



The Aggregate

The UWM Honors College Newsletter

Volume 4, Issue 2 | Spring 2021

Integrating Antiracism



Liberty Ansgore
Biological Sciences



Rachel Oelsner
Geography

Table of Contents

- 1-3 Antiracism Initiatives
- 2 Director's Note
- 4 Lydia Equitz Retires
- 5 Foreign Correspondence
- 6 Starting Out
- 7 Front Line Perspectives
- 8 Moving Forward
- 9 International Students
- 10 Looking Back
- 11 Food Pantry
- 12 Scholarship Support
- 13 Waiting for the Worms
- 13 Discord
- 13 Between the Lines
- 14 Open Mic Night
- 15 Soccer Success
- 15 Cold Read Crew
- 16 Courses
- 17 Familiar Faces
- 18 Editorial
- 19 Graduates and Awards



Last summer, UWM Chancellor Mark Mone put out a call for pilot projects to address issues of racial equity and inclusion at UWM. A campus committee selected the Honors College, along with ten other applicants, as an awardee for the grant.

Honors College Director Peter Sands thinks of the grant as “seed money to create curricular and structural change,” that he hopes will “make some significant changes in how the entire Honors College culture and community sees itself in relation to the larger culture and community of UWM and Milwaukee.”

The antiracism initiative offers faculty, staff, and students the chance to participate as a part of the newly created [Honors Equity Team](#), which will introduce and integrate programs that confront inequity and promote greater inclusion.

The Team consists of committees and subgroups that work to address antiracism in different ways. Mia Heredia, a UWM graduate student in Criminal Justice, is Honors Equity Team Lead, and she advises members of the Team.

“Racism is systematic, and it’s a hard beast to tackle in a predominantly white institution,” comments Mia. As an integral part of the Team, she feels that “UWM has a lot of potential to do better in regards to race, ethnicity, inclusivity, [and] diversity.”

She believes that one way to combat racism is “to create community and to make sure that we’re being conscious about the way that we say things, the way that we present ourselves, and the way we’re showing up for students.”

“Are we, as the Honors College, encouraging folks? Or are we continuing to foster negative experiences or negative ideologies?,” she asks.



Image courtesy of the Internet.

Hoping to address these types of questions, the Equity Team Allies work directly with Mia during the academic year to plan events. The students also organize the [Summer Leadership Camp](#), a several-day event for incoming Honors College students.

“The camp is important because it not only emphasizes the fact that students of color enter higher education with unique experiences and oppression that directly impacts their experience here,” Mia shares, “but it is doing something about it.”

Honors College faculty member Jill Budny helped organize the camp and says that it intends to “build community, foster belonging, [and] help students make friends.”

The Equity Team Peer Mentors are less involved during the academic year but work in the summer camp. The Team will lead biweekly peer mentoring groups during the Fall semester with the same students who participate in the camp.

In addition to the Peer Mentors and Allies, Honors College students, faculty, and staff are involved in several other committees within the Equity Team.

“I think having student ideas at the heart of what we’re doing is most important,” Professor Budny says.



Antiracism (continued)

Although it is a relatively new group, the Honors Equity Team has already become important to students who want to see change on campus.

“I thought this would be an excellent opportunity for me to get more involved because it’s something I care about, but I haven’t always felt like I had a meaningful way to be a part of the fight,” says Ronan Carpenter (Psychology, French), an Equity Team Ally.

Ronan is passionate about protecting the rights of all individuals and thinks “there is a lot more that we could be doing to make the University more accessible and more inclusive.”

Equity Team Ally Jiten Patel (Biological Sciences) has similar feelings: “I feel like

[the Honors Equity Team] is a great opportunity for me to learn about racism - how it works, how it’s established, how to break it down. I feel like as a person of color, I should be helping to dismantle racism.”

Anique Ruiz is [UWM WiscAMP STEM -Inspire](#) Program Coordinator at the Division of Global Inclusion & Engagement and founder of The Journey for Women, Inc., a nonprofit organization based in Milwaukee. She spoke at the Summer Leadership Camp planning committee meetings and offered her thoughts and advice for the antiracism initiative.

She believes “the Honors College put forward a very strong proposal that describes efforts they believe are needed to focus on antiracist practices.”

continued on page 3

Director’s Note



Dr. Peter Sands
Honors College Director

I would never have guessed that we would spend three semesters largely apart from each other, connecting online while at the same time filling the streets with marches and protests against racial injustice. To say that most of 2020, and so far all of 2021, has been unsettled and unsettling barely captures the moment.

But we’ve made much of the year. The most significant work in the Honors College has come from a long-building effort to connect with area high schools, particularly in Milwaukee Public Schools, that was underway even before UWM Chancellor Mark Mone made available a grant program for antiracist work to the campus.

The Honors College won one of the ten campus grants and as you can see from the lead story, that work is helping create conditions for systemic change in the Honors College, where we enroll students from every undergraduate school and college.

Another major event this semester is the retirement of Honors College Writing Specialist Lydia Equitz, who has been a staff member longer than any other, shepherding students through 34 semesters—17 years!—of writing assignments.

She’s seen us grow from a program, in a small space in Garland Hall, to a College, in our own Honors House, and has sat side-by-side hunched over a piece of writing with surely more students than anyone.

As always, too, this issue showcases alumni, staff, faculty, and students, but it is also to me a very special issue because not only does it mark a beginning—our antiracist and good-trouble pedagogies and practices—and an end—the retirement of Writing Specialist Lydia Equitz, but it is also the second full issue produced by a crack team of award-winning student writers under the most trying conditions imaginable.

I was surprised a little by how much I was moved the stories in this and the Fall issue. But moved I was, and you should be, and I hope you will take a moment to not just read the issue but send feedback to the writers for bringing a welcome touch of normalcy, connection, and continuity to our pandemic isolation.

I’ll be back in the building, along with most of us, in the fall. Stop in and say hello. Come to a student meeting or sit in the library to read, but come back, even if you’ve graduated, and say hello.



Antiracism (continued)



Liberty Ansoorge
Biological Sciences



Rachel Oelsner
Geography

Anique explains that one goal should be “to create a climate of inclusion not just within the Honors College but among students, faculty, and staff in having real, honest conversations that probably should have happened a long time ago” - conversations that “should be happening broad-based across the university.”

Exchanges like these have begun taking place in the Honors College, such as during the Story Stitch Conversations that occurred in April. At this virtual antiracism event, students, faculty, and staff gathered in small groups to share stories and discuss topics related to culture and race.

Ellie Kuhlmann (Psychology) attended the event and thought that the Story Stitch approach was “a creative way to foster conversation on this heavy topic.” She now has “a stronger sense of community after going to the event.”

“It was also a good reminder that we all have unique experiences that shape how we view the world,” she says. “I think it’s incredibly important not only to share one’s own experiences but also to listen to the stories of others. We can learn so much from one another.”

The Honors College events also allow people to practice empathy, build friendships, and feel seen, heard, and valued. In trying to create an inclusive environment, the opportunity to have discussions about necessary change can develop along with it.

