

Honorable Mention

Richard
Stockton's
Honors
Program

Issue 2.1
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Pizza & Pong

Pizza and Pong, an honors event held once a semester, took place Thursday, February 10, 2011 from 8:30 to 10:30 in N-115. This was the first event run by returning Student Director Anthony Sapachino, former Events Coordinator Matthew Taynor, and the new Events Coordinator, Kavita Naik.

When asked about the event, Kavita replied that she felt that it was a success. Her goal for all the events that she plans to organize this semester is to facilitate freshman Honors students meeting and bonding with Honors students from other classes. She hopes to help unite the program so that everyone can work together and have fun. Kavita said, "If we can have fun together, I think we can do anything." She added that, since Pizza and Pong was such a success this semester, she thinks that next semester can only be better.

So what better way to accomplish this than to participate in a fun game that requires skill, luck, and a lot of silly fun? Having participated in the game myself (and I can assure you, I am no good), I can say that Pizza and

Pong was an interesting and enjoyable time. Laura Grow and Jenna Kinter won the tournament by beating the semi-finalist team of Attosa Ghorashi and Zahara Ayub.

Kavita hopes that everyone who participated in Pizza and Pong had fun and cannot wait to start organizing future events. Next on the list of events is the Honors Dodgeball War, which is currently in the works. Kavita expects a good turnout for that as well.

In order to support the Honors Program, as many people as possible should attend Honors events. So, why not try your hand at pong next semester? Come support the Honors Program! What could possibly go wrong?

- Written by Beth Packi

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About Professor Jackson

Professor Rodger Jackson has been at Stockton College since 1997, and he has loved the experience. He is officially a Philosophy professor, though he tries to teach at least one General Studies course each semester. Some of the “G” courses that he has previously taught include Symbolic Logic; Introduction to Philosophy; Environmental Philosophy; Moral Theory; Pragmatism; Business Ethics; Philosophy of Human Nature; Medicine, Ethics, and the Arts; and Law, Philosophy, and Film.

Professor Jackson has taught the GIS Honors course Ethics and Contemporary Life at least four times in his career at Stockton. This past fall, he taught the freshman seminar, Life of the Mind, for the first time. These two courses are radically different: Life of the Mind is an introductory course to transition freshmen from high school to college, while Ethics and Contemporary Life is the capstone course intended to

incorporate all previous college learning and synthesize it.

Professor Jackson enjoys teaching a variety of students. He is pleased to teach students with no academic background as well as students who are highly motivated and dedicated to succeed; therefore, he has taught courses for the Honors program, the Educational Opportunity Fund (EOF), and college students in general. Professor Jackson strives to push his students further than they would attempt to go alone.

When asked about why he teaches Honors students, Professor Jackson said that he wants to give them more feedback -- in his opinion, Honors students are so talented that most teachers ignore improving their work and instead focus on the students who need more help, which can be frustrating for an Honors student who wants to augment his or her skills. Professor Jackson makes sure

that he provides constructive criticism and encourages his students to become better, especially if they are in the Honors Program. For example, when correcting a paper, Professor Jackson writes comments as footnotes so that students can actually see which sections they can improve.

Professor Jackson says that he likes to think that twenty years or so down the line, his students will have become leaders in the world, whether as teachers, members of government, or outstanding individuals. He feels that Honors classes aid students in becoming more competent and productive individuals. The freshman seminar, for example, sets the tone for the overall college experience: students are new to college and still in the learning process, and so Life of the Mind is an important course to help Honors students learn how to learn. The GIS course Ethics and

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...Contemporary Life pulls all of the college learning together in an interesting way. Within the course, students go over at least one substantive problem and solve it using an ethical framework, which, according to Professor Jackson, is something that everyone should do at least once in his or her career.

