UHP Program Report, 2017-2018

The University Honors Program’s (UHP) mission is as follows:

The University of Denver’s Honors Program fosters an intellectually engaged and vibrant community of students, staff, and faculty. It promotes a distinctive broad and liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students’ original contributions to intellectual life, their community, and their chosen field.

With Director Keith Miller and Associate Director Shawn Alfrey, the University Honors Program began in AY 2016 to review and update our vision and values to ensure that our mission aligns with the University of Denver’s strategic plan, Impact 2025, and furthers the elements outlined in the University Academic Program’s mission to promote academic excellence, engagement and student success through providing innovative and challenging curricula, interdisciplinary perspectives, and the tools to develop into successful individuals and engaged citizens.

The University Honors Program is organized according to three pillars that complement those goals: 1) community development and engagement; 2) research and creative work; 3) and the interdisciplinary skills of critical thinking, communication, and reflection. We offer a unique curriculum and diverse co-curricular opportunities for our students throughout their undergraduate experience, with the goal of helping them develop their multiple identities of student, scholar, and citizen. Please find our website at [www.du.edu/honors](http://www.du.edu/honors).

To determine how well we are meeting our goals, we use qualitative and quantitative measures to evaluate success in each of these three areas. We collect data on student demographics and numbers in applications, admissions, achievements, completion of honors requirements and persistence in the program; as well as course offerings, fill rates, and evaluations; and amount and distribution of expenditures, including programming, research funding, and course support. Exit interviews and anonymous qualtrics surveys to gain student input were used in past years and will be modified for use beginning AY 18-19. The discussion below provides details in each of these areas, as do the Appendices at the end of the report.

**The Honors Program supports a vibrant, engaged, and diverse community of students, faculty, and staff.**

The UHP has consistently offered diverse programming for our students intended to introduce them to DU and the larger Denver community, broaden their cultural and social perspectives, and allow them to socialize and engage with each other outside of the classroom.

In AY 17-18 the UHP offered 14 unique events (compared to AY 16-17s 16), attended by a total of 472 students (compared to AY 16-17’s 533). Our student-run Honors Book Group and Voltaire Society maintained steady, and in some cases, increased, participation. Appendix A details our programming.

Many of our events were linked to coursework or other opportunities for community engagement. The Retreat at the YMCA Camp of the Rockies in Rocky Mountain National Park, for instance, was included as an experiential opportunity for students in our four first-year honors seminars on the National Parks, and included two additional faculty members, Annette Stott from the Department of Art and Art History, and Mike Goss from the Department of Engineering and Computer Science. The banquet, similarly, featured Associate Professor Alison Schofield from the Department of Judaic Studies, and was linked with the exhibit at the Denver Museum of Nature and Science of the Dead Sea Scrolls, in which Dr. Schofield provided her expertise and scholarship.

Events also included Orientation for our first year students, in which continuing students participated as leaders; our annual picnic to bring the cohorts together; quarterly Pizza and Advising gatherings to provide students with support in planning their schedules each quarter; our honors ice cream social at the end of spring quarter; and a lovely and well-attended reception for our graduates and their families in the Renaissance Room.

The UHP provides leadership opportunities and ways students can develop peer networks.

The Honors Book Group is run by Honors students, who select the books to be read, organize meetings, and lead discussions. In AY 17-18, our students also provided guidance with the One Book campus discussions, hosting a student discussion of *Hillbilly Elegy* after one of the campus talks.

The student-run club, the Voltaire Society, similarly has student leadership and develops a schedule of events, from a quarterly broom ball team to an end of year hut trip into the mountains on Shrine Pass. Students are responsible for coordinating, communicating, and budgeting these events, which often result, too, in informal mentorship opportunities. Quarterly, Voltaire members meet for coffee before registration.

Since 2016, the UHP has developed peer mentorship opportunities to connect students across cohorts. We continue to work to develop best practices for more formal mentorship opportunities. In 2016, student Honors Council members paired upper class with first year students, with mixed results. For AY 17-18, we launched a program of Honors Ambassadors, who attended Honors Council meetings and organized activities and mentorship opportunities between cohorts. A game night and a trip to the downtown aquarium attracted some participants, but not as many as hoped, largely because the ambassadors were unable to coordinate efforts and did not adequately communicate their plans. Most notably, the Ambassadors secured our Banquet speaker and helped organize that very successful event.