“Diversity and equity can be boiled down to seeing folks where they are at,” Mia stresses, “taking the action of understanding what it means to be where they are at, and then following up with actions that can best help them succeed and progress.”

In order to create a truly diverse and inclusive place for all students and staff, Anique believes we must live up to the mission of an Honors College. The perception is that Honors Colleges “take care of the whole student,” Anique explains. “Academics are a part, but academics are not all of what helps a student grow.”

In a non-diverse environment, “[some] people come into the space and immediately feel like an outsider or feel displayed. If they don’t feel included from the start, slowly, that culture will begin to show signs of fraying, and you won’t have the cohesive communal unit that you need,” she states.

Anique explains that “being communal means being a family.” She challenges participants to create a culture that says, “we value each and every individual person’s identity and we are not a respecter of any one person.”

The effort not only lies in the hands of the administration or people in power, though. Individual, continuous intentions to combat racism play a critical role in forming inclusive environments.

Anique says “all of us have implicit bias because of our environment, and our ideas come from the central hub of the way we grew up and the way we assimilated into broader society.”

“Externally, there are things you can do in your conscious being to purposefully surround yourself with people who are different from you,” she comments.

It may simply be engaging with other identities, other cultures, and other ways of thinking “because in breaking down those walls,” Anique says “you end up undermining the implicit bias that you may have.”

Nonetheless, Mia warns us that our enthusiasm should not neglect “the oppression and strain that students of color are entering higher education with.” Doing so, she says, “does two harmful things: it rids us of the chance of creating a space that nurtures resiliency and determination, and it continues the cycle of dismissing how important our identities and backgrounds are to our success.”

The Honors College community is grateful for the leadership of Mia and Anique among others. We have a lot of work to do to approach these goals but the enthusiasm and commitment from students is hopeful and encouraging.



Lydia Equitz Retires



Olivia Wilson
Criminal Justice



Photo courtesy of Lydia Equitz.

Honors College faculty member Lydia Equitz has committed her professional life to student development since joining in 2004. Sadly for all of us, Professor Equitz has announced her retirement, effective at the end of the semester.

In the Honors College, Professor Equitz has made an impact on students both in class and as writing specialist. Alum Alanna Van Handel ('16 Architecture) attributes much of her success at UWM and in her career to Professor Equitz's help.

Alanna sought assistance on every piece of writing and recalls that Professor Equitz "helped me bridge a lot of gaps between my ideas and a finished product."

Professor Equitz helps students build confidence in their writing as well. "She's good at giving students the 'can do' attitude. There were so many things starting college that I thought I wasn't smart enough for, but she gave me a lot of good approaches to big problems," Alanna remembers.

Similarly, Tai Clazmer's (Philosophy) life has been profoundly changed by Professor Equitz's seminar, "Is God Dead? Modern Challenges to Religious Beliefs."

Tai finds her style of teaching unique and incredibly insightful. "She gave me a way to analyze systems and ideologies for the cracks that they have, so that I could generate my own opinion on what I believe in. That has altered my life," he shares.

Tai thinks of Professor Equitz as a role model: "Her honesty and directness, as well as her method of teaching, has had an impact on my education, possibly one of the greatest so far."

As writing specialist, Professor Equitz's expertise helps in all parts of the Honors College, from her notorious one-on-one writing consultations to assisting students with scholarships and cover letters.

In their years as colleagues, Honors College faculty member David Southward has gotten to know Professor Equitz well.

"As Lydia assumed more responsibility, I saw her gain more authority in her role as writing specialist and in mentoring incoming faculty," Professor Southward explains.



Photo courtesy of the Honors College.

Honors College faculty member Alan Singer concurs and is thankful for the experience of working with Professor Equitz. "It has been excellent and very professional. She's been a great help with my students, and personally she has helped me a lot with teaching writing," he shares.

Honors College Director Peter Sands is grateful for her rigor and consistency. "I appreciate her willingness to step up and support students," he states, "and to always set a high personal standard in her job."

Despite her upcoming departure, Professor Equitz is hopeful for the future of the Honors College. "I'd like to see students start to request courses. We sometimes forget to think about students' knowledge gaps and new course topics that might interest them," she comments. "It might be helpful if students just reminded us every once in a while, too."

"The Honors College has made me a very happy and fulfilled person. The students are amazing, as is the administrative support," Professor Equitz concludes. "There isn't a job like this in any other university anywhere."

Though we are sad to see her go, we wish Professor Equitz the best of luck in her retirement and thank her for the impact she has made on the Honors College and the many students she has worked with.

Professor Southward speaks for all of us when he says, "Thank you for all that you've done for our students and the program. Enjoy yourself and relax; you've earned it."



Grace Ingham
Global Sustainability



Photo courtesy of the Sea Turtle Conservancy.



Baby turtles. Photo courtesy of the Internet.

Foreign Correspondence

For me, college is about growing as a well-rounded person just as much as it is about going to class, getting grades, and finding a major. In fact, even before I knew which degree to pursue, I knew that I wanted to study abroad.

Learning about other cultures is part of the reason I chose to major in Global Sustainability, which has a nine-credit minimum study abroad graduation requirement.

I began visiting the study abroad fairs as early as my first semester and knew that Costa Rica was the perfect destination for me. This biodiverse country would be an ideal location to practice my Spanish language skills and learn about conservation.

However, three years later, my study abroad experience looks a little different than I anticipated. The COVID-19 pandemic has been devastating for my plans, as it has been for many.

Amid the chaos of a global emergency, I had no choice but to complete my study abroad experience virtually. I spent the duration of the intensive semester from the small desk in my bedroom in Wisconsin.

Regrettably, I was the only virtual student in most of my classes, and it was extremely disappointing not to take part in the food tastings or on-site excursions.

When some of my peers complained about sunburn, I jokingly showed them the three feet of snow outside my window. Thankfully, my classmates and professors did the best they could to integrate a virtual experience into applied science.

Similarly, when my classmates were scuba diving and taking measurements of sea stars or counting rainforest birds, I lived vicariously by watching their presentations and video footage.

Some of my classes featured special guests, most notably from the [Sea Turtle Conservancy in Costa Rica](#), and included discussions on conservation, both in-person and virtually.

Primarily, I made friends by texting classmates and through conversations before class started. By the end of the three-month semester, they were encouraging me to visit once the pandemic ends and I have assured them that I will.

Although the experience was different than I anticipated, I achieved what I set out to do and grew as a person. Even from thousands of miles away, learning about tropical and marine ecology has renewed my passion for this field.

I now know that I aim to spend my career working in marine biology and in other tropical conservation initiatives. I even hope to intern for the Sea Turtle Conservancy once I graduate.

Studying through a computer is difficult. I relied on strict time management and self-advocacy throughout a variety of difficulties, giving lengthy presentations and lab reports from behind a camera and a continent away. I now find myself more prepared for a technologically integrated world.

