

Castle Voices

SPRING 2021 EDITION

MANHATTANVILLE COLLEGE HONORS PROGRAM

BROWNSON BLVD.

Senior Spotlights

Highlighting the successes of the
Castle Scholars Seniors

Fall & Spring Service Courses

How Castle Scholars managed to
adapt campus traditions to the
virtual environment

Professor Interviews

Get to know the Castle Scholars
faculty!

Contents

4	A CHAT WITH PROFESSOR ADHIA
5	2020-2021 COURSES
7	Q&A WITH PROFESSOR BURRIER
8	HUMAN RIGHTS AWARENESS WEEK: A CONVERSATION WITH CAMPUS SAFETY
10	HUMAN RIGHTS AWARENESS WEEK: A CONVERSATION ON PRISON REFORM
12	HOW THE RESEARCH FAIR BECAME ITS OWN CREATIVE ACHIEVEMENT



14	CASTLE SCHOLAR RESEARCH FAIR SUBMISSIONS
17	Q&A WITH PROFESSOR HANNUM
19	TALK ON STREET ART WITH PROF. SALEEBY-MULLIGAN
21	SENIOR SPOTLIGHTS
27	LETTER FROM THE EDITOR
28	MEET THE TEAM
28	SPECIAL THANKS



A Chat with Professor Adhia

ROSANNA VUKSANAJ '21

CATCH UP WITH THE CASTLE SCHOLARS PROGRAM DIRECTOR AND LEARN WHAT TO EXPECT IN THE COMING YEAR

Q: Hi Professor Adhia, would you please give us a brief introduction on who you are and your role in the Castle Scholars community?

A: I am professor of economics and I have been at Manhattanville since 2012. I teach courses in Microeconomics, International Economics, Economics of Developing Countries, and the Intellectual History of Capitalism. I have been directing the Castle Scholars Program for the past 3 years.

Q: How have you been since COVID? Have you started any new hobbies, TV shows or books?

A: I have taken to going for long walks on campus (where I live) while listening to audiobooks. The most recent book that I have enjoyed listening to is Golden Gates by the NY Times journalist Conor Doherty which is about the economics and politics behind shortage of affordable housing in the US.

Q: How do you think the Manhattanville student body and the school as a whole have been adapting to the new learning situations enacted because of COVID-19 restrictions?

A: I think the students and the school has been adopting surprising well. I am amazed how well the college has been able to accommodate various modes of learning (online, hyflex, hybrid, etc.) to meet the varying needs of students and faculty. I taught my classes online throughout the pandemic. Though I miss teaching in person (student's facial reactions and body languages provide me important cues how well students are learning), I am glad that online teaching has forced me to learn new skills (such as making videos, administering an exam remotely, etc.) that will serve me and my students well in more normal times.

Q: For the services courses this year, Human Rights Awareness Day 2020 and the Undergraduate Research Fair 2021, do you have any reflections or comments on their challenges and successes?

A: The organizers of the HRAD and the Undergraduate Research Fair were very resourceful in adapting to the shift to the virtual sphere. Professors Mona and Proctor's classes produced an excellent virtual fair, and Professor Proctor's HRAD class organized an eye-opening online event on the issue of mass incarceration. An observation I made in observing these events virtually is that our potential pool of speakers is expanded when we do think virtually, as scheduling conflicts and travel expenses are minimized. I will keep it in mind even in more normal times.

Q: Looking forward to next academic year, can you give us any updates on the availability and reopening of the honors lounge?

A: I would like to open the lounge next fall. But for that, the college would need to get an all-clear for that from the public health authorities. I think we will know closer to the beginning of next semester whether we will be able to open the lounge or not.

Q: In regard to research/internship requirements for the program, will students be expected to pick up that responsibility again as part of the Castle Scholars Program now that opportunities are becoming available again?

A: Next year, we are going to be revising the Castle Scholars curriculum to match it better with what students find most educational as well as what resources the college has in abundance. We will be evaluating the research-internship requirement during the revision.

Q: Are there any future honors trips or events, for the upcoming academic year, that are in the works? Will they be in person or virtual?

A: It all depends on how much in person interaction we are permitted to have by the public health authorities. My hope is that by the fall there is will be no restrictions on in person interactions, and in that case, I would see us making a field trip to a museum in the city.

Q: What are your thoughts on how Manhattanville has been handling the COVID-19 pandemic? Have the students displayed valiant resilience?

A: I think that students have displayed quite a bit of valiant resilience. It is not easy to adapt to a new mode of learning during and stressful event of world-historical nature, and many of our students have made the transition with good humor. Several castle scholars dealt with illness or financial difficulties in their family during the school year, and I was moved by their grace under pressure.

Thank you so much for your responses and dedication to the Castle Scholars program and the Manhattanville community!

IMAGE PROVIDED BY NIMISH ADHIA

2020-2021 Courses

A LOOK INTO THE CASTLE SCHOLAR'S CLASSROOM

Fall 2020

CSCH 3019 - ANARCHY IN THE USA (3 Credits)

Taught by Colin Morris

This course is designed to uncover the hidden history of a rarely-studied dimension of political and philosophical radicalism: anarchism in the United States. We will examine the origins of anti-State and anarchist thought in North America, various collective anarchist utopian experiments and important events in the history of American anarchism such as the Haymarket Riot, the assassination of President McKinley and the trial of Sacco and Vanzetti. We will also read important American anarchist writers such as Josiah Warren, Emma Goldman and Dorothy Day and examine the historical and intellectual context of their lives and ideas. A central question throughout will be that of the relationship of anarchism to collective action, and the related philosophical and political tension between the ideal of pacifism and the strategy of violence. The course will conclude with an examination of the recent resurgence of anarchism in the U.S. as part of the anti-globalization and Occupy Wall Street movements.

"Professor Morris' Anarchy in the US course is by far the best class I've taken for my Honors program. Anarchy is a taboo subject. Yet, it is slowly re-gaining popularity. As Castle Scholars and Liberal Arts students, it is imperative that we learn about these subjects through a genuine, historically accurate and objective lens. This is exactly what professor Morris did. He also gave us the opportunity to develop our own research projects. Not only did that deepen my knowledge about the subject, but it also helped me strengthen my research skills." - Leticia Cortes Ortiz

CSCH 3035 - INTELLECTUAL HISTORY OF CAPITALISM (3 Credits)

Taught by Nimish Adhia

Popular understandings of capitalism today tend to echo ideas from intellectual debates of the past. When Gordon Gekko announces in Wall Street (1987) that "greed is good," he is channeling a line of thinking going back at least to an influential 18th century fable written by an Anglo-Dutch physician. When liberal arts professors today bemoan the neglect of humanities in an increasingly mercenary age, they are reiterating concerns familiar to the followers of a popular 19th century English poet-turned-inspector of schools. If you are concerned today about how money is corrupting politics, you would have found kindred spirits in an Athenian assembly circa 450 B.C. Seminar participants will consider answers to some of the most enduring questions about capitalism and its effects. Does capitalism make everyone richer or just a few? What is required for capitalism to function? Does it fray our relationships with our fellow beings or bind us stronger? Does it morally corrupt us or elevate us? Does capitalism undermine its own foundation? Studying some of the most influential responses from the past will enable course participants to gain a richer perspective on capitalism and thereby become more sophisticated observers and commentators of contemporary issues.

