

Fall 2011

The Promethean: Fall 2011

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THE PROMETHEAN

HONORS PROGRAM NEWSLETTER

FALL 2011 ISSUE

“PERPETUA, TANQUILA, Y PURA VIDA!”

BY ERIN KIRKPATRICK, NURSING MAJOR

This past summer, I had the opportunity to participate in one of the many excellent study abroad programs that The College at Brockport offers to its students. I decided to spend five weeks in the beautiful and exotic, yet equally modern and developed country of Costa Rica. As a junior trying to survive the first year of nursing school, I figured this would be my one and only chance (for a long time at least) able to do something like this. Sometimes the culture shock seemed like more than I could handle, but my host family was more than welcoming upon my arrival. It also did not hurt that they were bilingual, which made it easier to transition and adapt.



La Fortuna waterfall in Costa Rica.

Once I arrived, I split my time. During the week (Monday through Thursday), I commuted by bus from my host family’s residence in the suburb of Desamparados to the center of the capital city of San Jose. I interned in El Hospital Nacional de Niños (the National Children’s Hospital), a prestigious and well-renowned medical institution that services the entire country’s youth. It was nothing less than a pristine and well-kept facility, all throughout covered with wall murals, pictures, and paintings. It was both an exhausting and exhilarating experience for me. My senses were on overdrive. I observed so much, as much as I possibly could. I wanted to remember everything that happened and that I witnessed. I pulled myself out of my comfort zone way too far to let myself turn back or lower my expectations. I was there and I vowed I would make the absolute most of it.

My favorite memory of all of my time spent in the hospital were the tragic yet rewarding circumstances that I found in the neonatal intensive care unit, where premature and sickly infants fight for survival. It was a devastating and indescribable sight to see a young teenage mother having to make a difficult decision or being forced to accept the fact that her baby was going to die. It was impossible not to shed a tear, or a shower of tears. I looked on with shock and horror, in the comforting arms of a wonderful nurse who embraced me, as I watched the life support be taken off and the life slowly and peacefully draining away. It was almost too much pain to bear.

(Continued on page 3)

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2010 Newsletter Award Winner

FROM THE DIRECTOR'S DESK

BY DR. DONNA KOWAL

Have you heard the great news? The College at Brockport's *Experiencing the New Europe* (ENE) summer study abroad program has been recognized as a "model Honors study abroad experience" by the National Collegiate Honors Council (NCHC)! Next year, our program will be featured in an NCHC monograph publication on Honors study abroad—making it possible for us to recruit Honors participants from across the country.

Perhaps the most distinctive characteristic of an Honors education—whether it takes place inside or outside the classroom—is that it promotes the open exchange of ideas as part of a process of scholarly inquiry and discovery. ENE does just that. It is a 4-week international summer program that combines classroom study with on-site experiential learning to explore cultural, political and economic transformation in an urban context. Students and faculty work together in investigating how large processes of geopolitical change—the aftermath of WWII, ethnic and national upheaval, the fall of Communism, democratization, European integration—play out in the local setting of a large European city. The city of Wroclaw, the "home base" of the program, is an academic and historical center located in southwest Poland.

Weekend excursions to Krakow (Poland), Prague (Czech Republic) and Berlin (Germany) as well as to the Auschwitz-Birkenau concentration camps further enrich the student learning experience. We visit a variety of sites, including architectural landmarks, museums, memorials, castles, churches, synagogues, Jewish cemeteries and a former Stasi prison. Special attention is paid to areas and ethnic groups that have been transformed by war and the transition from totalitarianism to democracy. There are a total of five UNESCO World Heritage Site visits included in the program!

The summer 2012 ENE program runs from June 1-29. It satisfies the Honors Contemporary Issues requirement, and many students are able to earn elective major credit because of its interdisciplinary course work. If you're interested in learning more or submitting an application, you'll find details on the Office of International Education Web site: <http://www.brockportabroad.com/>. As the faculty resident director who travels with the participants, you're most welcome to schedule a meeting with me to discuss the program.