My experiences even helped me earn a scholarship for a virtual internship this summer, where I will continue my work through a conservation non-profit sourced in Cape Town, South Africa.

As part of this group, I look forward to creating environmental campaigns, helping with educational workshops, and working directly with a marine science institute.

During these difficult and unpredictable times, I am thankful that I took the opportunity to learn through virtual study abroad.



Liberty Ansong
Biological Sciences

Starting Out: Vai Triggiano

After growing up in an Upper Peninsula Michigan town with a population of nearly two thousand, Vai Triggiano (Psychology) chose to move from Bessemer to Milwaukee for college.

Even though she is far from home, family remains important to her, and it was one of the reasons she chose UWM. “Both my parents went here so that helped, and I have family in the area, which is also convenient,” Vai explains.

“UWM is the perfect size,” she says, “and the location has all the city aspects that I was missing in Michigan, and it also has the lake and other things to do outside, which is super attractive to me.”

The bonus of attending school only a few blocks from the water wasn’t all that interested Vai. “When I toured here I just felt like it was a good fit for me and I felt very welcomed,” she comments.

Vai was also drawn to the possibility to take part in research, which she hopes to get involved in soon, and looks for other opportunities connected to her major.

Joining the campus Active Minds organization, a mental health advocacy group that works to break down the stigma of mental health, has strengthened her desire to become a clinical psychologist.

“It has been nice making some connections and it’s helping to solidify my major choice,” Vai adds, “because I’m enjoying what I’m doing.”

Her passion to pursue psychology stems from both a personal and familial connection. “I’ve always been interested in psychology because my dad is a psychologist,” Vai explains, “and I want to eventually become a counselor.”

Vai has also put thought into taking some criminal justice courses. She can see herself, perhaps as an F.B.I. agent or an investigative psychologist.

This semester, she is enrolled in Honors College faculty member Benjamin Schneider’s “Contemporary Prophecies.”



Photo courtesy of Vai Triggiano.

Vai “loves the discussion-based style” and appreciates that the class size is much smaller than in the other courses she is taking. “I feel like my writing has improved a lot even during this one semester,” Vai adds, “more than it has in other classes.”

Vai says her first year “has been busy, but [she has] been making the best of it” and she tries to participate in the array of campus events. “I attend what I can in-person and it has been fun,” she says.

Though there are fewer in-person events in the Honors College this year, Vai still stays involved and meets other Honors College students. Living in the Honors LLC in the Sandburg Residence Halls has its perks, as most of the activities are just outside her door.

In addition to those easy to attend events, Vai says “it’s nice that my suitemates are Honors College students because then we can talk about classes if we’re in the same ones and plan for next semester.”

Even though the majority of her classes are online, staying connected has been easy for Vai, and it helps her feel more comfortable. “I can’t wait for there to be more in-person events,” she shares.

Next year, for example, she hopes to take advantage of the Honors College travel and service opportunities.

“I definitely want to go on the New Orleans trip and then maybe enroll for the study abroad trip in the summer,” she explains. “I’m very excited for next year.”

We are too, Vai.



Perspectives from the Front Line



Olivia Wilson
Criminal Justice

Over the past year, the pandemic has changed all of our lives. Many Honors College students have had to adjust both in the classroom and in their jobs to keep safe.

Lower-wage frontline workers, partially responsible for keeping other people's lives as normal as possible, have been risking their own health and safety every single day.

Liberty Ansoorge (Biological Sciences) spent her summer working as a nursing home certified nursing assistant and part-time as a waitress, and full-time in a hospital during winter break.

"Usually you go to work and you have your work life and then you have your home life, but those two become mixed when you're a frontline worker because you have to be cautious all the time," Liberty shares.

Despite the extra steps she had to take to keep those around her safe, Liberty feels the experience was worth the risk.

"It is a little bit of a sacrifice," she says, "but I think we're all feeling that way right now and we're all making sacrifices."

Frontline grocery store workers, such as Lizzie King (English Education) had similar experiences during the pandemic.

Lizzie works at Walmart as a personal shopper, putting together grocery orders for people who shop online. Although it was an adjustment, she found the work to be more pleasant than she expected.

"I think people appreciated us more because they did notice that we're risking our lives everyday by going to work," Lizzie observes. "It helped customers realize how important we workers are."

Lizzie is thankful for the experience of working during the pandemic. "It doesn't stop just because we're this far into the pandemic," she says, asking people not to give up on or forget about frontline workers.

Kate Ferguson (Anthropology) plays a different role on the frontline. She is a barista at Roast Coffee near campus, working face-to-face with customers on a regular basis. She says that there are both good days and bad days.

"It's draining to have to be the one who regulates people wearing or not wearing

their mask," she shares, "but a lot of people have been very kind and generous."

The pandemic changed how Kate has had to do her job in various ways. She points out that, "before, a big part of being a barista was the community aspect of it, building relationships with regulars. During the pandemic, the challenging part has been maintaining those relationships when customers aren't in the store as often."

Convenience store assistant manager Morganne Ortlieb (Psychology, Criminal Justice) has been extremely frustrated by the response by her employer.

"I feel as though I earn my living expenses in exchange for being subject to a experiment on how many coworkers can catch a deadly viral infection while still functionally running a business," she says.

Perhaps speaking for many lower-wage workers, Morganne "learned [her] health and well-being is of no concern to [her] company or customers."

While she is humbled to have been employed during the pandemic, she feels "defeated to spend hours of [her] life dedicated to an industry that would replace [her] without blinking an eye."

Frontline worker Jake Budke (Biological Sciences), who began working as an emergency medical technician in February of '21 would like more people to recognize the sacrifices being made. He says, "being new to the job gives me more appreciation for people doing this work."

He has learned that most people don't fully understand what frontline workers are doing and how much work goes in to it.

"There has been a strong need for EMT's," he shares. "The start of work for me has been frenzied because I have been so busy right away."

We know this is just a glimpse into what it's been like to work the frontline during the pandemic and we know there are many more of us struggling with work right now.

The Aggregate thanks and appreciates all of you for the time you have spent and the sacrifices you have made to help keep our communities safe and well.



Photo courtesy of Lizzie King.



Photo courtesy of Jake Budke.



Photo courtesy of Kate Ferguson.



Moving Forward: Kellyn Lock



Kaitlyn Diskin
Film



Photo courtesy of Kellyn Lock.



Photo courtesy of Kellyn Lock.

Kellyn Lock ('18 English) specialized in Creative Writing with a minor in Anthropology at UWM. Currently, she lives in New Orleans, Louisiana working on an M.A. in English at Tulane University.

Her decision to apply to schools in New Orleans directly relates to her experience on the annual Honors College [Alternative Spring Break](#) trip.

“The New Orleans trip was very influential to me” she states. “It quite literally changed my life. When we were there, I just loved how colorful the city was, and I always wanted to see what else was out there.”

Given the instability of the last year, Kellyn felt she had to seize the opportunity to explore a place she now holds close. “I actually found out that I got into Tulane the second week of quarantine, so I had to figure out if it was a good a time to kind of start over,” Kellyn says about her decision to move to New Orleans.

