

UHP REPORT

UNIVERSITY OF DELAWARE HONORS PROGRAM

A Newsletter for Current Students, Alumni/ae, Faculty, and Staff

Some Advice on Scholarship Applications by David Kovara

Spring 2002

The UHP asked me to describe what I learned from applying to graduate schools and the Truman and Rhodes scholarships. The first thing I learned was to ask for help—tackling the process alone is like trying to participate in a marathon without running shoes. So here's the advice I found most helpful:

Begin applying to graduate schools and fellowships by the spring of your sophomore year. Pretend the deadline will arrive tomorrow. I'm telling you this because, while compiling an early proposal for the Truman scholarship, my interest shifted away from the medical profession, though I had been pre-med for a solid two semesters. The Truman let me articulate my goals, then question them, then change them. I'd be in trouble if this had happened right before graduation.

Visit the graduate schools you are applying to or at least talk to a leader in your field. I based my proposal for Oxford on a conversation with a British professor, who advised me on degree options, mentors, and residence halls. Similarly, a friend of mine, while considering his professional direction, drove to Boston on a whim and met with the head of Harvard's Public Health Department. She bought him lunch, recommended coursework at Delaware, and then gave him graduate booklets to consider. Using this kind of advice in your personal statement can assure



David Kovara, recipient of the 2001 Truman award and the 2002 Rhodes Scholarship

readers that you know what you're getting into.

Write your personal statement early. If the deadline is October, have a working draft by August, and then show it to everyone. I sent mine to seven different readers and each offered a different critique. The final product was more direct (and far less self-absorbed) than what I started with.

Request your recommendation letters early. A thoughtful endorsement takes

time: enthusiastic mentors grow less enthusiastic when their letters are due in a day. Also, don't let a good relationship dissolve. If you connect with your freshman English teacher, keep in touch; tell her about your new courses. This way, if she wants to help you three years down the road, she doesn't have to write from memory. Far more importantly, you have stayed in contact with someone who inspires you to work and should thus be considered a friend.

Show your final application—including the Curriculum Vitae (CV) and essays—to at least two other people. They will probably catch mistakes that you can't see simply because you worked so long and hard. This happened to me recently when I helped a good friend with graduate school applications, made a mistake in one of my suggestions, then failed to notice it in the final proofreading. Don't rely on just one person, no matter how much you trust them.

Finally, think hard about the gap between your academics and your work outside of the classroom. How have you applied your studies? Are they informed by practical experience? To explore my questions about Africa, I left Delaware on a 12-month working sabbatical. In fact, I left Delaware twice: first to Africa and later to study theology in Germany. Of course sabbaticals are not always necessary. But fieldwork in any form—even if it's local—pays a large return. It

clarifies your studies, and it gives your proposals an urgency that can't be generated otherwise. It's also good for your soul.

Doing good for your soul is really the bottom line, because applications are painful. They shrink your life into attractive headlines—sound-bytes, really—then fixate you on the outcome, when in fact the larger perspective is this: scholarships are nice but not necessary. And your CV is not you. Far better than finding sound-bytes is to search for a book that keeps you up until dawn because it describes an issue you absolutely have to address, be it quarks or education reform. It's a tricky balance—creating opportunities without being opportunistic—but it can mean the difference between healthy ambition and, well, vainglory. Healthy ambition makes rejection letters irrelevant.

An Interview with David Kovara

UD senior David Kovara, after winning the Truman scholarship last year, was awarded the prestigious Rhodes Scholarship this year, which provides an opportunity to study at Oxford University in England after graduation. Elizabeth Reynolds conducted the following interview in February.

EBR: It's obvious that you are an excellent student here at the University. Have you always been this way?

DK: Not really. I was 16th in my class of 450 at Hunterdon Central Regional High School, so I wasn't a great scholar. I was pretty good at soccer, though.

EBR: What was it like to find out that you won the Rhodes Scholarship?

DK: The eight top regional candidates were interviewed in the morning, and then we were crammed in a small room to find out who would be called back for a second interview. We watched TV

and tried not to stress—a virtually impossible task. It was like being in prison. Fortunately, I was not called for a second interview, but I still had to wait until the committee had finished talking to everyone. We were called into a conference room and the names of the winners were announced. They gave us access to telephones so we could call family and friends. I called the Duggans [Professors Laurence Duggan, History, and Devon Duggan-Miller, UHP], who had coached me through the process, and my parents. Then I took the train home.

EBR: In 1998, instead of taking fall semester courses at UD, you took your first "sabbatical." How did that come about?

