A collaboration by
DePaul University's Honors Program
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On the cover: Sunset at “Chicagohenge” (Photo by Jackson Todd).

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Cover Photograph: Jackson Todd
Hello, Honors students!

My name is Maya Baker and I’m the president of Honors Student Government for the 2019-2020 school year. I’m a third-year student majoring in Sociology and minoring in Spanish. As some of you may know, I was our Social Chair last year and I really enjoyed my role putting on fun events.

I didn’t join the Honors Program until the Winter Quarter of my freshman year. This made getting to know other people in the Honors Program somewhat of a challenge because so many people had taken their Discover classes together or lived on the same floor. Going to HSG meetings and events was a really nice way to meet other Honors students, and I’m so glad I got involved. I’m very happy that I have the opportunity to serve as your president this year, and hope that I can help other students feel the same way about the program as I do.

We could not have any of the fun and interesting service projects or get-togethers without the help of the Executive Board. Andrew Krueger and Tuyet Anh Le have done a phenomenal job this quarter as our Social Chairs. Andrew, a senior, has been involved with HSG since his freshman year as an Honors Floor Representative, which is probably a record! Tuyet Anh, who was our President last year (and who killed it, by the way!), is also very committed to HSG and has a lot of great ideas for the year ahead. Two of our newbies to the E-board this year are Gia Pappas and Bethany Kujawinski; they are taking up the mantle as co-Service Chairs. They have done a great job this quarter organizing volunteer events at the Chicago Marathon, Lincoln Park Zoo’s Spooky Zoo, and maintaining our favorite recurring partnership with St. Theresa’s Loaves and Fishes dinners. Maddie Fernandez and Ayyan Chandry, the co-Academic Chairs, have planned a new project that will allow us to better understand the wants and needs of our classmates in terms of our curriculum. We want to know what works, what doesn’t, and what you want to see in the future! They’ll be holding town hall meetings after our regular meetings at the end of each quarter, then presenting the ideas shared at the University Honors Program Committee meetings, which is where the Honors Program curriculum is discussed. Chandler Whitney is serving her second year both as Honors Ambassador Coordinator and as RA of the Honors Floor! She has done a wonderful job being an important figure in the lives of many Honors freshmen. Communications Director Sara Shahein has been doing a great job of updating you via our Instagram account, by giving updates on upcoming events and sharing photos of all the fun things we’ve been up to. Finally, Kurt Edlund has been an awesome support this fall as our Vice President.

The reason I mentioned Kurt last is because I have a bit of an announcement to make! Next quarter, I am going to be studying abroad in Merida, Mexico. I’m very excited to have this opportunity. Unfortunately, this means I’ll be a little far away to help plan the Honors Ball (Mark your calendar for February 21st)! While I’m gone, Kurt is going to be taking up the president’s responsibilities. I am confident that he will be a great president in my stead.

I hope that everyone has been having a great quarter, and I hope that next quarter is even better. Winter is always rough, and the seasonal depression is real! I try to think about what I’m grateful for every day, and what I’m looking forward to. Don’t let your academics slip, but also remember that it’s important to put your health first! Stress can make you sick, and sometimes you need to give yourself time to do something that makes you happy. My last piece of advice for Winter Quarter is to avoid locking yourself indoors! Take a walk out when it’s not too cold or visit a museum or new café. Don’t let the winter keep you locked up and isolated. Read a new book, write in a journal, and stimulate your brain!

I’ll make sure to reach out to HSG while I’m in Mexico. Have a wonderful rest of your quarter, and enjoy the fascinating and diverse work of our Honors students in this newsletter!
HSG Executive Board: 2019-2020

The Honors Student Government Executive Board is made up of students who are committed to supporting fellow members of the Honors Program. The board members represent a wide breadth of academic disciplines, ranging from the biological sciences to the humanities. Members of the HSG Executive Board have a variety of responsibilities, including leading bimonthly HSG meetings, organizing service opportunities and social events, and beyond. Elections occurred last Spring Quarter and brought many new and returning faces. Find out more about this year’s executive board below.

**President:**
Maya Baker
Junior
Sociology
Grand Rapids, MI

**Ambassador Chair:**
Chandler Whitney
Junior
Accounting
Long Grove, IL

**Vice President:**
Kurt Edlund
Junior
Physics, Math, Computer Science, Commercial Spanish
Chicago, IL

**Service Co-chair:**
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Sophomore
Accounting
Pittsburgh, PA

**Communications Director:**
Sara Shahein
Sophomore
English
Bridgeview, IL

**Service Co-chair:**
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Sophomore
Biological Sciences
Palos Hills, IL
**Academic Representative:**
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Sophomore  
Public Health  
Bridgeview, IL

**Social Co-chair:**
Andrew Krueger  
Senior  
Accounting  
Prior Lake, Minnesota

**Academic Representative:**
Maddie Fernandez  
Sophomore  
Environmental Studies, Urban Planning, Theatre  
Vernon Hills, IL

**Social Co-chair:**
Tuyền Anh Lê  
Junior  
Heath Sciences  
Columbus, IN

**Newsletter Co-editor:**
Paige Gilberg  
Senior  
English, Professional Writing  
Pittsburgh, PA

**Newsletter Co-editor:**
Caroline Schlegel  
Junior  
Graphic Design  
Bolingbrook, IL

**Honors Floor Rep:**
Ben Stumpe  
Freshman  
Communication & Media  
Jefferson City, MO

**Honors Floor Rep:**
Emily Blackstone  
Freshman  
History, Anthropology  
St. Louis, MO

**Honors Floor Rep:**
David Taullahu  
Freshman  
Psychology  
Wheaton, IL

**Honors Floor Rep:**
Elizabeth Whitcomb  
Freshman  
Political Science  
Northville, MI
Honors Mentors: 2019-2020

Honors Mentors assist incoming first year Honors students in making a smooth entry into life at DePaul and in the Honors Program. They are upperclassmen students who can help make a difference in the lives of incoming Honors freshmen by being a resource and friendly face during the important first quarter of college. They provide help and support and fun to our new students. Here are this year’s Honors Program Mentors:

Ronan Clague -- Philosophy/Psychology
Hannah Coyle -- Journalism
Megan Evans -- Film & TV BFA
Jenna Gonzales -- Economics/Environmental Studies
Gracie Hart -- Marketing
Walter James Husmillo -- Management
Alyssa Isberto -- BA Economics
Alexis Johnson -- Biochemistry
Katie Keblusek -- Animation
Carolyn Kedryna -- Accountancy
Andrew Krueger -- Accountancy
Tuyet Anh Le -- Health Sciences
Jose Mogollon -- Theatre Management
Ryan Napue -- Neuroscience
Emma Nippe -- Political Science/Economics
Anissa Patterson -- Business Management/Spanish
Maciej Piwowarczyk -- Math
Miles Plurad -- Math/Computer Science
Harika Reddy -- Honors Accountancy
Ena Rizvic -- Political Science
Megan Salloum -- Health Sciences
Natalia Semaniuk -- Accountancy
Mary Takgbajouah -- BS Psychology
Maria Christy Villez -- Hospitality Leadership
2019 Peer Advisor: Ayyan Chaudhry -- Health Sciences
Museum Freebies for DePaul Students

Your DePaul ID card is a very powerful and valuable piece of plastic! Did you know that you have free admission to both the Art Institute of Chicago and the Chicago History Museum?

Learn about Chicago’s fascinating history by visiting the Chicago History Museum (CHM).

CHM’s mission—to share Chicago’s stories and serve as a hub of scholarship, learning, inspiration, and civic engagement—is the foundation of its work. The Museum’s programs, events, exhibitions, educational initiatives, publications, and collecting activities touch the lives of many Chicagoans and help them make meaningful and personal connections to history.

Just a short walk or bus ride from the Lincoln Park campus, the Chicago History Museum is a great way to spend a fall afternoon. See exhibits on the Great Chicago Fire, Chicago Blues, Chicago authors, fashion in the 30’s and 40’s, and so much more.

Discount Information: Free entry with DePaul student ID; 10% off at the cafe and the Museum Store

For more information go to: https://www.chicagohistory.org/

Voted the #1 Museum in the World by TripAdvisor, the Art Institute of Chicago is home to more than 300,000 pieces of art, including works like Grant Wood’s “American Gothic” and Claude Monet’s “Stacks of Wheat” series. In addition to its permanent displays, the museum hosts 30 rotating exhibitions and hundreds of gallery talks and performances each year.

Discount Information: Free entry with a valid DePaul ID

Free Thursday Evenings: General admission to the Art Institute of Chicago is free to Illinois residents every Thursday from 5:00 p.m. to 8:00 p.m.

For more information, go to: https://www.artic.edu/
Save the Date: Honors Ball

Mark your calendars for this year’s Honors Ball!

Cortelyou Commons
Friday, February 21st
7 – 10 p.m.
Faculty Spotlight: Professor Warren Schultz

By Jade Ryerson

On October 11, Professor Warren Schultz was honored with the Cortelyou-Lowery Lifetime Award for Academic Excellence. During his twenty-five years at DePaul, he has displayed a commitment to developing opportunities for students to challenge themselves, embrace change, and develop open-mindedness both in and outside of traditional classroom settings.

Professor Schultz has worn many hats since he began teaching at DePaul in 1995. These roles include professor, history department chair, executive assistant dean, and most recently, sponsor of the new Grace School of Applied Diplomacy. Schultz was also integral to the development of the history major core, the University Honors Program, and the historical inquiry learning domain. In each of these roles, Professor Schultz has demonstrated a commitment to encouraging students' growth. While his career is now dotted with academic accolades, he actually studied dentistry as an undergraduate student. It was only after a year-long study abroad to Durham University in the north of England that Schultz began to consider academia.

While abroad, Professor Schultz took his first courses about the history of the Middle East and North Africa. This experience inspired what later became his specialty. After he returned from studying abroad, he continued studying Islamic texts and their various interpretations in graduate school. Because his own experience was so transformative, Schultz makes the most of his role as an educator and administrator to create opportunities that place students outside of their comfort zones. The goal of these experiences is to allow students to cultivate their self-awareness, confidence, and curiosity. Schultz’s academic career clearly illustrates a commitment to making those experiences a reality for decades of DePaul students.

Professor Schultz was among the many collaborators who developed the first-year study abroad program. This past spring break, he completed his seventh trip to Jordan with a group of twenty students, several of whom were Honors students. While encouraging students’ engagement and sense of curiosity are always meaningful parts of these programs, the end of the trip stands out the most. For Schultz, one of the most rewarding parts of each trip to Jordan is watching students catch their first glimpse of the Treasury carved into the sandstone cliffs at Petra.

Due to his extensive experience in curriculum design, Professor Schultz also excels at providing engaging and interactive learning opportunities for students using on-campus resources as well. In his HON 102 Arabian Nights in History course this fall quarter, Schultz challenges students to think critically about the times and places in which the 31 stories that compose One Thousand and One Nights were being interpreted and translated. He also incorporates materials from the University Library’s Special Collections and Archives into his courses because he hopes to spark students’ curiosity with hands-on learning. He loves when a student’s interest a class leads them to pursue a new language or inspires a new academic interest.