In order to develop a more robust mentorship program, Miller and Alfrey have researched best practices in student mentorship programs, largely through National Collegiate Honors Council sources, and developed our Fall 2018 course, Leading in Honors, linking upper class students with our first year honors seminars, a project that shows promise and will continue to be refined.

The UHP aids DUs efforts to attract and keep high potential students and students with diverse perspectives and backgrounds.

The University Honors Program works in close partnership with the Office of Admission, and develops a variety of ways to reach out to prospective incoming students. Our recruitment for the Honors Program focuses on incoming first year as well as transfer and continuing students at DU. Through the Office of Admission, we inform high-achieving high school students about our program, and we send email invitations to apply to selected admitted students. We also participate in DU recruitment events, including the Boettcher Finalist Open House, the many Pioneer Day Mondays, and the two Journey to DU Saturdays that began in 2016. Finally, we meet in person with prospective students and their parents.

Our application has been available online since 2016, and we have seen a steady increase of applicants since that time, probably owing both to the ease of application and our recruitment efforts (245 compared to 16-17’s 224).

In addition to high-achieving first year students, we also actively seek incoming first generation students and students of color who traditionally do not apply to Honors Programs. In AY 17-18, we were happy to participate in DU’s Pathway to Pioneer Visit program, where we met with students from typically under-represented groups. Our outreach to FSEM faculty and others on campus has also resulted in more current students applying to our program. Each quarter we admit 5-10 of these students, and this group often includes more diversity than in our traditional incoming students. Current or transfer students also find us, and we work to help them transition into the Honors community, a boon to those students who as transfers might miss the orientation support provided first years. In AY 2017-2018, 9 current and 2 transfer students joined the Honors Program.

Every year we strive for a cohort of approximately 100 diverse, talented students. In AY 17-18, our incoming class had an average GPA of 3.97, an average ACT of 31.6, and an average SAT score of 1373. Of the 245 applications we received last year, we admitted 100. Of those admitted, 86% were white, 4% were Asian, 7% were two or more races, and 3% did not indicate a racial identity. Ethnically, 7% were Hispanic or Latino. Appendix B describes applicant numbers and demographics.

The UHP supports persistence of our students, in the Honors Program but also within the University itself.

According to DU’s Institutional Research *Fall 2018 One- Two- and Three- Year Persistence Reports,* students who begin in the University Honors Program persist into their second, third, and fourth year at a higher rate than the DU average: Honors students’ first year persistence was 94.9%,, compared to DU’s overall 87.5%; the second year rate was 91% compared to 81.2%; and the third year rate was 86.3% compared to 76.9%.

While students who begin in honors are more likely to persist into their third year, they also complete DU with other indications of success. In order to stay connected with our students, we communicate via our listservs, website, and newsletter, and each year reach out to every student to learn their plans and provide needed advising. Since 2016, the UHP has been focused on outreach to improve and support these students’ first year experience, including expanding our first year honors seminars and the Honors Retreat, and locating our pizza and advising events on the Honors floor in Halls, and working closely with our Honors RA to publicize our events and encourage participation.

The Honors sequence of courses is mostly composed of work in the liberal arts that meet the same common curriculum requirements that can be satisfied with AP/IB and concurrent enrollment credit. More than a quarter of our incoming students bring in AP/IB and concurrent enrollment credit, as the chart below shows.

|  |  |  |
| --- | --- | --- |
| AP, IB and CE credits (quarter hours) | AY 2016/17 | AY 2017/18 |
| Average | 29 | 25 |
| Median | 28 | 24 |
| Low | 0 | 0 |
| High | 64 | 90.4 |
| Student number | 101 | 100 |

Our students enter DU with large amounts of this credit and thus for many honors courses amount to requirements they have already satisfied. Also, because of the high cost of attendance, many students are anxious to graduate early. In order to provide these students flexibility in fulfilling their honors requirements and to facilitate their persistence in honors, we help students develop alternative ways to meet honors requirements, including Honors Contracts, Independent Studies, and exchanges between upper level Honors requirements.