DK: In the previous spring, during pre-registration, I wasn't especially interested in the course offerings, and, as a sophomore, I was still undecided about a major. So I decided to take some time off to travel. It just didn't make sense to go through college without a plan. I had a free airplane ticket to Greece from the previous summer—my plane had been overbooked, and I stayed in Athens for an extra two days in exchange for a free ticket. I needed to use the ticket by summertime, anyway, so I figured, why not? I went back to Greece, where I lived in a monastery for three months. It was an incredible experience.

EBR: What are your plans for the future?

DK: I will be studying Christian and Political Ethics at Oxford University; I'll live in Oxford my first year, but I would like to spend my second year living in London, if possible. As for a career, I am looking at public service in education or law. But I am still not sure what direction my studies will take me.

EBR: You have done many interviews recently after winning the Rhodes. Is there anything else that you would like everyone to know?

DK: In a lot of these interviews, I've been introduced as someone who has spent time "volunteering in Africa," as if that description alone meant anything. Africa is a huge, diverse continent—and not referring to the particular country and city in which I worked shows a bit of cultural insensitivity. It's also a symptom of this tendency to view public service in Africa as exotic, or daring and unusual. Well, maybe it is. But so is working with children in Wilmington, or with environmental issues in LA. Africa has become this kind of "holy grail" for charity workers—but to think of it that way disrespects the unique cultures of its countries, and it dehumanizes the normal, hardworking people who live there.

Since this interview, David Kovara was named to USA Today's All-USA College Academic First Team, receiving a \$2,500 cash award. Nicole Manno, an Honors Program intern for Spring '02, helped interview David Kovara and write this article.

Crossing the European Stage by Brian Townsend

London fog, Irish pubs, Parisian architecture, Spanish sun, and Italian cuisine: all lived up to my expectations.

The winter session study abroad trip with Professors David Black and Charles Link of the Department of Economics visited five countries in twenty-seven days, a medley of travel best described by the title of the hilarious film *Planes, Trains & Automobiles*.

The program consisted of two courses. ECON344 (Making of the European Economy) was taught by Dr. Black and focused on the economic and monetary integration within Europe. Specific focus was paid to the integration within the twelve states that chose to adopt the

Euro, a common European currency introduced on January 1, 2002, and the United Kingdom, a state that has yet to adopt the Euro but which is considering doing so. Dr. Link taught ECON381 (Economics of Human Resources) and focused on the characteristics of European labor markets and health care systems. Lectures for both courses were supplemented by presentations from leading experts within the five countries, including government officials, academics, researchers, and corporate representatives.

London served as home from December 27 until January 9. ECON344 lectures spanned this time (ECON381 lectures were given in Newark over the course of the fall semester), as did presentations from the Bank of England, the London School of Economics, representatives from the Scottish government, and the Du Pont Company's UK offices. London's subway, The Underground (a.k.a. The Tube), was a source of entertainment, thanks in part to the incessant mechanical voice instructing us to "Mind the Gap" and in part to my purchase of a weekly tube pass that allowed me to traverse London in its entirety. A day trip to Windsor Castle revealed the extravagance of royal quarters but proved disappointing in that I was unable to make one of the Queen's Guards laugh. New Year's Eve was fun, as many of us joined the festivities adjacent to Big Ben.

Our next stop was Dublin, a city that appears quaint and is lined with cobblestone streets but that springs to life at night. Irish pubs are clustered together and are the staple of the Irish social scene. The people of Dublin were among the nicest I have met, with everyone more than happy and willing to provide whatever help was needed. Professors at University College Dublin made presentations on Irish labor markets and economic integration with the European Union; the exceptional growth of the Irish economy in recent

years was also discussed. This economic growth has provided many young Irish with opportunities at home, and the streets of Dublin are now filled with young people.

Up next was Paris. The city was gorgeous, with the Eiffel Tower, Arc de Triumph, the Louvre, and Notre Dame being particularly amazing. The city also brought the first language barrier of the trip, as only one member of the group was fluent in French. However, communication was not very difficult, especially with the restaurant vendors in the Latin quarter, whose efforts to convince our group to enter the fixed-price restaurants were admirable and amusing. Especially enjoyable was time spent at the top of the Arc de Triumph, gazing down at one of the busiest traffic circles in the city and marveling at how, without traffic lanes, Paris commuters were able to avoid crashing into one another. Leading experts and academics made presentations on the French labor market, the French role in the Euro currency adoption, and the French health care system. A discussion of the health care system provided a stark contrast from the capitalist systems within the United States.

