



Commonwealth Honors Program Canton Honors Celebration - Fall 2019

Program

Welcome

Gena Glickman, Ph.D.
President of Massasoit

Introduction & History of Honors at Massasoit

Deanna L. Yameen, Ph.D.
Provost and Vice President of Academic and Student Affairs

Fall 2019 Honor Garden Scholarship Awardees

Maya Burgess
Yvonne Gorski
Alison Haidul
Alexander Whitehead

Celebrating Honors Students' Achievements

Professor David LaFontaine
Co-Coordinator, The Commonwealth Honors Program

The Canton Honors Speakers Bureau

Adedapo Azeez
Maya Burgess
Jackie Gay
Alison Haidul

The Honors Seminar and Presentation of Student Trifolds

Professor Suzanne Morris

Concluding Remarks

Deanna L. Yameen, Ph.D.



The Honor Garden Scholarship

The Honor Garden Scholarship was established in 2013 to recognize outstanding academic achievement in the Commonwealth Honors Program at Massasoit. Each semester several students are awarded a \$500 scholarship based on their grades and their application essay. In the years since 2013, more than thirty students have won the scholarship.

The Honor Garden Scholarship has been made possible through the establishment of a garden situated at the Canton campus. Special thanks are due to Leah Zielinski and Nick Palantzas for their vision and their commitment to this unique project. Countless donors have supported the scholarship fund through purchasing “Pathway Stepping Stones” which have been placed in the garden. Other donors have purchased park benches for the garden. The garden has been named “**The George Georgacopoulos Honor Garden**” to commemorate the extraordinary generosity of the Georgacopoulos family.





Winning Essays

Second Chances

by Maya Burgess

The Commonwealth Honors Program offered at Massasoit has been one of the most fulfilling experiences I have had in my adult life. It all started with a life changing event, followed by a humbling academic moment, that transitioned into an opportunity for me to achieve my lifelong ambition to graduate from college. To begin the story, I must provide a few details about my background. I am a non-traditional student; sadly I cannot hide that fact. I graduated from high school in 1987 and completed a few college courses over the last thirty years. As life often takes various twists and turns, mine was no different. Therefore, I was unable to complete my college degree. I chose a different path and started working full time when I was twenty. I was fortunate to be successful in my career, but there was always a part of me that felt incomplete because I did not have a degree. I worked my way up from receptionist, to junior trainee, to supervisor, to senior manager, to Chief Compliance Officer of a global investment company with offices all over the world. Through hard work and determination, I was given the chance to live and work in Scotland for fifteen years. In 2016 my company relocated me and my two daughters from Scotland to Boston. After



Maya Burgess

Honor Garden Scholarship Recipient

Maya Burgess is a Liberal Arts Transfer major. She moved to the Boston area in Summer 2016 when her job relocated her and her two daughters from Edinburgh, Scotland. Maya is a nontraditional student who decided to return to school to get her bachelor's degree in Political Science. She began at Massasoit by taking one class. Due to her success she decided to enroll in her first honors class in her second semester. She intends to transfer to a four year university where she will study politics and plans to go on to law school to fulfill her life long dream of becoming a lawyer. Maya is very involved in campus life at Massasoit. She is a peer tutor in the ARC and enjoys supporting her fellow students with writing and humanities. Maya is the President of the Canton Honors Speakers Bureau. She is also a member of Phi Theta Kappa.

Maya applies the same work ethic to her studies as she did to her career. Maya will graduate from Massasoit in Spring 2020 and will be sad to leave the school that has been so supportive and fundamentally changed her life forever.



eighteen months the company merged with another which unfortunately made my role redundant. It was an unexpected life changing event, that had the potential to devastate my life and the lives of my two daughters. But throughout my life when I am met with a challenge or obstacle, I always try to turn it into something positive. This change provided me with the perfect opportunity to return to school and finally complete my degree. I found the nearest community college and enrolled in one class that fall. I chose an English Composition I class because I felt it was an academic weakness, so I wanted to tackle my worst fear first. What I never expected was that my decision to attend Massasoit and take that first class would change my life forever.

