

IOWA

Honors Program

2026 HONORS PRIMETIME: Student Guidebook

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HONORS PRIMETIME SCHEDULE

Sunday, August 16th

Time	Event	Details
Scheduled on your own	Move-In	Contact Housing with any move-in related questions.
7-8 PM	Cookies and Conversation with Honors Program Director Dr. Shaun Vecera	Description: Enjoy some cookies and milk while meeting and asking Dr. Vecera anything you would like to know about college, the Honors Program, and fun facts about himself. Location: Blank Honors Center, Room 440

Monday, August 17th

Time	Event	Details
8:30-9:30 AM	Primetime Check-In MANDATORY	Description: Check-in with the Honors Program staff to receive information about your Primetime workshop and a welcome package! Location: Blank Honors Center Atrium
10 AM-Noon	Workshop Session 1 MANDATORY	See Workshop Classroom Locations list on page 6.
Noon-1 PM	Lunch	Locations: Burge , Catlett , or Hillcrest
1-4 PM	Workshop Session 2 MANDATORY	See Workshop Classroom Location list on page 6.
Evening	On Iowa! Events	Refer to On Iowa! schedule for event information.

Tuesday, August 18th

Time	Event	Details
9-10 AM	On Iowa! Check-In for Honors Primetime Students	Description: This time is reserved for honors students participating for Primetime to check in for On Iowa! You do not need to be officially checked in to participate in earlier On Iowa! events during the week. This time is reserved to help with overall check-in table congestion. Location: International Ballroom (2 nd Floor) in Iowa Memorial Union
10 AM-Noon	Workshop Session 3 MANDATORY	See Workshop Classroom Locations list on page 6.
Noon- 1 PM	Lunch	Locations: Burge , Catlett , or Hillcrest
1-4 PM	Workshop Session 4 MANDATORY	See Workshop Classroom Locations list on page 6.
Evening	On Iowa! Events	Refer to On Iowa! schedule for event information.

Wednesday, August 19th

Time	Event	Details
9 AM-Noon	Workshop Session 5 MANDATORY	See Workshop Classroom Locations list on page 6.

Thursday, August 27th

Time	Event	Details
2-4 PM	Honors Primetime Showcase	Description: Students will sign-up for short shifts in their workshops. If a student has a class conflict, they will need to take a bigger role in their workshop's poster planning and design. See more details in FAQ section. Location: Blank Honors Center Atrium

WORKSHOP CLASSROOM LOCATIONS

Primetime Workshop	Instructor	Location
HONR:1100:0001 Once Upon a Time: Exploring Storytelling Through Children's Literature	Jacqueline Biger	3083 LIB
HONR:1100:0002 How Birds Work	Christopher Brochu	214 BHC
HONR:1100:0003 Exploring Sustainability Science in Iowa	Adam Brummett	216 PH
HONR:1100:0004 Papers Pasts: Letter-writing, Love, and Spycraft in the Early Modern World	Elizabeth Yale & Cheryl Jacobsen	205 NH
HONR:1100:0005 Mindful Leadership	Erika Christiansen	131 SH
HONR:1100:0006 Paris and the Olympics	Roxanna Curto	240 BHC
HONR:1100:0007 Beautiful Music from Oil Barrels? Learn to play the National Instrument of Trinidad and Tobago	Daniel Moore	2400 VOX
HONR:1100:0008 Children and Families in Health Care	Emily Mozena	5300 HSAB
HONR:1100:0009 Lead and Other Heavy Metals in Iowa City Drinking Waters and Soils: Analysis and Environmental Implications	David Peate	135 TH
HONR:1100:0010 Health, Inequality, and Society	Ted Powers	469 VAN
HONR:1100:0011 Choose Your Own Adventure at Iowa!	Bri Swope	2008 HSAB
HONR:1100:0012 Go Outside and Play: Nature, Cognition, and How to Survive in the Outdoors	Shaun Vecera	140 BHC
HONR:1100:0013 Developing the Entrepreneurial Mindset	Bob Walker	S181 PBB
HONR:1100:0014 Haunted: Writing the Ghost Story	Candice Wuehle	114 BHC
HONR:1100:0015 College Stories: What is the University? How Can We Reimagine It?	Colin Kostelecky	E138 AJB

HONORS PRIMETIME FAQs

WHAT IS HONORS PRIMETIME?

Honors Primetime is recommended to all first-year honors students as a fun way to learn about the Honors Program and build connections with peers, faculty, and staff before the fall semester begins! This is a perfect way for students to familiarize themselves with campus and Iowa City, make friends, and learn something new in an active learning environment.