An eight-hour train ride from Paris took our group to Barcelona. The language barrier was again evident, but three of our group members knew enough Spanish to manage. Presentations on Spain's health care system and the Spanish position within the EU and Eurozone provided a new perspective on current economic developments, one from a nation commonly thought of as having a weaker economy and labor market and thus one that stands to greatly benefit from economic and monetary integration. A trek to a mountain in northwest Barcelona and a gondola ride to the peak brought us to a church. Upon climbing to the top of the church, we were greeted with a breathtaking view of the city and the Mediterranean.

The final city on our trip was Rome. A group of us set out to walk around the city and passed dozens of structures, including the Colosseum, the Arch of Constantine, and the Fontana di Trevi (Trevi Fountain). A trip to Vatican City and the massive Basilica was humbling. Unfortunately, the Sistine Chapel was closed so Michelangelo's work was out of view, but the exteriors of the Vatican buildings were exceptional in their own right. Italian restaurants offering delicious dishes and pastas were the eateries of choice, despite compulsory cover charges. Presentations by government officials and advisors described the Italian perspective and roles within the Euro efforts and the Italian health care system.

Words could never do justice to the sights and experiences that this trip offered. My study abroad experience exceeded my expectations, and I encourage everyone who is able to participate in any program to do so. The people you meet, the places you see, and the moments you share, whether with your fellow students or with only yourself, will remain with you long beyond the return flight home.

While on the subject of return flights, I should mention that I have not yet boarded mine. Instead, I have returned to Dublin and am studying economics at University College Dublin until May. My winter travels have caused me to miss three weeks of courses, but I look forward to the eight that remain, along with the three weeks of spring break. I hope to return with an Irish accent, red hair, and many more stories.

Bryan Townsend is a Biological Sciences/Philosophy major, and expects to graduate



in May 2003.

International Film Series

The International Film Series' screenings, featuring only 35 mm prints, are on Sundays at 7:30 pm in the Trabant University Center Theater. All foreign language films are shown with subtitles. Free and open to the public. For more information, visit www.english.udel.edu/ifs.



April 14, *Dark Days* (US, 2000) 84 min.

A movie director lived under New York's Penn Station for two years, documenting the daily lives of tunnel dwellers.

April 21, *Va Savoir (Who Knows?)* (France, 2001) 150 min.

Details of the couplings and uncouplings of a Pirandello theater group and the people they meet during a stint in Paris.

April 28, *Amelie* (France, 2001) 115 min.

A charming tale of a young woman who brings happiness to others in fancifully indirect fashion. From the director of *Delicatessen*.

May 5, *Bread and Tulips* (Italy-Switzerland, 2000) 114 min.

The story of a middle-aged housewife who comes alive in Venice when she takes a vacation from her family.

Sponsored by the Faculty Senate Committee on Cultural Activities and Public Events, the Office of the Provost, the University Honors Program, and the English Department Film Program.

The "Living In History" Lecture Series by Tiolina Pistilli

This spring, the du Pont and Alison Scholars have co-sponsored a series of public lectures entitled "Living in History." The attacks of September 11 were a jarring reminder for Americans of the importance of the larger world context of our lives. The "Living in History" series attempts to give a broader and more immediate sense of how our lives and the lives of others are constantly affected by and interact with history. Professor Devon Miller-Duggan teaches an Alison Scholars forum based on the lecture series. She says, "I want the students in the class to come out with an expanded sense of the ways our lives are knitted into the fabric of history, how each stitch in that fabric can change the direction and shape of the whole, and of our lives." Each student in the forum will eventually present a short lecture on some way in which they too live in history.

Co-sponsored by the Center for Black Culture, the Department of English, the University Honors Program, Jewish Studies, the Department of Political Science and International Relations, and the Women's Studies Program, the series features speakers with a wide range of backgrounds and fields of study.

On February 14 Louis Blair discussed the value of careers in government and the nonprofit sector. Blair is the director of the Harry Truman Scholarship Foundation, which awards scholarships each year to students looking to pursue such careers. [Ed: see article on this year's UD winner on p. 5 of this issue.] Christopher Coons of W. L. Gore & Associates, a former Truman Scholar and president of the New Castle County Council, joined Blair. Students, faculty, and administrators also got to talk with the two at a luncheon that was held for them before the lecture in the

Trabant Center.

On February 21 Jeanne Pfaelzer, a professor in the UD English Department, spoke on her current project, "Driven Out: Roundups and Resistance, Chinese People in California, 1850-1906." Her lecture explored the expulsions of entire populations of Chinese immigrants from rural California towns beginning in 1885. She also discussed the strong nationwide anti-Chinese sentiments of the time that underlay these extreme actions. A particularly effective aspect of her presentation was a collection of slides of popular magazine covers and photographs of children's toys that show the degree of culturally accepted Chinese stereotypes and racism against the Chinese immigrants.