As a celebrated and beloved teacher and administrator, Professor Schultz was grateful to receive the Cortelyou-Lowery award. While his focus over the past 9 years has been primarily administrative, he is excited to teach more regularly in the future. He even has plans to develop new curricula. As a scholar and teacher committed to student success, Professor Schultz is excited to see what the next few quarters will bring. Students should be too.
Despite a world with supposedly increasing accessibility to democratic ideals, barriers that seek to silence “otherness” are still being built by leaders and citizens alike. As Ian Bremmer relays in Us. Vs. Them: The Failure of Globalism—one of several required texts for HON 201: States, Markets, & Societies—walls of physical, digital, and mental forms are a symptom of fear, division, and polarization.

Lance Pelletier, an Honors Program alum, visited DePaul for the Fall Speaker Series on October 25th, 2019. Pelletier graduated from DePaul in 2006 with an English degree after being the first Honors Student Government President. Besides also being an Honors Mentor, Pelletier was one of four ROTC students on campus. He is also an Afghanistan veteran who had to “build plans that didn’t exist before” in mediating the border relationships between Afghanistan and Pakistan.

DePaul’s Honors students were fortunate enough to hear about Pelletier’s experiences abroad, but the main focus of his presentation was on the Supreme Court case of the Washington State Department of Licensing v. Cougar Den Inc. The case, at face value, was about whether the state of Washington’s taxes on the importation of fuel from Oregon by the Yakama-owned Cougar Den corporation were invasive and encroaching on the 1885 Yakama Treaty that promised them the “right to travel.”

The issue, once again, stems from borders and other instruments of division. In one of multiple moments of Pelletier’s privilege checks, he noted how vital angles and history are in cases—particularly when the dominant narrative stems from white colonizers. The Yakama tribe was essentially coerced to secede over 10 million acres of their land to the U.S. in 1885. The tribe still relies on much of their sustenance from areas in the Columbia Basin and areas outside of what little land they have left after the “negotiations” of the treaty. Since the Yakama are landlocked, Washington’s taxes on travel are one version of implementing taxation on non-sovereign land. For the first time, Supreme Court Justices Gorsuch and Ginsberg agreed; the state of Washington’s dissatisfaction with one of its few, modest promises made to the Yakama needs to be kept in perspective.

Pelletier pointed out multiple interpretations of the initially seemingly straightforward Supreme Court case. It’s more than just about taxes. He had a series of questions to ask: “Is it about taxation? ‘Indian’ law? Power and control? Treaty interpretation? Implicit bias? The Doctrine of Christian Discovery?” Matters only get complicated further when we learn that the Yakama treaty was negotiated in Chinook, a trading jargon language that has about 300 words. Of course, the dominant parties “memorialized the treaty in English,” ultimately influencing interpretations and corroding any adequate translations in the Yakamas’ language.

Further, according to the Columbia River Inter-Tribal Fish Commission, “the Tribal Council voted to change the spelling of the tribe’s name from ‘Yakima’ to ‘Yakama,’ the spelling that appears on the 1855 treaty,” in 1933. If even an appropriation of a name can manipulate an identity, then how can a lack of communication in a jargon language that arose from the value of commodities not influence negotiation interpretations? What is lost in translation?
When we look at the context of the entire case in close detail, what does it mean when this case was the first Native American law case that Chief Justice Roberts took since being appointed almost 15 years ago? What does it mean when this was the 5th case against the Yakama in the past 30 years? What does it mean when Washington changed its tax laws 3 times within 30 years, doing so after losing other cases? What does it mean when the Supreme Court had 2 new Trump appointments, one of which (Kavanaugh) was appointed roughly two weeks before this case and had heard less than a dozen cases before this one? What does it mean when the state of Washington didn’t even officially exist until 1889, 34 years after the treaty? What does it mean when the Yakama Nation chairman, JoDe Goudy, was not allowed entry in the hearing because of his headdress?

All of these inquiries, despite Kavanaugh’s dissent and use of the case as a “vehicle for textualism,” do not arise from a void. They come from context, interaction, and discussion. Stories and voices of “silenced populations” should instead be the vehicles for building bridges. The burden of this, however, should not fall only to the marginalized. Pelletier’s role in honoring the client’s wishes to frame the case around the Yakama’s history and emphasizing the “benefit of what they understood” was critical in bringing forth attention to an important symptom of history: its inherent, structural racism and colonizing roots.

This case was about the Yakama being heard—not about Washington clarifying its taxes yet again. It was about two sovereign states engaged in a dialogue about the Yakama’s way of life and its religious significance. It was about the Yakama as “veteran traders” who should not be “made prisoners on their reservation.” It was about standing at an arrowhead conference table and acknowledging the presence of a prejudicial “invisible arrow” ricocheting throughout history, targeting the “other,” and drawing increasingly larger concentric circles of “ownership.”

In the first 10 minutes of the allotted hour for the oral presentation of the amicus brief, Pelletier participated in standing with the Yakama leader engaged in a singing prayer to bless the group on both sides and facilitate meaningful dialogue. At that moment in time, another voice was allowed to take up the room.

It’s mighty time that we listen.
Honors Chicago Quarter Mentors: 2019-2020

At DePaul, all incoming students are required to take a Chicago Quarter class. These classes, Discover Chicago and Explore Chicago, are taught by a teaching team made up of a faculty member, staff professional, and student mentor. Chicago Quarter Mentors fulfill the student mentor role by facilitating the Common Hour curriculum in class each week. In addition, CQMs serve as important resources and support systems to new students. The following Honors Program students served as CQMs this quarter:

Sydney Begerowski
Michelle Blahnik
Cristina Cazares
Ayyan Chaudhry
Alana Dickens
Kurt Edlund
Grace Garbrecht
Elise Gerskovich
Paige Gilberg
Paulina Grzybowicz
Meg Harris
Wesley Janicki
Jake Lukawski
Ariana Mansour
John Murphy
Olivia Ravenscroft
Hannah Reed
Cam Rodriguez
Jessie Rosato-Wyan
Shelby Sack
Maggie Sorensen
Evan Vetter
Mary Rose Weber
Oskar Westbridge
Mary Zopf
Tutoring Resources at DePaul

The University Center for Writing-based Learning

We all need a little bit of help now and then. When it comes to writing, the friendly staff at DePaul’s University Center for Writing-based Learning has you covered. You can get assistance in a stress-free, positive environment and be proud of the writing that you turn in!