The Honors College did much more than just introduce her to a new city she loves, it helped her form ongoing connections and prepared her for graduate school.

“The Honors College was probably the favorite part of my UWM undergrad experience, especially in the community it built; there’s even still a group chat with a bunch of us,” laughs Kellyn.

While she remembers the time with her classmates warmly, a significant influence was working with Honors College faculty member Benjamin Schneider.

“The first class I took with Ben was called ‘Dirty Realism’ (lovingly called ‘Dr. Ben’s Sad Class’) which cracked open a world of literature and friendship for me,” recalls Kellyn.

However, it was the second class that Kellyn took with Professor Schneider, “Nostalgia,” that she feels still directly impacts her today and set her up for her graduate school studies.

“‘Nostalgia’ is in part a critical theory course and most of my graduate studies involve some sort of critical theory, mainly deconstruction, queer theory, and critical



Photo courtesy of Kellyn Lock.

race theory,” says Kellyn. “Ben’s class was one of the first courses in which I used literature as a sort of life raft in a deep sea of metaphysics and superstructures.”

Outside of graduate school, Kellyn recently began working as both a tutor at Tulane and at an off-campus library.

“I absolutely love my job at the library; it’s my first job in my desired field,” Kellyn exclaims. “It consists of a lot of working with amazing old books, newspapers, and special collections.”

With graduation from Tulane around the corner in December, Kellyn looks forward to the prospect of joining the workforce and starting her career. After graduate school, she wants to work toward decolonizing museum structures.

“Because of the overlap with my Anthropology and English degrees, I will probably stay somewhere in archival works,” Kellyn imagines. “Just put me in a museum basement or another library, so I can help build a more ethical museum structure.”

Kellyn is planning even a bit farther into the future, too: “Eventually, I do want to become a professor, and influence a batch of weirdos like me, but first comes the doctorate.”

While living through this unprecedented year ultimately influenced Kellyn to make the jump to New Orleans, she stresses that “people shouldn’t feel pressured to go to graduate school right away and shouldn’t feel pressured to find a job in their field right away either. All of those things come in time, but especially right now, it’s important to just be.”



Liberty Ansoorge
Biological Sciences

International Students Strengthen Honors

UW-Milwaukee is home to over 20,000 students from across the state, country, and even across the world from more than 80 countries and six continents.

Assisted by UWM's Center for International Education, international students can enroll at the university and can be recruited to join the Honors College.

Ronita Dua (Biological Sciences), a student from India, is studying abroad because there is a lot of practical knowledge taught in universities in the United States.

She likes Honors College faculty member Alan Singer's "The Imperial Idea in Modern European History" because while "most courses build off established sequences, this is a different approach. It's self-development."

Ronita currently participates in Support for Undergraduate Research Fellows (SURF) and gets to steer her own research project. She also keeps herself busy as a member of the Honors College Antiracism Event Series Planning Committee and as a Student Success Center math tutor.

Ronita recognizes the positives within the Honors College. "I like the close-knit community," she says, "where everybody knows everybody and everyone helps each other out."

Diana Ilencik (Sociology and Comparative Ethnic Studies) found her way to UWM after she attended high school in Door County, WI as an exchange student. Her host family, UWM alumni, brought her to tour campus and she fell in love, deciding to move here from her home in Slovakia.

Diana enjoyed "Expedition to Lake Michigan," taught by School of Freshwater Sciences faculty members Drs. Carmen Aguilar and Russel Cuhel.

She values the seminar approach generally and "the interactive course design," she says, "made it interesting to take a natural science course in the Honors College."

Diana has also participated in research projects for the past three years with her mentor, UWM Associate Professor of Sociology Dr. Celeste Campos-Costillo.

Min Kwon (Undecided) has a unique perspective because she attends classes from her home in South Korea. Instead of walking to class, she connects from across the globe, juggling a drastic time-change.

Min first heard about UWM because her high school is a sister school to campus. That partnership was the "biggest thing that drew [her] to UWM."

Despite the distance in miles and in time, Min is enjoying Honors College faculty member Jacqueline Stuhmiller's "Encounters with the Wilderness."

"It's frustrating that I don't get to socialize and meet the Honors College students in person," Min explains, "but besides that it is great. Sharing thoughts with different people fascinates me."

Min also likes the challenge of Honors College courses. The seminar format "helps me improve my English," she says. "I get to talk a lot more compared to other classes, which is both fun and informative."

Sabhyata Prakash (Psychology) had a similar experience to Min during her first semester at UWM, as she attended classes from India.

Before deciding on UWM, Sabhyata "researched a lot of universities and noticed that UWM had not only an excellent psychology program, but also a good research program."

She also likes her Honors College seminar. "I have never had a class like this before," she says, "and the newness of everything is elevated with COVID-19, too."

In Honors College faculty member Benjamin Schneider's "Contemporary Prophecies," she values "taking in the subjectivity of every person," because "when we analyze things it depends on our interpretation, and it's based on you and what you think."

The Honors College welcomes these students, as well as Greta Carbone (Italy) Aleya Karacan (Turkey). Diverse experiences strengthen education and the University community is undoubtedly richer because of the presence of international students.





Looking Back: Natalie Jankowski



Brianna Schubert
JAMS



Photo courtesy of Natalie Jankowski.

“The Honors College completely changed my trajectory at UWM. Completely,” says Natalie Jankowski (’08 Journalism and Mass Communication), “and I don’t make that claim lightly.”

Currently, Natalie is Assistant Director of Communications at [Columbia University’s School of General Studies](#) in New York City. The Greendale, WI native went from not studying much in high school to doing very well in her first-year at UWM, which earned her an invitation letter from the Honors College.

In her those courses, “making connections with other people and more people on campus made me feel connected to UWM in a different way than I was in other classes,” she says.

She particularly remembers enjoying UWM Professor of Biology Dr. Steven Forst’s “DNA in Our Everyday Lives,” where she wrote essays that were some her favorites in college.

One essay about theater and genetics explores how the sciences are represented in theater and on stage. Another favorite is about scoliosis and genetics, a topic she personally connects with, noting her own journey with the condition.

“I remember the professor always talked about how much he liked teaching for the Honors College because we weren’t all science students – we came from all over campus,” she says about the genetics class.

“The class knocked out a natural science requirement, too, which was nice,” she remembers, one Honors College perk to which students can happily relate.

She also recalls writing a paper for another favorite Honors College course about freedom of speech, or lack thereof, for Walt Disney World cast members, in UWM JAMS Professor Dr. David Allen’s “Controlling Dissent.”

In addition to being a part of the Honors College, Natalie was a campus ambassa-



Photo courtesy of Natalie Jankowski.

dor, studied abroad in Italy, and participated in the Disney College Program.

After graduation, Natalie worked at the Milwaukee Repertory Theater and eventually found her way to the East Coast, where she worked at various theaters in Rhode Island and New Jersey.

