

voyage



huaka'i
the honors newsletter

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voyage huaka'i

fall 2005
registration issue
for current students

University of Hawai'i at Manoa: Undergraduate Honors Newsletter

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Note From the Editor:

BY SHEELA JANE MENON

Term papers. Group projects. Final exams. While our calendars may seem filled to overflowing with these end-of-semester deadlines, we cannot afford to overlook the housing and registration deadlines without which we could not begin the Fall 2005 semester. In fact, many of us are probably using our study breaks to organize next semester's schedules and discuss housing options with friends and floor mates. It's going to be a busy, final few weeks of school!

This, the new registration issue of the Honors newsletter, is dedicated to providing all Honors students with the information we need to make the registration process flow as smoothly and as efficiently as possible. As usual, we have provided basic registration information regarding course offerings, advising sessions and pre-registration. In addition, we have included new sections that consist of student commentary on Honors courses, student advice regarding the registration process as well as articles on Honors

housing. This is about more than just registering for next semester's courses; it's about reflecting on the past year and being fully prepared for the one to follow. Which is why we've even attached the tentative listing of Honors course offerings for the Spring 2006 semester! Now you know that's pretty exciting stuff!

We hope this publication addresses the questions and concerns you may have regarding registration, provides an enjoyable read and helps you stay connected to the people and events that make up our Honors community. If you like what you see here, please be sure to check out our regular, online version at www.honors.hawaii.edu. It's filled with all kinds of articles, announcements and creative submissions from fellow Honors students.

With best wishes for a fun and productive end to the 2004-2005 school year,

Sheela Jane Menon
Editor, Huaka'i

Rising Sophomores:

Hopeful, ambitious, expectant

As "Rising Sophomores" preparing for our second year of college, the options and opportunities available to us seem almost endless. Here then is a small sampling of our hopes, ambitions and expectations for the 2005-2006 academic year.

"I want to explore the library and the other resources UH has to offer. I'd also like to get involved with the Honors RIO."

Jaclyn Palola, Math

"What I want to see are toga parties; Honors toga parties! 'You can bring your green hat' :) I'd also like to figure out how to reduce what I throw away, reuse what I don't throw away, and recycle almost everything I use."

Sam Braden, undecided

"Well, I'd like to figure out what I want to major in...and what I want to do with my life!"

Chloe Kubo, undecided

"What I want to do next year is meet some new people and make some new friends. It's something I didn't do so much this year that I should have done."

Tyler Tamashiro, Electrical Engineering

"I want to try something new, something outside of Engineering. Preferably Astronomy."

Wade Tonaki, Electrical Engineering

"I'd like to explore different extracurricular organizations."

Brian Muraoka, Nursing

"I want to get a job while also maintaining my grades."

Daniel Sugai, Biology

"I want to get into the College of Business Administration by the Spring semester, one semester earlier than most people."

Chad Horimoto, intended Business

"One thing I'm looking forward to is another year"
(Continued on page 3)

Rising Sophomores...

(Continued from page 2)

of being in college. I love college...it's WAY better than high school! I also hope that we have Honors housing again because I love this community and I really want to see everyone again."

Mark Pilar, Psychology

"I hope I can take more fun courses so I can find out what I want to major in."

Kelli Ann Harada, undecided

"I would like to finish all of my General Education requirements as soon as possible so that I can focus on classes within my major that really interest me."

Carissa Daniels, Spanish/Psychology

"I'm excited about taking Engineering courses in all three Engineering disciplines – Civil, Mechanical and Electrical. Also, I'm looking forward to planning my own events for the Campus Center Board Activities Council."

Jacob Miyasato, Mechanical Engineering

Eyes on the Prize!

When sophomores have enough credits in Honors alpha courses or A-Sections or approved equivalents they receive a Sophomore Honors Certificate. Also, the permanent transcript will indicate the achievement. Use the application form (and notice the two options to choose from) 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:

**Tenner S. H. Lee
Melanie M. W. Li
Denise C. Nelson**

Congratulations on your achievement!