Peer Writing Tutors are graduate and undergraduate students and professional staff members from a variety of disciplines and with many areas of expertise. They work with writers in a variety of modalities, including Face-to-Face, Written Feedback, Online Realtime, and Conversation Partner appointments. Writing center staff are not a copy editing service. Rather, they work with you to identify patterns of error in your work and help you to avoid repeating them in future writing.

Tutors at the Writing Center are here to help you at any phase in your writing process. They can work with you on assignment comprehension, brainstorming, analysis, and beyond. They aim to help you identify what is effective in your writing and what revisions might strengthen it. The feedback that tutors provide can range from drafting a thesis to organization to citation styles.

The Writing Center has locations on both the Lincoln Park and Loop campuses. For more information, including how to make an appointment, go to: depaul.edu/writing.

LOOP
Lewis Center 1600
25 E. Jackson
Chicago, IL | 60604
312-362-6726

LINCOLN PARK
Schmitt Academic Center 212
2320 North Kenmore
Chicago, IL | 60614
773-325-4272
Tutoring Resources at DePaul

Tutoring Services by Department

Many academic departments at DePaul offer on-campus tutoring opportunities. Students can receive academic support in a variety of subjects, ranging from Accounting to Law and everything in between. Below is a list of some of these services. For more specific details about hours and scheduling, contact the specific department.

<table>
<thead>
<tr>
<th>Department or School</th>
<th>Location</th>
<th>Walk-In or Appointment</th>
<th>More Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy &amp; MIS</td>
<td>DPC 6000</td>
<td>Walk-in</td>
<td>School of Accountancy &amp; MIS</td>
</tr>
<tr>
<td>Chemistry</td>
<td>McGowan South 300</td>
<td>Walk-in</td>
<td>Science and Math Learning Center</td>
</tr>
<tr>
<td>College of Digital Media &amp; Computing</td>
<td>Varies</td>
<td>Walk-in</td>
<td>CDM Tutoring Center</td>
</tr>
<tr>
<td>Economics</td>
<td>DPC 6200</td>
<td>Walk-in</td>
<td>Department of Economics</td>
</tr>
<tr>
<td>Education</td>
<td>COE 270</td>
<td>Appt.</td>
<td>COE Academic Success Center</td>
</tr>
<tr>
<td>Finance</td>
<td>DPC 3500</td>
<td>Appt.</td>
<td>Department of Finance</td>
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<tr>
<td>Geography</td>
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<tr>
<td>Law</td>
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<td>Appt.</td>
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<tr>
<td>Math</td>
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<td>Department of Mathematical Sciences and Science and Math Learning Center</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>SAC 305</td>
<td>Appt.</td>
<td>Language Learning Center</td>
</tr>
<tr>
<td>Physics</td>
<td>O’Connell 300 &amp; JTR 111</td>
<td>Walk-in</td>
<td>Department of Physics and Astrophysics and Science and Math Learning Center</td>
</tr>
</tbody>
</table>
The 2019-2020 theatre season is just beginning, and already the Chicago Shakespeare Theatre is offering gripping stories and difficult tales. What’s more, they come from abroad—from South Africa, in the case of their installment of A Man of Good Hope, adapted from Jonny Steinberg’s eponymous biography.

Half musical and half play, this piece features the odyssey of a Somali boy, from searching for hope and a new family to seeking safety and opportunity in the United States.

It opens on an upbeat and complex dance with energetic music swelling from wooden xylophones and powerful vocals—until an author in 2012 begins to narrate and everything is dragged into the heavy plot. The theater is quiet. The scene moves even further back in time, to 1991. When it begins, it is in blood.

At age eight, soon after civil war has broken out in his native land of Somalia, young Asad, the protagonist, witnesses the murder of his mother by the militia. The scene is heart-wrenching, with mournful vocals flooding the space as Asad, played by the talented Siphosethu Hintsho, grieves over her body.

But there is no rest for the weary. Soon, the boy is wrenched from his home, losing first father and then uncle as he flees to Nairobi, Kenya. Here he finds his cousin Yindy, whose mother was his father’s oldest sister. Unfortunately, shortly after their meeting, she suffers a gunshot wound. At just nine years old, Asad becomes as much her caretaker as she is his. They even learn English together, demonstrated through joyous song on stage, in the hopes of moving to “a better place.” When Asad turns 12, Yindy alone finally gets papers to move to the U.S. The actors show the tenuous relationship strengthen, then seemingly snap; the hesitation and love of the cousin as she must leave. Young Hintsho looks so bereft for so long, as Yindy’s family in Dire Dawa, Ethiopia refuses to take the boy with them to the U.S. The indignation produced in the audience for young Asad is palpable: he is totally alone.

Nonetheless, he must move on. The same year, he finds a new sort of guardian: the trader Rooda. The music and smooth movements of the ensemble across the stage communicate a carefree and fun time at last.

At 19, Asad seeks independence. He says farewell to Rooda, who sends him on his way with a heavy heart, but with enough funds to get started in Addis Ababa. Here we see a silver lining to his journey when he becomes a translator. Making good money, he eventually finds a wife, the beautiful Foosiya. The back-and-forth in song by their two groups of friends conveys a youthfully optimistic and humorous courtship.

Yet, despite a happy marriage, Asad wants more: he wishes to provide more. So he sets off (alone, for now) for a reputed land of riches: South Africa.

