

# SCHOLASTICA

PACE UNIVERSITY-PLEASANTVILLE | HONORS COLLEGE NEWSLETTER

## An announcement from the Provost's Office

We are pleased to announce the appointment of Dr. Susan Dinan as the Founding Dean of the Pforzheimer Honors College at Pace University, effective August 3, 2015.

As Dean of the Pforzheimer Honors College, Dr. Dinan will spearhead the articulation, development and implementation of a comprehensive vision that positions the Honors College as a first choice destination for high-achieving high school students. Dr. Dinan will be the primary ambassador of the Honors College to all internal and external constituencies including faculty, fellow Deans, prospective students and their parents and advisors, alumni, donors, and employers.

Dr. Dinan has served as the Director of the Honors College at William Paterson University in New Jersey since 2005. During her nine years at William Patterson, she doubled the size of the College to about 400 students. She created an "Honors Week" during which all graduating students share their thesis research and creative projects with the campus. She received the

Student Government Association's "Students First" award as recognition for creating close bonds with students and a student-centric campus culture. She also received the College of Humanities and Social Sciences Faculty Service Award.

Dr. Dinan earned her Bachelor's degree from Cornell University and her Doctorate in History from the University of Wisconsin-Madison. She began her academic career at Long Island University's C.W. Post campus where she won the David Newton Award for Excellence in Teaching and has served as President, Vice President, and faculty representative to the Northeast Regional Honors Council.

She has published multiple scholarly articles and authored *Women and Poor Relief in Seventeenth-Century France: The Early History of the Daughters of Charity* and is co-editor of *Women and Religion in Old and New Worlds*, a collection of essays on women's religious experiences in both Europe and the Americas during the colonial era.



### In this issue:

Fall 2015 Honors College Courses	3
Tragic and Comic Vision	6
Professor Spotlight	6
Senior Reflections	7
What's an Honors Thesis?	8

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

"The whole point of education is that it should give a man abstract and eternal standards, by which he can judge material and fugitive conditions."  
- G.K. Chesterton

She has taught courses in Reformation history and French history. She has participated in two National Endowment for the

[Continued on page 3](#)

## Editor's Note: Our Vision for the Honors College

Each start of the academic year is an advantage for us. The idea of beginning again is an opportunity to evaluate who we are and who we want to be. The start of the Fall 2015 semester, I hope, will be especially favorable with the introduction of an Honors College Dean and a new Director. We must take the chance to work with Dr. Susan Dinan to forge what kind of students—and persons—we want the Honors College to help us become.

We must take this chance to lay the foundations for an Honors College where we—regardless of our school and major—are acquainted with human excellence in all its forms and choose to pursue it wherever we are, where we learn to see beyond our usual paradigms, where we can appreciate and share the richness of the world, and where we develop our full humanity.

I believe we can accomplish this, and, as a result of working together for a better Honors College, we will also become a more cohesive

community.

In the name of all Honors students, I thank Dr. Chiffriller for her efforts and all she did as Director of the Honors College, and I welcome Dr. Dinan.



*Honors students during the ice skating trip*

---

## A Few Words

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

As I come to the close of my three-year term as Director of the Honors College, the feeling is bittersweet. I am very proud of all that we have accomplished together as a college. We have made such strides in various areas including: completing course work, participating in events, rejuvenation of *Scholastica*, and the formation of the Student and Faculty councils.

I am looking forward to resuming my responsibilities as a Professor of Psychology and having the opportunity to teach multiple classes, including in our new doctoral program. I will miss my undergraduate Honors students, faculty, and staff. I wish you all the best in your future endeavors and look forward to seeing you around campus. In the interim, I wish you all a sunny and playful summer!

*Dr. Chiffriller with Prof. Weishaus, after he won Faculty Member of the Year from the Honors College*



From page 1

Humanities Summer Programs, the “Disease in the Middle Ages” seminar at the Wellcome Trust in London, and “Redefining the Sacred in Early Modern England” at the



Folger Shakespeare Library Institute in Washington, DC.

Dr. Dinan lives in Chatham, New Jersey with her husband and daughter.

