



MONROE COMMUNITY COLLEGE

Academic Services

The Honors Institute

**2010-2011
Annual Report**

Table of Contents

*

Mission..... 3

Major Accomplishments 3

Course Highlights..... 5

Graduates 9

Courses..... 10

Fall 2010..... 10

Spring 2011 10

Enrollment Trends 11

Courses 11

Student Members and Graduates..... 11

Demographics..... 11

Student Course Evaluations 13

Fall 2010..... 13

Spring 2011 16

Open House 18

Graduation Celebration 21

Honors Institute

Mission

The purpose of the Honors Institute is to provide a challenging and supportive academic environment in which students are encouraged to think critically, demonstrate leadership, and develop ethical standards. The Institute provides an interactive learning experience where students acquire a creative and comprehensive understanding of concepts in an interdisciplinary and global context. Honors Institute students and faculty share a commitment and civic responsibility that extends beyond the classroom to local, national, and international communities.

Major Accomplishments

- Several Honors courses for prospective science, mathematics and engineering students were offered for the first time in 2010-2011. CHE 151 General College Chemistry I, ENR 161 Engineering Computing I, and MTH 210 Calculus I were all offered in Fall 2010 and all three courses were fully enrolled. The availability of these courses greatly expands the scope of the Honors Institute, allowing science, mathematics and engineering students to fully participate in the Institute.
- An interdisciplinary faculty team developed and taught IDC 295 The City, the first Honors course on the Damon campus in several years, during Fall 2010 and Spring 2011. This course integrates the history of the rise of urban environments, sociological and educational issues of wealth distribution and race, the role of cities as incubators of the arts, and literature with an urban theme. This unique learning opportunity mixed activities as diverse as a trip to GeVa Theater to view and discuss the August Wilson play *Radio Golf*, which explores themes related to urban renewal, with urban nature hikes, a visit to Mt. Hope cemetery, and a discussion session with a City Court judge. Student research conducted as part of the course was presented at a special Scholars' Day panel discussion held at the Damon Campus. In addition to The City course, informal student-faculty interaction was enhanced by the creation of an Honors Study Lounge at the Damon campus. The lounge features computers and a printer for student use, serves as a central repository for materials related to Honors courses and events, and is the sight of Honors recruitment and social activities.
- Several new courses were designed for the Honors Institute and will be offered in the upcoming year. Four new Honors courses will be offered in Fall 2011 (BUS 104 Introduction to Business, HIS 232 The U. S. in the 20th Century, IDC 195 Science, Pseudoscience and Religion, and SCI 295 The Science and Ethics of Stem Cell Research) and three new courses for Spring 2012 (BIO 116 Introduction to Environmental Science, HMN 295 A World of Banned Books, and HMN 295 Innovation and Idea: Problem-Solving and the Creative Process).

Honors Institute

- The Honors Institute-sponsored student club, The Honors Council, had their constitution accepted by the student government association and had an extremely busy first year. The Honors Council greatly increased the visibility of Honors on campus and in the community. The club participated in new student orientations, organized a series of Honors awareness event on campus with Phi Theta Kappa (including the creation of an Honors institute banner, see below), and did volunteer work at the Open Door mission and FoodLink. Numerous social events were also organized, including a human chess tournament and a poetry slam. The club also coordinated visits to MCC from the Honors programs at Alfred University, Hobart and William Smith College, SUNY Buffalo, and RIT. The club worked with the Transfer Center to maximize student awareness and attendance at these events.



- Four Honors Institute students (Christian Nelson, Bobbi Robison, Margot Toups, and Ruby Velez) attended the Northeast Regional Honors Council's regional meeting in Portland, Maine. Ruby Velez's paper, *In the Beginning - An Examination of the Influence of Genesis, in Hebrew, on Milton's Paradise Lost*, was selected to receive one of two minority scholarships at the conference.
- A new recruitment event, the Honors Open House for high-achieving high school juniors, was held in conjunction with Scholars' Day. Approximately 800 high school juniors scoring over 1150 on the PSAT were invited to attend this special event. In addition to attending the keynote lecture, prospective students attended a sample Honors course and their parents attended a workshop on transferring to highly selective colleges. Following these activities, students and their parents attended an information session on the Honors Institute and ate lunch with current Honors students. Please see the event flyer on pages 19-20.