The audience follows Asad’s voyage to South Africa, with an ingenious mix of culture and story, through the traditional music of ensembles from each country he passes through: Kenya, Tanzania, Zambia, Zimbabwe… But then there is quiet, as he surreptitiously crosses the South African border: it is the weight of foreboding. For hard, and laden with discrimination, is the life of a Somali immigrant in Johannesburg—though he does find a job in one of the city’s townships. Eventually, he is joined by Foosiya and, shortly thereafter, their son.

But Asad’s contentment, once again, doesn’t last long. This time, disaster strikes in his absence. Away renewing his visa, his shop partner is killed by a spiteful ex-employee. Worse still, he too is threatened when he returns. The killers are not punished for their crimes, due to the pervasive discrimination towards the Somali. Once more, indignation fills the hearts of audience members. Asad’s tribulations do not end there, however. Afraid and unwilling to stay, Foosiya leaves and divorces him, taking their son with her. When Asad tries to make up for his financial and emotional loss with a new shop partnership, he again faces violent, prejudiced acts. Again, he loses it all.

Taking up hustling in Cape Town, he finds new wife, half-Somalian, and adopts her son as his own. This new family has hope in their hearts—hope that has burned in Asad since childhood—and they soon set off for the United States. Naively, they hope for “no guns” and “to be rich.” Nonetheless, it is on this hopeful note that their story on stage ends—on this new beginning.

This piece was presented by the South African troupe Isango Ensemble, this representation was adapted directed by Mark Dornford-May. It ran from October 4th to 13th.
Honors Explore: Chicago in Film

By Julia Matuszek

Every DePaul student is familiar with Chicago Quarter, a requirement that all first year students must complete. The reason being? The class introduces students to Chicago and all that it offers, as well as teaches them how to get around the city through class excursions. There is an array of classes available, both for regular and honors students. Some of the honors classes available this year include Dying to Understand: Loss & the City, Theatre Making in Chicago, Latino Language Communities in Chicago, and Chicago Stories: Reading & Writing the City. I got the privilege of being in the Chicago in Film class.

Walking into class, I expected it to be full of just film and television majors, and although there are a few of us there, it is a nice variety of majors within the class. The class focuses on how Chicago is portrayed in films as well as how many different ways there are to portray Chicago. In the class we watch and discuss various films in order to be able to have an exposure to these portrayals. Some of the films include, Chicago 10 (2007), Ferris Bueller’s Day Off (1986), Now We Live on Clifton (1974), Chicago (2002), Scarface (1932), and Cadillac Records (2008).

Not only do we watch and dissect these films, but we also have multiple excursions throughout the quarter in order to gain an even deeper understanding of the fundamentals of the films. After watching, Chicago 10 (2007) which is about the 1968 Democratic National Convention and protests, we had an excursion to Grant Park which is where many of these protests occurred. We also read part of the book “Inside the Wigwam: Chicago Presidential Conventions 1960-1996” written by R. Craig Sautter who we also had the privilege to meet. Sautter gave us a mini walking tour of Grant Park and told us about his own experiences during the protests. We also had an excursion to the Art Institute of Chicago to try and recreate arguably the best scene in Ferris Bueller’s Day Off (1986). Our class was broken off into teams and were sent on a scavenger hunt to try and find all of the pieces found in the film, and let me tell you there are more than you think and the Art Institute is a large building. The winning team got a magnet of the piece “A Sunday Afternoon on the Island of La Grande Jatte” by George Seurat, also known as the piece that Cameron becomes entranced with in the film.

After watching the documentaries ’63 Boycott (2017) and Now We Live on Clifton (1974) we were able to meet the creator of these documentaries and co-founder of Kartemquin Films, Gordon Quinn. Quinn sat down with us and told us all about how as a student at the University of Chicago he was able to rent out a camera from his documentary club and shoot footage of the 1963 Chicago Public Schools Boycott. Being able to get background information about a movie that we have just seen, allowed us to understand the film in a way that we might not have otherwise.

The excursions didn’t stop there. We also were able to visit the Chicago History Museum and have access to the research library there for our final projects which make us focus on how a film of our choosing portrays Chicago. We also had a tour of the Crossroads of America exhibit which taught me things that even I as a person who has lived in the Chicago suburbs my whole life and visited Chicago frequently didn’t know. We also have been able to meet with Michael Philips, the chief film critic of the Chicago Tribune to further discuss Chicago in film. And our final excursion was to Chess records, now known as Blues Heaven after watching the film Cadillac Records (2008). We even had an alumni filmmaker, Marcus Aubin, of both DePaul and the class come back and talk to us not only about his filmmaking career after college but how DePaul helped him and his career. We had a screening of his film, Lo Que Pasa (2018) and a discussion with him afterwards that again added some interesting insight into our understanding of not only the plot but the filming process.

Chicago in Film is a tremendous Chicago Quarter class because the content of the class is captivating and the excursions are interesting and entertaining. I feel that after taking this class I not only have a better understanding of Chicago and of film, but of how the two work together.
First position after graduating?

“After graduating with my master’s I like to say I got my first big person job.”

After graduating in 2009 with her B.A., Jackie moved to Denver, Colorado for a year as part of a post graduate volunteer program called Colorado Vincentian Volunteers. She was placed at a homeless shelter for single women and women with children. While she was there she served as a case manager and assisted women who needed emergency shelter. She helped them apply for government benefits and assisted them in meeting their education or employment goals. She assisted in trying to locate a traditional three-month shelter for women, or affordable housing. Jackie said that her time as a post-graduate volunteer helped her decide between pursuing a master’s in social work or nonprofit management. She realized she could continue to do direct service work while also working on programming and managing a staff.

After receiving her master’s, she got her first job as a Program Development Manager at Chicago Lights. She worked with Greater Chicago Food Depository to make sure the pantry at Chicago Lights was fully stocked with food and volunteers. During this period, she also oversaw a year long case management support group that served 4-8 adults who were in need of peer support while working on their personal goals. She also served as a liaison for two other partner agencies to find services or gaps that Chicago Lights had, and learn how other agencies could assist them with aspects such as legal, mental and physical health, education, and employment services.

