Lonsdale, Minn.*) successfully defended their E-folios and will be graduating with Honors; Congratulations!

Grace Webb (*Mass Media and Spanish; Wilson, Wisconsin*) is in Cuenca, Ecuador studying abroad and conducting an internship with a local city newspaper, *El Tiempo*. She is able to attend planning meetings and join the reporters while they work on their stories. Webb also published several stories about her experiences in the *Mankato Free Press* and her hometown media outlets.

Honors Program Senior Reflection by Kurtis Malecha

Looking back, my undergraduate career seems like a quick snapshot. I remember my first day of courses and the stimulating Honors Intercultural Communications course. I made many connections with peers and faculty that are still strong today. But the best experience is the Program's realization of individual potential and the push for one to go beyond boundaries. The Program taught me that university success is not only about doing well in courses, but also learning how to work across disciplines developing research, leadership, and global citizenship competencies.

I learned how to apply early research methodologies from entry-level writing courses to advanced research in Chemistry. I developed communication skills with people of other cultures. Working/living abroad were less likely had I not been in the Honors Program. The encouragement helped me see that with the help of others I could do things that once seemed too difficult.

I am indebted to the Honors Program and its support through the years, but four individuals, directly and indirectly involved with Honors, have been instrumental in my development: Drs. Chris Corley, Marie Pomije, John Thoemke, and Cecilia Pick. Thank you to everyone else who has helped me in this journey. As I continue on to a PhD program, I will look back at these formative years as some of the best learning experiences of my life.

Kurtis has been accepted with full funding to three graduate programs for the fall 2013 semester: California, Irvine; North Carolina, Chapel Hill; and Washington, Seattle. He will be working in physical chemistry. We wish Kurtis the best of luck on his future endeavors!

Living in the Honors Learning Community, a Student's Perspective

by Rachael Igo

Ashley Madson is the Honors Program's first-year class representative; I interviewed her about her experience living in the Honors Learning Community.

Why did you decide to live in the honors learning community this year?

I wanted to live in the learning community because I knew it would help me get involved with the Honors Program, and it sounded like a good idea to live with people who are in the same boat as me.

What did you think the community would be like before you moved in? How does that differ from the way you see it now?

I was a bit nervous at first because I wasn't sure about the kind of students with whom I would be living. I was afraid that my personality might not match anyone's on the floor. Now, I see living in a learning community as a huge advantage. The Honor's Learning Community is filled with different personalities and majors, which is nice because it brings up different conversations.

How does the community enhance your experience at MSU?

It helps me be a part of something more than the student body at MSU. It brings different experiences and bigger challenges that I will have to go through in my four years of college.

Do you have any suggestions to prospective students who are considering being a part of the Honors Learning Community?

I would recommend the Honors Program to anyone who enjoys a challenge and wants to grow both intellectually and socially.

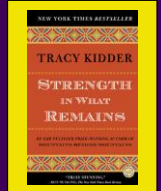
Looking Forward...

Next year's common read book is *Strength in What Remains* by Tracy Kidder.

Kidder will be speaking at a public presentation on Wednesday, September 11, 2013 in the CSU Ballroom.

More info about the common read program and events on campus can be found at

<http://www.mnsu.edu/newstudent/communities/commonread.html>



Fall 2013 Honors Course

English Composition –

- ❖ 4 credits
- ❖ Taught by Heather Camp

Sensitivity to Disability –

- ❖ 3 credits
- ❖ Taught by Glen Peterson

Social Problems –

- ❖ 3 credits
- ❖ Taught by Vicki Hunter

Applications of Game Theory –

- ❖ 3 credit seminar
- ❖ Taught by Vince Winstead and Tony Filipovitch

Research and Information Literacy –

- ❖ 1 credit seminar
- ❖ Taught by Justine Martin

Developing Your Mentor Philosophy –

- ❖ 1 credit seminar
- ❖ Instructor TBD

Honors Senior Portfolio –

- ❖ 1 credit seminar
- ❖ Online/taught by Chris Corley

Modeling Leadership: The Honors Learning Community Coordinator by Shelby Flegel (Psychology; Benson, Minn.)

My name is Shelby Flegel and I am a sophomore in the Honors Program majoring in Psychology and minoring in Biology with an emphasis on Pre-Medicine.