Honors Institute

- The Honors Institute Graduation Celebration at George Eastman House brought together current Honors students, faculty and staff with past Institute graduates to celebrate our current Honors Institute graduates. This year's graduates were presented with Honors Institute stoles during a brief ceremony and all 80 attendees enjoyed a private tour of the Eastman House mansion and galleries. Please see the event flyer on page 21.



Course Highlights

- ENG 220 Dramatic Literature students read Shakespeare's *Macbeth* and then attended Rochester Community Players' production of the play. This experience afforded students the opportunity to experience a play both as literature and as performance, to engage with Rochester's cultural community, and to dialogue with each other about their ideas in multiple contexts. One student wrote, "I had not been to a play since I was a child...and it was cool to experience the shared emotion of the play and to enter in discussion about the performance with classmates both during the intermission and following the completion of the play." Another wrote, "Even without an understanding of Shakespeare's poetry, I can't imagine one not finding something great about the play. To be able to watch a story like this unfold before your eyes is an incomparable experience. Comprehending the fact that those who perform the story can see you almost as well as you can see them is infinitely more exciting than going to a movie or reading a book. It makes the audience part of the story, and feels as if one might have the power to change the outcome, should one desire."

Honors Institute

- HMN 295 The Literature and Culture of Witchcraft students travelled to Salem, MA, to experience first-hand the environment surrounding the Salem witch trials of 1692. Highlights of the trip included visits to the Corwin House, the Custom House, the Witch Museum and the House of Seven Gables.
- HMN 295 Female Icons students traveled to Seneca Falls, NY, home to the first Women's Rights National Convention (1848), Elizabeth Cady Stanton's house, the Women's History Museum, and the Women's Hall of Fame. Students attended the Seneca Falls Dialogues Conference, a collaboration between Rochester area colleges whose mission is to highlight the academic work being done by students in the field of gender studies. Panels of students presented papers on topics such as the gendering of toys, the representation of women in Harlequin Romances, responses to various critical theories, and the representation of women in 19th century American literature.
- In PHL 101 Introduction to Philosophy, students are involved in the construction of the course syllabus. Since several artists were enrolled in the course, one focus of the course was aesthetics. To complement a unit on the philosophy of art, class participants made a pair of visits to Artisan Works, a local artist colony comprised of numerous artist studios and over 500,000 pieces of art. Interacting with both artists and the gallery curator provided insights into the nature of art and a model classroom to apply John Dewey's Pragmatic Theory of Aesthetics.
- Students enrolled in HMN 295 Art, Violence and Activism attended Bread & Water Theatre's production of Sarah Kane's provocative play *4.48 Psychosis*, followed by a post-show discussion with the play's director and actors. This play's representation of Kane's interior shattering helped students link the theoretical foundations presented in the first half of the course with the focus on artistic presentation in the second half. For example, some students applied Elaine Scarry's theories about the unsharability of physical pain to the experiences artistically represented in Kane's play, while other students made connections between Julia Kristeva's theories about the unspeakable abject and Antonin Artaud's theories about the Theatre of Cruelty to the reality portrayed on stage.



Honors Institute

- Engineering Science students enrolled in ENR 161 participated in a course-long project called Sustainable Forester. The goal was to design and build a robot that could self-navigate around a track while harvesting dowels that represent trees. The robots had to differentiate between red dowels (representing dead trees to be harvested) and green dowels (trees to be left alone), picking up only the red dowels. This project is linked to The American Society for Engineering Education (ASEE) Two-Year College Division (TYCD), Model Design Competition. An international competition on this task will be held Monday, June 27, 2011 in conjunction with the ASEE Annual Convention in Vancouver, British Columbia, Canada.



- POS 234 Model United Nations students competed with more than 5,000 students from around the world as international diplomats in the Model U.N. competition in New York. This year our student delegation represented Iceland. Preparation for this role was both challenging and demanding, requiring long hours honing public speaking skills, developing leadership skills with negotiations and caucusing, continuous research in and outside the classroom, studying foreign policy, and intensive writing and editing while working on resolution papers. The Monroe Community College team was awarded a “Distinguished Delegation Award” from among 192 other colleges and universities, as well as an “Excellence in Position Papers” Award, one of the most difficult awards for a student delegation to achieve.