## Fall 2015 Honors Courses

### HONORS OPTIONS COURSES, 3 credits

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

#### CIS 102T: INTERGENERATIONAL COMPUTING

3 credits CRN 71723  
Day: M 1:20-3:20pm Fulfills: AOK 1

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

#### CRJ 305: CRIMINAL LAW

3 credits CRN 70677  
Professor: Maryellen Martirano Day: W 6:10-9:00 pm

Course Description: History and development of common and statutory criminal law. Examination of proscribed behavior subject to penal sanctions. Capacity, culpability and defenses. Classification of crimes and analysis of specific crimes. Study of constitutional limitations on legislative definition of criminal

conduct and on police procedures.

#### RES 242: THE DIVINE COMEDY OF DANTE

3 credits CRN 73575  
Professor: Lawrence Hundersmarck

Day: W 5:40-8:30pm Fulfills: AOK 2

Course Description: This course is a study of the Divine Comedy of Dante Alighieri (1265-1321) with an eye to its major philosophic and religious ideas. As Dante travels through the realms of Hell, Purgatory, and Heaven, the Commedia integrates into its verses the intellectual traditions of Classical Greek, Biblical, and Medieval Philosophical thought. These traditions will be considered in order to understand the work’s essential claims regarding the Divine, the human, the nature of

virtue and vice, and the meaning, purpose, and order of existence.

#### SOC 220: SOCIAL CLASS

3 credits CRN 73458  
Day: TR 9:00 am- 10:25 am Fulfills: AOK 5

Course Description: Changing social classes and castes in contemporary America viewed sociologically and anthropologically with cross-cultural comparisons of stratification primitive societies as well as advanced ones.

#### PHI 110: PHILOSOPHICAL PROBLEMS

3 credits CRN 72797  
Professor: Lawrence Hundersmarck  
Day: R 12:15pm-3:15pm Fulfills: AOK 2 or AOK 5

Course Description: An examination of some of the major philosophical problems, and an introduction to some of the great figures in the history of philosophy. The emphasis will vary from semester to semester, but the course will generally focus on questions concerning the sources of knowledge, the meaning of moral and other value judgments, the nature of the human mind, the justifications for political authority, and the intellectual presuppositions of religious belief.

#### HON 499: RESEARCH METHODS

1 credit CRN 72217  
Day: T 4:35pm-5:30pm

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



## Fall 2015 Honors Courses

### MGT 490: BUSINESS STRATEGY

3 credits CRN 70905  
 Professor: Theresa Lant  
 Day: MW 9am- 10:25 am Fulfills: Business Core

Course Description: This is an advanced course in management and should be taken as a capstone course during the student's senior year. Utilizing the case approach and an Internet-based business simulation, the student will be required to apply all the concepts of management, accounting, production, marketing, economics, and finance. The course covers a large number of companies engaged in a wide variety of strategic activities. Emphasis is placed on policy formulation, top management decision-making, and the integration of corporate, business-unit and department strategy programs.

### COM 200: PUBLIC SPEAKING

3 credits CRN 70484  
 Professor: Ellen Mandel Day: W 9:00am-12 pm  
 Fulfills: Foundation Core

Course Description: The course is devoted to instruction in the mechanics of writing and presenting one's own material. This will include such things as the following: outlining, addressing varied audiences, styles, and appropriate techniques of delivery, as well as the use of technology to enhance one's presentation. It is a pragmatic, skills-oriented course designed to provide a context for practicing the construction and presentation of well-reasoned public messages.

### PSY 225: PARAPSYCHOLOGY AND THE OCCULT

3 credits CRN 71745  
 Professor: Terence Hines Day: MW 1:20-2:45 pm

Course Description: The course covers a diverse selection of occult, paranormal and pseudoscientific beliefs. These include, but are not limited to: ESP and parapsychology; ghosts, near-death experiences and demonic possession; UFOs and alien abductions; astrology and ancient astronauts; The Bermuda Triangle; pseudopsychologies and psychoanalysis; faith healing; alternative medicine and health quackery; environmental pseudoscience and mass hysteria; Loch Ness Monster and cryptozoology. The course examines the evidence for the reality of these various phenomena as well as the psychology of belief.

### HW 165: STRESS REDUCTION USING COMPLEMENTARY & ALTERNATIVE THERAPIES

3 credits CRN 70770  
 Day: W 1:20-4:20pm

Course Description: This course focuses on the use of complementary alternative therapies for stress management. Diverse therapies including guided imagery, meditation, music, massage and bodywork, reiki, acupressure, and reflexology will be explored. Philosophical, theoretical, and evidence based of select

therapies will be examined. Demonstration and practice will be included in each class and this course will be highly participative.

