The typical Health and Wellness course at Colby-Sawyer College focuses on introducing concepts of lifetime personal health and wellness for both individuals and communities. This goal is often accomplished through classroom lectures and assignments. The honors version of this course will have the same goal, but it will accomplish this goal through a "Theory to Practice to Service" model. This means that classes will be discussion and application based. I envision that students will gather information from readings and seek out deeper and richer information on wellness topics. This will allow us to spend class time focused on strategies for applying this information to each of our lives. In addition, we will then create strategies for educating our community. As a result, each member of the class will be given the opportunity to become an expert in human wellness and to implement strategies for sharing this expertise with the campus community through a variety of media.

This class is also privileged to be the first class to officially use the new Wesson Honors Program suite on the fourth floor of Colgate. This will give us a wonderful base for meetings, discussions, and creating strategies for wellness education on campus. I also envision that the class will be making a number of excursions around campus to places such as the Van Cise Fitness Center, WSCS, and the dining hall. In addition, we will look for opportunities to extend and apply health and wellness knowledge beyond campus as we explore topics such as spiritual health and healthy diets.

I am grateful and excited to be teaching this course during the Spring Semester. Currently we have eight students enrolled in the course, so we have room for more interested students. Other topics included in this course are fitness, cardiovascular disease and risk factors, nutrition, weight management, stress management, sexually transmitted diseases, and substance abuse. The overall purpose of this honors course is to allow students to make informed choices regarding health and to bring information about wellness to the Colby-Sawyer community.

by Professor Russ Medbery
I remember sitting in my room last spring and pondering whether I should attempt to cram an honors course into my already incredibly busy schedule. I looked at the honors course selections and to be honest, none of them particularly caught my attention. My eyes rested on Honors Sociology 101: Individual and Community for a moment. With a sigh, I went for it, because I figured I would be at least mildly interested in the course content. Almost a full semester later, I am glad that I made the decision to take a course that I normally would not have taken. After all, college is all about breaking out of that comfort box and finding out exactly who you really are.

Honors Sociology with Professor John Callewaert was a unique experience, because Professor Callewaert comes from a strong Community and Environmental Science background. In fact, in 2008, Professor Callewaert will be spending six months at Hanoi College of Natural Sciences in Vietnam in order to teach, develop curriculum, and set up faculty training programs there. Professor Callewaert comes from a background that is directly related to the course, because she has a deep appreciation for the role of nursing in child abuse. I then researched how child abuse has been researched and documented. Child abuse; the incidence, reporting, and general information to further understand the role of nursing in child abuse. I then researched how child abuse has been helped with art therapy, as well as the nurse's role within art therapy. I found throughout my research that as the rates of child abuse increase, the role of art therapy becomes more important. Art therapy has been found to be a very beneficial outlet for children who do not know how to express their emotions through words.

Throughout my research, the most interesting program I found was the Heartspeak program, which is a program to give abused children a voice. A project that was done through this program was a mural of a world without violence. One child drew a person with three eyes, two eyes were closed, and the one on the forehead was open. The child who was 10 years old at the time, said that "it symbolized if you close your eyes, and let God guide you and see for you, you can see through the eyes of God." (Rambaud, 2006, para B). Another child, a 12 year old girl, drew a picture that was half hearts and half clouds, and she said that the clouds represented heaven and the hearts God's love. She said that it helped her to not have to keep everything bottled up inside anymore. A third example of this session of Heartspeak was a nine year boy who enjoyed drawing fish during his sessions and he drew a puffer fish because he said that he believed that a puffer fish was puffing up for peace."

I found throughout my honors contract that it was very interesting to research a topic such as this. I chose this topic because I am a fan of art and had researched art therapy briefly in the past, so I was interested about its role within various topics. I chose child abuse because it is a prevalent occurrence in the United States and I wanted to learn more about it. Overall, I enjoyed my honors contract; it increased my knowledge base on the above topics and helped me in understanding the connection between aspects that are not always correlated with each other. Above are examples of the art drawn by the children for the mural of a world without violence.

MEGAN RUGGIERO

"We used information from the DuBois Review and documentaries to compile a sociological analysis report about how race and class played into Hurricane Katrina."

New Orleanians who were affected by the storm and its aftermath. We then used information from the DuBois Review and the documentary to compile a sociological analysis report about how race and class played into Hurricane Katrina.

