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- We wish you well!

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Fall 2008 Honors Classes

Riverside

English 1AH MW 11:40-1:50
Art 6H TTH 10:30-12:02
Economics 7H MW 8:45-10:17
Hum 4H TTH 8:45-10:17
History 6H MW 8:45-10:17

Moreno Valley

English 1AH MW 2:4-12
English 1BH MW 2:4-12
Philosophy 10H TTH 2-3:32
Chemistry 1AH TTH Lecture 8:9-9:32
Lab 9:32-12:58

Find Honors Classes Listed in the Schedule of Classes or on WebAdvisor under Honors.

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Nausheen is one of those rare students relentlessly driven by a need for knowledge.

—Ron Yoshino

Nausheen is a great mix of responsible diligence and creative energy!

—Thatcher Carter

The most significant impact of the exhibit was that it allowed us to question ourselves and realize why regular citizens at that time even considered putting their faith in Hitler.

I can write of exhibit after exhibit, but the most heartfelt journey of the trip was the "Holocaust Exhibit." Each of us was given a photo passport card with the story of a child whose life was changed by the events of the Holocaust. Throughout the entire exhibit, everyone felt a connection with the person in the photo. At the end of the tour, we inserted our cards into the interactive machine, anxiously waiting for the pinpoint which outlined the fates of the people in the photos. Some of us reacted with joy after finding our child a happy ending. Others were not so lucky. I could see some of my classmates drifting away from the crowd, trying to hold back tears of sorrow. After having a sense of closure for the children in the photos, we headed toward the exit, feeling a sense of commitment to stay away from prejudices and biases of our time.

Just when we thought we would all go home feeling gloomy, a survivor from the past surprised us with a story of closure. After leaving the Museum, we assembled at the school where we first met, and the survivors shared their stories as we assembled on the field. The most powerful moment was when a student asked her to tell us about her life. She spoke from the heart, sharing her story with us with passion and emotion. Her words were like a ray of light in the darkness, shining a hope for a better tomorrow.

Dorothy proved that injustice can also be a motivation to better your self and help others, instead of dwelling on the past.

Anne Pfeifle’s History 7 students were interested in the city politics involved with the city of Tolerance. She told us about how the city struggled to overcome its past, and how the Museum of Tolerance played a crucial role in the city's transformation. She encouraged us to think critically about our own society and how we can contribute to a more just and equitable future.
Fall 07. This spring I am taking English 18H and Hum 5H.

What do you think about honors class, how did you feel about taking them?

Kelly Douglass's English 1AH class was the first class that gave me what I was looking for - a greater understanding of life. I think Honors classes tend to broaden your view of the world, simply because of the nature of the material they cover. There's so much variety that one is able to explore so many different people's views and experiences. For example, in Miss Kelly's 1AH class, we learned about several different cultural perspectives of the American identity and it really helped many of us identify with people of different cultures. In [her] every material we covered, I found myself identifying with the writer in some way. When you identify with the writer in some way, you think, "Wow. With all of the differences we seem to have, we [also] have so many similarities." At the end of the day, everyone experiences an inner struggle to find their true identity [...] even though every one's struggle is different.

What do you like about honors classes?

I like the freedom - the freedom to express my thoughts in an environment of intellectuals who won't judge me. The other part is being able to see how many different angles one text can be looked at by a dozen (or so) other people. In general, it's a thought-evoking process. What do you think about honors classes?

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What do you think is a necessary attribute for successful honors students?

I think time management is a key component for anyone to be successful in any walk of life.

What advice would you give to current and prospective honors students?

When I knew I need to get something done and I'm just sitting around, I say, "I'm just gonna get up and go!" If people keep plan-

morning prayers. I go to the gym after breakfast. My first class is Chemistry lab at 9 a.m. [laughs]. The class I'm working for a trip to the Museum of Tolerance. The Museum of Tolerance is located in Los Angeles and provides a unique and provocative experience to become witnesses to history, while confronting the dynamic of intolerance that is still evident today. Most of all, the Museum engaged our hearts and minds in a journey of discovery to inspire change.

