

# LIBERTY - EQUALITY - HUMANITY

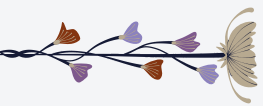
*Barry University Honors Program Newsletter*

## IN THIS ISSUE:

- UPCOMING HP EVENTS  
SPRING 2023
- FACULTY SPOLIGHT: DR. LAURA  
ALONSO-GALLO BY JULENE  
URKIDI
- POST-POSITIVIST  
AND INTERPRETATIVE APPROACHES  
BY VIRGINIA RIVAS
- ALUMNI NEWS: ANNA GALAKTIONOV



- IS THERE AN INCENTIVE FOR ATHLETES  
TO STAY IN THE HONORS PROGRAM? BY  
GRACE STEEFAN
- ITALIAN GLOBAL PROBLEMS BY  
DOMENICO DENARO
- MY OVERSTORY OF TRAVEL BY KEAN HUY  
ALADO
- MERITOCRACY: INCLUSIVITY  
AND DEBATE BY DOMENICO  
DENARO
- WHAT MAKES YOU HAPPY? BY  
BRENDALIS PUIG



# GREETINGS FROM HPSAB SENIORS



## *Shanieya Harris:*

Life grants us many things in this human race. It is one that challenges us to focus our lives on themes of justice, equity, diversity, and inclusion. All of which I am reminded to order my steps each day in a world where turmoil exists. It's not an easy battle but one worth fighting for.



## *Jennie Iudice:*

Humanity is something that tends to be overlooked in this society. Our day to day life can cloud this as we can easily get caught up in our personal realities. Before anything else, we are all humans and the bare minimum would be to be treated as such. I hope everyone can consider taking a step back from our worldly problems imposed on us and choose to see things from a more empathetic approach.

## *Rebeca Miranda:*

As college students, I think we can all agree on one of the greatest challenges we face is becoming overwhelmed with the insignificant. We often find ourselves putting time and energy into things that neither benefit others nor ourselves. As we continue moving through the semester, I encourage you to take some time to think about topics such as liberty and equality, which are often overlooked.



## *Alyssa Diaz:*

Neither liberty nor equality are the same, and a society's aim shouldn't be to strike any kind of balance between the two. In a free society, no one would consider the comparative equality of everyone who is oppressed to be a value or an admirable accomplishment. Equality needs to serve a goal beyond than enforcing equality amongst individuals of a community. What criteria do you use to evaluate equality's virtues? Think about this as you continue going through life and the semester, with your head held high!



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# MEET HPSAB

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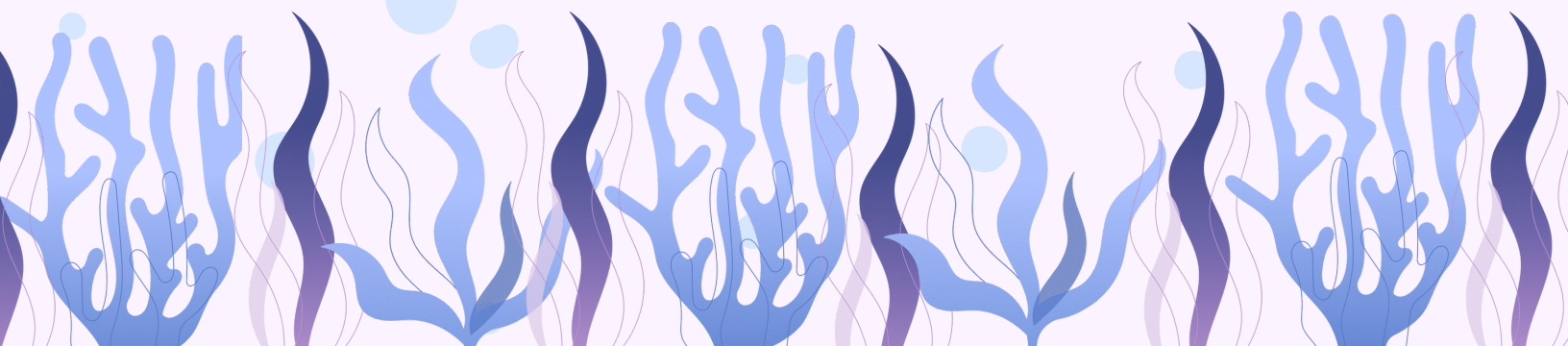
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SPRING