Then she decided to make a switch to higher education, applying to the School of General Studies at Columbia University, where she works now.

Her job assisting nontraditional students is very exciting and a fun challenge. She enjoys learning where students have come from and how they ended up at Columbia. She appreciates the part of her position that involves figuring out how to help students best tell their unique stories on social media platforms.

Natalie enjoys that she can put her journalism skills to work in her job and is looking forward to enrolling in Columbia Journalism School as a graduate student for the Fall semester.

“I stand behind my statement that the Honors College completely changed my path at UWM. It planted a little seed in me that helped me know that I could do well, that I could put in the work, and I that could achieve things if I work towards them.”

We couldn’t agree more. Thanks Natalie, and good luck in graduate school.



Sydney Steinbach
Anthropology

Sharing is Caring: Addressing Food Insecurity

The issue of food insecurity among students is by no means a new phenomenon. The pervasive cross-generational reliability of college students surviving on 49-cent packages of ramen demonstrates the ongoing need for increased access to food.

The data show it too. A 2016 study by the UWM Student Association found that “50% of UWM students report not having enough food to eat.” And this deficiency has only been heightened by COVID-19.

To help diminish the issue of food insecurity, Brianna Schubert (JAMS) submitted a proposal for an Honors College food shelf earlier in the Spring semester.

The idea for this project developed early last spring when Brianna and Honors College faculty member Benjamin Schneider observed the increase in food pantries in Milwaukee as a response to pandemic-induced food scarcity. They knew there was need in the Honors College student population and decided to make an impact.

Professor Schneider explains, “the genesis of [the shelf] is that we know the need is largely invisible. In a small way, now, we are hoping to address that need by making a little more food available for students, whether they are hungry now or need to plan for a time when food might be scarce.”

The food shelf will be located in the Honors House library to the left of the printing station. “If it needs to grow,” remarks Brianna, “we’ll just add a shelf. There is no shortage of space in that library.”

In addition to the food shelf that will be maintained by Honors College students, there will be information directing students to supplementary resources, such as the [UWM Food Center and Pantry](#) and [University Counseling Services](#).

“We will be directing people to the larger on-campus pantry because it has more variety and fresh options,” says Brianna. “We want to show the Honors College community that we care, but also point students towards other resources that can help with more long-term solutions.”

While the food shelf will inevitably provide assistance to struggling students, it will



Photo courtesy of the Internet.

also bring the Honors College community together and feed the culture of connection that makes it so distinct.

Brianna, a founder and officer of the Alternative Spring Break Club (HCASB), wants the food shelf to be an opportunity for students considering the spring break trip to stay engaged and maybe to join the club or the service trip.

“I’m hoping that this will get people excited about doing service work locally in the time leading up to our next spring break trip to New Orleans,” she remarks.

Members of the Honors College organization, The Flood, will be working in coordination with the Alternative Spring Break Club to manage the sorting and restocking of donations.

There will be one box located near Professor Schneider’s office (HON 155) and another in the main office where anyone can drop off donations. Volunteers will inspect the containers to ensure that nothing is expired or tampered with, and then they will be labeled and put onto the shelf.

Professor Schneider hopes that the donation process will become a “take what you need and leave something if you can” situation, but recognizes this is not the students’ burden.

For this reason, initially donations will come from the Honors College faculty and staff who are enthusiastic for the opportunity to contribute to student health and well-being.

Final planning will take place during the summer and when students are back on campus in September the Honors College food shelf will be stocked and ready.



David Deshpande
Biological Sciences

Thank You

Fred Miller/Milwaukee
Braves Scholarship

Hawkins Honors Scholarship

Judith G. Scott '81 Honors
Scholarship

KleinOsowski Honors Col-
lege Scholarship

Provost's Honors College
Merit Scholarship

Robert W. Baird Corporation
Scholarship

Tabak Law Excellence
Scholarship

The Edward & Diane Zore
Honors College Scholarship
Fund

The Honors College Florian
J. and M. Barbara Dominiak
Scholarship

The Lawrence Baldassaro
Honors College Scholarship
Fund

Ziegler Family Scholarship

Supporting Student Success

Did you know that there are scholarships awarded each semester exclusively to Honors College students?

The money for these scholarships comes from a variety of generous donors who give the Honors College specific instructions for how they would like the money to be distributed.

Honors College advisor Lauren Fleck works to distribute and aggregate the student scholarship applications and says that these donors usually “have a connection with the Honors College, or just value what the Honors College brings to the university environment.”

During the application period, students can attend information sessions on application strategies that foster success in scholarships and share helpful guidance focusing on professionalism.

The scholarship committee, made up of approximately seven members from the Honors College and across campus, awards around twenty scholarships each semester to continuing students, and approximately a dozen to incoming first-year students.

Although there is no specific application for incoming students, scholarships are offered if students are selected during a review process. For continuing students, the committee reviews each application then meets to make their final decisions.

COVID-19 “has touched all aspects” of the scholarship process, Lauren says. Changes in the markets and donor wishes have altered the availability of some scholarships, and some – like study abroad – were no longer available in their original format.

However, the awarding process has returned to normal and Lauren advises students to “give yourself time to make the application personal because those who put in the time stand out in the selection process.”

Teresa Klopp (Architecture), a recipient of the Edward and Diane Zore Honors

College Scholarship, followed Lauren’s advice and it paid off.

“Because of this scholarship, I am able to put more time into my education rather than having to work multiple jobs to make enough money for everything,” she says. “I would not have the opportunities for my future that I do without the generosity of sponsors like the Zores.”

Kim Phan (Nursing) recognizes the help that scholarships have played in her time in the Honors College as well.

“Thanks to the generous support of The Provost’s Honors Scholarship,” she says, “my financial burden has been lessened, granting me the opportunity to focus on my nursing education. This award has also inspired me to continue the legacy of giving back to the community.”

Jensen Mollet (Criminal Justice, Social Work) received the Lawrence Baldassaro Scholarship last year during the COVID-19 shutdown. “This award allowed me to finish my last year of undergraduate school confidently,” she shares. “I was financially strained up until September when I finally found a job, so having the security of the scholarship was a huge relief.”

Receiving a scholarship has similarly impacted Isabel Castro (Architecture, Art). “I felt supported and encouraged,” she says. “The scholarship eliminated the uncertainty of whether I would be able to afford the next semester and alleviated the stress that came along with it. I feel empowered to know that others want to invest in my future just as much as I do.”

We are grateful for the generosity of the many donors that support these scholarships. Their impact on students is felt personally and is significant to the educational mission of the Honors College.

The ’21-22 Honors College Scholarship recipients appear on [page nineteen](#) of this issue. Congratulations.



Sydney Steinbach
Anthropology

Waiting for the Worms

According to sustainability non-profit organization [Move for Hunger](#), twenty-two million pounds of food goes to waste on college campuses each year.

Although composting is a promising way to divert food from landfills, implementing compost for students has proven to be extremely challenging.