A-Section Course Commentaries

As our first year of college draws to a close, Honors freshmen look back on two semesters worth of Honors courses. Here are our comments, insights, and reflections.

Physics 170A

"Really focuses on fundamental concepts in physics so students learn to think on their own about how those concepts can be applied. If you're willing to work hard, I highly recommend this class. Plus, Professor Pui Lam is cool!"

Jaclyn Palola, Math

Math 252A

"Challenging, but well worth it."

Tyler Tamashiro, Electrical Engineering

"Be prepared to do a lot of work. The class is theory-based so you won't be doing a lot of repetitious problems. If you want to do well, be sure you really understand the concepts."

Kelli Ann Harada, undecided

Math 253A

"Dr. Smith was very thorough in his explanations which made concepts easier to grasp."

Wade Tonaki, Electrical Engineering

Honors 101

"I liked this class. Dr. Kirk-Kuwaye spent a lot of time with students and took a genuine interest in us doing well in the class."

Brian Nakatsu, Business

"It allows for a one-on-one situation between the student and the professor. It's a good community learning environment."

Brian Muraoka, Nursing

History 161A

"Lots of reading, but overall very enlightening. Two thumbs up!"

Daniel Sugai, Biology

Sociology 100A

"We did a lot of writing...it's for people who like writing!"

Chad Horimoto, Business

Religion 151A

"It's for those with an open mind!"

Mark Pilar, Psychology

Biology 172

"This is a regular lecture class with an Honors lab section and Honors 190, a tutorial. The lab section is smaller and it's worth it."

Michelle Tsang, Biology

Chemistry 181A

"Make sure you don't fall behind on your work because every chapter builds off the previous one. As soon as you miss one chapter, nothing else that you do will make sense. Also, don't copy the homework answer out of the solutions guide – you don't learn that way. Trust me!"

Carissa Daniels, Spanish/Psychology

"It's a big lecture class, probably one of the biggest Honors classes. Do a lot of practice problems in the textbook because on the exams you'll have to be able to show that you understand the concepts and know how to apply them, sometimes in ways that you had not done in the homework. In the lab class, keep up and don't miss class because each lab builds on the last lab. It's like one long lab throughout the semester."

Jacob Miyasato, Mechanical Engineering

The Future of Honors Housing at UH Manoa

BY KARA KUSUNOKI

Before arriving at college, I heard numerous horror stories about the lack of neighborly interaction between floors. I was told that no introductions are made and that no friendly greetings are heard in the halls. Fortunately, this scenario is the complete opposite of what goes on in the Lehua Honors dorm. In fact, it would be difficult to escape a friendly "Hi," even if you tried to. Whether it's Michelle in the lounge, Neil and Jake in their frequented room or Brian just hanging out, someone is always around. In fact, this is the best part of our dorm life and reinforces the need to have Sophomore Honors housing next year.

As a first year student, I was a bit apprehensive about dorming on an Honors floor. I don't know if it's just me, but the word "Honors" conjures up images of competitive nerds who stay in their rooms and consider their computers their most prized possession (sorry to those who do consider computers their most prized possession)! In any case, I signed up with much hesitation and with some force from my mother. I ended up worrying for nothing.

The Honors section of Lehua, which is comprised of two floors (one male and one female), turned out to be better than I imagined. There were the benefits of having some of the same Honors classes with other students on the floor, meeting intellectual people who enjoy an eclectic mix of activities,

and building relationships with fellow students. Since I enjoyed this Honors dorming experience so much, I felt it was necessary to start a petition for Sophomore housing next year.

The petition was created in order to communicate the enthusiasm current Honors students have for developing Sophomore Honors housing for the following year. I knew without a doubt that there would be Honors students who would want to continue living in an Honors community, especially after this wonderful year. With our peer mentor Jeremy Porter as my main source of guidance on housing procedures, I collected signatures of students who are currently living on the Honors floor as well as those who are not.