20

23

# UPCOMING EVENTS

FEB

25

## SCHOLARSHIP ENGAGEMENT

12 - 3 pm, Location TBD

MAR

## HP FIELD TRIP

Date, Time, Location TBD

MAR

## GUEST LECTURE SERIES

Date, Time, Location TBD

APR

17

## CELEBRATION & APPRECIATION (HPCA)


2 - 3 pm, Location TBD

CCSI is recruiting for this year's Alternative Spring Break Program. The program focuses on civil rights and racial justice in Florida, and includes:

- Community service to help build a public park and memorial at a historic property in Rosewood, Florida, site of a race massacre 100 years ago.
- Visits to the Equal Justice Initiative's Legacy Museum and National Memorial to Peace and Justice in Montgomery, Alabama, as well as sites significant to the Civil Rights Movement.
- A stop in Tallahassee to meet with lawmakers during this legislative session.

Students may earn 20 hours of community service or 20 hours Federal Work-Study Community Service hours. The cost is only \$250 and includes all meals, lodging, transportation, and entrance fees.

\*Contact Ms. Courtney Berrien, CCSI's Associate Director at [CBerrien@barry.edu](mailto:CBerrien@barry.edu)\*




# POST-POSITIVIST AND INTERPRETATIVE APPROACHES IN TODAY'S WORLD BY VIRGINIA RIVAS

In HUM 199H, we are learning about different philosophical approaches. We have learned interpretative and postpositivist approaches when dealing with various topics. Positivism argues that knowledge must pass through theological and metaphysical stages. Essentially positivism states that there is a universal law and adapts to a “one size fits all” perspective. In contrast, interpretative approaches argue to have understanding and intuition when making sense of the world. Interpretative approaches have an alternative thinking which delays the “one size fits all” narrative and considers the uniqueness of each individual person’s situation to determine their truthfulness.

A topic which has been prominent throughout the course has been climate change. Both postpositivist and interpretative approaches can be observed through the lens of the topic of climate change. A post-positivist approach may theorize that the climate change issue is not caused by humans and that the planet is taking its course in temperatures. An interpretative approach will theorize that the climate is increasingly rising in temperatures due to various reasons (the main one being humans) and sees a multi-dimensional cause for global warming. However, they both have their faults. A post-positivist approach may limit knowledge and not consider approaches from specialist and experts and may reduce the gravity of climate change. However, an interpretative approach can be faulty in not distinguishing between perception and opinion.

As we have discussed in class, there are different cases where post-positivist approaches are favored and also cases where interpretative approaches are favored. For example, post-positivist approaches are better fit for instances where a universal law is applicable. The law of gravity is one which would be better fit to fit a post-positivist approach as it is related to a set law which applies in all instances. An example of when an interpretative approach is favored is when performing clinical trials. Throughout history, many clinical trials were only tested on white people and this disproportionately affected people of color as the effects on the product were not tested for them.

In summary, both post-positivist and interpretative approaches are beneficial depending on the topic. It has been very interesting to learn about this topic and to be able to theorize when each is more fit according to the circumstance. I am very excited to continue to learn about different philosophical approaches and how they relate to everyday life.



# ITALIAN GLOBAL PROBLEMS BY DOMENICO DENARO

Hi, I'm DomeNico (aka Nico) and I'm new to Barry University and the Honors Program. I'm originally from Italy, and I'm excited to start my new life here in Miami. In my free time, I enjoy playing tennis and I'm also a member of Barry's Men's Tennis Team. I'm looking forward to meeting new people, exploring the city and all that it has to offer, and making the most out of my college experience.

Italy, like many other European nations, is facing a lot of global issues that are often overlooked in the United States. In this article, we will explore some of these issues and see how Italy is trying to address them.

Firstly, illegal immigration is a significant issue for Italy. The country is located in a privileged geographic position that makes it a mandatory transit point for many migrants trying to reach Europe from North Africa and the Middle East. This has led to an increase in crime and social tension, as well as a high pressure on public services such as healthcare and education. Italy has made many efforts to manage this situation, including cooperating with North African countries to stem departures and supporting humanitarian organizations working with refugees.

