LETTER FROM THE DIRECTOR

As the new director of CAS Honors, I want to open this issue of The Torch with a quick introduction. I’m a faculty member from Suffolk’s Philosophy Department, and my expertise is in moral and political philosophy. More specifically, I’m focused on analyzing social practices, so you should ask me what property systems, legal structures, and line-waiting all have in common. I’m also the Director of Suffolk’s Politics, Philosophy, and Economics (PPE) program, which advocates for an interdisciplinary approach to studying social structure and evaluating policy. I hope that all readers feel free to contact me with the questions or concerns for the CAS Honors Program.

I also want to express my gratitude to Lisa Celovsky. As director, she built up a strong honors program with many opportunities for extracurricular activities. Because she put the program on such a firm foundation, I count myself lucky that she preceded me as director. Beyond that, she had an obvious impact on many individual students. It has become normal for me to hear from students that miss their conversations with her. So, I also count Suffolk lucky to have benefited from her leadership.

More than its policies or staff, an honors program is made from its extraordinary students. The purpose of the The Torch is to highlight these students and their experiences. It is seeing what these students continue to do that gives me the most pride about the CAS honors program. We’re glad to share a bit of that with you in these pages. I should emphasize that the pandemic continues to add stressors to our honor students’ lives, which makes their successes even more extraordinary.

Chris Melenovsky
Assistant Professor, Director of CAS Honors Program
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**Newsletter Editor and Designer**
Cecilia Hafferty (Public Relations ‘25)

**Readers should send comments to**
cashonors@suffolk.edu

Cover photo courtesy of Katie Winans (Political Science ‘23). Taken while studying abroad in Madrid, Spain.
HONORS ADMINISTRATORS

Christopher Melenovsky  
Assistant Professor of Philosophy  
Director of CAS Honors Program  
Director of Politics, Philosophy, & Economics

Sharon Lenzie  
Assistant Dean  
CAS Honors Program Advisor

Cortney Kelly  
Assistant Director of Undergraduate Programs

Pauline Alvarez  
Administrative Assistant

Email cashonors@suffolk.edu with any questions and we will forward your message to the appropriate staff.

Honors Council
The Honors Council is made up of 12 honors students: the President, Vice President, Secretary, Class Representatives, On-Campus and Off-Campus Representatives, and the Publicity & Promotions Chair. The Council plans both professional and social events for the honors community and acts as a liaison between the students and the administration.

Honors Ambassadors
Honors Ambassadors promote honors community and communicate the value and opportunities offered by the honors experience at Suffolk. Ambassadors do outreach to new and prospective students, and they provide service and support for admissions events, honors events and programs, and honors classes.

CONNECT WITH THE HONORS PROGRAM

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MEET THE HONORS AMBASSADORS

Samantha Chase
Jan. 2022 Graduate
History & Literature

Leah Duperron
Senior
Biology

Laura FitzGerald
Senior
Psychology

Elisabeth Goemaere
Senior
Interior Design

Zoe Phillips
Jan. 2022 Graduate
English

Alli Macina
Junior
Advertising

Chaya Pearlman
Sophomore
Psychology

Aimee Sanchez
Sophomore
Political Science

Hanan Tuffaha
Sophomore
English

Kirbie O’Brien
Junior
Psychology
MEET THE HONORS COUNCIL

Isabel Baynum
President
Political Science

Katie Winans
Vice President
Political Science

Syeeda Rahman
Secretary
Political Science

Molly Sakowicz
On-Campus Representative
Political Science

Cyindia Goolcharan
Off-Campus Representative
Law

Morgan Torre
Publicity & Promotions Chair
Print Journalism

Laura FitzGerald
Senior Representative
Psychology

Caitlin Robbins
Senior Representative
Politics, Philosophy, & Economics

Emily Rosalbo
Junior Representative
Political Science

Lexi Cortes
Sophomore Representative
Political Science & English
ENTERING THE first fully in–person semester since Fall 2019, the Honors Council was excited to bring both passion and programming back to campus. The Council serves the honors community through social and professional networking events. The semester started enthusiastically with a Welcome Back Honors event. The number of students who attended exceeded expectations as honors students gathered to enjoy cookies and played Kahoot. The opportunity to connect in an in-person setting was unmatched; an opinion that was supported by all in attendance.

