

# SCHOLASTICA

PACE UNIVERSITY-PLEASANTVILLE | HONORS COLLEGE NEWSLETTER

## Yankees Game Review

*Kathleen Hachmeyer*

On September 19, the Honors College and 40,000 other baseball fans looked on as the Yankees beat the Toronto Blue Jays at Yankee Stadium by a score of 5-3. While the Blue Jays did take an early lead, the Yankees answered by scoring in the second, third, and fourth innings and controlled the rest of the game. Despite the win that night, it was safe to assume that the Yankees would not be playing October baseball because of their position in the standings. Nevertheless, the stadium atmosphere was exciting and full of intensity largely in part to the player

at shortstop who was batting second in the lineup that night: Derek Jeter.

In February 2014, Derek Jeter announced his retirement following the end of the season. Instantly, every aspect of Yankees baseball became Jeter oriented – Opening Day 2014 became Jeter’s Final Opening Day. That September game transformed from Game 154 to Game 2 of Jeter’s Final Home Stand. As one of the most respected players on and off the field, Jeter received this same welcome throughout Major League Baseball, not just at Yankee Stadium. This fact is just one way we can recognize how Jeter has impacted professional baseball.

Personally, I believe Jeter’s impact has stretched beyond baseball. His work ethic is something we can all learn from, especially as honors students and soon-to-be professionals, “The last thing you want to do is finish playing or doing anything and wish you would have worked harder.” We should all strive to one day look back at our college experiences and know that we took

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*Photo by Kathleen Hachmeyer*



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- Sheila Chiffriller, Ph.D.  
*Honors College Director*
- Carlos Villamayor  
*Editor-in-Chief*

“We ought to have known long ago, by the mere fact that our thoughts were getting into such a tangle in the world of theory, that the tangle would soon tighten into a strangling knot in the world of practice.”

- G.K. Chesterton



## Editor's Note

Continuing the reflections on a college education from last issue, Dr. Paul Griffin (p. 7) challenges and invites the Pace community to "build a better community of scholarship at Pace." As the Honors College, we are in a unique position to contribute to that. A good place to start is taking advantage of the professors and classes in the Honors College.

It is my conviction that the effort, time, and money we put into college go to waste if we have a careerist mindset: get in, get a degree, get out. We have the opportunity to get more out of the world and out of life.

If you "hunger for more stimulating conversation" and want to help build a community of scholarship and learning, get in touch with Dr. Griffin at [pgriffin@pace.edu](mailto:pgriffin@pace.edu)

I'm very happy to say that this is the issue with the most student participation so far. I hope participation only increases in the future. Here we take a look at the research experiences of two students, as well as a feature on the Environmental Clinic, a book review, and a note

on Prof. Edelstein, who is leaving Pace. I took a class with him during my freshman year; we will miss him and the musical mornings with him.

I hope everybody has a great winter break, with plenty of rest and enjoyment.



*Honors students with T-Bone at the Open House*

*Photo courtesy of Andreas E. Christou*

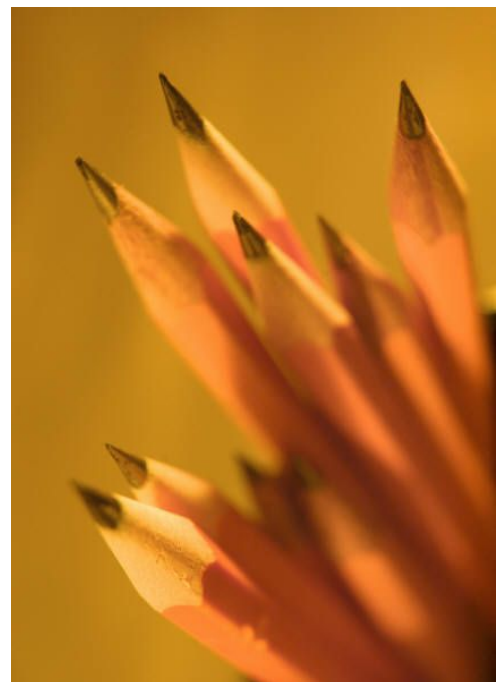
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## A Few Words

### From the Honors College Director, Dr. Sheila Chiffriller

This has been such a wonderful semester and I would like to thank the Honors faculty, staff, and students for working so diligently to build the Honors community. So much has been accomplished these last few months, including: securing space in Alumni Hall for Honors students, obtaining a space in Kessel Student Center for the Honors office to move in to, and maintaining the Honors College Student Council. We continue to work towards building a stronger Honors community each semester.