I believe that the effort and work that everyone contributed to this petition has been monumental to the development of our Honors program. Although the Housing office has not guaranteed Sophomore Honors housing for the 2005-2006 school year, we remain hopeful that some rooms will be available for second year students. Regardless, changes have occurred and the Housing office is reviewing options for Honors housing in 2006. Whether housing assignments are available for second year Honors students or not, I am at least content to know that changes have occurred and I remain optimistic about the outcome. As the school year draws to a close, I look forward to hearing friendly greetings on campus and in classes once again next year.

Registration Advice *from upperclassmen*

"Don't be afraid to try something new and different from anything you've ever taken before...it could turn out to be a new passion for you."

Julianne Hiu, 2nd year Music Education major.

"For a General Education requirement such as your Science requirement don't automatically go for those classes that are regularly listed (like Chemistry, for example). There are lots of other classes out there that will fulfill that requirement besides your standard Science course. For example, for your Biological Science Credit you could take a CPR course. You can actually get certified and it counts as a DB credit!"

Laura Mo, 2nd year Psychology major.

"Take a class that will allow you to explore and be passionate about challenging yourself to think in new ways."

Tim Lum Yee, 3rd year Engineering major

"Have a bottle of Advil ready and give yourself plenty of time! There are several things you need to do. You need to look at the Schedule of Class (SOC) at least a couple of days in advance. Prepare two to three schedules, so you have your primary choices and at least one or two alternatives. Get up early the day of your registration and double check to make sure that those classes are still open and whether or not there have been any changes. Cross your fingers and hope registration goes smoothly! Oh...one other thing! Before you even look at

the SOC, double check your registration status and everything else with the registrar, including that they have your correct name, all of your past classes and all your credits listed correctly."

Rebekah Morrow, Senior Management major.

"If you didn't go to a New Student Orientation, get a General Education requirement sheet online, print it out, fill it in and find out what you're missing. It's really good for keeping track of what you have and what you don't. If you want good classes to take, Linguistics 100 hits the H Focus requirement and the DS requirement. It's a really good class too."

Jeremy Porter, 4th year Biology major and Honors Residential Peer Mentor.

"Make sure you take at least one class you are truly interested in, whether it's Ballet, a leadership class, or that British Literature course you've had your eye on. Selecting only required courses can leave you feeling drained and in need of something new and exciting. For me at least, the "extra" class is a way of "scheduling" some renewal time into my life."

Denise Nelson, 2nd year Economics (Pre-Med) major

For Your Information:

The Colleges of Arts & Sciences Core Program sheet can be downloaded from this website: http://www.advising.Hawai'i.edu/artsci/coresheets/core_sheets.htm

Non-A&S majors should go to the following website for their Core information: http://www.advising.Hawai'i.edu/artsci/fyac/program_sheets.htm

Living and Learning:

Joining UH Honors Housing

BY CHELSEA CHONG

Aloha, my name is Chelsea Chong. I have just transferred to UH Manoa this semester from the Big Island. I am not a member of the Honors Program, but I was placed here on the Honors floor due to an unexpected opening in Honors housing at Lehua.

The Honors Program has provided me with many unforgettable opportunities and learning experiences. Bowling at Waialea Bowl in Kahala Mall was one of my first Honors activities. With the start of a new semester, in a new school, bowling was a good way for me to meet people. I am thankful because this experience has blessed me with people whom I knew as acquaintances, but now, whom I have grown to call friends.

Being new to the UH campus, dorming on the Honors floor has made my transition here a wonderful experience. It is such a joy to be around people who have ambitions, goals, and the will to strive higher than just doing their best.

HUAKA'I

*Undergraduate Honors Program,
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Contribute: This publication is intended to be an Honors student publication. As such, we would like to encourage all Honors students to contact the editor and offer feedback... perhaps even volunteer to be a member of the staff! We'd love to hear from you and would be thrilled to bring you on board.