A highlight of the semester was our Alumni Panel which was coordinated by our abroad Vice President, Katie Winans. Alumni were receptive to questions presented by our Honors Council moderators, Alexis Cortes and Morgan Torre. The panel’s engagement and dedication to Suffolk’s honors students was complemented by a pasta bar available to all who attended. The Council was most appreciative of the alumni Moss Lynch (MA 2014, BS 2012), Bailey Herrera (BA 2021), Maggie Randall (MA 2019, BS 2018), and Karina Abeddy (BA 2020). The advice they provided honors students was inspirational and motivating.
In an effort to contribute to the Greater Boston community, the Council worked with the Center for Community Engagement to organize a service project for the honors community. Early on a brisk November morning, students met on campus before departing for a Love Your Block community clean-up in Beacon Hill. The group of 13 raked and gathered trash for disposal along streets in the historic neighborhood. After their meticulous work, the group returned to campus for lunch before their departure.

The Council continued to support honors students by hosting an additional Honors Hour in November to address any qualms or answer questions before course registration later in the month. The event provided students with donuts and coffee during their mid-day break before returning to class.

We completed the semester with a relaxation night. Students decorated cookies while holiday movies played in the background. Students were able to make relaxation bags with a plethora of items provided by the council like honors swag, snacks, notepads, and more.

As a Council, we were enamored with the positive responses and attendance of honors students throughout the Fall 2021 semester. We look forward to the spring as more programming is in store for our wicked smart honors community.
FALL EVENT HIGHLIGHTS

Fall Welcome

Every fall semester, the honors program hosts events to welcome the new class of honors scholars to the program and the University. Throughout September and October, new honors students had the opportunity to get to know their new city and classmates during events and outings on and off campus. This year, students enjoyed a coffee cart full of hand-crafted coffee from Espresso Dave’s, took a thrill-boat ride in Boston Harbor, immersed themselves in RENT the Musical, tie-dyed t-shirts with fellow students, and visited Salem during the spookiest month of the year.

Wicked Smart Advising Week

Every semester, the honors program holds Wicked Smart Advising Week, which includes pre-advising programming to help students get the most out of their honors education at Suffolk and beyond. Faculty Honors Coordinators held Meet & Greet Drop-In and Honors in the Major Orientation sessions, where students could learn more about completing honors in their major and ask questions. There was also an Advanced Degree Q&A Panel with CAS Honors Alumni where students learned more about applying to an advanced degree program, as well as Drop-In Coffee and Donuts with Honors Ambassadors and the Honors Council. A special thank you to our alumni who participated in the panel: Molly McDonough, BS 2021; Sara Bistany, BS 2020; Aine Dillon, BS 2019; Isis Garcia-Rodriguez, BS 2019; Marc-Daniel Paul, BS 2016; Thomas Busby, BS 2009.
On December 9, the Honors Program held its first in-person Honors Symposium since Fall 2019. About 67 students presented their work in Sargent Hall. For many honors students, the biannual symposium is an opportunity to showcase the culmination of their research and creative endeavors from the semester to their peers, professors, and the rest of the university community.

This fall, 20 graduating seniors presented their senior theses and projects on a wide array of topics. English major Sarah Davids presented her project, “The Dyke and the Dybbuk by Ellen Galford: Exploring How Judaism and Queerness Intersect Through the Figure of the Dybbuk in a Gothic Novel,” where she explored contemporary adaptations of the Gothic with traditional motifs within Galford’s novel as an “intersection of Jewishness and queerness.”

Brittany Ayinde, a double major in Law and Politics, Philosophy, & Economics, researched federal and statewide permittance, enforcement, and regulation of surrogacy agreements in the United States. In her project “How should contract law treat surrogacy contracts?,” she argued that surrogacy agreements are essential to provide certainty, security, and protection in
response to the rise in the use of surrogacy as an assistive reproduction technology.

Other projects included Biology major Chloe Ryder’s “How Should Women Choose What Contraceptive Method is Best for their Body?,” where she researched and compiled data on the various birth control methods available for women. Chryssabella Jones-Craig, a 2021 Portz Fellowship recipient and Law major, investigated a timeline of American contract law and its influence over the Black working-class. Finally, Economics major Joshua Combs investigated the effect of COVID-19 on residential real estate.