Needless to say, Honors Sociology became more than just a randomly selected honors course for me. I do not think that I ever would have picked up an article on the startling and shocking affects of Hurricane Katrina on the battered city of New Orleans. I also never would have grabbed her real career as a biologist, her narrative still ended up displaying the dramatic and downright sad lives of her underprivileged co-workers. In early November, our class was actually fortunate enough to travel to the Capital Center for the Arts in Concord to hear Ehrenreich speak. She was both comical and informative, allowing a glimpse into her time spent as a low-wage worker, barely scraping by.

The latter half of November and the beginning of December were spent studying the sociological implications of Hurricane Katrina, especially in reference to Karl Marx's conflict perspective. Each member of the class was assigned an article about Katrina from the DuBois Review, a social science journal based on race relations. We also watched Spike Lee's Heartwrenching documentary, When the Levees Broke, a film that follows the stories of many African American...
Concord, Katrina, and Class Conflicts
A LOOK INTO HONORS SOCIOLOGY

Honors student Megan Ruggiero talks about her experience in honors sociology with Professor John Callewaert.

I remember sitting in my room last spring and pondering whether I should attempt to cram an honors course into my already incredibly busy schedule. I looked at the honors course selections and to be honest, none of them particularly caught my attention. My eyes rested on Honors Sociology 101: Individual and Community for a moment. With a sigh, I went for it, because I figured I would be at least mildly interested in the course content. Almost a full semester later, I am glad I made the decision to take a course that I normally would not have taken. After all, college is all about breaking out of that comfort box and finding out exactly who you really are.

Honors Sociology with Professor John Callewaert was a unique experience, because Professor Callewaert comes from a strong Community and Environmental Science background. In fact, in 2008, Professor Callewaert will be spending six months at Hanoi College of Natural Sciences in Vietnam in order to teach, develop curriculum, and set up faculty workshops based on involving local governments in environmental decision-making. His studies certainly added an environmental twist to the curriculum. Just last week, he prepared a PowerPoint presentation on his dissertation, in which he studied the correlation between wealth and environmental quality (especially in terms of air, water, and land pollution). However, Professor Callewaert provided our class with many learning opportunities outside the basic introductory level coursework and his environmental studies roots.

Over the month of October, our class read and discussed the New York Times Bestseller, Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich. The book is essentially a sociological study about America’s lowest paying jobs and class stratification. Ehrenreich embarked on a quest to prove that America’s lowest paying jobs are simply not enough to sustain proper living conditions. Ehrenreich actually took on jobs as a waitress, a maid, and a Wal-Mart cashier. Though Ehrenreich chafed along the way, using some of her own funds from her real career as a biologist, her narrative still ended up displaying the dramatic and downn town sad lives of her underprivileged co-workers. In early November, our class was actually fortunate enough to travel to the Capital Center for the Arts in Concord to hear Ehrenreich speak. She was both comedic and informative, allowing a glimpse into her time spent as a low wage worker, barely scraping by.

The latter half of November and the beginning of December were spent studying the sociological implications of Hurricane Katrina, especially in reference to Karl Marx’s conflict perspective. Each member of the class was assigned an article about Katrina from the DuBois Review, a social science journal based on race relations. We also watched Spike Lee’s Heart wrenching documentary, When the Levees Broke, a film that follows the stories of many African American New Orleanians who were affected by the storm and its aftermath. We then used information from the DuBois Review and the documentary to compile a sociological analysis report about how race and class played into Hurricane Katrina. Needless to say, Honors Sociology became more than just a randomly selected honors course for me. I do not think that I ever would have picked up an article on the startling and shocking affects of Hurricane Katrina on the battered city of New Orleans. I also never would have grabbed a copy of Nickel and Dimed off the shelves of my local bookstore. I thought that the course provided a framework of the basic principles of Sociology, but it also provided various supplementary learning opportunities that I never would have received in any other course. Here’s to a class becoming more than just a requirement!

MEGAN RUGGIERO

New Orleanians who were affected by the storm and its aftermath. We then used information from the DuBois Review and the documentary to compile a sociological analysis report about how race and class played into Hurricane Katrina.

“Used information from the DuBois Review and documentaries to compile a sociological analysis report about how race and class played into Hurricane Katrina.”

by Megan Ruggiero '10

I completed an honors contract this semester for the NUR314 Pediatrics class. My honors contract was to further understand the role of art therapy in relation to child abuse. I researched child abuse; the incidence, reporting, and general information to further understand the role of nursing in child abuse. I then researched how child abuse has been helped with art therapy, as well as the nurse’s role within art therapy. I found throughout my research that as the rates of child abuse increase, the role of art therapy becomes more important. Art therapy has been found to be a very beneficial outlet for children who do not know how to express their emotions through words.