Climate change is another global issue that Italy is facing. The country is particularly vulnerable to damages caused by floods and storms, and is trying to adapt to these changes by promoting renewable energy sources and protecting the territory. Italy is also working to reduce its greenhouse gas emissions and to promote a low-carbon economy.

The economic crisis is another global issue that Italy is facing. Despite being one of the largest economies in Europe, the country is facing strong pressure to reduce public spending and increase economic growth. Italy is trying to address this situation through a series of economic and fiscal reforms, but progress has been slow and uncertain.

Finally, another global issue that Italy is facing is the refugee crisis. The country has been forced to accommodate a large number of refugees and asylum seekers, creating a strong pressure on public services and on society in general. Italy is trying to manage this situation through increased cooperation with international organizations and neighboring countries, but the crisis continues to represent a significant challenge.

In conclusion, Italy is facing a lot of global issues that are often overlooked in the United States, including illegal immigration, climate change, the economic crisis, and the refugee crisis. It is important for Americans to be aware of these issues in order to have a more complete understanding of the world and to work together to find global solutions.



# FACULTY SPOTLIGHT

## Dr. Laura Alonso-Gallo, Ph.D.

*Professor of English and Chair of the Department of English and Foreign Languages*

BY JULENE URKIDI



Laura P. Alonso-Gallo is Professor of English at Barry University. She graduated from the prestigious Universidad Complutense de Madrid, Spain, where she majored in English Philology and earned her PhD in English, specializing in U.S. Literature. She became Professor of American Literature at the University of Huelva, Spain, where she served as Chair of the English Department (1997-2000) and was Director of International Relations for the Universidad de Huelva. She lectured at Duke University (1989-1991), the Universidad de Sevilla, Spain (1991-1993), the UNC-Chapel Hill Program in Seville, Spain, research fellow at the University of Washington and the Salzburg Seminar, Austria, and was Visiting Professor at the University of Miami (2000) and Barry University (2004-2011).

### *Why did you choose Barry University?*

I started my professional career at an early age and I had always wanted to become Professor of English in Spain. I had the opportunity to work in amazing universities and met extraordinary people. Duke University was one of those schools that significantly changed my perspective and helped me realize that in order to continue learning, I would need to keep on exploring other residences. Nevertheless, life is always full of surprises and even though I have always kept my personal and professional life separate, I fell in love with a North American man, and I had to make a choice. When we got engaged, I had the opportunity to be a visiting professor at the University of Miami, which became a great opportunity to see if I was going to be able to leave everything I had built in Spain and move here to start over.

After an adapting period in Miami, I chose Barry University because of its mission, which is the admirable legacy of the Adrian Dominican Sisters. In Barry I found different types of students to work with. Since it is a small school, it gives me the opportunity to get to know the students and provoke them intellectually while also mentoring them beyond college. In addition, I found attractive at Barry that the Department of English and Foreign Languages contained these two areas, something unusual in institutions of higher education. As a Spaniard who was educated in classical and modern languages and their literature, this department felt like a home. All of this made Barry University a perfect fit for me, my values, and my career goals.

### *What are some goals you still want to accomplish?*

What I love doing is teaching and doing research. Throughout these years, I have designed interesting courses, and I have published numerous articles, book chapters, and books of criticism on American and Hispanic Studies. I have served as a reviewer in academic journals and as a consultant on editorial boards. However, I take joy in writing, especially speeches. A speech is similar to an academic paper in that both are built on a critical foundation, but they differ in the rhetorical approach. I like being in that live moment where you get the audience's attention, I delight in creating an interaction between the speaker and the audience, to stimulate them, and taking them for a short while on a journey of ideas and literature across cultures that lead to intellectual discoveries and pleasure. This is why I would love to keep writing and delivering speeches.

### *How is education in Spain different from the U.S?*

A lot has changed in the education system since I left Spain. Speaking from my own experience, I believe that students in Spain have a greater knowledge of the academic disciplines. By this, I mean that the students have read more, not only literature and philosophy but common texts like the Bible and ancient mythologies, and universal disciplines such as art, geography and history of the world, civilizations, and other subjects. This made it easier to teach undergraduate students since they all had a very strong background of knowledge. In any case, my teaching experience in European and U.S. universities made me realize that every place is different, and I enjoy so much the challenge of finding the most effective learning approaches for my students.

