



UHM HONORS

Undergraduate Honors Program, University of Hawai'i at Mānoa
Sinclair Library, Room 504 956-8391

NEW STUDENT REGISTRATION ISSUE FOR FALL, 2004

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New Experiences, New Beginnings

First-Year Reflections of a Sophomore Student in the Honors Program

By Julianne Hiu

In this issue:

FRONT PAGE: New Courses, Peers, and Symposium

A-Section Notes and Course Descriptions, 2-4.

Reserving Honors Courses, 4-5.

Registration facts, 4.

Upper-division Honors, 5-7.

Seminars for Spring, 5.

Deadlines for Senior Projects, 7-8.

Summer Honors Grads, 8.

Sophomore Honors, 5-6.

Choosing my own classes, finding my way around a new campus, living away from my family-- these were only a few of the experiences I faced in my first semester at UH Manoa. Before I entered college, I was not used to doing anything on my own. All of a sudden, I had the task of doing *everything* independently. During high school, teachers, counselors, and parents tried to prepare my classmates and me about for the "real world," yet when the "real world" became a reality, it was still a shock.

The first time my roommate and I found a huge roach in our dorm room, we screamed and called our parents on the phone. We felt incredibly silly to be so worked up about a little thing like a roach, but we'd never before had to deal with anything like that by ourselves. Although I grew up in Hawaii, I always had my dad to get after the bugs. Having grown up in Missouri, my roommate had rarely seen roaches. I guess our hysterics could be heard from outside our room, because before we knew it, the entire Honors dorm floor was outside our door to help. One resident tried to catch the roach in her hands, while another tried to hit it with a Kleenex box. One girl even brought over her vacuum cleaner to suck the roach up the nozzle. It was then that my roommate and I realized we weren't alone. While parents were miles away, our support now came from a new community of freshmen. We could rely on each other.

In addition to living in a new place, we also had to deal with going to school in a new place. The first time I stepped onto the Manoa campus for New Student Orientation, I was terrified. I had never imagined that a campus so big existed. I had heard stories from older relatives about how in classes at UH, you were nothing but a number. The campus was so huge that I did not doubt they were

right. Attending New Student Orientation helped, (this year I decided to give back by becoming an NSO leader myself), but it did not completely make me feel at ease about the fall semester.

When I started classes, I realized that while the campus was big, that didn't necessarily make it impersonal. I took two Honors courses my first semester, one of which was Honors 101. They weren't big lecture classes, and I never felt like a number. I knew everyone's name in both classes, and even had a chance to get to know some of them better because they lived on the Honors floors at the dorms with me. Honors 101 was a great experience for me to work on a research project of my choice with other students. I also had a chance to discover many of the wonderful learning opportunities here at Manoa. Even in my big lecture classes, I found that you were only a number if you choose to be. If you were willing to take the time to seek out your professors, they were always very willing to help. As William Jennings Bryan said, "Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waiting for, it is a thing to be achieved." When I first entered college, I expected everything to fall into my lap. Today I know that stepping out of my comfort zone is only part of growing up.

Now it is your turn to take charge of your own life. This responsibility doesn't mean that you have to take on everything on your own; you just have to find your own resources now. My first year of college was one of my most nerve-racking experiences, but it was also one of the most rewarding. Good luck to you as you begin your own new experiences and new beginnings, and I look forward to meeting you soon.

Julianne Hiu is the Student Coordinator for the Honors Program. She graduated from Moanalua High School and is now a sophomore majoring in vocal music education.

NOTES AND DESCRIPTIONS FOR FALL A-SECTIONS

A-Section Descriptions

ART 101A
Introduction to the Visual Arts: Nature of the world's visual arts and their influences on quality of life. Topics explored will include: understanding the roots of visual culture and production; understanding our own ways of seeing and of becoming visually literate; employing visual thinking and creating through visual communication.

Biol 171/171L/ HON 190

Biol 171L, sec. 3: Students will participate in applications of the scientific method of inquiry throughout the semester with an integration of critical thinking. Both classical and modern techniques in molecular biology, cell processes, genetics, and bioinformatics will

be presented through elucidating, structured activities. Lab reports will be expected to correctly attribute the fundamental theories which underlie each experiment. Didactic instruction will be minimized and the highest quality teaching staff will be assigned. Co-requisite, HON 190 Honors Tutorial.