Current Position –

Describe a Typical Day at Work

“It’s kind of tricky to describe a typical day.”

As the Director of the Social Service Center, Jackie supports the staff and helps handle the guests who come to their morning drop-in services. Guests can come at this time to get help with things such as hygiene and clothing. During this process, Jackie is there to make sure everything is running smoothly and also assists with a bit of triage. Throughout the day, she makes sure the program needs are met by managing a balanced budget. Jackie also works with staff members to ensure that they are equipped to support their clients. She does a lot of training and consultations regarding hospitality and positivity. She trains staff members to make sure they are making guests feel comfortable and teaches them how to handle specific situations. Jackie explained that she is always trying to make sure that the programs Chicago Lights offers are meeting the needs of their guests. She is constantly searching for ways to grow these programs. She is currently looking into offering subsidized housing units to clients. Jackie stressed that Chicago Lights is always trying to fulfill the needs that they hear about and the ones that they think are out there.
How important is networking in your line of work?

“Knowing that you are not alone in it has been a huge thing for me.”

Jackie explained that networking in the social service field is really important because you never want to duplicate services if you don’t have to. In order to prevent this, Jackie attends meetings hosted by All Chicago - Continuum of Care. At these meetings, various service providers, government officials, and participants in the services come together to streamline their work and figure out the best way to help individuals. These meetings help Jackie meet people from other agencies that she normally wouldn’t travel to or see on a regular basis. Jackie explained that these meetings are extremely important in the work that she does but they are also very helpful to her professionally. Through these meetings, she is able to meet people from different agencies which enables her to learn more about best practices or learn a different way of approaching a professional challenge. Jackie stated that it is a great way to meet people who are going through the same things as you and to be able to vent to someone who understands. She explained that she takes pride in attending professional development workshops that bring together people from service providers to philanthropists. These workshops help her build her professional skills and also build contacts with people she may need to reach out to down the road.

Describe your time at DePaul and your involvement with the Honors Program.

“The Honors Program was a breath of fresh air.”

Jackie stated that she was initially not a part of the Honors Program when she first began her education at DePaul, despite being invited to join. Luckily, after her first quarter at DePaul, she felt as though something was missing and decided to apply to the Honors Program. Through the program, Jackie felt that each class helped her to learn in an intentional way, not just regurgitating information for a grade. She explained that the Honors Program challenged her and motivated her. She felt that her Honors classes were a safe and acceptable space for students to speak freely and express their opinions. Although she wasn’t involved much in the Honors community, she does remember attending events and meeting some of her best friends through the program.

Do you have any advice for first year students at DePaul and in the Honors Program?

“Chicago is unlike any other city.”

“Put effort and time into learning instead of towards getting the grade.”

One piece of advice that Jackie would give to first year students is to not stress over getting an A in every class. She explained that it may be typical for some students and certainly was for her, but she clarified that once you start your career no one looks at your GPA. Jackie also recommends that students explore Chicago by travelling to different neighborhoods. She explained that if you are calling Chicago home right now, then now is the time to take advantage of all the history and culture Chicago has to offer.

Do you have any advice for students in their final year at DePaul?

“People love to talk about what they do and love to get out of the office.”

One piece of advice that Jackie gives to graduating students who are looking to jump start their careers right away is to do informational interviews with companies or agencies that you are interested in working for. She recommends reaching out to people who are in roles you are interested in and asking them about their positions. This is a great way to not only learn more about whether something is the right path for you, but it also helps build your network because if they do have a position available down the road they might remember you.

Jackie also provided advice for graduates who may not be quite ready to jump start their careers right away. She highly recommends participating in a post-graduate service program. She explained that this is a great way for students to learn about other places, meet new people, and give back. She stated that for her, it was a life changing decision and one of the best ones she has made in her entire life.

*If students are interested in volunteering or interning at Chicago Lights, Jackie said that she is happy to be a point of contact and help connect potential interns or volunteers with the directors of other programs within Chicago Lights. Feel free to email her at: jlorens@chicagolights.org

*Check out Chicago Lights at: https://www.chicagolights.org/
My Big Fat Greek Adventure

By John Travlos

Opa! What’s up everyone, my name is John Travlos, and yes, I am Greek. I grew up in Chicago where Greek culture surrounded me every day in my life. I eat lamb for every holiday, I went to Greek school every Saturday, and my favorite cheese is feta. However, all my life, I have never been to Greece, until this past summer.

This past summer, I made a decision that I wanted to spend 6 weeks of my summer in the motherland. So my cousin Chris and I bought plane tickets and went to the island our family is from: Kefalonia. Kefalonia is the definition of beauty. It is located in the Ionian Sea of Greece near the southern tip of Italy. The island is very mountainous, however the beaches have sand that is white as snow, and the ocean water is as clear as glass. We stayed in our family’s village where we helped with daily chores of picking oregano from the top of the mountain to working in the garden. Then at night, we would enjoy the fun and lively nightlife. Truly a great experience to live in my family’s home island.

However, my favorite part of the trip was visiting St. Gerasimos monastery. The monastery is huge and it is located on top of a mountain. The monastery is filled with monks and nuns who unceasingly pray to God. Also, the monastery has beautiful golden iconography. While visiting the monastery, I was talking to a monk and he shared an incredible story about the saint of the monastery. The monastery is named after St. Gerasimos who was an ascetic who lived on the island who performed countless miracles during the 1500’s until his death in 1579. After a vision by a monk in 1581, his tomb was dug up and a beautiful fragrance came from his tomb. His body had not decomposed. The body is still incorrupt and it is located in the monastery where people are able to honor the saint. It was a truly incredible experience.