Honors Institute

- Students enrolled in HMN 295 Art, Violence and Activism attended V-Day Rochester's 2011 production of Eve Ensler's *The Vagina Monologue*. Afterward, the class talked deeply about the intersections between art, violence, and activism. Students wrote about these intersections: "Seeing all different women of different ages and races put themselves out there in this way makes women in the audience (and men) see themselves differently, possess themselves, be less afraid to talk about what has happened to them or what they've seen"; "The event that we as a class attended was one of those experiences that I don't get very often. It provoked emotions of happiness, nervousness, and sadness all at the same time. It made me feel different about myself"; "V-Day seeks primarily to raise awareness of and a commitment to ending violence against women. The performance of *The Vagina Monologues* intersperses humor with calls for action and stories from real women that are necessary, if difficult, to hear.... Taking weapons from one's oppressors decreases their power, and in the discursive system, the weapons are words."



Graduates

**Frances Andreu
Brian Cannioto
Rimsha Khan
Eugenia Parkhurst
Margot Toups
Kurt VonAllmen**

This year's Honors Institute graduates were accepted for transfer admission at Columbia University, Hobart and William Smith Colleges, Nazareth College, SUNY Binghamton, SUNY Geneseo, and University of Rochester.

Honors Institute

Courses

Term	Sections	Total Seats	Enrollment	Class Size	Unique Students
Fall	16	320	256	16.0	182
Spring	13	254	196	15.1	155

Fall 2010

Course	Name	Instructor	Campus	Enrollment
BIO 117	Basic Consumer Nutrition	J. Kaufman	Brighton	16
CHE 151	General College Chemistry I	L. Tien	Brighton	21
CHE 151	College Chemistry Lab	L. Tien	Brighton	21
ENG 105	Introduction to Literature	P. Emigh-Murphy	Brighton	13
ENG 214	The Short Story	D. Brooks	Brighton	13
ENG 220	Intro to Dramatic Literature	M. Brandt	Brighton	13
ENR 161	Engineering Computing I	J. Wadach	Brighton	24
HMN 295	Witchcraft	L. Bartholome	Brighton	13
HMN 295	Female Icons	E. Johnston	Brighton	10
IDC 195	Critical Analysis	A. Tippett	Brighton	11
IDC 295	The City	T. Graham	Damon	20
MTH 210	Calculus I	S. Kilner	Brighton	21
PHL 101	Introduction to Philosophy	E. Laidlaw	Brighton	13
PHY 121	Physics for Non-Majors	P. D'Alessandris	Brighton	14
PSY 101	Introductory Psychology	M. Ofsowitz	Brighton	19
SOC 101	Introduction to Sociology	S. Belair	Brighton	20

Spring 2011

Course	Name	Instructor	Campus	Enrollment
ENG 108	Literature of the Holocaust	R. Fabbro	Brighton	17
HMN 295	Art, Violence and Activism	M. Brandt	Brighton	16
IDC 195	Critical Analysis	M. Hachee	Brighton	13
IDC 195	Critical Analysis	E. Laidlaw	Brighton	13
IDC 295	The City	T. Graham	Damon	15
MAR 200	Principles of Marketing	C. Powers	Brighton	17
MTH 160	Statistics I	L. Judd	Brighton	16
PHY 121	Physics for Non-Majors	P. D'Alessandris	Brighton	21
PHY 161	University Physics I	M. Goho	Brighton	16
PHY 161	University Physics I Lab	M. Goho	Brighton	16
POS 234	Model United Nations	L. Andolino	Brighton	12
PSY 101	Introductory Psychology	C. Reaves	Brighton	12
SBS 295	Psychology of Religion	C. Clarke	Brighton	12

Honors Institute

Enrollment Trends

Courses

Year	Sections	Total Seats	Enrollment	Class Size	Unique Students
2002-03	30	588	525	17.5	389
2003-04	32	616	564	17.6	428
2004-05	32	624	534	16.7	420
2005-06	35	658	549	15.7	441
2006-07	30	594	514	17.1	372
2007-08	32	657	512	16.0	365
2008-09	25	509	386	15.4	308
2009-10	25	493	415	16.6	306
2010-11	29	645	452	15.6	337