Dr. Donna Kowal, Director of Honors Program



The Honors Program now has an official Facebook page! Become a fan by searching "**The College at Brockport Honors Program**" or by typing in the url below. Look for the big 'H' photo and get updates from the Program!

<http://www.facebook.com/home.php#!/pages/The-College-at-Brockport-Honors-Program/191729357528736?sk=wall>

“PERPETUA, TANQUILA, Y PURA VIDA!” (CONTINUED)

BY ERIN KIRKPATRICK, NURSING MAJOR

But in the same vein, my experience in the NICU was miraculous and joyous. There are no words to explain the feeling you get when you are able to hold and feed a healthy and happy baby in your arms. You cannot imagine finding someone so fragile yet so resilient in your grasp. I cannot express my awe and incredulity over the ongoing battles that these infants fight every single day to become healthy and thrive against steep and seemingly unconquerable odds. It motivates me to keep going on despite any stresses or setbacks I may face in my life. It definitely puts things in a whole new and different perspective. This experience proved to solidify my resolve to work within the women’s health setting, particularly focusing on maternal and neonatal care. If anything, it taught me that life is precious and fleeting, so there should be more people out there ready and willing to nurture and protect it.

On the weekends, I took my free time to get away from the hospital and to travel. I fully embraced everything that there was to see,

hear, smell, and taste along my journeys. Among the tourist attractions were the scenic blue-green water in the crater of Irazu Volcano; a coffee tour at Café Britt with the most aromatic and strongly flavored coffees I have ever tasted; a picturesque view of the waterfall at La Fortuna; and the gorgeous and breezy coastlines of Manuel Antonio Beach, filled with warm salty waters and breathtaking sunsets. Horseback riding and hiking through the lush and wet rainforests and stopping at an indigenous village just made things even more surreal. I was able to visit Baldi Hot Springs and Spa, where sitting and floating in scalding hot waters and underneath pressurized waterfalls did wonders for relaxing my aching muscles and melting away my stress. Finally, I braved my fears and went on a canopy tour, ziplining high above and across tall trees, sliding along thickened cables. I channeled my inner Tarzan and swung myself into the sky. It felt like the forest was going to swallow me whole, and the adrenaline rush captivated me. It was an epic way to spend my last day. All of these places were timeless and unparalleled paradises which I never wanted to leave.

Back in the hustle and bustle of the capital city of San Jose, I immersed myself in the flurry of busy and crazy traffic—cheap and careening buses, red taxis, motorcycles, bicycles—and people trying to make a living juggling knives and selling fruit. The colossal and archaic architecture of the post office and national theatre was great, and the impressive shopping district kept me busy perusing and buying a plethora of intricate arts and crafts, clothing, and shoes. Although it rained almost every day in the late afternoon, I did not let this discourage me. I marveled and delighted in the irony that it was in the 70s and very comfortable while back at home there was a hot, humid, and dry spell soaring into the 90s. At times, having no street signs to go by made me feel hopelessly lost, but I eventually found my bearings. I decided to just go with the flow and enjoy the ride. I indulged in the mosaic expanses of greens, blues, and browns and the delicious foods and drinks that I encountered: chocolate churros, citrus batidos (fruit shakes or smoothies), platanos duros (fried and sweetened bananas), and of course, the staple meal, gallo pinto (rice and beans mixed together) that is served as often as a person breathes. I still find myself wishing that I could go back and take part in the many more things that Costa Rica has to offer. Five weeks is simply not good enough in a place where time is always of the essence. How I long to return to further enrich and expand my understanding of the world. Now, I have friendships and memories that will last me a lifetime. Forever is a long time, but I surely will not forget anything I experienced. The Costa Rican people are friendly and accommodating beyond belief. I would highly recommend this program to anyone who is interested, yet particularly urge all of the nursing intents or majors to participate. Nursing is quickly becoming a profession that requires the need for cultural competency, and what better way to achieve this than to strive to become bilingual, especially in the Spanish language. This will allow you to be more marketable and well-rounded in the minds of future employers. It will do nothing but improve your career prospects. I would constantly say to myself (and the collective people of Costa Rica would tend to agree): “Respira, tranquila y pura vida!” (Breathe, relax, and pure life). It is a philosophy that I do my best to live by every single day of my life. I encourage you to do the same.