This year I am the Learning Community Coordinator for the Honors Learning Community. The experience has been both rewarding and challenging. It has helped me grow and acquire skills as a leader while expanding my social and networking skills, and my knowledge of both Minnesota State and the Honors Program.

The learning community feels like a supportive family and it has been so rewarding to have been a part of the experience as well as seeing all of the first-year students grow and learn. It has put me out of my comfort zone as a leader and mentor and has allowed me grow in ways I never thought possible.

Honors Program L.C.C.s

(Below): Honors Learning Community students participating in MSU's annual Haunted House; October, 2012

*From left: Hannah Claspille, Mariah Haffield, Tia Jacoby, Olivia Anderson, Casey Paulsen
Center: Rachael Igo*



New Honors Learning Community Coordinator for 2013-2014

Zach Petzel, a first-year honors student in the College of Science, Engineering, and Technology from Arlington, Minnesota, has been named the new honors first-year learning community coordinator for the



2013/14 academic year. He succeeds Shelby Flegel. Learning Community Coordinators are employees in the Office of New Student and Family Programs. They earn a salary and obtain a single-room at lower cost. They dedicate themselves to ensuring the successful transition to university life for every learning community student, particularly through setting academic goals, developing study groups, and planning a variety of community events. Congratulations, Zach!

Honors in Pictures

by Myra Colakovic

(Mankato, Minn.)



(Above): Students and faculty learned how to curl at the Mankato Curling Club.

February, 2013



(Above): Students and the Masadas at the Japanese Internment discussion.

February, 2013



(Above): Honors mentors at the Primrose Talent and Trivia Show.

November, 2012

(Right): Students and Dr. Stark at the National Collegiate Honors Conference in Boston, Massachusetts.

November, 2012



The Ropes Course, a Bonding Experience

by Rachael Igo

It was a cold, brisk, and very early morning. “Not quite how I expected to spend my Saturday morning,” I thought to myself as I crunched through the leaves to the Minnesota State ropes course with the Honors Learning Community members. Little did I know the impact this experience would have on the first-year community.

When we arrived, our instructors warmly welcomed us and immediately immersed us into team-building exercises. Next we were harnessed up and instructed on the proper way to belay. I was excited when it was my turn to climb. About half way up I realized I was not over my fear of heights like I thought I was and I froze. Everything became quiet around me as the thumping in my chest and the ringing in my ears became louder. Then, my friends encouraged and talked me through the rest of the course. They gave me the courage to continue.

Some of my friends went on the most challenging course. They climbed a twenty foot pole and stood directly on top. From there they jumped to reach a bar that was out both farther and higher than the top of the pole. My good friend Tia Jacoby said “It was difficult to get situated on top of the pole. I felt so relieved when I finally did, but then I was like ‘oh no, I have to jump.’” Back on the ground we all cheered her on and smothered her with hugs when she descended back down.

At the very end, we all chose a picture from a pile and shared with the group how it expressed what we experienced that day. I picked out a photograph of broken stones forming the shape of a heart. I told everyone, “Even though today started out tough and we faced a lot of challenges, I felt a lot of love from all the wonderful support we gave each other. I am so happy we all got to further bond with one another.”



(Above) From Left: Tia Jacoby, Rachael Igo, and Casey Paulsen at the MSU Ropes Course



(Right): Mariah Haffield bravely climbs up the MSU Ropes Course

Interview with Dr. Filipovitch by Ryan Colakovic (Biochemistry; Mankato, Minn.)

A professor of Urban and Regional Studies, Dr. Tony Filipovitch is currently teaching Honors URBS 230W: Honors Community Leadership. For the fall semester of 2013, he will be co-teaching the Honors Seminar: Applications of Game Theory with Dr. Vince Winstead. It is 3 credits and will be taught on Mondays from 6pm-9pm.

What is your education background and how did you come to MSU?

I am from Chicago and was raised in Detroit. I got my undergrad from Ann Arbor.

