

Honors Outlook

IN THE ROOM WHERE IT HAPPENS

by Maddie Killian and Julia May, Class of 2023

As two huge *Hamilton* fans, we were ecstatic to have the chance to tour the Virginia State Capitol in Richmond, designed by Thomas Jefferson. We were also happy to go on this trip with our Honors Program friends. Although we're both DMV natives, we had never visited the Capitol building, and were excited to explore it together. Our adventure started with our trek from the Anderson Lot to Double Drive, where our "party bus" awaited us. Once the bus was loaded, the driver asked, "Would anyone like to be on aux?" and we jumped on the opportunity for our DJ debut. The drive there consisted of songs ranging from Taylor Swift's "Midnights," to Culture Club's "Karma Chameleon."



Julia May, Ellie and Maddie Killian

After

arriving at the Capitol building, we met our tour guide, Mrs. Snellings, who led us on our very thorough tour through Virginia history. The larger than life paintings we saw were beautiful, and gave us a glimpse into life through the stages of history, spanning from the construction of the building in 1788 to the new renovations of the building in the 21st century. In the center of the building stood a life-size marble George Washington. He was positioned on top of the marble-checked, fossil filled squares all along the floor. It amazed us at how the sculpture was so detailed, and how much history was in the building, even the floors.



The Capitol is unique in that it is the second-oldest capitol building that is still in use today. We got to explore the room where the Virginia General Assembly meets (though they weren't in session that day). We both thought it was interesting to be able to see the contrast of the old meeting place in the building, and then the present-day one, which was full of today's latest technology.



After the tour we stopped for a bite to eat in Carytown at the New York Deli, which is fittingly Richmond's oldest restaurant that opened in 1929! So much history, so many fries. We ended our journey back in the "party bus," full of good food and new memories of another great Honors Program field trip.



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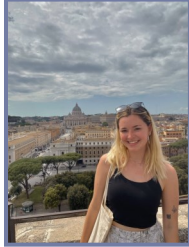
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First Person Singular: What/Why I Do

by **Kate Gruber, Class of 2023**



Kate Gruber

My name is Kate Gruber, and I am a senior Anthropology major in the Honors Program. I am currently applying to graduate school to pursue my Master's in Biological Anthropology. For the past two years, I have served as President of the Sociology and Anthropology Club (SoAn). This fall, after noticing that there were many students in SoAn who were hesitant or lacked access to submit to large academic journals, I decided to found *Columns, the Mary Washington Humanities and Social Science Journal*. *Columns* provides an important resource and opportunity for students to learn how to be published in a journal, which is especially important for students of the social sciences, especially post-Covid. This is the first undergraduate academic journal in the history of UMW and has already been incredibly successful. As the co-founder and President of *Columns*, I have led the administrative and editorial boards in producing a competitive and peer-reviewed inaugural volume, created an official website for publishing of the volume (www.umwcolumns.com), printed copies, and organized a symposium for the authors to present their research. In the spring, there will be even more opportunities for students to become involved in the organization, as we are offering workshops for writers, opening more positions on the editorial board, and looking for students interested in graphic design and production!



Columns has given me an opportunity to create and lead a huge project here at UMW, one that will benefit many of my peers. I am so grateful for my experience in the Honors Program, as it has developed my leadership and community outreach skills, which has been immensely helpful in effectively leading *Columns*. This semester has been filled with trial-and-error, from fundraising with departments, to designing the journal, to building a website, to printing the journal. Many mistakes have been made along the way, but I am so grateful to have reached the finish line with a product that I am incredibly proud of. I would like to invite students of all social science and humanities disciplines to submit their original research, join the editorial board, or otherwise participate in *Columns* this spring!



***Honors Commons
continues its
Beautification
Project:
Logo Painting II***

CURIOS MINDS AT WORK:

A Look into Fall 2022 HN-Designated Classes

In the following pieces, Honors students give a glimpse into what they are doing in some of the semester's Honors-designated classes. Though many Honors Programs in and beyond the Commonwealth cluster courses in an Honors college or program itself, UMW's program is structured around, and relies on, Honors course offerings across the curriculum. UMW Honors is rooted in the belief that Honors classes, which are not restricted to scholars in the program, should not be more work, but rather different work, should offer an academic experience that is challenging, student-driven, and based in higher-order thinking skills.