Historically, between 35 and 50 % of our first year cohort will graduate with University Honors. In AY 17-18, we had 35 students graduate with University Honors (compared to 45 in AY 16-17). Among these, many also were inducted into Phi Beta Kappa or were awarded departmental awards. Our list of graduates and their achievements is included in Appendix C.

Of students who began but did not complete the program, inability to pursue distinction and a desire to graduate early were frequent reasons for leaving. As our opt-out chart shows, of the roughly 100 students we admit each year, very few leave the program during the first year, and, as discussed above, our persistence rates are consistently higher than DU’s average. (Note: comparisons are difficult because last year we began more stringent record-keeping and follow up concerning students self-reporting progress with their honors requirements.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Opted out after 1st year | Opted out after 2nd year | Opted out after 3rd year | Opted out quarter or two before graduation |
| Class of 2016 | 8 (3 left DU) | 13 (3 left DU) | 21 (2 graduated early) | 15 |
| Class of 2017 | 9 (2 left DU) | 23 | 20 (5 graduated early) | 4 |
| Class of 2018 | 1 | 18 (5 left DU) | 26 (5 left DU; 3 graduated early) | 18 (2 graduated early) |

Even among those who do not continue in the Honors Program persist and excel at DU, as the table below shows. Although they did not meet the final requirements for graduation with University Honors, many were able to graduate with distinction or Latin Honors.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Total # who Opted Out of UHP senior year | Latin Honors Only | Distinction Only | Early | Late | Dual Degrees | Two or More Majors |
| 2014 | 41 | 23 | 7 | 13 | 1 | 6 | 12 |
| 2015 | 29 | 15 | 5 | 9 | 3 | 3 | 16 |
| 2016 | 40 | 18 | 3 | 11 | 7 | 9 | 16 |
| 2017 | 37 | 16 | 6 | 10 | 4 | 6 | 12 |

The Honors Program supports campus-wide programs and engagement.

In addition to directly supporting honors student engagement, the Honors Program continued in AY 17-18 to sponsor the Model UN team and, as a result of consistent work on the part of Honors student Kyle Brinkman, this campus group successfully competed nationally and grew its membership. The Honors Program also worked with the Writing Center to publicize and make available a variety of student workshops, sponsored information sessions for Teach for America and fellowships like Princeton-in-Asia, and the El Pomar Foundation, and supported URC and CCESL initiatives.

**The Honors Program supports individual student research, inquiry, and creative work.**

The UHP requirements include courses in the broad liberal arts (the honors sequence) and in the depth component of their studies, distinction in the major, including a thesis or capstone project appropriate to their discipline.

The UHP works with departments to help them develop distinction plans and helps students and departments identify advisors and ensure students’ ability to participate in their respective distinction tracks. The UHP also disseminates information concerning research opportunities via our newsletter and listserv, and makes theses available as examples of work in various disciplines. Upon graduation, our students have developed research and critical thinking skills and produced a body of work that will enhance their graduate school, fellowship or job application.

The UHP supports student scholarship through research and creative work.   
  
The UHP awards Special Honors Funding that has allowed students to produce high quality theses and other research. We have increased budget dedicated to support thesis work, conference attendance and presentations. In AY 16-17, we awarded 11 grants totaling $ 7,273.40. In AY 17-18 we increased that amount to 12 grants worth $9,483.40. For details regarding funded projects, see Appendix D.

Every year we invite honors graduates and their families to a reception that also includes recognition of student thesis work, and we publicize these and other achievements on our website. The list of student theses and their advisors is in Appendix E.

The UHP promotes student work through the National Collegiate Honors Council Portz Scholars Thesis Contest.

