

THE HONOR CODE

A YEAR IN REVIEW

MAY 2016

H

O

N

04/
THESIS PROJECTS

07/
PEER MENTORING PROGRAM

08/
UHP ALUMNI

18/
MAKING STARS AND MAKING STRIPES

20/
CIVIC AWARENESS

C

O

N O R

12/
STUDY ABROAD

16/
TEDX CSULB

22/
CSULB GRADUATES

22/
CREATIVE SUBMISSIONS

27/
STAFF

D E

— THESIS PROJECTS

A BRIGHT FUTURE THROUGH THE FOG

Katherine Henson

The Honors Program is filled with exciting incentives such as small classes with innovative topics and lively events packed with friends. However, there is one aspect of the Honors Program that most students dread: the Honors thesis. By the end of their senior year, students are put to the test to ask their own questions, conduct research, and find the answers in a thesis, which they will write and present over the course of a year. Though a daunting task, the thesis project is an opportunity for students to explore their passions and interests in their field of choice. Kathleen Chelling used her project to do exactly that.

Kathleen graduated in December of 2015 with a degree in Chemical Engineering and now works at Phillips 66 as a process control engineer. It was important to her to choose research that was beneficial for people and the planet, which is how she decided on exploring water conservation. Her thesis is titled “Water from Fog: Fog Harvesting with Recycled Plastics” and highlights her research in using simple plastics as meshes to collect fog that then drips down as water. Being able to research something she was passionate about made the work remarkably more gratifying. She even enjoyed presenting because she was able to share something she cared deeply about and see people interested in her findings. Though the thesis process-

was stressful at times, Kathleen is grateful to have been a part of the Honors Program.

“Honors allowed me to have a small community in such a large university, which was really important to me,” she says. “It also pushed me to do things I probably would not have done otherwise, like the thesis.” Kathleen was also involved in the Engineers Without Borders Club, which aims to help the world through sustainable engineering. This inspired her to research fog harvesting, which she believes has potential to reduce plastic waste while also providing water to areas in need. Creating her thesis seemed unmanageable at first, she says, but she soon saw it as less of an assignment and more as an opportunity to create something meaningful and explore her own ideas.

Since graduating, Kathleen is unsure if she will continue her education as she is content with the work she is doing. She is also taking advantage of her current free time by traveling, volunteering, and horseback riding. She hopes to join the Engineers Without Borders Professional Chapter and perhaps further the research she conducted in her thesis. Recently Kathleen was given the opportunity by the



“A SMALL
SUCH A L

Honors program to give a TEDxCSULB talk in April 2016. During her talk, she discussed the research she completed for her Honors thesis. She is honored to have been chosen for the event, commenting happily, “I am so grateful that someone heard my thesis and thought it was worth sharing with others!”

As an alumna, she still appreciates the Honors program and all the tools it provided her. Her suggestions to students who are struggling with their thesis project are to research what you like and to not give up. She sees the Honors thesis as “a chance to do what you want,” and if it is something you are passionate about, it will seem less like work. Her positive experience with her thesis and her bright future ahead should be an inspiration to any Honors student, no matter what their field of study may be. Her passion for helping others led her to making discoveries that could potentially change the world. Looking back, she now sees the Honors thesis not as an insurmountable task, but as a wonderful opportunity with lasting impact.

COMMUNITY IN ARGE UNIVERSITY”

A NOTE FROM THE PAST

AMERICAN IMPRESSIONISM IN “POEM”

BRIANNA MALONEY



For many, music is just something that we listen to in order to pass the time. For a few, it becomes a passion that can turn into a career. UHP Senior, Kelly Catlin, who will be graduating with a degree in Flute Performance this spring, is one of those few. In her thesis entitled, “Charles Griffes in American Impressionism,” she looks at the history of Impressionism, the composer Charles Griffes, and his piece entitled “Poem.”

Her research paper delves into the ideas behind traditional French Impressionism, the history of Debussy (the perceived father of French Impressionism) and his compositions, as well as American composers like Duke Ellington and Charles Ives. She also examines the life and style of Charles Tomlinson Griffes and takes a close look at “Poem” through a score study, in which the artist studies what everyone else in the orchestra or ensemble is doing while they are playing their part in the piece. Kelly first played “Poem” in high school and played it as a part of her undergraduate senior recital on March 12th, 2016. She believes that, “It was really useful doing a thesis about that piece because now I know so much more about it.”

Through working on her thesis, Kelly found that she truly enjoys researching, but that, “...having a good advisor makes the process so much easier!” Kelly’s faculty advisor was Dr. Alicia Doyle, who is not only the Director

of Music History, but also the graduate student advisor and professor of Musicology at the Bob Cole Conservatory of Music. Kelly first met Dr. Doyle in an Introduction to Music Theory class, and enjoyed having her as a professor so much that she enrolled in Dr. Doyle’s Medieval and Renaissance Music class during her senior year.

Kelly is extremely proud of the outcome of her thesis project, remarking that, “I love music history but I’ve always loved performing

and knew I wanted to play in a big group. Getting to research this piece and perform at the same time is like

“Make sure it's a topic that you love.”

the best of both worlds!” She is currently applying to graduate school to study performance with the end goal of becoming an orchestral flautist and possibly a teacher later in life. While she would love to stay in Southern California and study at USC, her top choices also include schools as far away as the Manhattan School of Music.

Along with setting deadlines to keep yourself on track, Kelly has one main piece of advice for those who are about to start their thesis: “Make sure it's a topic that you love. The thesis isn't going to be easy no matter what you do. What makes it doable is a topic that you're passionate about. You'll know you're on the right track when you can't seem to stop writing about it.”