HON 190: Honors Tutorial This tutorial will be a window through which students can visualize future undergraduate research, graduate education and career opportunities in the context of the biological sciences. Included will be guest lectures with faculty and professionals, a survey of introductory and advanced coursework in the life sciences, on- and off-campus research facilities and programs in sub-

fields such as marine biology, ecology/evolution, biomedicine, bioengineering, cellular/molecular biology, etc. Field trips may include such sites as Hawaii Institute of Marine Biology, Pacific Biomedical Research Center, Cancer Research Center of Hawaii, Waikiki Aquarium, Oceanit, Hawaii Agriculture Research Center, Pioneer Hi-Bred International, Hawaii Biotech Inc., etc.

ENG 100A, sec. 1
Composition I: The text for this course is designed to challenge a writing student to see, to appreciate, to analyze, and to write about his or her world in new ways. Class members are invited to re-think self, society and culture through pictures and essays that examine the power of images and words in addition to the multiple levels of interplay between words and pictures in advertisements, on billboards, in film, on t-shirts, postcards,

etc. Becoming familiar with library resources will be incorporated into writing assignments. The analytical and expressive skills offered in this class can be applied to all aspects of your life in college and beyond, that is, if you engage with the material.

ENG 100A, sec. 2
Composition I: This section of Honors English will be the foundation of all the writing and much of the class work, including directed and open discussion and oral presentations, that you will be doing at the University until you graduate. Besides being a member of a community of writers and researchers in this course, you will find yourself challenged and enabled to find your voice within a number of other communities that will help to shape (and perhaps will be shaped by) your own life over the next

several years: the university, your academic discipline, the nation, and Hawai'i in relation to these other communities. You will also be developing the following skills: writing well in different forms and for different audiences; using readers' responses to reflect upon your own written work and to improve it through revision, editing, and proofreading; reading texts effectively; using and documenting sources in your own writing; developing analytical and argumentative skills, both in reading other texts and in writing your own essays. Eight formal essays will be required, beginning with personal experience and ending with self-reflection upon your own writing in the course, using seven different critical strategies (serialization, comparison, definition, summary, classification, analysis, proposal). Requirements also include occasional homework, two or

more conferences, one or more fully revised papers, and daily attendance.

In addition, there are multiple sections of the all-important **History 161A-162A**. You need this sequence for your core courses, but you can take them in either order you wish (because one is not a pre-requisite of the other). Check the last pages of the newsletter for times, days, and teachers.

In general, *the Honors version of your history requirement differs from the standard sections in three ways*: discussion is emphasized because of the small class size; writing is emphasized because of the "Writing Intensive" designation; a special theme is often developed as a particular way to demonstrate the endurance of some cultural patterns.

HIST 161A, sec. 1 *World Cultures in Perspective*: This course will cover the histories of major world cultures until the year 1500 or so.

It will emphasize the political, social, cultural, and religious aspects of change for this period, with a special focus on Asian history. There are two primary goals for this course. The first is to introduce students to the basic outline of world history until 1500. The second is to teach students the fundamentals of historical writing, the use of historical sources, and the nature of historical debate.

HIST 162A, *World Cultures in Perspective*: Students participate in a large-scale analysis of global cross-cultural encounters, in Africa, the Americas, Asia, Europe, and Oceania from 1500 C.E. to the present. The course material enables students to understand the contemporary world in deeper historical context. Class sessions emphasize discussion.

Honors history is always one of the best ways to insure that you have a dynamic core class in your schedule!

PHYS 272/272L:

Honors General Physics II and Lab: This course is designed for highly motivated students with solid math background. It will utilize a studio course format where lecture, hands-on activities, group discussions, and lab sections are merged together to create a coherent, active learning environment.

The class will meet entirely in a lab. Whenever possible concepts are introduced through hands-on activities (some of the "hands-on activities are computer based). The course materials are "taught" through a "guided inquiry" method which utilizes a combination of lectures, hands-on activities, and group discussions.