Peter Neufeld spoke on February 28 about his experiences with the Innocence Project, which he co-founded in 1992. Centered at the Benjamin N. Cardozo School of Law at Yeshiva University, the Innocence Project is a clinical law program for Cardozo students that offers *pro bono* legal assistance to death row inmates who want to challenge their convictions. The program uses DNA testing to firmly establish a just verdict. Thus far the Innocence Project has been responsible for exonerating sixty men. After the lecture, some of the du Pont and Alison Scholars treated Mr. Neufeld to dessert at Caffé Gelato, where they were able to get to know him better and go into more detailed discussion of the Innocence Project, as well as show their appreciation for his contribution to the lecture series.

On March 7 Thomas Glave of SUNY Binghamton gave a reading from his book of short stories *Whose Song?* Glave received the O. Henry Award for Fiction in 1997, only the second black gay author to do so. The first was James Baldwin, for whom Glave has a great respect and admiration. After his deeply moving reading, Glave fielded a

wide range of questions from the audience on his book, teaching, fiction, and the creative writing process. Afterwards, attendees had the opportunity to speak with him and get copies of *Whose Song?* autographed, a chance few let pass (including myself).

On March 21 Lori Hope Lefkovitz of the Reconstructionist Rabbinical College presented "Shaping Losses: the Ethics of Ventriloquism," on the cultural legacy and memory of the Holocaust. Other events still to come include an evening of jazz and poetry featuring Marilyn Nelson, nominated multiple times for the National Book Award and a member of the University of Delaware faculty in Fall '02 (April 18), and a lecture by Bonnie Oh and Margaret Stetz based on their book, *Legacies of the Comfort Women of WWII* (May 9).

Please call (302) 831-1195 for more information on the "Living in History" lecture series.

Tiolina Pistilli is a junior majoring in English with a concentration in film and minors in Art and Italian.

Simone Delerme Wins 2002 Truman Scholarship

by Elizabeth Reynolds

On March 21, Honors Program junior and Wilmington, Del., native Simone Delerme got some very good news: at a reception she was attending on campus, President Roselle suddenly appeared to tell her that she had won a respected 2002 Truman Scholarship.

Those who know and have worked with Simone for the past three years may not be surprised that she was selected for this award: since her high school career, Simone has devoted herself to building community among

her fellow Hispanics. Simone went to Padua Academy, where public service was a graduation requirement, and volunteering at the Wilmington Latin American Community Center was only the beginning of her crusade for the Hispanic community. Now at the University, Simone not only has continued to intern at the Latin American Community Center, but has dedicated her efforts to expanding Hispanic relations here on campus, such as inaugurating a local chapter of a Latina community-service sorority. From becoming an Americorps Mentor for an educational and research program for high school students to conducting research on the problem of identity for Puerto Ricans living in U.S. metropolitan areas through the McNair Scholars Program, Simone has tirelessly worked to help Hispanics improve their lives. As President Roselle said in his letter of recommendation, "Simone showed us that . . . connections between Hispanic members of the University and the local Hispanic community must and can be built. She showed by doing."

Underlying all of her activities is a strong belief that higher education is necessary for U.S. Hispanics, who are disproportionately represented in colleges and universities. Simone hopes

to teach political science at a state-sponsored university after she finishes graduate work in comparative politics at either Georgetown or Cornell. As a faculty member she would like to study the educational and political policies of Latin American countries, perhaps becoming a Human Rights Watch Advocate. Simone is currently pursuing a B.A. in Political Science, with a concentration in Global Studies and a minor in Latin American Studies. At the same time she has been working on a M.A. in Liberal Studies, which she believes will "provide a cornerstone to my doctoral studies."

The Truman Scholarship awards college juniors who are committed to careers in public service \$3,000 for their senior year, and \$27,000 toward graduate studies. Eighty scholars from each of the fifty states and territories are honored each year. Last year David Kovara won a Truman Scholarship (see pp. 1-2 of this issue), which he will defer until after his Rhodes Scholarship is completed.

For more information on these awards, consult the Truman Scholarship foundation web site at <http://www.Truman.gov/>.

Nicole Manno contributed to this story.



Simone Delerme, UD's latest Truman Scholarship winner

Life After UD: UHP Alumnae Report Back

The Train to Belfast

by Matt Huenerfauth
UHP '01

After graduation morning last May, I walked out of the stadium, moved out of my dorm room, and have been moving ever since. First it was to Philadelphia, then Seattle for the summer, and then the big move – across the Atlantic. In fact, two days after my Aer Lingus flight had arrived at Dublin airport, I was traveling again. I had hardly settled into my apartment at University College Dublin when I found myself looking expectantly around Dublin's Connolly train station, about to meet several of the other Mitchell Scholars for the very first time.