PEER MENTORING PROGRAM

Meant for Mentoring: A Match Made on Campus

KELLEY PIERCE

We all have days when we feel like Beyoncé - flawless. However, there are other days when being on a campus of 37,430 students can make you feel alienated and alone. The Honors Peer Mentoring Program works to eliminate those days and create a close-knit community in the midst of this massive student body. The Peer Mentoring Program was founded only two years ago, in the fall of 2014, by then-junior Sophie Jané. Sophie, a Psychology major, was fascinated by the process of developing relationships and their impact on students. This, combined with her involvement in the Honors Program, inspired her to start a program in which incoming freshmen were paired with an experienced student to help guide them in their first year on campus.

For the second year of the program, juniors Sarah Eason and Mathew Choi signed up to take over the coordinating positions. By this time, the program had doubled in size, amounting to 23 mentors and over 30 mentees. As the program expanded, Sarah and Mathew worked to formalize its structure to create a more beneficial environment for both the mentors and mentees. They decided to divide their goals by

semester, with the first semester focusing on establishing relationships, highlighting campus resources, and setting academic goals. By the second semester, many students are likely familiar with the campus, so the coordinators chose to have the pairs focus on civic engagement and organized events such as the Compton Neighborhood Pride Day, where groups helped paint houses and plant gardens in the city of Compton.

The role of coordinator is an extremely demanding position; Mathew and Sarah spend over four hours each week on organizing, planning, and coordinating for the program. When asked why he chose to sign up for this position, Mathew replied, "I was having a bit of an existential crisis. I'm just one student out of 35,000, so I was thinking, 'How can I have a positive impact?' So that's why I decided to apply." As coordinators, Sarah and Mathew, have weekly check-ins with mentors, host monthly meetings for mentors to voice any questions or concerns, and plan events for mentors and mentees. However, it is all worth it to see their time and efforts benefiting the Honors community. Sarah remarks, "I think when you get a mentee that

you genuinely connect with, and you get to see them grow over the year and figure things out, that is the most enjoyable part."

Mentors in the Peer Mentoring Program are able to select their mentee based on major, interests, and needs, a formula which provides the best fit for both sides. Mentors are required to meet with their mentees at least twice a month, but many choose to meet more frequently as the friendship grows.

Though both the coordinators admit that being a mentor involves a substantial time commitment, Sarah advises to think of the one hour each week as, "one Netflix episode, and think of it as 'I'm not only helping myself, I'm helping someone else.'"

Mathew and Sarah both mentioned being surprised by how much they enjoyed mentoring and how rewarding it was. The Peer Mentoring Program is an easy way to make friends, get involved on campus, and add experience to your resume. More importantly, the program is a way to help someone whose shoes we've all been in find footing in the big and scary world that is university life.



UHP ALUMNI

HONORS AS AN HEIRLOOM

KATHERINE HENSON

Though the Honors Program may change throughout the years, its core foundations of academics and community are ever-lasting. These areas of focus leave a great impact on all who have the privilege of being in the program; its teachings and values remain with alumni for years and even decades. Elizabeth Mena graduated from CSULB and the Honors Program in 1987 with an undergraduate degree in psychology, having been part of the program for all four years. "It gave me a sense of belonging," she explains. "CSULB is a huge school, and it was nice to always have somewhere to go." She went on to receive two master's degrees in counseling and school administration and currently works at Zela Davis Elementary School as a special projects teacher and bilingual coordinator. She remembers the Honors Program well, and is amazed by how significantly it has changed since her time as a college student. "I mostly remember taking Honors classes," she recalls, "but I also remember fireside chats with Dr. Markman, which were always nice." Fireside chats were simple get-togethers by a fireplace in the USU with fellow Honors students and the program director to discuss how the semester was going. In the 80's, formal events were nonexistent, but these little chats were an excellent way to get to know fellow Honors students outside of the classroom. Though the social aspects of the program have changed through the years, Honors classes remain the same in their variety and impact. Elizabeth's favorite Honors class was Public Speaking, which she also claims is the most memorable and worthwhile class she ever took. This class taught her skills that she uses to this day in the classroom, and had she not had the small audience and sense of community that this class provided, her take on public speaking would be very different.

Taking Honors classes wasn't the only memorable part of Elizabeth's experience as an Honors student. Her thesis titled, "Intergenerational Acculturational Differences



between Mexican-American Parents and Their Children,” has played an extensive role in her career. It helped her understand how difficult it can be living in the U.S. as the child of an immigrant, even beyond the understanding that comes from her personal experience as an immigrant. This understanding of how immigration affects children, along with her own personal experience, now proves useful as she works with children who are learning English. Their circumstances differ greatly from those of their peers, and Elizabeth uses information from her thesis to connect with these children and understand why they may be struggling in school. It also finalized her decision to work with children, something for which she always had a passion.

I had the honor of interviewing this remarkable woman, not by chance, but because she happens to be my mother. Being an only child, I take any opportunity I can to continue her legacy, and joining the Honors Program was the first step. She told me, “I wanted you to have the same sense of community I had—where classes are small and intimate, and where you have your own little family on campus.” The Honors Program had such a positive effect on my mother’s life that she encouraged me to join as well. Now that I have participated in the Honors Program and The Honor Code, and taken the same public speaking class as my mother, I must say that I am happy to have followed her advice. Though it’s only my first year, I can already tell just how much value the Honors Program adds and will continue to add to my college experience. I can already see why she fell in love with the program.

Parents have a tremendous impact on the choices their children make, and my case is certainly no exception. Not only did I attend the

same school my mother did, but I even joined the very program that encouraged her growth in college, and I know that it will also help me grow as well. It would be ideal to have my own children also attend this university and join the Honors Program; I would consider it a great way to honor such an amazing and intelligent person. Thank you, Mom; I hope to accomplish as much as you some day. I need all the help I can get going through these difficult college years, and you’ve already helped me so much—I can only repay you by sharing your story.