To get in touch with the editor, e-mail Sheela Jane at menon@hawaii.edu. She's waiting to hear from you!

Upper Division Honors Information

For Upper Division Students:

Completion of your **Senior Honors Project** requires the following 3 semesters of courses:

HON 495, Introduction to Research, followed by **two semesters of HON 496**, Senior Honors Project. **HON 496** can be taken during summer session.

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.

Library Privileges for HON 495 Students: A longer check-out time is available for students in Hon 495. See Leimomi for assistance.

Junior Seminars

The HON 491 course is for upper-division Honors students only. Junior Seminars are limited to 12 students each and are designed to be interdisciplinary: In short, we mix poets with physicists. These seminars fulfill an upper-division writing focus.

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.

There will be three seminars offered Fall 2005:

- 1) "Capital Punishment" David Johnson (davidjoh@Hawai'i.edu) Monday 1:30-4:00 p.m.
- 2) "Medicine and Society across Times and Cultures" Mary Tiles (mtiles@Hawai'i.edu) Tuesday 1:30-4:00 p.m.
- 3) "Memory" Miriam Fuchs (miriam@Hawai'i.edu) Tuesday 1:30-4:00 p.m.
- 4) "Writing the World: Mapping Creative Process" Tia Berger (tiaberger@worldnet.att.net) Wednesday 1:30-4:00 p.m.

Leimomi has more complete descriptions in 504A. You should also check our webpage for these fuller descriptions.

HON 495, Introduction to Research, is scheduled this spring for TR from 1:30 - 2:45. It will be taught by Dr. Vincent Pollard (pollard@Hawai'i.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 a writing focus. **Plan to attend an orientation meeting August 22nd at 12 noon in Sinclair 504 to learn about the requirements for this course** (bring your lunch if you wish).

For more information, visit Vincent Pollard at http://www.chinesestudies.hawaii.edu/community/associates/pollard_vin-6 Huaka'i Registration Issue Fall 05

cent.htm or Mary Tiles at http://www.hawaii.edu/phil/cvs/cv_mt.htm or David Johnson at <http://socialsciences.people.hawaii.edu/faculty/?dept=soc&faculty=davidjoh@hawaii.edu>.

Starting the Senior Project

If your plans for Fall 2005 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 project mentor. If you are not sure how to decide on a mentor or if you are having trouble in your search, make an appointment with Dr. Caron.

Meeting Times for Honors 496

1) **Students in 1st Semester HON 496** who are developing Senior Honors Projects. Your meetings are either Tuesday, Aug. 30th at 11:00 a.m. or Wednesday, Aug. 31st at 11:30 a.m. You will learn about deadlines, be advised about procedures, and have a chance to ask questions.

2) **Students in 2nd Semester HON 496** who are in the middle of their projects during fall semester (second semester HON 496) Must make a half-hour appointment to talk with Dr. Caron as soon as possible before 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.

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

Spring 05: Apr. 11
Summer 05: July 11
Fall 05: Nov. 14

Committee sees final rough draft

Spring 05: Apr. 25
Summer 05: July 25
Fall 05: Nov. 28

Final bound copies

Spring 05: May 9
Summer 05: Aug. 8
Fall 05: Dec. 12

(Continued on page 7)

Other Announcements

Senior Project...

(Continued from page 6)

[for your advisor] Project Committee's evaluation due

Spring 05: May 18
Summer 05: Aug. 17
Fall 05: Dec. 21

At its last meeting in December, the Honors Council recommended Honors degrees for the following:

Tegan Hammond, "Eh. You. What's Inside your Body,"
Highest Honors in Hawaiian.

Melissa Rota, "Understanding the Usability of a System in Practice: Providing automated usage analysis of a Hackstat to support usability evaluation,"
High Honors in Computer Science.

Jeremy Uota, "The Development of a New Product Announcement Information Quality Scale,"
Highest Honors in Marketing.