Then after two weeks in Kefalonia, Chris and I went to the city of Agios Nikolaos on the eastern side of Crete. We stayed with cousins of mine who live there. One night we went to a festival celebrating the patron saint of the town. The young men were dancing on tables doing the famous dance “Zeibekiko,” the grandmas of the village were making the best lamb and potatoes, the kids were running around playing, and this is all happening at 2 am in the morning! I had a great time in Crete.

My next adventure was to Athens, the historic capital where intellectuals such as Socrates, Plato, and Aristotle were born. The city is surrounded by huge mountains and within the center of the city at the highest point is the historic Parthenon. Chris and I walked up the mountain to see the detailed white architecture of the Parthenon and witnessed the breathtaking view of the whole city of Athens in the background. Witnessing this impressive structure, and the beautiful view of Athens was breathtaking.

After Athens, it was time to head back to the airport. Once I stepped on the plane back home, I felt pretty depressed. I am going to miss the beaches, food, dancing, and culture. I am definitely planning to go again and I can’t wait.

Honors student John Travlos represents DePaul at Myrtos Beach in Kefalonia, Greece (Photo provided by John Travlos). 

John enjoys a dinner of pita, feta cheese, and olive oil with friends from the village (Photo provided by John Travlos). 

Reflections on the IWCA-NCPTW Conference

By Paige Gilberg

There is something really powerful about being in a space full of people who are passionate about the same things as you. I’ve been fortunate enough to be in such spaces before, but none have been quite as educational and empowering as this year’s National Conference on Peer Tutoring in Writing.

The conference, hosted by the International Writing Centers Association, took place from October 16-19th in Columbus, OH. Themed “The Art of It All,” the event brought together writing center staff and scholars from across the United States to engage in meaningful conversations surrounding writing center work and the “art” of tutoring.

Preparing for the conference was several months in the making. My own project, titled “Making Transitions: Gender Identity and the Writing Center,” required a great deal of reading, data collection, and more reading. The goal of my project was to collect information on how writing centers across the United States presently engage with gender identity, while also consolidating the different strategies that they use to promote transgender and nonbinary inclusion in their spaces. My research culminated in a poster presentation, which allowed me to engage in many powerful one-on-one conversations with conference attendees.

DePaul’s own University Center for Writing-Based Learning (UCWbL) was well-represented at the conference, with a total of seven different presentations from peer tutors and professional staff. Honors students Patricia Haney and Isabel Cueto, alongside Sahi Padmanabhan and Lexi Skordillis, led a panel discussion titled “Combating Elitism: How Tutors Can Make Collegiate Writing More Inclusive.” Maddy Crozier, an Honors Program alumna and former editor of Honorable Mentions, also shared a poster presentation titled “Innovating through Institutional Ethnography: Uncovering What, Where, and How Writing Means in Our Writing Center.”

When I wasn’t presenting my own research or attending my co-workers’ presentations, I was participating in different panels, roundtables, and lectures related to writing center work. Some of my favorite ones explored topics like the hidden impacts of body language in tutoring appointments, effective strategies for supporting English language learners, and concrete methods for promoting accessibility in the physical and virtual writing center space.

Having the opportunity to talk with fellow writing tutors from across the country was invaluable. Not only did I get to make new connections (and even reunite with a friend from high school!), but I also learned so many important things about how to improve my own tutoring methods. All of the DePaul staff who attended the event returned to Chicago with new ideas about how to improve on their own practices, and we shared them out as soon as the conference ended.

Overall, one of the most striking things that I learned from talking with other conference attendees was just how lucky we are to have such an expansive writing support system here at DePaul. While many universities have a single writing center or a general tutoring space, the UCWbL has five distinct programs. Not only do we provide tutoring through the Writing Center, but we also have the Writing Fellows Program, Workshops, Outreach, and the Collaborative for Multilingual Writing and Research. Each of these pieces works to benefit the students of the DePaul community in a unique way.

If you’ve never visited the UCWbL, or if you visit often, consider stopping by some time soon. After our weekend in Columbus, we have lots of great things in store for you and your writing.

Paige Gilberg poses with their research poster at the National Conference on Peer Tutoring in Writing in Columbus, OH (Photo provided by Paige Gilberg).
People often describe my hometown of Louisville, Kentucky as a “big town but a small city.” Like Chicago, it has a quintessential Midwestern atmosphere. It’s more fast-paced than the south but friendlier than the north. People walk quickly to get where they’re going, but they’ll still stop and give you directions with a smile. Moving away for school, I was prepared for Chicago to be just a bigger version of something familiar and, in a way, it is. But there’s also a lot that’s been new and surprising about my transition to college and to DePaul’s Honors Program.

By the end of my senior year of high school, I felt like I’d found a stable group of like-minded peers, which made my large urban high school feel more manageable. This became one of the most important factors in my college search: I knew I wanted to attend a large university, but I didn’t want to lose the comfort and resources of having a smaller community to lean back on. DePaul’s Honors Program turned out to be just what I was looking for.

Since orientation, DePaul has offered constant opportunities to get to know Honors staff and students. During the Premier DePaul summer orientation program, I attended a luncheon where I met other Honors students from a variety of majors, many of whom I’m still friends with six weeks into the quarter. At the end of my first week on campus, there was an Honors orientation where I got to reconnect with some familiar faces and learn about the expectations and benefits of the University Honors Program in more detail. Both of these events were reassuring. They made it very clear that I wouldn’t be lost in the thousands of students who go to school here.

Another decision I made early on was to apply for placement in Honors Housing. This is a decision I stand behind wholeheartedly, and not just because of the postcard view from my dorm room window. There’s not much of a noticeable difference between Honors Housing and general dorm life, but I’ve experienced many benefits from living in close connection with the same small community that I’ll be taking classes and attending events with. Besides a few friends I made during orientation or in my major-specific classes, most of my friends are also in the Honors Program. Since I chose Honors housing, most of them live close by. The transition from high school in a small city to college in the third largest city in America is by no means easy or straightforward, but it helps knowing that I have a network of peers and that most of them live just a few doors down on the 5th or 6th floor of Clifton-Fullerton Hall.