CALIFORNIA STATE UNIVERSITY
Long Beach
Commencement 1987

HISTORY IN THE MAKING

UHP ALUMNI

TARA THOMAS

Honors alumna Maria Carreras just can't seem to cut ties with the University Honors Program. She can often be found in the UHP office chatting with old friends, such as academic advisor Lizette Alvarez, or diligently studying for the classes that will lead her to achieve one of the highest academic milestones, a doctorate degree. At 27 years old, Maria has completed both the bachelor's and master's program in History at CSULB. Now she is studying full-time at UC San Diego with hopes of becoming a college professor in the same subject. Maria was lucky to discover her passion for History and teaching early in her academic career. Many students take years to find where they belong—in fact, seventy percent of college students change their major at least once as an undergraduate. While Maria may be fortunate that her collegiate journey was relatively direct, that does not mean it was free of any difficulties or sacrifice. Devoting oneself to their passion requires long hours, hard work and a level head. In response to what keeps her inspired to continue her studies, Maria replied, "Since I really love what I do, I'm naturally motivated to just plug away and go forward with it."

One particular difficulty Maria faced while pursuing higher-level education was balancing academics with her life outside of school. A healthy combination of classes, friends, work, and fun is necessary in order to keep sane and lead a well-rounded lifestyle. Maria's current schedule usually includes several hours of diligent study in the library or any quiet corner she can find, but she makes sure to take a break to have lunch with friends. She also enjoys activities such as reading and exercise to help relieve stress at the end of a long day. These kinds of good habits are beneficial to both physical and mental health and contribute to a fulfilling life.

As a previous Honors student, Maria can recall several ways in which the Honors Program aided in her success. For one, the Honors thesis confirmed her love for conducting research and taught her the fundamentals of utilizing primary sources to create and support an argument. Additionally, the professional connections and opportunities facilitated through the program allowed her to engage in valuable

work experiences that broadened her resume when applying for jobs and scholarships. Thirdly, the Honors Program provided Maria the opportunity to make personal connections with fellow students who held similar interests, yet stemmed from very diverse backgrounds.

Maria remembers the program as “a nice, close-knit community that has now grown significantly.” Some of her closest friendships today were even created during her time in the program. It is true that the Honors Program has nearly doubled in size in recent years, currently serving almost 600 students. Nevertheless, it has maintained a strong sense of community and involvement through efforts like social events. The program also provides students with an abundance of support and advising at the Honors Office. Still, if students continue to find themselves struggling with the stresses of college rigor, there is a lot to learn from those who have not only survived, but have thrived under the guidance of the Honors Program.



As Maria’s experience shows, one of the keys to success is to make lasting connections. Becoming acquainted with other students, teachers, or people in clubs or outside activities is one of the best

ways to enrich your school experience. One obvious benefit is the social aspect: friends can motivate you to achieve your goals, help you to keep an open mind, and possibly expose you to positive new experiences. In academics, these connections can result in study groups or better-utilized office hours to help you stay on track when classes get difficult. As for life beyond college, fostering connections

with a diverse range of people can result in job opportunities or at least provide the resources for additional networking and professional advice. As stated before, Maria was lucky to discover her passion early on, but for others it takes time to explore all the possibilities. That being said, students should not hesitate to take advantage of all the opportunities that the Honors Program and CSU Long Beach as a whole have to offer—even after graduation day.

STUDY ABROAD

TOP OF HER GAME

JULIA KATZ

As UHP members, striving for excellence in every endeavor is not an abnormal trait to possess. Laura Tanimoto, a fourth year student studying Film & Electronic Arts and Japanese, is no exception. In the 2014-2015 academic year, she excelled in both her classes and activities while studying abroad in Tokyo, Japan. Laura was interested in going to Japan to experience her heritage while being able to live with family.

While attending Waseda University in Tokyo, Laura was fortunate enough to have family living in the city with whom she could stay. Exploring the country was one of her top priorities; however, because of her heavy course load, most of her adventures took place during her spring break. She remarked on her travels, "My absolute favorite place was Kyoto... I became a Maiko (dancing child) which are essentially used for entertainment."

Kyoto is full of traditional Japanese culture, such as Maiko, notorious apprentices that liven feasts with song, music, and dance.

Though she enjoyed all of her courses, her favorite was one in which the

students were tasked with creating a 40-minute play. Laura took on the role of the director, which was a stressful, but ultimately rewarding, experience for her. Laura explained, "It solidified the fact that really I wanted to [direct] because of that class."

Six international students, Laura included, were chosen to participate in

a speech contest at the university. This required her to engage with a campus organization to help her. She worked with Waseda's International Club, and although

it meant squeezing one more thing into her already jam-packed schedule, her hard work paid off; she was voted as the "People's Choice



Award” winner. “It was so awesome!” Laura exclaimed as she reflected back on the moment her name was announced.

Laura’s diligence in her classes proved worthwhile as well. During her final weeks in Japan, she learned that she was the study abroad valedictorian of her class. Due to this impressive achievement, she was given the honor of delivering a speech at the completion ceremony. In light of her previous speech experience on the trip, she was more than ready to wow another crowd.

Although she cannot help but yearn for her family and Japan’s superior public transportation system, upon returning, she notices how much she has grown from the experience. “I feel that my capacity is larger,” explained Laura, regarding her work ethics and personal relation skills.

Even though it was her ninth trip to Japan, having a whole year studying in the country was a novel experience.

Laura’s advice to someone considering the idea of studying abroad? Go for it. While she admits that committing to such a huge adventure can be scary, interested students should prioritize following through. “It adds another level to people that not everyone else will have.”

Laura is profoundly grateful for her experience abroad and hopes to encourage others to take the leap as well. Not only does it provide a student with a unique feature to include on their resume, but the maturity they will assume could not be gained from any other experience.