Anyone signing up for PHYS 272A **MUST** sign up for the Tuesday session of PHYS 272 Lab. The enrollment will be limited to no more than 20 students.

This course has the same number of contact hours as the

regular PHYS 272 and Lab and it covers the same amount of materials. It is not an accelerated course, but the instructional style is different and the number of students in this class is less than that of the regular PHYS 272 class.

The topics for this course are: electrostatics, magnetostatics, electrodynamics, electromagnetic wave and geometric optics.

For more information on this course, contact plam@hawaii.edu

SOC 100A, *Introduction to Sociology*: As introductory sociology this course has the goal of developing for each student a “sociological imagination,” that is, an ability to link the personal situation of each individual to the social patterns of community and society. As an honors class, students will be expected to take on the responsibility of learning from and for

one another, so class members will have the opportunity to develop some aspects of that community and society right in our own classroom. Also notice that the class is scheduled as a seminar, meeting once a week on Fridays, 11:30 to 2; a lot of independent work will have to come together in those Friday sessions.

We will examine and explain basic concepts, theories, and strategies of sociological data collection and analysis, and apply them to issues in our backgrounds as well as to the current events of our personal and public lives. Further, we will examine the place of agency and intention in social life, and how people consciously and unconsciously construct social realities.

For information on all other A-Sections, please contact the listed instructors.

Registration Information
With the new

student information system, BANNER, all registration is done on-line. STUDENTS MUST HAVE A UH EMAIL ADDRESS (HAWAII.EDU) IN ORDER TO REGISTER.

NEW STUDENTS may create an account by going to www.hawaii.edu/account after receiving an acceptance letter from the university.

AUGUST 9th
“Registration Timetable” available for new students online.

AUGUST 10th @ 8:00 - 10:00 am HST Priority Registration For all incoming Honors freshmen who have had advising. N.B. If you miss this hour, you should consult the “Registration Timetable” on-line for your regular appointment.

AUGUST 13 to 17
New student registration by regular appointment

AUGUST 18th to

22nd Registration continues without appointments for all students, new and continuing

AUGUST 23rd to SEPTEMBER 1st
Late registration (single \$30 fee)

\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$
SEPTEMBER 1st
@ 4:00 pm HST
Payment deadline.
Payment must be received at the cashier’s office by this time or your registration will be cancelled.

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RESERVING HONORS *COURSES*
Email, honors@hawaii.edu, or call, 956-8391 using the following schedule:

Students who attend Manoa as Text NSO on July 15-16 or July 27-28 or Selected Studies “Nuts a& Bolts” NSO on July 21, or Aug. 4 or 9 will be allowed to pick up A-section codes on **those days.**

Students attending

Selected Studies “Nuts and Bolts” on Aug. 19 or who have had individual orientation can email (honors@hawaii.edu) or call, 956-8391 to get codes beginning at 1:00 p.m. (Hawaii time) Aug. 4.

All students without advising can email or call to get codes beginning 1:00 p.m. (Hawaii time) Aug. 9.

Cut-off for priority registration eligibility

You must sign for a new student orientation or make an individual appointment by AUGUST 6th

Remember if you do not pay attention to the co-requisites for a course, you are likely to be dropped the first day of class. A list of all such courses and their co-requisites are available in the Honors Office.

Please note the application form for Sophomore Honors on a later page in this newsletter: it tells you about the various ways you can earn credit toward Sophomore Honors. Take special note of the minimum number of A-Sections credits (16 of 28 total) and GPA (3.5 in all classes) required for certification.

A - Section Contracts:

You have the option of earning credits for Sophomore Honors while taking a regular course. You can accomplish this feat by completing an A-Section Contract. Essentially, you contract with the instructor of the course to allow you to do extra work that will transform the course into the equivalent of an A-Section. Freshmen may create two of these contracts during an academic

year; sophomores may do three during an academic year.

These contracts should NOT substitute for A-Sections; rather, they should function as supplements when your schedule does not accommodate the time-slots set up by Selected Studies. The forms for A-Section Contracts are available in the Honors office.