"This class really dove into what capitalism is and how capitalism has been viewed over time by many of the world's greatest thinkers. Professor Adhia made these difficult concepts easily digestible and taking this class was a challenge, but ultimately rewarding." -Gabrielle Kazlow-Johnson

Spring 2021

CSCH 3006 - MULTIPLE IDENTITIES/DISRUPTED HISTORIES (3 CREDITS)

Taught by Binita Mehta

The course will introduce students to the literatures and films of authors and filmmakers of South Asian descent - Indians, Pakistanis, Bangladeshis, Sri Lankans - living in the United Kingdom and North America (Canada and the United States). The course will focus on the effects of decolonization on immigration patterns of South Asians in the diaspora, and more recently, the effects of globalization on the creation of transnational identities. The discussion of primary works and films will explore issues of gender, sexuality, religion, and class in the acculturation of South Asians to their adopted homes in the West. Finally, the course will examine the often problematic relationship of South Asians in the diaspora with their country of origin as well as with other cultures in their countries of adoption.

CSCH 3100 - THE CHEMISTRY OF POISONS (3 Credits)

Taught by Meghan Johnston

This course explores the broad subject of poisons, while emphasizing their chemical nature and significance. This interdisciplinary course incorporates references from history, biology, forensics, medicine, psychology, and toxicology to tell the complex story of poisons. Both natural and synthetic poisons are covered; with specific topics including anti-cancer drugs, pesticides, chemical weapons, antidotes, cancer-causing agents, and poisonous plants/animals.

Fall 2021

CSCH 3070 - HISTORY OF GEOMETRY (3 Credits)

Taught by Paul Ellis

This is geometry, but not like you learned it in high school. We will start with a careful reading of the first geometry textbook from 300BC, Euclid's Elements. Next we jump to the 17th Century to see the kinds of innovations introduced by such great thinkers as Descartes and Newton. Finally, we end with the mind-bending world of non-Euclidean Geometry, in which the sum of the angles in a triangle is always less than 180° and there are no rectangles at all! We will also read some short philosophical texts and a modern novel, all of which deal with the real theme of this course: How can we be absolutely certain of anything at all?

CSCH 3050 - AMERICA THROUGH MUSIC THEATRE (3 Credits)

Taught by Elizabeth Burrier

This course examines American Music Theatre as a reflection of American Society. We will look at how Music Theatre uses music from a multitude of traditions including Western European, Jewish, African American and Latinx, and how the art form addresses a multitude of American cultural and societal issues.

*COURSE DESCRIPTIONS PROVIDED BY
MANHATTANVILLE COURSE CATALOG.*

Q&A with Professor Burrier

TONI MARIE PERILLI '22

Professor Beth Burrier is one of the newest faces at Manhattanville College. She will be teaching her first course with the Castle Scholars Program this fall. Learn more about Professor Burrier and her brand new course: America through Musical Theatre (CSCH.3050).

Q: Welcome to the Valiant community! How has your time with Manhattanville been so far?

A: Thank you! My time at Mville thus far has been good, if a little chaotic— #Pandemic #Virtual

Q: What brought you to Manhattanville?

A: The opportunity to work with such wonderful students and faculty.

Q: What department do you teach in? Aside from acting as a Professor, how else are you involved with the campus community?

A: I am part of the Division of Fine and Performing Arts, as head the BFA Musical Theatre program. I'm the advisor for Broadway at Manhattanville, direct the Quintessentials Vocal Group, and direct the musicals. I also walk my dogs on campus every day. Looking forward to more LIVE on-campus events next year!

Q: What has been your favorite course to teach thus far?

A: All of them. Can't pick a favorite!

Q: What has been the most exciting part about Manhattanville thus far?

A: The bravery of the students. They have had to adapt to so much over the past 12 months, and they are just throwing themselves into a world of virtual arts.

Q: What drew you to the Castle Scholars program? What was the process like to have your course approved?

A: I am really passionate about Musical Theatre History,



and how this art form reflects and comments on American Society— a Castle Scholars course seemed like a great way to explore the topic with students from across the campus. The process of getting it approved was really smooth and easy- thanks to Prof. Fluchaire, Prof. Adhia, and all the faculty involved in getting it approved.

Q: What can students expect from CSCH.3050 America through Musical Theatre when they take it this fall?

A: Students can expect a safe and inviting classroom where they can develop informed opinions, indulge in passionate conversation, enjoy some showtunes, and maybe hear a joke or two.

Q: What are you most looking forward to in working with the Castle Scholars program?

A: I'm so excited to do all of the above— I. Love. Talking. About. M.T. History!!!!

Q: If Castle Scholars want to learn more about musical theatre and the performing arts, perhaps from a non-performance view, do you have any other classes you'd recommend in your department?

A: Yes! DTH 3323 New York Now is a course that surveys the current season of dance, theatre, and performance in NYC. There is also a new Design Thinking section of MUA 4475, Performance Project, The Musical, which allows students to experience all of the non-performative aspects of producing a show. There is room for everyone to experience the Arts!!!!

IMAGE PROVIDED BY BETH BURRIER

Human Rights Awareness Week: A Conversation with Campus Safety

GABRIELLE KAZLOW-JOHNSON '21

Last fall, as part of the Castle Scholars Fall service course, I had the opportunity to plan and be a part of Human Rights Awareness Day. Every year, Castle Scholars students create the events of HRAD with the guidance of a professor. They create the topic that the year's events will be based on, invite speakers to come and present their expertise, and in normal times, they hold an in-person event where students, faculty, and staff are invited to come and participate.

This year, however, was a little bit different. Our class consisted of a small group of students, our student assistant, Ava, and of course, professor Proctor, who guided us through creating the events. We didn't have many people compared to previous years, and faced the added challenge of not being able to put together a physical event. All communication, meetings, and the event itself would be held online (shoutout to Zoom!).

The idea that this year's HRAD was based on wasn't a difficult one for us to connect to. We wanted to focus the events of the summer, specifically the death of George Floyd and Breonna Taylor, amongst the numerous other unarmed black people that have fallen victim to police brutality and murder. A number of questions raised during that time, when people all over the countries were protesting in support of Black Lives Matter and calling for reformation of our policing and justice systems. A number of people were calling for the abolition of policing, others

citing the need for other crisis specialists such as social workers, mental health clinicians, and medical professionals. With these ideas being present in everyone's minds, the 14th annual Human Rights Awareness Day would be based around the question of "How do we police ourselves?"

In the beginning, we spent weeks talking about the state of policing in both our Westchester community, as well as across the country. We read texts by Angela Davis and Daniel Hunter, as well as looking at Manhattanville's own history of social action. We opened our minds and became empathetic listeners to the issues going on, issues that we all had varying degrees of knowledge about. And so, after informing ourselves of why these issues exist, what we can do about them, and why it's so important to talk about them, we decided to start in our own community.

Our first event of the two-day program was to be A Conversation With Campus Safety. We collaborated with professor Carson's Designing for Change Class, along with the CMNTY Initiative to invite members of the Manhattanville Campus Safety department to have an open, empathetic conversation with a few select students about incidents that affect our community. We recorded a live version with only the classes and organizations involved (with the help of MVP) and rebroadcasted of a recording of the conversation to have a discussion around it.