Student Members and Graduates

Year	Students	Graduates
1999-00	78	20
2000-01	64	19
2001-02	44	7
2002-03	68	22
2003-04	85	26
2004-05	92	17
2005-06	96	20
2006-07	74	10
2007-08	93	11
2008-09	85	8
2009-10	80	20
2010-11	73	6

Demographics

Total Students	73
Ethnicity	
Asian	4
Black or African American	5
Hispanic or Latino	3
White	61
Not Reported	0
Sex	
Female	49
Male	24
Age	
17-21	55
22-24	3
25-29	6
30-34	6
35-39	1
40-49	2
50+	0
Country of origin	
United States	73
Other countries	0
Status	
Full-time	38
Part-time	35

Honors Institute

Student Course Evaluations

Fall 2010 (50.6% response rate)

My current Honors course has

stimulated thought ...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	76	63.9%	
slightly more	25	21.0%	
no more or less	15	12.6%	
slightly less	1	0.8%	
much less	1	0.8%	
No Response	1	0.8%	

prepared me to think critically...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	54	45.4%	
slightly more	43	36.1%	
no more or less	20	16.8%	
slightly less	1	0.8%	
much less	0	0.0%	
No Response	1	0.8%	

prepared me to analyze the strengths/weaknesses of what I read/hear...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	60	50.4%	
slightly more	32	26.9%	
no more or less	19	16.0%	
slightly less	6	5.0%	
much less	1	0.8%	
No Response	1	0.8%	

helped me be more open to respecting the ideas of others, especially when they are different from my own...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	47	39.5%	
slightly more	25	21.0%	
no more or less	43	36.1%	
slightly less	1	0.8%	
much less	2	1.7%	
No Response	1	0.8%	

given me opportunities to interact with my fellow students...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	66	55.5%	
slightly more	27	22.7%	
no more or less	19	16.0%	
slightly less	4	3.4%	
much less	2	1.7%	
No Response	1	0.8%	

given me opportunities to interact meaningfully with my instructor...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	67	56.3%	
slightly more	23	19.3%	
no more or less	19	16.0%	
slightly less	3	2.5%	
much less	5	4.2%	
No Response	2	1.7%	

given me more control over what happened in the class (e.g. discussion)...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	63	52.9%	
slightly more	29	24.4%	
no more or less	21	17.0%	
slightly less	2	1.7%	
much less	3	2.5%	
No Response	1	0.8%	

given me more control over what happened outside of class (e.g. assignments)...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	51	42.9%	
slightly more	31	26.1%	
no more or less	30	25.2%	
slightly less	2	1.7%	
much less	3	2.5%	
No Response	2	1.7%	

given me the opportunity to express my ideas verbally...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	64	53.8%	
slightly more	26	21.8%	
no more or less	22	18.5%	
slightly less	3	2.5%	
much less	0	0.0%	
No Response	4	3.4%	

given me the opportunity to express my ideas in writing...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	57	47.9%	
slightly more	34	28.6%	
no more or less	18	15.1%	
slightly less	3	2.5%	
much less	5	4.2%	
No Response	2	1.7%	

helped me work independently...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	47	39.5%	
slightly more	30	25.2%	
no more or less	33	27.7%	
slightly less	4	3.4%	
much less	1	0.8%	
No Response	4	3.4%	

helped me work better within a group of students...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	45	37.8%	
slightly more	26	21.8%	
no more or less	39	32.8%	
slightly less	2	1.7%	
much less	5	4.2%	
No Response	2	1.7%	

What recommendation would you give this Honors course to other Honors students?

Response	Frequency	Percent	
Strongly Recommend	78	65.5%	
Recommend	30	25.2%	
Not Recommend	5	4.2%	
Strongly Not Recommend	3	2.5%	
No Response	3	2.5%	

Honors Institute

*Please discuss the strengths of this course and the aspects that you especially liked:
(Selected Responses)*

I really enjoyed the guest speaker, and the essays she gave us really were interesting and stimulating.

I liked the open discussion allowed during this class. Everybody was willing to learn and always asking questions. People in this group were more willing to participate in the class.

This course allows you to express your ideas in class. I enjoy how we discuss the material we learn openly rather than just taking specific notes. This enables us to comprehend the information differently.

The discussion format at this class allowed me to fully engage in what I was learning.

I like our class discussions when they actually pertain to the topics of what we are supposed to be studying.

