Honors Taking a Close Look: Self-Reflection for Improvement

The University of Iowa Honors Program is currently conducting a self-assessment that we hope will yield information and insights that can be used to improve the Program. For the first time ever, Honors is looking closely and systematically at how Honors students use the many curricular and co-curricular opportunities the Program provides. With a team of four Honors students (Elizabeth Davidson, Katy Kinney, Liza Minor, and Liz Schorsch), we are reviewing patterns of student engagement since 2006, developing and administering survey questionnaires for current students and recent graduates, and researching how honors programs and colleges at peer institutions are structured and managed. In this issue, Director Art Spisak anticipates possible changes, student writers highlight a variety of Honors opportunities, and a spotlight on English illuminates honors in this popular major.

The A-Team, short for Assessment Team, pictured here on the balcony overlooking the Honors Student Center, are Elizabeth Davidson, Katy Kinney, Liza Minor, and Liz Schorsch.
Dear Current Honors at Iowa Students, Honors at Iowa Alumni, and Honors Friends:

Since last September (2011) we at Honors at Iowa have been involved in an assessment of our program. What prompted us to take on this extensive project? Our program is unique compared to other honors programs nationally in that we currently have a very large number of students (approximately 6,500, which is over 30% of our undergraduate population), a varied menu of options through which our Honors students can enrich their education and college experience, but no requirements to remain part of the program and graduate as a member other than maintaining at least a 3.33 grade point average. While our current program with its extraordinary flexibility has certainly enriched the education of many students, it is quite unusual in that almost all honors programs require a certain number of honors classes and experiences.

As a result of this unique structure—this lack of programmatic objectives and requirements, some students are very active in the program, but many more have done little that is Honors-worthy other than maintaining a B+ gpa. The purpose of our assessment, then, is to give definition and specificity to our broad programmatic objectives (e.g., enriching the classroom environment and promoting intellectual engagement beyond the classroom). In other words, we want to establish specific learning objectives with attendant student learning outcomes that are easily measured. This very likely means that in order to reach our learning objectives we will be adding requirements to participate and graduate in our program.

Since what we find may result in major changes in our program, we are proceeding carefully. We feel our best guide to what our honors students want and need from an honors experience is the record of what our most active students have been doing in our program. To that end, we are gathering data on about a thousand of our students who entered the Honors Program in 2006: whether or not they lived in Honors housing; what Honors classes they took; what Honors events they attended, etc. Also, we’re surveying our current honors students and alumni/ae in order to get their feel for what they want in the program. This data on our recent and current honors students will be key in determining our specific objectives and direction.

As a result of our assessment we will by this summer have identified a list of objectives for honors students at Iowa that are compatible with what our recent and current students have told us, the practices of our peer institutions, national guidelines for honors programs, and the vision of our own Honors Program staff and honors faculty across campus. These objectives will have the effect of defining who we are and will be the basis for any changes we institute in the program.

I personally see this process of assessment and reevaluation as part of the natural development of a resource-rich Program that has produced many distinguished graduates over its fifty-plus year life. Look for updates in the coming newsletters on the results of our assessment.

From the Director
Dr. Art L. Spisak
When was the last time you saw a poster about a 90 year-old bug collection? Heard a euphonium concert in below freezing temperatures? Learned about a potential cancer treatment developed in part by a University of Iowa undergraduate student? Dr. Robert F. Kirby, the director of the Iowa Center for Research by Undergraduates, or ICRU, has seen them all as part of his role in developing and running the Fall and Spring Undergraduate Research Festivals. Though the Spring Undergraduate Research Festival (SURF) existed before ICRU’s entrance onto the scene in the fall of 2007, the Fall Undergraduate Research Festival (FURF) is a product of ICRU, developed for students graduating mid-year who might previously have missed out on presenting their research in the spring. “Many students who have never gotten the chance to present their research before are getting a chance,” Kirby said of both festivals. Providing students with that opportunity, he adds, “is tremendously exciting.” Both festivals are open to any undergraduate student involved in conducting research. Though at its inception the festival was dominated by students in the natural sciences, Kirby said ICRU is “trying to be open…and bring people in from other areas.” He estimates that in recent festivals approximately 15-20% of participants have been involved in research in the arts and humanities.