For the last few year we have started to track overall thesis quality as indicated by faculty advisors on our thesis verification form. While all students graduating with University Honors must have produced an “honors-quality” thesis, our data shows that many of our students produce work considered graduate quality and worthy of publication (see Appendix F). Advisors have the option of nominating their students for the National Collegiate Honors Council Portz Scholar thesis contest, and in the three years we have put forth a candidate, our candidate has been a national winner.

Able to enter just one thesis per year, we curate those put forth and submit our nomination. In June 2018 (as well as June 2017 and June 2016), we submitted Jessica Garland’s political science thesis (advised by Prof. Nancy Wadsworth), **"Corporate Bodies Politic: How Corporations are Leveraged in a 'Third Space' of Struggle Between the American Settler State and Native American Communities."**

**In her supporting materials, Dr. Wadsworth described Jessica’s thesis as**

easily the best, most original undergraduate Honors thesis I have read since joining the faculty at the University of Denver in 2004. At her defense, two of my hardest-to-impress colleagues, both very accomplished scholars, heartily agreed that, in terms of its ambition, scope, originality, and mastery of multiple literatures across disciplines, this was much closer to a Master’s Thesis than an undergraduate project.

**As one of 4 students from Honors programs and colleges across the country, Jessica was invited to present her work at the annual NCHC conference last November in Boston. The Honors Program paid for her airfare and lodging and we were pleased to be able to attend her presentation.**

**The Honors Program supports students’ growth in critical thinking, communication skills, reflection, and interdisciplinary knowledge by developing and supporting an innovative curriculum and pilot courses**

The UHP develops and delivers innovative and interdisciplinary coursework that provides unique honors experiences.

Faculty who propose honors courses indicate the aspects of the course that will constitute an honors experience, and we provide funding to support their course development and innovative experiences. We also encourage the development of Honors Seminars, which include faculty and topics in all disciplines. In AY 17-18, we offered 12 HSEMs reflecting issues from the activism of Che Guevara to ethical issues in neurology. See Appendix G for our list of courses.

We have also developed HSEM pilots and we continue our support of faculty course development, including funding participation in faculty institutes and participation in a DU Grand Challenges cohort. In 2017-2018 we again offered the course, Engaging the Bard, that joins DU students with DPS students involved in the DPS Shakespeare Festival. For the second year, the Honors Program also offered the course, Returning from Abroad, that allowed honors students the much-needed opportunity to reflect on their experience studying abroad. The first year seminars on the National Parks allowed first year students the chance to connect with their honors peers in small sections during their first quarter at DU.

Like our Honors Seminars, the common curriculum courses for honors students must be proposed by faculty and reviewed by Honors Council. Because they are smaller, honors-only, and innovative in nature, these courses are valued by our students. Each year we work to offer a varied menu including new and established courses However, we continue to struggle to provide a diverse offering of Honors sections in our Common Curriculum due to budget constraints of the colleges and departments.

The UHP supports faculty development and innovation.

Working with the Writing Program, the Honors Program helped our WRIT 1733 courses provide more creative and experiential approaches to research and writing, from multi-modal production to grant writing for the public good. The UHP supports faculty in their course development and experiential and engaged coursework, AY 2017-2018 providing $2,637.75 in funds for field trips, course materials, and speakers.

Our ongoing involvement in NCHC, the national honors professional organization, helps us learn about national issues in honors as well as best practices and innovative pilots.

Honors courses support institutional goals in reflection, e-portfolios, and community engagement.

In courses taught by Miller and Alfrey, work has been done to support DU’s efforts to initiate robust reflection and the development of e-portfolios and we are involved in ongoing efforts to increase student engagement through courses that provide both academic and experiential work. In June 2018 Alfrey attended an NCHC institute in their trademarked pedagogy, *City as Text*, and began work to incorporate it in the honors curriculum, both in independent study and Honors Seminars. DU Grand Challenges. This work is intended to support student identity formation as student, scholar, and citizen.