TO STUDY ABROAD OR NOT STUDY ABROAD

BRIANA MALONEY

As an English major with a focus in Creative Writing and a Theatre minor, third-year UHP student Faithe Roberson knew that there was no better place for her to study abroad than London, England. Faithe traveled to London during the 2015 Spring semester through a faculty-led CSU program that partners with CSU Fullerton and the American Institute for Foreign Study (AIFS). Some major perks of the program are that all of the classes offered are either GE or capstone courses; student financial aid and scholarships may be applied to the costs; accommodations and local transportation are settled and paid for up-front; and depending on the semester that you choose, there is an internship option available which allows students to gain experience in their field of study.

While in London, Faithe took an array of classes, including United States Past & Present (with an emphasis on UK/US relations), British Life & Culture, and Shakespeare in Film. She also earned 3 units for an internship in central London at a fringe theatre working as a “floater,” doing everything from general office duties and running auditions to location scouting and assisting with rehearsals. Faithe remarked, “It was really enriching to be behind the scenes rather than on the stage!”



To supplement her classes, Faithe went on field trips to many sites, including the British Museum (a two minute walk from the classrooms), Shakespeare's Globe, and Stonehenge. She found that, “The opportunity to really contextualize what we were learning about [...] and learning in a new environment [was] so enriching!”

She has now become a peer advisor for the London Semester program in the CSULB Study Abroad Office and says, “Seeing how well-structured and straightforward the program is from the other side just confirms my satisfaction.” To any study abroad newbies, the best tip Faithe has is to “Plan ahead! You'll be in much better shape if you plan early—financially, emotionally, and academically.” Planning gives you the opportunity to schedule the proper classes and prepare for the financial commitment of going abroad, alleviating much of the stress involved.

Although she knew that London would provide one of the best academic experiences available for her field, what Faithe never expected was the sense of independence the trip would give her. She said that she “didn't expect to feel like a new person upon returning; I grew so much, especially in how I deal with people and react in difficult situations.” Faithe moved around the world while growing up and was able to stay in one of her hometowns—Prague, the capitol of the Czech Republic—for a few weeks after the trip. Through it all, she said that her favorite part of the whole experience was “making a home for myself in [London]. Doing it on my own terms felt nice and self-affirming.”

Q&A with Ryan Adams

Trevor Anderson



- When did you know you wanted to go and study abroad? — I knew back in high school that I wanted to study abroad, but I didn't start taking it seriously until the latter half of my sophomore year.
- Why did you decide to go? — There were a lot of reasons...I was almost ready to graduate, but I knew I wanted to go abroad before I was done with my degree. I could also study new things and really be my own person in a new environment 5,000 miles away.
- Why did you choose Freiburg, Germany? — Since my German was already pretty good, I had more options from the start. I picked Freiburg because it offered interesting German Studies courses—including linguistics courses that aren't available here—and because it's situated in the amazingly beautiful Black Forest.
- What kind of classes did you take? — I took a lot of German literature and linguistics courses. I managed to work in a few with some really interesting intercultural perspectives: I had one lit course where we studied depictions of America in German-language literature, and one linguistics course that looked at the development of German and English side by side. I also enrolled in courses like English World Wide, German Expressionism—even first-semester Turkish!
- Was it stressful at any points to stay studious when abroad?
How did you fix that? — It was definitely a challenge to keep up with readings and papers when I wanted to travel and go out with friends...I made it work though. I made a lot of weekend trips, and often I would still be able to get work done on the train.
- Did you learn anything new about yourself while in Germany?
Things you never knew you would enjoy? — Oh, definitely. I learned so much about myself abroad! The coursework helped me narrow down the fields I wanted to study in the future, and making an effort to speak only German made me so good at it that I enjoyed using it. I also learned to cook new food, met a lot of new people, and matured a lot over the year.
- What was your most memorable experience? — There are so many big memories: Arriving all stressed out, trips across Europe, making new friends...But my favorite experience would probably be the Fasnet celebrations at the end of winter. Fasnet is the regional name for what we know as Mardi Gras, a pre-Easter celebration that was originally used to prepare for Christian fasting as well as usher in warmer weather. Now, Freiburg is roughly the same size as Long Beach, so I figured the celebrations would be somewhat small; but when I went to photograph the big parade, I ended up staying for almost two hours! Groups came in from the surrounding area and made an enormous parade, complete with costumes, music, and audience interaction. It was such a special event to be a part of, and the atmosphere was much different than Mardi Gras here or Karneval in Cologne.



- What is the most important travel tip for students studying abroad? — Go everywhere, and go slow! Germany especially is in the middle of Europe, so you have easy access to both western and eastern European countries. But no matter where you are, you can save a lot of money if you're willing to put in more travel time...the express trains can be double the price of slower trains for the same distance, and overnight bus trips can get you across countries on a budget!
- Anything else you'd like to add? — I know a lot of students who have studied abroad and felt pressured to visit big cities and must-see places so they weren't "missing out." While I do recommend travelling often, I also want to emphasize that you should explore your local area as well. Freiburg is my second home, and I spent plenty of weekends not on a train but on the streets of a new part of town or out hiking the surrounding Black Forest. Take the opportunity to make a special connection with your new hometown, and I'm sure you'll find yourself back there someday.