During the rebroadcast, we invited members of the community, ranging from professors, staff members, and students. In attendance, we also had outside guests and Manhattanville alumni who were passionate about strengthening our community. Our panel of Campus Safety officers included director of Campus Safety Anthony Hermann and officers Michael Greco, Elliott Rodriguez, and Kareen Lofters (who many of us know as Miss K). Conversing with them was our student volunteers, who read our pre-written scenarios to discuss with the officers. Our scenarios covered a range of topics, from issues on campus reaching into the wider community of Harrison. We talked about what the protocols are for issues involving roommates discriminating against students of different races or LGBTQ+ individuals, the relationship between Campus Safety and student athletes, how patrolling works, how to get involved in improving the relationship between students and Campus Safety, and why and what would happen if the Harrison police department got involved with an issue.

After the initial viewing of the discussion of scenarios, we opened the floor to questions. Our attendees had many insightful questions which led the discussion to what we aimed for it to be: a place where members of the community could raise issues they were concerned about and we would all practice active listening to have all sides be heard and understood. Some questions raised were about ResLife's role in conflict management, our roles in the community, and the differences between our Campus Safety officers and police departments like the Harrison PD.

Though the online format made some aspects of the event difficult to execute, our event succeeded in its goal: to bring members of the community together to address and repair the issues within our community. It's our hope that this event won't be the only one of its kind, but the first in many. To build a strong community, one that we Valiants have, we need to be open with one another about our fears and our hopes. It may be nerve-racking to begin these conversations, but we hope to set a precedent for more open and honest conversation on campus. And as Miss K always says, you can just say "hi".



EVENT ORGANIZED BY:
PROFESSOR PROCTOR
TESSA DOWD
GABRIELLE KAZLOW-JOHNSON
AVA LANTIERE
TIANNA LOPES
GIOVANNI PADILLA RIOS
THERESA ROTHWELL
JACOB SHINDER

STUDENT SPEAKERS:
CHRISTIAN BROWN
ZACHARY KACZMAREK
AVA LANTIERE
LEILA MILLER
LILLIAN SPENCE

Conversation on Prison Reform

Human Rights Awareness Week: A Conversation on Prison Reform

AVA LANTIERE '21

In the fall 2020 semester, I had the honor of co-facilitating the Castle Scholar Service Learning Seminar course with Professor Proctor as part of my independent study. The goal of this course was to deconstruct common thought processes and understanding of the prison industrial complex whilst planning Manhattanville's annual Human Rights Awareness Day. This objective produced the central question of "How do we police ourselves?" Students were to consider their micro experiences through a more empathetic lens, and in turn reflect that into a stronger understanding of the macro effects of policing. This connected perfectly to my independent study centered on furthering my understanding of the carceral state. The carceral state consists of the physical penitentiaries, other institutions of incarceration, the policies, legislation, stereotypes, intentional barriers, and systems that begin scrutinizing people before they even encounter the criminal justice system. Essentially, it's everywhere and causes great harm while remaining undetected by those with the

privilege of not being forced to endure the oppressive effects of the carceral state. The prison industrial complex is an extension of the carceral state focusing specifically on the capitalist interests enabled by the exception within the 13th Amendment permitting slavery to persist as punishment for a crime allowing the American government and participating companies to turn a rather large profit.

With the students having learned of the various limitations of human rights within such systems, and the ultimate course goal being Human Rights Awareness Day, the preparation for A Conversation on Prison Reform began. Each student and I were paired with a previously incarcerated person who writes for the Re/Creation writing workshop founded by Professor Proctor and or the New York Reentry Education Network (NYREN). We each met with our assigned justice-affected person at least once and prepared a few questions to help us gain some of the perspectives we lacked as primarily non-justice-affected individuals.

I was paired with Anisha Sabur, a previously incarcerated advocate for prison reform. She shared heartbreaking stories of the realities of incarceration with pregnant women forced to give birth in shackles, people reverting to the mental state of a child while in solitary confinement, and health care so inaccessible small issues become deadly.

On the evening of Thursday, December 3rd, students, faculty, and off-campus guests joined us virtually for A Conversation on Prison Reform. This conversation consisted primarily of the experiences of justice-affected people and the harmful systems in place today that allow for such damaging experiences to occur. Lumumba and Sunny, both justice-impacted people, spoke of how the requirements of parole create additional obstacles for recently released people. Obstacles include the occupational requirement which is increasingly challenging to meet with a history of incarceration, the required fees, having to meet with a parole officer who is out of walking distance with an already hectic schedule. In turn, this makes the conditional freedom grated upon parole even more challenging to maintain. Additionally, parole officers have complete control over the freedom of someone on parole. This means that if a parole officer simply does not like their parolee there is nothing preventing them from placing their parolee back into incarceration.

Anisha shared how she became an activist and the experiences she had previously shared with me revealing the harsh realities of incarceration. This ignited a difficult conversation of if incarcerated people deserve to be treated in such a way. The short answer is no. The reality is that the vast majority of incarcerated people are those who have been oppressed and groomed for incarceration by the carceral state their whole lives. This is not an excuse for their actions however a systemic explanation of how they became incarcerated. Out of the upwards of 2 million people currently incarcerated in America more than 40% of

their offenses that lead to incarceration are drug offenses. With drug laws in America rooted in racism, crack cocaine being placed in low-income communities to fuel the war on drugs, and the lack of identifying implicit bias within law enforcement this is simply mass incarceration working as intended. The intentions behind mass incarceration are directly connected to the prison industrial complex as needing bodies to maintain America's capitalist needs for cheap labor. The highest hourly rate for an incarcerated person is \$2 and, in many states, is as low as nothing. This discussion drew a close to the passionate conversation and left many with new information. In the coming days, Professor Proctor was met with comments of how impactful and educational the discourse was. The students of the Castle Scholar Service Learning Seminar course truly did an incredible job and it is my hope that conversations like this continue to occur at Manhattanville College.

Human Rights Awareness Week
Presents

A Conversation on Prison Reform

Between Manhattanville College students and justice-affected writers of the Re/Creation writing workshop and New York Reentry Education Network

**THURSDAY,
DECEMBER 3RD
7-8:30 PM
ON ZOOM**

LINK:
<https://mville-edu.zoom.us/j/97946508186?pwd=DG10ZlJFRKH5WEDIY2W0NWR1YMS5SUT09>

How the Research Fair Became its Own Creative Achievement

TONI MARIE PERILLI '22

For the first time, the annual Undergraduate Research & Creative Achievement Fair had to be held entirely virtually. With no precedent, a team of four Castle Scholars and advisor John Proctor created a stunning webpage to house student accomplishments, all while collaborating with the greater Westchester County Research Fair.

It's become a well-respected tradition for the Spring Service course to plan the annual Undergraduate Research & Creative Achievement Fair. This year, though, the course had a few more obstacles than usual. For the first time, the fair had to be planned entirely virtually. On top of that, only four students registered for the course and it was the professor's first time acting as faculty advisor for the fair. You might just find yourself asking, how would they pull this off?

Well, we didn't just get the job done, we defied expectations and designed a beautiful webpage that was user-friendly and invited visitors that weren't only on campus. Plus, with over two dozen submissions in a variety of subjects, we were able to truly demonstrate and celebrate the broad spectrum of valiant achievements from this difficult year. Still, how did this happen?

Like any research fair, a lot of planning and organization was involved. The four students in the class held very

different perspectives. Luckily, we were able to put all of our skills to good use and formed task forces to try to help break up the work. For the first few weeks, our meetings were not that much unlike the traditional fair— we discussed how we wanted to set up the overall event, how we were going to get submissions, and how we would publicize it.