When asked what advice he wanted to give Honors students, Professor Jackson thought of his own history. His father taught at Alma, a small university in Michigan. Professor Jackson went there for his first two years at college as a Theatre and Dance major, but then dropped out to try something new. He travelled for a few years, visiting Syracuse, Detroit, Chicago and finally Portland, where he eventually stayed. He continued his education at Portland State, still as a Theatre and Dance Major, while he played guitar in a funk band. When he was 26, he went back to ALMA to finish his degree, which, at this point in time, was in Philosophy. He finished his degree in a year, and then

went for his Masters and PhD in Philosophy at Michigan State University.

His advice was founded in his own life experience. He encourages students to be at Stockton for the intellectual experience. At college, students will meet a variety of people, but the social life cannot be not the sole reason for coming to college; it is possible to meet new people and have a thriving social life anywhere.

Professor Jackson stresses that college is a unique environment where students can expand their horizons and develop their skills. Essentially, it is important to be at college to learn. If a student is not here for that reason, then he or she should take time off until he or she is ready. That is what Professor Jackson did, and it worked wonderfully for him.

- Written by Katie Baker

Fun Facts

- I. His favorite food is seafood, in particular, his wife's tuna fish and rice and his sister's seafood casserole
- II. He lived in Bangkok when he was young.
- III. He had a gibbon, a tiny ape, as a pet when he was 10-16.
- IV. He has performed in the play "Desire Under the Elms" with the Stockton Theatre Program in Greece at Delphi and Athens.
- V. He has played guitar with the Stockton Faculty Band in the House of Blues in Atlantic City.
- VI. He is married with two sons.


 A portrait of Professor Kristin Jacobson, a woman with short brown hair, wearing glasses and a blue collared shirt under a dark jacket. She is smiling warmly at the camera. The background is a plain, light-colored wall.

About Professor Jacobson

The history of our world is something that is shared constantly. What is interesting about history, however, is that its focus varies greatly from storyteller to storyteller.

The Honors course Preserving a Sense of the Past is all about this history, told from the point of view of the professor teaching it. The Spring 2011 professor Kristin Jacobson, known by her students as Dr. J., has done extensive work in gender studies, and this course reflects her passion.

Regarding this passion, she said, "What interests me about feminism is the personal side. It wasn't until I was in graduate school that my dad told me that his mother wasn't allowed to finish high school. Her dad told her she couldn't go." This knowledge shocked Dr. J. at the time,

and she began thinking more and more about it. As a result, gender studies became a sort of ardor of hers. She went on to say, "I had this passion, and I understood that I had certain privileges that women before me didn't have, and I guess that this personal connection is what crystallizes that feeling."

A professor of literature at Stockton, Dr. J. included Kate Walbert's *A Short History of Women* and Zora Neale Hurston's *Their Eyes Were Watching God* in the curriculum for her section of the course.

Although this is Professor Jacobson's first time teaching an Honors course at Stockton, it is not her first experience with honors courses. She was an honors student herself, and she is very pleased with her

experience in the role of Honors professor. She said, "This is my first encounter with a group of Honors students, but I love the students in the class. I think we have a lively group, and I'm enjoying the conversations that we're having."

Jacobson's involvement in the Stockton community extends beyond the classroom. She is the "e-citizenship liaison" of the Political Engagement Project at Stockton, an organization that seeks to "bridge students' social networking and virtual lives with the real world," as she puts it. The Project looks for ways in which people can change their real lives through online activism and seeks more student involvement.

- Written by Eddie Horan

When it all began

Part 1 in a series describing the history of the Honors Program

A few days ago, I had the pleasure of interviewing Tommy Digenno. Tommy was in the first graduating class of the Honors Program and he was the Student Director. Tom gave some background information of the first few years of the Honors Program.

It goes without saying that the Honors Program was in a unique position when it began in 2005. For starters, it began in a school of extreme equality. Think about it: there weren't any faculty parking lots and most professors wanted to be called by their first names. Some faculty were not in favor of the Honors Program because they felt this would be an elitist program at Stockton College. However, certain staff members, namely Dr. Hozik, fought for a program to recognize the academically gifted.