Living History and Debating Theology

Religion 208, Christianity after the New Testament— Dr. Jennifer Barry

by Christopher Anderson, Class of 2025

Dr. Jennifer Barry's Honors Religion 208 course dives deeply into the history of the Christian Faith After the New Testament. This class was one that I was very interested in because of my previous conversations with Dr. Barry and learning that for our final exam we were going to reenact a very important moment within Christianity. In class we learned about the Council of Nicaea, which was a council held by the first Christian emperor Constantine to establish a unified stance regarding theology and church. Another major goal for this council was to determine a doctrine that would be considered the orthodox set of texts that all Christians would be reading. This council, though, had a lot of challenges because of different views amongst the bishops present. The main controversy present was the relationship between God the Father and God the Son. The two main arguments came from Arius, which is the character I play, and Alexander of Alexandria. Arius was the leader of the Arian Creed, and he believed that God the Father was superior to Jesus and that they are not equal substances, which is referred to as *Homoiousios*. Alexander believed that God the Father and Jesus were equal in substance, which we refer to as *Homoousios*. These two stances are one of the key debates we have during the reenactment of the Nicaea Council.

Going into this class, I really did not have a grasp on the material that was going to be presented and what we were going to need to succeed during the council. One thing that makes this class so unique and really grows someone as a student is the amount of research you must do outside of class. During the beginning of the council, we all got our characters with some information, but we only got our own and had to research each of the other members present. By doing research on the other council members, we were able to determine who our allies were and who went against our beliefs. We also had to do a lot of strategic thinking and using our research skills to find ways to put our characters in better positions within the council, by "blackmailing" other members. In this time there are a lot of characters we learned in class that were heretics (people who went against the orthodox way) and some of the council members present came from these controversial ideas and beliefs. By learning about the different theological and political beliefs each bishop had at this council, I was able to better understand the historical formation of the Christian faith. This project also challenged me in my own theological beliefs because I had to play the role of someone that has differing views, but that challenge really helped me expand my knowledge and understanding regarding my faith! I believe that as students we should be taking classes that challenge our personal beliefs and allow us to see differing perspectives!



Chris Anderson being ordained by fellow bishops



RELG 208 Council of Nicaea

But how do you say...?

Linguistics 101, Introduction to Linguistics— Dr. Janie Lee

by Connor O'Brien and Delaney Cotton, Class of 2026

[Zaza]! That's the sound of a greeting in our wonderful language, [zaza]. We created [zaza] (written in the International Phonetic Alphabet because it's an entirely verbal language) as a way to showcase our understanding of phonology and morphology, and when given the opportunity, we chose to develop [zaza] further as a part of the final project in our Linguistics 101 class.

Having the complete freedom to create our language from only a few vague parameters was challenging, but it was challenging in a cool and fun way. We were able to make our own decisions about how the language would sound and function – and of course, we had a lot of fun with that! One of our favorite words, the word for person, is pronounced [pipin].

Making [zaza] came with a lot of its own challenges. Creating words that sounded real *enough* without also getting too complicated was, to say the least, time consuming. Many hours were spent saying random gibberish out loud (usually followed by a bout of laughter). We also ran into a lot of questions we didn't realize we'd have to ask, such as, how do you indicate that something is a question in [zaza]? How do you show past, present, and future tense? There are so many elements to actual languages that we don't tend to think about until we're tasked with coming up with substitutes for them.

Creating [zaza] was a uniquely “college” experience. [Zaza] is proof that when students are willing to really enjoy an assignment and be creative, really cool things happen. Who knows, we might even decide to develop more vocabulary and grammatical features for [zaza] in the future! If you want to learn more about [zaza] – including how to speak it!-, check out our dictionary at <https://tinyurl.com/zazadictionary>.



Connor and Delaney at work

“Maribel”: A Love Song to Literature

English 206A, Global Issues in Literature— Dr. Mara Scanlon

by Hayden Wedgewood, Class of 2023

Early this semester, I had a really memorable experience in one of my Honors classes. The class, Global Issues in Literature, taught by Dr. Scanlon, assigns a number of evocative books to be read throughout the semester. The first book we read was called *The Book of Unknown Americans*, written by Cristina Henríquez. In the book, a Mexican family moves to the United States in order to get better special education accommodations for their 16 year old daughter, Maribel, who suffered a traumatic brain injury. They move into an apartment complex in Delaware, where a boy her age named Mayor falls in love with her. As Maribel goes to her special school more and as she gets closer to Mayor, her condition improves and she begins to show glimpses of the vibrant girl she was before her accident. Many things happen throughout the book, but in the end Maribel returns to Mexico, never to see Mayor again.