“Early on, it was much less common for the arts and humanities,” Kirby said. “Without doubt, there’s now better representation across disciplines.” Kirby believes that part of the lower rate of involvement from the humanities involves the difficulty in getting the word out about the festival, but the disparity may also involve the form of presentation; the festival’s use of posters for presenting projects can more challenging for projects in the humanities, Kirby said. Previous years have seen projects combining poster presentations with other means of presentation. Kirby recalled listening to a euphonium ensemble give a live performance of their music. “Of course, [everyone] is welcome,” Kirby said.

Other differences since the festival’s early days include a change in venue from the lobby of the Belin Blank Center to the ballroom at the IMU or the walkway space of the University Capitol Center. The larger venue became necessary because the festival has grown three times larger since its beginnings.

Did you know?

The Iowa Center for Research by Undergraduates opened in 2006 to assist honors students with research grants and mentors.
The space at the IMU is shared with the James F. Jakobsen Graduate Conference; the undergraduates present in the morning and are followed by the graduates in the afternoon. The interaction between undergraduate and graduate students at conference time, Kirby said, “Is a nice way to complement the overall perspective that research is important as an institution” to the University of Iowa and “sets the format for continuing education in graduate or professional school.”

The 2012 Spring Festival was held Saturday, March 24th. Students who are involved in undergraduate research can receive funding and credit towards graduation, both through ICRU as well as other sources. ICRU annually presents the Excellence in Undergraduate Research Award in four areas of study: Arts and Humanities, Mathematics and Engineering, Natural Sciences, and Social Sciences. These awards are available to students of junior standing who will be returning as undergraduates for the next academic year, and each award comes with a $1,000 stipend and a travel allowance to attend a conference in their area of study. The conference not only gives students a chance to present their research, but also gives the public an opportunity to see work that might otherwise go unnoticed.

“People can see and talk to students...[and students] are not just presenting at a conference within their own discipline,” Kirby said. Seeing the research done by the students at the festival “makes other people realize the opportunities available. Science isn’t something to keep hidden away. It needs to be shared with others.”

Nick Rolston presents his research on nanowire growth at FURF.
Currently living and working in Beijing, China, Tom Niblock is a graduate of the University of Iowa class of 2007 with degrees in economics and religious studies. Employed by the State Department, Niblock works as a consular officer at the US Embassy in Beijing, China. “I interview people who want to go to the United States and decide if they qualify for a visa,” he says.

Although he was not able to study abroad in a traditional sense, he was able to spend two summers working as a high school camp counselor in Ukraine after his freshman year in college. It was after the experience of teaching English there, he said, that he first thought about joining the Foreign Service. “It was a great experience, so I started looking for internships in foreign affairs.”

After doing some research, he discovered the Pickering Fellowship his sophomore year, and after applying, won it. “It paid for the rest of college (including graduate school), provided a few summer internships, and required a commitment to join the Foreign Service after graduation.” He went on to intern at the US Embassy in Manila, Philippines and did some of his graduate school research in Azerbaijan.

In addition, Niblock was an Honors Program Liaison to the Iowa City Foreign Relations Council. “I helped choose speakers for the council luncheons and encouraged students to attend.” He also worked with student government, and helped to coordinate activities with the Tippie College of Business, where he was a Youth Advisory Board member.

Having lived for several years in the dorms, Tom says “the best ways to make connections while at Iowa were to join activities I found interesting and to get involved in the residence halls.” Living in the dorms also gave him more outlets for spreading the word about projects he was involved in, from working with new speakers at the ICFRC to Tippie College of Business events and activities.