The Honors College Student Council has worked with the event planning committee to develop the events for the Spring 2015 semester. Some of these events include lectures on psychological, physical, and emotional health, as well as trips to a sporting event and Broadway play. The Honors staff continuously seeks the feedback and opinions of the students and we welcome any suggestions for the Fall 2015 events. Enjoy the winter break and Happy Holidays!



## From page 1

advantage of every opportunity we were given. As we tip our hats to the Captain one last time, we should try to remember that Jeter didn't become a Hall of Famer overnight – his success is the result of hard work.

## Spring 2015 Honors Courses



Honors courses are designed to be innovative and challenging. They may be interdisciplinary, focus on great works and ideas, cover issues of keen interest, or present a topic in great depth with a faculty member who has expertise in the subject. Honors courses are open only to students in the Pforzheimer Honors College. Students who are not in the Honors College may be permitted to register for an Honors course with written permission from the Director of Honors, contingent upon the student's GPA and space availability in the course. Each Honors course carries Honors credit, which appears on the student's transcript counts toward completing the requirements of the Honors College.

### CIS 102T: INTERGENERATIONAL COMPUTING

3 credits  
Day: M 1:20-3:10pm  
Prerequisite: CIS 101 or INT 197B (Grade D or higher)

CRN 20690  
Fulfills: AOK 1

Course Description: This course is designed to teach students the fundamentals of the PC and digital media technologies as well as the social and sociological aspects of the aging process. Students will work in teams visiting elderly seniors in adult day care centers and senior community centers to teach them to utilize digital media devices, web browsers, and email. This will provide students with an in-depth understanding and respect of both senior citizens and intergenerational computing.

### CRJ 351: CRIMINAL EVIDENCE AND PROCEDURE

3 credits  
Professor: MaryEllen Martirano  
Day: T 12:15-3:15 pm  
Prerequisite: CRJ 205 (Grade D or higher)

CRN 21907

Course Description: Comprehensive analysis of rules of evidence, especially as treated under the Criminal Procedure Law of 1970. Subjects include real and circumstantial evidence, burden of proof, hearsay evidence, confessions, admissions, witnesses' identification, etc., as they relate to criminal cases.

### ENG 201: WRITING IN THE DISCIPLINES

3 credits  
Professor: Andrew Stout  
Day: TR 4:35-6:00pm  
Prerequisite: ENG 120 or INT 197T.  
Upper sophomore standing (45 credits)

CRN 20617

Course Description: This course is an upper-level writing requirement. Its focus will be on writing effective essays and research papers in disciplinary modes and in students' field of interest. It may include interviews, analysis of journal articles, and appropriate documentation style formats.

### FIN 260: FINANCIAL MANAGEMENT

3 credits  
Professor: Padmaja Kadiyala  
Day: MW 9:00 am- 10:25 am  
Fulfills: Business Core  
Prerequisite: ECO 106, ACC 203, ACC 204, MAT 104 or MAT 137 or MAT 134 or MAT 234 or MAT 117 (Grade of D or higher)

CRN 20850

Course Description: This course introduces students to the financial decisions facing the manager. Topics include: financial analysis of the firm's current and future financial condition; efficient management of the firm's assets; sources of short and long-term financing; introduction to financial theory, including valuation, capital budgeting, leverage, capital structure and the timing of financial decisions.

