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the HONOR CODE

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table^{of} contents

01	Internships
03	Student Activism
05	Research
07	Field Trips
09	Study Abroad
11	Graduates
15	Events



Heather@ LARGE

By: Talia Lamb

“I want to go into law enforcement,” Heather Champlin shared as we sat outside of The Beach Hut. I studied Heather during the interview, noting her strong voice and articulate lan-

guage. She sat upright, holding her head high and never breaking eye contact; law enforcement needed a woman like her. A UHP member at CSULB, Heather will be graduating this May with a double major in Criminal Justice and Business Finance and a minor in Forensics. Before graduating, she wanted to gain field experience by interning at a police department and through her internship class, Criminal Justice (CRJU) 492, this was made possible.

With the help of professor and criminal justice advisor Daryl Meeks, Heather received an internship at the Los Angeles Police Department's (LAPD) Harbor Station. Professor Meeks assisted with the application process, which began with a background investigation. “It took about six weeks for my background [check] to go through because they had to call my friends and references to make sure that I wasn't crazy or anything,” Heather joked. She emphasized the importance of keeping your references informed to increase your chance of being accepted for the internship.

After being cleared, Heather began her 130-hour internship with the LAPD Harbor Station's gang unit. She began by inserting field incident (FI) cards into the computer. An FI card is filled out every time an officer handles a case and helps track the statistics of the types of crimes that are being committed, with what kinds of problems the community needs help, and how often the police come in contact with a certain person. Heather shared the importance of the FI cards to the gang unit: “If you are a gang member and they know that, they'll put a mark on the card saying that this person is a known gang member and this is what gang they're affiliated with. Once in the system, this data can be used to help track people's movement.” Even though it was clerical work, Heather explained that the cards were interesting to

read and provided her with valuable information regarding her future career.

The FI cards were only part of Heather's internship responsibilities: “They were really happy to let me do different things, with supervision of course,” Heather explained. Heather was eventually asked to book evidence, write reports, and even interview victims. “Once they saw that I was interested, they began asking me if I wanted to do other things,” Heather said. For instance, she interviewed a victim whose car was broken into and helped dust the vehicle for fingerprints. She even helped file a missing person's report for a concerned father whose daughter had been absent for over a day.

For those who are interested in interning, Heather gives some advice: “You get what you want out of it.” Heather expressed the importance of getting a full experience out of your internship. For example, just by asking and demonstrating her interest, Heather experienced actual officer duties.

Heather is currently working at a police department as a cadet and is expecting to take her physical agility test within the next month; attending the Police Academy is also in her near future.



the REAL Deal

By: Alex Villaneda

Turning down a huge wad of cash is impossible for most people,

especially when the other option is a complete mystery. There is tension in the air as host Monty Hall asks Taylor Ortega one final time if she's sure she wants to take the mystery prize behind curtain number two. She's sure. As the curtains part, she is astonished to discover that she has won a brand new car.

Well, not really, this was just a practice for the 50th anniversary of the show, “Let's Make a Deal,” and only one of the many exciting things Taylor got to be a part of while working as a production intern at Sunset Bronson Studios. Taylor is a Communications major with a minor in Film and dreams of one day becoming a producer. Her internship put her on the path to accomplishing her goals. It has provided her with experience, connections, and confirmation that she is on the right track.

The opportunity came through an alumna of her sorority Gamma Phi Beta, who works for Fremantle Media. Taylor's resume was picked up by Angela Pilner, the production manager at “Let's Make a Deal” and, after a phone interview, she was off to Hollywood.

Horror stories circulate about Hollywood internships: they consist solely of running around getting coffee and trying to fulfill impossible requests by cranky and self-centered celebrities, but her experience proved these rumors false. “I went into it thinking they would be really intimidating and scary and then it was like they're all nice and joke around and treated me like I wasn't just an intern,” Taylor said. “I never had to get coffee for one person.”

Instead, she shadowed the various departments involved with the creation of the game show. She worked with casting, which included sending contestants all across the country tickets to attend the show. Afterwards she moved to the prize department where she learned the process of selecting prizes, followed by the art department, where she

took part in set design. Her favorite department, however, was the production department, where she got to work hands-on with the producers on set.

When Taylor first started, she was filled with nerves because the prospect of screwing up the production and possibly ruining extra takes was running through her head. She was afraid of messing up and having the producers think she was not up to the job, “but they understood that I was learning and it was a learning process,” commented Taylor. Luckily, she says, she never did mess anything up.

In fact, Taylor did so well and made such an impression that she was asked to stay in touch when she concluded her internship. This experience has set her on the path to success. Her internship provided her with professional opportunities that she wouldn't otherwise have received, and she met some great people along the way.

Being on set was an amazing experience for Taylor. Between listening to prospective contestants “ham it up” in her presence, thinking she was in charge because of her headset and clipboard, and meeting comedian Wayne Brady, the current host of the show, working in Hollywood has cemented her dreams of becoming a producer one day.



Emily@ the Emmys

By: Beth Ellis

Every year friends, family, and acquaintances gather together to watch the annual Emmy Awards for television shows, but few have the opportunity to intern for it like Emily Gregorio.

This past September, Emily was able to work for a Pre-Emmy's Gifting Lounge for Emmy nominees and presenters, researching various products such as fashion, make-up, hair care, or food that the celebrities might enjoy getting as gifts. Emily and the other

interns focused on giving the icons of the TV screen new products that are not yet available to the public.

In the gifting lounge, the interns gave the celebrities a tour and let them choose from the different products available. “I had the privilege of touring the likes of Naya Rivera (Glee), Dot Marie Jones (Glee), George R.R. Martin (Creator of Game of Thrones), Oscar Nunez (The Office), Gabby



Douglas (Olympic Gold Medalist), and a lot more,” Emily said. Along with researching different products, Emily had to communicate with numerous publicists, managers, and agents in order to ensure that the invitations to the big event were received and disseminated.

Because of the gifting lounge her boss was hosting for the Warner Brothers celebrities, Emily was given the opportunity to attend

Warner Brothers' legendary convention Comic Con. “A lot of celebrities came through the WB lounge and we got to hang with them all,” Emily said. Some of these celebrities included cast members of True Blood, Vampire Diaries, Spartacus, Shameless, and The Hobbit.

The entire internship experience was not all glitz and glamour, however. “It was a love-hate relationship,” Emily admitted. The least favorite aspect for Emily was her duty to call the agents, managers, and publicists. Because over 400 celebrities were invited, Emily had to make 1200 calls altogether. “A lot of the time people are extremely busy and they do not really want to talk to you for very long and can be pretty rude; but

hey, that's the entertainment industry for ya,” Emily said. Although much pressure was placed on the interns, Emily valued the friendships and experience she gained from it all.

Since the Emmy Gifting Lounge officially ended in September, Emily has frequently volunteered her time to help with other gifting suites. Most recently, she assisted at the Golden Globes, which could also help further her future career in the entertainment business. “I definitely believe that the fast-paced, working-under-pressure, no-room-for-error kind of experiences I have gained in this field will be useful for my plans to work in the film industry, considering a lot of the jobs are highly competitive and

expect perfection from their employees,” Emily said.

Emily wishes to go into production after college and this internship fit well with her future goals: “The internship description sounded interesting and intriguing, and it was something that related to what I ultimately want to do professionally, whether it be feature film production or event planning.”

KIM & KAT teach AMERICA

By: Meagan Meylor

»»»» A study conducted by the organization Postsecondary Education Opportunity shows that only 8 percent of children growing up in low-income communities graduate from college by age 24. *Teach for America* is an organization that places teachers from diverse backgrounds, fields of study, and professions in these low-income communities in order to expand educational opportunities for children. They have 46 communities nationwide where their corps members, alumni, and staff work together with this goal in mind. The program takes highly qualified college graduates and offers them extensive training and career development to prepare them for teaching. When looking through applications, *Teach for America* chooses students who have leadership experience, strong academic achievements, and respect for diversity--in short, all of the resume components that the Honors Program advocates.

Two CSULB Honors students were recently accepted into the *Teach for America* program and will join its 33,000 members in facing and fighting the achievement gap in American education. Katherine Elder, a fourth-year English Creative Writing major, attended a presentation for *Teach for America* through the Honors Program two years ago. She then met with a recruiter who shared with her the benefits of applying to the program, which led to her decision to apply. After a rigorous application process, Katherine was accepted; her involvement with the Learning Alliance's peer mentoring and her current internship as a legal assistant at a law firm made her stand out as a candidate in

this highly competitive program.

