

THE AMPERSAND

STUDENT LEADERS OF THE HONORS COLLEGE

INSIDE THIS ISSUE:

<i>Focus on a Fellow</i>	2
<i>Student in the Spotlight</i>	4
<i>PBK & PKP Inductees</i>	6
<i>Pre-Law Day</i>	8
<i>OSSP</i>	9



Honors College Winners (l to r): Shripaad Shukla, Heather Mayes, Liat Shetret, Katherine Stachowicz, Arun Singavi, and Dariusz Barwacz (front)

The University of Illinois Alumni Association of Chicago awarded its annual Student Leadership Awards at a ceremony and dinner on Thursday, March 15th. The award is given to graduating students who have been involved in leadership roles in student organizations, societies, and groups at UIC. Each student received a red cord to wear at graduation ceremonies, an engraved plaque, and a certificate. The following

Honors College students received this prestigious award:

Dariusz Barwacz, Psychology, Julia Geynisman, Biological Sciences, Kathryn Madeja, Nursing, Heather Mayes, Chemical Engineering, Deidre Merriman, Psychology/Political Science, Liat Shetret, Political Sciences/Psychology, Shripaad Shukla, Biochemistry, Arun Singavi, Management, Katherine Stachowicz, Biological Sciences.

Congratulations to all the winners!

Also in this issue:

- Interview with Julia Geynisman
- Phi Eta Sigma Membership
- HC Scholarship Association Undergraduate Winners

UNDERGRADUATE RESEARCH SYMPOSIUM WINNERS

As part of the campus-wide UIC Student Research Day, the Eighth Annual Undergraduate Research Symposium was held on Friday, April 20, 2007.

Undergraduate students presented their research topics in disciplines such as: physical sciences, life sciences, social sciences, and humanities.

Congratulations to the following winners:

Life Sciences

- 1st - Auratip Paramadilok
- 1st - Ravi Garg
- 2nd - Tiffany Yau
- 3rd - Joseph Sennello

Physical Sciences

- 1st - Annie Velarde
- 2nd - Arthur Hong, Mariana Gomez, Vladimir Dmitriyev, and Azhar Kothawala
- 3rd - Christine Toh

Social Science, Humanities, Business Practices

- 1st - Kristina Davis
- 2nd - Dariusz Barwacz
- 3rd - Brendan Green



FOCUS ON A FELLOW: JOEL BROWN

KAREN ORAM

Joel Brown is a professor of Biological Sciences and an evolutionary ecologist. In addition to being an Honors College Fellow, he is also the Director of Undergraduate Studies for the Department of Biology at UIC.

Professor Brown was born in Oakland, California and attended Pomona College, a small liberal arts school in southern California near Los Angeles. He started his college career as a Chemistry major, but changed his major after he took an organic chemistry lab. Concurrently, he discovered a love for economics and the way one could use it to "make a few assumptions about behavior...and predict the whole system." The summer of Dr. Brown's sophomore year, he was hired to assist with the undergraduate research of fire ecology. The research included determining how periodic fires throughout California affected wildlife. This experience was a turning point in Professor Brown's college aspirations. He changed his major to Zoology and finished his degree in 1980. He went on to earn a doctorate in ecology and evolutionary biology from the University of Arizona. After finishing school in 1986, he completed a one year post doctoral fellowship in Israel working in the Negev Desert with desert rodents. He then took a faculty position at UIC, and has been here ever since.

While at UIC, Professor Brown has taken his study of desert rodents and applied it to his current research, substituting indigenous squirrels for the desert rodent. Specifically, Dr. Brown focuses on the two species that commonly populate Chicago, the fox squirrel and the grey squirrel. His research focuses on how the distributions and environments of these two species differ, and if there

is a dissimilarity between being an urban squirrel in comparison to one that lives in a more natural environment. Professor Brown has a website detailing more information about this research and gives readers the opportunity to report their squirrel findings at <http://squirrel.bios.uic.edu>.