### HIS 134: MODERN LATIN AMERICA

3 credits  
Professor: Howard Weishaus  
Day: M 6:10pm-9:00pm  
Fulfills: AOK 3, Inquiry and Exploration

CRN 20217

Course Description: Historical, political, and economic survey of modern Latin America. Overview of the major countries, such as Argentina, Brazil, Peru, Chile, Mexico, and Central America. Their development since 1870 will be analyzed, with emphasis on the period after 1900. The role of the region's economic and political dependence upon Europe and the USA, and of the U.S. as a key regional actor will be closely examined.

### HON 499: RESEARCH METHODS

1 credit  
Professor: Mohsen Shiri- Garakani  
Day: W 4:35pm-5:30pm  
Prerequisite: Senior standing in the Honors College

CRN 22587



## Spring 2015 Honors Courses

**Course Description:** This course is designed to assist Honors seniors with the formulation of a thesis project by preparing them in the research methods needed to successfully produce a completed project. Students will be expected to produce a thesis proposal as well as a significant portion of the project itself. A grade of Pass/Fail will be given in the course.

### HON 499: RESEARCH METHODS

1 credit CRN 22589  
 Professor: Melissa Cardon  
 Day: T 7:55 am- 8:50 am  
 Prerequisite: Senior in the Honors College

**Course Description:** This course is designed to assist Honors seniors with the formulation of a thesis project by preparing them in the research methods needed to successfully produce a completed project. Students will be expected to produce a thesis proposal as well as a significant portion of the project itself. A grade of Pass/Fail will be given in the course.

### HS 260: FAMILY DYNAMICS

3 credits CRN 23476  
 Professor: Marie Werner Day: TR 9:00am-10:25 am

**Course Description:** An in-depth look at family dynamics from a family systems perspective. Attention will be paid to inter-generational, ethnic and gender themes; communication styles and conflict resolution; and therapeutic approaches to family dysfunction. Use of case studies and opportunity for work on students' own families.

### LIT 211T: TRAGIC AND COMIC VISION

3 credits CRN 23104  
 Professor: Leo Boylan  
 Day: R 6:10-9:00pm Fulfills: AOK 2, AOK 4  
 Prerequisite: ENG 102 or 120 Minimum Grade of D

**Course Description:** This course explores the tragic and comic vision of the human condition in literary works.

### MGT 250: MANAGERIAL AND ORGANIZATIONAL CONCEPTS

3 credits CRN 21351  
 Professor: Melissa Cardon Day: TR 12:15-1:40pm  
 Fulfills: Business Core  
 Prerequisite: Completion of 48 credits required

**Course Description:** This course examines basic managerial functions of planning, organizing, motivating, leading, and controlling. Emphasis is also given to the behavior of individual and groups within organizations.

### PSY 233: PSYCHOLOGY OF CIVIC ENGAGEMENT

3 credits CRN 20906  
 Professor: Elizabeth Tesoriero  
 Day: R 5:40pm-8:30pm  
 Fulfills: AOK 1, Inquiry and Exploration

**Course Description:** This course will introduce you to the application of psychology principles to a variety of social service setting. A strong emphasis on civic engagement will be featured

### RES 202: EASTERN RELIGIOUS THOUGHT

3 credits CRN 23240  
 Professor: Lawrence Hundersmarck  
 Day: W 6:10pm-9:00pm Fulfills: AOK 3

**Course Description:** This course examines the great ideas in Hinduism, Buddhism, Confucianism and Taoism. An in-depth study of the most influential ideas regarding the nature of divinity and the essence of humanity that emerge from the different source documents and traditions of the major religions of the East.

### POL 206: POLITICS & THE ENVIRONMENT: URBAN PERSPECTIVE

3 credits CRN 21086  
 Professor: Howard Weishaus  
 Day: R 12:15pm-3:15pm  
 Fulfills: Inquiry and Exploration

**Course Description:** This course will focus on how politics and environmental concerns manifest themselves in an urban setting. A history of legislation such as the Clean Air Act, Clean Water Act, NY State Environmental Quality Act,



## HONORS OPTIONS COURSES, 3 credits

The Honors Option is designed for Honors-level work in a non-Honors course. To receive Honors College credit, an additional paper (10-20 pages), project, or presentation is required. Written approval of the appropriate professor and the Director of the Honors College are necessary. Depending upon the number of credits completed prior to entering the Honors College, Honors students are limited to either one or two Honors options; other Honors course requirements must be completed in Honors courses.