My humbling academic moment came when my English Composition I professor recommended me for the English Composition II Honors course offered the following semester. I always felt English was my weakest subject, so I undoubtedly felt ill-equipped to handle an Honors English class. I was completely taken aback by her recommendation and questioned my own ability to succeed. She reassured me her recommendation was warranted; therefore, I felt it was my responsibility to pursue the program because of her strong belief in me. I enrolled in Professor LaFontaine's English Composition II Honors class in the spring not fully knowing what to expect. I remember feeling overwhelmed and feared it could end

in failure. I am pleased to say it did not and the results were quite the opposite. Because my professors believed in me when I struggled to believe in myself it meant I was able to become a Commonwealth Honors student. My experience at Massasoit and the support I continue to receive gives me the confidence to trust in my academic abilities. This experience has also provided me with leadership and mentoring opportunities I never expected.

The English Composition II Honors class I completed in the spring offered me much more than what I thought I could achieve academically. The course was challenging and forced me to stretch my abilities as a writer. Professor LaFontaine was extremely supportive and he encouraged me to join the weekly study group that met in the ARC on Fridays. Having direct access to my professor provided me with additional confidence in my ability as an Honors student. A core group of students from the class came together every week where we supported and encouraged each other as we made our way through the challenging material. The peer reviews and group discussions made us all better writers and students by working together. The study group also provided an opportunity to form long-lasting friendships. My involvement with the Honors study group provided additional opportunities for me to enrich my experience on campus by taking on leadership and mentoring roles. I was asked by Professor LaFontaine to join the Honors



Speakers Bureau. As members of the Honors Speakers Bureau, fellow students and I were invited to make presentations to prospective honor students currently enrolled in English Composition I classes. In the classes we shared our personal experiences about the study group and promoted the benefits of becoming a Commonwealth Honors student. Finally, through my involvement with the Honors Program, a fellow student and I were asked to present at the Spring 2019 Honors Celebration. This gave me another opportunity to share my experiences with students and faculty.

If anyone asked me two years ago, where do you see yourself in five years, my answer would have been very different. I would never have expected I would be attending Massasoit Community College working towards an Honors degree in Liberal Arts, employed as a peer tutor in the Canton ARC, President of the newly formed Canton Honors Speakers Bureau Club, and a member of Phi Theta Kappa.

Each of these personal accomplishments were made possible by the opportunities offered to me through the school, my professors, and the Commonwealth Honors Program. I am planning to transfer to a four-year college in the fall where I will pursue my bachelor's degree in political science. After I complete my degree, I hope to attend law school where I plan to study Constitutional law. I have always believed in second chances and through my attendance at Massasoit, along with being a member of

the Commonwealth Honors Program, I now have the confidence to complete my degree. By putting my academic insecurities behind me I will continue to expand my knowledge while accomplishing greater success in the next chapter of my life.



Growth and Gratitude

by Yvonne Gorski

The Commonwealth Honors Program has been beneficial to my educational career. The stories discussed in Composition II Honors challenged my analytical skills. These analytical skills pushed me to see beyond the surface of a story and seek deeper meaning. Due to the critical thinking skills I have obtained, I am naturally more curious and strive to become more aware of the issues the world is facing. I am thankful for Professor Keith's teaching style. Professor Keith stressed the importance of reading the short stories outside of the classroom in order to focus our class time on discussion. The Ethics Seminar has provided me with the opportunity to learn about an array of subjects and introduced me to knowledge I otherwise would never have known. I am grateful for Professor Sanati's structure of the seminar. The seminar allowed me the freedom to research and discuss an ethical dilemma of a topic of my choosing. The class has also provided me the opportunity to manage the project on my own. The analytical skills obtained and the opportunity to manage my own project has improved studying and time management in other courses. These factors have also increased my confidence and ambition.