Molly Vallor, "An Account of Mappo: The significance of the Disasters in Kamo No chomei's Hojoki,"
Highest Honors in Japanese.

Amanda Weindl, "Using Fourth Century Christian Monastic Literature to Contrast the Diagnostic Systems of Western Biomedicine's 'Germ Theory' and the 'Humoral Theory' of Galen,"
High Honors in Religion.

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, word processing 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 about computer use.

Also, if you are having trouble accessing the Honors website from your own, personal computers, you should download the Mozilla web browser that is available (for free) online.

Students with 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 additional assistance should contact Kokua at 956-7511 V/TDD.

So what is Sophomore Honors?

Sophomore Honors is the program's way of acknowledging that some students have fully participated in Selected Studies, the lower-division component of the Honors Program. Students should apply for the award at the end of their sophomore year (that is, when they are approaching 54 earned credits), or at the beginning of their junior year (when they have earned 55 credits or more). Students are given a certificate of accomplishment and a notation is made on their permanent transcript.

This semester the Honors Program is introducing new ways to earn recognition for participating in Selected Studies. To see these new awards, refer to the application form marked "Op-

tion 2." The new method in Option 2 allows for more opportunities to garner an award as it encourages students to take HON 101 and HON 291.

You will also find an application form marked "Option 1," which has been the standard format in the past. Honors will keep this option for at least another year so that students currently in Selected Studies will have the choice of which way they want to earn a Sophomore Honors award. Students with lots of AP credits will probably want to stay with "Option 1."

If you have questions, bring them with you to one of the advising sessions!

Registration Information and Instructions

You may pick up the UHM Schedule of Courses at Student Services Center, Rm 10 beginning April 22. You can also check online at www.Hawai'i.edu/myuh/manoa.

- ~ You may look up your regular registration time starting April 22. Log on to www.Hawai'i.edu/myuh/manoa.
- ~ Remember that registration is web-based.
- ~ Scheduled call-in times are April 26 to May 6.
- ~ Non-scheduled call-in times are July 15th until 4:00 pm.

Payment Information: *Payment deadline is 4 p.m. (HST) on July 15th for continuing students. Payment must be received at the cashier's office by this time or your registration will be cancelled.*

Reserving Honors Courses

Your opportunity to reserve your SSP and Honors classes even before you register will happen starting the week of April 18th. Come to the Honors Office using the following schedule:

Seniors and Juniors w/completed applications:

Wed., April 20th beginning 8:30 am

Juniors w/o completed applications:

Wed., April 20th beginning 1:00 pm

The following Advising dates are available for Sophomores and Freshmen to select from:

Rising Sophomores (current freshmen):

"Clarify your Voyage and Envision your Map"
APRIL 26th (Tuesday) 12:00 – 1:30 [bring your lunch]
Hemenway Hall 204

Rising Juniors (current sophomores):

"Facts & misperceptions about upper-division Honors."
APRIL 27th (Wednesday), 11:30-12:30 [bring your lunch]
Hemenway Hall 204

If you cannot attend these sessions, you may come to the Honors Reading room at the following days and times for advising from the Honors staff that will make you eligible to reserve courses right away.

Rising sophomores (current freshmen):

APR 26 (Tuesday) at 3:00

Rising juniors (current sophomores):

APR 27 (Wednesday) at 3:00

(N. B. Rising Sophomores: Reserve Honors courses without an advising session: APR 28th [Thursday] beginning at 8:00 am)

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 is available in the Honors Office. Reminder: for any and all courses you wish to take, check the UHM Catalog for prerequisites. If you do not meet the necessary prerequisites, you may be prevented from enrolling in the course.

Please look at the application form for Sophomore Honors on pages 17 & 19: It tells you about the new versions of earning Sophomore Honors Awards with the new Sophomore Seminars

There is also the old application form for Sophomore Honors. You may wish to remain with this form, especially if you have lots of AP credits or UHM equivalents.