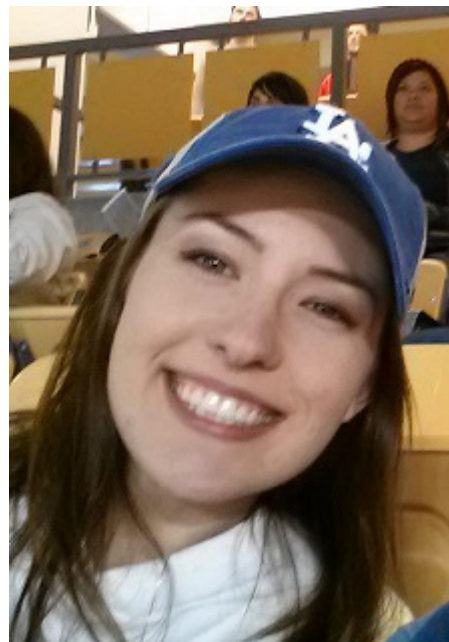
After creating a list of cities in which she would like to be placed for her teaching assignment, Katherine was notified that she will be working in Phoenix, Arizona, one of her top choices. She will teach in a low-income area of the city because the school district she is assigned to does not have the same quality of teachers as wealthier neighborhoods in the surrounding area. Katherine will be teaching middle school or high school English, receiving the same first-year salary as any teacher in the area, while simultaneously working towards her credential and master's degree through the program. "*Teach for America* has many benefits: The organization acts like your agency, so they find you interviews with school districts,

as well. She will be teaching Chemistry in Newark, New Jersey, through the *Teach for America* program. She will be traveling across the country to begin her program this summer and has never been to the east coast before. Kimberly learned about the program through her cousin who previously taught for the organization. Due to her desire to have an impact on poverty-stricken communities, she applied and, after much anticipation, was accepted to the competitive program. She is extremely eager to inspire her students. "I want them to believe as deeply as I do that they have the ability to go to college and succeed," she said. Through *Teach for America*, K-12 students are given additional academic support to build the skillsets needed to pursue a higher education degree. Following the two-year program, Kimberly hopes to either return to school to earn a doctorate in Chemistry or Engineering, or start a non-profit organization focusing on the intersections of poverty and education. She urges fellow Honors students to apply for the program if they are interested in teaching and want to become agents of change for at-risk children and youth.

Both Katherine and Kimberly will use the knowledge attained at CSULB to join the quest for an educational revolution. On the *Teach for America* website, Dave Levin, a Houston Corps member in 1992, states that, "transformational schools can exist in every single neighborhood." This takes leaders like Katherine and Kimberly who are committed to being a part of the change by providing a quality education to children who would otherwise be lost in this ongoing vicious cycle of poverty and diminished educational opportunities in America.

and it is a lot easier to find a job through this process," said Katherine. "They provide funding to move to your assigned location and get you connected to all of the resources you need." Katherine hopes to help close that "achievement gap" and she is excited about investing her time into helping disadvantaged students succeed. Katherine also expressed her excitement of diving into an entirely new experience: "Being fresh out of college, it's a perfect time to move somewhere new and experience different things, which is what I am looking forward to the most."

Kimberly Helm, a recent CSULB graduate, can attest to this excitement



theBeach meets theBAYOU

By: Alex Villaneda



break program, I cannot stop talking about the time we spent in New Orleans: It was life-changing, to say the least, and my classmates would agree.

When we first arrived in New Orleans, it felt like a

»»»» Alternative Spring Break is a Service Learning Capstone offered by CSULB that teaches students about Hurricane Katrina and preventative measures that could have alleviated the disastrous outcome, if they had been taken. Through this class, my peers and I spent spring break in New Orleans, working with Habitat for Humanity to help reconstruct homes for those who lost theirs in the disaster. "Isn't New Orleans fixed?" is a question I was asked plenty when I told people where I was going. The truth is, it isn't. And yet people seem to have forgotten about the event.

That is why I took UNIV 300I: Politics of Disaster. When Katrina hit, I was only 12 years old. I had no clue what it meant or why people were so angry about it. After my experience with the alternative spring

dream, it turns out, New Orleans is more real than any other place I'd ever been too.

It wasn't until we began work on a house in the 8th ward that New Orleans began to open itself up to us. When we arrived, two representatives from Habitat for Humanity, Ben and Evan, were there to teach us everything we needed to know.

While we were on a lunch break, we got to witness the culture of New Orleans first-hand, a Jazz funeral. A Jazz funeral is different from funerals here because in New Orleans the hearse is followed by a brass band and mourners dancing in order to celebrate the deceased's life. Initially, students were nervous to interrupt a funeral, but those fears were gone when the people in the funeral asked us to dance. They were just as excited about us being there as we were. Afterwards, we spoke with residents who had been in New Orleans during Katrina. One man we spoke to had a nephew who was born during the storm in the Superdome. It was intense hearing stories of people escaping quickly rising water and losing family members.

On the last day of work, each student left a message written on the house. The messages were meant for the new owners to not only imbue the house with good feelings but, should anything ever go wrong and the owners need to remove a wall or replace a section, they will find our messages waiting underneath. I left a part of myself in New Orleans.

The entire trip was a rollercoaster of emotions. I learned so much about myself and my fellow students. New Orleans welcomed us with open arms; it's a shame we had to leave.

DISASTER RELIEF

By: Talia Lamb



»»»» "If I never pack all of my earthly possessions into a canvas duffel bag ever again, I think I will be ok," UHP alumna Michelle Simes wrote in her blog *My Year in Khaki Pants and Steel-toed Boots* after receiving a package from the Federal Emergency Management Agency (FEMA). In it was a single military duffel bag that Michelle would use to pack all of her necessary items. Although confining her life to one bag was an initial challenge, Michelle would have plenty of time to perfect the process over the next 10 months.

After graduating with a B.A. in Psychology from CSULB, Michelle was accepted into AmeriCorps's FEMA program. FEMA focuses on disaster preparedness, response, and recovery activities in communities recovering from disasters. As a member, Michelle is serving a 10-month term traveling across the nation to communities that have been affected by natural disasters.

After three and a half weeks of the Corps Training Institute (CTI), Michelle and the majority of her peers were officially inducted as AmeriCorps NCCC members. Following induction, Michelle and her FEMA team began their trip from New Mexico to New York. After a long 15-passenger van ride, complete with Taylor Swift sing-alongs and sleep, Michelle and her team arrived in Rockaway Beach, New York. There, Michelle experienced her first day in a Disaster Recovery Center (DRC). DRCs are set up after a disaster is declared and serve as places for residents to come and meet with several organizations and programs, such as FEMA and the Red Cross, to start the recovery process.

Following Hurricane Sandy, New York's coast has continued to rehabilitate its communities. After seeing the effects of hurricane Sandy, Michelle has a newfound understanding of Mother Nature: "She doesn't discriminate and it seems at random who gets their property destroyed from a storm and [whose] barely hangs on by a thread." While working in New York with recovering communities, Michelle has been fortunate enough to witness firsthand how a community can rebuild itself. She shares, "It is an uplifting experience to watch a community come together after such devastation and rebuild their lives. I find myself being pleasantly surprised by the human race."

Michelle is continuing her time in New York with the DRC and plans to attend graduate school on the east coast to pursue a Master's degree in Social Work.

Follow Michelle's blog *My Year in Khaki Pants and Steel-toed Boots* or contact her via email at michellemsimes@gmail.com.

the SCIENCE guy

By: Albert Pham

»»»» Joseph Swabeck always knew he liked science, but like many fellow incoming first-years, he wasn't sure what major he wanted to pursue. Engineering?

Biology? Maybe Physics? A lucky fluke in his scheduling led him to an introductory chemistry course, where Joseph discovered that chemistry was the perfect meld of conceptual and applied science for him. He's taken to the field like a cat to a roomful of yarn. His passion has led him to pursue a paid internship through the National Science Foundation's Research Experiences for Undergraduates program, which supports the participation of undergraduate students in a multitude of scientific disciplines.