Noise and Air Space Regulations will be reviewed and applied to New York City. Confronting the environmental problems that downtown New York faces in relationship to the aftermath of 9/11/01 will also be a topic of analysis.



### PSY 271: PSYCHOLOGY OF MORALITY

3 credits

Professor: Paul Griffin  
Day: TR 10:35am-12:00pm  
Fulfills: AOK 5, Inquiry and Exploration

Course Description: What makes people good or bad? How do we develop a sense of right or wrong? When should people be responsible for their actions? These are but three of the many important questions being investigated in a field known as moral psychology. Researchers in moral psychology address timeless philosophical questions by examining the biological, social, and psychological nature of why and how we become moral agents. In order to understand what underlies morality today, we must first understand its evolutionary history and biological underpinnings (As a species how did we develop morality? What brain processes underline morality?). From the biological we move to the developmental (Do babies understand morality? Is morality learned? How does morality develop over time?) To fully understand morality, we must then understand the social and psychological processes that help us make decisions about what is good and what is bad. (Why do we "feel" that certain things are right and certain things are wrong? How do we come to make a decision about what is good and what is bad?) Finally, using what we have learned, we will investigate the issue of individual differences and circumstances related to moral behavior, and then consider how our knowledge might be applied -for better (hopefully) or worse-in the near future.

### INT 299N ENVIRONMENTAL POLICY CLINIC II

6 credits CRN 23637  
Professors: John Cronin and Andrew Revkin  
Day: TR 12:15pm-3:15pm Fulfills: AOK 1  
Prerequisite: Students must be a sophomore and Instructor permission is required.

Course Description: Students clinicians work as professional practitioners, in a team setting, with faculty from Pace Academy for Applied Environmental Studies and faculty from across Pace schools and colleges. Their primary responsibility is to design and implement policy reforms for real world environmental issues by representing and working with "client," non-profit organizations from the community and region, under the supervision of Pace Academy. Students will also learn the essential civic-engagement skills necessary to serve their clients, such as legal, political and communication skills training, legislative history research, preparation of hearing testimony, oral and written presentations, news release writing, bill drafting, lobbying and its requirements, the role of nonprofits and government, and use of social media and technology-based methods of influencing public opinion.

## Spring 2015 Honors Courses

### TRAVEL COURSES

#### INT 197G: ROME THE ETERNAL CITY

3 credits CRN 20788  
Professor: Lawrence Hundersmarck  
Fulfills: AOK 2  
**Corequisite:** RES 101 CRM 23285 or 23286

Course Description: Local trips and lectures will take place in Rome.

Pre-trip Meeting Dates: April 10th and April 24th.

Travel dates to Rome: May 20th to June 12th, 2015.

Trip Destination: Rome, Italy and day trip to Florence

Trip Cost: \$5,650 (includes airfare, lodging, two group banquets, museum entrance fees and excursion to Florence.)

A \$1,000 deposit is due by December 5th, 2014. For further information contact either the Office of International Programs & Services or Dr. Lawrence Hundersmarck, Dept. of Philosophy and Religious Studies (lhundersmarck@pace.edu)

Please note: After registration for this spring class, students who register will receive, and fill out an application in order to obtain permission from the Instructor to enter the course. A strict limit of 24 students will go to Rome.



*Sunlight pours from the Pantheon's 'Eye.'*

*Photo by Carlos Villamayor*

## Research Experience: Kristin Stein

*Kristin Stein*

The Honors College tries to create as much flexibility as possible with the types of Honors courses offered each semester. The students know of both the exclusive and non-exclusive honors courses available at Pace, and even the honors option courses. What is often overlooked is the opportunity to engage in your own independent study.

