

Honors Project students building community: Film 329 student, Kelly Gulbrandson and English 329 student, Rex Lam enjoying the Linda Mar Beach sunshine.

Image by Laila Talpur



NEWS

26 Miles of History

Written by Shayan Amini
Edited by Laila Talpur

On Wednesday, February 26th, students from Tim Maxwell's revolution-inspired seminar visited Stanford University, hoping to strike oil in the fields of information in the Hoover Institution archives. The archives, which are open to the public, offer roughly 26 miles of original historical documents from all over the world. That's only a few miles short of a round trip from San Mateo to San Francisco. Founded in 1919 by future President Herbert Hoover, who claimed to be Stanford's "first student", the Hoover Archives truly lives up to its grand reputation in the academic world. Braving the rain and the Stanford parking meters, Honors Project students enjoyed a rewarding, informative, and wildly successful adventure into the past.

Outside the massive Hoover tower, students were greeted by the welcoming smile

Contd. on pg 3

Honors Students Storm Berkeley

Written by Darian Gibson
Edited by Samantha Trump

On March 5th, a group of CSM Honors Project students joined Transfer Services Department's Mike Mitchell and counselor Kathy Sammut on a trip to UC Berkeley's campus. It was a foggy day but that didn't stop everyone



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Dee Dee Pickard

LETTER FROM THE EDITOR

"The most important reason for going from one place to another is to see what's in between, and they took great pleasure in doing just that."
— Norton Juster, *The Phantom Tollbooth*

Here, in the middle of the semester, we Honors Project students are deep into our projects -- making the long trek "from one place to another". Some of us veterans are revisiting familiar phases of transition as we lean into the research, others of us are surprised to see our projects taking on new, unexpected dimensions. Whichever direction our research may be heading, we are each ultimately journeying toward self-discovery.

This, the theme of our 3rd edition, reminds us of the extraordinary perspectives we gain when we embark on a new path. As you'll see in the following pages, some of the Honors Project community have recently traveled through miles of archives, traversed the CSM campus on missions to decode riddles, visited new campuses, hiked through far-off lands and even searched through the stars.

What makes all of this exploration meaningful and rewarding is that we get to do it together. Though we arrive at our own answers (both personal and academic), exploring the questions with one another is what gives such a rich experience to those involved in honors research.

This semester we've continued to build the Honors Project community. *The Labyrinth* has been joined by new writers and editing staff, The Project club has grown in numbers, new and prospective honors students have applied for the next term of the Honors Project, and CSM faculty members (like Fred Berry, professor of communication studies) are lending their support and expertise throughout the various stages of research.

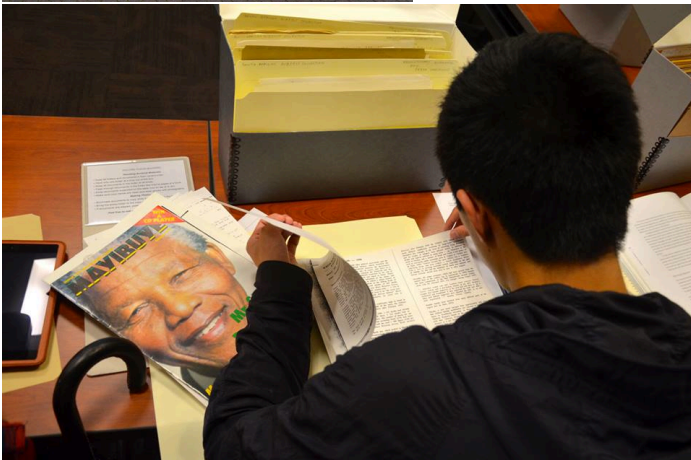
As usual, I'm astonished by the amount of dedication I see in students and faculty during this process and my heart is warmed by the enthusiasm of those who choose to journey together, taking pleasure in the in-between.

Keep Reading, and enjoy the ride!

Dee Dee Pickard
Editor-in-Chief

of Jill Golden, one of the many archivists employed by the institution. Following an informative orientation, the students had the chance to delve into file boxes containing rare, historical documents. These documents, some which have rarely been seen, related to topics such as education, space travel, and well-known revolutions in history. Honors student, Samantha Trump, recounts her experience, “I was stuck reading and sifting through various newspaper articles, court transcripts, declassified pentagon material, amongst many other materials relevant to my proposal. When I say ‘stuck reading’ I mean that in a good way.” The experience helped the students solidify their research direction and form new inquiries related to their topics. Several made plans to continue sifting through the rich history filed away on the institution’s shelves. Stay tuned to find out what their research uncovers!