### INT 299N ENVIRONMENTAL POLICY CLINIC II

6 credits CRN 73850  
 Day: TR 12:15pm-2:15 pm Fulfills: AOK 1

Course Description: The Clinic is 6-credit INT, melding clinical course material with skills and theory course material. Student clinicians work as professional practitioners, in a team setting, with faculty from Pace Academy for Applied Environmental Studies and faculty

from across Pace schools and colleges. Their primary responsibility is to design

and implement policy reforms for real world environmental issues by

representing and working with "client," non-profit organizations from the community and region, under the

supervision of Pace Academy. Students will also learn the essential civic-engagement skills necessary to serve their clients, such as legal, political and communication skills training, legislative history research, preparation of hearing testimony, oral and written presentations, news release writing, bill drafting, lobbying and its requirements, the role of non- profits and movement, and use of social media and technology-based methods of influencing public opinion.

### LEARNING COMMUNITY: MANAGING LEGAL AND ETHICAL BUSINESS CHALLENGES

#### LAW 101: BUSINESS LAW I

3 credits CRN 70005  
 Professor: Richard Kraus Fulfills: Business Core, LC  
 Day: MW 10:35am-12 pm

Course Description: An introduction to the nature and sources of law; the role of ethics in the legal system; the law of torts and crimes; the law of contracts; and real and personal property law.

#### PHI 121: ETHICS IN THE WORKPLACE

3 credits CRN 71664  
 Fulfills: AOK 5 Day: MW 9-10:25 am

Course Description: This course offers a survey of some of the key issues that face the whole range of corporate stakeholders, from shareholders to the general public. We begin with two classical ethical theories, utilitarianism and deontological ethical theory, and with the relationship

between justice and the market system. We continue with ethical issues involving the relationship between the employee and the company, such as whistle-blowing; discrimination, affirmative action, sexual harassment; issues involving the consumer and employee protection, such as product and occupational safety; and finally issues of the relationship between the corporation and society,



such as corporate responsibility.

**LC DESCRIPTION:** This course considers how the classical tradition in philosophical ethics and Anglo-American common law have developed to address business issues, and whether our legal system now fosters a marketplace, as well as a workplace, that is both legal and ethical. Students apply principles of ethics and law to aspects of contemporary commerce.

**LEARNING COMMUNITY: BUILDING AND SUSTAINING BUSINESS RELATIONSHIPS THROUGH COMMUNICATION**

**MAR 250: PRINCIPLES IN MARKETING**

3 credits CRN 71638  
 Fulfills: Business Core Day: MW 9-10:25am  
 Course Description: Introduction to the complex and dynamic field of marketing and its systems. This course examines marketing's place in the firm and in society. Considered and analyzed are marketing research and strategies for product development, pricing, physical distribution and promotion, including personal selling, advertising, sales promotion and public relations.

**ENG 201: WRITING IN THE DISCIPLINES**

3 credits CRN 71639  
 Fulfills: Foundation Day: MW 10:35am-12 pm  
 Course Description: This course is an upper-level writing requirement. Its focus will be on writing effective essays and research papers in disciplinary modes and in students' field of interest. It may include interviews, analysis of journal articles, and appropriate documentation style formats.

**LC DESCRIPTION:** Communication skills are essential to creating customer relationships and value. Using case studies, students will analyze current marketing practices and related issues. In addition, students will learn how to develop a marketing plan using research and writing skills and will undertake other forms of business communication.

**LEARNING COMMUNITY: TOWARD A REIMAGINING OF EUROPEAN HISTORY**

**ENG 120: CRITICAL WRITING**

3 credits CRN 70487  
 Fulfills: Foundation Day: MW 1:20-3:20 pm  
 Course Description: This course will emphasize the development of argument and analysis as students work with a variety of literary and non-fiction texts. Students will learn more advanced research skills, including methods of documentation, the use of library and Internet resources and the synthesis and integration of primary and secondary sources into their own essays.