Once again, the symposium showcased the work of several honors contracted class projects. In Victoria Lento’s project “Ikebana” for ARH-203: Arts of Asia, she explored the cultural impact of the Japanese art of flower arranging, focusing on the arrangement, styles and meaning of the historic art as she created her own piece. Other honors contract courses included Professor Lee’s CJN-281: Asian Pop Culture, Professor Vatcher’s PSYCH-249: Introduction to the Lifespan, and Professor Blanco’s ADG-S214: Illustration for Designers.
Honors students from the honors-level courses also presented this fall, including Professor Áine Lorie’s SOC-H113: Introduction to Sociology, Professor Jessica Mak’s SCI-H108: Introduction to Cancer Care, and Professor Celeste Peterson’s SF-H1191: Writing Your Future: Genes and Gene Editing.

Thank you to all student presenters for their hard work and dedication throughout the fall semester, as well as the faculty and mentors who provided exceptional support and guidance.
Brittany Ayinde I *Undergraduate Law and Politics, Philosophy, & Economics* I “How should contract law treat surrogacy contracts?” I Project Supervisor: Professor Chris Melenovsky


Erin Buckley I *Politics, Philosophy, & Economics* I “When Our Priceless Life Becomes Worthless” I Project Supervisor: Professor Chris Melenovsky

Joshua Combs I *Economics* I “COVID-19 Effect on Residential Real Estate” I Project Supervisor: Professor Inmee Baek

Ryan Coyle I *Psychology* I “Health Risks and Barriers to Utilization of Treatment Among Latina Women in the United States” I Project Supervisor: Professor Sukanya Ray

Sarah Davids I *English* I “*The Dyke and the Dybbuk* by Ellen Galford: Exploring How Judaism and Queerness Intersect Through the Figure of the Dybbuk in a Gothic Novel” I Project Supervisor: Professor Wyatt Bonikowski

Nina Elfakih I *International Relations* I “The Role of the Public Sector in Contentious Action in the Middle East” I Project Supervisor: Professor Rachel Cobb

Elizabeth Finn I *Political Science* I “Who Gets the Grants? Examining Bias in NIH Research Grants” I Project Supervisor: Professor Christina Kulich-Vamvakas

Hoaka Hashimoto I *Economics* I “Housing Affordability in Hawai‘i” I Project Supervisor: Inmee Baek

Rayan Hijazi I *International Relations* I “Palestine and Israel: The Case for the One- State Solution” I Project Supervisor: Professor Roberto Dominguez

Chryssabella Jones-Craig I *Undergraduate Law* I “Contracts in the Constitution: A Timeline of American Contract Law and its Influence over the Black Working Class” I Project Supervisor: Professor Mary Flaherty

Sophia Kozlowsky I *Psychology and Sociology* I “What I learned from 4 Years of Studying Sociology” I Project Supervisor: Professor Keri Iyall Smith

Ainsley Miles I *Print/Web Journalism* I “Greenpeace and Communication about Issues in the Arctic” I Project Supervisor: Professor Kevin Carragee

Emily Piken I *English* I “Looking the Story Straight in the Eye” I Project Supervisor: Professor José Araguz

Chloe Ryder I *Biology* I “How should women choose what contraceptive method is best for their body?” I Project Supervisor: Professor Eric Dewar

Anastasia Salisbury I *Environmental Studies* I “Characterizing Water Quality Among Dammed and Non-Dammed Waterbodies in Thompson, CT” I Project Supervisor: Professor Hayley Schiebel

Roth Santos I *Public Relations* I “Examining the SeaWorld PR Crisis Through News Framing” I Project Supervisor: Professor Cynthia Irizarry

Dina Singh I *Undergraduate Law* I “Language Access Within the U.S. Immigration System” I Project Supervisor: Professor Christina Kulich-Vamvakas

Yasmine Tebib I *International Relations* I “Care work and Economic Development” I Project Supervisor: Professor Rachael Cobb