All the learning is done during workshop time—no homework! The evenings are free for students to participate in On Iowa! events.

DO YOU RECEIVE CREDIT FOR HONORS PRIMETIME?

Students earn 1 credit of experiential learning for completion of Primetime.

WHAT IF I MISS ONE OF MY PRIMETIME WORKSHOP SESSIONS?

Students must attend all workshop sessions to earn 1 experiential learning credit. If you miss a session for any reason, unfortunately you will not receive your 1 experiential learning credit. Your time in your workshop is very limited, so your instructor and your classmates need you there!

WHERE IS MY WORKSHOP LOCATED ON CAMPUS?

See page 6 of the guidebook. If you click on the linked locations, it will direct you to an interactive campus map that will help you find your building.

HOW WILL MY WORKSHOP INSTRUCTOR COMMUNICATE WITH ME?

There is a dedicated page on ICON for your Primetime workshop. Some instructors will use ICON to post items for the class. Others will not use ICON at all since it is such a short time.

Make sure you are paying attention to your uiowa email throughout the week. Instructors and Honors Program staff will use this email to communicate important announcements.

WHAT SHOULD I BRING TO MY WORKSHOP?

- Hawkeye ID card to swipe at lunch
- A water bottle
- Snacks
- A notebook and a pen/pencil
- Comfortable shoes (your workshop might have you walking around campus, downtown, or in a park)
- Sunscreen and sunglasses
- Your phone to take lots of pictures!

WHAT IF I LIVE OFF CAMPUS AND DON'T HAVE A MEAL PLAN FOR LUNCHES?

Contact Veronica Sanchez (veronica-sanchez@uiowa.edu), Communications Coordinator, to pick up some complimentary meal tickets.

WHAT IS THE HONORS PRIMETIME SHOWCASE?

The showcase will be on **Thursday, August 27th from 2-4 PM** in the Blank Honors Center Atrium.

Each Primetime workshop will create a poster that illustrates what they learned over the week. This is not only a chance for students to show off the amazing things they did in their workshop, but also learn what their peers in other workshops did.

Each workshop will only create one poster—so this is a collaborative endeavor! Since these are not research heavy posters, this is a chance for students to be creative and have fun with text, format, and images while designing their posters (see end of guidebook for poster examples).

There are a few workshops that might be difficult to translate onto a poster. If this is the case, the instructor will have communicated with the Honors Program to make other arrangements for the showcase. For example, students might give a demonstration or a performance at the showcase instead of designing a poster.

DO I NEED TO BE PRESENT FOR THE ENTIRE PRIMETIME SHOWCASE?

Students DO NOT need to be present for the entire showcase. You will schedule short shifts in your workshop (15–30-minute increments work well).

If you can't make the showcase at all due to class conflicts, you will need to think of alternative ways to contribute to your group.

- Can you take on a bigger role in designing the poster?
- Can you oversee images or text for the poster?

WHAT SHOULD STUDENTS THINK ABOUT WHEN DESIGNING THEIR POSTER?

- Most of your audience will consist of other honors students. What do you think will be most attention getting?
 - What were your workshop highlights?
 - What about the experience surprised you?
 - What challenged you? What made you grow?
 - What did you learn about yourself?
 - What images would you like to use to illustrate your experience?
- How will you divide up the work?
 - Who wants to work on design?
 - Who wants to work on typing up text?
 - Who wants to gather photos?
 - Who wants to take shifts at the showcase to answer questions?

HOW DO I FORMAT AND PRINT THE POSTER?

- The posters will be printed on 36x48 paper. Please adjust your PowerPoint slide accordingly:
 - If using a PC:
 - Open PowerPoint.
 - Select Blank Presentation.
 - Click on Design on the menu bar.
 - Select Slide Size in the top right corner.
 - Select Custom Slide Size.
 - Type 48 inches for width and 36 inches for height.
 - Click Okay.
 - If using a Mac:
 - Open PowerPoint.
 - Select Blank Presentation.
 - Click on Page Setup.
 - Select Custom Slide Size.

- Type 48 inches for width and 36 inches for height.
 - Click Okay.
- Students should submit their poster by **noon on Wednesday, August 19**.
 - You can send your PowerPoint document to Emily Hill (emily-d-hill@uiowa.edu).
- The Honors Program will take care of submitting the posters for printing and picking the posters up before the Honors Primetime Showcase on Thursday, August 27.
- Posters will be pinned to poster stands in the atrium on showcase day.