A few years ago we ran into some trouble when students brought in so many AP credits that they became juniors before either they or we suspected--in three semesters instead of four. Because of those situations, the Honors Council has decided to make eligible for the Sophomore Honors certificate those who have obtained 28 credits all told in A-sections or "approved equivalents," but who may have only 15 of these credits in actual A-Sections

courses. You must talk to Dr. Caron if this situation applies to you.

The Council also modified the rule that an AP course counted only if the exam grade was a 5. Now either 4 or 5 will count.

If students have been exempted from ENGLISH 100 by the Manoa Writing Program through the submission of a portfolio, those credits will count toward Sophomore Honors under the category of “UHM Equivalents.”

**And Finally--
EYES ON THE PRIZE!**



When sophomores have enough credits in A-Sections or approved equivalents they receive a

SOPHOMORE HONORS

Certificate. Also, your permanent

transcript will indicate the achievement. Use the application form on a later page of this newsletter as a

worksheet to keep track of your progress toward this distinction. Students who garnered this prize last semester

include:

*Paul C. C. Ganir
Keenan G. S. Lee
Lisa Ann K. Oliveira
Allen K. Onizuka*

UPPER-DIVISION HONORS

Completion of your Senior Honors Project requires the following course sequence:

HON 495, Introduction to Research; and **two semesters of HON 496**, Senior Honors Project, for a total of three semesters. **HON 496** can be taken during summer session.

Note to Psychology majors: See your department adviser. Your requirements may differ and you need to stay current on them.

A Reminder: **Juniors and seniors in the Honors Program may complete any core requirements by taking A-Sections.** The only exceptions are HIST 161A and 162A, which are reserved for freshmen and a few sophomores. But do ask if you think you may need one of them.

New Library Loan Privileges for Honors 495 Students: Longer check-out time are now available for students in Hon 495 as well as Hon 496. If this interests you, see Leimomi.

JUNIOR SEMINARS

The HON 491 course is for upper-division Honors students only. Junior Seminars are limited to twelve students each and are designed to be interdisciplinary: we mix poets with physicists. These seminars fulfill an upper-division writing intensive requirement.

Moreover, they can be used--within limits--as a core course tradeoff if you still have one of these to take.

See Dr. Caron to be sure of which

core requirements can be met.

Within the constraints noted above, we try to give you some choice.

There will be three seminars offered Fall 2004:

GROUP I: Capital Punishment, David Johnson (davidjoh@hawaii.edu) Monday, 10:30 am - 1:00 pm, BusAd D105

GROUP II: What Time Is it? Whose Time Is It? Time and the Arts, Laura Ruby (lruby@hawaii.edu)

Monday, 12:30-3:00 pm, Art 137

GROUP III: Human Nutrition—the Ultimate Multidisciplinary Discipline, Joannie Dobbs, (dobbs@hawaii.edu)

Tuesday, 1:30-4:00 pm, AGSCI 220

GROUP IV: Cultures of Work Organization, Ann Auman, (auman@hawaii.edu)

Wednesday, 12:30-3:00 pm, Room to be announced

Introduction to Research

(HONORS 495) is scheduled this fall for TR from 1:30 - 2:45. It will be taught by Dr. Valerie Wayne of English (vwayne@hawaii.edu). This course is designed to give you a broad look at research problems and methodologies as well as provide an opportunity to explore in a preliminary way a possible topic for a

Senior Honors Project. As always, this course is writing intensive. Plan to attend an orientation meeting August 23rd at 12:00 in Sinclair 504 (bring your lunch if you wish).

STARTING THE SENIOR PROJECT

If your plans for Fall 2004 include beginning work on your Senior Honors Project, you must enroll for your first semester of HON 496. Be prepared to tell Honors which faculty member has agreed to be your adviser. If you are not sure how to decide on an adviser or if you are having trouble in your search, make an appointment with Dr. Caron.

MEETING TIMES FOR HONORS 496 Students:

1) STUDENTS in 1st-SEMESTER 496 who are developing Senior Honors Projects. Your

meetings are either Wednesday, Sept. 8th at 11:30 a.m. or Thursday, Sept 9th at 11:00. You will learn about deadlines, be advised about procedures, and have a chance to ask questions.