Photo: Erin Kirkpatrick

A Costa Rican sunset.

A UNIQUE COURSE: A PRESIDENTIAL OPPORTUNITY

BY JESSICA GERACI, MATH AND ADOLESCENT EDUCATION MAJOR

This spring semester, Brockport Honors students will have the unique opportunity to examine the presidential race as it unfolds. For the first time, Dr. James Fleming of the Political Science department will be offering his Honors American Politics course in the Spring semester. At the suggestion of his wife, who teaches in the Department of Education and Human Development, Dr. Fleming came to Brockport specifically to teach his Honors seminar after 30 years of service to RIT.

In past fall semesters, Dr. Fleming's course was "structured as an introductory course to American politics". The course is centered around Madison's Federalist papers, specifically numbers ten and 51. From there, Dr. Fleming builds the history of the United States with a human perspective: "My intent is to make sure the student[s], since this is a course in American politics, have a conceptual framework from which to understand the way the system works and then to supplement that with a couple of readable books". Next semester, Dr. Fleming's "readable books" will be Barack Obama's *Dreams from my Father* and John Heilemann and Mark Halperin's *Game Change: Obama and the Clintons, McCain and Palin, and the Race of a Lifetime*. These choices will allow Dr. Fleming and his students to "focus on Obama's election, what went wrong, and whether he's going to be [re]elected". The course will also look at Obama's promise to the nation and what has gone wrong in the last three years.



Dr. Fleming

The intrigue of the last election, the prospect of Obama's reelection, and an already tight Republican primary drove Dr. Fleming to offer his class in the spring. We can already see an interesting race unfolding in terms of the Republican nomination, and Dr. Fleming sees former Massachusetts governor Mitt Romney as Obama's toughest competition in the Republican party. Romney, however, "still has not succeeded in selling himself to the conservatives in his own party who don't totally trust him," Fleming says. Romney's religious affiliation as a Mormon is also controversial for the Baptists of the deep South. Says Fleming, "religious warfare might break out in the republican party, which would save Obama". The course will also allow students to examine the role of women in the presidential elections. Hillary Clinton's role in the 2008 election was obviously major, and Michele Bachmann's campaign for the current Republican nomination adds a level of excitement and forward momentum for the country.

I asked Dr. Fleming for his thoughts on whether the country is ready for a female leader in the White House. "I'm ready for one," he says. "I've lived with a female leader for 35 years, who kept her own name. Yeah, I think so. That's one of the beauties of the country, that we have and continue to break all [of] these ceilings. Catholics, blacks. Just the symbolism alone is magnificent, I think. We might get a Mormon president before that."

"I think it could go either way." So do I.

ALPHA CHI INDUCTEES: FALL 2011

COMPILED BY DARLENE WATERS, PROGRAM SECRETARY

The following Honors Program students were inducted into The College at Brockport Omicron NY Chapter of Alpha Chi:

Emily Bettendorf, Mathematics
 Rebecca Bloom, Recreation and Leisure
 Laura Clark, Women and Gender Studies
 Kathryn Des Jardin, Environmental Science
 Nicole Fuller, Psychology
 Kelsey Hall, Psychology
 Kerrie Keenahan, Nursing
 Erin Kirkpatrick, Nursing
 Jonathan Lottes, Mathematics



Cody Luettger, History
 Sophia McKissick, Psychology
 Paul Nasri, Exercise Physiology
 Sarah Page, Psychology
 Justin Pitts, Environmental Science
 Allison Sawyer, Accounting
 Kristen Scotty, Health Science
 Stacy Wicks, Biological Science

SABBATICAL IN INDIA: SPRING 2011

BY DR. PRIYA BANERJEE, ASSOCIATE DIRECTOR

According to the Joint United Nations Programme on AIDS (UNAIDS) (2010), although India trails behind only South Africa and Nigeria in terms of the burden of the HIV worldwide, the epidemic there is slowly declining. India's National AIDS Control Organization (NACO) implemented the National AIDS Control Programme (NACP) to control the epidemic and it is now in its third phase.