In the summer of 2012, Joseph worked at the University of Southern California performing original research in the field of synthetic-organic chemistry. For ten weeks, Joseph worked one-on-one with a faculty advisor and a graduate student on creating a difluoromethylation reagent, which inserts fluorine atoms directly into organic substrates. "[My internship] was invaluable. It was a great chance to network; there were chemists from across the country and even from Moscow. The chemistry community isn't huge, so I'll probably run into them again in the future," said Joseph. "By the latter half of the summer, I was treated as an active contributor to the project. When something wasn't working, they'd look at me and ask me what was wrong. It was the chance to do the same work as a graduate student," Joseph recalled. Many twelve-hour work days later, the scientists in the group published their research. "It was completely unexpected," explained Joseph. "Everything just came together, and my name was added to the list of authors." "Copper-Mediated Difluoromethylation of (Hetero)aryl Iodides and β -Styryl Halides with Tributyl(difluoromethyl)stannane"

was published in volume 51, issue 48 of *Angewandte Chemie*. A Joseph K. Swabeck was listed with the authors, printed next to the name of an associate graduate student.

CSULB has continually supported Joseph's academic career. Joseph cites the Chemistry program's solid curriculum for his success at his USC internship. "All of the concepts applied there were things that I had learned in my classes," Joseph mentioned. He also added that the easy access to professors at CSULB contributed to his past success as well as his current lab work with Dr. Shahab Derakhshan. "I just talked to Dr. Derakhshan and mentioned that I was interested in his research. The next thing I know, I was working in his lab," said Joseph. Besides lab work, Joseph devotes much of his time to the President's Ambassadors, Navigators, and President's Scholars programs.

Additionally, the University Honors Program has been positively impactful on Joseph's time at CSULB. The smaller class sizes, the personal attention of exceptional professors, and the Honors atmosphere have been elements that he has appreciated. "It's nice to have a consistent group of friends that share the Honors mindset in my classes," Joseph said. Joseph will be graduating in the spring of 2014, with a Bachelor of Science in Chemistry and a minor in Mathematics. He hopes to complete a Ph.D. program and earn a professorship or find an industry research position. It seems that his achievement in publishing will be the first of many.



experimenting with SUCCESS

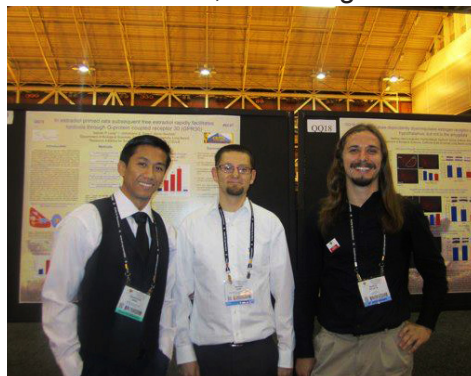
By: Albert Pham

»»»» From October 13th-17th, 2012, New Orleans hosted *Neuroscience 2012*, an annual conference attended by over 30,000 participants that presents new research, lectures, and workshops within the field of, well, neuroscience. CSULB's own George Polovin was in attendance presenting his research, titled "Subpopulations of μ -Opioid Receptor Neurons in the Medial Preoptic Nucleus Express Estrogen Receptor- α and Opioid Receptor-like Receptor-1." He rubbed shoulders with 15,000 other poster presenters from a plethora of universities, hospitals, and research institutions proudly displaying the results of months or even years of

work. "What people were saying couldn't prepare me for it," said George during our interview. While George admitted the conference was intimidating due to the number and expertise of attendees, he found the experience invigorating. "It was really exciting. There are doctors and professionals from big-name institutions walking around looking at my research."

George did not land this opportunity out of the blue; no, he has been participating in student research since 2009. As a sophomore, he had planned to get involved in a lab his senior year, but the advice of his biostatistics professor spurred him on to immediately seek out research op-

portunities. So he investigated the research that CSULB professors were performing and expressed his interest to prospective labs. He soon started working with Dr. Kevin Sinchak on the research that would lead to his attendance at *Neuroscience 2012*. He is grateful that he heeded his professor's advice. "It's not hard to get into a lab," George said, "Let the professors know you're interested. Student as-



sistants are gone after four, five years, so there's always a need for replacements." George encourages students to be open to the challenges they may face in conducting lab research. "People who are not involved in research have

STATISTICALLY speaking

By: Sierra Patheal

»»»» For most students, the University Honors Program thesis serves as

an introduction to directed studies and independent research. For senior Statistics and Economics double major Leonardo Palomera, the research and writing process will already be familiar before UHP 496, thanks to a project he completed at the Rice University Summer Institute of Statistics during the summer of 2012.

Dr. Jen-Mei Chang, a CSULB professor of mathematics, directed Leo to the National Science Foundation (NSF) website (www.nsf.gov) during his sophomore year. She encouraged him to apply for six different funded research opportunities that summer, despite the fact that he had not yet completed some of the prerequisites for the programs. Although Leo was not accepted that year, he returned the next summer with more advanced courses on his transcript and was accepted to the Rice University Summer Institute of Statistics under the direction of Dr. Javier Rojo.

Rice University is located in Houston, Texas, and its ten-week directed research program is fully funded by the NSF. Research opportunities are offered annually to seventeen junior and senior undergraduate students from across the nation. After completing an intensive course in probability and statistical inference, students choose a focal area of research for the remainder of the institute. Leo's study lay in the realm of biomedical statistics and was entitled, "Dimension Reduction of Microarray Data in the Presence of a Censored Survival Response: A Simulation Study." He worked

with already-developed models of cancer survival rates, researching the effects of changing various constants in the matrix equation. The study was only a simulation—it was not truly intended to develop new information—but it was invaluable for the independent research experience Leo gained.

The project was not always easy, and Leo had to work to persevere. "The hardest part was just to keep going," Leo explained. He spoke of spending days during the research-intensive project working through scholarly articles about his topic, only to bring his conclusions to his faculty advisor and learn he had been approaching the texts from the entirely wrong direction. Leo kept pushing through, however, and by the end of the process, he had a solid understanding of the conceptual framework behind his research, as well as a paper to present at a Sectional Meeting of the Mathematical Association of America, which was held at CSULB. Remembering the culmination of the project, Leo grinned: "The whole room was filled with our undergraduate students, as well as some of my professors, including Dr. Chang, Dr. Lax, and Dr. Murray. It was really cool to be able to lecture them about the intricacies of a mathematical equation, instead of the other way around."

Leo's favorite part of the experience, beyond the research, was being able to travel. "I haven't lived at home during a semester break," he admitted, going on to talk about his trip to Germany and the U.K. during Winter 2012-13. "I love being able to go out and live somewhere new."

As a take-away from the experience, Leo urged all students to actively search for scholarships and research opportunities, explaining, "There's always something out there." He pointed to the NSF as a great resource for mathematics and natural science students but said there are opportunities for students of all fields. "It's not always about grades," he added, responding to one of the most common application fears. "It's about how well you can speak for yourself and how well others can speak for you."

Leo's research at Rice University's Summer Institute has helped him prepare for his future studies at CSULB and beyond. The experience gave him "preparation for the UHP thesis, which is supposed to be preparation for grad school," he explained. After graduation, Leo hopes to pursue a Ph.D. in Economics and Finance at UC San Diego or USC.

misconceptions about it, as I had," George said. Experiments take weeks to set up and perform. Small mistakes can result in frustrating setbacks. George also advises, "Once you are accepted, shadow students who know what they're doing and work with their schedule. You'll learn the techniques that way, and if you do good work, then you'll be entrusted with more responsibilities. Have initiative, be persistent, and don't take it lightly."

George's commitment to research is especially admirable, considering his concurrent pursuit of a triple major. George will graduate this spring with a Bachelor's of Science in Molecu-

lar Cell Biology, a Bachelor's of Art in Physics, a Bachelor's of Science in Applied Math, and a minor in Chemistry. George insists that the Honors Program has been essential to his academic career. "Priority registration is awesome," George said with a grin. "Since I didn't have to obsess over getting the classes I needed, I could schedule myself around my research." George also feels that the Honors Thesis is a great trial for graduate school, due to the fact that producing the original research for the Honors Thesis is exactly what one can expect of graduate school. Overall, the Honors Program has been extremely supportive of his time at CSULB.

Immediately following his graduation, George plans to pursue a paid internship at University of California, Irvine, involving stem cell research. Like many students, he is not positive about his plans for the future. He is sure that he wants to complete a graduate degree, and will possibly continue in academia. A position in a biotech company is also tantalizing. Regardless of what the future will bring, George will be sure to take along his experiences from CSULB.