But even Niblock can look back and wish he had made a few changes. “Sadly, I did not take Chinese in undergrad or grad school,” Tom says. “Before leaving for China, I spent about 9 months learning Chinese at the State Department’s language school in Arlington, Virginia,” and he has continued to take classes in Chinese since moving overseas.

If you’re interested in living in a foreign country and you need to learn a language, Tom says “the earlier you start, the better you can get.” Even some of one-semester-hour language classes would be better than no experience at all.

At the end of the day, Tom believes that “it doesn’t matter so much what you do while at Iowa; just being involved in activities you find interesting will be good for your future career,” and Tom certainly knows what he’s talking about.
The Department of English at the University of Iowa is home to an Honors Program that promotes rigorous academic research as well as the inspired writing for which Iowa City is known. English is a kaleidoscopic discipline, one in which the potential areas of interest and expertise are virtually limitless. Fittingly, the English Honors Program is a dynamic and multifaceted one that engages and challenges high-achieving English majors who have a variety of backgrounds and passions.

English Honors students are required to take at least two Honors Proseminars—small, intimate courses that require substantial reading and research. Past proseminars have focused on such topics as Radio Essays, Digital Poetics, Immersion Writing, Visual Cultural Studies, Poetry in an Age of Information, and Paradise Lost. With such colorfully comprehensive offerings to choose from, honors students are enchanted.

“I actually wish I could have taken more Honors Proseminars, because each semester I find the description of at least one of them fascinating,” explains Alexander Strong, a senior. “And,” he notes, “the classes are filled with other students who are just as interested in the subject matter as I am.” While the more advanced coursework is difficult, students tend to find that the rewards far outweigh the challenges. “The Proseminar I took this fall in Visual Culture Studies was one of the most academically rewarding classes that I’ve taken,” says honors student Katherine Ryan. “The Proseminars allow you to tackle topics more in depth with other dedicated students.”

Students’ work in the Proseminars culminates in a fifteen-to-twenty page essay. As Katharine Kress, an Honor student and creative writer, says, “The high caliber with which the Honors professors expect you to write can be a challenge—intimidating at the very least.” This emphasis on reading, research, and the development of a well-sustained, lengthy piece of writing serves to prepare English Honors Program students for the capstone in their academic career as undergraduates: the Honors thesis. English Honors students can choose to write any of the following different types of theses:

**Types of English Theses:**

- Literary or Cultural Studies Thesis, which makes an original contribution to existing critical thought on a student’s chosen topic
- Electronic or Multimedia Thesis, which may consist of hypertext, CD-ROM, website, video, audio, etc.
- English Education Thesis, which concerns theoretic perspectives in the field of English education
- Creative Writing Thesis, which may consist of fiction, poetry, or creative nonfiction
- Interdisciplinary Thesis for Double Honors, which synthesizes research in two separate departments

English Honors theses consist of twenty-five to sixty pages of text, depending on the type of thesis chosen. The five thesis options, combined with substantial demands for research, critical thinking, composition, and revision, inspire a plethora of projects that are startling in their originality and depth.

“My creative nonfiction thesis, The Reality of Dreams, is about memory and the senses,” explains Kress. “It is visceral and honest, and it tells the story of my childhood that just one year ago even I didn’t fully understand.” While projects like Kress’ require a certain degree of inner exploration, those like Strong’s demand a critical gaze directed decisively outward, and backward. “My thesis is mainly about Francis Godwin’s The Man in the Moone,” Strong says, “which is claimed by some to be the first work of science fiction in English.”

**Did you know?**

Nearly 100 students completed Honors Theses in 2011.
First published in 1638, *The Man in the Moone* features space travel, a geese-powered flying machine, and a utopian world inhabited by aliens. But beneath the whimsy, says Strong, there is a “sophisticated text that’s juggling scientific, theological, and epistemological problems.” These are the aspects into which his thesis delves.