I liked the text books, they explained things really well and covered everything, and we actually used the entire text book which made it worth the money.

I loved the small class size. The professor was able to know us more and we could have discussion. There were great discussions about any sociology perspectives, especially how they fit in today's settings, and really open and opinionated topics.

From the very start the entire class got to have a say in what went into the curriculum. Every section we read was discussed from many different viewpoints, and we analyzed almost every argument we came up against which helped me understand what was going on when I could not decipher it for myself.

The material itself is absolutely insane; it prompts you to think in ways you've never thought you would ever have to think.

The materials we covered were covered thoroughly, there was a great deal of opportunities to participate inside and outside of class, and finally the Professor did a great job of fostering a positive environment for learning.

The material was interesting, class expectations were clearly laid out, and the Professor was clearly very familiar with the materials; allowing for a much more in depth analysis of the material.

I really liked how we were all able to discuss topics that may have been off centered but still connected to the overall topic. I also like how we were able to shape the class depending on the interest of the class, and how we would be able to explore different things.

The strengths of this course that stand out, to me, the most are the control I have over what I learn and the willingness of the teacher to listen to ideas.

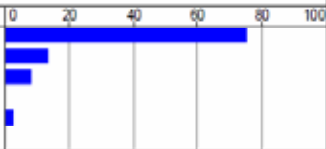
I loved the variety of opinions within this class setting. The age range and educational variations are one of the main reasons I love this course!

Honors Institute

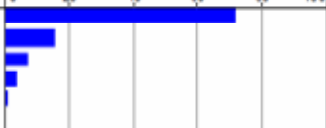
Spring 2011 (49.1% response rate)

My current Honors course has

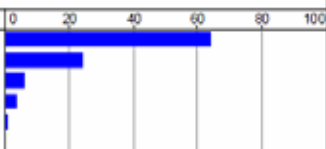
stimulated thought ...

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	62	75.6%	75.6%					
slightly more	11	13.4%	13.4%					
no more or less	7	8.5%	8.5%					
slightly less	0	0.0%	0.0%					
much less	2	2.4%	2.4%					
No Response	0	0.0%	0.0%					

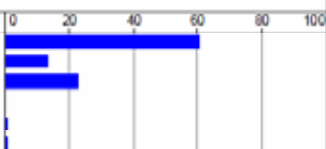
prepared me to think critically...

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	59	72.0%	72.0%					
slightly more	13	15.9%	15.9%					
no more or less	6	7.3%	7.3%					
slightly less	3	3.7%	3.7%					
much less	1	1.2%	1.2%					
No Response	0	0.0%	0.0%					

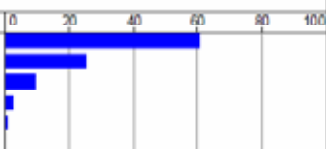
prepared me to analyze the strengths/weaknesses of what I read/hear...

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	53	64.6%	64.6%					
slightly more	20	24.4%	24.4%					
no more or less	5	6.1%	6.1%					
slightly less	3	3.7%	3.7%					
much less	1	1.2%	1.2%					
No Response	0	0.0%	0.0%					

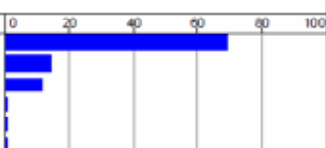
helped me be more open to respecting the ideas of others, especially when they are different from my own...

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	50	61.0%	61.0%					
slightly more	11	13.4%	13.4%					
no more or less	19	23.2%	23.2%					
slightly less	0	0.0%	0.0%					
much less	1	1.2%	1.2%					
No Response	1	1.2%	1.2%					

given me opportunities to interact with my fellow students...