Due to the program, I know I am capable of achieving much more in my academic and future business career. I plan to earn



Yvonne Gorski

Honor Garden Scholarship Recipient

Yvonne Gorski graduated from Marshfield High School in 2015. In the years between high school and college, she utilized her gap years to travel and work. At the age of twenty-two, in the Fall of 2018, she decided to begin her college career at Massasoit Community College. During her first semester at Massasoit, Yvonne discovered her love for writing and would plan to become a part of the Commonwealth Honors Program. Currently, Yvonne is a full-time student, working full-time, and a writing tutor in Brockton's Academic Resource Center.

At Massasoit, Yvonne is working towards earning a Business Administration Transfer associate degree. Upon her transfer to Bridgewater State University, Yvonne plans to earn a bachelor's degree in Management with a concentration in General Management. Her academic career goals also include minors in GLBT Studies and Sustainability Innovation and Outreach. Ultimately, Yvonne strives to become a member of a corporation's social responsibility team to advocate for the LGBTQ community and create a more green, sustainable future.



a bachelor's degree in Management with a concentration in General Management. Within a business career, one must think critically and take into consideration the ethics of each decision. The knowledge I have acquired from Composition II Honors and the Ethics Seminar will strengthen my abilities as a businesswoman. The knowledge I have been exposed to within the Honors Program has compelled me to minor in GLBT Studies and Sustainability Innovation and Outreach once I transfer to Bridgewater State University. I'm very fond of how the Commonwealth Honors conference at the end of the semester provides a platform for which I can share my work. The fundamental idea of sharing my work and research provides a sense that my voice is important and that I have the power to create change.

The minors I plan to earn stem from the ideas I have been exposed to within the Ethics Seminar. By learning about climate change and its effects on our environment, I have decided to study Sustainability. With this minor, I plan to incorporate sustainable practices into my business career. I strive to be a part of a management team that is in charge of a company's social responsibility. Being a part of this team would allow me the opportunity to introduce innovative sustainable ideas that would greatly decrease a company's carbon footprint. The subject that I chose to research in the Ethics Seminar urges me to minor in GLBT

Studies. After learning about the inequalities that the LGBTQ community still face, I feel compelled to learn more and eliminate the injustices. In a management position, I will assure that there are strict safeguards in place to protect employees based on protected characteristics, sexual orientation, and gender identity. Also, within a social responsibility management team, I would have the ability to become an activist for my community and push for the ratification of legislation, such as the needed Equality Act. The Honors program has instilled me with the confidence and ability to create change in our world. I am grateful for my time within the program and am proud to be a Commonwealth Honors student.



Essay

by Alison Haidul

My invitation to and joining of the Commonwealth Honors Program have been two of the best things to happen to me in my academic career. Starting my higher education at Mount Holyoke College, I found myself pleasantly challenged by the rigorous courses offered to me. However, due to rising tuition at that private institution, I found my best option to be to move to a community college, and from there move onto a four year university. I was hesitant to attend Massasoit Community College, fearing that my classes would not be as much of a challenge as they had been at Mount Holyoke. When I started at Massasoit in the fall semester of 2018, however, I was surprised by the quality of the courses. I found them to be stimulating, and thought-provoking. In spite of how much I enjoyed them, however, I still found myself wishing for a bit more of a challenge.

My wish was soon granted. During winter break, I received my invitation to join the American Literature II Honors course offered in Spring 2019. I was eager to join, and very pleased that the college had recognized both my efforts and my academic performance. I thoroughly enjoyed my first semester as a member of the Commonwealth Honors Program, finding the course to be challenging, and in fact, even more so than my classes at



Alison Haidul

Honor Garden Scholarship Recipient

Alison Haidul is a second-year student at Massasoit Community College. This is her second semester as a member of the Commonwealth Honors Program. Alison has always had a passion for learning and researching, with a focus on historical topics in particular. Upon graduation from Massasoit, she will attend a four-year university to earn a bachelor's degree in history. From there, she plans to enter graduate school, and complete a PhD in the subject of history. Her career goal is to continue her study of the past, and someday become a scholar and professor at a university in this field.



Mount Holyoke. The experience of being surrounded by peers who pushed me to think deeply about the topics we had discussed in class was the extra intensity that I had been seeking. My fellow classmates were just as invested in their academics as I, and I appreciated the level at which we were probing and studying. My honors project opened my eyes to my passion for research, and while I had merely considered but not yet fully explored career paths that involved research and presentation prior to this course, I knew by the end of the semester that I had found my path. The course strengthened my desire to go on to graduate school, and ultimately post-graduate studies. The course allowed me to discover what I want to do.