FOOD for thought

NUTR132's trip to the farm By: Sage Overoye

UHP 132 is an Honors course that focuses on introductory principles of nutrition. This course includes several controversial discussions, a diet analysis assignment, and a field trip to Tanaka Farms in Irvine. Tanaka Farms is a family-owned organic farm equipped with 30 acres of land to grow fruits and veggies. This semester was the first time UHP students got the privilege to visit the farm, and they had a blast! Students met on a Saturday morning in late March and hopped onto a tractor. They were driven around the farm, passing acres of fruits and vegetables. Students got to learn how the food grows, how the farmers keep the food safe from pests, and how tasty fresh produce can be! Every tour group member got to sample veggies like sugar snap peas, baby bok choy, sweet onions, carrots, and cilantro. At the end of the tour each participant was given a crate to fill with fresh strawberries. UHPers were released into the strawberry fields, and they filled their crates with the sweet fruit! Nearly every student on the trip said, "These are the best strawberries I have ever tasted" as they plucked them off of the plant and plopped them into their mouths. The entire experience was an educational and delicious one!



Tuning In

UHP300's trip to KPCC By: Talia Lamb

This semester, UHP 300 taught students how to gather, process, and transform information into various forms of writing designed to fit current reporting principles of U.S. mass media through the standards of the Associated Press (AP) style. This course provides students with the opportunity to conduct their own interviews, complete hands-on searches, and experience current media reporting programming, such as KPCC.

Students in UHP 300 took a trip to Southern California's top public radio station, 89.3 KPCC, which broadcasts from the Pasadena City College campus. Upon arrival, the class was met by Managing Editor Nick Roman. Noticing students examining the unique design of the building, Roman explained, "Local programming built this radio station." Publicly funded and supported by members who believe in KPCC's mission to provide communities with high quality news and information, the station building was rebuilt and redesigned.

Roman explained the significance of donations and support for non-profit organizations by providing statistics, such as the fact that 50 percent of money comes from listeners and yet, out of KPCC's entire listening population, fewer than 10 percent are donors. As listeners, Roman claimed, "You have a responsibility." Walking through the newly built engineering and production studios, students witnessed what supporters and members can help create: a workplace for hundreds of employees who work to provide the public with current news.

Through the tour, students met crime and safety reporter Erika Aguilar, who followed the Christopher Dorner story and discussed the importance of using technology to

keep reporting current. Roman jumped in with, "A lot of her reporting can be seen on Twitter."

With the introduction of smartphones and satellite radio services, FM radio stations have introduced innovative ways to keep up with the times. By utilizing social networks, such as Twitter, KPCC is able to keep their listeners well-informed. They also have an on-staff web-producer and blogger who posts an average of three updates a day by gathering information from reports, interviews, and the web.

Roman explained the integration of the internet as a huge aspect to KPCC's way of reporting: "Like I say, there's not really a separation between, 'I'm going to be a radio reporter,' or, 'I'm going to work online.' It's not like that anymore; we're going to make you do everything." In order to keep the station on-air, KPCC President and CEO Bill Davis expressed the importance of their listeners' loyalty and the utilization of the internet. Davis explained his fear of FM radio's future: "There were reports today that neither Toyota nor Ford will have AM/FM radios in their cars in two years." If competition with devices like the smartphone was not enough, the removal of vehicle radio is.

Students left KPCC with a clearer understanding of how a current U.S. media provider imparts high quality news and information, while adapting to the current technological advances of other news outlets. As possible future journalists and information gathers, the trip to 89.3 KPCC was an eye-opening experience.



Preserving our PLANET

UHP201's lessons about sustainability By: Sage Overoye

UHP 201 is one of four Honors courses focused on different interrelated fields of study in the Los Angeles region. UHP 201 looks specifically at sustainable technology. One main aspect of sustainability relates to transportation of goods, and UHP 201 students got to see the Port of LA in action! Students met at Berth 11 during class time, and were escorted onto a tour boat. They were taken around the Port of LA; past cranes, cargo ships, and a surprising amount of wildlife. On the tour, students learned how the port works, and also what actions are being taken to make it more sustainable. Some of these actions include cleaning up the water; creating public access to the water's edge; using local drought tolerant plants and grasses in landscaping; using solar energy for power when possible; and offering electric charging stations as an alternative to gas stations for boats. While for most students the highlight of the trip was seeing starfish, seals, pelicans, and dolphins, all UHPers learned a lot about local sustainability policies being put into action!

Another interesting aspect of sustainability relates to solar power, and UHP 201 students got to see a solar plant in action! There are three solar power stations on the CSULB campus: one on top of Brotman Hall; one on top of maintenance parking structures; and one on top of the Vivian Engineering Center (VEC). With all of the solar stations at Long Beach State, we can generate enough energy to run 3500 light bulbs! For one of several field trips in UHP 201, students



got to visit the solar power system on the roof of the VEC. Prior to the field trip, students learned about different types of solar energy technology: passive solar energy, solar thermal energy, and photovoltaic solar power. Students came away from the field trip with an increased understanding of the types of solar technology they had studied in class.

La Aventura! UHP401's L.A. adventures

By: Megan Grant & Kiya Wilson



UHP 401 focuses on the most-studied city in the United States: Los Angeles. With one of the most diverse urban populations in the world, Los Angeles offers historians and scholars vast opportunities to examine social, cultural, and political relations in a dynamic urban environment. Through this class, we--a group of UHP students--can understand the metropolitan area in which we live by experiencing it firsthand.

We began our trip by jumping on the Blue Line in Long Beach; we took it to Union Station and then strolled down Olvera Street (a set of stands selling everything from luchador masks to ukuleles), one of the most-visited streets in Los Angeles by tourists and residents alike.

Across the street, we gathered around a commemorative placard of Los Angeles's founders, all with highly diverse cultural and ethnic backgrounds. This placard brought

to life the information taught in UHP 401 about Los Angeles's unique historical background, which led to the city's diverse population we see today.

We spent a bit of time checking out the recently recovered mural, *La América Tropical*, by the artist Siqueiros. It is a highly political piece depicting a crucified Indian, which was covered with whitewash quickly after it had been unveiled in the 1930's. We also got to see our very own professor, Dr. Schrank, speak in one of the adjacent Interpretive Center's videos! Later on, we went through the Bradbury building, which served as a set for movies like *Blade Runner*; saw a mural of a slave woman who came to L.A. to sue for her freedom; and went up Angel's Flight, a short railcar ride now half a block away from its original place in Bunker Hill, which was controversially razed in 1969. The new "Bunker Hill" is where this photo is taken!

We hunted for lunch in the Grand Central Market where, after a long but well-worth-it wait, we ate some of the best burritos Los Angeles has to offer. On the way back, we ran into a parade of men and women in Native American dress, pounding drums in support of National Women's Day. Our adventure concluded with seeing the Watts Towers, a landmark that some say represents the African American community and has been used in numerous films, television shows, and even album artwork. The field trip to Los Angeles was an enriching opportunity to experience the class material first-hand.

Roaming RUSSIA

By: Sierra Patheal

When did you go abroad?

It was last summer, June and July. I was abroad for two months.

And where did you go, exactly?

I went to Russia. I went to Moscow during the month of June and Saint Petersburg during the month of July.

Were you able to travel while you were there?

I mostly stayed in the two cities. I was at a language school in each city; it was four hours a day plus homework. In regards to travel, in Russia, you get a visa, but it's one entry, one exit only, so I couldn't travel Europe, and I was too busy during the week to travel to too many other cities in Russia.

How fluent would you say you are in Russian now?

I can understand as if I were in junior high or high school, but when I speak I'm more like an elementary school kid. I'd miss details [of a conversation at native-speaker speed], but I'd understand what's going on... I lived with a house mom and dad, and they didn't really know English, so that was all Russian. That was really cool, because I got to practice my language skills a lot. Sometimes people thought I actually was Russian; I blended in enough if we were on the metro or something and I could respond quickly. But other times they would

just know I was American, and even if I spoke Russian to them, it was just English in return.

You said earlier that you've been to Russia before. Did you know what the challenges were going to be before you went abroad?

Not fully. The first time I went, I went through Cal State Long Beach's short-term study abroad, where a professor took a group of us. That means the professor is taking care of all the logistics. He has his travel agent who

I found a third party provider through CSULB. I did not get credit—if I wanted, I could have for the one and two hundred level [Russian language] classes, but I've already taken those—but I wasn't really worried about that.