We were all traveling up to Belfast for a beginning-of-the-year US-Ireland Alliance event, and we had decided it would be more fun for the Dublin-area Mitchells to ride the train to the North together. Standing with my luggage in the station, I was proudly wearing my bright golden yellow t-shirt with "DELAWARE" written in blue letters across the chest. While most of the passing Irish travelers may not have known what a "Delaware" is or where they might find one, the Mitchell Scholars were searching for it. We had agreed over e-mail that my t-shirt would be our landmark for finding one another in the station.

As the Mitchells arrived individually and in pairs, we hugged and said hello – our greetings warmer and more welcome than they might have been. It had been only ten days since September 11, and hearing an American accent after having left home during such uncertain times was a wonderful relief. The eleventh hung in the smoky air of the train carriage as we made small talk and introductions during the three-hour ride. Finally someone broke the tension and began to talk about where

they had been and what they had been doing when they first heard the news.

We then chatted more freely and felt very American as we whisked north through the Irish countryside. Part of the tension in the train had come from our reason for traveling to the North.

We were going to Belfast to do more than meet the other Mitchells; at some point during the week, we knew we would talk with the leaders of all of the Northern Irish political parties. With "terrorism" the new and frightening word on our minds, the idea of spending half an hour chatting with each of the politicians, several of whom were aligned with Catholic or Protestant paramilitary terrorist organizations, was too disturbing to discuss. We knew the governments of Ireland and the UK (including Northern Ireland) had helped to fund our scholarships, so at some level we were meeting with these leaders to thank them for the opportunity they had supported. But we were also there to ask questions, be ourselves, and to learn from them about the "Troubles" in the North. With emotions so raw, I think each of the Scholars was wondering if they could maintain this tactful balance with the people we would face across the table.

After spending the first day in Belfast touring the city, seeing the pro-violence murals painted on the walls of apartment complexes, noticing the flags and colored stripes marking the Catholic (green/orange) and Protestant (red/blue) neighborhoods, seeing unofficially separate Catholic and Protestant pubs in many parts of the city, reading



Matt Huenerfauth in the MIT media lab in Dublin

"Disband the RUC" (a Northern Irish primarily Protestant police force) posters alongside signs commemorating the hundreds of police officers killed in the violence, and touching the twenty-foot barbed-wire walls that were used to separate some Catholic/Protestant neighborhood boundaries, we were all gaining a sense of the scope and complexity of the "Troubles" we were about to discuss.

Despite the vivid detail with which I still remember these images, they were not the most disturbing part of my visit to Belfast. Listening to the stories of the Northern Irish leaders, I was chilled – not because the paramilitary-aligned politicians seemed frightening, but because they didn't. Talking with the leaders, listening to their views on the conflict, hearing their version of the history of their country and the origin of the violence, I was struck with how logical and understandable the feelings of each of the leaders were. I realized then how complex and deeply rooted the historical resentments between the Protestant and Catholic peoples had been and that there would be no quick solution. In the shadow of the fallen twin towers, the realization that the hatred which sparks terrorism can take decades to unravel was very troubling.

Leaving Belfast, I took with me this new appreciation of the conflict, but also a new camaraderie with the other Mitchell Scholars. This bond would last throughout the year. Over the past several months in Ireland, we've gotten together to explore Dublin, socialize with other Irish students, tour the countryside, visit other Irish cities, talk about American and Irish politics, travel to other destinations in Europe, dive into new cultural events, and simply get to know one another. The Mitchells and the other American and Irish students we've adopted into our circle of friends have formed my family away from home, and as much as the opportunity to study abroad has enriched my time this year, so too has getting to know such interesting people. Being part of a scholarship program that is so small in size, such focus on helping the Scholars to know one another has been wonderful. When you are learning to survive and flourish in a new country, it's invaluable to have others around you who are going through the same experiences. Having finally made the psychological adjustment from "extended tourist" to "Dubliner," I find myself less relying less on the Mitchells for support and instead sharing with them my new discoveries and experiences as I learn the ins and outs of the city.