### *What do you like the most about the Honors Program?*

Four or five reasons come to mind. Substantial reasons. One of the things I admire about the program is that is very selective in everything. Selective in an encouraging way. I can feel that there is a bond, a community among the students. I believe that they all share something in common that makes them all be united, and that is precious and beautiful. Then again, I like that the student groups are small, this gives all the students the opportunity to share their opinions in class, debate, and build meaning together. The Honors Program is a great opportunity for the student to grow in other areas that are not related to their major, since the program encourages them to go to numerous academic and extracurricular events and do a variety of things as a group. Lastly, I appreciate Dr. Sirimangkala, Director of the Honors Program, for her genuine commitment to each member of the program, both students and faculty. Dr. Sirimangkala is the heart of this program, her energetic beat. I admire and support the way she empowers every student to thrive and have a fulfilling experience at Barry.

### *If you could give college students one piece of advice, what would you tell them?*

I think that the best advice I can give the students, being someone that has lived and experienced life for longer than they have, is to enjoy everything. College is not only about going to class and getting the best grades. You need to appreciate the process: the late study night sessions, the hours spent solving a problem or writing an essay, reaching out to your classmates for ideas or help, feeling the freedom of being a student, being passionate about everything, trusting one's spirit, building community and embracing otherness, laughing, being critical and kind... on the grounds that all these experiences nourish the soul and that is going to make you be a better person in every aspect of your life, and of course, happier.



# MERITOCRACY: INCLUSIVITY AND DEBATE

## BY DOMENICO DENARO

Meritocracy is a concept that is often discussed and debated in today's society. At its core, meritocracy is a system in which individuals are rewarded and promoted based on their abilities and qualifications. The idea is that those who work hard and have the necessary skills and knowledge will rise to the top, regardless of their background or circumstances.

One of the core commitments of meritocracy is inclusivity. This means that everyone should have an equal opportunity to succeed, regardless of their race, gender, socioeconomic status, or any other factors. In the world of sports, this commitment is particularly important. It's important to note that when discussing the core commitments of meritocracy, I am specifically referencing the Core Commitments of Barry University. These commitments, which include inclusivity, integrity, and excellence, serve as guiding principles for the university's mission and values.

It's worth considering the experiences of international students who come from countries with failed governments and are now on U.S. university campuses. These students often face unique challenges and obstacles, but they also have the opportunity to serve as ambassadors for their countries. Through their participation in sports and other activities, they can showcase their skills, abilities, and determination, and help to change perceptions about their home countries. Additionally, their presence on U.S. university campuses can contribute to the diversity and inclusivity of the student body and can help to foster greater understanding and respect for different cultures and perspectives. It's important to recognize the contributions of these students and to support them in their efforts to succeed and to represent their countries with pride. Sports provide a level playing field for all participants, regardless of their background. This is why so many international students choose to participate in sports on American college campuses. They see it as an opportunity to advance themselves and to showcase their skills and abilities to a wider audience. However, there are ongoing debates about the true nature of meritocracy. Some argue that our education system stifles merit by favoring certain groups of people over others. For example, the Forbes article "We Can't Debate 'Meritocracy' When Our Education System Stifles So Much Merit" argues that our current education system is not truly merit-based, as it favors those who come from privileged backgrounds. On the other hand, Michael Sandel in the Harvard Gazette article, "The myth of meritocracy" argues that meritocracy is a myth, and that it is impossible for a society to be truly merit-based.

One of the most interesting aspects of meritocracy is the direct experience of the individual. According to the National Collegiate Athletic Association (NCAA), in 2020, more than 8% of student-athletes were international students, representing over 120 different countries. These students participate in a wide variety of sports, including soccer, basketball, tennis, and golf.

They see their participation in sports as an opportunity to represent their country in a positive light and to show that despite the challenges they face, they are still capable of achieving great things.

In conclusion, meritocracy is a complex and controversial topic that is open to interpretation. While the core commitment of meritocracy is inclusivity, the ongoing debate about the true nature of meritocracy highlights the need for a more equitable and just society. In the world of sports, international student-athletes are playing an important role in advancing themselves and representing their countries on American college campuses.