But there is work to be done.

Young people in India lack knowledge about HIV and also have misconceptions about modalities of transmission, and many harbor negative attitudes towards those who test positive for HIV. And research indicates that youth in India seem to demonstrate a feeling of invulnerability and are not concerned about acquiring the disease.

In 2006, NACO reported that 31% of HIV infections in India were among the 15-29 age group. While little is known about the specifics of sexual health risk behaviors of college students in India, several studies allude to changes in sexual mores of urban, English-speaking college students. About a decade ago researchers discovered that sexually transmitted diseases such as gonorrhea and syphilis are major problems for young people in urban India where social change is rapid, marriage tends to be delayed, and traditional restraints on premarital intercourse are reduced. A casual observer of India's urban youth will not deny that India's jean-sporting, iPod-carrying, Smartphone-texting, English-speaking college students today are not too different from urban college students anywhere in the world.



Dr. Banerjee in India



Photo: Priya Banerjee

A street vendor selling MANGOES! India's national fruit is the indescribably delicious mango – I hadn't eaten a real Indian mango in almost twenty years.

All at once, everything that is unique to India was in my face – the smells; the sounds; the music; the dirt; the colors; the smiles; the wonderful, vibrant chaos.

A week later, still not completely over my jet-lag (I am convinced it gets worse as I grow older), I leapt into data-collection mode. I met with Dr. Gopal Bhatt, principal of H.K Commerce College, Dr. Gayatri Doctor, and others from four prominent colleges, who made it possible for me to visit with their students and quiz them about the HIV.

(Continued on page 6)

I was granted a research leave of absence for the Spring 2011 semester. I decided to go to India and immerse myself, just for a few days, back into college life. I formulated my research project around this question: "how much do urban, English-speaking college students know about the modes of transmission of the HIV, and what are their attitudes towards people with HIV or AIDS?"

I connected with an expert in the field, a sort of regional advisor to help with the logistics—getting permission from local colleges and arranging meetings with key personnel to allow me to visit campuses to collect data—conducting an HIV education workshop or two in exchange. India was hot—about 95° F—and humid when I landed in my home city of Ahmedabad in Gujarat State. The intense heat hit me in the face as the door of my Saudi Arabia-owned airplane opened. Day One in India had begun.



Photo: Priya Banerjee

This is a photo of a typical "expressway" One of the hazards is cattle – one has to stop for them.

SABBATICAL IN INDIA: SPRING 2011 (CONTINUED)

BY DR. PRIYA BANERJEE, ASSOCIATE DIRECTOR

This is where it gets interesting! I am Indian, I wore a Salwar Khameez the entire time I was in India, but I seemed to be perceived as a foreigner – not one of “them” anymore. My participants seemed a little indignant that I was surveying them about the HIV. “So you don’t think we know anything about the HIV, is that it?” or “we’ve been doing this for a while, why do you want to know...” or, “do you in America not think we know nothing about the HIV?” [sic] These were some thematic responses from all my savvy, jean-wearing, iPod-connected, Smartphone-texting urban college student participants! They were right, preliminary data analyses have revealed that their knowledge of HIV modes of transmission is very accurate, but what is also high is their level of prejudice against people with HIV or AIDS.



Research conducted in a classroom.

I came back to the States with 435 complete surveys and a new perspective on college students in the country I left behind. There was even a little dog who wandered into one of the classrooms to escape from the hot mid-afternoon sun and joined my data collection effort. After completing about four weeks of work, I decided to travel a little bit, visiting family and friends. I went to the cities of Mount Abu in picturesque Rajasthan, Pune, Kolhapur in Maharashtra state and Tirupati in Andhra Pradesh.