In the coming years, I look forward to the focused and experiential learning that the Honors Program promises. For this quarter, I’m just grateful for the comfort and community it’s already providing. DePaul is the urban campus and college experience it promised to be in all of its advertisements and promotions. Likewise, the Honors Program is exactly the break from all the confusion that it promised to be. Although I grew up and went to high school in a semi-urban environment, Chicago is a whole different experience. It’s exciting, busy, loud, and occasionally overwhelming, but there’s nowhere I’d rather be.
Terrified at 1,100 Feet

By Margareta Taraska

I remember being more nervous than usual when I pulled onto the centerline of the runway, pushed the throttle to full power, and pulled back on the yoke. The plane shook, and I knew something was wrong. Within seconds, a pilot on the ground called the tower and told the controller that my right main landing gear was on the runway, hundreds of feet below me. Then it was just me and a crippled plane that I didn’t know how to land.

The controller told me to circle around the airport and promised that she’d get my instructor in the tower to talk to me. My airport was having a show that day, and I knew everyone on the ground could hear the panic in my voice. It was hard for me to not think of all the people who were better prepared for this than me: my instructor, my father, my friends who had double and triple the amount of flight hours than me. I felt like an awful person because I would have done anything to switch places with them.

A dozen police cars, five fire departments, three ambulances, and a helicopter full of flight medics from Boston filled the taxiways below me. Every time I looked down at their blue and red flashing lights, I thought of every horrible possibility: how I’d flip over if my propeller hit the ground, how I’d spark and combust if the strut from my missing landing gear dragged across the runway for too long, or how the wing could hit the ground and make me roll and roll and roll. I tightened my seat belt and begged that whoever was listening wouldn’t let any of that happen.

The last time I looked at my altitude, I was at three hundred feet. I tried to remember what it felt like having my instructor in the seat next to me—how he’d tell me to relax and remember the basics, or how proud I felt when I made a correction before he could point it out. I cut the power off completely and told myself that whatever happened, it would be okay, even if it meant that I wasn’t.

As soon as I touched down, I veered off the runway, through signs, and into the grass. My instructor called over the radio, and I could hear the relief in his voice and hands clapping and cheering in the background. I shut down the plane and ran out as fast as I could. Everyone that had been on the taxiways was on the runway, and it felt like hundreds. They were all staring at me, asking me if I was okay, and how old I was. I didn’t know any of them.

The following week was full of cameras, bright lights, and things that made my face look less shiny. It took me awhile to realize why anyone cared about my story: it gave them hope, which is often the most difficult thing to find. It reminded them that we can overcome tremendous things when we believe in ourselves, and it showed them the power that a community has when it comes together.

Margareta’s flight instructor checks out the Piper Warrior II following the incident (Photo provided by Margareta Taraska).
Darndest Things

While we don’t advise listening to other people’s private conversations, sometimes you can’t help but overhear the very strange things they say around campus.

“Doesn’t everyone eat Cheetos with chopsticks?”

Student: “Post Malone.”
Professor: “Close and alone?”

“He’s not verbally constipated like Ernest Hemingway.”

“I don’t want to be THAT girl!”

“It’s my name and I own it!”

“He used to have a therapy ferret.”

“Did you ever just want to set things on fire?”

“I think we all know what testes are.”

“Everyone should have an emergency can of peas.”

“Math camp touched me on a spiritual level.”
Twice a year, the city of Chicago is lucky enough to experience the phenomenon known as “Chicagohenge.” This event is one of two days of the year when the sun rises and sets in perfect alignment with the east-west streets of the city. This happens in other cities with street grids, such as Manhattan in New York City, but Chicago is unique because this phenomenon occurs every year during the spring and fall equinoxes. Honors student Jackson Todd went down to the Loop during this fall’s “Chicagohenge” and snapped some beautiful pictures of the sunlight. Check them out below!
Vietnamese Womxn
By Tuyệt Anh Lê

Vietnamese womxn are the backbone of our culture
We are strong and resilient, holding our breath under waters unknown
Vietnamese sisters with jade bracelets on our wrists and power in our stride
We are the uprising, sent by our ancestors to reclaim our people

Reclaiming and celebrating our culture, our language, our food, and our bodies
We are our own, and we will not put up with our colonizers any longer

With our black hair, brown eyes, and painted red lips, we walk together
Hand in hand, an image of intergenerational power
Grandmothers walking besides my older sisters
Mothers holding my younger sisters to their chests

We walk with the strength and power of the Trung Sisters
Ready to take back what is ours
Defending our people with pride and selflessness
Stopping the violence on our communities through collective organizing

The resistance was written in our history, and it will always be in our blood
Generations of mothers teaching their daughters
And their daughters teaching their siblings
About the stories and resilience of our people

How we have made it through years of occupation by the Chinese and later years of colonization by the French
How we still today rally against oppression in and out of the motherland
How we are bound to win because we are taught to never give up
How we must always fight and stand up for ourselves
How we must learn to love ourselves as an act of rebellion

These lessons taught through memories, literature, storytelling, and music

And as my diasporic sisters sing these same songs of revolution
We are reminded that Vietnamese womxn have always and will always be the core of the resistance
That we are the laborers against the oppression of our people
The sowers of the seeds of our culture
And we wait for them to bloom, knowing that our work might go unappreciated, but will result in the flowers of liberation for our people
Honors Floor Halloween Party

Honors Floor residents got into the Halloween spirit at a costume dance party on Friday, October 25th.
“All beginnings are somewhat strange; but we must have patience, and little by little, we shall find things, which at first were obscure, becoming clearer.”

Saint Vincent de Paul

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