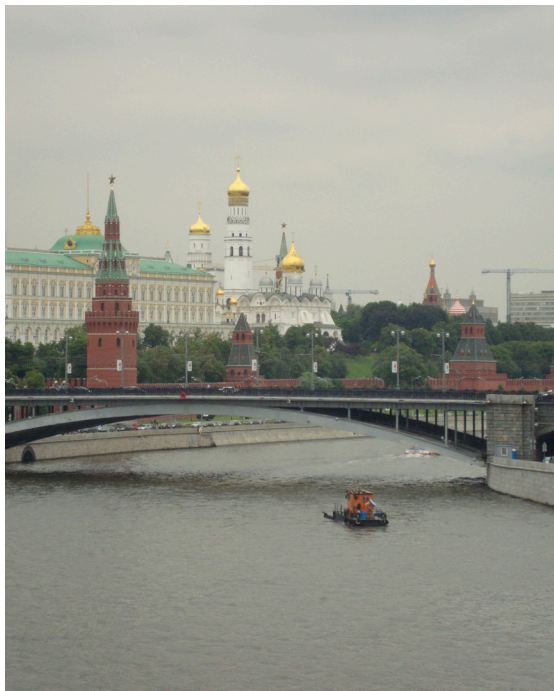
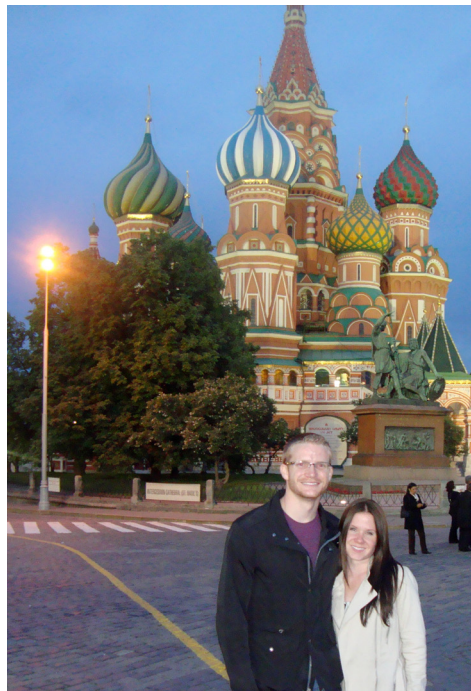
And are you planning on going abroad again?

For college, no; for life, yes. I want to go to a Spanish-speaking country. My Spanish is pretty good—I can listen to a conversation and I'm fine. I was scheduled to go to Argentina also last summer, for one month, after Russia, but another hiccup during the Russia trip was that I got sick at the end. I came back and had a week before I was supposed to go to Argentina, but I went to the doctor, and I was getting close to a

stomach ulcer. So he said, "You might want to take it easy or that might get worse, and if it gets worse, that's not good." So, that trip unfortunately got cancelled. My next trip's to either Western Europe or South America, I'd say. I also met some people from Germany [during my trip in Russia] with whom I'm still in contact today. They live just outside of Berlin. So, Germany would be a fun place to visit.

I'm curious: how long were the days in Russia?

In Saint Petersburg, the sun was probably up by 5:30 or 6:00 A.M. and didn't set until after midnight. It



was actually hard to go to bed and get up the next day for class, because it was light outside. I was just lying in my bed, eyes wide open... [laughs]

What were your favorite memories from the trip?

I have two. The first was during the first month, when I was in Moscow. My teacher there was really nice; she was really open and understanding of language learners, and her teaching style and technique were very good. I really appreciated everything she did for the international students in her class, and on the last day, my friend and I decided to give her a gift as a thank you. We had brought some sou-

venirs from America, and when we gave her one, her whole face just lit up. It was really cool that we were able to make her that happy. She was just so surprised.

My friend and I were with a German couple that we met; they were living in Moscow, but they came up to Saint Petersburg to travel and see us. Since it was light for so long, we went to their hostel for about four hours, just had fun—the hostel was a pretty fun environment—and then, by ten or eleven, it was still light outside, and we went walking. Saint Petersburg has bridges over all these lakes and rivers; there's about 300 of them, from a small one, like the size of a patio, to big ones, which can open up and tankers can

come through. They all have lights running along them, and every night at midnight or one in the morning, they all light up.

Do you have any words of advice for aspiring study abroad participants?

I'd say, "Do it." Money aside, if you have the desire to go, step out of your comfort zone and just do it. Even if you're not organized, as long as you have the necessary paperwork, show up with a couple shirts and some boxers, and you're set. Invest some time to research the country you're going to, and go for it.

CARING for Kenya

By: Alex Villaneda



Over 100 people were lined up in the sun outside of a clinic in Kangundo, Kenya, all waiting to receive the medical care that only comes twice a year, when UHP student Hannah Starksen noticed that one family was severely dehydrated. She sprang into action:

"I grabbed a bunch of Dixie cups, filled up a bucket, and just started scooping water for all the people in line," Hannah said, "I didn't speak their language. They couldn't understand me, but they knew that I was giving them water. There was just this moment of identifying with someone whom I couldn't even communicate with. We all need water." This was just one of the life-changing experiences Hannah encountered during her two-week medical mission to Kenya. Hannah is a Nursing student at CSULB, the president of the Nursing Student Association, and a former officer of the UHP Student Association Executive Board. She loves to help people and jumped at the opportunity to travel to Kenya. "When I put my mind to something, I like to put my whole self into it," Hannah said. "When I got here, I was so grateful for the Honors Program. I wasn't in Nursing yet, so I just threw myself into the Honors Program, got on board, and once I got into Nursing, I just took advantage of any opportunity I had to further my education and my involvement."

Since then, Nursing has become her passion. "When you

become a nurse, you're not just helping to cure a disease, but you are caring for a person," Hannah said, "and that is the part of Nursing that really appealed to me because I get to work with people and care for them."

Despite being sick for 10 of the 14 days she was in Kenya, Hannah enjoyed her time there and believes it had a major impact on her life. As soon as she returned home, she went through her closet and gave away all of the clothes she never wore.

"Many Kenyans don't have jobs, they don't have medical care, and they don't have all these things that we take for granted. I've been very fortunate," Hannah said. "Volunteering in the clinic just opened my eyes to how much others are in need. My experiences in Kenya took away this judgmental attitude that I used to have, that I didn't even know I had, until I went and came back."

Our 2012-2013 UHP Graduates

Gurpreet Aujla, Psychology: *A Literary Review of the Factors that are Present in a Successful Marriage* (Mentored by Nuria Giralto)

Travis Babcock, Film - Theory & Practice Cinema: *Laurence Ave.* (Mentored by W. Reed Moran)

Dara Baltin, Liberal Studies: *Classrooms “Unfinished:” A Comparative Analysis of the K-8 Education Systems in the United States of America and Finland* (Mentored by Daniel O’Connor)

April Better, Liberal Studies: *Multimodality in the Classroom* (Mentored by Jessica Pandya)

Samie Blasingame, International Studies: *The Future of Cuba: Post-Castro Cuban Society* (Mentored by Julie Weise)

Morgan Caban, Psychology: *Individual Differences in Driving Aggression: Investigating Impulsivity and Distractions on the Road* (Mentored by Christopher Warren)

Heather Champlin, Criminal Justice and Management: *Keeping the Peace: The Truth and Trials of Police Officers* (Mentored by Hank Fradella)

Bryony Coiner, International Business: *Globalization & Free Trade* (Mentored by Kathleen Lacey)

Jazmine Contreras, History: *A Piece of the State: The Sexual Exploitation of Japanese Women in Postwar Japan* (Mentored by Michiko Takeuchi)

Katherine Cuellar, Psychology: *The Effects of Self-Efficacy, Stress and Caregiver Status on Physical Activity in Older Adults* (Mentored by Guido Urizar)

Kathleen Defenbaugh, Art Photography: *The Evolution of the Sublime* (Mentored by Mark Ruwedel)

Isabelle Diaz, Human Development: *The Response to*

AIDS in America: How a Link to a Sub-Culture Caused an Epidemic to be Initially Unacknowledged and then Escalate (Mentored by Mercedes Guillaum)

Albert Dickan, Microbiology and Biology - Cellular & Molecular: *A Comparative Analysis of Evolution Rates in Mammalian Dental Formulae* (Mentored by Ashley Carter)

Katherine Elder, English - Creative Writing: *California’s Paradise: América Tropical and the Tropics* (Mentored by Sarah Schrank)