Once we got past the initial few meetings, we started to get creative. The Castle Scholars had never fully planned an entirely virtual research fair before, so this became uncharted territory and we got to build from our wildest imaginations. To publicize the event and the opportunity to submit work, we relied heavily on social media and word-of-mouth campaigns. We worked with department heads, professors, and various campus departments to get the word out to as many people as possible. Submissions steadily began to roll into our Microsoft Forms inbox.

Now that we had some of the work, where are we going to

display it? Digication ePortfolio seemed like an easy option, but I was the only one who had experience with it and no one on the team loved the interface, the lack of customization, or the lack of public access. After some research, we narrowed our options down to WordPress and WiX, then consulted with Professor Gillian Hannum before we finally decided on WiX. During the next class, we selected a base template and began to customize.

From that point, we began to operate like a well-oiled machine. We gathered our final submissions, reformatted and designed them for web presentation, imported them to the website, and shared the final result with the applicants to ensure they were happy with how their work was presented. Several faculty and administrative individuals were contacted for help with publicity and advertising, and we even contacted our friends to help drive more submissions. Within a few weeks, we had a solid workflow down and most of the website complete.

While we were all incredibly proud of our website, we wanted to maintain some kind of human interaction. Thanks to Professor Nancy Todd, we had the incredible opportunity to collaborate with the Westchester County Research Fair, which was hosted at Manhattanville College. This component allowed some of our Manhattanville submissions to present their work via pre-recorded or live video feed— a more direct correlation to the original fair's operation. Additionally, our Valiant community could present their work to a greater audience and celebrate their accomplishments with the greater Westchester academic community.

The unique circumstances gave rise to an incredible result beyond our wildest dreams. While we weren't able to host an in-person fair, we gave students a one-of-a-kind opportunity to present their work in an inaugural environment.

Calling all Valiants!

UNDERGRADUATE RESEARCH & CREATIVE ACHIEVEMENT FAIR

Final & Completed Submissions
Due by April 15th

- Research
- Senior Thesis
- Creative Project
- Writing Samples
- Portfolio Piece
- Group Project
- and more!

Share your
work and
accomplishments
with the Valiant
Community!

The possibilities are endless!
Multiple submissions welcome

for more information
contact researchfair@mville.edu



Spring 2021

UNDERGRADUATE RESEARCH
AND
CREATIVE ACHIEVEMENT FAIR
researchfair.wixsite.com/2021

The 2021 Undergraduate Research and Creative Achievement Fair was planned by Danielle Chu, Gabrielle Gardini, Toni Marie Perilli, and Peter Wiehler under advisor John Proctor.

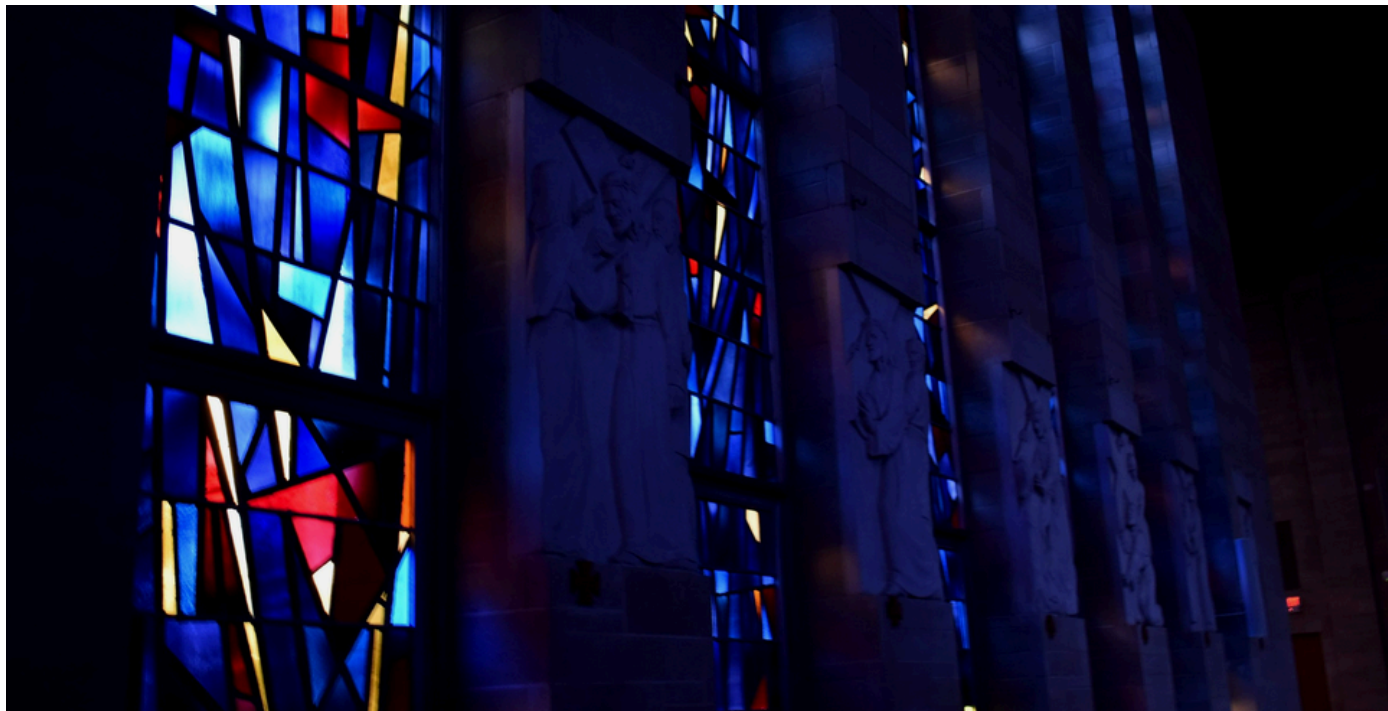
*To visit the Spring 2021 Undergraduate Research & Creative Achievement Fair website:
researchfair.wixsite.com/2021*

PHOTO AND GRAPHICS BY TONI
MARIE PERILLI

2021 UNDERGRADUATE RESEARCH & CREATIVE ACHIEVEMENT FAIR

Castle Scholar Submissions

TONI MARIE PERILLI '22



Affective Read Aloud Lesson Plan for 2nd Graders

Shoshana Schwartz '21

The lesson plan entitled, "Affective Read-Aloud Lesson Plan for Second Graders" was developed for my EDU 5380 graduate class with Professor Reilly. Affective read-aloud lessons are essential to implement in elementary school classrooms because they teach students important life lessons and offer students a chance to work on their reading comprehension skills. Additionally, this lesson reaches higher levels of cognitive learning in Bloom's Taxonomy by addressing "evaluate" through explaining the moral of the book and what friendship means and "create" through collaboratively making the "giving tree" project with their table groups. Further, this lesson plan provides accommodations, modifications, instructional strategies, and ways to differentiate learning so that all students can meet the lesson's objectives. Moreover, this lesson plan adheres to New York State Education Departments Next Generation ELA Standards.

Analyzing First-Year Student Perceptions of the Writing Center

Kayla Maguire '23

My research aims to investigate first-year student perceptions of the Writing Center, particularly amidst the COVID-19 pandemic. Questions answered in this research include: How do first-year students' perceptions of the Writing Center reflect and contribute to bias or misconceptions revolving around the Writing Center? And what level of influence do these perceptions have on the overall campus perception of the Writing Center particularly during the COVID-19 pandemic and online learning?