Meagan Conley’s creative fiction thesis bears a subtle resemblance to *The Man in the Moone*, in spirit if not in content; perhaps English Honors students will study it some 350 years from now the way Strong is studying Godwin’s work. “The project is called *Tales of Ibere*,” explains Conley, a senior, “and features a sentient river called Sanjiv Anat. It is a collection of short stories that take place on the planet Ibere. The stories are about the people who live there, both the native Ibereans and the humans who have moved in.”

Whether their thesis is as imaginative as Conley’s or as scholarly as Strong’s, all students in the English Honors Program must take a Thesis Workshop. With a professor leading them, workshop students become familiar with each other’s projects, and offer constructive criticism that elevates the quality of each of their theses. “The workshop is a great sounding board,” says Ryan, whose creative nonfiction thesis is “about the way people relate to their landscapes, and what ‘home’ means; I’m using my own family and their history in Iowa to explore this.” Ryan found the workshop’s intense writing schedule conducive to make progress on her thesis. “Our workshop leader always had helpful advice,” she says, “and even though that class is over, I still get together with other members of my workshop so we can discuss our projects and keep each other going.”

In addition to the Proseminar and workshop professors, as well as their peers in the English Honors Program, students also get support from their thesis advisors, members of the faculty whom they choose soon after determining just what direction their projects will take. Students meet regularly with their advisors, who offer guidance, solutions to problems in writing and research, and recommendations for reading. (Even students writing creative theses are required to produce an annotated bibliography of the texts that informed their project.) The advising process is mutually beneficial—students refine and deepen the complexity to their work, while faculty experience the thrill of working with English majors who are truly excited about their chosen discipline. “I’m in awe of the students!” enthuses Professor Doris Witt, Director of the English Honors Program. “They are very bright, certainly. They love words—reading, writing, reveling in language, basically. Some fall more toward the creative end of the spectrum and others really enjoy doing research, but all are intellectually curious and self-motivated.”

With that curiosity and motivation, English Honors students produce work that not only contributes to the existing critical conversation taking place about literature; they also create new literature for those who follow in their footsteps—the English majors of the future—to discover and dissect.

Natalie Brown is a graduate assistant in the English Honors Program

Pictured: English major Meagan Conley’s honors thesis is a collection of fictional short stories called *Tales of Ibere*. “The option of writing a creative thesis has been highly popular,” says Professor Doris Witt. “Students working on creative theses can benefit from the more ‘traditional’ training in research and writing about literature that the English Honors Program emphasizes; by the same token, the perspectives these students bring to the classroom can also benefit their professors and classmates.”
Honors Students Show Off Skills:

The Honors Program showcased student talent during two nights of talent shows, February 26 and March 4, 2012, in Macbride Auditorium. The events brought together current and prospective Honors students as part of Iowa LIVE!, a campus visit program for high-achieving students. Honors students played host as visitors stayed overnight in Daum Honors House, learned about the Honors Program, and got a closer look at campus.

(left) Members of the Hawkeye Ballroom Dance Club perform a ballroom-style duet.

(right) The members of Paperback Rhino, 2011-2012 champions of the Upper Midwest Regional division of the National College Improv Tournament, performing improvisational drama

(left) Amy Toruño strides across the stage in the vocal music performance that won the show. Toruño has performed in professional opera shows and is auditioning for the televised singing competition “The Voice”.

(left) Members of Paperback Rhino, 2011-2012 champions of the Upper Midwest Regional division of the National College Improv Tournament, performing improvisational drama
(right) Female singer/songwriter Rai Parfait performs an encoded love song in folk style.

(left) Ben Schlotfelt and Scott Myers of improvisational drama group Paperback Rhino.

(right) Nils Thorson accompanies Andrea Stone on the piano. He performed at both Iowa LIVE! talent shows and placed 3rd.