Taryn Falcetti, Communication Studies: *Communication, Culture, & Public Affairs: The Hidden Force of Hegemonic Masculinity within Fraternity Life: Objectification of Women and Suggestions for Alleviating the Sexual Standard* (Mentored by Kelly Janke)

Rachel Feldman, Civil Engineering: *Restoration and Redesign of the United States Infrastructure for a Sustainable and Energy Efficient Future* (Mentored by Reza Toossi)

Chelsea Ferguson, Communication Studies: *Technology in Recreation* (Mentored by Maridith Janssen)

Emily Gregorio, Film - Theory & Practice of Cinema - Production Management: *Big Fat Indie Success: What Makes an Independent Film So Successful* (Mentored by Jerry Mosher)

Kellie Hall, Psychology: *Traumatic Brain Injury and Depression: A Review* (Mentored by Samar Needham)

Kimberly Helm, Chemical Engineering: *The Role of Water in the Inhibition of Butyrylcholinesterase: A Literature Review* (Mentored by Eric Sorin)

Jenny Hoang, Design: *Sustainable and Eco-Friendly Craft Kits Utilizing Bamboo Textiles* (Mentored by John Kleinpeter)

Deborah Huber, History: *The Experience of Women under National Socialism: A Study of the Bund Deutscher Mädel* (Mentored by Jeff Blutinger)

Jessica Ivey, Sociology: *Bumps in the Road to Recovery? Examining the Effects of Nutrition Fact Posting on the Recovery of Individuals with Anorexia* (Mentored by Nancy Martin)

Mary Grace Jalandoni, Biology: *Differential Expression of Stswap protein in the Developing Male and Female Mouse Cortex and Hippocampus* (Mentored by Huong-Wei Tsai)

Amna Jawad, Film - Narrative Production: *The Production Process: Producing a Short Film* (Mentored by Jack Anderson)

Jeralynn Johnson, Liberal Studies: *Common Standards and Uncommon Technologies: Using Technology in Education to Support the Teaching Standards* (Mentored by Daniel O’Connor)

Allison Kielhold, International Studies: *An Analysis of Sex Tourism in Costa Rica and Solutions to Improve Women’s Rights* (Mentored by Linda Alkana)

Chelsea Knights, Fashion Merchandising: *Art Nouveau Jewelry* (Mentored by Tawny Sherrill)

Kelsey Loe, English - Creative Writing: *Reinterpreting Greek Myth* (Mentored by Tyler Dilts)

Kayleen Lofgren, Environmental Science & Policy: *Stuck in Oil: A Critical Review of United States Energy Policy, 1975-2005*

Tracy Luu, Human Development: *The Social*

Zombie: A Look at How Social Networking Websites Spread Stress in College Environments (Mentored by Christine Brown)

Yasmin Manners, Political Science: *From Loving to Equality? Examining the Court’s Role in Matters of Moral Controversy* (Mentored by Jason Whitehead)

Tamara McCarty, Dance: *Boundaries: An Investigation of Gendered Performance in Western Dance Tradition* (Mentored by Colleen Dunagan)

Sarah Monastra, Marketing: *Energizing Brazil: An International Expansion Plan for 5 Hour Energy* (Mentored by William Hernandez)

Alexis Nakamura, Psychology: *The Effect of Ambivalent Sexism and Gender on the Hireability of Women* (Mentored by Christopher Warren)

Allan Nguyen, Political Science: *The Destructive Cycle of Deteriorated Education and Deprived Socioeconomic Status: How Education Today Maintains Socioeconomic Inequalities and Class Separation* (Mentored by Edgar Kaskla)

Omotunde Oguntoyinbo, English - Rhetoric & Composition: *Gender and Pronouns: A Critical Analysis of the Social Consequences Resulting from the Relationship between Gender and Third Person Singular Pronouns* (Mentored by Ronald Strahl)

Victoria Palacio, Sociology: *The Correlation between Students’ Knowledge about Affordable Housing and Their Acceptance of Its Development in their Neighborhood* (Mentored by Nancy Martin)

Rickesh Patel, Biology: *Characterization of Hepatic Protein Expression in Male Hornyhead Turbot (Pleuronichthys verticalis) Exhibiting High Estrogen Levels: Development of Estrogen Sensitive Biomarkers* (Mentored by Kevin Kelley)

Tejasi Patel, Biology - Cellular & Molecular: *Implementing Sustainable Healthcare Systems in Developing Nations* (Mentored by Mercedes Guillaum)

Kasey Parsons, Dietetics & Food Administration Nutrition: *Nutrition Protocols in Dealing with Refeeding Patients with Anorexia Nervosa* (Mentored by Dariella Gaete)

Kimberly Pearson, Finance, Management, and Operation & Supply Chain Management: *Minimizing Student Loan Debt: What Government, Schools, and Students Can Do* (Mentored by Darshan Sachdeva)

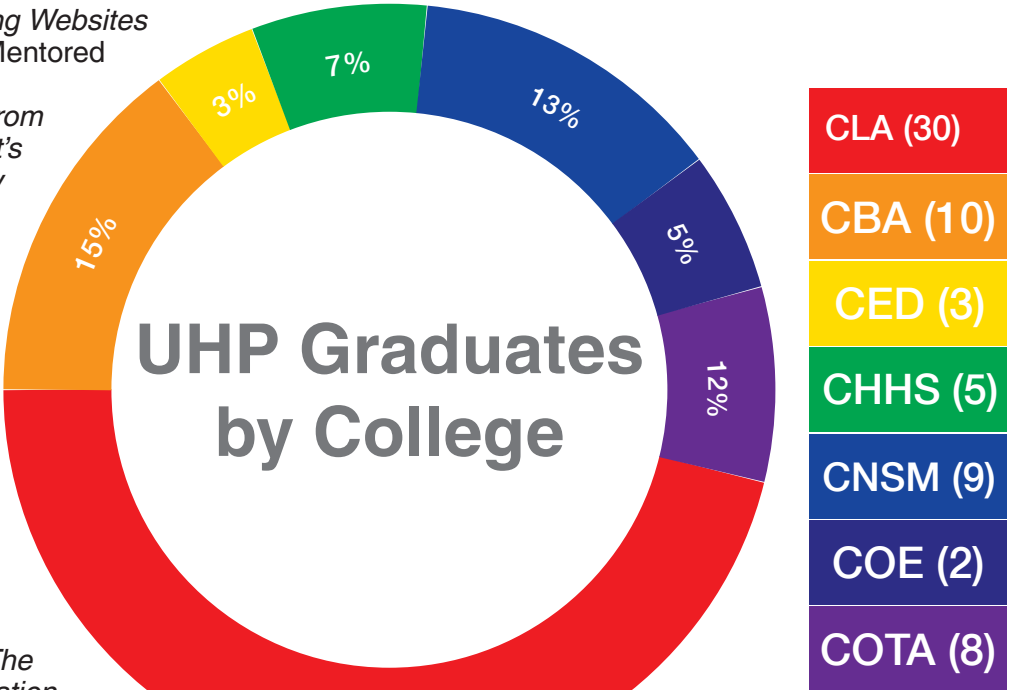
Melanie Peinado, History: *Political Activity of Chilean University Students in the Early Twentieth Century* (Mentored by Jane Dabel)

Jill Pestana, Physics: *Near-Field Nanoscopy of CsH2PO4* (Mentored by Yohannes Abate)

George Polovin, Biology - Cellular & Molecular and Physics: *Subpopulations of μ -opioid Receptor Neurons in the Medial Preoptic Nucleus Express Estrogen Receptor- α and Opioid-like Receptor-I* (Mentored by Kevin Sinchak)

Lisbet Ramirez-Chavez, English - Literature and English - Creative Writing: *The Father as Surrogate in Plath’s Poems* (Mentored by Elizabeth Guzik and Wilhelmina Hotchkiss)

Cortney Schultz, Mathematics: *Special Relativity : A Simple Explanation for Magnetism* (Mentored by William Ziemer)



Michelle Simes, Psychology: *Exploring Psychodrama* (Mentored by Martin Fiebert)

Shiela Sorenson, Film - Theory & Practice of Cinema: *Ethnomusicology: Through Time & South Korea* (Mentored by Jerry Mosher)

William Stabile, Political Science - Law, Politics, & Policy: *“Today We Celebrate Our Independence Day”: A Survey of Fictional Presidents in American Cinema* (Mentored by Charles Noble)