To register for an honors independent research course, you must be at a Junior or Senior standing and have a cumulative 3.3 minimum GPA. According to the Honors College website, "With the written approval of the appropriate professor, the department chairperson, and the Director of the Honors College, a student may select a topic that is not included in the usual course offerings for guided research".

To receive Honors College credit, the results of the independent research must be presented at the Honors Independent Research

Conference held every year at the end of the spring semester. Students may then have their papers published in *Transactions*, the scholarly journal of the Dyson Society of Fellows, and also made available through Pace's Digital Commons.

As an Honors Senior, I did my independent study on Celebrity Philanthropy under the mentorship of Professor Paul Ziek. Professor Ziek and I met regularly to review our progress and determine our next steps. Having this personal interaction with a professor has pushed me further and harder than I could have imagined. Instead of writing a typical research paper in a class of 20+ students, I was able to have a professor as a partner and have constant feedback.

During our research we wrote a literature review, conducted student surveys, and defined terms such as "celebrity public relations" and "celebrity



philanthropy". To be able to say that I, on my own, conducted an independent research project is a great achievement itself. It is also a great resume builder as well as a great way to prep yourself for the real world. I can now approach future projects with a positive attitude and know that I can accomplish anything regardless of how intimidating it may initially seem.

*Photo courtesy of Kristin Stein*

## Research Experience: China in Zambia

*Karen Reitan*

China has risen over the past years to earn being taken into consideration when it comes to powerful nations. Their many resources permit them to do almost whatever they wish, and they are now investing heavily in most of the third world.

Zambia has particularly felt the Chinese investment affecting its economy. Located in the southern part of Africa, Zambia's soil is rich in copper,

which China is very interested in. But is China using their investment power to create well-paid jobs for the local workers and create a better standard of living in countries like Zambia? Or are they simply extracting resources without regard for other nations and other people, much like the European colonialists did in their time?

It is evident that Zambia has improved their income and living standard over the last few

years, but whether this comes from China's interest in the country's resources or from other factors, is something I still do not know. I am currently conducting research on this topic and I do not know what the outcome will be. I am hoping that the research, which I am working on with Professor Filante from the Lubin School, will provide some of the answers that I am looking for.



An important issue was raised in the previous issue of *Scholastica*: what is college for? What I would like to talk about is something that is related to the broader issue of college's purpose, but which is more specific in focus. It has been on my mind for as long as I have been teaching at Pace (over 10 years now) – in fact, long before that.

I have been thinking about this question since at least when I was a college student and became convinced that what I wanted to do was what my professors were doing. I don't simply mean that I decided that I wanted to teach – though I did find this very appealing – but even more so, I wanted to become someone whose professional purpose was devoted to examining questions and pursuing knowledge. I wanted to devote my life to scholarship.

So here is an important question: why pursue scholarship?

When I say scholarship I don't just mean going to college. Scholarship can happen in the classroom, but it certainly doesn't always happen there nor does it require it. When I say scholarship I mean a more intentional stance of being. You are moving beyond learning simply for a grade or a degree. You engage with an idea, a problem or a topic because you are interested in finding out more. Sometimes you become so interested that you devote a semester, a year, or even a lifetime to this subject.

Why do this? What's the point of spending so much time and effort on scholastic pursuits? One important answer is that the scholarship academics pursue have very real implications. The ideas, debates, and research that take place in universities are often how theories of disease are developed, interventions implemented, public policy conceptualized, and it's where individuals are given the time and resources to develop patents and other new technologies that fundamentally change the course of history. Today, universities are so much a part of the fabric of American life – even for those who do not participate – that we often take for granted its central role in creating modern culture.

This question becomes more vexing, however, when we recognize that the vast

## The Pursuit of Scholarship

*Dr. Paul Griffin*

majority of scholarship pursued by professors and their students will not lead to new vaccines, laws, or inventions. Every year college students will devote themselves to projects, small and large, that will go mostly unnoticed. Students will spend countless hours on a paper that only a few pairs of eyes will ever see. In many cases, these ideas will only live on in the individual memory of its creator.