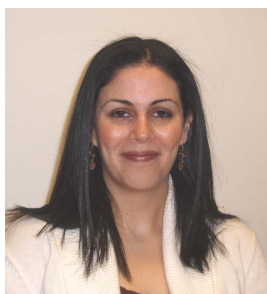


Joel Brown

In addition to the activities listed above, Professor Brown is also a faculty advisor for the Biology Colloquium (BIOS 196), a series of specially arranged seminars, small group activities and field trips for divergent interests within the biological sciences. It is organized by and for undergraduate biology majors and is recommended by Professor Brown to any biology student who wants to get a better feel for the many areas biology encompasses.

UIC has the distinction of being the only place where Professor Brown has held a formal faculty position. He "love[s] it" and is incredibly enthusiastic about his work and the opportunity to assist undergraduates and Honors College students. As an Honors College fellow, Professor Brown believes that providing students the opportunity to share their achievements and their difficulties is important. He wants to make sure that students know that there is someone within the system who cares. He believes wholeheartedly in the college experience because "there's a chance that when you're done, you will have learned something you didn't know you were going to learn, or you will come out being somebody you didn't know you were going to be."

Professor Brown believes that providing students the opportunity to share their achievements and their difficulties is important.



STUDENT IN THE SPOTLIGHT: LIAT SHETRET

JACQUELINE HARTFORD

Liat Shetret is an outstanding senior with big post-graduate aspirations. She recently

received two notable awards. One was the Donald & Leah Riddle Prize for Outstanding Graduating Senior, which is valued at \$1000. The award is, "basically UIC's version of valedictorian," says Shetret. The other award is the Phi Kappa Phi National Graduate Fellowship for \$5000. She is also awaiting results from other potential fellowships.

Over the summer, Liat will have an internship at the U.S. House Committee of Homeland Security. She will be part of the Joint Committee on Emerging Threats and the Subcommittee on Intelligence and Information Sharing. She will also be leading a trip to Israel for birthright travel.

Shetret faced stiff competition in applying to various Ivy League schools for her graduate studies. Her top two choices are Columbia University's School of International Public Affairs (SIPA) program and Johns Hopkins School of Advanced International Studies (SICE). Her third choice is NYU's

Wagner School of Public Service. She plans to earn a Masters on International Affairs and to focus on Middle Eastern media communication and conflict management.

This semester Liat has been exercising her knowledge on the Middle East conflict by teaching an Honors 201 Seminar entitled "Milestones in the Arab-Israeli Peace Process." Sophomore Neil Shah, who is in the class of sixteen described Liat saying, "She's good at what she does, and she knows a lot. She's not biased, which is hard to do with a subject like that."

A REALISTIC VIEW OF THE MIDDLE-EAST THROUGH FILMS

JULIA JAMES

Before taking “Cultures in-Between I: Turkish Film and Culture” as my first semester Freshman Honors Core class, I had never thought much about Turkey. I was actually surprised to learn that Turkish people make movies. However, this class, taught by Dr. Brian Bergen-Aurand, a non-Turk, gave me an opportunity to learn about a fascinating culture. A couple of interesting things I learned in this course are that Turkey was one of the first countries to give women the right to vote and is a secular country despite having a 99% Muslim population.

The following semester, I took the continuation of this class, “Cultures in Between II: Middle Eastern Film and Culture,” which considered films from the United States, Algeria, Tunisia, Turkey, Egypt, Syria, Iran, Kurdistan, Israel, Palestine, and other regions. This class greatly increased my knowledge and understanding of the culture and politics of the Middle East.

Dr. Bergen-Aurand, who has a PhD in film studies, is called “Hoca” (pronounced Hodja) by his students, which means “teacher” in Turkish. Although he first started teaching these classes because he was invited to teach about film at a Turkish university in 1999, his interest in teaching Middle Eastern film increased greatly post-9/11 because he felt the need to help people view the Middle-East in a more realistic way. He also teaches Turkish film due to the fact that there is almost no research in English on Turkish film, and, according to him, “when you cannot find information about something, you need to pursue it.” His interest in Turkish film led him to develop an interest in Middle Eastern and North African films in general. He picked film as the medium to teach because he feels films can be provocative in a different way

than texts. For example, seeing a symbol such as the Nazi’s swastika on film is more effective in communicating an idea to an audience than if it were written about in a book.