Massiagbe Nourha Traore I *Political Science* I “The Recurrence of Conflict in Sub-Saharan Africa” I Project Supervisor: Professor Rachael Cobb
Matyas Csiki-Fejer Becomes Suffolk's First All-American Cross-Country Runner

Matyas Csiki-Fejer (Political Science, Law & Legal Studies '22) finished 35th in the 2021 NCAA Division III Cross Country Championships in Louisville, Kentucky with an 8K time of 24:20, earning himself All-American status. Alongside his career as a cross country runner, Csiki-Fejer is also a top student among Suffolk’s community, maintaining a 4.0 GPA the past 6 terms. When it comes to managing success, he says that time management helps, “but the secret is that there is no secret. I don't think I’m a talented runner; I think my talent is challenging myself.”

Breno Silva Completes WAVE Fellowship

Breno Silva (Chemistry '22) was accepted into Caltech’s WAVE fellowship summer research program. The Wave Fellows program seeks to increase diversity of marginalized students in the science and engineering field. If accepted, students get to conduct research at Caltech with their selected mentors to present at their SURF symposia. Silva’s chosen research was on nickel based compounds as catalysts for molecules for the industrial, medical, and pharmaceutical fields. This fall, Silva will be starting his PhD in chemistry at Harvard.
Samantha Chase Chosen as Portz Scholar Alternate

Samantha Chase (History & Literature ’22) was selected as the alternate for the 2021 Portz Scholars competition at the 2021 NCHC conference for her essay submission on English prisons. Each year, universities nominate one paper written by an honors student into the competition to be judged. Her essay was awarded the fourth best in the United States.

Balancing Two Passions: Baseball and Political Advocacy

**Steven Rossi** (Political Science ‘22), starting pitcher for the Suffolk Rams, proved his excellence in both baseball and political science as he led his Zoom workshop, “Truth, Racial Healing, and Transformation Advocacy” in the morning, and led his team to victory over Gordon College just hours after. On being an active member of your community, Rossi says, “Don’t be afraid to ask for help, and talk to other passionate people who are willing to get involved. Try to be an active community member and things will fall into place.” After graduation, Rossi plans on either working for a campaign or the legislature.
STUDYING ABROAD: A SHIFT IN PERSPECTIVE

KATIE WINANS
THIS PAST semester, I had the privilege of studying abroad in Madrid, Spain at the Suffolk University Madrid Campus. One of the biggest reasons I chose Suffolk three years ago was the Madrid Campus and the many opportunities to study abroad. I had no idea how much studying abroad would change not only my college experience, but my perspectives on life.

My favorite part of studying abroad was the accessibility of travelling to different cities. I was fortunate enough to visit many cities within Spain, such as Barcelona, Toledo, Valencia, San Sebastian, and Sevilla. The different autonomous communities of Spain were both interesting to learn about in classes and exciting to visit. They are all very different and have their own culture and customs. The Catalanian people in Barcelona were so friendly and helped my friends and I with our Spanish. The Basque people in San Sebastian were so proud of their history and native language. Everywhere I looked, I saw ancient history being brought to life before my eyes. I was also lucky enough to travel to Rome, Italy where I had some of the best food I have ever eaten. While pizza and pasta are already delicious at home, the meals I ate were out of this world! Living in Madrid was a special experience and being able to travel on the weekends while in school was such a unique privilege that I wish all of my Suffolk peers could experience.

While in Madrid, my feeling of accomplishment came from my work with the Honors Program. As Vice President of the Honors Council, I wanted to help bridge the gap between the honors students in Madrid with the honors community we have in Boston. Both the CAS and SBS Honors Programs had leadership representation in Madrid this past semester and we were able to organize events for honors students with the help of administrators from Boston and Madrid. It was a successful endeavor, as the honors students in Madrid attended a flamenco show, a tour of the Royal Palace, and a food tour of the famous Mercado de San Miguel. I hope that we have started a new tradition at Suffolk Madrid of honors students being able to participate in honors community building activities.
About 10 percent of undergraduate students in the United States study abroad, a statistic that has only shrunk since the start of the pandemic. At times, I could understand why so few people take the plunge to study abroad. Being across the ocean from family and friends and being immersed into a culture and language that is unfamiliar can be terrifying and debilitating at times. However, it can also give you a new appreciation for the people you left behind and can teach you to embrace the culture in which you find yourself living your everyday life. This is how my experience played out, as I was often homesick even though I was having some of the best experiences of my life. I missed my family and missed the familiarity of Suffolk Boston as I navigated the academics and culture in Madrid.