Hayden at the Steinway

I'm a music major, specifically a pianist, singer, and composer, and the events of the book affected me in such an emotional way that I felt the need to write a song about that lost love. Over a few days after finishing the book, I wrote the song, and Dr. Scanlon thoroughly enjoyed it when I played it for her! We showed it to the class on our last day covering the book, and they all enjoyed it as well. However, the most exciting thing happened when I decided to send my work to the author of the book, Cristina Henríquez. After a couple of days, she got back to me by email with a truly substantial response about how much she had enjoyed my composition, and how happy she was that her writing resonated with me the way it did. I was incredibly fulfilled to have been able to use my musical studies to express my feelings about the content I had encountered in my Honors coursework, and to have had such a heartwarming interaction with the woman who wrote the book. I had no expectations when I decided to reach out, but it goes to show that you'll never get your work out there if you don't try! This is an experience that I will truly never forget, and I'm incredibly grateful to Dr. Scanlon as well as to Ms. Henríquez for that.

Mitigating Food Waste in Our Community

Marketing 471J, Alleviating Food Waste— Dr. Kashef Majid

by Rachel Battiston and Sydney Houck, Class of 2023



Rachel Battiston,
right, with classmate

The Alleviating Food Waste course offered by UMW is by far one of the most unique courses a student can take part in. After spending much of the semester delving into the drivers of food waste, we have found that date labels are one of the greatest contributors to worldwide food waste. Our class has partnered with the local Fredericksburg Food Co-op to work towards removing the stigma behind date labels. These labels were added following the Second World War as a way to signify which products should be sold first; there was never any intention for these dates to be used by consumers. Because of this we have conducted a taste-testing at the Co-op using foods that are considered expired according to the date labels to show that the date labels are merely a suggestion and are not backed by any true science.



Sydney Houck, right, with classmates

Working with the Food Co-op, as well as UMW Sodexo and the Fredericksburg Regional Food Bank, we have created written infographics to provide to customers, and interacted with the employees and customers about alleviating food waste. Professor Majid prepared us for making these infographics in class, explaining how to shape the infographics to best get the information across. Producing these infographics and partnering with groups at UMW and Fredericksburg businesses were just a few ways that this course successfully allowed Honors students to interact with the community, and improve our written and oral communication skills, two of the learning outcomes that the Honors Program hopes we demonstrate competence in. Following our participation in this course, we hope to encourage others to be more conscientious about food usage to help combat the worldwide food waste issue.



Honors scholar Annie Wadovick with customer

First-Year Activism

FSEM 100G4, Race and Revolution— Dr. Suzanne Sumner

by Erica Berger, Class of 2025, and Donald Glander, Class of 2026

At the University of Mary Washington, freshmen take a course focused on a specific topic called an FSEM which is supposed to acquaint students with college-level work. In our Honors-designated FSEM, Race and Revolution, we were provided with the opportunity to take action to work on a social issue we care about.

Erica: Women's health conditions are severely under-researched and underdiagnosed because women's medical concerns have historically been dismissed as psychological. As someone who has been dismissed by medical professionals, I care about ensuring that this inequity is corrected. Since I am not going into a medical or scientific field, I have always been unsure how I could create change. My project this semester has shown me avenues for change that I can be involved in. I led a small conversation group for individuals who have struggled being taken seriously by medical professionals to help build community and support for them.

Addressing Inadequacies
in Women's Healthcare

Donald: Over the last two years, we have seen record numbers of anti-transgender legislation across many state legislatures. While they vary in approach and policy, the goal of all of these laws is the same: legislate queer and trans people out of existence. In such an environment, activism often feels hopeless, but we must remember that movements begin with the actions of individuals, even if these actions may at first feel small and insignificant. These laws did not just manifest out of thin air; rather, they are the result of ignorance, which was provoked and allowed to fester into fear and hatred. The first step to challenging these anti-queer and anti-trans laws is to challenge the beliefs which created them. For my FSEM project, I decided to lead a seminar covering strong, concise counter-arguments against common anti-trans talking points, in the hopes that, after the seminar, more people would be better prepared to identify and debunk anti-trans rhetoric. The seminar was a success, and I have plans to give similar ones in the future as well.



Did you know?

Honors-designated classes are proposed by faculty members, and the program is always seeking new courses at any level, in any college.

Faculty, you may learn more about proposing an Honors class on our website:

<https://academics.umw.edu/honorsprogram/academic-experience/for-faculty-propose-an-hn-course/>

Scenes from the Annual Gingerbread Building Smack Down



Visually Appealing:

◇ **Team Go Wash**

Earthquake Proof:

◇ **Team tbd :)**

Most Creative:

◇ **Team Kenobi and Skywalker**



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