Emma Goldman: A Revolutionary American Anarchist and Feminist

Shoshana Schwartz '21

Emma Goldman is arguably one of the most important American Anarchists in our country's history. Born in 1869 in Lithuania, which was part of the Russian empire, she lived with poverty, injustice, and oppression from an early age. As a Jewish family living in Jewish ghettos, the Goldmans experienced significant anti-Semitism and were forced to move often to escape persecution and pursue

minded students who introduced her to revolutionary political and social ideas. However, this contrasted with her father's conservative views that, "all a Jewish daughter needs to know is how to prepare gefüllte fish, cut noodles fine, and give the man plenty of children." In turn, he forced her to stop her studies, work in a factory, and get married at fifteen (Emma Goldman, n.d.).

The Family Tree of Cannabis

Toni Marie Perilli '22

Cannabis is a significant genus in today's world, however, it is not alone. It is currently included in the Rosales order and the Cannabaceae family. Cannabis also shares common traits and benefits with other plants under the Rosales order, such as the Humulus genus which is also a part of the Cannabaceae family. The products of Cannabis sativa, Cannabis indica and other related species are known for their multiple uses in medicine, as well as recreational consumption. Cannabis products can even be used in architecture and development. This paper will explore the relatives of Cannabis, as well as the species and uses within its own family tree.

Federal Disability Classification Presentation ED - Internalizing - Anxiety

Shoshana Schwartz '21

The research-based Powerpoint presentation entitled, "Federal Disability Classification Presentation ED-Internalizing-Anxiety" addresses one of the thirteen categories of disabilities under the Individuals with Disabilities Education Act (IDEA). Various mental health issues fall under the category of Emotional Disorder. An internalizing emotional disorder is harder to observe than an externalizing emotional disorder because behaviors are not as easily observable as they are directed inwards towards the "self." Therefore, mental health issues that are internalizing emotional disorders usually go undetected and unaddressed for longer. Anxiety is only one internal emotional disorder that affects students; there are many others, including but not limited to depression, obsessive-compulsive disorder (OCD), and bipolar disorder. This presentation addresses the history of the classification in education, how the disorder is defined today in the field, how to identify and accommodate students with anxiety, and how anxiety is represented in the media today.

The Female Gaze and the Nude

Emma Wilson '21

Throughout the majority of history art has been dominated by men. The commerce, creation, and ownership of art were inherently male undertakings. Art is highly influential in societal norms, culture, and politics. Art is often used to question or to reinforce major aspects of society including what defines a powerful figure, who is the ruling class, and who holds the power in a community. The nude was one of the most esteemed forms of high art in the Western world. Throughout history the nude has been representative of societies' ideas about gender. It can operate as a reflection of gender roles and norms, but also as a tool for change.

Four Quartets

Nicole Meyers '21

This collection was based on "Four Quartets 1: Burnt Norton" by T.S. Eliot. Each of the pieces represents each of the first ten lines in the poem. I was inspired by space, since space has existed in time present, time past, and probably in time future. I used graphic design software to create each of the pieces. I chose a bright color palette because I wanted each of the artworks to pop and stand out from the background.

Heavenly Virtues

Nicole Meyers '21

For this collection, I was inspired by the stained-glass windows that you would see in a church. Each mandala represents each of the seven heavenly virtues. The last piece is a compilation of each of the seven heavenly virtues to show how they are interconnected to one another. I used graphic design software to create the initial design for each of the mandalas. After I printed each of the mandalas out and went over them with different line weights and shading using a black marker.

Influence of Gender Perception in the Role of Women Kabuki Performers Today

Giovanni Padilla Rios '23

The basic notions of gender in Japan have changed over time, and one of the mediums in which this has happened is through the arts. In some of their traditional dances, such as Noh and Kabuki, women performers were replaced by men during the seventeenth century, and they have been performing women roles ever since. Despite the repealing of the ban two centuries later, professional recognition is still a challenge. It would be beneficial to know why this keeps happening even when the social inequality gap between women and men has diminished. That is why the paper explores the history of Kabuki and how gender has been manipulated in it. Through the years, scholars have found that the androgynist nature that early onnagata (men who perform women roles in Kabuki) brought with them pushed them to become models of womanhood. Through intense training, they have done it so effectively that they have gained popularity and remained the most dominating figure in this dance. On the other hand, it has been argued that women do not have the same ability as the onnagata to execute women roles. This does not make sense considering that after the repeal of their ban, women have shown through groups that they have built to perform this dance, that they are able to perform women roles successfully. The complex history of gender and the androcentric mindset of Japanese performing arts seem to be inhibiting them from performing Kabuki in the popular stage, which is why this subject must continue to be explored.

Life Without Dance: Moving On After the Curtain Closes

Toni Marie Perilli ‘22

We all know that exhilarating feeling of performance— the costumes, the lights, the energy of the audience. Unfortunately, every show must come to an end. After the company takes their bows, the stage lights dim, the curtain lowers, and the cast heads back to their dressing rooms. Especially at the end of a season, dancers exchange hugs as tears wipe away their makeup. After the crew clears the stage, the dancers clear out their dressing rooms and pack up to go home and rest before the next season of rehearsals begins. But what happens when there is no next season? Written “for” Dance Magazine as part of Writing for the Media, this article explores the lessons Toni’s learned in her transition from dance to media, as well as her friend’s shared experiences leaving the theater for other pursuits.

Potential Drug Treatments and Therapy for SARS-CoV-2 Infection in COVID-19

Rosanna Vuksanaj ‘21

The now notorious coronavirus, scientifically known as SARS-CoV-2 infection, is the cause of the COVID-19 pandemic. This virus is highly pathogenic, particularly for those with weak immune systems. There are three phases of COVID-19, mild infection, pulmonary infection and the inflammatory phase. This research paper will assess the treatments of Remdesivir, dexamethasone, monoclonal antibodies, hydroxychloroquine/chloroquine and lopinavir/ritonavir against SARS-CoV-2 based on their mortality rates and clinical trial results. The most promising of these treatments being Remdesivir, dexamethasone and monoclonal antibodies, the least promising being hydroxychloroquine/chloroquine and lopinavir/ritonavir.

Relationship Between Personality Characteristics and Related COVID-19 Compliance Responses

Dr. Gerrity COVID-19 Research Students Gabrielle Gardini ‘22, Jacob Shinder ‘22

We’re looking at measures to see if we can identify whether different beliefs, values, or psychological characteristics can predict COVID-19 guideline compliance responses. Prior research has analyzed how personality factors and beliefs may contribute to or predict different levels of COVID-19 compliance behaviors. Several factors which have been analyzed are the Big Five Personality factors, the need for stimulation, where people get their information from, the degree to whether they believe in scientific data, and individual locus of control. In this study, we analyze how different personality characteristics and sources of knowledge may correlate with different COVID-19 related beliefs and compliance behaviors.

Singin’ in the Rain

Erin Burtchaell ‘21

As a Musical Theatre major, part of the senior capstone course is putting on a senior recital that includes both classical and musical theatre repertoire. This year, due to the pandemic, the senior recitals were moved into a virtual format, allowing for the seniors to create, direct, and edit videos. This video of Singin’ in the Rain was the final number of Erin’s recital. She incorporated original choreography from the movie Singin’ in the Rain, and recreated similar visuals from the movie through her use of the Manhattanville campus.

Valiant Identity

Mville in Focus

Toni Marie Perilli ‘22, Kendelle Pitts ‘23

Members of Mville in Focus gathered to create a collaborative photo gallery surrounding the idea of "personality." This theme was entirely subjective, and each artist was able to create their own mini-gallery of 3-5 images based on their interpretation of the term, as well as a brief artist's statement describing their thought process. The purpose of this project was to demonstrate the diversity of thought and interest at Manhattanville, and how these very different individuals can be brought together through the lens of photography.