My Bachelor's and Master's were both in Psychology specializing in child development. For my PhD, I was still interested in child development but I changed to Urban Studies at Portland State in Oregon. The Urban Studies program at MSU had a national reputation. MSU is not accredited because there are not enough professors and the accreditation rules disadvantage smaller schools, but MSU was one of the leaders in urban studies and I had heard about it. My wife went to St. Theresa in Winona. She was familiar with Minnesota and thought that I might like it. So we gave it a try and were going to stay three years originally as was common in academia. We had an apartment in the



Lincoln neighborhood and walked around downtown looking in the store windows. After we came back, we looked at each other and said we're going to die in this town. But then we had kids and what we looked for in a town changed.

Does "Community Leadership" as an honors course differ from the normal course?

Not in the activities done. After teaching Community Leadership as an honors class, I now teach the normal class like an honors class. The difference is in the levels of performance I expect and receive. The class average is better with honors students performing at the same level as the best students in a normal class. Honors students bring a higher level of analysis and they spend less time learning about the mechanics of writing and the class content. Honors students work off the material instead of with it. They are more willing to see readings as a starting point. There is more dialogue.

Does "Community Leadership" relate to the honors competencies?

The class is about leadership. Honors students will do grounded research in leadership. I have them observe leadership in communities and how it works. Hypotheses are developed and ideas are explored. Techniques for observing local communities will then apply to larger and larger communities, even to the global community.

It helps to have international students in the class; their experiences reflect back on the native students. There is an intercultural experience.

What is game theory and what do you expect students to gain from it?

Game theory is modeling the human element in decision making. It is used in many areas. Economics is one field that takes a leadership role, as is Political Science. Economics uses it in a branch called behavioral economics. In game theory, people analyze scenarios and try to figure out how to come to fair decisions. It is used heavily in policy analysis, negotiations, and more. Auctions, another branch of game theory, are used to analyze behaviors like buying stocks and bonds. There is real money involved with big consequences.

Students will gain deeper understanding of how complicated decisions are and strategies for coming to a decision. We will use problems and cases instead of lectures. One of the first things students will learn is to start from the others' point of view. Examining a decision only from your own view will not result in a stable solution. There are life lessons to be learned.

What about chess?

Chess has a solution, in theory, after the first move. It is a branch of game theory but a rather boring one. Game theory involves uncertainty: human choices, randomness. It is a question of how to manage decisions with no determined solution. It's like trying to put a harness on something that is inherently wild. Usually there is no solution that is guaranteed to work.

How will you and Dr. Winstead co-teach?

We are still working on it. Looks like one or the other will do an intro every week to an element of game theory and then use case studies. We will have the class work in groups to analyze each case and find a solution. We might go back to a game later in the class, looking into it more deeply.

How did this seminar develop?

I did a brown bag presentation for the Modeling and Simulation Center about game theory. Vince approached me and we discussed it afterward. When the honors class proposals were announced, he asked me if I'd be interested in teaching this class with him. He is involved with robotics that model human decisions. Handling ambiguity is very important for him.

Interested in developing your leadership skills outside of the classroom?

Sophomores, join the **Leaders of Tomorrow** program! Work hands-on with other motivated students to understand and develop your leadership style. Also, meet professionals in the Greater Mankato area to gain insight on the necessities of a successful leader.

Juniors, become connected with a successful alumnus within your field of study through the **Honors Alumni Mentorship** program! Speak one-on-one with an individual ready and willing to help you, as you become an outstanding professional within your field.

Visit Dr. Corley in Morris Hall 265 for more information.

<http://www.mnsu.edu/honors>

Honors Fun Corner: Word Search

by Kristen Paulsen (Psychology; Anoka, Minn.)

Clues:

1. The Masadas were sent to a Japanese _____.
2. The pilot program involved in the research project that Lauren, Marin, Kristi and Katie are working on is called _____.
3. Tatiana won a _____ Grant.
4. Kurtis would not have been as likely to work and live _____ if it weren't for the Honors Program.
5. Next year's Common Read is titled "Strength In What _____."
6. Zach will be the new Learning _____ Coordinator for the 2013-2014 school year.
7. Half way up the ropes course, Rachael realized she was afraid of _____.
8. Dr. Filipovitch is from _____.

M X V E Q I R L R O W V S J Q N D E N V
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Answers for last issue: Germany, Scandinavian, Psychology, Accounting, clathrates, malaria, Ecuador, Lincoln

We hope you enjoyed reading
 The Honors Beacon.
 Have a wonderful summer!



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