The archives are open to the public Monday through Friday, 8:30 am to 4:30 pm. For more information, visit the Hoover Institution Archives website at: <http://www.hoover.org/library-and-archives/hours-and-directions>



The Project Leads the Hunt on St. Patrick's Day

Written By Danny Netzer
Edited by Dee Dee
Pickard

On March 17th, The Project club sponsored a traditional St. Patrick's Day scavenger hunt. Sign-ups were held during the St. Patrick's Day fashion show, put on by CSM's fashion club, in front of Building 10. Inspired by one of the many festive “town game” events, a tradition of St. Patrick's Day in Ireland, The Project members decided to bring a little Irish spirit to CSM by designing and implementing the scavenger hunt around campus.

The hunt consisted of a series of riddles, leading to specific locations throughout campus. The solution to each riddle revealed the next location, which revealed the next riddle, and so on. Participants received an email including the first riddle the evening of March 17th, and each of the five teams who signed up began strategizing for the scavenger hunt. The event, which concluded with a final riddle that led teams to take a “selfie” in front of the firehouse building, was a lighthearted way for honors students to celebrate the holiday with fellow classmates on the CSM campus. The first place team was awarded a pair of Beats headphones, and members of the second place team were awarded \$15 Starbucks gift cards.

Thanks to all who participated and stay tuned for future events sponsored by The Project.

Honors Students Storm Berkeley Continued from Page 1



from enjoying what the university had to offer. The first stop was Sproul Hall, home to the Visitor Center, Financial Aid Office, and other helpful service centers. Tour guides split the students into two groups and toured the major halls such as Wheeler Hall, Moses Hall, Sather Gate, Sather Tower, and Memorial Library. The last stop was in the Valley Life Science Building, the biggest building on the Berkeley campus and home to a giant T-Rex skeleton overlooking the Museum of Paleontology. After a fun, information-packed tour, everyone headed into the classroom for the Admissions Information Session. The session, led by UC Berkeley counselor Gina Clayton, included a crash-course in the basics for applying to UC Berkeley. CSM alumni, now attending Berkeley, shared their personal stories of achievement and fielded questions on the application process from the crowd, elaborating on the programs at CSM that made them more competitive applicants, such as Honors Project, AGS, PTK and student Government,. The CSM group was able to hear a variety of current



Berkeley students discussing their chosen disciplines and majors and get advice about how to apply to these specific schools. After the motivational and informative session, the Honors Project students enjoyed lunch, compliments of the Berkeley campus.

When asked about his experience on the tour, prospective Berkeley student Hanna Haddad said, "The whole experience was rather pleasant. It was pretty cool to experience a 4-year college campus on just another day."

The Transfer Services Department at CSM offer a number of free tours each semester which are open to all students planning to transfer. Additionally, representatives from universities all over the state conduct

counseling appointments at CSM. Check with the Transfer Services Department to find out about upcoming tours and college counselor representative appointments. Happy college hunting!



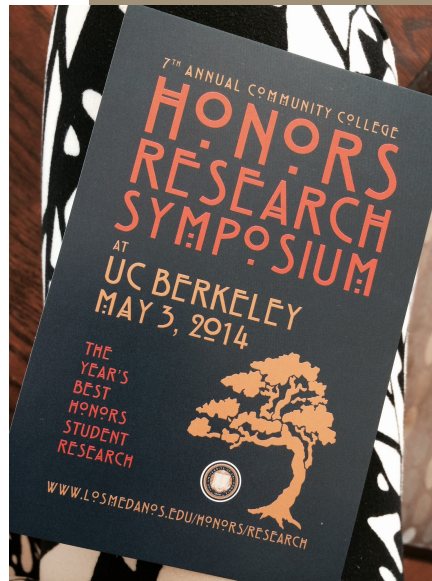
Honors Research Symposium Calls

Written By Tim Maxwell

Edited By Dee Dee Pickard

Congratulations to the six Honors Project students, who have been selected to present their fine scholarship at the Honors Research Symposium on May 16th at U.C. Berkeley, a daylong academic conference for Honors students from all over California. Ryan Garrett, Andrew Gleeson, Erin Harris, Divyashish Kumar, Bernie Leung, and Laila Talpur will now begin the long road to Berkeley, working with their peers, their mentors, and the Honors coordinators to refine their projects and their oral communication skills for their 15-minute presentations.

After the announcement, the Honors Coordinators called a meeting with the students, the first of a series to help them develop their presentation skills. Frederick Berry, adjunct speech professor, generously accepted an invitation to assist and joined them, offering his time and expertise, as did five of the six students. The group agreed to meet at the same time every week until the conference. Students were provided with the fundamentals about how to rethink their papers as presentations, informed about how they could use speech lab, and encouraged to think of themselves as a team. The weekly meetings will function as workshops designed to help the students succeed when they take the academic stage not



only at Berkeley this year but beyond.