POSTER EXAMPLES

Children & Families in Healthcare

Honors Primetime 2023 | Prof. Emily Mozena

Tyler, Sophia B., Brooke, Hannah, Heidi, Kyra, Radhika, Sophia K., Shreya, Faith, Sara, Khushi, Tori, Gracie, Karsyn, Ava, Brylee, Eric, Alaina, Alex, Atharva, Anita, Alayna

Day 1

Kindness Rocks

We started class by painting our kindness rocks, which we eventually placed around campus. They represent positivity for all of the students traveling around campus!

Brainstorming

In small groups, we collaborated and shared ideas to answer different prompts:

- Explored various careers in the medical field (both direct and indirect)
- Discussed healthcare settings and the different types of acute + chronic illnesses seen in children
- Went over how to interact with children in different age groups to effectively create a comfortable environment

Scavenger Hunt

We explored the west side of campus and located many buildings that house classrooms and other useful resources for medical school students. Our last stop on the scavenger hunt was UI Stead Family Children's Hospital, where we got a chance to wave at anyone who may have been watching!



Students waved to the Stead Family Children's Hospital Tuesday, Aug. 15.



The scavenger hunt took students around the medical campus.

Day 2

Role Play Clinic/ Introduction to Activities

Previewed and constructed labs for the Stead Family Children's Hospital.

Toured Ronald McDonald House

Explored and engaged with the various amenities and opportunities that the Ronald McDonald House provides to the community through support for the families of the sick and afflicted.

Clinic and Interactions

Interacted with a patient to entertain and educate them about their experience in the hospital. We described some of the everyday things they see at the hospital in a fun and informational setting. We presented them with the contents of their blood through the creation of blood soup, helped them better comprehend X-rays, and made the experience of getting treatment for broken bones more reliable and understandable. We used different candies and food to represent the different components of their blood to create an easy visual. The patient also got their own stuffed animal to reverse the roles and understand a different perspective.



Students hold up their band-aid art at the Ronald McDonald House Wednesday, Aug. 16.



The workshop provided several activities for patients at the house to explore.

Pediatric Play Lab

We combined different types of candy and vegetable oil into a container to resemble what blood is like in a manner that children can participate. We stuck band-aids onto blank sheets of paper. We then used markers and sharpies to create pictures using the band-aid, such as band-aid people. We also discussed other activities, such as using dolls or stuffed animals as ways to comfort children and understand what's happening to them.



Students display 'blood soup' in the Pediatric Play Lab Wednesday, Aug. 16.

Day 3

Perfect Square

This activity helped us understand that everyone goes through changes and experiences. We were each given a square with a picture of ourselves on it and cut it into various shapes. Then, we made a new shape using the pieces of the squares shows how what we consider to be perfect can change as we go through changes.

Medical Dogs

- We watched a "documentary" that described the role that therapy dogs play in hospitals to comfort and calm the pediatric patients.
- The dogs sit with the patients and they perform any act the patient needs to feel a moment of peace.
- The positive impact these dogs make is irreplaceable and critical to the patients' mindset and attitude.



Prof. Adrienne Johnson and Drax visited the classroom Thursday, Aug. 17.



Drax the Dog

- We met Drax, the newest therapy dog, meant to comfort all college students as they take on this new chapter of their lives.
- We learned about his journey to receive his certification and how he was selected as a puppy because of temperament.
- His handler, Adrienne, explained the positive hormone release that both the dog and human alike, experience when in the company of the dog.

Health, Inequality, and Society

Ben Alkhafaji, Alice Doresea, Olivia Frantum, Ella Grossman, Luke Jennings, Zoe Koehler, Rishita Kulkarni, Alessandra Liparoto, Emma Martinis, Maddie McElroy, Natalie Meyer, Aiden Milton, Shreyas Natarajan, Claire Newell, Josh Pagan, Laura Recker, Katelyn Rocha, Taylor Schmidt, Piper Schrank, Steven Siegel, Mohana Sunkara, Lochlan Taylor

Poverty and Disease

- ★ Is disease induced by poverty?
- ★ Is poverty induced by disease?
 - Strong correlation between poverty rate and HIV/AIDS
 - Impact of lack of resources
 - Difficulty of recuperating after during illness

Barriers to Healthcare

- Across nations, cultures, and ethnicities, populations experience differing levels of access to healthcare due to various existential factors
- Resources
 - Transportation
 - Medical facilities with sufficient resources can be scarce
 - Food and Water
 - Improper nutrition due to a lack of resources negatively affects health
- Finances
 - Some forms of health care, through assessable, are not easily obtained for afflicted individuals of a region due to financial strife
- Social Class
 - Belonging to a low social class increases the struggles of receiving adequate care
- Family and Commitments
 - Many sacrifice their own care by putting their family first, or prioritizing other commitments such as work
- Education