(left) Emcee Nick Rolston presents Matt Ferry with the 2nd place award for the night.
India has two-way streets! This may not seem extraordinary to most Americans, but these bustling roads lack yellow-dashed medians, which creates an extraordinarily different environment all together. Cars, trucks, cows, bulls, dogs, chickens, tractors, elephants, camels, rickshaws, and pedestrians all share one road, essentially creating one lane, for two-way traffic. Thus, I am thankful to tell a tale about me and the Indian traffic, people, and experiences I encountered this winter while studying abroad…

Once upon a time, a girl traveled to India. She endured near-death encounters with camels and rickshaws. She screamed. She laughed. She survived every close call. Three weeks later, she returned home and lived happily ever after. The end.

Well, not quite the end. This is just the beginning of my tale. In fact it ends as a revival story.

That’s because while studying alternative energy sources this winter through the India Winterm international development program, my academic and personal goals became clearer than ever before. The people I met, the experiences I encountered, and the places I visited all had a profound impact on my mission. Just like the streets in India, new roads were paved in the ways that I thought, acted, and will eventually live my life. These two-way streets connect me to a country on a personal level, affecting me just as much, if not more, than I affected it. My trip was much more than discovering how I could impact India through alternative energy sources, as I had set out to do. The story ended up to be about how India impacted me.

The goal of my course in India was to engineer a solar cooker, or solar oven, to protect trees from deforestation and to save human lives from the inhalation of toxic wood smoke. In order to engineer a responsible solution to this domestic energy crisis (burning wood for heating and cooking in deforested regions of the developing world), we observed the locals at work. Quickly our class realized the technological solution that seemed best to us, solar cookers, could actually be more harmful than helpful to some of the people we aimed to help.

I came to this stark realization after I traveled ten kilometers with a group of women and children into the Aravallis, the oldest mountain range in the world. I watched as the women chopped down trees with primitive axes and was amazed by the strength with which they carried eighty pounds of wood on their heads, all for the purpose of providing sustenance for their lives. At one point during the trek, I was walking behind a five-year-old girl carrying her own

---

Did you know?

There are several funds available to assist honors students in their extracurricular work. Some of these include the Dunlap Fund, which focuses on awards and co-curricular activities for the students, and the Laster Fund, which supports cross-disciplinary projects. There is also the Davis Fund, which assists with team-teaching of an honors class.

10 • Honors@Iowa
bundle of wood. My eyes began to tear at the sight of her tiny hands balancing gigantic logs above her head. Finding a solution to the energy crisis was no longer an academic assignment to me; it had become a mission. I want to impact the lives of women and children all across the developing world so no one has to endure what these women and children endure each and every day, while still maintaining their way of life and economic stability. I have renewed motivation towards my engineering and global health studies here on-campus, so that I may understand how other villages in high potential solar zones can truly benefit from technology. Finding this passion was the greatest souvenir I could have ever taken back with me to the United States.

As a global-minded engineer, I am empowered by the significance of my research and thankful for its humble beginnings. Because of the Honors travel award I received last semester, I was able to have this experience.

Honors travel awards have been awarded to students since the mid-1990s. They help pay for travel expenses related to conducting off-campus learning or attending national/international conferences. Honors students from every discipline are eligible to apply for Honors travel awards through an application process that takes place once each semester. In addition, any undergraduate student can apply for ICRU travel awards. ICRU (Iowa Center for Research by Undergraduates) has been a major supporter of students pursuing off-campus research since 2007. Travel awards aim to solidify students’ interests and provide hands-on experience beyond the university to help make career choices. Speaking from experience, such support enables students to think limitlessly about the future.

Like any good tale, this one aims to provide one take-away, one “moral” if I may...

...And so, the moral of the story is: if you ever study abroad, watch out for two-way traffic! Successfully navigating the experience...
Get to Know Katy

Name: Katy Kinney
Major(s): Political Science and Economics
Year in School: 3rd year junior
Hometown: Tipton, IA

What are the leadership positions you have taken in college?
Student Government Senator, Captain and Treasurer in mock trial.