At this point, I might seem to be making a very good case as to why you shouldn't pursue scholarship! I make this point, however, because I want to confront the skepticism we encounter in so much public discourse about university life. For these skeptics, students – through the encouragement of professors – spend their time

and energy on passionate projects that have very little purpose.

What's the point in doing something unless it has a demonstrable effect? A retort to this criticism is that it is too shortsighted. The scholarship pursued by students in college serves as building blocks for future projects with more tangible rewards. For example, students

with a thesis project on their college resumes are more attractive to both graduate programs and future employers. Scholastic pursuits (e.g. presenting research at a conference) suggest a certain level of academic rigor and seriousness. Over the years all too often I have found Pace students late in their college career wanting to get into selective graduate programs who have the grades but who lack the scholarship. They are at a serious disadvantage.

So, yes, there are a number of good pragmatic reasons why the pursuit of scholarship is beneficial to one's future. I would like to offer another argument, however, one that is bit less utilitarian.

In presenting this argument I will do a very academic thing, which is to reference the work of another. In his essay, "Why Read The Classics?" the Italian writer, Italo Calvino, tries to address the issue of why and how one should read the great works in the Western canon. He

*Life in general is richer when we passionately pursue subjects that interest us, with little regard to the rewards beyond the pursuit itself.*

## An Intellectual Challenge

approaches the question in multiple ways, but is ultimately left to argue that the only solid reason why one should read these works is not because they make us more moral individuals or because they serve some greater purpose, but rather because “reading the classics is always better than not reading them.”

And so I will argue, too, that the reason you should pursue scholarship in college is because it is better than not pursuing scholarship. It is better not simply because it might lead to future successes, but because life in general is richer when we passionately pursue subjects that interest us, with little regard to the rewards beyond the pursuit itself.

Let me end by offering the following challenge: that we build a better community of scholarship at Pace, specifically on the Pleasantville campus. That doesn’t mean that such scholarship doesn’t currently exist; I know it does. But I also know it remains fragmented, with too many bright students not taking more active roles in pursuing intellectual discourse. As a board member of *The Dyson Society of Fellows*, an institution created for the specific purpose of promoting undergraduate scholarship at Pace, I see too few students on the Pleasantville campus participating in these events.

On campus I see plenty of extracurricular activities, even civic volunteer

*You are moving beyond learning simply for a grade or a degree. You engage with an idea, a problem or a topic because you are interested in finding out more.*

work, but less attention to intellectual endeavors. We could spend time discussing whose fault this is, but I am more concerned in coming up with possible future solutions. What can we do to promote richer inquiry between professor-mentors and their students? How can we build a stronger, more vibrant intellectual community that moves beyond specific majors and their disciplines?

I believe that if you are still reading at this point, some of you will find resonance in what I am saying. You, too, hunger for more rigor, more stimulating conversation. And so the time has come to create a better culture of scholarship. I would like to hear from students (and faculty) with suggestions on what we can do to build a better community of scholars. Even if you don’t have suggestions but would like to indicate your interest in joining such a community or would simply like to continue the conversation, please do reach out to me. You can email me at [pggriffin@pace.edu](mailto:pggriffin@pace.edu)

## Farewell Professor Edelstein

*Alex Franciosa*

This year marks Professor Peter Edelstein’s 42nd and last year at Pace University. Professor Edelstein is a lawyer and a law professor here at Pace, who has taught a number of honors classes through the years. As a young man, Prof. Edelstein entered the law profession because his father was a part of it, and he stayed because he genuinely enjoyed it. Soon after, he joined his law professors in the teaching field. He applies his first-hand experience to his classes every day, to make complicated laws and definitions perfectly understandable. Despite starting the semester with a 90 page syllabus, Professor Edelstein’s

classes are among the most fun – and informative – classes at Pace. He helps students laugh while they learn, and he is always kind and helpful; every one of his students knows when his office hours are, and they are always encouraged to come with any questions or concerns.