SUMMER RESEARCH OPPORTUNITIES

BY AMANDA NAPIERLSKI, EARTH SCIENCE AND ADOLESCENT EDUCATION MAJOR

This past summer I was given the opportunity to participate in the SUNY Undergraduate Summer Research Program, where I was able to conduct field and laboratory research in partnership with one of my professors. I studied phosphorus fractionation in a local creek and examined the past and present sources of phosphorus pollution. Just a few weeks ago I travelled to Minneapolis to present the project at the annual Geological Society of America’s national conference, which has an average attendance of 6,000 people. It was remarkable to present research done here at Brockport to the national science community. This was an amazing opportunity to learn skills that I would not have had the chance to in regular science classes.



Photo: Amanda Napieralski

On a different, spooky note...

Last spring my boyfriend and I were taking a walk around campus and we saw this huge tree stump behind Hartwell. We took some pictures by it, and three pictures of me in this same stance...notice anything strange about this picture? This is the only one of the three that has the strange white streak across the front. Who knows, this may be one of the Hartwell ghosts. All I know is that Hartwell at night now gives me the creeps!

My word of advice to students who are interested in a research opportunity is to continue to build positive relationships with your professors and others within your department. If professors are looking for someone to assist them with their work, they want motivated, friendly students that they know will take their work seriously. Do not be afraid to ask professors if they have a research assistant position open or if they have a project that they may want assistance with in the future, always let them know you are interested. Putting yourself out there is a great way to form connections in any field, so go take that chance.

A SUMMER OF BEEKEEPING

BY CAITLIN VANDEWATER, ENGLISH MAJOR

Ever wonder where honey comes from? I bet a lot of people think honey production resembles a scene from *Winnie the Pooh*. Sadly, as much as I would want to stumble across a large tree filled with the stuff, honey production has been turned into a science, and a hobby for many. For the past two summers, I have had the pleasure of working for a beekeeping company located about a mile from my house. Founded in 1979, Betterbee, Inc. serves as both a learning center and supply company for beekeepers across the country. Although I am not in the field (meaning in the beeyard; I work in Shipping and Receiving), my two summers of being around beekeepers and their supplies has given me a lot of random knowledge of the field.

When I first started the job, my knowledge of beekeeping was at the bare minimum. I knew honey came from bees, beeswax was somehow produced in the hive, and that beekeepers usually wear what I thought were hazmat suits. I really had no idea what I signed up for; I spent the first half of my first day re-boxing beeswax blocks and counting bottles to be shipped out. There was no sign of bees or honey, spare the honey we sold from the showroom.

By my second full week, I was picking orders for people across the country, and handling items which, at the time, seemed more like weapons instead of beekeeping tools. I was disappointed to find out that beekeeping suits are not hazmat suits at all, but normal fabric with veiling. I learned that despite tasting sweet and looking pretty, honey is a pain to clean out of your hair and clothes, and beeswax is incredibly difficult to scrub out of your pants once it is ground into the fabric. As days went by, it was becoming apparent that there is a lot more to beekeeping than bottling honey and herding bees into large wooden boxes.

There are of course the obvious factors that go into raising a successful colony: you need the right tools (frames, hive keeping tools, beesuits, and most importantly, bees!), but more importantly, you need time to devote to your bees. Beekeeping can be time-consuming; if you do not have the time to maintain a clean and healthy environment for your bees, you are not going to yield a good honey crop. Like any other animal, bees are subject to diseases and infections, which can be devastating to your colony. You have to monitor the hierarchy that forms within the hive; in order for the entire colony to be happy, the queen has to be happy. If there is anything you need more than time, it is patience; in the first year of keeping bees, the honey crop is less for human consumption, more for sustenance for the bees. There is the expectation that if you take care of bees, you are automatically going to yield a large amount of honey, but the bees need food too! Without enough honey, the entire colony will falter, and both your time and the lives of the bees are wasted, and ultimately we miss out on even more. Honeybees are responsible for approximately 80% of all fruit, vegetable, and seed crops in the U.S. alone, so it is important to take care and caution while beekeeping. Their tiny presence directly affects our food supply!