Hoca employs an unconventional teaching method that emphasizes collaboration between students rather than competition among them to impress the teacher as in traditional classes. We watched movies during one class period and discussed them as well as possible in the next class meeting. We wrote “letters” that could be addressed to anyone including the class, the characters and directors of the movies we watched. Instead of written exams or quizzes, we had an oral mid-term during which we talked about specific aspects of the movies we watched. In addition, we wrote short essays about Turkish and other Middle Eastern books, films and culture. We employed the use of texts on Middle Eastern film such as *Filming the Modern Middle East* and *Contemporary World Cinema* to help us analyze the films. The reason for Hoca’s unique teaching method is that he believes “you know you are learning when everyone is getting smarter.” He hopes that his students enjoy the films while learning to watch them in a sophisticated manner. As a teacher in the Honors College, he also aims to teach students to think critically and to work together, as he feels that working together will lead to the development of more interesting ideas.

As an Italian-American teaching Middle Eastern film, a subject that has barely been researched in English, Hoca feels that his view of the Middle East simply adds to the many thoughts already established regarding this region. He feels that, especially after 9/11, we should be careful about having a single view of

people and communities. We learn about culture without realizing it when we watch a movie. The movies we watched in this class helped us understand different views of Middle Eastern culture better than if we had written a research paper on the subject. Two of the movies we studied to understand the outside views of Turkey were *Lawrence of Arabia* and *Midnight Express*, both of which shocked us by their gross misrepresentation of Turks and Turkish culture. We also watched some powerful independent movies, the best of which are *Yol (The Road)* and *At (The Horse)*, that show the real Turkey through the eyes of actual Turkish directors. Two of the most moving films we watched second semester were *Duvar (The Wall)* and *Turtles Can Fly*. Several scenes in these movies spurred strong discussions in our class about the lives of children in the Middle East and how they represent the nation’s dreams and problems.

The study of Turkish film is very critical to the ongoing problems between the East and the West because of political and social situations in the past and present. While some Turks want to be part of the European Union (EU) in hopes to completely westernize Turkey, others feel that Turkey will have to give up a lot to be part of the EU. The study of Turkey is thus extremely perplexing and interesting because the country is simultaneously a symbol of the merging of East and West and a representation of the distance remaining between them. As one of a small but growing number of students of Turkish film in the U.S., I feel proud to have been part of an ongoing research project on this very captivating subject and fortunate to have been able to learn a lot about the inside views of the Middle East through these films.

Honors College Publication Release Event

Jonas Harger

Each year the Honors College sponsors a publications release event for student magazines including: the *Journal for Pre-Health Associated Students (JPHAS)*, *Red Shoes Review* and *One World* to help them gain recognition for their publications by our student body. The last release event, which I attended for the first time, proved to be very organized and enlightening. Aside from the refreshments provided to us, I especially enjoyed listening to contributors of *Red Shoes Review* read excerpts of their entries.

Red Shoes Review, a publication of short stories and poems, is unique and exciting because they allow creative students to express themselves while encouraging creativity amongst peers. This is a book that I will certainly keep handy while I'm waiting for the UIC bus.

As a finance major, I was a bit wary of picking up *JPHAS'* magazine but, after speaking with their editors, I learned that their contributors focus their content towards a diverse audience. With this in mind, after reading a few articles, I felt that they were informative without cloaking the content under heavy medical jargon.

All in all, this was a worthwhile event to attend and I am eagerly waiting for next years issue.

STUDENT IN THE SPOTLIGHT: DARIUSZ BARWACZ

CAITLIN COHN

Dariusz Barwacz is a graduating senior majoring in psychology with a 4.0 GPA. He is currently involved in seven different campus organizations. These organizations include The Chancellor's Committee on Status of Person's with Disabilities; Psi Chi National Honor Society in Psychology (Membership officer, webmaster); UIC Ambassador; Ronald E. McNair Post-baccalaureate Achievement Program. He also served on HCAB 2004/2005. Barwacz was born sixty miles south of Kraków, Poland. Before coming to the US he was in the military, working for the border patrol. He became interested in psychology while he was still living in his native country, but he had no opportunity to go to college there.