While his least favorite part about teaching is the paperwork involved, his favorite is being in the classroom with the students. He feels passion and excitement with and through them – and his students feel the same about him. Some Pace students may know Prof. Edelstein from the music he plays at the beginning of class; those who have taken

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## Book Review: *Corelli's Mandolin*

Katie Szilagyi

While Louis De Bernières may have taken some creative license in terms of historical accuracy in his novel *Corelli's Mandolin* – set during the Italian occupation of Greece during World War II on the island of Cephalonia – his work offers insight into universal themes like love, suffering and perseverance, and the limitless possibilities to be found in life's most ambiguous circumstances.

Several forms of love are addressed and exemplified in this touching novel. Though it is a wartime love story, its most beautiful portrait of love is arguably that between father and child. The main character, Pelagia, lives with her widower father, Iannis. The honesty and mutual respect depicted between father and daughter in this novel is inspiring, endearing, and encouraging. Conversations that younger generations of Americans

would consider uncomfortable to discuss with parents are not off-limits to Pelagia and Iannis. They openly discuss politics, love, history, and medicine. Her father, rather than fulfilling a judgmental and restrictive role as it often was for fathers of this time period, is understanding, compassionate, and realistic toward his daughter and her life. He gives his advice very truthfully, and yet he allows her to learn on her own, as children often need to. They are not simply father and daughter; they are also friends and companions. As for love and relationships, *Corelli's Mandolin* offers a realistic, and yet simultaneously romantic, perspective, with an emphasis on emotional and mental connection rather than physical. Iannis, watching his daughter falling in love with an Italian captain, advises, "Love is not

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### From page 8

his courses know that during the first few minutes of class, Professor Edelstein shows popular music videos on the projector. He says he started playing the videos ten years ago, because they provide a fun way for him to keep up with pop culture, and for the students to transition from sleep to class, as well as have motivation to come to class on time. And, according to his many students, it works.

Some advice he has for current students is to "study hard and play hard. People go through life without knowing what makes them happy", so he advises students to "think about what you really like, and then go do it."

After his many years as a part of the Pace Community, he is sad to leave. He started teaching as a young man and a part of a law firm, so teaching has felt like a part of his whole life. However, he recognizes that "everything has a lifespan," and he is going to spend his time after Pace with his family, and traveling with his wife. A

## Professor Edelstein Leaves Pace

favorite professor of many, he will be missed by students and faculty alike, but we wish him happiness and serenity in everything he does



## Corelli's Mandolin

breathlessness; it is not excitement; it is not the promulgation of promises of eternal passion. That is just being "in love," which any of us can convince ourselves we are. Love itself is what is left over when being in love has burned away, and this is both an art and a fortunate accident."

The title character, Captain Antonio Corelli, is a musician leading an army. His enthusiasm is what allows him to persevere, and it is uplifting to experience. "I have

always found something in life worth singing about and for that I cannot apologize," he explains to Pelagia, when she admonishes him for displaying happiness while those she grew up with are suffering under the Italian occupation. The captain's refusal to lose this passion is his method of perseverance, a respectable trait, which he recognizes in himself, admitting "it's enthusiasm that keeps me alive."

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## Honors Thesis: What is it?

Dr. Mohsen Shiri-Garakani

All Honors students on the Pleasantville campus who started at Pace in Fall 2013 or later will be required to produce a thesis in order to graduate with Honors. A thesis is required for all Business Honors Program students regardless of their start time at Pace. Due to its highly positive impact on students' academic qualifications, the Honors thesis is strongly recommended for all students in the Honors College, regardless of academic year. In this short note I will explain what a thesis is and how to prepare for it.