This past year, I have become more confident in my academic work, and therefore, have become more sure of myself and my plans for my future. The encouragement and support I have received from my professors in my honors courses have allowed me to recognize that I am capable of achieving my academic and career goals. I take my education very seriously and regard my academic performance highly, as my goal is to one day obtain a job in academia. I plan to earn a PhD in History, and hope to become a scholar and professor at a university. I feel that the Commonwealth Honors Program has assisted me greatly in preparing for such a goal. Delving deeply into a certain topic of interest for my honors courses has allowed me to dip my toes

into the world of research, and presenting my findings to my peers as part of the honors project gives me a feel for educating others on my work. I have discovered that I tremendously enjoy teaching others, and am excited about my plans for the future.

I am and always will be immensely grateful to Massasoit Community College and the Commonwealth Honors Program for allowing me this academic experience. I cannot say that I would have been so certain about my decisions for my future had it not been for this educational opportunity. I feel that I have been directed to the path I wish to follow in my life. While I have always been eager to learn, I find that I now have a more inquisitive perspective toward my education. The encouragement to do my very best, and the enthusiasm of my professors and my fellow Honors scholars have enriched my journey toward achieving my goal.

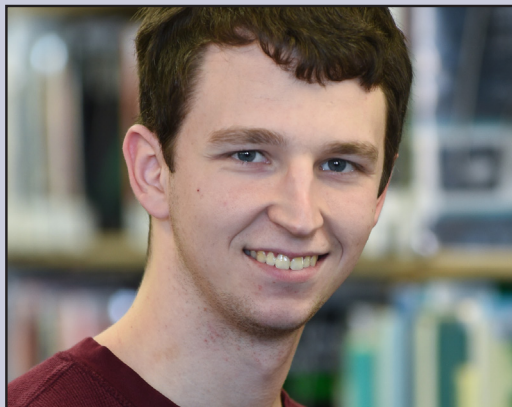


Essay

by Alexander Whitehead

The Commonwealth Honors program is the program I owe my education to. When I was in high school, I was a horrible student. I never listened to my classes, I did not do my homework, I barely went to my classes. I, like most seventeen-year-old boys, already knew everything. I did not care if I did well in school. All I ever wanted was to join the Navy, which I did the day I turned eighteen. I signed a contract for ten years and was more than happy to do so. After about two years in the Navy I saw a man being mugged and attacked by three armed men in San Diego. I stepped in to stop the assault, which I did, while getting myself two shattered ribs in the process. This ended my very unspectacular military career. After this I had no idea what to do with my life.

I spent a great deal of time serving tables and traveling around the U.S. until my girlfriend pushed me into trying college. I had always enjoyed reading and history a great deal, so she thought it would be something I would take to. Last year I enrolled in Massasoit. I was very hesitant of being back in a classroom. On my first day here, I spent the first hour in Dr. MacWade's history class, and I loved it. I found I was very good in school, now I am a straight A student. The problem was I just did not feel challenged enough, as there were very few of my classes that first semester



Alexander Whitehead
Honor Garden Scholarship Recipient

Alex Whitehead graduated from King Philip High School in 2015. He was never a great student and rarely applied himself to his studies. After high school Alex joined the Navy, but due to an injury, he was not able to finish his service. After he was discharged Alex worked as a manager at Olive Garden. After realizing that he did not want a career in the service industry, Alex left his management position and went on a cross country road trip with his girlfriend. It was on the trip that Alex was convinced to try and enroll in college.