Q&A with Professor Hannum

TONI MARIE PERILLI '22

Professor Gillian Hannum is well-known for her involvement and presence with the Castle Scholars Program. At the end of the Spring 2021, Professor Hannum will be retiring. Toni Marie Perilli sat down with her (virtually, of course) to reflect on her time at Manhattanville and with the Castle Scholars.

Q: What department(s) do you currently teach in?

A: My primary role has been as an art historian. However, in addition to teaching art history classes, I have also taught First-Year Seminar nearly every year since the late 1980s, I developed and have been teaching Atlas Compass each year since 2016, and I’ve taught several Castle Scholars classes, including “The Power of the Photograph” and “Photographs that Changed our Lives” as well as several different versions of the Castle Scholars capstone.

Q: How long have you taught at Manhattanville? What brought you here?

A: I came to Manhattanville in the fall of 1987, right out of graduate school (I earned my Ph.D. in Art History from Penn State University in 1986). I was interviewing for jobs all over the country through the College Art Association, the professional organization for college teachers of art and art history. I was interviewed at the conference in February, and the week after I got home, I was invited for a campus visit. The minute I drove through the Manhattanville gate, I knew this was where I wanted to be! For an art historian, being less than an hour away from some of the best museums in the world is pretty hard to beat. Also, I had attended a small, liberal arts college for my undergraduate education, and I had formed close relationships with my professors, which wound up really influencing my path in life, so I was enthusiastic about finding a home in a similar institution.



Q: What has been your favorite course to teach?

A: Do the art history study tours to Italy and Ireland count? Without a doubt, having the opportunity to travel in Europe with students and, often, some fellow faculty members and alumni, has been a high point. I led a trip to Florence with Professor Rafanelli in 1998 and a trip to Ireland with Professor Whelan a year or two later. I’ve lost count of how many trips to Venice I’ve made; those have been my favorites. Counting personal trips with my family and my own college trip there, I think I’ve been to Venice at least a dozen times. I co-led study tours there with Professor Emerita Laura Kaufman, with Professor Rafanelli, Professor Cifarelli, and Professor Saleeby-Mulligan. Taking students to see art in situ in the churches and palaces for which it was made, and, of course, to see the magnificent architecture and eat great food, is a very special opportunity. These were credit-bearing trips – all but the Ireland one taken over spring breaks in March. The Irish trip was in May right after the semester ended. I also love teaching First-Year Seminar and Atlas Compass. I’ve taught three different versions of FYP – the old common curriculum Preceptorial, a First-Year Seminar I

designed called “The Fine Art of Travel” that read travel literature and looked at travel-influenced art, and now the new “Principles vs. Prejudices” seminar being offered to all freshmen. I also love the Atlas Program’s focus on helping students to integrate and reflect upon their learning. Students have shared that preparing their portfolios really helped them when it came to job interviews as they had already thought about and had answers for all the questions they were asked.

I’ve also really enjoyed each Castle Scholars class I’ve taught, which has included two classes focused on photography (pun intended), one for first-year students and the other open to all, and I have had the opportunity to work on several different capstones, from the early “senior retreats” to a more recent one funded by a Council of Independent Colleges grant that allowed for the digitization of photographs in our College Archives of the old West Harlem campus. Students that year made digital exhibitions around different aspects of the former campus and the move to Purchase. The last two years, I was asked to teach an Atlas-style capstone in which students are asked to synthesize and publicly present their learning from their time at Manhattanville.

Some of my favorite art history courses, in addition to History of Photography (which is my specialty) include courses on the 19th and 20th century art movements, such as Impressionism, the Pre-Raphaelites and the Abstract Expressionists.

Q: What is one of your fondest memories from your time at Manhattanville?

A: The lasting relationships. There are students who were in my classes my first year at the College with whom I am still in touch today. One has become one of my closest friends.

Q: Aside from acting as a professor, how else were you involved with the Valiant Community?

A: I have served as Chair of the Art History Department on a number of occasions (the chairmanship rotated). I was Acting Dean of Studies for a year early in my career. I served as Chair of the Faculty, Chair of the Academic Policy Committee, was Director of the Castle Scholars Honors Program from 2010-13 and Faculty Coordinator of the First-Year Program from 2012-15. I’ve also served on quite a number of other committees and task forces, have been the President of the Manhattanville Faculty Alliance for quite a few years, and have been faculty advisor to several clubs, most recently the Manhattanville Chapter of the

National Society of Leadership and Success, but earlier on, at one point to Student Government and also to a club called the Asia/Pacific Student Alliance and to Manhattanville’s chapter of SOAR (Society Organized Against Racism).

Q: How did you originally get involved with the Castle Scholars program?

A: One of the committees I served on over the years was the committee that came up with the Castle Scholars Honors Program. Professor Nancy Todd was the Chair, and I was one of the other faculty members on the committee. There were also students who were part of the planning.

Q: What has been your favorite thing about teaching in Castle Scholars?

A: The terrific students!! I don’t need to badger anyone about submitting work, and everything that comes in is full of insights and very well done.

Q: If you could go back and do it all again, what would you change about your time at Manhattanville?

A: While I did manage to do a fair bit of it, I would like to have gotten students into the City even more. Over the years, a few of my colleagues actually offered whole courses at the Metropolitan Museum of Art. I’ve certainly taken groups around and lectured there many times, but it would have been fun to do a whole course that met in different museums each week. Unfortunately, transportation got more and more costly, and we were not able to continue to do that once the New York City Program ended.

Q: What are you looking to do after your retirement?

A: I am working on a book project with a colleague who teaches at Fashion Institute of Technology on Status Negotiation: Political Engagement of Women and Third Gender Artists. That will keep me busy into early 2022. I sit on several boards, including the Print Club of New York’s and edit its newsletter. I’d like to get back into making art again, and once restrictions are lifted, I hope to do some traveling. Once campus reopens for events, I plan to come for lectures, exhibits and performances.

Q: What advice do you have for current and future Castle Scholars?

A: Take advantage of as many opportunities as you can – especially for field trips or international travel. Get to know your professors and stay in touch after you graduate. Choose a job you love. You won’t ever regret your choice.

IMAGE PROVIDED BY GILLIAN HANNUM

A Review of: Street Art with Professor Saleeby-Mulligan

ROSANNA VUKSANAJ '21

Throughout history, the relevance and societal role of street art has been pivotal, no less so in the 21st century. Professor Saleeb -Mulligan received her PhD in mural art of Ireland, particularly focusing in Belfast. Professor Saleeby-Mulligan’s most recent project has been the study of street art as feminist activism with sub points in gender, racial and societal inequality. The purpose of this feminine street work is to inspire people to take action against injustice. The research presented in this recap will be published as a chapter in an upcoming book.

The following street art and graffiti artists were discussed in her research Lady Pink (Sandra Fabara, based in NYC), Swoon (Caledonia Curry, based in Brooklyn), Olek (Agata Oleksiak, based in NYC), Faith 47 (Liberty Du, based in Los Angeles), Tatyana Fazlalizadeh (based in NYC) and Shamsia Hassani (based in Kabul, Afghanistan). All of these artists portray alternative images of femininity in their own unique way.