Getting settled in the city has also helped me focus on my academic work here in Ireland. Although I'm a University College Dublin master's student, I spend my days working at a research lab in the center of the city, the MIT Media Lab Europe. I'm investigating how to design user-interfaces for computers that can be used by people with a variety of literacy levels. Everything from writing an e-mail to entering a search query to remembering a complicated set of on-screen instructions to getting directions becomes extremely challenging if the computer user is unable to read information on the screen or as printed text. After spending my time at Delaware research-

ing the technology behind educational tools for students with hearing disabilities, I learned how much more exciting computer science research can be when you know there's an important social application for the work you are doing. This experience influenced my choice of project for this year; this time the beneficiaries of the work would be rural communities in India.

Sometime this year, a project will be deployed in India called the Simputer initiative. It's a program designed to sell at low cost little handheld devices (much like a Palm Pilot) that will give people access to the Internet. The big goals of the project are to help people in India gain access to health-related information, employment listings, agricultural market data, and communication capabilities. The problem is that the literacy level of the device's target population is very low. So, to be successful the device needs to be designed so that someone who can't read can still operate it, learn information from it, and use it to communicate. That's where my thesis project comes into the picture. If I can create a set of guidelines for the programmers writing the software that would help them make the interface accessible to illiterate users, then more people can benefit from the initiative.

As spring comes to Ireland, the days are getting longer, the sun shines a little brighter, my research continues, and the thesis is beginning to grow page by page. Having seen much of the island by now, I now find myself booking theatre tickets in London, hostels in Italy, cheap flights to Spain, and train rides in Germany. While my experiences abroad have helped me to discover a deep American identity within myself and to appreciate returning to the States next year, I'm determined to have as many experiences as I can during my European year. Last spring I remember being excited about taking this short detour from my Ph.D. studies and to live abroad and have an

adventure. It's been an exciting and educational year so far, and I'm looking forward to finding out where this adventure takes me in the months to come.

Meanwhile, I search the markets and stores in City Centre for a nice green t-shirt with "DUBLIN" printed across the chest. When my Irish year is finished, all the photos developed, and the scrapbook assembled, I will start a new adventure in the States next year as I continue my Ph.D. studies. I'm going

Matt Huenerfauth graduated Summa Cum Laude in 2001 with a degree in Computer and Information Sciences, and a minor in Cognitive Science.

Finding Direction Through Serving Others

by Jennifer Dodenhoff
UHP '01

As each day passed and graduation drew closer, my sense of impending doom increased significantly. After four years of college, I still had no idea what I wanted to do with my life. I was terrified of graduating, finding a job, facing an unknown future.

In spite of my panic and worry, though, I was certain about one thing: doing work that allowed me to serve my community. I have always had strong political views and convictions. I wanted a job that enabled me to put those beliefs into action.

As I contemplated my options, I remembered a friend who participated in an Ameri*Corps program called Public Allies. Knowing that she enjoyed the experience, I decided to apply to the program.

Public Allies' mission is to train young adults to become leaders in their communities. The organization pairs each Public Ally with a nonprofit

organization where the Ally apprentices for ten months. During this ten-month period, Allies attend weekly leadership training sessions where they learn useful skills such as public speaking, grant writing, and time management.

As a Public Ally, I apprenticed with the American Civil Liberties Union of Delaware. As I walked into the office on my first day of work, butterflies danced in my stomach.

Despite my initial nervousness, working at the ACLU was a wonderful experience. I was actually being paid to do something I loved and that reflected my personal convictions. I assisted with organizing a symposium on the death penalty. I organized several public education programs about civil liberties issues, including a program in conjunction with Wilmington's Department of Youth and Families to educate youth about their rights and responsibilities when interacting with the police.

Part of the Public Allies' program is a Team Service Project (TSP). The entire class of Public Allies worked on the TSP during leadership training sessions. In collaboration with AIDS Delaware and Summer of Respect, we developed and implemented an educational program that used drama to educate youth about HIV. Through our efforts, over five hundred youth throughout Delaware participated in educational programs about HIV transmission and prevention.

The most rewarding aspect of my experience as a Public Ally was my interaction with my classmates. Our class was comprised of individuals from diverse backgrounds. Sometimes our varying viewpoints caused tension and disagreements over the direction of our Team Service Project. Despite our differences, we learned to work together towards a common goal: educating youth about HIV. The obstacles that we overcame as a group taught me invaluable lessons about compromise and teamwork.

After ten months as a Public Ally, I graduated from the program in May 2001. Unlike my graduation from college a year before, I did not have the same sense of panic and dread. This time, I felt more confident about my future and more certain about my ability to effect positive change in my community.

To learn more about Public Allies, call (302) 573-4438 or visit www.udel.edu/publicallies.

Jennifer graduated Cum Laude in 2000 with a B.A. in English Education and a minor in History. She is now back at UD, getting an M.A. in Public Administration.

Announcements

Attention, Alumni!