Throughout my research, the most interesting program I found was the Heartspeak program, which is a program to give abused children a voice. A project that was done through this program was a mural of a world without violence. One child drew a person with three eyes, two eyes were closed, and the one on the forehead was open. The child who was 10 years old at the time, said that “it symbolized if you close your eyes, and let God guide you and see for you, you can see through the eyes of God” (Rambaud, 2006, para 8). Another child, a 12 year old girl, drew a picture that was half hearts and half clouds, and she said that the clouds represented heaven and the hearts God’s love. She said that it helped her to not have to keep everything bottled up inside anymore. A third example of this session of Heartspeak was a nine year boy who enjoyed drawing fish during his sessions and he drew a puffer fish because he said that he believed that a puffer fish was puffing up for peace.

I found throughout my honors contract that it was very interesting to research a topic such as this. I chose this topic because I am a fan of art and have researched art therapy briefly in the past, so I was interested about its role within various topics. I chose child abuse because it is a prevalent occurrence in the United States and I wanted to learn more about it. Overall, I enjoyed my honors contract; it increased my knowledge base on the above topics and helped me in understanding the connection between aspects that are not always correlated with each other. Above are examples of the art drawn by the children for the mural of a world without violence.

by Elizabeth Cortis ’09

Art Therapy for Children
AN EXPRESSION WITHOUT WORDS

“In the Classroom
CITY AND TOWN

In The City and Town in America, students will develop a greater understanding of the realities and myths, the values and ideologies associated with both the big city and the small town in American life and culture. By examining a wide variety of primary sources, including works of literature, film, art, architecture and music, we will develop a multi-faceted perspective on the places where we live and how they have shaped us both as members of communities and as individuals. We will learn how these myriad interpretations of urban and rural America are similar and different as we consider both historical and contemporary examples as well as looking towards the future. Among the works to be explored will be literature by Thornton Wilder, Tennessee Williams, Grace Paley, Russell Banks and Ralph Ellison; films by Frank Capra, Woody Allen, Todd Haynes and David Byrne; paintings by Edward Hopper, Charles Burchfield, Charles Sheeler and Thomas Hart Benton, and the architecture of Louis Sullivan and Frank Lloyd. In addition to our classroom activities, we will take a field trip to see one of Wright’s uranian homes in Manchester, NH.”

Photo: © 2007, Midland Reporter-Telegram

Honors Pathway

SOPHOMORE SEMINAR

The Sophomore Pathway Seminar, “Befriending & Between” reconvenes after scattering its participants across the college for two semesters. As we reconvene, we will practice the arts of liminal thinking using texts from mythology, anthropology, fiction, non-fiction, and images from outside art. And we’ll think through the lens author Carolyn Heilbrun provides in her statement: “To be in a state of liminality is to be poised upon uncertain ground, on the brink of leaving one condition or self to enter upon another.”

Ann Page Stecker

Pat Anderson

Manchester, NH
Exploring Washington, D.C. and the Surrounding Landscape

Coordinating this Wesson Weekend was Ann Page Stecker, Professor of English. Ann coordinated the Wesson Weekend with her students and brought her expertise to the planning and execution. Ann is the Honors Coordinator at Colby-Sawyer College, and has been involved in the planning of the Wesson Honors Program since its inception.

Our nation’s capital provides a unique opportunity for students to examine the urban and surrounding landscapes through two different focal lenses: an exploration into the historical landscape and growth of the city, and an investigation of the transition in the urban environment. Students will investigate the geographic conditions that led to increased settlement and development of the city, as well as delve into the changing face of the capital and surrounding areas through time. We will explore both the resources within the city, as well as beyond the city limits surrounding “edge” cities, which are rich with culture, business, and the growing population that is emerging from urban growth and development. The weekend exploration will expose students to numerous museums, federal buildings, art galleries, and restaurants, as well as venture into the surrounding landscape that helped to shape this metropolitan area and the work that originally brought people to this area. Students will be exposed to the amazing monuments and museums accessible for all to learn about the history of our nation. Ethnic and cultural perspectives will be examined through student observations, conversations with locals, and exploring specific regions in and around the city.

For more information write to either Ann Page Stecker (astecker@colby-sawyer.edu), Honors Coordinator, or Nick Baer (nbaer@colby-sawyer.edu) or lean Eckrich (jeckrich@colby-sawyer.edu), the weekend leaders. Applications are available on the Wesson Honors Blackboard site. They will be reviewed the week we return from the winter break, and successful applicants will be notified within a week. Wesson Weekends are fully funded for participating students.