For instance, UWM recently restricted their composting only to kitchen scraps due to excessive misuse of compost receptacles, leaving students interested in composting with no means to do so.

“The lack of compost access is a common discussion among members of the organization,” says David Deshpande (Biological Sciences), leader of the Honors College student organization, The Flood.

With a focus on environmental justice, the group decided that enabling students to compost on their own would be a productive way of keeping food waste from the landfill. For that, they turned to worms.

Vermicomposting uses worms to consume food scraps, who also produce nutrient-rich soil as a byproduct in the process. In late March, The Flood hosted a build-your-own worm composter event for interested Honors College students.

Attendees brought their own containers, then added dirt, shredded paper, and, finally, the worms.

The composters can be scaled up in the future. “You could start with a coffee can and compost a few handfuls a week, then scale up to a storage bin and feed them all your scraps,” David encourages.

Rachel Blank (Biological Sciences) attended the event and says she has “enjoyed putting [my] fruit and veggie scraps to good use.” Rachel is excited to use the compost in her garden this summer.

The Flood hopes to host a similar event near the end of the semester and has applied for funding for supplies to build more composters next fall.



Photo courtesy of The Flood.

Virtual Discourse

The Honors College Communication Corner recently released the Honors Discord server, a virtual space for students to connect with one another which now includes more than 150 students.

Rachel Comande (Digital Arts and Culture) and Elizabeth Rhinehart (English, Music) came up with the idea to start the server during virtual Midweek.

She says, “We saw that there were only five of us at Midweek, and we remembered how bustling it was when it was in-person, with the pastry table and lots of conversation happening, and we wanted to do something to try to bring that feeling back.”

The server features activities, like monthly trivia nights and games of *Among Us*, a multiplayer social deduction game.

Most Honors College classes and student organizations have their own “channels” too, where classmates can send each other messages or plan events.

Another moderator, Megan Biesmann (Atmospheric Science), notes the academic benefits of the server: “I like to form study groups in my classes, and it’s been hard” during the pandemic. Discord provides a work-around.

The response from students has been largely positive. Reid Pezewski (Accounting, Computer Science) enjoys the social benefits of the server.

“I mostly joined so that I could get to know a few more Honors College students,” he explains, and adds that a few of the connections have developed into in-person friendships.

Megan and Rachel are both optimistic about the future of the server. They feel that a sense of community is beginning to develop on the server.

“Ideally, we want Discord to feel like students are roaming the virtual halls of the Honors College,” Rachel concludes.



Zoë Brown
English



Photo courtesy of Discord.

Zoë Brown
English

Graphic courtesy of Between the Lines.

Between the Lines

Last semester, the Honors College introduced a new club for people who love to read. Between the Lines, formerly known as The POP, meets via Teams twice a month.

Amaya Barker (Social Work) started the club as a way for Honors College students to get to know each other through discussion about books.

She noticed that “in college, especially, you get wrapped up in so much academic, in-depth reading that you’re not necessarily reading the things you want to.”

She wanted to create a comfortable space for students to “relax and read what [they] find interesting.”

So far, the club has gotten incredible feedback from participants. Julia Frank (Global Studies) describes it as a highlight of her week: “Every two weeks I can always look forward to it.”

In a period of predominantly online learning, the group meetings offer another way for students to try to connect.

“Half of my classes are asynchronous,” Julia explains, “so it’s just nice to see people again and talk about reading.”

Another club member, Tiff Polzin (Musical Theater, Psychology) has had a positive experience and shares, “If you come to the book club, expect a great discussion and a lot of laughs.”

The club has also featured a wide variety of book choices. Tiff says, “My favorite thing about book club so far is the diversity in the types of books that we’ve read.”

She continues, “We’ve literally read everything from nonfiction to *Twilight*, and we’ve still managed to have a stimulating discussion for every book.”

The organizers expect that the future of Between the Lines will be bright. “Going forward, we can kind of come back together, to get that college community experience we’ve been missing,” Amaya says, “and I think joining a club like Between the Lines is a good way to do that.”

Open Mic Night Returns

The 4th Annual Open Mic Night to benefit the [Alternative Spring Break](#) trip to New Orleans went virtual this year, as nearly fifteen Honors College community members performed on Mardi Gras night.

Honors College faculty member Benjamin Schneider emceed and Liberty Ansoorge (Biological Sciences) expertly produced the event which featured musical acts, poetry, stories, and feats of strength. For the first time, Open Mic Night featured student films too because of the virtual setting.

Honors College Director Peter Sands thinks the “open mic night was such an important event this semester.”

“Even without food and drink to share, and even mostly without live performances, it was a highlight of the term for me: a harbinger of spring, a pleasant evening sharing music and laughter at a distance, a sign that we’re persevering and grateful for what we could share together in any way,” he says.

Honors College faculty member Alan Singer, who shared an archived perfor-

mance of Wilco’s “Let’s Go Rain” agrees: “Open Mic Night is one of my favorite events. I look forward to it every year and am always amazed at the talent in the Honors College.”

Honors College Advisor Kim Romenskko looks forward to the event too, saying, “I love seeing everyone share their hidden talents. I cannot wait until the next one.”

The organizers thank all of the participants but especially the contributions from the faculty and staff. Without their support, this night would not take place.

“My colleagues are very generous with their time and talents,” Professor Schneider says. “I am always humbled by their willingness to share.”

Professor Schneider thanks those who logged on that night too and hopes the Alternative Spring Break trip remains active.

“Oh, we’re going back [to New Orleans],” he says. “Students should be ready for the first informational meeting sometime in the middle of September.”



The Aggregate Staff



Photo courtesy of the Honors College.



Panthers Achieve Their Goals



Clara Broecker
Mechanical Engineering



Clara, Maggie, and Gaby. Photo courtesy of Clara Broecker.

The UWM Women's Soccer team includes five Honors College students: Clara Broecker (Mechanical Engineering), Maggy Henschler (Business), Courtney Hinrichs (Actuarial Sciences), Rafferty Kugler (Psychology), and Captain Gaby Schwartz (Marketing and Finance). On the Men's team, Wasihun Ewnetu (Mechanical Engineering), Paolo Gratton (Mechanical Engineering), and Ben Nast (Actuarial Science) represent the Honors College.

This season, the Women's team enjoyed another successful playoff run, claiming its third consecutive Horizon League Tournament Championship by defeating Northern Kentucky in a dramatic shoot-out.

The team also accomplished an historical feat in the NCAA Tournament by advancing past the first round for the fourth time in program history, and the first time since 2011, beating Elon College 1-0.

This historically successful year comes despite a canceled Fall season, a modified Spring season, and even a game canceled due to an opponent's positive test result.

Gaby recognizes that the fragility of the season changed the mentality of the team.

"We went into every practice and every game as if it could be our last of the season, because it very well could have been," she says. "We never took a day out on the field for granted."

Paolo Gratton also attained tremendous success despite the season's challenges. The team won the Horizon League Tournament Championship for the sixth time in program history and the first time since 2013.