Cooperation Leads to Eradication

Partners in Health:

- Organization working to eradicate tuberculosis in Cange, Haiti
- Healthcare volunteers partnered with local community members
- Increased TB cure rate from 48% to 100%
- Doubled return-to-work date
- Appointment attendance doubled

Images

- A. Gini Coefficient of Wealth Inequality around the World
- B. Numbers of Deaths Involving Tuberculosis among those who had HIV
- C. HIV Prevalence Among Adults

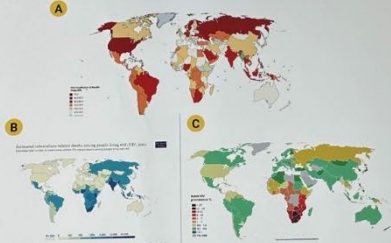


Image Citations:
 A. "Global wealth databook 2019" (PDF). Credit Suisse. Accessed 17 Aug. 2023.
 B. "Estimated Tuberculosis-Related Deaths among People with HIV." UNAIDS, 2021. <https://aidsinfo.unaids.org/>. Accessed 17 Aug. 2023.
 C. "Data Tools." UNAIDS. www.unaids.org/en/dataanalysis/datatools. Accessed 17 Aug. 2023.

Challenges

- Environment and Disease
 - Connection and impact
 - Environment creates barriers to care
 - Barriers can be social, religious, familial, et cetera
 - Countries have advantages to prevent diseases
- Empathy for Unexperienced Adversity
 - Understanding and respecting other people's struggles
 - Health can't always be a priority
 - Time and accessibility to healthcare is a privilege

Highlights

- Information we didn't learn in high school
 - HIV/AIDS in South Africa mainly spread through heterosexual
 - HIV/AIDS can be treated by medicine that will make the disease undetectable, however, there's been a reemergence of TB in developing countries
- Overlapping importance of economics/public health/global health/politics
 - Healthy people can maintain jobs and pay for food, shelter, other factors that keep them healthy
 - Social stigmas and political strife prevent society from acting against serious health issues

Insights

- Health involves more than just medicine
 - Social determinants of health (economic policies, political climate, financial situations, employment, and consistent bias) create large barriers to care
 - Environmental factors need to be addressed to allow for widespread care
 - Ex: Sex workers being constantly excluded from HIV care all over the world
- National income level determines the amount of aid the country will receive
 - Ex: South Africa has the highest rates of HIV/AIDS infections, but due to their "upper middle income" economic status according to the World Bank, they are cut from some of the global aid

IOWA

Psychology of Food

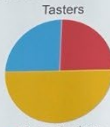
HONR:1100:0004
University of Iowa Honors Prerequisite

Biology/Genetics

"Supertasters" taste food more strongly than others due to a gene making them more sensitive to some chemicals in food

- Supertasters — tend to dislike bitter foods, like leafy greens and coffee
 - More likely to have cancer later in life
- Non-tasters — don't experience bitter tastes as strong, enjoy stronger and spicier foods
 - More likely to have substance-abuse issues

Also, this same idea is connected to why cilantro tastes 'soapy' to some



Tasters

■ Supertasters

■ Tasters

■ Nontasters

The number of odor-sensing receptors differs by person and impacts sense of taste

Why do we eat the food we do?

Social Context

- Situational context influences our eating habits and preferences
 - Direct or indirect influence
- Situational context is related to the presence of others while making our food choices

Norms

- Norms are the expectations for how to behave in a given situation that are socially enforced

Example: if you are surrounded by a table full of people ordering water to drink, you may feel inclined to order water, even though it was never directly stated that you must order water

Impression Management

- Impression Management is presenting oneself to create a particular image

Example: men ordering a bigger steak when it is titled "Ladies cut" while dining with fellow colleagues to seem more masculine

Social Facilitation

- Social Facilitation happens when the presence of others increases your performance on an easy or well-learned task
 - Eat more with others than alone

Example: going back for seconds with your friend, even though you may not need that extra food

How do you identify?

How does that influence and shape your food choices and preferences?



Food Neophobia

The definition of food neophobia is the fear of trying new foods.

People with less neophobia are more likely to try the diverse selection in the dining halls

People with high neophobia will usually pick their comfort foods over trying unfamiliar foods.



Codes and Signals

Codes and signals show potential customers what kind of restaurant they are going to and if they'll feel comfortable and welcome.