In the fall of 2018 Alex enrolled at Massasoit and took to it greatly. Unlike in high school Alex enjoyed going to classes, and the challenges that the college setting provided. Alex began the honors program last spring with Professor Keith, taking her Honors Comp. II class. He wrote his project on Ernest Hemingway's writing and how it related to Hemingway's life. This semester Alex is taking Professor Sanati's Honors Seminar, and is writing his paper on the use of the military in foreign affairs. Alex is going to be moving to Bridgewater next fall where he plans to get a degree in education and become a history teacher to follow his passion for the subject.



that I found interesting or which pushed me out of my comfort zone. That is when I met Professor Keith. She was my speech teacher that first semester. I told her I had heard about the Honors program from my girlfriend, Maria De La Fuente, who was going through it at the time. Professor Keith strongly encouraged me to join her class.

Last spring, I took her Honors Comp II and found the perfect class for me. This class challenged the way I wrote and how I look at literature in ways that really made me think. In the class I learned a great deal about how to write in the third person and how to write a strong research paper. While I probably annoyed her slightly coming to her office most mornings before class she helped me go through my essay page by page and put together a paper I was very proud of. I was able to write a ten-page paper on Hemmingway and how his writing was a personal cry for help, something I do not believe I would have ever been able to do without Professor Keith. That same year I watched my girlfriend complete the Honors ethics course and take an Honors American Literature in Canton. I went to the Honors seminar in Canton both semesters and was very interested and excited for the honors ethics class. I started taking the course this semester with Professor Sanati. While the course is a great deal of work I have greatly enjoyed it. I just completed the first PowerPoint I have made in ten years and Professor Sanati helped me

greatly with it. I have also started a paper I am genuinely interested in and looking forward to. Professor Sanati has been a great help in narrowing my focus and creating my paper.

I am greatly thankful that Maria pushed me into trying out Massasoit. I cannot thank Professor Keith and Professor Sanati enough. They have helped transform me from someone who never cared about school to someone who is focused and puts forth my greatest effort in all aspects. Without this program I do not believe that I would have ever been able to be the student I am today.



STUDENT PRESENTATION ABSTRACTS

Adedapo Azeez

Faculty: Suzanne Morris

Department of Humanities

The United States Foreign Aid Policy to Africa: Should the U.S.A Stop Giving Aid?

With 422 million people currently living in poverty, and a projected 100% increase in the population of Africa by 2050, the time for Africa to become self-sufficient has never been more exigent. To understand the United States' foreign aid policy to Africa, this project explores how the U.S became Africa's biggest donor by extensively assessing how the U.S championed foreign aid in the 1940s and started giving aid to Africa in the 1960s. One of the major purposes of foreign aid to Africa is to help the continent become self-sustainable. However, it is this purpose that has divided experts and world leaders for several decades. One of the most crucial issues of the United States' foreign aid policy to Africa is aid dependence. While some believe that Africa's dependence on aid is the fault of donor countries that have ineffective aid programs, others believe Africa's aid dependence is due to the refusal of African leaders to accept the responsibility of ensuring the social and economic stability of Africa. In addition, some economists argue that Africa needs to fight corruption instead of playing the victim of foreign aid. Other economists who criticize donor countries like the United States say that not only is the motive of foreign aid corrupt, donor countries also need to focus on making foreign aid more effective instead of focusing on corruption in Africa. Either position believes foreign aid to Africa should be completely overhauled or be strengthened, it is clear that both sides believe there is a problem with foreign aid. This project presents the concept of trade partnerships as the best alternative for United States-Africa relations. By gradually shifting from foreign aid to trade partnerships, African governments will be able end their donor-recipient relationship with the U.S. and be at par with the U.S in bargaining for what is best for their respective countries. Similarly, the United States will continue to serve its humanitarian, security and economic interests.



Maya Burgess

Faculty: Suzanne Morris

Department of Humanities

Reinstating Voting Rights for Ex-Felons

The Constitution of the United States of America was ratified on June 21, 1788: “We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Prosperity, do ordain and establish this Constitution for the United States of America” (US Constitution). The Constitution, and all the subsequent Amendments, were purposely kept vague to provide broad parameters for the interpretation of the laws that governed its citizens without being specific or prescriptive. The vague nature of the document causes many to conduct an ongoing debate around who has the right to vote and how each citizen expresses this right. Each state defines specific parameters for how restrictions are placed upon individuals which varies considerably between each other. In Vermont, incarcerated felons are allowed to vote; versus in Florida, released felons (who have repaid their debt to society in full) may never regain their right. This lack of a clear, transparent, or consistent application of the law across all states creates uncertainty and allows for millions of voters to remain disenfranchised. We all have to ask ourselves does every US citizen retain their inalienable right to vote that so many fought and died for regardless of the circumstances? Or should their right to vote be lost forever because one is found guilty of committing a crime? This project seeks to explore the ethical dilemma of when or how a US citizen loses their right to vote, under what circumstances this may occur, and should this right be lost forever.