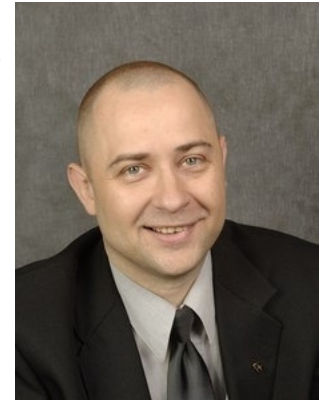
When he arrived in the United States in 1995, he found that it was possible to pursue higher education, but he did not speak any English. The only phrase that he knew was a 'good morning.' Barwacz explained, I didn't know that you should only use it in the morning and not in the evening." He was twenty-three when he arrived and despite taking classes through an ESL program, learning English was extremely difficult.

Fortunately, there is a huge Polish community in Chicago, including individuals from the town in which he grew up. He said, "I was living in a primarily Polish area where everyone speaks Polish, so you don't have to have any English language skills. In addition, the company I was working for was a Polish company with Polish employees."

He learned Russian in Poland and was surprised to discover that it got him a job in the US: "I translated for a Russian boss with Polish employees." In spite of not needing to speak English in order to work, Barwacz was determined to learn English. Through the Polish-American Association he was able to take conversation classes, which were very helpful. Barwacz is now fluent in Polish, English and Russian. He is also studying Spanish.

After a year and a half here, Barwacz returned to Poland. He got into a diving accident and injured his spinal cord at the neck level. At this point, his life changed drastically. He explained, "I spent a year and a half in different hospitals. For six months I was unable to sit. I was lying flat and that was kind of horrible." Prior to his accident, he had been a very active person. More than anything, he loved riding motorcycles. He had three in Poland and two in the United States: "Being paralyzed and not able to ride the bikes, my life collapsed in a way because my whole life was about riding bikes." After his accident, he was forced to come up with a different direction in which to take his life.

Barwacz plans to pursue a graduate degree in social work. "I was drawn to the hands-on part of psychology and work with underserved populations, so a career in the field of social work fits my goals." Although he has been accepted to the University of Chicago's social work program, for his graduate studies he chose to stay at UIC and



Dariusz Barwacz

attend the Jane Addams College of Social Work.

Barwacz is interested in working with disabled people, but he is equally interested in research and has completed an impressive amount of research at UIC. He worked with Professor Daniel Cervone, Professor Fabricio Balcazar and has also done research for his classes. He was able to merge his two interests through the Summer Research Opportunities Program. He researched website accessibility at different universities in the Chicagoland area and presented his findings at a couple of different conferences.

School helped him overcome the hopelessness he felt after his accident, and he has found that he can still lead an active and productive life. He wants to help other disabled individuals have normal lives:

"I want to share my experiences with other people and work with other disabled people after accidents." Barwacz went on to say, "I was able to overcome my limitations and I want them to be able to do this, too. I want to teach them to have a better life. That's what life is about: making a difference."

A BROADER PERSPECTIVE

Julia Geynisman, the Israel Intern at UIC, conducted a three part lecture series on Israel's neighbors in the spring 2007 semester including Jordan, Egypt, Lebanon, Syria and Iran. The series describes Israel's neighbors in the context of their demography, political structures and histories. The chronology of lectures is structured based on the level of threat each country poses to the state of Israel and modeled based on the color coded Homeland Security Advisory System. The series started with Jordan and Egypt on Tuesday March 13th 2007 which posed the lowest level of threat (green-low threat). That lecture was followed by Syria and Lebanon (yellow-significant threat) on Wednesday April 11th which posed a significant level of threat. The final lecture was on Iran (Red-Severe threat) on Thursday April 19th 2007. When questioned why it was necessary to conduct an event regarding Israel's neighbors, Geynisman explained, "I felt that [UIC] students that were interested in Israel understood [Israel] in a vacuum." According to Geynisman Students understand the issues from the perspective of Israel's advocates, but do not understand the perspective of her surrounding neighbors. Nor do they know the history, treaties and demographics of those countries. Geynisman explained, "The point isn't to get the information from the perspective of Israel's detractors, but to give Israel's supporters a broader context for understanding the region."