All CSM students are welcome to attend the conference which will feature a keynote address, 84

student presentations (in three concurrent sessions), Afro-Caribbean music, and an exciting day on the Cal campus. Please make plans to support our students and enjoy a day of intellectual stimulation. **Those who want to attend should register by Monday, April 14th.** The \$25 registration fee will include admission to the conference, lunch and admission to transfer workshops held after the conference by Berkeley faculty.

Who's That Girl?

Written by Linda Olmos

Edited by Hanna Haddad

She's the talk show host for the "Real World Explosion After Show", you might have seen her on MTV's "Girl Code" or, you've heard her on her 7pm radio show on Wild 94.9. Her name is Nessa and just like us, she began her journey to success at community college!

After graduating from Aliso Niguel high school she attended Saddleback community college in Los Angeles where she studied for two years before being accepted to both Stanford University and University of California Berkeley with the Regent Chancellor Scholarship. Nessa attributes her acceptance to a 4.0 GPA, her

commitment to the community, and a powerful personal statement. During her time at community college, Nessa joined Phi Theta Kappa, Spanish Club and International Club, becoming an active member in her college community.

Motivated by her initial rejection from multiple colleges during high school, she sought to

prove her worth as a community college student. To Nessa, reinvention was still possible. She turned down the invitation from Stanford and decided instead to attend Berkeley, a campus which, to Nessa, embodied a more active and urban lifestyle.

Today, Nessa has a powerful message for community college students who strive for success. In her words, "I just wanted to be a normal girl who has dreams and goals. I wanted to be the voice of reason for the streets as well as the voice of positive energy."

Please join us on April 22nd at 1pm in the Bayview Dining Room, where The Honors Project will host an exciting and empowering event with guest speaker, Nessa who will inspire us with her story and show the CSM campus what success after community college can look like.



Motorcycles and Astronomy

Written by Justice McPherson
Edited by Ronnie Perez

Out-of-this-world conversation with Honors Project foundation instructor, Darryl Stanford

Motorcycles and astronomy, what more could anyone ask for? According to CSM's own Darryl Stanford, not much.

"I ride my Harley, get here, go to work, I mean how awesome is that?" Professor Stanford, who teaches astronomy, is a resident expert on everything that is space. He's been with the College of San Mateo for almost 12 years, dating back to when the planetarium was located where building 10 is now. "That was literally my office. It was like one room and a 30-foot planetarium. It was all funky. [I was] glad when they were going to build this one because I was going to have an office with people," Stanford said. Luckily he gets an office near plenty of his colleagues, but that wasn't the only thing that changed when the college received the money to build a newer planetarium which would attract the attention of would-be astronomers.

"We have such a good observatory ... better than any school in the area... And so for a two-year college to have top notch equipment, and for students to use it to do phenomenal things, I think is just unreal."

Before Professor Stanford was witness to CSM's becoming a leading campus for quality



astronomical research in the Bay Area, he was a self-proclaimed "hard core geek", growing up in the projects of East Harlem, New York. According to Stanford, his passion for astronomy came when he visited the school library and found books on space and the atom. His mother bought him a

telescope, and along with his shortwave radio, he would look up at the sky. “Where I lived was a really bad neighborhood, so I couldn’t play with anybody. I just listened to all these countries and things.” Stanford admits that learning languages is a personal hobby of his, and he enjoys conversing in both Russian and German and some French as well. Between college and graduate school, Darryl worked with



“We have such a good observatory ... better than any school in the area... And so for a two-year college to have top notch equipment, and for students to use it to do phenomenal things, I think is just unreal.”

Above: Professor Stanford poses atop his Harley.
Below: Stanford visits the Grand Canyon with his dog, Shayna.

U.S. Immigration, allowing him to cultivate his interest in other languages. “I didn’t like being a cop, but I liked speaking to other people in different languages. I learned a lot that way,” Stanford recalled. He was also well traveled before landing a teaching position at CSM. He went to school in New York, spent time in Montreal, and received a Master’s Degree in Astronomy from Toledo, Ohio. After 15 years of experience working in planetariums, Darryl decided that he wanted to teach his passion to others, and education has been an important



“That was literally my office. It was like one room and a 30-foot planetarium. **It was all funky.** [I was] glad when they were going to build this one because I was going to have an office with people.”

part of his life ever since. To date, Professor Stanford has advised three Honors Project students and likes what he sees.

“I can see how they are shaping their ideas and when they shape their ideas and put it to paper it’s really neat because it gives them a dimension that they weren’t quite aware of before...” Stanford draws a parallel between what the Honors Project seeks to accomplish and what he wants to accomplish in his own classes. It’s about interaction, he believes, and that is what really gets students involved with their subjects.