Jonathan DeNoyer

Faculty: Suzanne Morris

Department of Humanities

Morality of the Second Amendment and Gun Control

With all of the mass shootings occurring lately, the topic of guns has become a very emotional issue for many people. My interest in firearms started when massive push backs against the Second Amendment came around during my junior and senior years of high school. During this time a lot of victims of school shootings came out in support of gun control. The idea of guns sparked interest for multiple reasons. For example, primarily, the desire to protect one’s family. Secondly,



the authors of the U.S. Constitution understood the most effective way of preventing a tyrannical government is securing the right to self-preservation and self-defense. No one should ever be forced to feel like a victim. This project explores the argument of arms, and if the solution to America's supposed gun problem would be law-abiding citizens with more access to the means of self-defense or more gun control.

Jackie Gay

Faculty: Suzanne Morris

Department of Humanities

The Ethics of Learning Styles in the U.S. Education System

Standard learning styles in the U.S. education system have been the same for so many years. These styles may have been presented from K-2 all the way to high school. This style was shown to be the style that is beneficial for all students, especially to prepare them for college. All students are not the same and do not all learn the same. In this research, many different learning styles will be presented, and how to properly aid the student to success when they know how they learn. This is presented by seeing the different ideas that were used to establish the system. Also, the project will examine how this way of teaching was shown to benefit a large population of students. Unfortunately, these learning styles that are presented do not benefit all students. This is where in the installation of a VARK learning style testing being implemented into schools would be very beneficial for a large population of students. This would aid students as well as administrations.

Alison Haidul

Faculty: Suzanne Morris

Department of Humanities

Revisiting History and Memories of Native Americans in the United States

Since the Europeans first arrived in North America, the histories of North America have been viewed from a Eurocentric perspective, thus ignoring the concerns of indigenous peoples. In the contemporary United States, actions are taking place in order to right this wrong and offer insight into the complex and diverse cultures of Native Americans. Places masked by time and Euro-American influence are being revisited to consider how significant these are to local Natives, and why these places are held so sacred. When teaching the tragedies inflicted on Native Americans on North American soil, it is important to introduce students to a variety of primary sources



from both the United States and from Native American nations. By so doing, students are given a chance to learn a fuller history, and therefore can formulate their own opinions on the subject. Teaching without the use of a textbook further secures a filter-free lesson on United States history, and one that omits stereotypical perspectives of Native American identity. Moving forward, it is vital that the United States emphasizes the significance of acknowledging Native culture and history. This will help to ensure the past and present existence of Native American civilizations are lost over time. Spreading and teaching awareness about Native cultures and civilizations helps to educate the public on the complex people who first civilized North America and stay important in major roles in United States history and today.

Christopher Knight

Faculty: Suzanne Morris

Department of Humanities

Student Loans and Debt: A Major Financial Concern Across the United States

Student loans are an ongoing financial concern among many college students across the United States. Research shows that student loans were established in 1840 and became famous over time as more colleges and programs were instituted. There are many opposing views and options concerning student loan debt in today's day and age. These options range from student loan forgiveness, discharge, and interest plans that help students pay off their loans. This project explores how student loans became a major financial epidemic in the United States as a result of the costs and benefits that impact the futures of many students, and it proposes possible feasible solutions in aiding payback methods.