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	50	61.0%	61.0%					
slightly more	21	25.6%	25.6%					
no more or less	8	9.8%	9.8%					
slightly less	2	2.4%	2.4%					
much less	1	1.2%	1.2%					
No Response	0	0.0%	0.0%					

given me opportunities to interact meaningfully with my instructor

Scale 1 - ...than non-Honors courses			0	20	40	60	80	100
Response	Frequency	Percent						
much more	57	69.5%	69.5%					
slightly more	12	14.6%	14.6%					
no more or less	10	12.2%	12.2%					
slightly less	1	1.2%	1.2%					
much less	1	1.2%	1.2%					
No Response	1	1.2%	1.2%					

Honors Institute

given me more control over what happened in the class (e.g. discussion)...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	53	64.6%	
slightly more	17	20.7%	
no more or less	7	8.5%	
slightly less	3	3.7%	
much less	1	1.2%	
No Response	1	1.2%	

given me more control over what happened outside of class (e.g. assignments)...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	48	59.5%	
slightly more	16	19.5%	
no more or less	14	17.1%	
slightly less	1	1.2%	
much less	2	2.4%	
No Response	1	1.2%	

given me the opportunity to express my ideas verbally...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	58	70.7%	
slightly more	13	15.9%	
no more or less	7	8.5%	
slightly less	0	0.0%	
much less	2	2.4%	
No Response	2	2.4%	

given me the opportunity to express my ideas in writing...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	57	69.5%	
slightly more	12	14.6%	
no more or less	12	14.6%	
slightly less	0	0.0%	
much less	0	0.0%	
No Response	1	1.2%	

helped me work independently...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	45	54.9%	
slightly more	14	17.1%	
no more or less	19	23.2%	
slightly less	2	2.4%	
much less	1	1.2%	
No Response	1	1.2%	

helped me work better within a group of students...

Scale 1 - ...than non-Honors courses.			
Response	Frequency	Percent	
much more	41	50.0%	
slightly more	14	17.1%	
no more or less	21	25.6%	
slightly less	2	2.4%	
much less	3	3.7%	
No Response	1	1.2%	

What recommendation would you give this Honors course to other Honors students?

Response	Frequency	Percent	
Strongly Recommend	65	79.3%	
Recommend	11	13.4%	
Not Recommend	3	3.7%	
Strongly Not Recommend	3	3.7%	
No Response	0	0.0%	

Honors Institute

*Please discuss the strengths of this course and the aspects that you especially liked:
(Selected Responses)*

The professor who is currently teaching HON-MTH 160 has been the most positive thing about this course. Prof. Judd is an excellent instructor that lays out the material of the course in a clear, coherent matter.

The subject matter that this course involves is one of the most positive things about this Honor's class. It has forced me to 'think outside the box.' Another aspect that I really liked about this course is that Prof. Hachee is the instructor. The way he presents the information makes it easy for me to grasp and understand. He proposes thoughts and ideas in many different points of view, which I think is very important.

I especially liked that the course allowed for more in class discussions and depth of reading materials rather than just writing papers. I find papers to be more stressful and therefore lacking in the quality of learning that a good teacher, such as Professor Fabbro, can allow by encouraging great conversations instead. These things helped me to write papers when they were assigned.

I loved everything about this class. Firstly, Professor Clarke is one of the best teachers I have ever had. I loved the way he structured class, and I thought the selected readings and films were fantastic. As well, I really enjoyed the small class size and sitting in a circle, and that the class was discussion based. I looked forward to Mondays and Wednesdays from 1-2:30, and was disappointed the two times that I had to be absent (once when my children were sick and once to attend a funeral) because I got so much out of class discussions.

FIELD TRIPS!!!! Really enjoyed the course as a whole and the concept of this course. I truly hope this class continues because the understanding of the urban environment is useful and important in so many different ways. I especially liked Professor Robinson's module, Professor Giovanelli's module, and the viewing of Geva's performance of Radio Golf. Professor Dunning had a very intense two weeks but really got me thinking about some abstract ideas involving the city. I found the course interesting historically.

Maria Brandt is an excellent professor and she is extremely intelligent! She is very knowledgeable about highly complex subject matter, and she works hard to explain in-depth material so that it is meaningfully understood by her students. I always felt as though Professor Brandt was truly interested in my (and the other students) opinions, thoughts, and ideas. The topic of violence was quite heavy at times, and Professor Brandt always took into consideration her student's emotional and mental well-being. I also really enjoyed attending several community events with our class. It was a great way to connect with my classmates and my professor outside of the classroom setting. Despite the emotional heaviness of the class material, Professor Brandt has such an exuberant personality and she clearly devotes 100% of herself to being an amazing teacher! Because of Professor Brandt and the other students, this class has left a permanent impression on me in such a positive way. I feel very fortunate to have been a part of this Honors class.