THE TRANSFER'S GUIDE TO THE BROCKPORT CONUNDRUM

BY PETER RYDZEWSKI, SOCIOLOGY MAJOR

Welcome to college! Before we begin I would like to congratulate you on making it this far in your college career. As transfer students, you may think you know everything about the college life; however, contrary to personal belief, you have much to learn. For this reason, I would like to go over a few things that you should know in preparation for a happy stay here at our institution:

1. When registering for classes, pick topics that are of interest to you and your major. If you haven't declared a major, take time to think; do not pick based on desired salary.
2. If you will be living on campus, make as many friends as possible. Yes, even the scary football jocks can be welcoming. But always remember: sleep is your *best* friend.
3. Before the first day of classes, create a map of your day-to-day academic schedule by exploring the campus. This will ensure that you will not get lost or overwhelmed on the first hectic Monday morning.
4. Walking around campus and concentrating on homework requires an adequate amount of energy. If time permits, attempt to eat three meals per day. If you are always on the go, be sure to pack small snacks such as apples and granola bars.
5. A college bed should be well-equipped with two pillows: one for your head and one to drown out the sound of loud music at 3 a.m.
6. Be inquisitive and outgoing: in the first few weeks, it will be valuable. Even if the campus seems like its own city, let the people at the top know your name.
7. Most importantly, learn to throw a Frisbee. Because it is the quintessential college activity, a majority of your free time will be dedicated to the art of flying disks.

* This is not a definitive guide. Your own personal guide will be constructed based on mistakes and personal experiences, all of which will be considerably enjoyable.

STOP BEING IGNORANT: KNOW WHAT'S IN YOUR FOOD

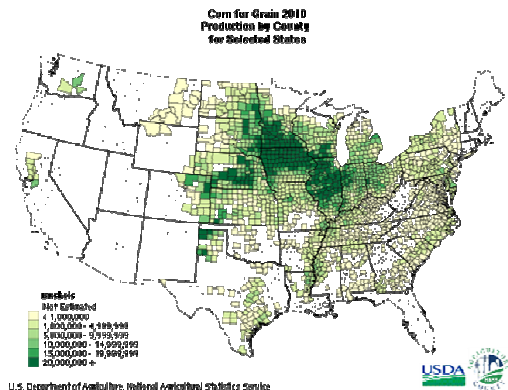
BY NICK KINNEY, PSYCHOLOGY MAJOR

"Don't eat that, it is covered in chemicals." I have heard this before, as I am sure many of you have, but who has actually contemplated the idea of harmful chemicals on their produce? I used to be right there with the majority of people thinking to myself, "Stupid tree hugging hippies don't know what they are talking about". However, recently I had the privilege to hear the plenary speaker at the 2011 National Collegiate Honors Council Conference, Dr. Tyrone B. Hayes, speak on his research into the common herbicide atrazine.

