

EXPOSURES

A Journal of Exploratory Research and Analysis

The research articles published here represent the Capstone Research efforts of recent graduating seniors in the University Honors Program. The articles present projects conceived from personal academic interests and mentored by faculty who are familiar with the research and scholarship driving these efforts of discovery.

While the stirrings of personal interest are a crucial element in the cultivation of sound research practices, they should not be confused with the stirrings of sound research practices themselves. The stirrings of sound research emerge only from a special growth in perspective, and the goal of good mentoring is to awaken these stirrings and override the restrictive limits of personal interest and its attendant beliefs. We thank our faculty mentors, over a hundred so far, who have worked with our Capstone students over the past ten years to frame and conduct effective research projects.

In the process of acquiring new perspective in life, we need to cultivate new attunements, attitudes and convictions. But we also need to see how these orientations sensitize or desensitize us to the blind spots in our understanding. Are there not issues, concerns, opportunities and challenges relevant to our lives that we can only appreciate *from*

somewhere else? As we grow older in life, we are fortunate to discover new points of entry to our surrounding world, but only by closing off or eclipsing *other* points of entry.

To see the world in a new light, to acquire new *entries* to the world, is to listen more attentively and to become responsive in a new way. The capacity to respond to issues and concerns otherwise masked from view demands a special openness and attention to experiences we find strange and challenging. We seldom see the world in a new light without first having the curiosity and willingness to explore surprising, unexpected, easily marginalized phenomena -- nor without learning to discern otherwise hidden facets of our filtered social and personal constructions.

We trust this collection of articles will stir your interest in some timely topics. The goal of these writings is to increase awareness of what is actually at stake, integrate this into the formation of compelling research questions, present findings based on analysis of criticism and exploratory questions, and suggest how these findings might influence more positive developments. These articles reflect efforts to raise *curiosity* to the level of *sound research* with respect to topics and issues we hope will spark interest in the minds of our readers.



Acknowledgements

Special thanks to Andrew Dorsey (English) for providing substantial editorial feedback to students in HONS 4200 and 4960, and to the following faculty who generously agreed to serve as **Research Mentors** for our **2011-12 Senior Capstone Research Projects**:

*Diana Orm (Psychology), Marjorie Sanchez-Walker (History),
Andrew Dorsey (English), Stuart Woolzy (Biology),
Ed Hernandez (Management, Operations & Marketing),
Janey Youngblom (Biology), Tom Carter (Cognitive Studies),
Kenneth Schoenly (Biology), Timothy Helfer (Criminal Justice),
Dave Colnie (Political Science), Michael Drake (Chemistry)
and Tim Held (Reference Librarian).*

Faculty teaching in the Honors Program this year included:

*Arnold Webb (English), Ellen Bell (Anthropology), Andrew Dorsey (English), Janey Youngblom (Biology), Chris Nagel (Philosophy), Tom Carter (Cognitive Studies), David Kangas (Philosophy), Richard Randall (Politics and Public Administration), Sheryl Hurner (Communication Studies), Amy Timko (Philosophy), Zachary Gershberg (Communication Studies), Jeffrey Frost (Anthropology), Nathan Hadley (Politics and Public Administration), Jesse Wolfe (English), and Tim Held (Library).
McNair Scholars received extensive mentoring from Jesus Cisneros.*

Seniors in the Honors Program are encouraged to tackle complex problems using methods, insights and knowledge drawn from relevant disciplines. Honors Program faculty and capstone research mentors offer critical feedback and guidance along the way.

The main objective is for students to explore, gather, and analyze information effectively, and to share their reflections on the implications of what they have discovered. Group discussions help to promote thoughtful questioning and critical analysis. The primary goal is to communicate knowledge, judgments, and original perspective cultivated on the basis of careful inquiry, exploration and analysis.

A Publication of the CSU Stanislaus University Honors Program

*California State University, Stanislaus
One University Ave.
Turlock, CA 95382*

www.honors.csustan.edu

(209) 667-3180

articles © May 2012 HONS 4200 & 4960

Cover Photos: Jim Tuedio

Journal Design and Layout: Jim Tuedio

*Front Cover: “**Listening Back**”*

*Olympic National Park
Olympic Peninsula, WA*

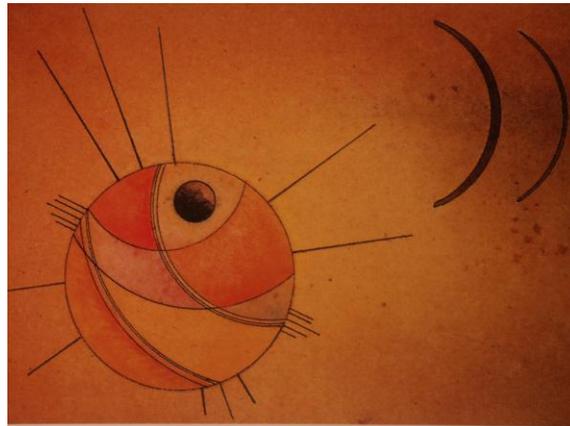
*Back Cover: “**Alpine Bells**”*

*Alpine Garden Trail
Mt. Washington, NH*

*This publication was supported by funding from the CSUS Instructionally
Related Activities Fund and the McNair Scholars Program*

HONORS PROGRAM COMMUNITY STATEMENT

The Honors Program at CSU Stanislaus is a community of scholars bound together by vital principles of academic openness, integrity, and respect. Through focused study and practice involving exploration and discovery across a variety of disciplines, the Honors Program upholds these principles of scholarly engagement and provides students with the necessary foundations for further research and inquiry.



Our interdisciplinary curriculum is integral to this work, and is intended to facilitate creative understanding of the irreducible complexities of contemporary life and knowledge. Personal and intellectual honesty and curiosity are essential to this process. So, too, is critical openness to difficult topics and respect for different perspectives, values and disciplines. The Honors Program aims to uphold these virtues in practice, in principle, and in community with one another.