Honors Institute Open House

in conjunction with MCC Scholars' Day

APRIL 9, 2011—9:30 A.M. TO 1 P.M.

- 9:30 AM** **MCC Theater**
Welcome
Michael McDonough, Provost/Academic Vice President
- Keynote Address*
Barbara Ehrenreich
- 11:00 AM** **For Parents**
Dual Admission and Highly Selective Transfer
Rebecca Mack, Transfer Counselor
Career and Transfer Center, Room 3-108
- For Students**
Honors Sample Class: Honors Introductory Psychology
Celia Reaves, Professor of Psychology
Room 12-215
- 12:00** **Lunch**
The Honors Institute
Paul D'Alessandris, Coordinator, Honors Institute
Monroe A

EVENTS FEATURING HONORS INSTITUTE STUDENTS AND COURSES

APRIL 7, 2011

3:30 – 5:30 PM

Damon City Campus, Room 4193

The City

Based on work undertaken as part of Honors IDC 195 The City

Faculty Moderators: Professor Verdis L. Robinson and Professor Tokeya Graham

“The Bottled Water Industry and the City” Daniel Betts

“Frederick Douglass in Rochester” Timothy Gaura

“Harm Reduction and the City” Maureen Behan

April 9, 2011

11:00 – 12:25 PM

Special Extended Panel A, Room 12-125

Re-Imagining Mythology and Reclaiming Femininity:

Feminist Interpretations of Female Icons in Popular Culture

Based on work undertaken as part of Honors HMN 295 Female Icons

Faculty Moderator: Professor Elizabeth Johnston

“Emancipation of Coiled Tendrils: A Critical Analysis of Medusa’s Serpentine Locks and its Correlation to the Black Experience” Krystal Cunningham

“‘Nobody’s Meat’: Second-Wave Feminism and Angela Carter’s Revision of Little Red Riding Hood” Ruby Velez

“Owning Aunt Jemima: Deconstructing the Stereotype of Aunt Jemima through the Voices of Black Artists” Jacqueline Price

12:15 – 1:15 p.m.

Concurrent Session 2A, Room 12-129

Engineering and Physics at MCC: Robotic Designs

Based on work undertaken as part of Honors ENR 161 Engineering Computing I

Faculty Moderator: Professor John Wadach

“The Sustainable Forester Robot” Maggie Bates and Nicholas Lovullo

12:40 – 2:05 p.m.

Special Extended Panel B, Room 12-109

Dramatic Literature and Social Critique

Based on work undertaken as part of Honors ENG 220 Dramatic Literature

Faculty Moderator: Professor Maria Brandt

“If It’s Not Aristotelian, It’s Krapp: Samuel Beckett Breaks Then Builds on the Art of Poetry” Pam Howe

“Hopeless Victims or Moral Revolutionaries: Contrasting Images of Class from Eugene O’Neill and August Wilson” Richard Rex

“I Used to be a Roosevelt, But Now I’m a Song: An Introspective Look at Diversity Through M. Butterfly and Radio Golf” Whitney Elizabeth Whitfield

1:30 – 2:30 p.m.