**The long-term goals of the University Honors Program**

* To grow a vibrant community of scholars by
  + Developing a year-long, first-year experience that more actively welcomes and engages new members to our community of scholars
  + Creating a mentorship program, focused on the model of peer educators, that strengthens ties between honors cohorts
  + Strengthen connections with a larger number of faculty across the DU campus
* To prepare students to be engaged citizens who are reflective and culturally competent by
  + Expanding post study-abroad experiences to better connect and understand their abroad experiences with their entire undergraduate experience
  + Implementing critical reflection practices throughout Honors course offerings and experiences

In order to reach many of our goals, we propose to develop new courses and, in some cases, to modify and expand existing courses. For example, we are planning

* a first quarter, first-year experience that uses the city of Denver as a learning space. Using the City-as-Text pedagogy, we are developing the pilot courses for Fall 2019. Ideally, we can provide stipends to faculty across campus that have scholarship connected to Denver that will help develop and deliver content.
* collaboration with the Writing Program to expand the writing requirements across two quarters, potentially offering a WRIT 1722 course. For mentorship
* peer-educator seminars/preparation sessions as a qualification for peer mentors
* expansion of the “Returning from Abroad” seminar to include more students,and add pre-departure activities. Work here will be done in collaboration with the Office of Internationalization.
* working with e-Portfolio initiative to develop a required reflective requirement for the University Honors Program.

Resources needs and Potential Impediments to goals include

* additional financial support to fund faculty to lead additional seminars (HSEMs).
* stipend support for faculty to participate in the City-as-Text course.
* appropriate financial support for our peer educators via fellowship, scholarship or other assistance. Like teaching assistants, these students will need training, most likely in a spring Honors Seminar.
* administrative support to expand our course offerings and community building activities.
* incentives to encourage faculty teaching SISC courses to teach in the University Honors Program. This ongoing difficulty most recently impacted students who joined the program in Fall 2018.
* Since most of our required coursework is part of the Common Curriculum, the development of intentional course sequencing and innovative courses is also contingent on the General Education Review efforts.

Appendix A: Honors Programming participants and expenditures

Honors Events and Student Attendees, 2017-18

9/4/2017 - Discoveries Week (100) - $888.70

9/14/2017 - Honors Picnic (57) – $2140.83

9/29-10/1/2017 - Honors Retreat (37) - $9006.05

10/9/2017 - Pizza and Advising (13) - $38.98

10/19/2017 – *Macbeth* (28) - $990.00

1/5/2018 - *Harry Potter and the Prisoner of Azkaban* (34) - $2544.40

2/5/2018 - Pizza and Advising (22) - $49.97

3/8/2018 - *The Book Handlers* (25) - $637.26

4/11/2018 – Banquet (40) - $2918.90

4/28/2018 - Mentor aquarium trip (10) - $291.41

4/23/2018 - Pizza and Advising (40) - $24.97

5/16/2018 - Dead Sea Scrolls (8) - $226.90

5/23/2018 - Ice Cream Social and Croquet (22) - $737.44

6/8/2018 - Graduating Senior Reception (34) – $921.43

|  |  |  |  |
| --- | --- | --- | --- |
| Year | # of Honors Events (excluding Voltaire and Book group) | # of Total Student Participants | Total Cost |
| 2017-18 | 14 | 472 | $21,417.24 |
| 2016-17 | 16 | 533 | $17,296.29 |

Appendix B: Admission Profile

Admission Profile

GPA, SAT, ACT scores

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Average GPA | Average SAT | Average ACT |
| 2016-17 | 3.96 | 1300 | 32.1 |
| 2017-18 | 3.97 | 1373 | 31.6 |
| 2018-19 | 3.99 | N/A | 32.4 |

Race/Ethnicity

|  |  |  |
| --- | --- | --- |
| Entry Year | # of White/Caucasian Students | # of Students from a Traditionally Underrepresented Background |
| 2016-17 | 86 | 17 |
| 2017-18 | 88 | 18 |
| 2018-19 | 77 | 17 |

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| Entry Year | Male | Female | Other |
| 2016-17 | 26 | 73 | 0 |
| 2017-18 | 26 | 73 | 0 |
| 2018-19 | 24 | 70 | 0 |