2) STUDENTS in 2nd-SEMESTER 496 who are in the middle of their projects during spring semester (second semester HON 496) MUST make a half-hour appointment to talk with Dr. Caron as soon as possible after semester begins.

Honors students working on their Senior Projects are eligible to have extended-loan library privileges just like graduate students. Be sure to ask Leimomi for details.

YOUR COMPUTERS!!!
The computer room for students now has four

computers for the use of any Honors student. These computers feature large monitors, Pentium processors, and CD-ROM readers—along with web browsers, wordprocessing software, and email capability. A laser-jet printer, as well as a desk jet, is also available.

Please remember to sign in and out, when using the computers. Please note the rules posted in the computer room as well as on the computer itself.

SENIOR PROJECT DEADLINES

Although these dates have some flexibility, seniors should consider them as firm and try to finish earlier if possible!

Graduation Sequences Adviser sees entire rough draft

Summer 04: July 12
FALL 04: Nov. 15

Committee sees final
rough draft

Summer 04: July 26
FALL 04: Nov. 29

Final bound copies

Summer 04: Aug. 9
FALL 04: Dec. 13

[for your advisor]
Project Committee's
evaluation due

Summer 04: Aug. 18
FALL 04: Dec. 22

At its last meeting
in June, the Honors
C o u n c i l
r e c o m m e n d e d
honors degrees for
the following:

Carolyn Berger,
“Enumeration of
Hydrothermal
Plume Microbes by
Flow Cytometry,”
High Honors in
G l o b a l
Environmental
Science.

Sherie Char,
“Women’s Bodies
and Beauty: A
Collection of
Poems with a

connection to
*Disney’s Fairy
Tales Princesses*,”
Honors in English.

**Kimberly
Eckmann**, “Surfing
the Island of the
Gods: A History of
Change, Continuity,
and Waveriding in
Bali,” High Honors
in History.

Annie Fukushima,
“ *Y o b o* :
Conceptualizing the
‘Korean Bargirl’ in
H a w a i i ’ s
Literature,” High
Honors in English.

Esme Hammerle,
“An Archaeological
Study of ancient
B e a d s f r o m
Cambodia,” Honors
in Anthropology.

Natasha Loo,
“ B e t w e e n
Swallowing and
Bruising,” High
Honors in English.

Malia Noyes,
“Delay of Reward
in the Learning of
H o n e y b e e s ,”
Highest Honors in
Psychology.

Graeme Reed,
“analysis of
Function and
Effects on Cell
Morphology by
E c t o p i c
Expression,” High
Honors in Biology.

Heidi Sakuma,
“The Best that

Money Can Buy,”
High Honors in
English.

John Toma, “The
Evolution of
Honorable Death in
J a p a n e s e
Literature,” Honors
in Japanese.

Kelly Warren,
“Middle class
Imposters: An
Original Screenplay
Inspired by a True
Story,” Highest
H o n o r s i n
Sociology.

Sally White,
“G l u b t a m a t e -
Systeine Ligase
Modifier Subunit:
A P o s s i b l e
Modulating Factor
in Methlmercury-
I n d u c e d
Developmental
Toxicity?” high
Honors in Global
Environmental
Science.

Leah Young,
“Beyond Platform
9-3/4: Race, Class
and Gender in J. K.
Rowling’s Harry
Potter Series,”
High Honors in
English.

S T U D E N T S
W I T H
DISABILITIES

For access to the
Honors Program by
persons with

disabilities, either
call x68391 using
the free phone
behind the
elevators on the
first floor of
Sinclair Library, or
use the intercom at
the bottom of the
stairs leading to
our offices on the
third floor. The
intercom will be
particularly useful
to persons who
find navigating
stairs difficult. We
will always
respond during
office hours. This
publication can be
made available in
alternate format for
print handicapped
students, upon
request. Students
with disabilities
who would like
a d d i t i o n a l
assistance should
contact Kokua at
956-7511 V/TDD.