The first part of the series featured Dr. Jacob Lassner from Northwestern University, who spoke on Jordan and Egypt. Israel is currently in a cold peace with both nations. Dr. Lassner specializes in medieval Near Eastern History with an emphasis on urban structures, political culture and the background to Jewish-Muslim relations. "He has a great interest and understanding of Egypt and Jordan, he is a wonderful and local professor, bringing him

was a way to connect UIC and Northwestern University," Geynisman explained. Connecting UIC to other local institutions and organizations is an important objective for her. The second lecture on Lebanon and Syria was conducted by Dr. Carl Schrag, a journalist, teacher, Middle East analyst and former editor of the *Jerusalem Post*. Dr. Schrag now works for the Jewish Federation. He chairs a program called Write On, which is an organization that reaches out to Jewish high school students in their junior and senior year. In the summer, these students visit Israel, intern at a Jewish organization and learn journalism skills. The third and final lecture was conducted by Dr. Birol Baskan from the State University of New York. Geynisman says, "Not all speakers are Jewish, I felt it was important to have a diverse group of points of view, including those of moderate Muslims."

Geynisman spoke to the *Ampersand* about her own interest in Israel and Judaism and her objectives as the Israel Intern. She said that, "as a Russian immigrant my connection to Judaism comes from Israel." Geynisman admits that she was not raised in a religious home, but always was a strong participant in her synagogue, where she was involved in her youth group and Israel related activities. "When I arrived to UIC and became active at the UIC Hillel, the university center of Jewish life, I saw a wide range of social, cultural and religious events, but there was a lack of Israel related things," says Geynisman. The previous Israel Intern was graduating, and Geynisman stepped in to fill her place. Since then, as the Israel Intern, she has planned and co-sponsored events to appeal to students with a wide array of interests. These events range from the current lecture series to an Ivri Leder concert. Leder is a prominent Israeli song writer and performer. "Many times Jewish students feel like a small minority on the UIC

EUGENE LIEBENSON



campus. The Ivri Leder concert was attended by over 500 Jewish students, and [it] made them feel empowered. . .

"My job is to engage Jewish students in further learning about and supporting Israel. To engage non Jewish students to understand the Middle East, and to respond to the unfortunate anti-Israel sentiment on campus," she said. Geynisman also hopes to build coalitions between Jewish and Indian students, due to the warm relations between the two countries. Geynisman points out that both nations declared their independence from Britain within a year of each other, are both democracies with burgeoning economies and struggle with terrorism. Geynisman says the two most important things that an Israel advocate on campus can do is to get educated and speak out – attending these events is a great start. "These things must be mutually inclusive" says Geynisman, "knowing about the issues and not speaking out is useless, and speaking out without knowing only detracts from Israel, a person must know the issues and have the courage to speak out about them." Julia Geynisman, who is a recent winner of the Fulbright Award is planning to use her scholarship to travel to Israel for a year and conduct research on the absorption of Russian immigrant physicians in Israel. Upon returning to the United States, she plans to begin medical school. April 2007

PHI BETA KAPPA/PHI KAPPA PHI MEMBERSHIP RECOGNITION

The following Honors College students were elected for membership in Phi Beta Kappa. Founded in 1776, Phi Beta Kappa is the nation's oldest academic honor society, inviting into membership outstanding seniors who have attained a liberal arts education with demonstrated breadth and depth. The organization gets its name from the first letters of the Greek phrase Φιλοσοφία Βίον Κυβερήτης – which in English means "Love of learning is the guide to life."