From my personal experience, I have seen firsthand the impact that international student-athletes can have on a university community. As a member of the tennis team at Barry University, I have had the opportunity to work alongside student-athletes from all over the world. These individuals bring a unique perspective and energy to the team, and their participation has helped to create a more diverse and inclusive environment for all members.

One individual who stands out in my mind is a student from a country with a failed government. Despite facing numerous challenges, this student-athlete was determined to succeed and to represent his country with pride. He trained tirelessly, and through his hard work, dedication, and perseverance, he was able to earn a spot on the team and compete at the national level. His story served as an inspiration to me and to my teammates, and it helped to change perceptions about his country.

I also observed that international student-athletes often face unique challenges, such as language barriers and cultural differences. But, the support of their coaches and teammates helped them to overcome these obstacles, and they were able to achieve great things on and off the field. In conclusion, my experience as a student-athlete at Barry University has shown me the power of meritocracy and the role that international student-athletes can play in creating a more inclusive and equitable society. Their presence on U.S. university campuses can serve as a powerful reminder that everyone should have an equal opportunity to succeed, regardless of their background or circumstances.





# IS THERE AN INCENTIVE FOR ATHLETES TO STAY IN THE HONORS PROGRAM?

BY GRACE STEFFAN

The Honors Program is designed to challenge students who have shown that they can excel in the classroom. The workload for Honors students rises, especially with the task of writing a thesis. The workload increases for honors student-athletes who face additional challenges such as balancing practices, missing class due to traveling for their sport, and additional exhaustion that comes from practicing (sometimes multiple times a day). Despite these additional challenges, honors student-athletes are not eligible to receive an honors scholarship if they have received an athletic scholarship.

Part-time jobs do not pay for college. I worked as a part-time lifeguard during high school. In the summer, I worked forty hours a week and taught private lessons for extra hours. Despite this hard work, even with financial aid through federal work-study and academic-based scholarships, paying for college myself became a daunting and stressful task. The scholarship the honors program provides is five thousand dollars per year which does not seem like a lot when the cost of attendance for Barry is nearly fifty thousand dollars per year, but the fastest thing you learn when paying for college on your own is that every little bit helps.

I have been an active individual my entire life; I tried soccer and ballet as a kid and played volleyball in middle school (I was terrible, I just did not have the coordination to run, jump, and hit a ball at the same time). Then I switched to swimming in high school, which I was significantly better at because there was nothing to trip over. Then in my senior year, I got into weightlifting and loved it. So naturally, when I came to college, I wanted to do more than lift in the closet that is the campus gym. I signed up to attend an informational meeting on the rowing team, and now I row for the Barry University Rowing team! Though an uncoordinated individual like me could make the team, it is, by no stretch of the imagination, easy. Rowing (along with any other sport) takes dedication and discipline. At the end of the fall semester, I learned I could receive an athletic scholarship, and I was ecstatic! Dreams of not being broke danced around my mind. Another thing you learn when paying for college is that even though part-time jobs will not pay your tuition, scholarships do.

Unfortunately for me, I soon realized that honors student-athletes cannot receive an Honors Program Scholarship and an Athletic Scholarship. This made me livid. The dream of not being broke was very short-lived. I just do not understand why honor student-athletes cannot receive both. As a division II school the focus is on academics not athletics. The Honors program requires you to research, write, and defend a thesis, attend Honors Program Events, take Honors courses, and maintain a GPA of 3.5. So why would the scholarship of an academically talented student be taken away when they take on additional challenges?



ANNA GALAKTIONOV



*Hello. Honors Students and Faculty!*

To start off, I would like to thank all of you for your support throughout my time as an Honors student at Barry University. Other than receiving a highly valuable education, I also made many pleasant memories in the Honors program that I reminisce. Truly, I was very blessed to be an Honors student. I graduated this past December, and so much has happened these past couple months that I would love to share with you.

Currently, I'm living in my hometown of Columbus, Ohio. The weather is freezing in comparison to the tropical warmth of Miami. However, we had a few beautiful snowfalls that brightened up the outdoors.

Furthermore, I am now an 8th Grade Homeroom Teacher and a 7th/8th Grade Math and Science Teacher at my church's K-8 charter school called Grace Evangelical Church School. When I got hired, I found it funny that I, being the youngest member of our staff, would teach the oldest students! Regardless, I love my teaching job beyond words and would not trade it for any other! I have 24 students in my 8th grade class and 18 students in my 7th grade class.