As the semester went on, my appreciation for the little things emerged more often. Every FaceTime call with my brother was a gift, the trinkets I saw in a souvenir store that reminded me of my grandparents made me smile, and I savored the rare dishes that reminded me of my parent’s cooking. When I returned home amongst a new surge of COVID cases and cancelled travel plans, I found that my appreciation for the little things remained at the forefront of my mind. I hugged everyone tighter and embraced everything that felt like home.

The obvious outcomes of studying abroad are gaining a worldly view, seeing amazing sites, and living amongst an unfamiliar culture to better appreciate differences. However, I gained something that was not advertised on the brochures. The experience opened my eyes to things I always took for granted and I gained an overwhelming love for the smallest moments that made me happy. I can only hope that this realization will carry me through the rest of my life, to view the small things as the most important.
THROUGHOUT THE course of this past semester, I have become heavily involved with Jumpstart, a national early education organization that provides language, literacy, and social-emotional programming for preschool children from under-resourced communities. The ability to give back to these children is such a rewarding experience and I have learned so much more from my group of three-year-olds than I ever expected to. They are, as most kids they age, so eager to learn and engage.

While they are like most three-year-olds, they have grown up with the COVID-19 pandemic; they literally do not have memories of what life was like without COVID-19. Because of the pandemic, we have had to change what activities we do with them, in order to follow COVID restrictions, which has certainly made the experience challenging. We constantly had to remind them to put on their masks and respect others’ personal space. Three-year-olds are curious and full of energy, and these kids are no different.

These kids have faced many challenges that they have had to overcome within their first few years of life. So, while the pandemic is hard for everyone, imagine not remembering life without it. Because of this, I have learned a lot about perseverance from my students. Despite the changes and challenges that they have experienced, they are still engaged in learning and eagerly participate in the readings and crafts we plan for them. Throughout the pandemic, my eyes have been opened by many different stories, but this one, I got to experience firsthand.
GOING TO college as a first-generation student is a huge achievement. Often, when people think about first-generation students, their first thought is, “Wow, they achieved a big accomplishment. Their family must be proud.” That wasn’t necessarily my case when growing up.

Twenty-three different school districts and eight different states and territories later, I somehow ended up at Suffolk University as a first-generation Hispanic woman.

Moving to the U.S. when I was eight years-old from Puerto Rico with three siblings was difficult. All four of us struggled with the difference between Spanish and English. Our mother was not the most supportive nor had the focus to help us with that transition, so we learned to do things on our own. School was a little harder with absent fathers and a mother with alcohol and drug abuse problems. We weren’t set up for greatness, and we knew that, but I decided to do the exact opposite of how I was “supposed to turn out.” Once my language skills improved, I had no problem with math, English, or history. I volunteered every chance I got, read lots of books, and was always the first to finish the multiplication tables in the third grade.

School had always been my outlet, a way to escape from reality. As I got older though, life didn’t get easier. My mother went to prison, and my siblings and I were separated from each other. Instead of going against the world and allowing everything to crash down on me, I took this opportunity to become the best version of myself. During middle school, I studied for hours just in hopes that I would be noticed at home. Honor roll is something you think would bring joy to those at home, but it tended to bring tears more than anything. I used to make up stories at school about my life at home just so I wouldn’t get pitied or talked about by my peers. On snow days, I would walk to the nearest friend’s house so I wouldn’t be trapped in a house full of people who degraded everything I did and could care less if I ate, slept, or did well in school.

Once high school started, I literally gave up. I got involved in the wrong crowds, failed a few classes, made some poor decisions, and reached an all-time low. I believed that
since no one noticed me when I did well, no one would notice when I did poorly either. Two months into high school, I moved across the state to Waltham, MA to live with my mother. She had been released from prison, so she wanted custody back. My oldest brother and youngest sister never returned home. That was probably for the best because no less than a year and a half later, I was sleeping in my car. We lived in a hotel for six months prior, and one day, she snapped. She was intoxicated, and like many years before, her target was me. For a while no one even knew, no one at school even suspected it. I was a pro at being able to hide things that were happening at home.