THE MAKING OF IDEAS WORTH SPREADING

JENNIFER DIXON

For better or for worse, today's world is the product of so many big ideas that it has become easy to forget the genius behind them. People spend hours a day staring at screens without considering the programming and circuitry underneath. Meals are consumed without any attention paid to the agriculture and technologies needed to produce them. And, in a student's hectic schedule, it is easy to forget that over four thousand faculty and staff are constantly working to keep our university functional. Likewise, without talking to founder and curator of the upcoming TEDxCSULB, Matthew Argame, it may not be immediately apparent how much work it takes to create an event of TEDx's magnitude. Taking place on April 9, 2016, TEDxCSULB will be an annual event that is not only large in size, but that was inspired by a passion for big ideas of all kinds. Through this event, the innovation that has created the complicated and beautiful world we live in today will be honored. New discussions about how we can explore and improve upon the world around us will be sparked. In short, TED is an organization centered around "ideas worth spreading." The nonprofit hosts events and posts videos featuring short talks by experts from a wide variety of disciplines. TEDx, on the other hand, refers to an independently organized TED-like event. In Matthew's words, "TEDx is a platform that allows you to tap into the local community's stories and ideas and bring that to a global perspective." So far, the journey of bringing TEDxCSULB into reality has involved months of effort, travel to a foreign country, and the determination of several hundred students.

But first, TEDxCSULB began with a simple idea. When Matthew, now a third year, first heard about TEDx in high school, he decided that he would eventually try to bring the event to his future college. At the time, he did not know where to start, or even what exactly such a large project would entail. However, Matthew's appreciation for the larger goals of TED inspired him to keep searching for avenues through which he could make his dream a reality. "What really inspired me," said Matthew, "was my passion for intellectual diversity. I am an entrepreneurship minor, religious studies major, and pre-med student. All of those disciplines are very different, but there is a common synthesis between all of them. TEDx does

just that—it brings great thinkers together, from very different disciplines." Finally, in his sophomore year of college, Matthew discovered an unexpected opportunity when he was elected Secretary for Academic Affairs in ASI. Through this position, he met Dr. David Dowell, our current Interim Provost. After Matthew explained his dream, Dr. Dowell offered to help coordinate the project. This is when Matthew hit the ground running to create the first-ever TEDxCSULB.

INSPIR(AC)TION

TED

The first step in the process of hosting a TED-licensed event required a trip to the TEDActive conference held in Whistler, Canada. This conference immerses people head-first into TED by showing live streams of TED talks, providing training for TEDx curators, and encouraging discussion with the larger community of TED enthusiasts. The experience is packed with exciting ideas, great conversation, and even a \$200 gift bag for participants to take home.

After earning his license, Matthew reached out to enlist the talents and enthusiasm of many students and faculty across campus. The project is coordinated by the executive team (which Matthew leads), hosted by the University Honors Program, advised by the Center for International Education, and supported financially and logistically by the ASI

Programming Board. Students in Marketing 494, taught by Dr. Mary McKinley, also contributed to the event through their work in areas ranging from speaker selections to finances. But even with such a wide

variety of teams working diligently, there was more work to be done—and luckily, more students eager to help. “Almost four hundred people applied to be a volunteer, so at that point we knew

we had to create more opportunities for our students,” said Matthew. Because of the large response, four distinct volunteer committees were organized: The “X Trainers” (who help

prepare TEDx speakers), The “X Street Team”, (who publicize the event), the “X Collaborators” (who seek out organizations on campus willing to help), and the “X-makers” (who

make everything from memorabilia to sculptures that will be featured at the event).

Overall, Matthew credits all of his team members for making a potentially overwhelming project realistic. “Everyone on my team is a visionary thinker. So, to think about how are we going to run this conference, how are we going to network it, how are we going to market it—all of that comes fairly smoothly with the team,” said Matthew.

Because of his competent team and passion for the project, Matthew sees the rewards of the process as far outweighing the long hours and logistic hurdles he often encounters. “It’s challenging because it’s very time consuming, but at the same time, it’s not often that you work on an event that’s already widely recognized by students, alumni, faculty and staff members. The people we were interviewing to speak at TEDx were talking about their passions, their life’s work. And to be a student, being able to listen to all that is extremely rewarding,” said Matthew.

Matthew envisions that TEDxCSULB will continue to grow. For the first conference in April, attendance was limited to approximately 575 audience members. But, the TEDx team will continue to work in future years to ensure that more students can experience this event. “We sent out a poll, and in less than a week over 700 people clicked that they wanted to attend the TEDxCSULB conference. We’re starting small, but it is going to be live streamed, so students who did not get a ticket were still able to watch it online,” said Matthew.

When Matthew looks back on his experience with TEDActive, what stands out most to him was not the \$200 gift bag, or even any one particular TED talk; instead, he was most impressed by the deep passion for intellect

found among TED enthusiasts. In the end, he hopes to carry this passion for big, innovative thinking over to our campus. “Ted fanatics—they’re amazing.

They’re always curious to learn more and to discover more, and even to talk about what they’re doing to

impact the world and to impact the community. At TED, that’s not cheesy at all. That’s just what they’re

doing—they’re changing the world. And slowly, I hope that this conference will allow students to

know that they can do that too—let them know that they can change the world, or at least do things that

they’re passionate about, do things that they know can make an impact in some other people’s lives.”



Pictured Left to Right:
Nia Illisa Salapare, Justine Gonzales,
Mathew Choi, Nicole Ilagan,
Matthew Argame