Paolo made the regular season All-Horizon League First Team and was MVP and part of the All-Tournament team for the Horizon League.

He finished the season ranked fifth in scoring in NCAA Division 1 Men's Soccer with eleven goals.

He credits his success to the team's energy and work ethic: "I think seeing how much the team wanted to play and get better motivated me on a daily basis," he states. "Good energy led to success."

Way to go, Panthers!

Cold Read Crew Heats Up



Brianna Schubert
JAMS



Photo courtesy of Faith Wrycha.

When the stage is a Zoom call, the students select parts at random, and the lines are delivered for the first time live, cold reads are bound to be full of mistakes, laughter, and relief from the structured (and now ubiquitously online) life of an Honors College student.

The pandemic inspired the students to create Cold Read Crew as a way to keep connected. "The group is great not only because it gives us a space in which we can create art together, but a space in which we can do so imperfectly," says Honors College faculty member Jacqueline Stuhmiller.

"Honors College students are often perfectionists and want to do things 'right,' but in a cold read, mistakes will happen and they're part of the fun. A perfect cold read would be a bit weird," she admits.

This semester, the Crew performed Tom Stoppard's *The Real Inspector Hound*, Sarah Ruhl's *In the Next Room (or the Vibra-*

tor Play), Russell Davis' *Sally's Gone, She Left Her Name*, and will end the semester with an ambitious read of William Shakespeare's *A Midsummer Night's Dream*.

The cold reads also allow students to interact and have some fun throughout their busy weeks. "I did theater throughout high school," shares Emily Prochaska (JAMS), "and I haven't been able to do anything fun like that since. It is a great way to be social among all of the isolating we're doing."

Tiff Polzin (Musical Theatre, Psychology) has been able to reconnect with her love for theater as well, even in the midst of a difficult semester as a performing arts student who currently cannot perform live.

"Being in Cold Read Crew reminds me of the joy that theater brings," she says. "I enjoy being surprised by the plays' turns of events and trying to figure out what will happen next. Overall, it's a relaxing and hilarious time."



Rachel Oelsner
Geography

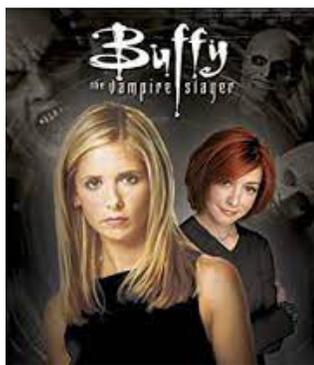


Photo courtesy of the Internet.

Course Highlights

“You, Me, & Buffy”

There aren’t many college courses that emphasize the academic value of television shows. However, Honors College faculty member Lindsay Daigle has done exactly that with “You, Me, & *Buffy*: Raising the Stakes of Pop Culture,” the Honors 200 seminar she offers regularly.

Utilizing *Buffy the Vampire Slayer* as its central text, “You, Me, & *Buffy*” examines contemporary society through the lens of a popular television show.

“It’s a prime-time teen drama,” Professor Daigle says. “It’s not the kind of show that you would necessarily expect to study in a university.”

On the surface, *Buffy* is about a teenage girl who battles demons and vampires with the help of her friends. A closer examination of the show, however, demonstrates how pop culture reflects and influences opinions on a host of topics.

“One of the reasons I chose *Buffy* was because of its academic relevance,” Professor Daigle says, and her students agree.

Buffy enthusiast Ronan Carpenter (Psychology, French) says that although the show is two decades old, *Buffy* “digs into so many issues that are still at the forefront of our cultural consciousness in this decade, this year, and this month. Having a connection to all sorts of real-world things means that this class has something for everyone.”

Professor Daigle urges her students to view pop culture texts with an open mind. “I want to encourage students to slow down and listen to each other” around the issues the show confronts, she explains.

Ronan enjoys being part of a class that relates his interests to current issues. He feels that “it’s excellent to have a safe environment to discuss so many aspects of society and pop culture.”



David Deshpande
Biological Sciences

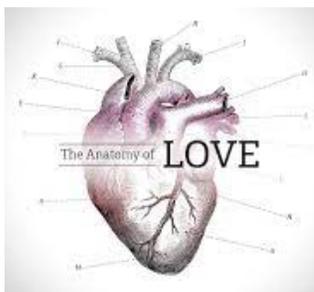


Photo courtesy of the Internet.

“The Anatomy of Love”

“What is This Thing Called Love?” is the title of a hit 1929 Cole Porter song, and is also the focus of Honors College Faculty Member Jacqueline Stuhmiller’s seminar, “The Anatomy of Love.”

The class has morphed into its current form after several similar offerings over the last decade and is inspired by Professor Stuhmiller’s doctoral work that includes medieval love manuals.

“We use this word love without knowing what it means,” she says. Through chronological and multicultural lenses, students examine the biological, sociological, and philosophical intricacies of this ubiquitous, yet mysterious concept.

Professor Stuhmiller divides the semester into three sections. The first focuses on “how to” love. After reading medieval and modern manuals on love and loving, “the students themselves may write their own manuals,” she says.

In the second section, the class investigates the evolution of marriage. Although hard to imagine today, Teresa Klopp (Architecture) explains that historically “love in a marriage made it unstable,” and through books, articles, and movies, the class traces this lineage to the present.

In the final section, the focus shifts to more abstract, taboo concepts of love, such as polyamory, love in abusive relationships, and government-subsidized love.

Near the end of the semester, Professor Stuhmiller invites a guest speaker with research interests and personal experience with polyamory. “I am excited for that day because it’s completely different from anything I’ve ever known,” says Teresa.

Professor Stuhmiller notes that love “is everything, [but] we’re so specific about what is and is not love.” Teresa agrees: “love isn’t what you think it is.” And courses like this are why we love the Honors College.



Zoë Brown
English

Familiar Faces

Dr. David Southward

Honors College faculty member David Southward has been teaching humanities and arts courses in the Honors College since 1998. He started as a visiting professor and was asked to stay full time before that term ran out.

Highlighting the helpful coincidence of the situation, he says, “I happened to be there at just the right time because I loved teaching in the Honors College, and I didn’t want to leave.”

David completed an undergraduate degree in English from Northwestern University and an M.A. and Ph.D. at Yale University before coming to Milwaukee. “I felt at home from the day that I got to Milwaukee,” he says.

David’s favorite thing about working in the Honors College is the students. He explains, “I just love how creative they are, and hardworking, and disciplined, but also down-to-earth.”

He also loves “the freedom of the program. Being able to teach pretty much anything I’m interested in - for an academic it’s so vital.”

One of David’s biggest passions is poetry. Recently, he was awarded first place in the Kim Bridgeford Memorial Sonnet Contest and has published two poetry collections: *Bachelor’s Buttons* and *Apocrypha*.

For general words of encouragement, David says, “I started quite late. I did not start seriously writing and publishing poetry until I was in my forties. So that should give [students] hope. You know, you can start this stuff at any stage of life.” Some recurring themes in his work are art, sexuality, and religion.