“...the Honors Project folks are essentially doing research, and they’re talking to other students, and they’re really honing their research skills which help them when they transfer. I don’t like to just lecture. I like to walk around and talk and get people to interact, and it’s a smaller version of what you guys get to do.” He feels that the College of San Mateo isn’t short on professors who get their students to interact and feels that it’s a unique place for students. Part of that belief comes from what CSM has done with regards to their Astronomy department, offering the first certificate for Astro Imaging in the state. “I like where astronomy is going...we’ve got students doing all sorts of crazy research. You know there’s this supernova that exploded six weeks ago and we’ve got

students taking spectra of this super nova. I mean here’s something that blew up and they’re actually measuring how fast the gases are expanding... That’s way cool.” Stanford isn’t alone at CSM in his passion for space. The campus provides an incredibly unique opportunity for astronomy enthusiasts to study the stars with state-of-the-art equipment, and all at a two year institute. Darryl epitomizes what makes the College of San Mateo so unique. He loves his field, and he cares about his students. When they get excited about space, he gets excited and all of the sudden there are two people who love learning instead of just a teacher and a student. When you’re up on the observatory deck using one of the 20-some-odd telescopes at the school’s disposal, take a second and thank that guy who rides his Harley into work every day with a smile on his face, because he helped put them there.

“Motorcycles and astronomy, that’s my thing.”



New and Improved Seminar Courses Approved

Written By Tim Maxwell

Edited By Dee Dee Pickard



When Honors students register for their seminars this fall, they will find new (and improved) items on the menu. Instead of MATH 329, FILM 329, or BIOL 329, the new Honors courses will be listed as IDST or Interdisciplinary Studies 101-104. These changes represent more of an evolution than a revolution, a clarification rather than an overhaul, but Honors students should be aware of them and plan accordingly.

What Will Change

Gone will be the common confusion that FILM 329 is a course about film and not the Honors seminar for Humanities/Social Science cluster.

The new courses will further emphasize interdisciplinary research, exploring in greater depth the different possibilities and limitations of, as well as the underlying rationales for the various approaches to research that students from a range of disciplines in the clusters will be needing to understand and employ. In other words, they will learn how the nature of the question--as defined by the discipline--psychology, math, or English, for example--will determine the kind and quality of the research that needs to be performed. More reading about interdisciplinary research will be required.

Also, these new courses build on one another. A new student will choose between IDST 101 (Humanities/Social Sciences) and 102 (Math/Science) for his or her first seminar. For their second seminar, students seeking to be Honors Scholars (completing the three-course sequence) are strongly encouraged to choose 101 or 102 in the other cluster. For their third and final seminar, students will choose either 103 (Humanities) or 104 (Math/Science) based on their greater interest. In this third course, they will theoretically be working on their capstone projects,

exploring topics in greater depth and with more highly refined research knowledge and skills. Third-term students will also be expected to take on the clearly defined role of mentor for first and second semester researchers.

The new course titles will expand the possibility for different faculty to take on the challenge and privilege of teaching the seminar.

And, lastly, the new courses stand a better chance (no guarantees yet) of earning UC credit. Currently, students must petition for this once they are attending a UC. This will also make our application to coveted UCLA Transfer Alliance Program stronger.

What Won't Change

The Seminars will still focus on a broad theme or lens through which to consider the content of Foundation courses in the cluster. Close collaboration both between students themselves and among students and faculty will still be central to the course. The progression from theme, to proposal, to annotated bibliography, to drafting, to final paper submission, and Showcase presentation will remain the same. These changes will not result in more work for students in the seminars, just clearer expectations and more refined content.