**HIS 207: EUROPE SINCE WORLD WAR I**

3 credits CRN 73420  
 Professor: Jared Manasek Fulfills: AOK 2  
 Day: MW 10:35am-12 pm  
 Course Description: This course examines the European nations and cultures which came out of the first World War, including: the emergence and growth of conflicting ideologies during the 1920's and 1930's; Modernism and mass culture; the great depression, the rise of fascism and

## Fall 2015 Honors Courses

the breakdown of international order; World War II and the Holocaust; existentialism and other intellectual and artistic movements; Europe and the cold war; decolonization; the feminist and student movements of the 1960's; the creation of the common market; the growth of the welfare state and its dismantling; and the collapse of the Soviet Union.

**LC DESCRIPTION:** This course examines twentieth century European history. Through the use of alternative narratives and marginalized voices, the course challenges common historical assumptions about European society, politics, and economics since World War I.

**LEARNING COMMUNITY: PSYCHOLOGICAL AND PHYSICAL WELL-BEING**

**PSY 112: INTRODUCTION TO PSYCHOLOGY**

4 credits CRN 71679  
 Professor: Sara Juncaj Fulfills: AOK 5  
 Day: MW 7:55-9:55am  
 Course Description: This course introduces the student to the scientific study of behavior and mental processes. Modern psychology is broad in scope and rich in detail. The topics in this course have been chosen to provide a representative sample of important areas of active interest in psychology today. Topics include: introduction and research methods, neurosciences and biological foundations, sensation and perception, learning, memory, life span development, motivation and emotion, personality, psychological disorders, therapy, and social psychology.

**HW 101: WELLNESS & PHYSICAL FITNESS**

2 credits CRN 71046  
 Fulfills: Writing Enhanced, LC Day: F 10:05am-12 pm  
 Course Description: To introduce the student to a wellness approach to health care. In order to study the inter-relationship of the four variables of "Total Fitness", the student will complete written assignments including analyzing their eating lifestyle, participate in prescribed workouts which include an aerobic warm-up, cardiovascular endurance training, muscle strength and endurance training using machines and free weights properly and safely, and static stretching for flexibility.

**LC DESCRIPTION:** This Learning Community will introduce students to a holistic wellness approach to health. The HW course component will identify major health problems in the United States. Students will have the opportunity to have a computerized fitness evaluation test done and objectives to improve or maintain their fitness condition. The teaching strategy is designed to provide an active learning situation for the student. The PSY course component will serve as an introduction to the science and profession of psychology, including coverage of human development, personality, social psychology, motivation, perception, and related topics.

## Professor Spotlight: Dr. Shobana Musti-Rao

*Alexa Blanco*

Meet Professor Shobana Musti-Rao, a familiar face to those in the education program and a new face to many in the Honor's College.

New to Pace University, working here is just one of the many experiences she has had since she got

her Ph.D. in Special Education from Ohio State University.

Born in India, Prof. Musti-Rao

has spent time living and teaching in both Japan



and Singapore. Several years later, she's back in the U.S. and happy to be teaching education majors at an undergraduate and graduate level at

Pace. In addition to teaching, she does research on ways to assist students with disabilities in the classroom, as this is where a lot of her experience stems from.

As an advisor in the Honor's College, Prof. Musti-Rao is excited to "work with students of a different caliber and interact with

[Continued on page 7](#)

## Professor Leo Boylan and Tragic and Comic Vision

*Alexandra Franciosa*

Many Honors students may know of the literature course *Tragic and Comic Vision*, but they may not be aware of the history behind the course or the professor who brought it to Pace.

Professor Boylan graduated from Pace with a degree in theater in 1974. Since then, strange twists of fate have kept him associated with the university. After graduation, he went on to work as an actor and director on Off-Off Broadway. Only a year later, he put out an ad looking for a stage manager, and Bob Pace—the university founder's grandson—answered and ultimately received the position. Shortly after, both men returned to work at Pace, and Professor Boylan became the director of alumni relations.

In 1996, Professor Boylan decided to return as a student to Pace in order to receive his degree in education to fulfill his original dream of becoming an English teacher. He was hired at Pace as an adjunct professor in the English department in 2007, although he has continued to work in the theater as well.

Since then, he has used his own experience as a member of Pace's repertory theater group during his own time at the university to come together with a number of Pace students to create the Pace Drama Alliance (PDA).