Lady Pink started her graffiti journey in the late 70’s/early 80’s. At this time, it was mostly young boys that engaged in street art and Lady Pink faced many gender inequalities as a sole female artist. She used Mayan and Aztec goddesses in her work as a form of indigenous imagery and brought that femininity and power into her work. After starting the LOTA Movement

of Solidarity between woman artists Lady Pink has been an influential figure. Currently, she is teaching art in middle school “to empower their lives” and to “pass on the sense of empowerment to the youth."

Swoon is an artist that works in studio on wheat paste and then transfers that to walls. She often showcases her work on abandoned buildings because she likes the impermanence it offers. Swoon does a variety of work, commissioned or not, but often uses real women she meets on the street, family or friends in her works. She also tends to use women of color as her models to contrast the white models typically seen in advertisement. One of Swoon's signature styles is using flora as an emerging sacred form. She also is the creator and head of a foundation that builds communities, displaying that she is not only an activist through her work, but she takes physical actions as well.

Olek is a crochet artist who creates pieces and places them in the public realm, typically without permission. One of her most controversial commissions was Love Across the United States. In this collection she would do collaborative crotchets pieces to cover billboards with about influential women and their histories. This was problematic for numerous reasons. Olek did not involve the community in the choice of how their town historical figures were represented and displayed her lack of research in the quotes she chose to use that are

now deemed inaccurate. Olek also did not include any women of color amongst her collaborators, although that was the subject matter. She did not compensate those artists that did work for her despite their work being labor intensive. Olek faced a large amount of criticism for her choices.

Faith 47 is originally from South Africa and is now based in Los Angeles. Faith 47 is considered to be an interventionalist who uses proactive statements in direct opposition to typical advertisements. Faith 47 often addresses racial injustice through her works, using quotes from Apartheid. She typically places her work, without permission, on abandoned buildings, but in sight specific places of high traffic to make a statement. Faith 47 typically chooses influential individuals from a community to highlight their work and empower them. Although her pieces are not formally approved, she is very well received by the people of the communities she represents.

Tatyana Fazlalizadeh is based in NYC and does a lot of commissioned work. Tatyana is also an interventionalist, using direct quotes to emphasize her feminist viewpoint. Tatyana Fazlalizadeh typically uses women she meets on the streets of NYC as the subjects of her portraits. She also uses a quote from these

women. regarding their experiences of harassment, to pair with their portraits for a powerful piece representing the women of NYC. Tatyana Fazlalizadeh also considers her placement of her works to ensure that they are in high traffic areas to have the maximum chance of empowering women who walk the streets of the city.

Shamsia Hassani is an Afghani artist based in Kabul who has very radical ideals compared to the environment she lives in. Hassani creates murals in the streets, to empower women. The women in Hassani’s works do not have mouths, this is to represent those who are silenced in her society. Her subjects speak through music, which is not allowed by the Taliban, a statement in itself. Shamsia Hassani is constantly put into danger for expressing these feminist ideals in a very restricted area. She is an inspiring artist who puts her life at risk to represent the power within the women of her society.

All of these artists approach their pieces in unique ways but share at least one thing in common: the intention of empowering women. The variations between styles and inspirations display the diversity of activism in art, specifically through feminist associations.

IMAGES PROVIDED BY PROFESSOR SALEEBY-MULLIGAN

Senior Spotlights

Rosanna Vuksanaj '21, Cat Morgan '24



Rock Abrahamson

Major: Music Education

Minor: Creative Writing

Extracurriculars: Rugby, Manhattanville Sound, The X and Y Chromotones, NafME, Active Minds, Clark Scholar

Favorite Castle Scholar Course: Beatles in their Context

Favorite Castle Scholar Memory: Yearly dinners with the president

Post Grad Plans: Finishing my graduate degree, composing, and playing more rugby!

Advice to Current/Future Castle Scholars: Take opportunities outside of your immediate interests, you mind find something else you love!



Erin Burtchaell

Major: Musical Theatre

Extracurriculars: Clubs/Teams: Manhattanville Dance Ensemble (President and Choreographer), MIMO (Minds in Motion), Broadway @ Manhattanville, Manhattanville Sound, CSIL Engagement Assistant, Set/Costume Shop Assistant, Peer Mentor, Peer Tutor

Favorite Castle Scholar Course: Social Theory Through the Arts

Favorite Castle Scholar Memory: Getting to have dinner with Elizabeth McCormack and President Geisler in NYC

Post Grad Plans: I will be performing with the College Light Opera Company this summer!

Advice to Current/Future Castle Scholars: Make your experience your own! Take advantage of opportunities that interest you, and don't be afraid to try new things.





Leticia (Letty) Cortes

Major: Global & International Studies

Minors: Communications & Media, Philosophy

Extracurriculars: Latin American Student Organization - President; Latin Fusion Dance Team, Admissions - Office Assistant; Writing Center - Peer Writing Tutor; CSIL - Peer Mentor; Intern - Marshall Institute for Ethical Thought and Action; MAP Scholar

Favorite Castle Scholar Course: Anarchy in the USA

Favorite Castle Scholar Memory: Learning about activism and well-founded community organizing with Prof. Cheung

Post Grad Plans: M.A. Ethics & Society @ Fordham University

Advice to Current/Future Castle Scholars: Don't be afraid to challenge your ideas. Use this program to venture outside of your field and break the echo-chamber.



Michael Granda

Major: Finance

Extracurriculars: Men's Basketball, Clark Scholar, and The National Society of Leadership and Success

Favorite Castle Scholar Course: Thinking Overthinking

Favorite Castle Scholar Memory: My favorite memory from the Castle Scholar Program took place my freshman year when we were invited to President Geisler's cottage for dinner. Not only was the food amazing but we were also able to sit down with all the other scholars at the beginning of the year to help us become acclimated to Manhattanville. I was able to meet so many people that I am still friends with today.

Post Grad Plans: Currently I am enrolled in Manhattanville's Business Leadership Program attempting to receive my Graduate Degree by Spring 2022. After graduation, I am planning on attending Law School.

Advice to Current/Future Castle Scholars: Step outside your comfort zone. Not every class offered in the Castle Scholar program may be something that initially sparks your interest, keep an open mind and don't let that impact your decision. There are so many new and interesting topics you can learn about by just taking a chance.



Gabrielle Kazlow-Johnson

Major: English Literature

Minor: Art History

Extracurriculars: Castle Voices (Editor-in-Chief and writer,) Graffiti Literary Magazine (Associate Editor), Clark Scholar, National Society of Leadership and Success

Favorite Castle Scholar Course: Thinking Overthinking

Favorite Castle Scholar Memory: Putting together the events for Human Rights Awareness Day last semester. I learned a lot from the service course, specifically on prison reform and the way that the prison industrial complex works and doesn't work.

Post Grad Plans: After graduation I'm going to be looking for writing and editing jobs as well as moving upstate to Utica.

Advice to Current/Future Castle Scholars: Be open to learn. The Castle Scholars program offers so many opportunities, whether they be the honors classes, field trips, lectures, and even opportunities like this newsletter. Sometimes, they may not interest you right away, or you may not want to do them in the moment. But each opportunity you pass up on is something that could be really great. I've taken classes before that I believed wouldn't interest me, but in the end, they ended up teaching me valuable life skills or about things that help educate my perspective of the world. People saying that "college is what you make it" are right. If you put yourself out there and accept opportunities to learn, you'll be making the most of your time here at Manhattanville.