Moving to Waltham, it was my twenty-third school in fourteen years. It’s also where I performed the best I ever had in school. I decided to change because I didn’t want to end up like every other person in my family. I wanted more for myself. This is where I gained a firm belief that you can’t give up just because no one is watching. You need to succeed for yourself. You need to work for your own happiness because once you achieve things you believed you couldn’t, life becomes so much more meaningful.

After living in my car, I stayed with a friend until the day I graduated. The day I became the first Hispanic woman to graduate high school in my family was the day my life changed for the better.

When it came to picking colleges and universities, I had plenty of different options and opportunities – some close, some far. Once I got into Suffolk, nothing could change my mind. I got a full ride somewhere else, but it wasn’t the atmosphere I was looking for. With an absent family, I was searching for a school that had a community where I would feel welcomed. I didn’t want a school where my professor wouldn’t know my name. With that, not only did Suffolk offer me community, but the honors program as well. So, on graduation day, I was so overwhelmed with happiness knowing I would be attending Suffolk University as a first-generation Hispanic woman.

No matter how many ups and downs I had when growing up, I am grateful. I don’t have parents or a family that’s proud of what I have achieved, but it doesn’t matter. What matters is how grateful I am. Because at the end of all of it, I ended up starting college in Downtown Boston at a beautiful school. Despite all my challenges throughout the years, Suffolk University is where my future starts. It is where change begins, where I will be able to pursue my ultimate goals like going to law school and working with the FBI. It is where I can achieve what I thought years back would be impossible.
FACULTY HONOR ROLL

A special thanks goes to the following faculty members for their partnership and commitment to the CAS Honors Program this semester in allowing students to fulfill an honors contract in their course during the Fall 2021 semester.

Barbara Abrams, History, Language, & Global Culture
Atosa Ahmadi, Biology
Robert Allison, History, Language, & Global Culture
José Araguz, English
Joseph Bertrand, Political Science & Legal Studies
Sushil Bhatia, Chemistry
Peter Bianco, Art & Design
Peter Burn, Biology
Carole Cafferty, Criminal Justice
Hector Cazull, History, Language, & Global Culture
Amanda Claes, Biology
Rachael Cobb, Political Science & Legal Studies
Brian Conley, Political Science & Legal Studies
Charles Cramer, History, Language, & Global Culture
Cynthia Davis, Psychology
Eric Dewar, Biology
Roberto Dominguez, Political Science & Legal Studies
Mary Flaherty, Political Science & Legal Studies
Jessica Gillooly, Sociology & Criminal Justice
Peter Grabianowski, English
Robert Greenan, Philosophy
Lacey Hilliard, Psychology
Katherine Horn, English
Hannah Hudson, English
Cynthia Irizarry, Advertising, Public Relations & Social Media
Frank Irizarry, Advertising, Public Relations, & Social Media
Keri Iyall Smith, Sociology & Criminal Justice
Xinxin Jiang, Mathematics & Computer Science
Jeffrey Johnson, Philosophy
Jonas Kaiser, Communication, Journalism & Media
George Kalogeris, English
Samar Khalife, Psychology & Theatre
Kathryn Kozak, Psychology
Micky Lee, Communication, Journalism & Media
Jon D. Lee, English
FALL 2021 HONORS COURSES

Art & Design

ADG-HS344 I Graphic Design III  
Prof. Kitz  
This final seminar of Graphic Design concentrates on sophistication and creative problem-solving to prepare students for the decisions made in complex projects.

Biology

BIO-H107 I The Curiosity of Cats, the Devotion of Dogs  
Prof. Nolfo-Clements  
Students explore the evolution, ecology, behavior, genetics, and adaptations of cats and dogs. The course focuses on comparing and contrasting the biology of cats and dogs and how biological differences have led to the way they are perceived as companion animals.

BIO-H201 I Biology’s Big Questions  
Prof. De Waal  
This course seeks to answer five current questions from all levels of biology, from the subcellular to the ecosystem level. Topics will be discussed in the context of genetics, evolution, and ecology. Students will focus on the process of doing science, including how scientists evaluate ideas and communicate their findings. Emphasis will be placed on topics in biology that impact daily life.