Lauren Starkenberg, Community Health Education: *Health Science Students’ Knowledge of Oral Health and Preventive Practices (by Toni Espinoza-Ferrel)*

Hannah Starksen, Nursing - Basic: *Nurses and Parent-Infant Interaction in the Neonatal Intensive Care Unit (NICU)* (Mentored by Melissa Dyo)

Katherine Stephens, Accountancy: *Differences between IFRs and GAAP Regarding Accounting for Property Valuation, Revenue Recognition, and Intangible Assets and the Future Convergence of These Two Standards* (Mentored by Sudha Krishnan)

Philip Takhar, Political Science: *The Development of Rentierism: Analyzing Cases of the Middle East and Latin America* (Mentored by Nathan Gonzalez)

Angela Corinne Towery, Psychology: *The Effective Treatments of Obsessive-Compulsive Disorder* (Mentored by Sherry Span)

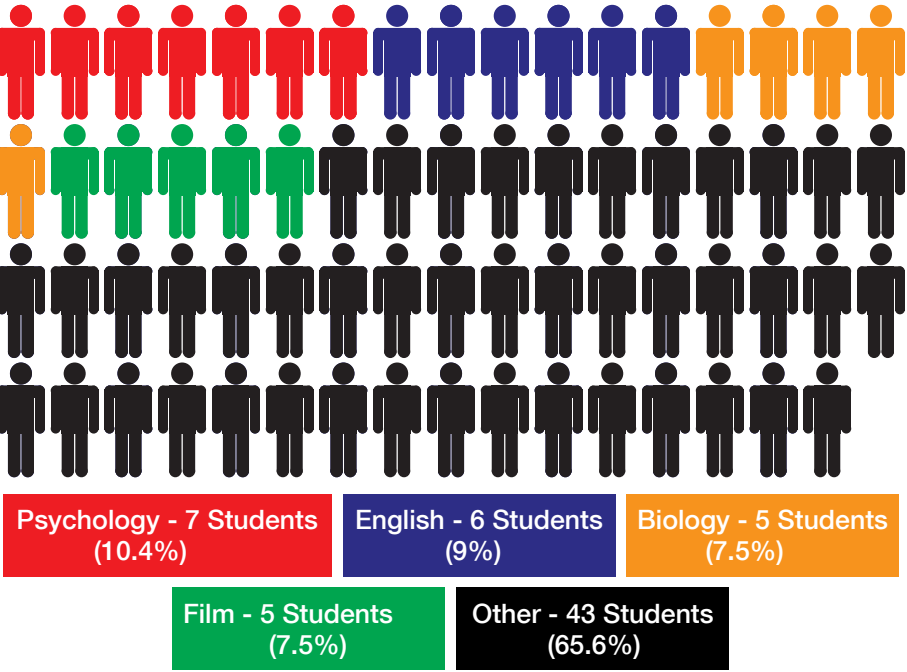
Jon Tryby, Economics: *Possible Worlds & Continuity of Personhood* (Mentored by Patrick Dieveney)

Heather Youmans, Journalism: *BP’s Deepwater Horizon Disaster: A Public Relations Case Study* (Mentored by Emma Daugherty)

Esther Yukilevich, English - Literature: *Search for Understanding through a Comparative Analysis of Romanticism and Modernism* (Mentored by F. Elizabeth Dahab)

Fan Zhang, International Business and Human Resources Management: *International Hiring Process* (Mentored by Bipasha Baruah)

Most Common Degrees



pushing BOUNDARIES

By: Sage Overoye

»»»» To some UHP students, writing a thesis may seem daunting rather than rewarding. This was initially the case for graduating senior Tamara McCarty. However, with some guidance and hard work she did not only complete her thesis in the field of Dance, but she also came out of the experience with a positive outlook on the entire process and went on to receive CSULB's prestigious Outstanding Undergraduate Research Award for her Honors thesis project! In spring of 2013, Tamara will graduate with a BFA in Dance. For her, the degree started at the age of five with her first dance class. As she grew up, she danced with several different studios, and even the renowned *La Danserie* dance company. In the Dance department here, Tamara has held many roles in addition to "dancer," including peer advisor, student grader, and self-proclaimed "go-to person for any odd job." All of these experiences have contributed to her development as a dancer and a student, and her thesis reflects that.

Tamara's thesis was inspired by a dance history course that she took her sophomore year. In the course, she studied a "dancing plague" that swept the Roman Empire in the 1500s. During the plague, people danced themselves to death. This topic piqued Tamara's interest in historical dance. While pursuing this interest, she came across courtroom dances from medieval times. These courtroom dances were the first dances in history to be recorded through written documentation. While recording the dances, different steps were recorded for men and women. This was the first known time that different genders began to perform different dances. The focus of gender roles in medieval as well as modern dance served as the topic for

Tamara's thesis.

After selecting a topic, Tamara began her research. In addition to using several on-campus resources, she also took a weeklong trip to London, where she learned and then performed the original courtroom dances. Upon the completion of her research, Tamara began drafting her thesis and choreographing a modern dance related to her scholarly exploration of gendered dance.

Tamara's dance, titled "Boundaries," opened the 2013 Contemporary Dance Concert for Undergraduate Choreographers. The show ran from February 14th through February 16th, and Tamara attended every night. This was her first time creating a group piece for the stage with full costumes, choreography, music, and lighting—and it produced stunning results! The dance fully embodied everything Tamara wanted to communicate. The Honors Program also sponsored 20 tickets to the concert, so that Honors students would be able to see Tamara's thesis project on stage and support her work.

For Tamara, the most challenging part of the thesis performance was getting the audience to understand the message of her dance. She also admitted that determining that message was a challenge. "Men and women are defined and confined by narrow conceptions of how each of the sexes should move and interact while dancing," Tamara explains. "However, there is no need to continue employing these constructs as they are limiting and represent a restrictive patriarchal society." Once Tamara realized that this was the driving message of her piece, the choreography followed.

Although discovering her message was a challenge, and figuring out how to communicate it in nine minutes using only dance was an even bigger challenge, the result made it well worth the effort. "I got to sit in the audience every night, and see my dancers play



and challenge and question the things that I put in front of them. It was just so exciting and amazing to see my hard work manifest into reality."

All of the efforts and triumphs of the thesis have pushed Tamara to continue pursuing her lifelong dance goals: After graduation, Tamara hopes to join a socially-active, professional modern dance company. After gaining experience with a company, Tamara would like to return to academia, receive a PhD in dance, and eventually research and teach dance at a university level.

Tamara got a sneak peak of her future research endeavors in dance through her Honors thesis project. She was inspired by medieval dance, and she connected it to the passions in her life. She would like to remind all UHP students to step back and "remember how your studies are relevant to you, your community, and your society." Don't be afraid to push the "Boundaries."



SPARK of creativity

By: Peter Matatics

»»»» It's amusing to look back at where we began from the viewpoint of where we've ended up. In elementary school, Kelsey Loe, an English major with a focus in Creative Writing, hated reading; by her own ad-

mission, making her read was like pulling teeth. But in the sixth grade, her history class focused on ancient cultures, and she discovered Greek mythology. It spoke to her in a way that stories and storytelling never had before, and it sparked in her a love for reading. Kelsey soon headed to her local library and checked out every book on Greek mythology that it carried. She found she was forming a

great desire to create works just like these. Kelsey is now a graduating senior; her thesis topic involves, fittingly enough, Greek mythology.

Pursuing a creative major, Kelsey was at first unsure how to approach her Honors thesis. A thesis, however, is required of any student planning on graduating with Honors, and after talking with UHP Assistant Director Terri Iler, she

One-Woman SHOW

By: Ben Huynh



back on her years of singing and performing. But after taking a general education theater class and auditioning for a musical on a whim, she soon changed her mind. Undaunted by the societal misperceptions of an arts degree, she began majoring in theater, adopting the mantra, "Do what you love and the rest will follow." This is a romantic notion, no doubt, as well as a potentially impractical one. But Jessica consistently found joy in her choice, realizing that the arts were simply too valuable to sideline. She earned a role as a dancer in *Evita* after her first audition, and as a sophomore landed a supporting lead role as Carla in *Nine*. As she progressed through college, she also sought out ways to get more involved in the arts community.