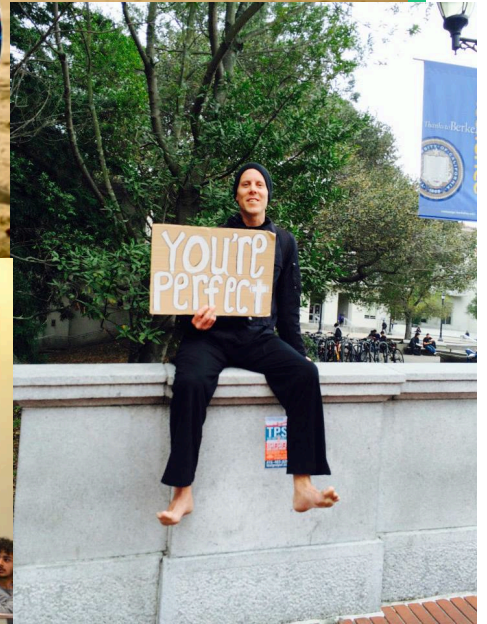
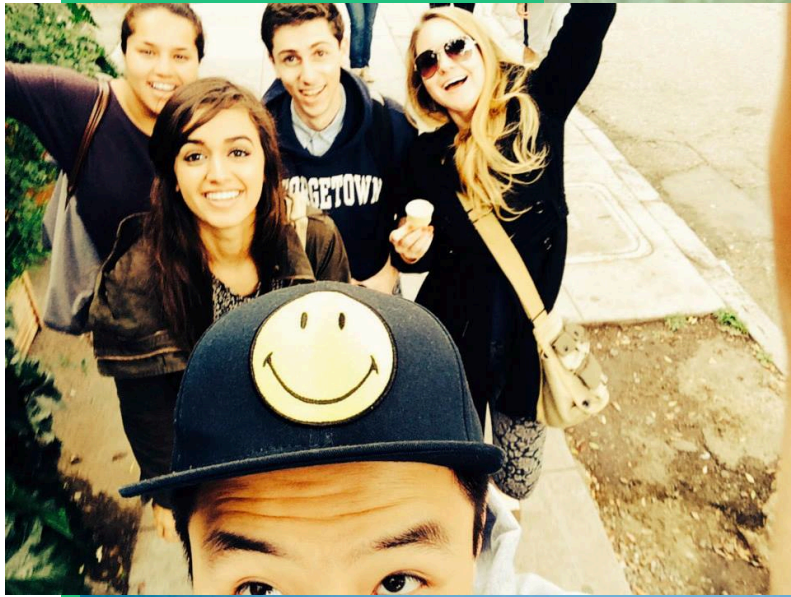
Spring Registration

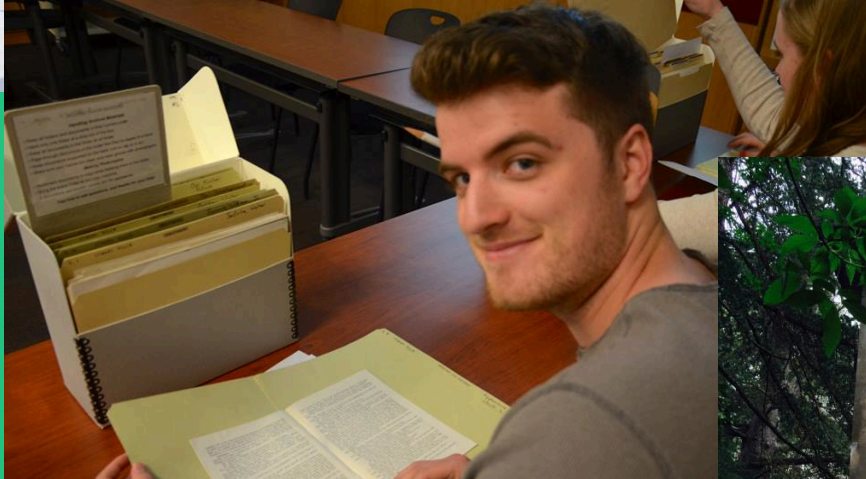
When students register, they should choose their IDST courses as they would have chosen their 329s, according to their research interests, their SEPs, their interests in the different seminar themes, their goals within the Honors Project, and the seminars they have taken previously (no students should take IDST 103 or 104 without previously taking 101 or 102 respectively). Note that the IDST courses will not appear in the printed schedule, but they will show up on the electronic schedule.

Honors students should make sure to use their priority registration to sign up for their fall honors seminars. Those who have not met with a counselor to make their SEP must do so immediately or they will not get priority registration. Also, those who have not taken a seminar for two consecutive semesters will not receive priority registration unless they consult with one of the coordinators as soon as possible.

David Laderman and Tim Maxwell enthusiastically invite those of you with questions to come and talk to them about scheduling or anything else.

MOMENTS







Maxwell in Pagan,
Burma, 1984

Two Different Rivers

Written by Dee Dee Pickard
Reporting By Rex Lam
and Ishmael Maxwell

“I didn’t have a particular **destination** in mind, it was all about the *journey*.”

Luckily, for CSM students, Honors Project coordinator, Professor Timothy Maxwell’s journey has led him to spend the past seven years teaching English in the language arts department, inspiring passion in his students and helping to redefine honors on the CSM campus. How did his distant travels help shape his identity? Professor Maxwell reflects upon his own story of personal legacy, tragedy and discovery.

If you’ve ever encountered Tim Maxwell on the CSM campus, you might have already guessed that teaching is in his blood. “My father was a community college English teacher, just like me. I loved what he was able to give to his students and how he inspired them to do more than they expected of themselves, and that’s always been why I teach.”