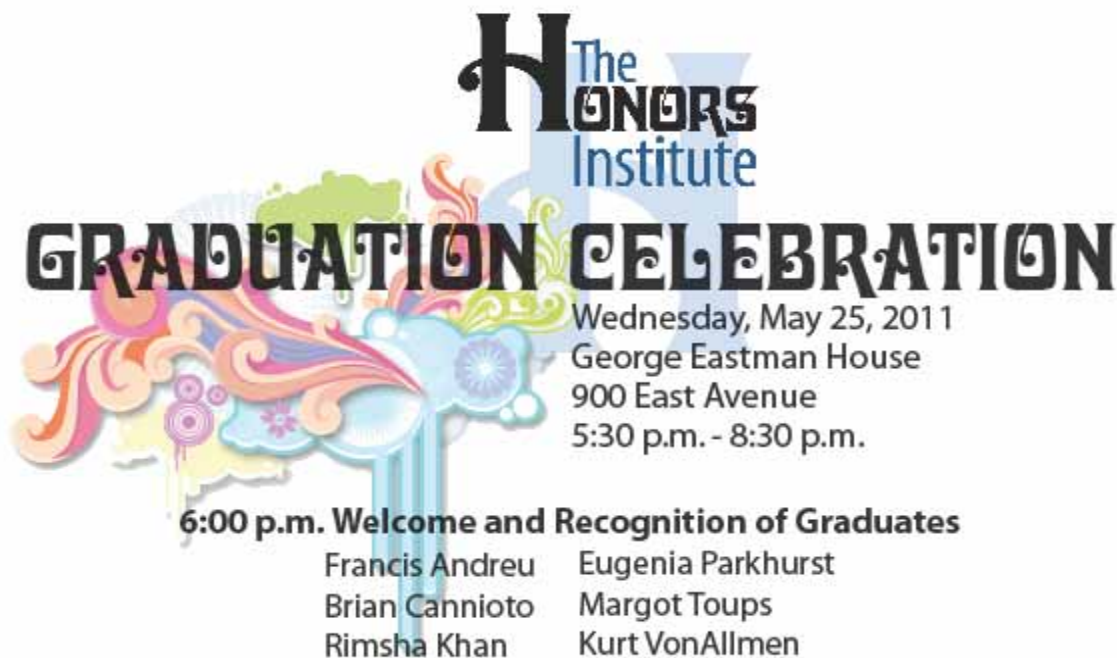
Concurrent Session 3A, Room 12-129

Engineering and Physics at MCC: Bridges and Curling

Based on work undertaken as part of Honors PHY 161 University Physics I

Faculty Moderator: Professor John Wadach

“The Physics of Curling” Steve Brown, Matt Fister and Joshua Plumeau



The Honors Institute

GRADUATION CELEBRATION

Wednesday, May 25, 2011
George Eastman House
900 East Avenue
5:30 p.m. - 8:30 p.m.

6:00 p.m. Welcome and Recognition of Graduates

Francis Andreu	Eugenia Parkhurst
Brian Cannioto	Margot Toups
Rimsha Khan	Kurt VonAllmen

Current Exhibitions at the George Eastman House

Larry Merrill: Looking at Trees

The newest body of work by Rochester photographer Larry Merrill is a great reminder that spring is just around the corner. A selection of his large-scale digital prints will be shown in the Museum's Entrance Gallery.

Between the States: Photographs of the American Civil War

As we approach the 2011 sesquicentennial of Mr. Lincoln's War, *Between the States: Photographs of the American Civil War* presents a selection of historical photographs of Civil War sites and circumstances by photographers including George Barnard, Mathew Brady, and Alexander Gardner. The exhibition emphasizes rare items in the George Eastman House collection and explores how photography was used during this period to record the war, promote popular causes, and commemorate those who sacrificed their lives.

Still Here: Contemporary Artists and the Civil War

Features contemporary photographs selected by Dr. Alison Nordström, Eastman House curator of photographs, dealing with the legacy of the Civil War. *Still Here: Contemporary Artists and the Civil War* traces the history of the Civil War to the present, presenting re-enactments and Civil War sites in ways that were not possible in the 1860s. Featured is recent work by three artists: Oscar Palacio ("History Re-visited"); William Earle Williams ("Unsung Heroes: African American Soldiers in the Civil War"); and Willie Anne Wright ("Civil War Redux").

Reel Histories: The Civil War in Motion Pictures

George Eastman House's motion picture collection will be showcased during the run of the Civil War exhibitions. Scenes from films focused on the Civil War will be featured, including early silent examples and screen tests for *Gone With the Wind* recently restored by Eastman House. Also displayed will be numerous film stills and posters, from *Birth of a Nation* (1915) to *Gods and Generals* (2003).

Americana: Hollywood and the American Way of Life

The Americana of Hollywood as depicted in motion picture publicity stills – though often viewed through rose-colored glasses – evoke Norman Rockwell's illustrations of America to such an extent that they might appear as photographs from an old family album. *Americana: Hollywood And The American Way Of Life* features 150 images from the vast collection of publicity stills conserved at George Eastman House, from films such as *On the Town*, *It's a Wonderful Life*, *Father's Little Dividend*, *Guess Who's Coming to Dinner*, and *Junior Miss*.

Cameras from the Technology Collection

"All the things the public most wants to see from the technology collection," that's how Technology Curator Todd Gustavson describes the exhibition in the North Gallery. The display includes a variety of photographic highlights from camera obscuras through digital imaging designed to show the evolution of photography as well as its revolutions.