Hannah MacDonald

Faculty: Suzanne Morris

Department of Humanities

Moral Ethics of Comedy

Clearly, the existence of social media makes everything more public, and easier for an audience to express opinions, the censorship and outrage around comedy seems more aggressive than ever. This begs the question: How much ethical responsibility does a comic have in regard to telling offensive jokes? How much harm, if any, does an offensive joke have over an audience? Although to many, this seems like a recent issue; yet historically, there have been many similar issues, and



it is clear that this dilemma did not emerge out of nowhere. Centuries ago, Greek philosophers debated on the ethics of comedy. In the 1950s, Lenny Bruce was an extremely controversial comedian and would often receive backlash for his standup sets. Today, many comics are attacked and threatened online. Conversely, many comics have branded themselves as “triggering” and “edgy” in this time for publicity and formed an entire “brand” around hurting people’s feelings. Despite claims that ethics cannot exist in comedy without ruining it, many shows and comics have moved forward in a more ethical way that fits the times, without making their comedy any less outrageous. This paper will discuss ethical consequences of jokes, as well as potential responses moving forward.

Christina Pierre Toussaint

Faculty: Suzanne Morris

Department of Humanities

Disparities in Healthcare for Black Women

At present, black women still face one of the highest healthcare disparities in this nation despite representing only 13% of the female population (Guerra). These discrepancies are particularly illuminated through this country’s maternal mortality rate and birth complications experienced by black women. Healthcare discrepancies have existed since the beginning of slavery, as overall healthcare was nonexistent for slaves. During this time, blacks were viewed as a subhuman race; therefore, white people continued to justify slavery and inadequate medical treatment. In the early 20th century, segregation and poverty still continued to plague the African-American community, which further created a divide in healthcare. In fact, documented medical experimentation on Black Americans was a common practice among physicians and the federal government. For example, in 1932 the U.S Public Health Service began a study on syphilis in untreated black males. Experimentation on black Americans and unconsented medical procedures would continue from the 1950s through the 1990s. More specifically, black women have experienced problems such as unconsented experimentation, unconsented hysterectomies, and unsafe birth control practices. This paper will explore the history of Black American healthcare disparities, the modern-day black maternal mortality rate, and propose more specific solutions to close the gap for healthcare for black women.



Nayfa Sarhan

Faculty: Suzanne Morris

Department of Humanities

Effects of Electronic Devices on Children

Recently, the use of electronic devices has increased, and people have become more dependent on it for information, services, and entertainment. This is the first generation of children born into societies with attainable electronic devices. As a result, there is a crucial need for parents to have concern for their childrens' mental, physical, educational, and psychological well-being. At the time when childrens' brains are rapidly growing during important early age developmental stages, their brains are being rewired as a result of interactions with electronic devices. Evidence suggests that children are not getting enough sleep or exercise, and they are becoming more dependent on electronic devices to solve problems and get information. Consequently, children are not able to build communication skills, and they are losing the ability to play with children, show compassion, delay the need for gratification, or think creatively. This is critical because children are using electronic devices at an earlier age and separating themselves from their friends and families. This paper will discuss recent studies on children and technology, and the need to set up guidelines for the use technological devices by children. Technology is our present and our future. If we make no changes, we will lose our humanity to technology.

Chloe Tavernier

Faculty: Suzanne Morris

Department of Humanities

Poaching: An Aged Practice

Poaching first became a punishable offence during the Middle Ages. Poaching was mostly reserved for the wealthy because they had the money and the means to obtain fresh game. Peasants and poorer folks were delegated to primarily eating crops and growing food. During these times, food was rather scarce, so poaching was seen as an act of rebellion. Since tensions were high surrounding poaching in Europe, many turned to Africa where several animals were relentlessly hunted for their meat and resources. Since poaching began to become a more apparent problem, in 1900, the new states that Europe colonized put into affect new game preservation laws. In the early 1900s, there was an incident called the "Ivory Frenzy," as ivory was in constant demand. In



turn, this event led to a sharp decrease in elephant and rhinoceros populations. Consequently, this resulted in more and more species being targets for their prize resources. These species include pangolins for their scales, tigers for their pelts, and sea turtles for their shells. To this day, poaching continues to be a major problem. This paper explores the ethical concepts concerning poaching, and it seeks to identify and expand on current solutions to end poaching and keeping endangered animals safe.



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