Despite opposition, this program started as a unit in Academic Affairs. At the time, the reasoning was in favor of an academic oriented program with some elements of a typical student organization. The Honors Program's position within Academic Affairs enabled the program to better motivate students to become more competent thinkers and leaders.

Thirty freshmen entered the program for the pilot year. They had a special summer orientation and they were

housed in Honors dorms, but the feeling was different. Tom described it as if something was missing. To Tom, the program felt like it should have some form of student leadership--a student government to empower the students to make their own decisions and gain some experience. So he, Stephanie Sprout, Ali Stokolosa, Jon Pennetti, and Nicole Willms went around the Honors dorms and began to poll everyone about their opinions on a student government.

The end result of these questions was the Honors Student Association which was a separate entity from the Honors Program. The HSA was primarily designed to assist the Honors Program regarding event planning, service, etc. While Dr. Hozik was not required to recognize the HSA, he did and in part, fused the HSA and Honors Program together as one. This enabled the growth of students, faculty, and the program itself in many ways. Tom said the new organization of the Honors Program was great because it made it more likely that the day to day operations of the program would be more responsive to students' needs and wants.

For example, Roni Bier was an Honors student who wondered if a program should be established to mentor incoming freshmen into

college life. The Honors Program leadership liked the idea, so they proposed such a program and tried it out. This peer mentoring was so successful that they added this to the general curriculum of the Honors Program, and it still exists as one of the most popular aspects of the Honors Program.

Another consequence of this trial year involved Honors housing. When the special Honors housing was first established, the college did not have any Living-Learning Communities or any type of experience with these 'topic-driven' dorms. However, the Honors dorm became so successful and popular that the college expanded the idea beyond the Honors Program. The Living-Learning Communities of Housing 5, such as Sustainable Living, Diversity/Multicultural, and Academic Housing all began from the concept of Honors housing.

Tommy ended by mentioning, "Student leadership is a hallmark of the success we were able to achieve, but there is much work to be done and students should feel empowered to continue to play an active role and carry on the great tradition of a successful honors program."

- Written by Matthew Widjaja

The Rose Sale

For most, February is marked by the arrival of Valentine’s Day. In order to celebrate this holiday and to raise money to fund the Honors Program, Honors students held their now annual Rose Sale. A table of roses was arranged in lower G wing on Friday, February 11 from 8:30 am to 3:30 pm as well as on Monday, February 14 from 8:30 am to 6:00 pm. There were a variety of colored roses that were being sold; each cost three dollars per stem. Traditionally, individual rose colors represent different types of love — for example, lovers may exchange red roses in the

acknowledgement of their amorous relationship, while a white rose, which stands for platonic friendship, can be given to a friend. Students working at the table advertised these facts to potential customers, and the method worked well: a total of \$412.28 was raised (a customer gave a twenty-eight-cent tip, presumably?). Hopefully, next year’s Rose Sale will allow the Honors Program to raise even more money. All proceeds were directed towards funding the activities of the Honors Program.

- *Written by Sadaf Chaudhry*

National Flower

You might have known that rose is the national flower of USA (it was recognized on Nov 20 1986) but did you know 10 other countries adopted the rose as their national flower too? Bulgaria, Cyprus, Czech Republic, Ecuador, Iran, Iraq, Luxembourg, Maldives, Slovakia, and the UK all adopted the rose too as their national flower! Who would have guessed?

May 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Last Day of Semester	2	3 Sean Lyddon's B-Day	4	5	6 Lynn Abrahamsen's B-Day	7
8 Jenna Kinter's B-Day	9	10	11	12	13	14
15	16	17	18 Ben Peoples' B-Day	19 Frank Saunders' B-Day	20	21
22	23	24	25	26	27	28 Amber Slawek's B-Day
29	30	31				