D X

CSULB

x=independently organized TED event

CIVIC AWARENESS SEMINARS

THE LA RIVER AND YOU

TARA THOMAS

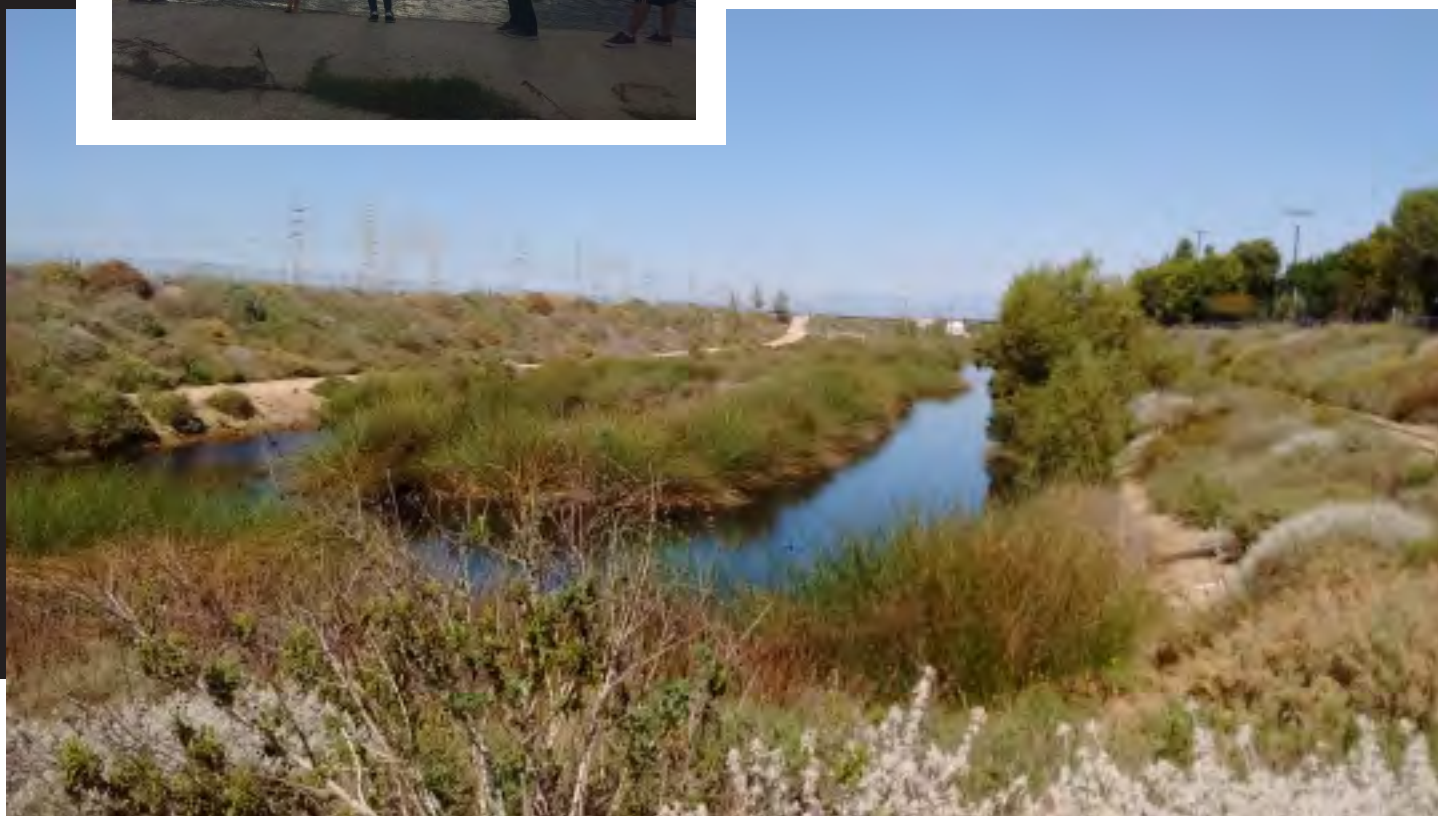


In the 2015-2016 academic year, the Honors Program offered freshman applicants the chance to take part in an Honors Living-Learning Community (LLC) for those who wished to dorm on campus. Other Living-Learning Communities have existed on campus for some time, including one for Healthy Living and Wellness and another for S.T.E.M majors. The UHP's LLC includes a series of seminars for education beyond the classroom. The theme of these seminars allows for high-achieving students to come together and foster a commitment to "meaningful engagement both on-campus and in the surrounding communities." Several of the topics that were discussed proved relevant on a local, national and even global scale. The primary intention of these seminars was to inspire students to become more informed and compassionate citizens of their community, but they also supported supplementary skill development in teamwork, communication and professional interactions.

With only three brief seminars per semester, many of the civic discoveries were accomplished in the student's own time. During the fall semester, the LLC students were assigned groups of six students and given a community-related topic. These topics included issues of wellbeing, public space, common ground, civic identity, and civic engagement. At the second meeting, the students were introduced to the existence of the Los Angeles River, a man-made span of concrete constructed in the early-mid 1900s that was used to protect against severe flooding in the greater LA area. The groups then set out to explore different parts of the river using *Play the LA River* suggestion cards to choose a destination. Also during the second meeting, the students decided on the #UHPgoesCivic hashtag that was to be used when publishing their observations and experiences on social media. At the final seminar of the semester, teams presented their thoughts and feeling in relation to their river trip and compared their experiences with other LLC groups.



For the second semester, students were welcomed back with a movie screening and Q&A session. The documentary entitled *Rock the Boat* followed the journey of a man who traveled the LA River by kayak in order to protest the laws that claim it is “unnavigable” and therefore ineligible for environmental protection. The following seminar involved a panel of speakers from various non-profit and government organizations related to helping the homeless in the Long Beach area. This panel provided students a new perspective on how



easy it is to become homeless and how difficult it can be to come back from it. The speakers also outlined ways in which students or individuals can contribute to the betterment of humankind through volunteer, career, or donation opportunities. Before the final presentation of the spring this semester, which drew on all the knowledge gained throughout the year, students were split into small teams so that they could interview an individual with connections to the river in order to acquire even more insight on the topic. The interview process also allowed students to practice their time management and professional communication skills. All these seminars seemed to highlight the power individuals have to create change in their community for the better.