From an early age, Maxwell’s experiences growing up helped form his decision to follow in his father’s footsteps. When he was eight years old, his family spent a year moving through Europe in a truck with a camper and very little money. He recalls on one occasion, his father took his mother to the doctor, leaving him and his younger

brother alone with their camper parked in an old lot where bands of Roma gypsies lived outside the walls of Avignon, France. Maxwell remembers trying to make friends with the other children while his parents were gone. “It was actually pretty scary,” he says.

Of his return to the U.S. the next year, Maxwell recalls, “I always felt I was a little different from the other kids.” Not knowing where he fit in, he hung out with a diverse group of friends and eventually began feeling more secure and excited about the future. In his senior year of high school, Maxwell convinced his best friend, Scott Safreed, to bicycle with him through Europe and revisit the

places to which he’d traveled with his family years prior. But their plans and Maxwell’s sense of stability were extinguished on Memorial Day that year when the two of them were broadsided by a 16-year-old drunk driver coming home from a party. Both Maxwell and Safreed were thrown from their vehicle, Maxwell through the passenger window and Safreed through the rear window. Maxwell landed 30 feet from the car, suffered injuries requiring 230 stitches and remained in a coma for several days. His parents were told he had a 15-20% chance of surviving the night. His friend, Scott Safreed, died of internal bleeding at the scene of the crash. “Hardly a day

goes by that I don't think about my car accident. And hardly a day goes by that I don't think about Scott."

After the accident, Maxwell recuperated, briefly staying with friends away from home and the town that reminded him of the terrible loss of life and sense of innocence. He later enrolled in Foothill Community College, where his father taught, and a year after his accident, he set out to take the trip he'd planned with Safted, alone. "I traveled on the barest minimum of money. I slept in parking lots. I slept on trains. I hitchhiked. I would sleep in youth hostels and wherever." Maxwell's travels took him through England, France, Germany, Holland, all of Scandinavia, the USSR, Greece, Italy, Pakistan, Burma and Nepal. Traveling had become a necessity for Maxwell, as it was on this journey that he began the process of grieving his best friend's death and uncovering his own identity. "Every one of those experiences, every one of those encounters changed me in one way or another."

But coming home after such a long time away and so much exposure to the world outside wasn't easy for Maxwell. "It was always like living in two worlds and like having my feet in two different rivers," he tells. "I felt different because I had seen things in the world that... I did not know how to communicate to the people who had not had those experiences." Again, his travels had shaped his perspective on his place in the world in a way that he yearned to reveal, but which also distanced him from those whom he longed to reach. "I found out who I was, but I found that to be something that was hard to share with people." In his teaching, Maxwell calls on this experience of trying to communicate the unfamiliar. He encourages his students to find

their own voices and tell their own stories through writing, reflection and collaboration, and he becomes invested in their individual journeys of self discovery. "I want to help students learn how to be understood."

The Honors Project, which Maxwell and colleagues developed and debuted in the fall of 2012, employs a unique model which enables this kind of communion between students, teachers and research. He says, "Independent journeys that are about discovery, that are driven by curiosity, about the unfamiliar, about working hard to make the unknown known, are very important. I believe that our students can go on journeys of a kind through their own research."

Maxwell believes that students can have encounters with the unfamiliar "right here at CSM." His encouragement is a principal factor in the achievements of numerous Honors Project students, and he continues to champion them as they embark on academic and personal journeys of research, exploration, and revelation. To those who, through their involvement with the Honors Project, choose to follow their own unique paths of inquiry, Maxwell offers this advice, "Know yourself and where you want to go, but be willing to go somewhere else if the world pushes you in that direction. And if you're trying to find an answer to a research question -- be open to the research sending you off in a different direction and maybe to a whole new destination."



Top: Maxwell in Genoa, Italy, 1973
Middle: Maxwell (left) in Tibet, 1987
Bottom: Maxwell and his son Ishmael in Nicaragua, 2013

Challenging the Stigmas of Seeking Mental Help

Written By Brenda Lara
Edited By Louise Noble



I'm starting to become angry at people's refusal to seek help. I see people I care about making choices that lead them to more suffering, knowing it could have all been prevented had they had better awareness of themselves, the people around them, and their emotions.

Seeing them like this, I feel helpless because I'm not a professional and can't always help them with their pain.

When I suggest they go see a counselor or therapist, they often challenge me, saying, "Why? Do you think I'm crazy?" or "I've tried, but my parents won't let me" or "I have friends for that, and I don't need no therapist!" Not only does this attitude toward therapy demonstrate many misconceptions around getting help but it shows the harmful effects this illogical stigma has on our society.