Each of my students is wonderfully unique and exceptional. Yes, a few of them have that teenage attitude, but I embrace their longing to be trusted and treated as young men and women! In just the few weeks I've been teaching, my students already presented on various topics, wrote full-length essays, and are currently preparing to hold debates! Their commitment and cooperation are impressive, and I hope to guide them even further in their education.



Moreover, my time at the Honors program has most definitely helped prepare me for a teaching career. Not only did I expand my knowledge in various content areas, but I also gained the attributes of leadership, consistency, excellence, and determination, all needed characteristics in any teaching position.

Lastly, other than teaching, I'm also studying in the online Curriculum and Instruction Master's Program at Barry University. I'm very excited to further my education with a graduate degree, especially at Barry!

I admit that it is difficult to stay consistent with both full-time work and school, but the struggle is definitely worthwhile and beneficial. I would highly encourage you all, especially as prestige Honors students, to continue studying after graduation and to maintain life-long learning.

Conclusively, I hope to return for the commencement ceremony in May, but until then, don't give up, push yourself beyond the expectations, and finish this Spring 2023 semester strong!

# FALL 2022 HOLIDAY PARTY

12-07-2022

Honors Program



Philosophy 191H Students



Honors Student-Athletes



Dr. Romano, Dr. Konczal, and Ms. Scott



# VALENTINE'S DAY GREET AND MEET

02-13-2023



Rebecca Stevens, Kean Alado, Shanieya Harris, Nicole Lentz, Rebeca Miranda, Grace Steffan, Alyssa Diaz



Rebeca Miranda, Grace Steffan, Alyssa Diaz, Dr. Romano



Kean Alado, Sean Chin Loy, Virginia Rivas, Brendalis Puig, Rebecca Stevens, Denise Rosado, Alyssa Diaz, Brooke Moeller, Nicole Lentz, Dr. Morrell, Dr. Sirimangkala, Dr. Romano, Shanieya Harris, Cassandra Lee



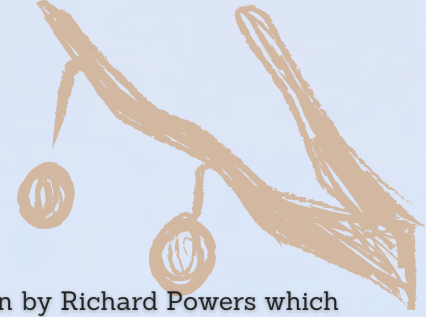
Sean Chin Loy, Virginia Rivas, Sophia Jauquet, Cassandra Lee, Brooke Moeller, Daria Didenko, Rebecca Stevens



Dr. Morrell, Daria Didenko, Rebecca Stevens, Kean Alado, Shanieya Harris, Nicole Lentz, Rebeca Miranda

# MY OVERSTORY OF TRAVEL

## BY KEAN HUY ALADO



The Overstory is a book written by Richard Powers which depicts the connection and symbolism of trees within human life and their tribulations, particularly life. There are multiple characters in the book, with their own problems and symbolic trees. In this way, trees allow us to obtain a deeper relationship and understanding of who the characters are, simply by association. In my life, I believe that I can relate myself most closely to the character Mimi Ma, who like me, is an immigrant in the U.S. from the East. Similar to her family, I was the only one so far to be sent on the journey from the East to here due to a prospective better future than if I were to remain in my native land. Some of the reasons could be pinned on the new political regime back home, which I am not a fan of, but the primary concern was hopes for economic prosperity. This is reflected in Winston Ma, Mimi Ma's father, who left China due to similar purposes.

The tree in that chapter, the mulberry tree, also strongly ties into Mimi Ma's story, but for me, it does not relate too much. The few ways I can think of are that the mulberry tree is a tree that proliferates the Asian continent, which is where I am ethnically from. The Eastern legends of this tree also host a yatagarasu (three-legged crow), who flies from the East to West to carry the sun around the Earth, and although the purpose is different, the idea of immigration and themes of travel can be displayed with clarity within this mythical bird.

Therefore, I would like to bring some attention to the significance of immigration over the world. Similar to Winston Ma and excluding the forcefully displaced persons, many of the youthful working-class fly all over the world, and the U.S. is a very popular point of interest. This brings benefits to the U.S. and other destination countries in terms of the labor force as well as communal intelligence. It would provide huge benefits to the immigrants too, who typically travel from countries that are less globalized and would experience more benefits.