The takeaways from these seminars were sometimes difficult for students to foresee, but in the end they walk away with valuable insight on social, economic, and environmental issues that plague many communities. Now that students have become aware of the issues, they are encouraged to actively work towards change, whether that be through community service, social work, peaceful protest, or voting in benefit of these important causes. The L.A. river is just one example of the consequences of neglect in the vast Los Angeles community, and you can only imagine what lies beyond. The Honors Program encourages students to continue to expose themselves to civic issues because awareness can lift the veil of ignorance and provide the spark needed to take civic responsibility.

MAKING STARS AND MAKING STRIPES

ERICA QUIROZ
EXECUTIVE PRODUCER FOR COLLEGE BEAT
KATEYLN CAMPBELL

Lights, Camera, Action! The film starts rolling, and the room jumps into motion. In the midst of all the chaos, Erica Quiroz is unfazed; this is the atmosphere in which she thrives.

Since the summer of 2015, Erica (21 years old) has worked as an executive producer for College Beat Television, producing Cal State Long Beach's news entertainment show Beach Access, which covers events in Long Beach and the greater Los Angeles area. While working for College Beat, she has made connections for her crew to access events and has discovered and researched stories for her viewers, including places and events such as the Queen Mary's Dark Harbor, Daniel Radcliffe's Hollywood Walk of Fame Ceremony, and the Jet Blue Beach Marathon. As the executive producer, Erica has a seemingly unending list of responsibilities to attend to, including applying for press passes, editing footage, recruiting the crew, and making various executive decisions. These tasks, along with a myriad of others, are what keep the projects alive and moving forward.

Prior to gaining this position in the fall of 2014, Erica was a host for College Beat Television's Late Night Long Beach, otherwise known as LNLB. As the host, she researched the facts for her self-written script in addition to preparing for her guest interviews. Erica recalls, "I loved being able to interact with people. I had the opportunity to be silly and fun and show my personality during the shoots." She knew the importance of high energy and confidence in her line of work and enjoyed tapping into that side of herself. Although it was difficult at times to ensure the script would be understood and enjoyed by the viewers, her passion for writing and editing inspired her to create a finished product that she was proud to share with her fellow students.



Along with her past and present positions with College Beat Television, Erica's school life keeps her active and engaged. Erica is in her fourth and final year at CSULB, majoring in Journalism with a Broadcast emphasis and minoring in Communication Studies. Just last year, Erica was awarded for Excellence in Broadcast Journalism for the 2015 spring semester under the CSULB Journalism and Mass Communication Department, and as of 2016, Erica will be graduating as a member of the University Honors Program as well as a member of Kappa Tau Alpha, the Journalism and Communications Honors Society. Her goal is to eventually become a broadcast reporter or a host for an entertainment show.

In Erica's current role of executive producer, the success of the show largely depends on her. However, she likes the responsibility involved with overseeing the show from start to finish and understands it is not to be taken lightly. An organizational and decisive nature is a must-have in this position, for it is necessary for her to not

only complete her duties but also ensure that everyone on her crew knows the vision and goals of the shoot at all times. This has been a learning process for Erica. She admits that at times she would forget to inform her crew exactly what to shoot at an event. "I would get caught up in making sure the press passes, equipment, and technicalities were in order," Erica remarks. With time and practice, Erica learned from her mistakes and began to run her crew more efficiently.

Erica had many great experiences while working for College Beat Television, but one of her most treasured moments occurred during her time hosting Late Night Long Beach when she was given the chance to interview the President of CSULB, Jane Close Conoley. These amazing opportunities through the university have helped shape Erica's full and impressive career at CSULB, which came about due to her dedication to her dreams. She will be forever grateful for the memories she has created at the Beach.



2015-2016 HO

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Nature and Nurture: Biosocial and Sociocultural Predictors of Sojourner Adaptation and Effectiveness

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Psychology
Self-Esteem and Sexual Risk: Determining If a Relationship Exists Among College-Aged Heterosexual Women

Kathleen Chelling

Dr. Pitiporn Asvapathanagul
Chemical Engineering
Water from Fog: Fog Harvesting with Recycled Plastics

Stephanie Garcia Marquez

Dr. Wade Martin
Economics
The Effect of Interest Rate Caps on Payday Loan Use

Kunal Haritwal

Dr. Kathleen Lacey
Business Administration: Accountancy
Enron: The Fall of America's Most Innovative Company

Kirby Harris

Dr. Arturo Zavala
Psychology
Models of Addiction: A Review

Paige Henley

Dr. Lisa Maxfield
Human Development/Psychology
The Role of Advisors in Help-Seeking Behaviors Among African American Male Transfer Students

Estefania Moreno

Dr. Cora Goldstein
Business Administration: Finance
The Road to Social Security, 1789-1935

Adam Ryan Taylor

Dr. Deborah Fraser
Biology: Molecular Cell Biology and Physiology
Complement Protein C1Q Modulates Lipid Metabolism Genes in Macrophages During Ingestion of Atherogenic Lipoproteins

Steven Vu

Stephen Buchan
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The Era of Analytics in the NFL: Application of Modern Portfolio Theory

Maggie Zhao

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Design
Sustainable Multifunctional Furniture for Household Use

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The Impact of Post-Secondary Learning Communities on LGBTQ Students

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An Examination of Friendship Qualities as Protective Factors Against Depressive Symptoms in Adolescents

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Phineas and Ferb: A Deeper Look

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Hardware Design of a Biofeedback Device for Gait Evaluation and Asymmetry Correction

Kelly Barbeau

Dr. Fiona Gorman
Health Science Community Health Education
Effectiveness of Intervention on

Sugar Sweetened Beverage Consumption of Children and Adolescents

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Measuring the Effectiveness of Traditional Online Vs. Mixed Media Ethics Content Delivery on Millennials

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Charles Griffes and American Impressionism in Music

Jared Chafetz

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Mechanical Engineering
The Role of Muscular Control in Patellofemoral Kinetics

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Subjective Age: Are Perceptions and Experiences of Age Influenced By Ageist Stereotypes?