If you could offer one piece of advice for incoming students, what would it be?
Don’t overload yourself. It’s good to be involved, but booking yourself from dawn until dusk doesn’t work in college like it did in high school. Leaving time to get food without rushing, exercise, clean, sleep and do laundry is just as important in your day-to-day life as juggling a couple extracurriculars or research.

In addition to the Honors program, what other organizations have you been involved in?
Iowa Mock Trial and Student Government

What has been your biggest challenge in college and how did you conquer it?
My biggest challenge was learning to balance school with work and my extracurriculars. I started to schedule times to study and would go to a separate place to study (like Java House, the BHC, or Teaspoons) with my friends. Agreeing to meet someone to study made it a commitment, so it wasn’t as tempting to surf the web or watch Netflix instead. I started using iCal to list out all of my assignment due dates and exam dates at the beginning of each semester so I know exactly what needs to get done each day.

How do you balance school, work and extracurricular activities? How would you advise students to successfully balance college life?
I lived in Daum my freshmen year and all of my best friends through my time at college lived on the same floor as me that year. My friends have been an invaluable support network in my time in college. We help each other learn about activities and opportunities on campus besides just hanging out.

In your opinion, is it difficult to stay in the Honors program?
It has never been a challenge for me to stay in the Honors program.

What advice would you give to a student thinking about taking an Honors class or graduating with Honors?
It’s always better to do something than regret not doing it later.

What has been your favorite Honors activity or memory?
Mock Trial has been, without a doubt, my favorite part of Honors. It has helped me hone my legal skills and become a better public speaker. Many of my friends are from Mock Trial.
Get to Know Kavin
Interview by Ashley Levitt

Name: Kavin Sundaram
Major(s): Journalism, Health and Human Physiology
Year in School: 4th year Senior, graduating this May
Hometown: Cedar Falls, Iowa

If you could offer one piece of advice for incoming students, what would it be?
Serendipity rewards the daring. Try things off the beaten path with the wisdom that you can’t always foresee which experiences will benefit you the most fifteen years from now.

In addition to the Honors program, what other organizations have you been involved in?
HealthBeat- Health Radio Program, Ethics Society and Ethics Bowl, Iowa City Hospice Volunteer, Student Health Advisory Committee, ARH Dining Advisory Committee, Simply Food- sustainable food group

What is the most rewarding thing about being a peer adviser?
It’s fun to interact with people in a similar stage of academic development that value your experience. Challenges they face resonate with hurdles still fresh in your memory but distant enough that you can provide meaningful advice.

How do you balance school, work and extracurricular activities? How would you advise students to successfully balance college life?
In college, courses come first, but extracurricular activities allow you to explore your passions. The University offers many opportunities for employment, such as research, that help you grow as a student while paying the bills. Balancing school, work, and other activities poses a challenge especially because it's difficult to foresee all of the hurdles you may face in a given term or year. Reflecting on your priorities and objectives can help clarify your schedule and allocate time as you face the unexpected.

How did you get involved in the Honors program, and how has it helped you?
My freshmen year, I lived in Daum Residence Hall and I often made trips across the skywalk to the Blank Honors Center. During one of those treks, I walked into the open office of two peer advisers, Mike Racka and Meredith Parsons. We hung out and talked about serious topics, like course work, as well as light-hearted stuff like things to do for fun in Iowa City. That encounter drew me in a circle of students with a broad range interests and disciplines. As I went through college, this community of classmates challenged me perform well academically and also supported me as I pursued my own passions.

What advice would you give to a student thinking about taking an Honors class or graduating with Honors?
When you take Honors classes, you often receive superior quality of instruction and more engaging material than you would in a non-Honors class. Taking an Honors class can help you enhance your strengths but it also provides a nurturing environment for skill areas where you may have previously struggled.
The 2012 Churchill Scholars have been announced and Iowa has two! Congratulations to Suzanne Carter and Colorado Reed!