Examples of this may include:

- Tablecloths at fancier places- aimed toward a wealthier crowd
- A flag hanging on the wall- showing that the owner is patriotic.
- Waiters dressed in casual clothes- reflecting the idea that the restaurant is laid back








GO OUTSIDE AND PLAY

On our tree tour led by the campus arborist Andy, we learned that the University has many historical trees. Just on Iowa's Pentacrest we have multiple state champion trees, a tree that was grown from a seedling of Anne Frank's tree, and many others. The campus has over 300 different species of trees and we learned how to identify them with a tree finder book.

We visited the F.W. Kent Park Conservation Education Center and used their binoculars and bird blind to birdwatch. Pictured is a goldfinch perched on a copper feeder, taken through a pair of binoculars. Some other species we saw were white breasted nuthatches, chickadees, robins, downy woodpeckers, as well as a red-headed woodpecker that was perched at the top of a large, dead tree.

We demonstrated leaving no trace by starting our fire in the designated fire pit and by staying on the marked trails. Our group properly put out the fire using water and we ensured that the fire was fully out before leaving.

We visited the Conservation Center at FW Kent Park and experienced first-hand encounters with some of Iowa's native snakes. The snakes were very friendly and playful. However, Mara, a member of the conservation staff, warned us not to pick up snakes in the wild.

Leave No Trace

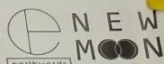
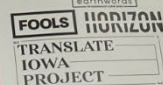
1. Plan ahead and prepare
2. Travel and camp on durable surfaces
3. Dispose of waste properly
4. Leave what you find
5. Minimize campfire impacts
6. Respect wildlife
7. Be considerate of others

Image 1: Sniffles (Fox Snake)

Image 2: Lucy (Milk Snake)

Image 3: Alex (Fox Snake)

On Paper, In Print



Prologue

Once upon a time, the "On Paper, In Print" students walked into their first day of Honors Primetime. They wondered what the class would be like, what they would learn, and perhaps most importantly, what literature and topics would be brought up. They were nervous and uncertain of their writing and of themselves.

The students, with glimmering eyes full of wonder, had no idea they would learn about the University of Iowa student magazines, libraries, and even a secret short story printer.

Honors Primetime had many highs and no lows - besides the twenty-minute walk to and from lunch. Now the workshop is long over, but the knowledge is not gone - hence the poster you are reading now.



PRIMETIME

Young Intellectuals

Epilogue

In the time spent in "On Paper, In Print," we've made our way through an entire story. We've reflected on our life so far, read campus literary magazines, and learned about the vibrant community of writers in Iowa City. While many of us came to the University feeling unsure, we're now instilled with a new, exciting confidence. We've made friends with similar interests. We've found our footing; we've met upperclassmen and explored ways to get involved in student publishing.

Overall, the main thing we've learned from the class is this: opportunities are everywhere. Ink Lit Magazine, a freshman-run literary journal, has staff applications open until the 23rd and will be looking for innovative work from first-year students. Snapshots, a magazine focused on children's literature, has staff applications open until the 31st and are currently accepting submissions. And if that isn't enough, there are a half dozen other magazines we can still explore.

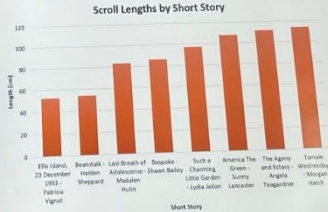
Outside of the University, independent bookstores such as Prairie Lights also continue to thrive. Here too, there are ways to get involved. We can attend author readings, study in the cafe, and even print out individual short stories for free. As an UNESCO City of Literature, Iowa City is a great place for writers and editors to thrive. Now, we just have to wait and see where it takes us.

Lunch Destination Versus Time



Student	Time (Minutes)
TJ: Burge	10
Lynne: Catlett	10
Ava: Catlett	10
Rachel: Burge	10
Solenn: Burge	10
Alyssa: Catlett	10
Sophia: Catlett	10
Rose: Z'Marika	10
Janani: NC	10

Scroll Lengths by Short Story



Short Story	Length (Scrolls)
Elle: Hark	40
23 December 1993: Patricia Vignot	50
Bearish: Hobbs	60
Adolescence: Shann Bailey	70
Madison: Mullen	80
Such a Charming: Lydia Joffe	90
America: Green	100
The Agony and Ecstasy: Angles	110
Teagardner: Lencaster	120
Tartale: Bechtelmeier	130
Horgan: Hark	140

Our class by the numbers



The "On Paper, In Print" idea took up the words they learned from Principle Foundation Short Story Database in Prairie Lights.