The three hour tour started with an interactive voice introducing us to the biases and discrimination we all share at some point or another. At the same time, a fifty-inch plasma screen displayed images of horrific events that took place at times of racial tension. After viewing the images and hearing the sounds of destruction from the media center, we were confronted with a daring question. The voice asked us to ask ourselves which quality we possessed; Biased or "unbiased," and walk through whichever door displayed that quality. Without hesitation, the entire group aimed in the direction of the "Unbiased" door, but to our surprise, the door would not budge and was locked on purpose. There was stillness in the room as everyone in the room looked around, her face a mask of sympathy. The voice for the voice to explain why the door was locked. Suddenly, the "Biased" door opened and the voice explained that we all have our biases. At that moment, everyone on the trip would be forced to confront their own biases, whether intentional or not. And so it began.

The search for truth began with a high-tech "Millennium Machine." We watched a series of video clips and answered questions regarding the impact of certain events on the world. The three hour tour started with an interactive voice introducing us to the biases and discrimination we all share at some point or another. At the same time, a fifty-inch plasma screen displayed images of horrific events that took place at times of racial tension. After viewing the images and hearing the sounds of destruction from the media center, we were confronted with a daring question. The voice asked us to ask ourselves which quality we possessed; Biased or "unbiased," and walk through whichever door displayed that quality. Without hesitation, the entire group aimed in the direction of the "Unbiased" door, but to our surprise, the door would not budge and was locked on purpose. There was stillness in the room as everyone in the room looked around, her face a mask of sympathy. The voice for the voice to explain why the door was locked. Suddenly, the "Biased" door opened and the voice explained that we all have our biases. At that moment, everyone on the trip would be forced to confront their own biases, whether intentional or not. And so it began.

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Students Shine at UC Irvine

By Maureen Sheikh

Saturday, March 8, 2008 was the 2nd year RCC’s students presented with the Honors Transfer Council of California (HTCC) at UC Irvine. The group of presenters included Sophie Noriega, Maureen Sheikh, Christopher Kokosenski, Shaheed Sabrin, Nausheen Sheikh, Andreas Havadjas, Jeanette Burton, Marie-Michele Buxue, Walter Calboos, and Adam Aperson, with papers ranging from an examination of different representations of war by soldiers and the media, to the relationship between famine and civil unrest in the Sudan and Nigeria, to existentialism in Vonnegut, Cybernetics, and stereotypes of Native Americans.

As a presenter myself, I found that not only was the conference worthwhile, but doing the practice presentations with the professors and fellow students beforehand really helped me get the feel of how it would be like to present publicly. I was not overwhelmed at all by the questions asked because practice sessions mentally prepared me for them. Moreover HTCC encourages students with different kinds of academic skills and interests to present at the conference. The presentations ranged from research essays students had written for their classes to performances, research based posters, poetry readings and speeches were all acceptable kinds of work for participating at the conference as long as they were written or conducted in an honors class. Shaheed Sabrin presented on a poem he write in his Humanities 4H because of his fascination with work he read by poet Sappho. He said, “My interest in poetry flourished in my Humanities 4H class after reading Sappho’s fragments.”

Overall, it was a valuable experience because students had the chance to meet other community college honors students from all over the state and listen to their ideas about issues being discussed in their classes. The presentations were coordinated so that similar topics were in the same session, allowing listeners, as well as presenters, to explore an area of study from different angles.

This year’s group of presenters truly displayed academic acumen and strong social skills, easily holding their own among the many schools represented at the conference.

Consultants:

Tolerance Trip

Marie-Michele Busque, Walter Calboos, Andreas Havadjas, Jeanette Burton, Shaheed Sabrin, Nausheen Sheikh, Christopher Kokosenski, Maereen Sheikh, Chris Rocco (see program contacts).