Both Carter and Reed have offered invaluable expertise and support to the University of Iowa and the Honors Program—their hard work and utter dedication have set them apart and allowed the University of Iowa to be the only institution to honor two students with this award. The Churchill scholarship funds one year of graduate level study at the University of Cambridge in the United Kingdom. The highly prestigious award “recognizes exceptional students pursuing graduate study in the fields of engineering, mathematics, and the sciences” and is estimated to be worth over $50,000. “Whenever one of our students is recognized at this level of competition, it is clear proof of the extraordinary contribution undergraduates can make to research here at the University of Iowa,” says Art Spisak, director of the University of Iowa Honors Program. “Having both nominees receive the award is very rare in the history of the Churchill Scholarship, but Colorado and Suzanne are exceptional students who were able to access the high level of support needed to successfully pursue challenging coursework and research opportunities both on our campus and with external organizations.”

“Carter, who was awarded a Goldwater Scholarship in 2011, is conducting research on the Chern-Simons and Yang-Mills field theories. Most recently, she spent the past summer living in Paris, working at the Centre de recherché et de restauration des musées de France, investigating techniques to image frescos covered in plaster. Carter will complete the Master of Advanced Study in Applied Mathematics and Theoretical Physics (Part III of the Mathematical Tripos) while at the University of Cambridge and intends to pursue doctoral work in mathematics upon her return to the states.

“As senior members of the UI Honors Program, Reed is an applied physics major from Colfax, Iowa, and Carter, who is from St. Paul, Minn., studies mathematics and physics, both in the UI College of Liberal Arts and Sciences (CLAS).”

The University of Iowa Honors Program thanks both Carter and Reed for their dedication and wish them the best of luck in their future endeavors.

Source: The University of Iowa News Service

Pictured (left) Suzanne Carter, (right) Colorado Reed

---

Did you know?

The Honors Program began in 1957 as the Liberal Arts Honors Program.
Emily Tow is an English Education major, now in her senior year at the University of Iowa. She is involved with Honors@UI through the College of Education’s Honors Opportunity Program and is working on her thesis in education research.

Tonya Vrba is a senior at the University of Iowa double majoring in Journalism and International Studies. She is a passionate writer who loves learning about different cultures. She hopes to pursue a career in writing near the Chicago area after she graduates this May.

Ashley Levitt is a 21-year-old junior from Burlington, Iowa. She has a passion for journalism but a head for business, so she is double majoring. By the time she graduates in May of 2013, she hopes to have a career in marketing or public relations, putting both of her skills to good use. Her geeky obsession would have to be the television show “Friends,” as she can quote all ten seasons word for word.

Maggie Brigl is a 22 year old senior hailing from Cedar Rapids, Iowa. As the Editing Fellow for the University of Iowa Honors Program, she would like to continue her work in the University or publishing setting after graduating this May. In addition to her English and psychology degrees, she would like to earn a puppy by the time school is out.

Brittany Phillips is a junior studying political science and journalism. She is originally from Madison, Wisconsin but is a diehard Hawkeye fan!

Sydney Smith is a junior majoring in English and minoring in International Studies. When she was much younger she wanted to be a ninja-dancer-dinosaur, but now Sydney would like to be one of the Doctor’s companions. Until then, she would like to bide her time as a creator, editor, and researcher of written things.

Allison Kindig is from Cedar Rapids, IA. She is studying Industrial Engineering, Global Health, and Business.
Would you like to give back to Honors at Iowa? There are many ways you can support our program, including scholarships to students, funding for students to present at professional conferences, and stipends for Honors study abroad. It’s easy to give back – just visit our Foundation website at:

https://www.uifoundation.org/GiveToIowa/WebObjects/GiveToIowa.woa/wa/goTo?area=honors