Remember to send in your class notes for the UHP Alumni website. You can fill out the online form at <http://www.udel.edu/honors/alumni/classnoteform.html>.

UNDERGRADUATE RESEARCH

• Senior Thesis Applicants

Senior thesis proposals are due in the Undergraduate Research Office by May 15. A successfully written proposal will entail careful thought about the topic you have chosen and your approach to it, meetings with your thesis director to work on drafts of the proposal, and identification of a second reader. If you have not yet met with an advisor in the Undergraduate Research Program you should call now to set up an appointment (831-8995).

• Phi Kappa Phi Undergraduate Research Essay Competition

For students who are completing major research projects, the Honor Society of Phi Kappa Phi offers two annual Undergraduate Research Essay Prizes.

Awards of \$500 each will be given for the best essays written by undergraduates presenting their research results to a general educated audience. Information, advisement, and encouragement are available from your faculty research sponsor and from the URO. Rules for submission are posted at the URO. Deadline for submission is Monday, April 15. Awards will be announced Friday, April 26. Presentation of awards will take place on Friday, May 3, at the Phi Kappa Phi Initiation Ceremony. Award winners will make a brief presentation of their research at the dinner immediately following the ceremony.

UHP Students Receive Grant For Research

Kirsten Shae Johnson and Sarah Ruiz, both juniors, recently received the Undergraduate Research Program's Phi Kappa Phi scholarships, which awards each \$1000 for study-abroad or research opportunities. Kirsten is studying international journalism and Asian politics, and is using her award for a CNN internship in Beijing, where she will receive invaluable experience as an international journalist. Sarah is a gerontology major and will be using her grant to fund research on elder policy in Denmark. The scholarship allows students to explore education beyond breadth requirements and traditional university classes.

Honors Students Win Outstanding Senior Awards

Three UHP students have won the 2002 Warner and Taylor Awards for Outstanding Seniors. Monica Marchetta and Natalie Miller will share the Emalea Pusey Warner Award, and David Kovara will receive the Alexander J. Taylor Award. These awards annually recognize an outstanding woman and man of the senior class who have demonstrated leadership, character, and citizenship as exemplified by Mrs. Warner and Mr. Taylor. In addition to receiving a \$2,000 scholarship, the

Program Notes

Writing Fellows Program Spring Activities

Spring fever clearly hasn't hit yet in the Writing Fellows Program; Fellows are busy as usual, assisting students with their writing projects in Honors colloquia, the Writing Center, the McNair Scholars Program, and a Food Sciences capstone course. They continue to maintain a program website and to produce a once-a-semester newsletter, the Fellows' Forum. They will also help run an interactive faculty development workshop (co-sponsored by the Center for Teaching Effectiveness) on the Writing Fellows Program; Liz McCabe has been instrumental in planning the workshop, scheduled for March 27.

Writing Fellows continue their active presence on the larger scene of tutoring and writing professionals, building on last fall's success at a national conference. Mike Bogucki will speak on a panel entitled "Mainstreaming Basic Writers in a Writing Center" along with members of UD's Writing Center, at

three will lead the alumni delegates' procession at Commencement on May 25 and be honored at a luncheon with President and Mrs. Roselle on Honors Day.

Spring Coffeehouse

The UHP is sponsoring a coffeehouse hosted by the Russell and Freshman Fellows on April 28. This event will be held in the Russell A/B Lounge from 7:00 pm to 10:00 pm. If you are interested in performing at this event, there will be auditions held on Sunday, April 14, and Wednesday, April 17, in the Russell D/E Lounge at 7:30 pm. If you have any questions, contact Beth, 837-3140, or Jeff, 837-3472.

two major conferences this spring: the International Writing Centers Association conference in mid-April in Savannah, Ga., and at the Mid-Atlantic Writing Centers Association in late April in Wye Hills, Md. He will have a strong support network at the latter conference; a group of roughly 15 Writing Fellows and Fellows-in-training will attend the one-day conference in Wye Hills.

Thanks to Dr. Nancy Buffington for this update.

FROM THE DIRECTOR:

First-Year Essay Contest

Good writing matters, and the Honors Program faculty and staff recognized the importance of learning the research and writing skills involved in crafting a persuasive argument in Fall 2001 by inviting first-year students to compete in an essay contest. Our panel of four faculty judges awarded \$150 Rainbow Books and Record gift certificates to: Annie Steadman, for "Act One: Revelations on Race and Women," a paper submitted originally to Professors Larry Peterson and Lois Potter for MUSC390/ENGL391, "*Otello/Othello*"; and Ruth Marshall, for "Aggressor or Victim: Paradox of Serbian Epic Culture," a paper submitted originally to Lejla Kucakalic for ENGL 110, "Say My Name: Language and Conflict in Bosnia and Herzegovina." You can find these essays posted on the Honors Program website at: <http://www.udel.edu/honors/>. Congratulations to both of our winners!