Professor Boylan believes that students—regardless of their major—should be exposed to theater in some way. As a result of this, he created a Modern Drama class that would incorporate aspects of theater and how it is performed as well as how it is written.

The honors course, *Tragic and Comic Vision*, has been offered for the past two years. It covers playwrights from Ibsen to Stringberg to Miller, and specifically focuses on the influence of the ancient writing styles on the development of Modern Drama.

By teaching students how to look at all of the elements of a play, Professor Boylan hopes to give them the means to find the personal and universal meanings of every play, movie, show, or book that they're exposed to. He wants to help students find an appreciation of the humanity and lessons that each of these works hold, and that we can carry with us throughout our lives.

## Senior Reflections

*Graduating Honors students share how their experience in the Pforzheimer Honors College shaped their time at Pace.*

•••

Being a member of the Honors College at Pace has helped shape my time at Pace, and has provided me with some of the best memories and greatest friends. I was fortunate enough to live in Dow Hall during my freshman year, where I met the members of the freshman honors class. Our first semester, we had many classes together, attended many honors events, and very quickly we became a close group of friends. Having the Honors College in common, and an appreciation for excellence in academics, we stuck together our first year. In my opinion, the friends I made from the Honors College are what made that year great.

The Honors College also allowed me to take some of the most intriguing classes during my three years at Pace, many of which I never thought I would take before I started here. Dr. Hundersmarck's Dante and Eastern Religions courses, Professor Weishaus's Modern Latin America course, Dr. Mandel's public speaking course, and the Pace Academy's Environmental Clinic are all Honors classes that truly offered knowledge outside my comfort zone, and skills that will be used in the years to come. Perhaps the best "honors" course, however, is the travel course Rome, The Eternal City. For those younger students who have the opportunity to apply their scholarship to this amazing experience, you won't regret it.

In deciding to come to Pace, one of the

biggest factors in making that decision was the Honors College and the opportunities it offered. Not only am I thankful for its academic benefits, I am also almost equally as thankful to have been part of the Pleasantville honors community, and for the friends I made -friends I will keep long after graduation.

*Andreas E. Christou  
Dyson College of Arts and Sciences*

•••

Simply put, I have really appreciated my time at Pace University. All four years were filled with unforgettable, memorable moments that I'll cherish for the rest of my life. At Pace, I was a member of the Pforzheimer Honors College from day one. For the last four years, I have taken multiple honors classes, attended a variety of honors events, and made many friends who were also members of Pforzheimer.

The Honors College has enriched my Pace experience socially and academically. Pforzheimer has meant a lot to me and I know that Pace would not have been the same without it. For example, the honors Learning Community class that included Marketing 250 really filled me with confidence that marketing was the right degree for me. The class was challenging and I knew that if I could do the work in that class, and like it, it was the right way for me to go. Events, especially in freshman year, were critical in strengthening friendships that I still have today. Being in an exclusive group of committed, dedicated, and unique students has allowed me to blossom into the person I am today and I am extremely grateful.

*John Cattani*

### From page 6

students directly." Although there currently are not many education majors in the Honor's College, she hopes that the School of Education and Honor's College can work together. One of the ways she plans on doing this is by offering an honor's exclusive education course in the near future to give honors students a glimpse of what

this major is like. She is also looking forward to helping students write their thesis papers, especially if her research is relevant to their topic.

Prof. Musti-Rao is very happy to be a part of Honor's College and all the positive changes it is going through. We welcome Prof. Musti-Rao and look forward to working with her and the School of Education!

**HONORS INDEPENDENT RESEARCH COURSES, 3 credits**

Prerequisite: Junior or Senior standing, 3.3 GPA minimum

With the written approval of the appropriate professor, the department chairperson, and the Director of the Honors College, a student may select a topic that is not included in the usual course offerings for guided research. The student meets regularly with the professor to review progress. To receive Honors College credit, the results of this independent research must be presented at the Honors Independent Research Conference held every year at the end of April or beginning of May.

*Students may have their papers published in Transactions, the scholarly journal of the Dyson Society of Fellows, and also made available through Pace University's Digital Commons.*

## Honors Thesis: What is it?

*Dr. Mohsen Shiri-Garakani*

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

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

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

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

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

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

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

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





Congratulations to the Class of 2015!

---

# SCHOLASTICA