**Appendix C: Student Achievements AY 17-18**

**Pioneer Award Nominees**

Allison Grossberg

Morgan Smith

**Named and Endowed Awards and Prizes and Departmental Awards**

J. Fagg Foster Award in Political Science: Morgan Smith

Outstanding Senior in Biochemistry: Charles Wallace

Outstanding Senior in Physics and Astronomy: Ellianna Sternberg

Outstanding Senior in Public Policy: Morgan Smith

Rita Braito Award for Academic Excellence: Ellianna Sternberg

Shaklee-Trowill Research Award: Alisa Braun

Trowill Award for Meritorious Work in Psychology: Alisa Braun

Wilbert E. Moore Award for Outstanding Scholarship: Bryn Babbitt

**Fellowship Awards**

Critical Language Scholarship: Amanda Ferguson

Princeton in Asia Fellowship: Alisa Braun, Rachel Ryan

U.S. Department of State Foreign Service Internship Program: Sarina Phu

**Graduation with University Honors**

Douglas Adams

Carolyn Angiollo

Brandon Arnold

Bryn Babbitt

Hannah Bibbo

Alisa Braun

Virginia S. Creager

Julia Dacy

Kieran Doyle

Troy Fangmeier

Kallie Feldhaus

Amanda Ferguson

Jessica Garland

Laura Gaseor

Jacob Hall

Samantha Hancock

Elizabeth Hoffner

Erin Ingle

Abigail Lawes

Allyson Malecha

Mackenzie Mantsch

Thomas Norris

Rachel Ryan

Celina Sarangi

Mary Sava

Madison Schmidt

Morgan Smith

Ellianna Sternberg

Mary Storz

Julia Tremaroli

Jonathan Udlock

Charles Wallace

Jeremy Walls

Amelia Webb

**Honors Student Inductees into the Honor Society, *Phi Beta Kappa***

Bryn Babbitt

Hannah Bibbo

Virginia Creager

Troy Fangmeier

Amanda Ferguson

Mary Sava

Morgan Smith

Jeremy Walls

Amelia Webb

**Honor Student Inductees into the Business Honor Society, *Beta Gamma Sigma***

Thomas Norris

**Appendix D: Special Honors Funding Awards AY 2017-2018**

Douglas Adams – travel costs for summer interterm Art in Europe course ($1000)

Malia Bacig – research support for Hospitality thesis survey ($1000)

Hannah Bibbo – support during unpaid thesis research on bisexual romantic commitment ($1000)

Alisa Braun – support for conference poster presentation costs ($500)

Sophia Duncan – support for conference poster presentation costs ($498.40)

Amanda Ferguson – support for language class for CLS ($178)

Meredith Gee – support for research on curation of European art museums ($814)

Jacob Hall – support for unpaid summer internship with US Foreign Relations Committee ($1000)

Rachel Ryan – support for Princeton-in-Asia training ($540)

Celina Sarangi – support for lab materials, thesis research ($953)

Mary Storz - thesis research on feminist activists in Argentina ($1000)

Julia Tremaroli – support for unpaid summer internship with American Public Health Association ($1000)

Total of awards during AY 17-18: $9,483.40

**Appendix E: Thesis Quality Assessments (via Thesis Verification Forms)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | Number of Theses | Advisor indicated that thesis meets all criteria and is of adequate quality for an Honors/thesis project | Advisor indicated that thesis meets all and exceeds some criteria for an Honors thesis/project | Advisor indicated that thesis is of unusually superior quality | Advisor did not indicate quality of Honors thesis/project |
| 2017-18 | 26 | 4 | 11 | 9 | 1 |
| 2016-17 | 35 | 8 | 12 | 13 | 2 |

A sample of comments from thesis advisors:

-“Thesis exemplified extensive analysis and was timely.”

-“Data from thesis will be incorporated into a manuscript for submission to a peer-reviewed journal, and Amanda will be a co-author.”

-“Passion for topic is evident in quality of the work.”

-“Student designed and created his own company website for his new business as part of this process – he went above and beyond.”

-“Original work, exposes an area that is remarkably under-researched.”

“Easily the best, most original undergraduate Honors thesis I have read since joining the faculty at the University of Denver in 2004.”