CAS

CAS-H101 I Strategies to Success  
Prof. Varela, Prof. Deangelis, Prof. Brown, Prof. Thomas, Prof. Lenzie, Prof. Bunnell-Purdy, Prof. Baker, Prof. Prakash  
This is a one-credit course with no prerequisites that meets one a week and is designed to help students have a successful transition into Suffolk University and our unique urban community. It also gives students opportunities to connect with the honors community, both on and off-campus.

CAS-H295 I Internship Launch!  
Prof. Meno  
This course is designed for students seeking an internship in the following semester. Students will research potential internship sites and develop their own plan for finding an internship. Students will also prepare a professional-style resume and cover letter targeted toward a specific position or industry, learn proper interviewing techniques, and practice networking strategies.

Creativity & Innovation

CI-H175 I Creating Social Change  
Prof. Salvi  
This course examines some of the foundational figures and texts called on by those hoping to enact social change. Students will study previous social movements in order to understand how they constructed and supported their arguments in favor of change, and how activists used creativity to overcome entrenched thinking and change the social conversation.

CI-H185 I City of Stories  
Prof. Lasdow  
Students will learn the techniques that historians use to bring historical information and ideas to broader audience’s field known as “public history” to develop their own walking tours. Students will focus their research on the unheard stories of Boston’s past and the underrepresented perspectives, including the stories of different races, cultures, classes, genders, sexualities, and more that surround us every day.

Communication & Journalism

CJN-H301 I Documentary Film & the Image of Conflict in the Middle East  
Prof. Madmoni-Gerber  
The course focus is on some of the divisions and conflicts within Israeli society. Students analyze and compare mainstream media discourse to alternative representations in documentary film. Analysis also covers media representation of the Israeli-Palestinian conflict.

English

ENG-H150 I Mysteries  
Prof. Frangipane  
This class will use mystery stories, novels and plays as a lens through which to view the major social, cultural and literary movements of the 19th, 20th and 21st centuries. With an emphasis on close reading and analysis, students will compose essays that explore the relationships between texts and the relationship between literary production and history.

ENG-H347 I 20th Century Female Gothic  
Prof. Bonikowski  
This course focuses on Gothic literature by women writers, from its origins in the 18th century to the present, focusing primarily on 20th century writers. The novels, short stories, and films discussed involve haunted houses, secret chambers, madness, and other Gothic tropes.

History

HST-H374 I Jefferson to Jackson  
Prof. Lasdow  
This class explores the voices competing to be heard on the national and international stage, from leaders who drafted founding documents, to women who learned to “stand and speak” despite demands for their silence. Students will encounter stories of African-Americans who called attention to the Revolution’s unfulfilled commitment to freedom, and we will examine the struggles of displaced Native peoples whose efforts for coexistence were marred by violence.
FALL 2021 HONORS COURSES

HST-H465 I Monumental Women
Prof. Lasdow
This class examines global efforts to memorialize important women through monuments, museums, and other public spaces. Students will explore the contradictions between women’s empowerment and historical exploitation, expressed in things like pussy hats and other feminist gear, artistic representations of the female form, exploration of cultural difference, and grass-roots and official forms of activism.

Law

LAWU-H211 I Litigation
Prof. Scheuerman
This course will acquaint students with rules and the practical requirements of the Rules of Civil Procedure, from filing a complaint to clarifying a judgment and to the duties of paralegals in a litigation office.

Philosophy

PHIL-H120 I Ethics and Civil Life
Prof. McKinney
Students will be introduced to the perspectives and methods of politics, philosophy, and economics, and see how these three disciplines present distinct but interconnected dimensions of current social and political issues.

PHIL-H123 I Soc. Ethics
Prof. Johnson
An examination of contemporary Western society, particularly in the United States, in relation to philosophical attempts to define the “good life.” Topics may include: civic virtue, consumerism, current events, economic justice, popular culture, religion and secularism.

PHIL-H316 I Existentialism
Prof. Cherkasova
An overview of existentialism. Topics include: paradoxes and contradictions of human nature and human condition; radical freedom, commitment, and responsibility; existential anxiety, meaninglessness and the rejection of God; authenticity and self-deception; individuality and community.