Atrazine was introduced in the mid-1950s and has been one of the most widely used herbicides since. Atrazine is used mostly on corn crops, but is also used on sugar cane and other crops. The herbicide is used for weed control and helps substantially improve crop yields. Sounds good so far, right? Wrong. Atrazine was banned in the European Union in 2004 due to studies showing harmful effects from exposure to the herbicide. Dr. Hayes, a biologist and herpetologist from the University of California at Berkeley, is best known for his research into the effects of atrazine on frogs. Dr. Hayes and his colleagues found that at concentrations 30 times lower than allowed by the EPA, atrazine in water caused male frogs to become hermaphroditic or at least lose their ability to reproduce effectively. Hayes explained that atrazine causes these sexual abnormalities because it increases the production of aromatase, an enzyme that converts testosterone to estrogen. Dr. Hayes went on to explain that other research has shown the same effect on fish and mice. At this point if you are not environmentally conscious you may be thinking, "Who cares if there are hermaphroditic animals running around?" This is where the research becomes frightening. Dr. Hayes went on to explain that breast cancer is linked to higher than normal levels of estrogen. If small amounts of atrazine can increase estrogen in animals, what about humans? Also, if levels of atrazine continue to rise on produce and in the water, who is to say that the reproductive abnormalities seen on frogs will not begin to affect humans in a similar manner? Now, atrazine is most widely used in the United States in what is known as the Corn Belt. The Corn Belt includes many Midwestern states such as Iowa, Illinois, Indiana, and Michigan. However, this does not mean that atrazine isn't used in our own backyards.

Of course I am not going to stop eating corn or drinking water from the tap, but these studies do make me think twice. So stop being ignorant and know what is on your food and in your water.

To tell the FDA to label your food, visit <http://www.change.org/petitions/tell-the-fda-to-label-gmos>.



INTRODUCING YOUR NEW PROMETHEAN COPY EDITORS

BY JOHN LACOURT AND KENT LESTER

John LaCourt

Academic Major: English with Adolescent Education Certification

Year: Junior

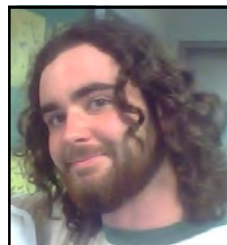
Hometown: Windsor, NY

Favorite Food: ICE CREAM!

Favorite Band: Red Hot Chili Peppers

Favorite Sandwich: Reuben

Favorite Quote: "Is mayonnaise an instrument?" ~Patrick



Kent Lester

Academic Major: English with Adolescent Education Certification

Year: Senior(ish)

Hometown: Avoca

Favorite Food: Soups

Favorite Band: Infected Mushroom

Favorite Sandwich: The After-Thanksgiving: turkey, taters, stuffing

Favorite Quote: "You know what thought did? Planted a feather and thought a chicken would grow." ~Old Afrikaner saying

MENTOR VS. MENTEE

BY ELIZABETH CRAMER, JOURNALISM MAJOR



Photo: Elizabeth Cramer

Elizabeth and her peer mentoring group meeting in the library.

Being a good mentor and a good mentee are two completely different roles. Many times, people do not think about this difference until they become a mentor and see the differences first-hand. Being a mentee does not take much effort. You go to meetings, participate in the awkward icebreakers, and do whatever work they assign you for the next week, like building up your resume or writing a four-year plan.

Being a mentor, however, takes planning and a little more thinking and trying. For example, you have to be

the one to think of the icebreakers to put your mentees in the most awkward situation possible. Then, at least they will have something to bond over. Mainly, “why are they making us do these weird things like answering questions that are written on a volleyball or flipping over a sheet while we are still standing on it?”

Being a mentee is a little harder because you are placed in a group with six or seven random strangers and three mentors and expected to get along with them and meet with them mostly every week for the first semester. The biggest hope is that you do not get the one person you cannot connect with. Also, freshmen can really miss out on making friends, hanging out, and doing their homework during that measly hour.

But sometimes, for mentors, this hour is not enough. Mentors are expected to hand mentees a guide to surviving all four years of their college career, and some skills for surviving life beyond college, at a meeting held for an hour once a week, if that. Mentoring is difficult because, not only do you have to plan, but you also have to have the school figured out yourself. How can a mentor be a good teacher if he or she does not even know what to do? Mentors have to find all of the resources that the freshmen might need and guide them on where to find them and how to use them.

Mentors also have to think about what kind of relationship they want to have with their mentees. Do they want to be friends? Respected? Big brother or sister? Fortunately, the role of mentor is an easy one to take on with the help of fellow mentors and the Honors mentoring coordinators. The planning and thinking are a little easier with two other mentors to help. I am grateful to both of my fellow mentors and to all of my mentees who are wonderful, fun people. Each week, when we meet, we have fun and get things done. Our group of ten girls has a great atmosphere. We talk about the funny stuff that goes on in our classes and dorms. We vent about weird professors or roommates and then we take care of business.