Adrian Anderson
Robert Ariel
Dariusz Barwacz
Ryan Becker
Amar Bhardwaj
Katherine Burg
Karrin Burns
Lindy Carrow
Saba Chaudhry
Solomon Cherian
Samreen Choudhry
Nicholas Chuh
Victoria Church
Elizabeth Downs
Thomas Ferguson
Sehar Gafoor
Julia Geynisman
Gina Giglio
Carolyn Gruninger
Mohammed Haque
Iman Hassan
Leigh Hellman
Giselle Hernandez
Alexis Hoffstadter
Arthur Hong
David Ilyaguyev
Laura Jaske
Bettina Johnson
Priyanka Kalapurayil
Vicki Katris
Nilofer Kidiwala
Yu Kizawa
John Komenda
Azhar Kothawala
Kristopher Kubaczyk
Christine Leung



Ryan Leung
Samuel Lin
Fiona Lynch
Nikhil Martis
Scott McCartney
Paul Orlando
Mandy Paquette
Krunal Pardiwala
Ashish Patel
Mona Patel
Roshan Patel
Jacob Philip
Ebony Porch
Sara Prieto
Priyanka Rajaram
Amrita Rakalla
Gina Robinson
Michael Rutkowski
Shashank Sarvepalli
Neil Shah
Rohan Shah
Ruchi Shah
Jessica Sheng
Liat Shetret
Shripaad Shukla
Sarah Spell
Sharda Thakral
Maria Urso
Erin Van Bladel
Jonathan Vinson
Corey Walker
Daniel Yang
Tiffany Yau
Michael Yip
Afia Yunus
Lindsay Zak

On Wednesday, April 18th, the Honor Society of Phi Kappa Phi held its annual induction ceremony. Keynote speaker and new faculty inductee mathematics Professor Jeremy Teitelbaum spoke about the "love of learning." Honors College seniors Heather Benjamin and Alaine Kalder were awarded Phi Kappa Phi grants to support their projects: "The Academic Achievement & Aspirations of High School Girls: Negotiating Identities in the Absence of Difference," (Benjamin) and "Perceptions of Stalking as a Function of Age & Attachment," (Kalder). Additionally, graduating senior Liat Shetret was recognized for being awarded a Phi Kappa Phi National Fellowship in the amount of \$5,000. A reception was held after the ceremony.

Congratulations to all the new Honors College inductees.

Syed Ahmed
Alvin Marc Baetiong
Bhavna Balaney
Christopher Bergner
Amar Bhardwaj
Elizabeth Boyle
Katherine Burg
Michael Cheng
Caitlin Cohn
Paula Derks
Omar Dyara
Sherrie Fernandes
Emily Finchum
Nicholas Galiardo
Timothy Gatza
Kashif Ghazali
Claire Hoffman
Arthur Hong
David Ilyaguyev
Christina Jaremus
Marguerite Kenny
Joyce Ko
Katie Lord
Lauren Madonna
Scott McCartney
Rose Middleton
Shart Natjumnong
Nicole Nelson
Amber Orenstein
Ryan Pearson
Natalie Pekic



Phi Kappa Phi inductee, Caitlin Cohn with her parents, Mr. and Mrs. Cohn

Elliott Petropoulos
Michael Rutkowski
Michael Salerno, Jr.
Shashank Sarvepalli
Laura Schwarz
Binita Shah
Hardik Shah
Nabiha Shamsi
Farah Shareef
Jessica Shenberger
Sandra Shuttleworth
Leah Simoni
Eingun Song
Irmira Stec
Stefani Veselinovic
Eric Voogd
Samuel Weller
Marta Witek
Ling Wu
Rohit Yengisetty



PHI ETA SIGMA MEMBERSHIP RECOGNITION

The 2007 Phi Eta Sigma Induction Ceremony took place on Monday, March 20th in the Illinois Room of the Student Center East. One hundred thirty-nine new members were inducted this year. Guest speaker Chemistry Professor Melita Balch gave the keynote address. Professor Balch encouraged the new inductees to continue to strive for excellence, and to take advantage of all of the opportunities that UIC has to offer them.

Scholarships were presented to Honors College senior Krista McClain and Kerry Lisman. Later, new Phi Eta Sigma members and their guests enjoyed a reception in the adjoining room.