An Honors Thesis is normally a two-semester project consisting of two courses:

- (1) A "Research Preparation" course which focuses on research methodology. Students normally accomplish this step by taking HON 499, which is a 1-credit course offered every semester. After taking HON 499, students are expected to have learned the principles, methods, and steps necessary to establish a rigorous research project. Most importantly, students are required to develop a concrete and well-defined thesis proposal which can be further explored in a subsequent research course as described below. Students are encouraged to take HON499 in their 5<sup>th</sup> or 6<sup>th</sup> semester. This leaves adequate time to conduct the research

in the following semester and have an opportunity to present the results in appropriate venues like the annual conference of the NCHC (National Collegiate Honors Council), usually held in early November of each year.

- (2) A "Research Production" course, during which the students conduct the actual research under the supervision of a Pace faculty. Students normally accomplish this step by taking a so-called Springboard or Capstone course.<sup>1</sup> If there is no Capstone course offered in the student's major, then he or she can take Independent Study 395.

The thesis must be an original and high quality work so it can be presented as a sample of the student's best scholarly work in his/her field of study. It is normally expected that the thesis must be a minimum of 25 pages unless an exception is granted by the Honors College Director. Upon the completion of the research and by the end of the senior year, the student is required to present the work formally in a *Thesis Defense Presentation* session. The *defense committee* consists of the thesis advisor and a second reader (an additional faculty member or individual) approved by the Director.

Dr. Shiri-Garakani is a faculty advisor for the Honors College. He can be reached at [mshiri@pace.edu](mailto:mshiri@pace.edu)

1. For a list of approved Springboard courses see the Honors website.

## Course Spotlight: Environmental Clinic I

*Andreas E. Christou*

The Pace Academy for Applied Environmental Studies offers a unique opportunity for Honors students, allowing them to work with real clients to apply real-life environmental policy and practice skills at the undergraduate level. This semester, Professors Michelle Land and John Cronin led the clinic, with a specific focus on environmental law. The clinic is a 6-credit interdisciplinary class, with three credits devoted to learning the policy skills and information, and three credits devoted to case work of the clinic's multiple clients. In the spring, Professors Andrew Revkin and John Cronin teach the course, which focuses on environmental communications.

This semester's clinic was divided into three teams: The Community Energy team, The Wildlife & Plant Team, and the Food Justice team. The Community Energy team worked with their client, the Village of Ossining, to develop a conceptual plan to develop sustainable sources of energy. The particular focus this semester was a plan to add solar panels to the village's Metro-North parking lot that sits right on the Hudson River. The team also had the unique opportunity to work closely with Turner Construction, the company behind the Burj Khalifa (the tallest

building in the world) and Yankee Stadium. The Wildlife and Plant team continued their "Plant Don't Plant" campaign, in which they raised money to re-print their information cards regarding invasive plant species. Additionally, they worked with their client, the Westchester Land Trust, to identify specific areas where a wildlife passage is needed to ensure the safety of frogs and salamanders that often cross highways in the area.

The Food Justice team worked with Pace University as their client, and specifically Dining Services, to develop a more sustainable food plan for the university. They were able to work to bring a food advisory council to the Pleasantville campus, and also had the opportunity to work closely with Stone Barns Farm to develop this future plan.

This course is unique in that it is the only course in the country that features this type of environmental clinic and policy work at an undergraduate level. Students with interests in environmental studies, law, politics, communications, advocacy, or policy development and strongly encouraged to register for this course.



*The Fall 2014 Environmental Clinic*

*Photo courtesy of Prof. John Cronin*



## *Corelli's Mandolin*

Perhaps because this novel takes place across various countries and includes people of several walks of life, it manages to capture the truth that life, in all its ambiguity, offers limitless possibility. In war, and out, people will enter our lives and leave. We may assume people are lost to us, never to be seen again, only to be reunited later on. Friends can become enemies, enemies can become friends, and all our mountainous conflicts could look

like no more than pebbles tomorrow. Through all of this, tremendous growth and development will take place. In that, there is no regret, simply learning.

The real gem in this novel is its style and its ability to connect to its reader. Read about these interesting individuals, and pay attention to how their interactions influence who they become as people. Any person who picks up this novel can learn from and identify with its themes, its stories, and its troubles.

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