Ava Lantiere

Major: Political Science with a concentration in Legal Studies

Minor: Women and Gender Studies

Extracurriculars: Diversity, Equity, and Inclusion Task Force Member 2021, Vagina Monologues Director 2021, Valiant Mentor Program: Mentor 2021, Quarantine Meal Support Task Force 2020-2021, Resident Advisor Student Government Liaison 2020-2021, Resident Advisor 2020-2021, Castle Scholar 2019-2021, Pre-Law Society Co-President 2019-2020, Vice President of Community Initiative, Paws for a Cause Board Member 2019

Favorite Castle Scholar Course: Chemistry of Cannabis

Favorite Castle Scholar Memory: Connecting with an admirable alumni

Post Grad Plans: Working in restorative justice to deconstruct the carceral state.

Advice to Current/Future Castle Scholars: Don't forget to make time for yourself



Tianna Lopes

Major: Computer Science and Marketing

Extracurriculars: Manhattanville Women's Ice Hockey

Favorite Castle Scholar Course: Castle Scholars Fall Service with Professor John Proctor

Favorite Castle Scholar Memory: Going to the MET

Post Grad Plans: undecided

Advice to Current/Future Castle Scholars: Use the resources that are offered to you!



Michael Radko

Majors: Political Science & Philosophy

Extracurriculars: Philosophy Club, National Society of Leadership and Success (NSLS), The Writing Center

Favorite Castle Scholar Course: Anarchy in the USA

Favorite Castle Scholar Memory: Getting to know other people in my classes and forming lasting connections with them.

Advice to Current/Future Castle Scholars: Don't be afraid to reach out to people. It's always good to form connections, so keep an open mind and an open hand to help others out. You may find that those connections form into something stronger.



Nicole Meyers

Majors: Business Management and Sport Studies

Extracurriculars: National Society of Leadership and Success, Mary T. Clark Scholar

Favorite Castle Scholar Course: Music & Politics because I enjoyed learning about different composers and what influenced their music.

Favorite Castle Scholar Memory: Helping to run the research fair

Post Grad Plans: I will attend graduate school at Manhattanville College. I will be receiving my masters in Sport Business and Entertainment Management.

Advice to Current/Future Castle Scholars: Work hard and put in the effort and you will see success.



Rosanna Vuksanaj

Major: Biochemistry

Minors: Art History & Psychology

Extracurriculars: Tribeta Biological Honor Society, ACS: American Chemical Society, NSLS: National Society of Leadership and Success, Castle Voices Newsletter, Peer Tutor

Favorite Castle Scholar Course: Thinking Overthinking

Favorite Castle Scholar Memory: Trip to MoMA or the Escape Room in White Plains

Post Grad Plans: Optometry

Advice to Current/Future Castle Scholars: You are resilient, and through all of your struggles in life, you breed strength and encourage growth. Remember, in times of struggle, that everything happens exactly as it is meant to. Look at every experience through a perspective of "what can this teach me? how can I grow?"



Stephanie Toledano

Major: Creative Writing

Minor: Spanish

Extracurriculars: Graffiti Literary Magazine, Tinta Extra

Favorite Castle Scholar Course: Beatles in their Context

Favorite Castle Scholar Memory: One of my favorite memories was when Professor Saleeby-Mulligan and Professor Mehta took the Castle Scholars on a trip to Wave Hill, a botanical garden in the Bronx and the Rubin Museum. The garden had a breathtaking view of the Palisades just across the Hudson River. It was an artwork from Mother Nature I'll always remember. At the Rubin Museum, I learned so much about the cultural traditions from the Himalayan regions. The best part of the museum was the shine temple inspired by a traditional Tibetan Buddhist Temple. From learning about the religious deities, tapestries, music, and other objects on the temple that were significant in religious traditions, I remember feeling so immersed into the experience. It was unlike any other.

Post Grad Plans: My goal is to work for a publishing firm, specifically in the editorial section. This is the beginning point from which I want to start. However, life is full of unexpected surprises.

Hopefully along the way I can discover my passion on what I want to do with my love for writing.

Advice to Current/Future Castle Scholars: From the start of your freshman year, make sure to accommodate your Castle Scholars credits for each semester. That way you can stay on top of your requirements. The sooner you do them, the better because it won't pile down on you when senior year comes around. Also, take advantage of all the field trip opportunities and events the program offers. This pandemic has been a burden for everyone including myself. If one thing the pandemic has taught me is the beauty of enjoying life. The memories you will live in college will never come back and are a once in a lifetime experience if you stay on a righteous, wise path. Never forget the spark inside that motivated you to come to college and inspired you to pursue the career you have in mind. The circumstances might say "no" but you say "yes I can". Have faith in yourself, be strong, keep your head up, and smile in the face of the storm because you define your own path.

Not Pictured: Brenda Alves, Piero Saune Casas, Emma Wilson



Letter from the Editor

When COVID first started, I don't think many people expected the measures we've taken to go on quite this long. We haven't been fully in person for a little more than a year, with limited in-person instruction, events, and just having everyone on campus. I'd like to say how proud I am of the Valiant community for continuing to succeed and learn during what will hopefully be the only global pandemic we face in our lifetimes.

Thank you Professor Adhia and the Castle Scholars program for allowing me to serve as the Editor-in-Chief this year, and take on the responsibility of recounting the past year of our program. It's been an honor to work on the newsletter, and I'm looking forward to seeing all of the future issues and the Castle Scholars that work hard to keep it going.

I especially want to thank my team, Toni, Rosanna, and Cat, for helping me put together this amazing final product. This year, we greatly lacked events to report on, but you guys had some amazing ideas for what to include, and I can't be more appreciative that I got to work with you all. And a special thank you to Toni, my assistant editor. Your beautiful design and photos really made the newsletter something special this year, and you don't know how much I appreciate your dedication and all you've done for the issue.

As I've been wrapping up my senior year at Manhattanville, I'm just feeling incredibly grateful for everything I've learned and every experience I've had. My professors in the English and Art History departments have the best people that anyone could hope to learn from. They've prepared me for my future career, but most importantly, they've supported my passions for the subjects I've learned. I'm also grateful for you guys, my fellow students. I've enjoyed being in classes with you, hearing your ideas, and becoming friends. We have such a great community of students here at Manhattanville, something that I feel lucky to have been a part of.

Goodbyes aren't easy, so I'll end with a hope for the future. I hope that this isn't the last time I see all of you, or that graduation will be the last time I set foot on Manhattanville's beautiful campus. To the faculty, staff, students, and especially my fellow graduating seniors, good luck to everyone in all your future endeavors!

Gabrielle Kazlow-Johnson
Editor in Chief

Meet the Team

Editor-in-Chief

Gabrielle Kazlow-Johnson

Assistant Editor

Toni Marie Perilli

Writers

Gabrielle Kazlow-Johnson

Toni Marie Perilli

Rosanna Vuksanaj

Catherine Morgan

Ava Lantiere

Graphic Design, Layout, and Photo Credit

Toni Marie Perilli

Special Thanks

Thank you Professor Adhia for your continued support of the newsletter, and us as students!

Thank you Professor Proctor for guiding the Fall and Spring service classes, helping us put together the amazing events, and encouraging us to learn and grow!

Thank you Professor Adhia, Professor Hannum, and Professor Burrier for your contributions to the newsletter!

Thank you Professor Saleeby-Mulligan for continuing to engage us in new learning experiences, even COVID making them hard to create!

Thank you Professor Hannum for your support of the Castle Scholars Honors program and its students. We wish you luck with this new chapter of your life!

Thank you fellow Castle Scholars for continuing to work and excel through this difficult past year.

Go Valiants!