ACT TWO

Any student in the College of the Arts (COTA) knows that clubs and organizations are hard to find, save for the odd flyer in the halls advertising some esoteric interests. It seems that real, stable communities in the art department are either literally underground or exclusive to the point of apparent nonexistence. What the COTA needs is a leader to organize and unite the disparate majors in the department.

began to see a way: Terri suggested that if the thesis itself could not be creative per se, Kelsey could still enjoy a scholarly exploration of the creative process as a thesis topic.

Professor Tyler Dilts, a professor in the Creative Writing program, helped Kelsey develop her thesis topic further. Kelsey had taken English 407, a workshop for novel-writing, with him previously. When asked to become her thesis mentor, Professor Dilts gladly accepted and encouraged the route suggested by Terri. Through their advice, Kelsey realized that she already had five years

ACT ONE
»»»» Consider the concept of an "art major." Nobody would blame you for immediately conjuring up an image of the starving artist searching in vain for employment and cursed with two lifetimes of debt and a useless degree. With such an unfortunate cultural stigma placed on the arts, who could possibly be daring enough to pursue them?

[Enter Jessica Louise Garcia, audacious theater major.]

When Jessica entered Cal State Long Beach as a freshman, she had plans to pursue law school, turning her

[Enter Jessica Louise Garcia, student council President of the College of the Arts.]

Having gotten involved in Associated Students, Inc. (ASI) when she was a junior, Jessica became President of the student council in the COTA as a senior with three goals in mind: to promote communication, collaborate between different art majors, and raise money for art students. She feels it is vital for the students in the different arts majors to collaborate rather than follow their own insular paths with no overlap. One project she feels strongly about involves students pitching their own collaborative art projects to ASI, working with two or more different art departments, in order to get funded. This allows students to produce whatever they want and also foster interdepartmental unity. Other accomplishments she has made in ASI include opening up a new art gallery in the University Student Union with her fellow board members and creating up five new positions in the student council.

The many tasks Jessica has taken on keep her on-campus from 9 A.M. to 10:30 P.M., Monday through Friday. On top of her extracurricular activities, she is hard at work on her Honors thesis, which incorporates a business perspective in analyzing theater attendance and participation through cultural trends. Of course, her rigorous lifestyle has not gone without reward. Besides continuing to act in leading roles each year, she has been awarded the Outstanding Graduate Award, an honor presented to one graduating senior from each college.

ACT THREE

A spotlight shines down on center stage, framing the scene for a star to emerge and captivate the audience. "Fail better," said Samuel Beckett, a sound piece of advice for aspiring actors and actresses that encourages bold choices and an understanding that failure is a natural process. Taking this knowledge in stride, a veteran performer approaches the stage.

[Enter Jessica Louise Garcia, seasoned stage performer.]

Currently, Jessica is preparing for what she considers to be both her favorite and most challenging role as Wendla in *Spring Awakening*. Rehearsing every day from 6 to 10:30 P.M., she finds herself at the peak of her involvement on-campus with no regrets about any decision she has made. With a myriad of achievements and relationships formed, Jessica can only continue to excel beyond college. Although she is staying an extra semester to finish her marketing minor, Jessica has already started making plans for the future; she has applied for an internship at the Center Theater Group, a prestigious theater company in Los Angeles that she hopes to work for one day. Of course, she also hopes to continue performing, making sure that the arts will always play a large role in her life.

of researched material for a strong Honors thesis.

Kelsey's thesis comprises many different subjects centering on Greek mythology. It researches why these ancient stories have attracted perpetual interest over the centuries, as well as why they have incited constant reinterpretation and retelling. The thesis also spends a good portion reflecting on young adult literature and Greek mythology and how they are surprisingly complementary. This research benefits Kelsey as well because it helps her to critically examine her own creative work

through comparison. Although she also writes creative non-fiction and screenplays, Kelsey's current focus is the young adult genre, age group 13-25. She specifically enjoys that age range as it pushes her to invent characters that this age group can identify with.

When she graduates, Kelsey hopes to publish novels, teach English in South Korea, enter UCLA's graduate program for screenwriting, and write quality children's shows. All of these are the plans of a girl who once refused to pick up a book.

TRIBAL TALK

By: Ryan Adams

»»»» Xógi-áaga-o is a Pirahã word meaning “everyone,” which is the most accurate descriptor I have for the amount of people at our guest lecture this semester. In early April, Dr. Daniel Everett visited our campus to share his groundbreaking linguistic field work with the Amazonian Pirahã tribe, and the room was packed! Around 200 CSULB students and faculty members came to engage in this unique opportunity, and for good reason: Dr. Everett is one of an extremely small number of people to have visited the Pirahã tribe, and his studies and experiences with them are irreplaceable.

Dr. Everett began his guest lecture by describing some basic structures of their language, including its attention to tone and the mandatory verb suffixes that reveal the source of the information being communicated. Due to the meaningful tonality in the language, Pirahã can be intelligibly communicated via speech, humming, or even whistling. Having spent nearly eight years living in the jungle, Dr. Everett was also able to provide environmental and traditional context to the Pirahã culture. The Amazonian sky suffers from less pollution—be it light or smog—and offers a clear view of millions of stars and even

our blinking satellites. On a more earthly level, our guest elaborated on the indexical nature of the jungle shared by every Pirahã member; whereas most of us would be forced to call everything “tree,” one of these natives can identify any plant in their environment and provide context regarding its uses and growth. This knowledge also extends to the animal kingdom surrounding them. The Pirahã can not only identify many animals in the Amazon, they can also spot well-camouflaged snakes and crocodile eye shines.

Like Dr. Hayes’s guest lecture in the fall, Dr. Everett’s visit was phenomenal and well-received by the campus community. In addition to attracting over fifty Honors students, faculty and students alike from the departments of Anthropology, Linguistics, and Spanish flocked to the presentation to learn about this exotic culture and present their questions to an expert in the field. As the primary event planner this time around, I would like to personally thank the UHP and German Club for cosponsoring such a valuable opportunity; guest lectures represent a free opportunity to expand our knowledge of the world and interact with academic experts, and on behalf of the UHP Student Association I look forward to seeing everyone at the next guest lecture!

the California State University Honors Conference

By: Terri Iler

19th - 20th

»»»» The 10th Annual CSU Honors Consortium Conference was held at CSU San Bernardino and boasted attendance of over 110 students, faculty, and staff from 11 campuses. This conference showcases the dynamic student research taking place in honors programs throughout the CSU-system. Among the participants were CSULB Honors students Katherine Cuellar, who shared her research on “The Effects of Stress and Caregiver Status on the Adoption of Exercise Behaviors”; Katherine Elder, whose paper “David Alfaro Siqueiros’ America Tropical” was honored as an outstanding submission and was, therefore, featured on the conference’s closing interdisciplinary panel; and Melanie Peinado, who received an honorable mention for the caliber of research displayed in her paper “Chilean University Students in the Destruction of Carlos Ibáñez del Campo’s Authoritarian Regime.”

FEBRUARY

11th Internship Workshop

UHPSA Homeless Shelter Volunteering

3rd

UHPSA St. Patrick’s Day Party

16th

9th Dr. Everett Talk

MAY

4th UHPSA End of the Year Bonfire

TIMELINE

UHPSA Board Game Night

1st

MARCH

APA Style Workshop

12th

APRIL

Relay for Life

26th - 27th

KEEP IN TOUCH!

Please tell us about your current activities, future plans, and professional and personal accomplishments. You may share this information with us by either filling out and mailing this form to the address provided below or emailing us your updates at honors@csulb.edu. Please be sure to include the following information:

Name: _____

CSULB degree(s) and year(s): _____

Address: _____

Email: _____

Professional and personal news (please indicate if we can include this information in a future newsletter):

University Honors Program, Library 214
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-1901
Phone: (562) 985-4706
Email: honors@csulb.edu
Website: www.csulb.edu/uhp

Can we feature your professional and personal news in a future issue of our program newsletter, “The Honor Code”?

☐ Yes

☐ No

Would you be willing to be interviewed for a future issue of our program newsletter, “The Honor Code”?

☐ Yes

☐ No

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You can help us fund student activities, research, and events; bring guest speakers to campus; and continue our outreach efforts by making a tax-deductible contribution to the University Honors Program. You or your spouse may be eligible for a matching gift from your employer. This is an easy way to double or triple the impact of your gift. Please contact your human resources office to see if you qualify.

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Donations may also be made securely online by clicking the donation button on our homepage at www.csulb.edu/uhp

The background of the entire page is a grid of yellow squares. The top row of the grid is a darker shade of yellow, while the subsequent rows are a lighter shade.

UHP

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