PHIL-H318 I Philosophy of Law
Prof. Melenovsky
This class focuses on the general role that law plays in public life. Instead of studying what the current laws are, the class emphasizes the challenges in analyzing, interpreting, and constructing law. Among the most important questions will be how we should evaluate or reform existing legal systems.

Political Science

POLS-H110 I Intro to American Politics
Prof. Cobb
An introduction to the American political system and constitutional framework. Focus will be on the interplay of various institutions in creating public policies. Contemporary public issues will be discussed, as will the role of political theory in shaping American democracy. Attention will be given to the role of the news media, public opinion, political ideology, political parties and interest groups in the American system.

POLS-H245 I Courts, Public Policy, & Legal Research
Prof. Ultrino
This course examines the public policy-making role of the court system and examines questions such as whether and how courts can spur political and social reform. Case studies may focus on issues like civil rights and pro-choice court cases and political activism. The course also examines the basics of policy-related legal research.

POLS-H523 I Washington Internship
Prof. Kulich-Vamvakas
A full-time, one-semester internship in Washington, D.C.

Psychology

PSYCH-H114 I General Psychology
Prof. Swenson
Surveys core theoretical concepts and contemporary empirical research from major sub-fields: physiology; perception; cognition; learning; emotion; motivation; development; personality; psychopathology; psychotherapy; and social behavior.
**SF-H1167 I Fantasy Fiction**  
Prof. Hudson  
This course explores contemporary fantasy through a historical and critical lens. Students will explore fantasy's newest manifestations across media, from big-budget film adaptations to internet fan fictions. Critical questions include: How do works of fantasy deal with the ethical questions surrounding the categories of “good” and “evil”, “monstrosity” and “otherness” How do common fantasy plots work to aid in fictional character development and build suspense? How are contemporary anxieties about issues such as gender, race and class explored through the genre of fantasy?

**SF-H116 I Enlightened Insanity**  
Prof. Abrams  
This course undertakes the quest to understand, define, observe, and analyze the key ideas and concepts of these great thinkers, such as Rousseau, Diderot, and Voltaire. Students will read key works of these creative thinkers and philosophers. Students will enrich their experience and understanding through the use of film, theatre performances, museum visits, as well as the occasional cafe debate.

**SF-H1180 I Rebel Girls & Nasty Women**  
Prof. Armbruster  
This course examines how American women writers were literary activists; that is, they used their short stories, novels, poems, essays, and conversion narratives to support and fight for women’s suffrage and engage questions of justice and human rights. With their writing, these women exposed injustices affecting not only their gender, but other marginalized groups as well, including African Americans and Indigenous people.

**SF-H1185 I Socially-Conscious Storytellers in a Political World**  
Prof. Cerrone  
Students will analyze how literature represents complex social issues through the conventions and techniques of fiction. Students will also produce historical fiction pieces as a means of further understanding how fiction can be used as a tool for social change. The class will also visit museums that connect specifically to these topics and discuss those factors that shape the resulting dialogue and stories around them.

**SF-H1190 I Black Lives Matter**  
Prof. Trabold  
This course will analyze the history of white supremacy and racial violence in the United States from the end of the Civil War that continues to this day. It will also examine the history of resistance to this racial violence, how American public schools teach the history of race and racial violence, and the many controversies surrounding monuments in public spaces.

**WGS-H325 I Global Women’s Fiction**  
Prof. Abrams  
Explores of various cultural worldviews in order to reveal and assess the voices of women from around the world as they respond to important global issues such as sexual violence and gendered oppression. Topics include: national citizenship, sexual politics, legal discourse, aesthetic representation, literary movements, genre, constructions of femininity, sexual identities, and representations of gender in relation to race and class and international cultures, and the relationship of self-image to the body politic.

**WRI-H103 I Advanced First Year Writing**  
Prof. Whited; Prof. Miller; Prof. Bowlin; Prof. Prakasam; Prof. Vancza  
This course is by invitation only and reserved for incoming Suffolk students with high admission scores. Advanced study and practice of writing process, revision, and research, based on close readings of a variety of texts.