Through being a mentee one year and a mentor the next year, I have learned to appreciate what people did for me in my freshman year. I have also learned how much some freshmen may need a friend and I am glad to say that I feel that I have provided this. After having so much trouble finding friends during my first year and seeing whom I can not connect with, I can pass on my hardships and lessons learned.

“I have learned to appreciate what people did for me in my freshmen year...[and] how much some freshmen may need a friend and I am glad to say that I feel that I have provided this.”

~Elizabeth Cramer

THE CREATIVE HONORS STUDENT: ART AND POETRY

Your Best

By Amber Karpie

Emotions tumble, tearing holes,
Tears rain down as destruction tolls,
Snapping every logically held thread,
Torn for the moment inside my head,

Vitals crash as tides fail steady,
Without a crash cart handy or ready,
Slipping back to hideous dreams,
Subconscious stealing bleeding seams,

Without a motion your hand reaches out,
Beneath the waves of fear and doubt,
My eyes are cleared with visions new,
Focusing sights on thoughts of you,

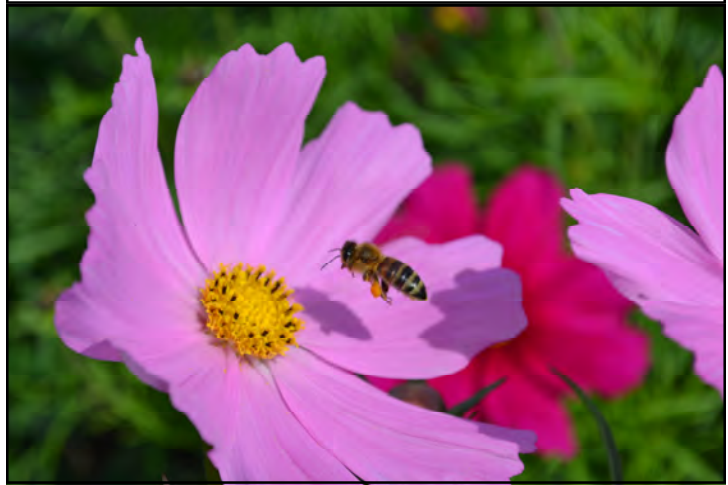
A turn of control as emotions dwindle,
My heart keeps up as love is kindled,
Panic lessens in far away frights,
The sun seems to shine away the dark nights,

A breath of compassion fills my lungs with care,
A replacement for fickle things of blood and air,
The mind is fumbling but all is sound,
As all systems go on this steady ground,

Off again you set but your presence lingers,
The touch of your chest, your arms, your fingers,
Tho far away physically may the heart always rest,
Close to your love, your life, and at most your best.

From Nymphenburg Palace, Germany

By Brandon Nunnery



Foundation

By Justin Jackson



THE CREATIVE HONORS STUDENT: ART AND POETRY

Waste, By Arthur Rothfuss III



HONORS CLUB OFFICERS 2011-2012

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Sophomore Representatives: Kelly Carolan, Joseph Jackson

Freshman Representatives: Chloe Greeley, Chloe Leibrick,
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You do not have to be an officer to attend. All meetings are held in the Honors Lounge.

HONORS PROGRAM HOMECOMING FLOAT



Contribute to *The Promethean*!

The Honors Program Newsletter is an award-winning publication dedicated to the Honors Program faculty, students, and alumni. Articles are written by Honors students and are designed to provide information to the Honors community. Content will include a variety of topics, including research, Honors Program news and events, student and professor spotlights, experiences, and creative work. For submissions or more information, please contact Justin Jackson at jjack4@brockport.edu.

Honors Program Office: Holmes 219; open 8am-4pm
Prometheus sculpture on cover created by Arno Breker.

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