In AY 17-18, several of our honors students were nominated by their thesis advisor for entrance in the national NCHC Portz Scholar Thesis Contest in recognition of their outstanding work. These are: Douglas Adams, Alisa Braun, Jessica Garland, Allison Grossberg, Rachel Ryan, Celina Sarangi, Mary Sava, Morgan Smith, Ellianna Sternberg, Jeremy Walls, and Amelia Webb.

Jessica Garland was named winner of the 2018 NCHC Portz Scholar Award for her Political Science thesis, “Corporate Bodies Politic: How Corporations are Leveraged in a ‘Third Space’ of Struggle Between the American Settler State and Native American Communities.”

**Appendix F: Thesis topics and advisors AY 17-18**

Douglas Adams

Art and Art History thesis: “Art as Commodity: Post-War and Contemporary Art in the Global Market”

Advisors: Meg R. Jackson and Irina Khindanova

Carolyn Angiollo

Chemistry thesis: “A Sampling Kit Utilizing Solid-Phase Extraction to Detect Heavy Metal Contamination of Water”

Advisor: Keith Miller

Brandon Arnold

Philosophy and Political Science interdisciplinary thesis: “Pedagogical Pragmatism: A Prophetic Process“

Advisors: Candace L. Upton, Carl Raschke, and David Ciepley

Bryn Babbitt

Psychology thesis: “Kids, Race, and the Empathy Gap: Emotion Mismatching in Cross-Race Interaction”

Advisor: Julia Dmitrieva

Hannah Bibbo

Psychology Thesis: “Predicting Commitment in Non-Monosexual Individuals”

Advisors: Lane Ritchie and Howard Markman

Alisa Braun

Psychology thesis: “Object Ambiguity Gates Access to Visual Awareness”

Advisor: Tim Sweeny

Virginia Creager

Gender and Women Studies thesis: “On Gender Performativity and Sexual Assault: A Historical and Observational Analysis in Pursuit of Cultural, Justice and Political Reform”

Advisor: Lisa Pasko

Julia Dacy

Communications Thesis: “The Legal Limitations of Fighting Fake News”

Kieran Doyle

International Studies Thesis: “Comparative Reconciliation in the 20th Century: A Study of Post-Atrocity Guatemala and Indonesia”

Troy Fangmeier

English thesis: “Mortality Applied”

Advisor: Billy J. Stratton

Amanda Ferguson

Biological Sciences thesis: “Stimulation of the Elephant Shark Melanocortin-2 Receptor Requires Only One Binding Site on the Receptor for Stimulation by the Hormone ACTH”

Advisor: Robert M. Dores

Jessica Garland

Political Science thesis: “Corporate Bodies Politic: How Corporations are Leveraged in a ‘Third Space’ of Struggle Between the American Settler State and Native American Communities”

Advisor: Nancy D. Wadsworth

Laura Gaseor

Communication Studies thesis: “Applying Relationship Management Strategies to Improve Non-Profit Development”

Advisor: Darrin Hicks

Allison Grossberg

Psychology thesis: “Image Properties that Predict Ability to Regulate Emotion”

Advisor: Kateri McRae

Jacob Hall

History thesis: “Working with Communists and Turning a Blind Eye to Soviet Incursion: The Consistently Inconsistent Policies That Shaped U.S. Involvement in Cold War West Africa”

Advisor: William Philpott

Samantha Hancock

Finance thesis: “Blended Retirement System Benefits for Young Service Members”

Advisor: Jack Strauss

Elizabeth Hoffner

Finance thesis: “Pioneering Volunteers: When Millennials Become Conscious Capitalists”

Advisor: Jean-Phillippe Tremblay

Erin Ingle

International Studies Thesis: “Redefining Gendered Hierarchies of Power Throughout the Syrian Conflict”

Abigail Lawes

Finance thesis: “SASB and the Reiman Fund Class”

Advisor: John Christopher Hughen

Ally Malecha

Languages and Literature thesis: “In a ‘Colorblind’ French Republic: Racial and Ethnic Health Disparities in France”