I remember when I wanted more than anything for one of my close friends to go to therapy. Nina (not her real name) had been raped, was in an abusive relationship, and had very low self-esteem. When I told her she needed to see a therapist, Nina told me she was too afraid to reach out. She felt ashamed of going because she felt people would know something was wrong with her. I saw Nina struggle with her issues throughout the years, battling the same insecurities, making the same mistakes and coping with it by telling herself that everything happened for a reason. Yet, the stigma against seeking help has remained a huge barrier for her.

The stigma may play a big part in people like Nina failing to seek guidance; factors related to culture, gender, and age often make it worse. For example, cultures in the Middle East tend to be intolerant of mental illness, intensifying the stigma and preventing Middle Easterners from seeing the help they need.

In today's society, far too many people hold the misconception that mental illness equates them with being dangerous, wacky or incapable. Consequently, many shy away from the help they need because of the stigma attached to mental illness. Despite the negative connotation of mental illness, we will all benefit greatly if we all can feel more comfortable addressing our emotional and mental needs.

While talking to friends or other people in one's support system is helpful, often those seeking help have deep rooted issues that friends or family members simply are not qualified to handle. Also, putting aside the problem doesn't solve it; it only hides it. However, a student who seeks therapy has the opportunity to explore sensitive issues, understand them, and most importantly,

learn how to overcome them. Working with an encouraging therapist can help students gain insight and learn how to better

confront their problems.

Recently, my friend Tom (also not his real name) applied to various universities, but more than anything he wanted to be accepted to UC Riverside. He waited to hear back from the schools he had applied to, but he was not admitted. Not only did he have to deal with the rejection from his dream school, but at the time he was also facing family issues. All of this came about while he was trying to balance his course work, relationships with friends, and struggles with his own self-esteem. Yet, instead of trying to handle this huge amount of stress by himself, Tom sought out therapy, which allowed him to talk about finding ways to cope with his stress and anxiety. With the therapist, he was able to identify patterns in his behavior, explore emotions and figure out the steps to solve issues. Tom and I agree that therapy and the process of changing oneself definitely takes time and effort, but it is something we must do if we want to get better.

Luckily, as students of College of San Mateo, we are given the opportunity of free access to counselors on campus. It turns out that those health fees that all students are required to pay at the beginning of each semester are put to good use! A student can meet with a therapist for a 50-minute session once a week, free of charge. Most of the therapists are interns working on their Master's degrees in psychology and are all under the supervision of a board-licensed psychologist. The therapists at CSM offer a safe and confidential environment where students may talk about a range of issues that affect them on a daily basis including relationship issues with friends or significant others, family dynamics, and general school stress.

Taking the first step to reach out for help is always difficult, but addressing problems head-on leads to resolution and ultimately growth. It's easy to forget in the stress that surrounds us on a daily basis that we have to take care of ourselves emotionally in order to succeed in school and other areas of our lives.

We must let go of the stigma about therapy, stop judging others and ourselves about our mental health, and seek help when we need it; this way things can and will get better.



Image by Laila Talpur

“Extra! Extra! Honors Student Makes Front Page!”

Written by Laila Talpur

To *Labyrinth* readers, Dee Dee Pickard is known as the Editor-in-Chief. To her peers, she is a model honors student and a friend. What many don't know about her, however, is her background and how it has shaped her. The recent release of the College of San Mateo summer schedule has now changed that. Featured on the front page in an article titled “Student Success Story,”

Pickard discusses her music career, being a single mother, and joining the Honors Project.

It's no surprise that Pickard was chosen to represent student success at CSM. While she raises her delightful teenage daughter and continues her successful career as a vocalist, she has managed to maintain a 4.0, worked hard in the Honors Project, and participated tirelessly in extracurriculars, such as Alpha Gamma Sigma, Human Rights Day, The Project, and *The Labyrinth*. The piece discusses how the Honors Project has helped Pickard develop as a student, make her new friends, and build her passion for her intended major, psychology. It also details Pickard's involvement in various clubs and plans for her future in academics. Her story illustrates just how diverse the students in the Honors Project are and exemplifies the level of commitment honors students have to their academics. This piece is definitely worth a read!

Calendar/ Important Dates

- 4/14 - Symposium Registration Deadline for Attendees
- 4/17 - Honors Project Mixer
- 4/18 - SEPs Due
- 4/29 - Honors Priority Registration
- 5/3 - Honors Symposium (Berkeley)

April 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Symposium Reg. Deadline	15	16	17 Honors Project Mixer	18 SEPs Due (On File)	19
20	21	22	23	24	25	26
27	28	29 Honors Priority Registration	30	1	2	3 Honors Symposium (Berkeley)

COMING UP

Spotlight On: Christy Conway

Edited by Kelly Gulbrandson

TL: How long have you been involved in the honors project and what made you interested in it?