Congratulations to the following Honors College new Phi Eta Sigma inductees:

Lubna Ahmad	Nicole Gliner	Steven Miner II	Vinay Soni
Rasha Atallah	Jennifer Graham	Jessie Morris	Veronica Sosniak
Ravil Azimov	Andrew Guerrero	Sathyaraj Murugappan	Jonathan Stoia
Staci Chan	Holly Halek	Jee Nam	Andrew Stover
Elizabeth Chaney	Megan Hesi	Meagan Nguyen	Ashley Triestram
Winnie Cheung	Alyssa Humbles	Jennifer Nichols	Lauren Wolfe-Micek
Safoora Choudry	Zainab Hussain	Lauren Novorita	Emad Zaidi
Kalea Colletta	Vikrant Jagadeesan	Vysakh Padiyara	
China Davis	Mayank Kumar	Ekta Panchal	
Jessica Drachenberg	Priscilla Kunamalla	Nisarg Patel	
Danielle Ellinger	Adam Kuranishi	Cyrus Penarroyo	
Mariben Lyn Escalona	Eugenia Kyriakopoulos	Dean Psychogios	
Liam Fischer	Diana Lee	Ramanujan Raghavan	
Christina Foreman	Meeri Lee	Anup Reddy	
Elizabeth Gaddam	Franklin Lee	Monika Ruszaj	
Akshi Gandhi	Jameson Li	Amenda Rutherford	
Paul Gaura	Kausika Maddali	Aman Shamsuddin	
Vasiliki Gavas	Antonett Madriaga	Amritha Singh	
Jennifer Getzelman	Gina Maro	Jason Smid	



Phi Eta Sigma inductees (l to r): Mayank Kumar, Shuhani Patel and Staci Chan



"You have the brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own. And you know what you know. You are the guy who'll decide where to go"

~ Dr. Seuss

PRE-LAW DAY: HIGHLIGHTING MULTIPLE TRACKS WITHIN THE LEGAL PROFESSION

MEGAN TURNER

On April 17th, UIC students interested in learning more about law school were given a valuable opportunity to hear representatives from all nine Illinois Colleges of Law speak about topics related to a legal education and the legal profession. The event, held in Student Center East, was sponsored by UIC's Pre-Law Office and organized by Pre-Law advisor Adekemi Faleti. For the large number of Honors College students considering additional education after finishing their Bachelor's Degrees, this was an excellent chance to learn more about post-graduation schooling options.

Ann K. Perry, Assistant Dean for Admissions at the University of Chicago, began the program by speaking about the legal profession. She described the many types of law, including corporate, criminal, family, health, international, tax and civil rights. Northern Illinois University College of Law's director of Admissions and Financial Aid, Bertrand J. Simpson, spoke about the Pre-Law Undergraduate Student. He asked the question, "Is your GPA the best that you can do?" On the topic of which major is most beneficial when ap-

plying to law schools, he exclaimed, "Whatever!" He illustrated that there is no particular major that increases your chances of acceptance to or your success in law school.

A current University of Illinois College of Law student spoke about the LSAT exam, suggesting that students find their optimal study method. Another panelist said, "The key to the test is familiarity," pushing students to take many, many practice tests in preparation.

Speaking about the personal statement, Nicole Vilches of the Admissions Office at Chicago-Kent College of Law, said that it is an important aspect of the application because it is a student's chance to really sell oneself – a chance to tell the story beyond what appears on transcripts, resumes and test scores. Pamela A. Bloomquist, Assistant Dean of Law

Admissions and Financial Aid at Loyola University School of Law, spoke of a third facet of the application – the letter of recommendation. Bloomquist stated, "You have to take

the initiative to develop the rapport" with your professors, if you want them to recommend you.

A representative from Southern Illinois University provided suggestions regarding which law schools to target. She reflected on personal preferences, researching schools and conducting campus visits as important steps in the

application process. Johann Lee of the Financial Aid department at Northwestern University School of Law emphasized the monumental importance of paying off credit card debt and protecting one's credit in order to get loans.