Advisor: Frederique Chevillot

Thomas Norris

Marketing thesis: “Mountain Goat Studios: A Business Propelled by Social Media”

Advisor: Greg Wagner

Rachel Ryan

International Studies thesis: “Climate Change Vulnerability in the Indus Basin: Insecurity in the Indus Water Treaty and Dam-Building”

Advisor: Marie Berry

Celina Sarangi

Biological Sciences / Knoebel Institute for Healthy Aging thesis: “Dragon Fruit Neuroprotection against Nitrosative and Oxidative Stress in Rat Cerebellar Granule Neurons (CGNs)”

Advisor: Dr. Daniel Linseman

Mary Sava

Art and Art History thesis: “Beer Cans and Bold Brushwork: Mateo Romero’s Deconstruction of Stereotypes and Exploration of Modernity for American Indians”

Advisor: Annabeth Headrick

Morgan Smith

Economics thesis: “Neighborhood Stratification: Economic Segregation and Public Policy in Denver”

Advisor: Juan Carlos Lopez

Eliana Sternberg

Communication Studies thesis: “The Monstrosity of Whiteness: A Beginner’s Guide to the Well-Intentioned ‘Feminist’”

Advisor: Bernadette Calafell

Julia Tremaroli

Business Information and Analytics Program thesis: “Cost Drivers in Pharmaceuticals”

Advisor: Amy Phillips

Charles Wallace

Chemistry and Biochemistry thesis: “Stress Induced Localization of Fluorescently Labeled Yeast Proteins into Ribonucleoprotein Granules”

Advisor: Erich Chapman

Jeremy Walls

History thesis: “Not in My Neighborhood: Racial Housing Discrimination in Postwar Chicago Suburbs”

Advisor: Elizabeth Escobedo

Amelia Webb

Biological Sciences thesis: “Split-Fluorescent Proteins as a Tool to Visualize Ubiquitous Proteins in Specific Tissues in Zebrafish”

Advisor: Erich Kushner

**Appendix G: Honors Courses Offered AY 17-18**

AISC Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Enrolled |
| Literary Inquiry | Ramke | 20 | 20 |
| Immigrant Voices | Goodfriend | 30 | 4 |
| Acting I | Penner | 18 | 15 |
| Global Cultural Texts | Gould | 20 | 21 |
| Philosophical Approaches to Perception and Reality | Reshotko | 20 | 19 |
| Introduction to Micro and Macroeconomics | Yasar | 25 | 13 |
| Principles of Sustainability | Trigoso | 25 | 20 |
| Hard Choices in Public Policy | Salucci | 25 | 25 |
| Global Environmental Change I-III | Trigoso, Lavanchy, Daniels | 33 | 34 |
| Individualized Option (Biology) |  |  |  |

ASEM Courses:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Who Took Course |
| Diseases in World History | Smith | 17 | 10 |
| American Material Culture | Clark | 17 | 14 |
| Myths of Medieval Encounter | Melleno | 17 | 7 |
| Murder in America | Pasko | 17 | 14 |
| French Revolution | Campbell | 17 | 10 |
| American Road Trip | Alfrey | 17 | 10 |

HSEM:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Course | Professor | # of Seats Available | # of Students Who Took Course |
| Reflection | Taczak | 15 | 11 |
| Society, Place, and Health | Hazen | 15 | 10 |
| The National Parks: Art and Sciences (4 sections) | Alfrey, Miller | 15 | 10, 12, 13, 8 |
| Engaging the Bard I | Alfrey | 9 | 7 |
| Migration and Diaspora Narratives | Nwosu | 15 | 7 |
| Che Guevara | Taylor | 15 | 13 |
| Returning from Abroad | Miller | 15 | 10 |
| Mind of a Leader | Loeb | 15 | 14 |
| Engaging the Bard II | Alfrey | 9 | 4 |
| Cervantes and the Canon | Leahy | 15 | 8 |
| Ethical Dilemmas in Neurology | Linseman | 15 | 15 |
| Beautiful Investigations | Foust | 20 | 16 |

9 Honors Contracts were also approved to meet individual’s AISC, SISC, and ASEM requirements