CC: This is my first semester in the honors project. I joined so I would feel more prepared when I transferred to a four year university. Since I am a film major, I chose Film History II as my foundation course. The honors seminar allows me to go more in depth with cinema.

TL: What is the most exciting thing about being an honors student?

CC: Getting to be in a classroom with people who truly want to be there to learn. It gives the seminar a positive atmosphere. It also allows me to pick my own topic, one that I am passionate about, instead of being told to research something I may not have interest in.

TL: What is the subject of your honors research paper?

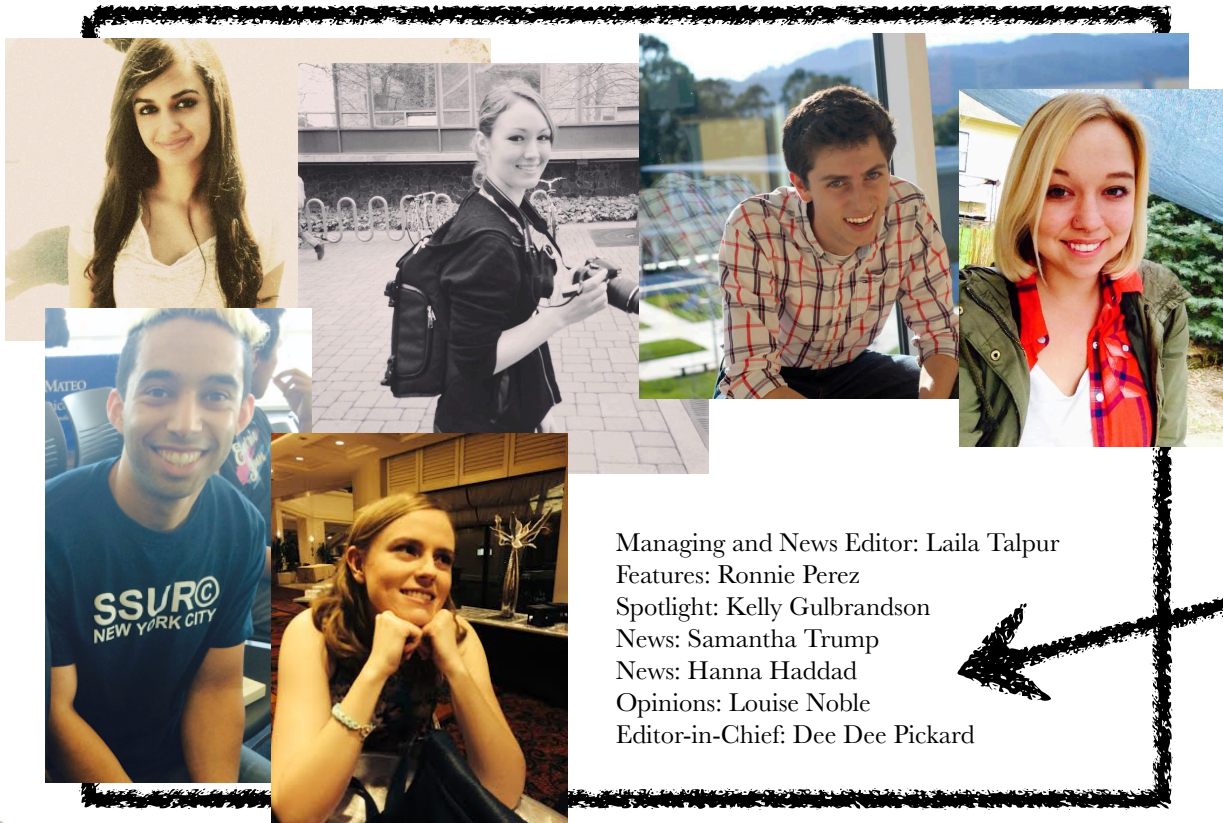
CC: I will be looking at Star Trek at three different stages in the franchise: The Original Series, Next Generation, and the latest J.J. Abram's installments. I will be examining the downfall of Hollywood, the Blockbuster, and remakes and researching how they have affected these three different stages in the franchise. I will also be arguing that the remakes of the newest installments have created a positive outcome for the Star Trek Franchise.

TL: What field are you hoping to break into once you finish your studies?

CC: I love movies. They were a part of my childhood and have been a source for my imagination. I plan to be a part of the creative process in film production.

TL: How will being a part of the honors project help you in your future academic career?

CC: Since the honors professors make sure their students are on the right track with producing higher level research, my experience will enable me to feel more confident with the level of work that I'm doing. It gives me an idea of what seminars are like in graduate school.



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