Other speakers included William B. Powers of the John Marshall Law School and Michael

Burns of DePaul University College of Law. Speaking on the law school experience, Powers stated that it is not necessary to know what type of attorney one wants to be before starting law school. Burns said that diversity does not just mean racial, ethnic and religious varieties. Law schools are looking for student bodies with diversity in age, culture, geographic origin, areas of interest and political views.

For more information about the pre-law advising program at UIC, contact the office at (312) 996-3366 to schedule an appointment. Also, interested students are encouraged to subscribe to the pre-law advising roster to receive updates regarding the pre law advising program and other special programs and opportunities for students. To sign up, simply e-mail your name and UIC e-mail address to Ms. Adekemi Faleti at: afaleti@uic.edu.

According to Michael Burns of DePaul University College of Law, diversity means more than variations in race, ethnicities and religion. Law schools are looking for student bodies with diversity in age, culture, geographic origin, areas of interest and political views.



GRADUATING SOON? CONSIDER YOUR OPTIONS THROUGH THE OFFICE OF SPECIAL SCHOLARSHIP PROGRAMS

Are you planning something "BIG" after you graduate from UIC? Want to study at Oxford? Have you thought of earning a degree at Cambridge? Or maybe you want to do research in Guatemala or teach English in South Korea?

Come to the Office of Special Scholarship Programs and explore your options!!!

If you are looking into what to do after you graduate, and you are planning on graduating next year (May 2008), now is the time to consider your scholarship options! **Summer break is a great time to begin thinking about what you'd like to do after you graduate.**

Some scholarship and fellowship opportunities require you plan ahead and apply **at least one year in advance**, so planning now will make meeting fall deadlines easier. Some examples of scholarships with fall deadlines that you apply for at least one year before you go include:

Rhodes Scholarship: The Rhodes scholarship provides direct payment of all tuition, fees and a monthly stipend for a minimum of two years study at Oxford University in the United Kingdom. Thirty-two scholarships are assigned annually to the United States. One of the most prestigious scholarships in the country; also, one of the most competitive.

Gates-Cambridge Scholarship: Provides expenses for studying at Cambridge for 1-4 years. Students may pursue a second Bachelor's degree, participate in one-year postgraduate courses, or participate in research leading to a PhD. The Gates-Cambridge Trust seeks students of exceptional academic achievement and scholarly promise for whom study at Cambridge would be particularly appropriate. Students will need to provide evidence of their ability to contribute to their field and their community in the future.

Fulbright Fellowship: The U.S. Student Program awards approximately 900 grants annually and sends students to over 140 countries worldwide. Students participate in a self-designed program of study that can include

research, university coursework, language study and more. Students can also choose to teach English in one of 23 countries.

Marshall Scholarship: Marshall Scholarships finance young Americans of high ability to study for a degree in the United Kingdom. Up to forty Marshall Scholarships are awarded each year. They are tenable at any British university and cover two years of study in any discipline, at either the undergraduate or graduate level, leading to the award of a British university degree. Expressions of interest in studying at universities other than Oxford or Cambridge are particularly welcome.

Mitchell Scholarship: The George J. Mitchell Scholarships were established in 1998 to send U.S. students to study at universities in Ireland. Scholars are eligible to attend seven universities in the Republic of Ireland and two universities in Northern Ireland, for one academic year of graduate study.

What makes a strong candidate for a nationally-competitive scholarship? Typically, nationally-competitive scholarship candidates tend to have the following characteristics: a strong GPA (3.5 and above for the Fulbright; 3.75 and above for all the others); demonstrated leadership in on-campus or community activities; involvement in research or innovation in your chosen field of study; and a desire to learn more about the country and culture you would be visiting.

Interested in learning more??? Contact OSSP as soon as you decide you'd like to apply! **We are open during the school year and over summer break Monday-Friday, 8:30-4:45 pm.**



We Want to Hear from YOU!

Are you interested in writing for The Ampersand? The Ampersand is open and eager to accept submissions from all Honors College students.

Please contact Jennifer Kosco at jkosco@uic.edu if you

Ampersand Board

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**Chicago Bar Association
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**Congratulations to the
Honors College
class of 2007!**



**Best wishes
from the
The Honors College Staff**