However, leaving their motherland would provide a brain drain effect on the countries these immigrants left behind. Additionally, by living in a new land, their culture would be slowly influenced by the country that they live in. This can be seen in the Overstory as Winston Ma is accustomed to an American lifestyle in comparison to his Asian roots. In this regard, I can relate heavily too. I have lived in Vietnam, Indonesia, the Philippines, and Mongolia before living in Miami, and throughout my life, I have been heavily influenced by those cultures which grew my global citizenship allowing me to familiarize myself with a variety of cultures and significant ideologies in those countries.

Immigrants could also face large amounts of racism or xenophobia within their newfound society, which can be based on prejudice, generalizations, and misinformation. This is evident in the Overstory when Mimi Ma is being racially bullied. Therefore, I believe it is important to acknowledge that immigration poses possibilities for mistreatment and social injustice. Personally, I was never someone to receive this, which I am grateful for, but many people have suffered from this social issue, and it is important to understand that different cultures may be varying in their hospitality. Despite this, it is important to never lose the roots where people came from. This is seen best in Mimi Ma's story when her father shows her the ancient scroll with enlightened people called arhats and three jade rings. I believe that this is a physical manifestation of the culture and roots that Winston is bringing to the country to remind him of his identity even when he is being molded by the culture of the new land.

Ultimately, travel and immigration is a great opportunity economically, culturally, and socially. It provides many benefits to the immigrants and the countries that are involved, but it also has some pitfalls as seen within the Overstory and global development. Therefore, Mimi Ma's story heavily relates to me, not because of our shared Asian origins but mainly because of our stories of immigration and travel. Like the leaf that gets blown by the wind, it will sprout seeds in a new land.



# WHAT MAKES YOU HAPPY?

## BY BRENDA LIS PUIG

When you think about what makes us happy in life, what is the first thing that comes to your mind? Is it money? Good grades? Or an active life? If that was what you were thinking, just like me you were completely wrong. In an 85-year study by Harvard, it was discovered the number one thing that makes us happy in life, and according to researchers, makes us “live longer.”

The study began in 1938, and consisted of gathering medical records of 724 patients from all over the world. During the study, every two years, researchers questioned patients in-depth about their lives. And the results were shocking because it was found that what actually makes us happy and live longer is nothing more than positive healthy relationships. Believe it or not, relationships have a great impact on us as they affect us physically. Have you ever paused to think about that electric rush you felt after engaging in a good conversation? Or how you couldn't sleep at night after having a fight with a friend or a loved one?

Practicing “social fitness” is how we make sure we are engaging in healthy and meaningful relationships. After having friends or a romantic relationship, we assume that everything will fall in place. Yet just like everything in life, they also require for us to constantly work on them. To acquire healthy social fitness is crucial to balance and reflect upon our relationships, being truthful with ourselves about how we're spending our time and whether we're taking care of the relationships that support our well-being.

As social living entities with individual needs, it is not possible for us to take care of ourselves and our needs on our own, that is why we need social interactions. It's important to keep in mind that it is not only about the social interactions we have but how we accept the social interactions that come our way.

According to the Harvard study, our relationships need seven key ingredients of support:

- 1** Safety and security: Who do you turn to when you feel scared or overwhelmed?
- 2** Learning and growth: Who motivates you to keep going and reach your goals?
- 3** Emotional closeness and confiding: Who do you call when you wanna vent about your feelings?
- 4** Identity affirmation and shared experience: Who shares your happiest memories with you?
- 5** Romantic intimacy: How do you feel about your romantic relationships?
- 6** Help (both informational and practical): Who do you turn to for advice or help?
- 7** Fun and relaxation: Who makes you laugh while also making you forget all your problems?

Think about all of your relationships and if they offered you any of these key ingredients. Maybe one person offers you safety and security, but you have no fun or laughs with that person. One person may fit one category but maybe not so much the others, and it's totally normal because as individuals we are three-dimensional. Never be afraid to reach out or ask for help. Life is not about feeling monotone life is about feeling and dealing with a roller coaster of emotions. Remember, it is never too late to strengthen the bonds that are important to you and that's what social fitness is about.