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Peroxyl Radical Formation Chemistry of Tobacco-Specific Nitrosamines

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An Analysis for 24 Cancers in 30 Countries in 2012: Incidence Rates and Treatment Effectiveness

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Lithium-Sulfur Batteries

Cody Dunn

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Electrical Engineering
Vibrotactile Rehabilitative

Training Device for Transtibial Amputees

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Evaluation of Dialkyl Aryl Phosphates as Selective Inhibitors of Butyrylcholinesterase

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Studies on the C-Terminal Phosphorylation of Enc7 In *Saccharomyces Cerevisiae*

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A Review of Characteristics of Effective Eating Disorder

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A Stock Screener for College Students

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Spontaneity: Emergence Theory in Relation to Dance Improvisation

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A Little Less Conversation, A Little More Action: The Impact of Haptics on Health Outcomes

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"Sad Flowers in the Sand": Camilla Lopez and Los Angeles' Mexican Past in John Fante's Ask the Dust

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Community Mobilization Strategies and Responses to Environmental Health Risks in Greater Los Angeles

Dillon Miyasaki

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and Physiology

Androgenic Regulation of Sexual Dimorphism in the Cerebral Cortex of the Developing Mouse Brain

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Biology: Molecular Cell Biology and Physiology
Sexually Dimorphic Expression and Regulation of SFSWAP in the Developing Mouse Cortex and Hippocampus

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Electrical Engineering
Software Development of a Biofeedback Device for Gait Evaluation and Asymmetry Correction

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Ion Regulatory Strategies in the Human Parasite Toxoplasma Gondii: Assessing the Role of the Free Amino Acid Pool

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How to Have Gold in Your Golden Years: A Comprehensive Financial Planning Study Outlining the Necessary Portfolio and Investment Goals the Average Investor Needs to Follow in Order to Have a Well-Funded Retirement

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The Emotional Truth of Joe Sacco's Palestine: How the

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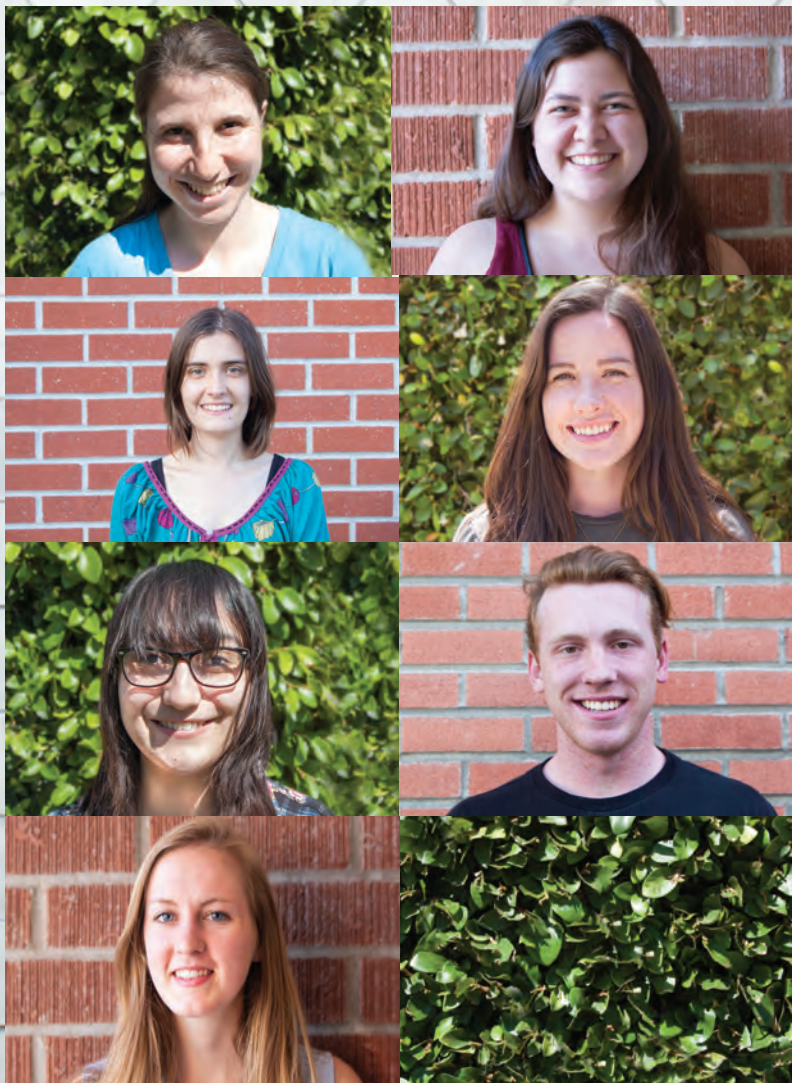
PHOTOGRAPHY





"GUNS AND DAISES"
BY TREVOR ANDERSON

PEOPLE OF HONOR CODE



LEFT/RIGHT: JULIA KATZ, KATELYN CAMPBELL, JENNY DIXON,
KELLEY PIERCE, KATHERINE HENSON, TREVOR ANDERSON,
TARA THOMAS. NOT PICTURED: RYAN ADAMS, BRIANNA MALONEY

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UNIVERSITY HONORS PROGRAM

CALIFORNIA STATE UNIVERSITY, LONG BEACH
1250 BELLFLOWER BLVD

LIBRARY, ROOM 214
LONG BEACH, CA 90840-1901

PHONE: 562-985-1774
EMAIL: HONORS@CSULB.EDU
[HTTP://WWW.CSULB.EDU/UHP](http://WWW.CSULB.EDU/UHP)