Welcome to New UHP Staff Member

The UHP welcomes its newest staff member, Dr. Nancy J. Buffington. Nancy began a one-year position as the Honors Service-Learning Coordinator

on January 2, 2002. She is responsible for the Writing Fellows Program, for coordinating Alison and du Pont Scholar programming, and serves as UHP liaison with the Admissions office.

Donations

The generosity of alumni and friends of the University Honors Program enables us to fund a wide variety of out-of-the-classroom enrichment activities. This year these have or will include class trips to the Whitney Museum of Art in New York, the Visionary Art Museum in Baltimore, and the University of Pennsylvania's Archaeology Museum. UD faculty and their students have or will attend Broadway and off-Broadway productions such as *Urinetown*, *Kiss Me Kate*, and *The Music Man*, as well as local and regional performances of *Electra*, *Dionysus*, *Otello*, *The Barber of Seville*, and *Playhouse Creatures*. The guest speakers and special events we have hosted or will help to host include: Juliana Baggott (*Girl Talk*), Christina Garcia (*Dreaming in Cuban*), Andrea Herrera (*Pearl of the Antilles, A Secret Weavers Anthology*), Sara Horowitz (*Voicing the Void: Muteness and Memory in Holocaust Fiction*), Christina Garcia (*Dreaming in Cuban*), and Hugh Nissenson (*Song of the Earth*). The UHP staff, affiliate faculty, and current students take this opportunity to thank everyone who has contributed to such special events programming for our living-learning programming this year.

A Bouncing Baby Boy

Jama Allegretto Lynch, Associate Director, UHP, gave birth to Ryan Thomas Lynch on December 5, 2001, at 2:22 A.M. Ryan weighed 6 lbs., 6 oz., and was 20 inches long. He is now a whopping 15 lbs. and 26 inches long. Jama has been working part time, but on April 8, she returns to the office full-time.

UHP - University Calendar

April

Friday, March 29-Sunday, April 7
Spring Break!

Sunday, April 7
Residence Halls reopen at 2:00 p.m.

Monday, April 8
Classes resume after Spring Recess.
Registration for 2002 Summer Session begins.
Fall Semester Honors course booklets available in the Honors Center and online.

Sunday, April 14
Auditions for Spring Coffeehouse

Monday, April 15
Pre-registration for Fall Semester 2002 begins.

Wednesday, April 17
Auditions for Spring Coffeehouse

Thursday, April 18
Marilyn Nelson presents "Poetry into Jazz"

Monday, April 22
Last day to change registration or to withdraw from courses without academic penalty.

May

Friday, May 3
Honors Day - modified class schedule.

Thursday, May 9
Bonnie Oh and Margaret Stetz lecture on *Legacies of the Comfort Women of WWII*

Wednesday, May 15
Last day of classes; classes end at 10:00 p.m.

Thursday, May 16
Reading Day; evening examinations will be scheduled

Friday, May 17
Final examinations scheduled in the morning, reading period in afternoon and evening

Saturday and Sunday, May 18-19
Reading Days (no examinations scheduled)

Friday, May 24
Final examinations end; residence halls close at 10:00 p.m. (except for graduating students).

Saturday, May 25
Commencement. Residence halls close at 5:00 p.m. for graduating students.

Monday, May 27
Memorial Day holiday - University offices closed.

UHP Report

University of Delaware
Honors Program

Editors: Elizabeth B. Reynolds, Nicole M. Manno (UHP Spring '02 Intern)
Layout: Nicole M. Manno
The *UHP Report*, a newsletter by and about the students, alumni, staff, and faculty of the Honors Program, is published twice each year. Any student interested in submitting an article or becoming a member of the staff is most welcome. Contact Elizabeth Reynolds at 180 S. College Avenue, 831-6560.

Address Changes

Help us to keep you informed. Current students should notify the Registrar's Office in the Student Services building whenever they move to continue to receive Honors Program correspondence. You can contact Student Services in person or by phone at 831-2727. Alumni/ae, please forward your information directly to the Honors Program by e-mailing honorsprogram@udel.edu or mailing to University of Delaware Honors Program, Alumni/ae Updates, 186 S. College Ave., Newark, DE 19716-1256.

UHP REPORT
UNIVERSITY OF DELAWARE HONORS PROGRAM
A Newsletter for Current Students, Alumni/ae, Faculty, and Staff