Outside of teaching and writing, David spends a lot of time walking his two beagles, Sammy and Archie. He also loves going to see movies with his husband, especially at the Oriental Theater.

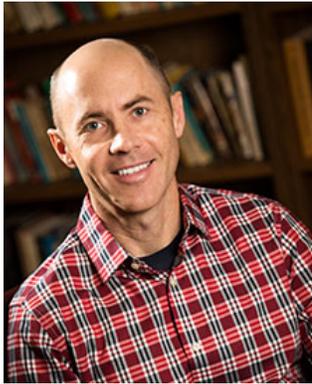


Photo courtesy of Honors College.

Kate Coffaro

Having been immersed in the world of higher education for more than twenty years, Honors College advisor Kate Coffaro exudes a passion for learning.

After graduating from Loyola University-Chicago with a degree in English, Kate returned to Milwaukee where she earned an M.S. in Educational Psychology and Community Counseling at UWM.

During that time, Kate spent a summer working for the UWM College of Letters and Science, which got her foot in the door of higher education.

In 2002, Kate joined the Honors College as a student advisor. In addition to guiding students through college curricula, Kate enthusiastically takes on the role of go-to advisor for the Honors College students planning for and returning from studying abroad.

This comes as no surprise as Kate finds great inspiration in the learning environment that the Honors College fosters.

“I am constantly given the chance to read articles, have discussions with staff, and learn more and more,” Kate says. “In a way, I feel like this job is just another way of continuing my education.”

She enjoys the opportunity for continuity in the connections she forms with students. Because the Honors College includes students from all of the Schools and Colleges at UWM, the variety of students she works with inspires her and the community that the Honors College cultivates.

“Similar to how a student would feel, I have a sense of belonging within the Honors College community, both with students and staff,” she shares.

For these reasons, Kate is eager to return to the face-to-face Honors College, where passing exchanges with students and faculty will once again fill her days. For now, however, she says she is enjoying simpler things: cooking, baking, and spending time with her family.



Sydney Steinbach
Anthropology



Photo courtesy of the Honors College.



The Aggregate:

Liberty Ansorge
Clara Broecker
Zoë Brown
David Deshpande
Kaitlyn Diskin
Grace Ingham
Haley Kress
Rachel Oelsner
Elia Rodriguez
Brianna Schubert
Sydney Steinbach
Olivia Wilson

The Aggregate's Voice

This issue finds the Honors College grappling with an inherited culture of institutional racism.

In a response to systemic inequities left largely unaddressed for decades, we are undertaking antiracism initiatives designed to dismantle and confront some of the biases that plague us.

The Aggregate supports the call for and action toward antiracism in the Honors College, on campus, in Milwaukee, and in all our lives.

We understand that our efforts to stand against racism not only affect communities today, but that they set a precedent for future students, faculty, and staff. Moreover, they mark a path forward beyond our time in college. But that path is not always clear or easy.

As members of the Honors College and of the entire UWM campus, we must work to begin to understand how conditioned implicit bias slows our journey toward antiracism.

We vow to reflect on our personal biases as a powerful tool for promoting antiracism. We should be courageous to confront racism in all its forms when we encounter it, whether in the classroom, in our communities, or in ourselves.

We should acknowledge what we see now, recognize where we need education or exposure, and act on it, for we are the people who make up these institutions built on inequity, and we are the ones who need to reassemble them if not tear them down.

Accordingly, the antiracism activities begun by the Honors College offer an opportunity to start to make necessary and vital change. Through this ongoing work, we commit to using our voices to call out injustice and to putting antiracism at the forefront of our lives.

We ask you all to join in our commitment to the philosophy of antiracism and to the active involvement in the work of creating a more inclusive Honors College community.



From left to right: David Deshpande, Rachel Oelsner, Sydney Steinbach, Haley Kress, Clara Broecker, Liberty Ansorge, Brianna Schubert, Kaitlyn Diskin. Not pictured: Zoë Brown, Grace Ingham, Elia Rodriguez, and Olivia Wilson.



2020-21 Honors College Graduates



* Honors With Distinction

Brianna Adams	Abigail Foote	Nancy MartinezRamirez	Casey Schmidt
Aaron Arendt	Sydni French*	Sofia Mattson*	Alissa Schuning
Anya Athan	Lara Geib	Maighread McAvoy	GabrielleSchwartz
Rebecca Bird	Bryn Glennon	Natalie Meyers	Lauren Shalaby
Sophia Boettcher	Michelle Gonzalez	Dominique Miller*	Markia Silverman-Rodriguez
Sophie Boettcher	Allie Habeck	Sophia Mobley	MadelineSoboinski
Samantha Brusky	Savannah Hagen	Emily Moen	Abigail Stahl
Lauren Campbell	Najwan Hammad	Jensen Mollet	Wil Steebs
Jessica Carpenter	Gabrielle Haskins	Theresa Moreci*	Ariana Strupp
Pasua Chang	Eva Hensel	Maura Newcomb	Allison Sweere
Abigail Christensen	Sheldon Hess	Amanda Niebauer	Trenton Tellefson
Bailey Danz*	Courtney Hoffeller	Aliah Papara	Tess Troschuk
Hailey Davis*	Madeline Hogue	Daniel Patel	Danielle Tylman-Gebhard
Kameya DeHaan	Abigail Hoh	Morgan Pehrson	Emily VanHandel
Kaitlyn Diskin	Jack Hurbanis	Joanna Peters	Jack Vento
Roe Draus	Diana Illencik*	Kim Phan	Kerri Warner
Mia Dreher	Kaitlyn Jacobson	Lily Pickart	Emma Mae Weber
Morgan Dunbar	Hannaleigh Jennings	Nicole Reinders	Ethan Weseman
Hannah Edens	Dragana Knezic*	Tess Richard	Pamela Westphal
Valerie Edgington	Alexandra Knudtson	Dora Richardson	Hailey Wirtz
Hailey Evers	Jack Kovnesky	Ryan Roekle	James Woodcock
Kieran Fendt	Haley Kress	Jack Rongstad*	Seraphina Zweifel
Katherine Ferguson	Erin Kreul	Olivia Rush	
Ryan Fields*	Derek LeClair	Israa Salah	

Scholarships and Writing Awards



2021-22 Honors College Scholarship Awardees

Stephanie Aguilar	Morgan Klug
Liberty Ansoerge	Natalie Kuehl
Tyler Clazmar	Alex Nelson
Rachel Comande	Jessica Plotkin
Teresa Klopp	

Ruback Prize for Distinguished Writing

Kaden Van De Loo “Into and Out of the Avant-garde: the Pivotal Self-Portraits of Pablo Picasso and Salvador Dalí”

First Place, 200-level

Naomi Raicu “Remarque’s Pacifism Under Fire: Why *All Quiet on the Western Front* Angered the Nazis”

Second Place, 200-level

Kiersten Hoff “Lindauer’s Chief and Gerard’s Emperor--Comparison and Inspiration”