Helpful Registration Tips:

Refer to the Course Descriptions on the next page for brief summary of available A-section classes offered in Fall 2005.

Refer to the "Fall 2005 A-Section Courses" table attached to the back of this newsletter for a quick reference of all Fall 2005 A-Sections, the GenEd Requirements that they fulfill, and other useful information.

Plan ahead for your next semester and refer to the list of tentative A-section and Honors alpha courses that may be offered in Spring 2006.

A-Section Course Descriptions and Information

Available A-Sections for Fall 2005

For a table of all A-sections offered Fall 2005, refer to the spreadsheet on page 21.

A-Section Course Descriptions

Listed below are brief course descriptions of Fall 2005 A-Section Courses. Visit the listed links to find more information from the course instructors.

Introduction to Visual Arts

ART 101A (3 credits)

Instructor: Laura Ruby

Course Objectives: To discover the purpose of the visual arts; To develop an awareness of and appreciation for the diversity of human visual responses; To become aware of and involved in the act of creativity; and To become a motivating force for bettering your visual environment.

Course Content: There are 16 items, 2 exams, plus 4 participation credits (including an office visit) that will constitute your grade (and the class may decide to give more weight to some items at a later time).

Written Entries/Great Debates
Visual Entries/Artworks/Global Art History Archive
First Exam (Part Take-Home, Part In-Class)
Second Exam (Part Take-Home, Part In-Class)
Participation

Texts: *The Humanistic Tradition*, Vols. 3 and 6; Gloria Fiero *Art Basics*--published by Thompson and Wadsworth (no author, 2004); Packet of 101 handouts at Campus Center Copy Service

For more information, visit Laura Ruby (Art 101A) at www.Hawaii.edu/lruby/

Introduction to Biology, Introduction to Biology Lab, Honors Tutorial

BIOL 171, BIOL 171L, and HON 190 (5 credits)

Refer to A-Sections table for instructors. Biology 171 is a general lecture class, Biology 171L and Honors 190 are restricted to Selected Studies Students. Biol 171, 171L and HON 190 must be taken as a set for a total of 5 credits).

For more information, visit Alison Sherwood (Biol 171) at http://www.botany.Hawaii.edu/facultypages/alison_sherwood.htm or Sherwood Maynard (HON 190) at <http://www.Hawaii.edu/biology/faculty/Maynard.htm>

Honors General Chemistry and Lab

CHEM 181A and CHEM 181L (5 credits)

Instructor: Roger Cramer

Rigorous, in-depth introduction to chemical principles with an emphasis on experimental and applied aspects of modern chemistry. Recommended for physical science majors and engineers. Laboratory experiments will illustrate chemical principles involving advanced techniques and modern instrumentation.

For more information, visit Roger Cramer (Chem 181A) at http://www.chem.Hawaii.edu/UH_Chem/faculty/cramer.html

Composition I

ENG 100A, sec. 1 (3 credits)

Instructor: Richard Lessa

This course proposes to develop and refine your ability to write clear, effective, university-level prose. It assumes that you already have the basic skills needed to write fully competent sentences, paragraphs and short essays in Standard English. (If any of these skills is missing, you will have to do some catch-up work early in the semester.) In other words, our concerns in Eng 100A will be improvement and refinement of skills, rather than their initial acquisition. To this end, you can expect to do a lot of writing, and to talk and even to write about writing.

To make this course as responsive as reasonably possible to your needs as a writing student, assignments will try to anticipate the writing requirements of typical university courses. We will spend time on description and analysis (of both things and other writings), on argument and persuasion (as called for in many types of paper assignments and essay-type exams), and on the techniques and format of a research paper (incorporating library research). This is a fully "interactive" course, so we will typically use a workshop format in the Critique Lab, where you will respond to your classmates' writing and they will respond to yours. This type of format is only effective if each class member is present and prepared to participate. For this reason faithful attendance and timely completion of all assignments is mandatory. You can also expect frequent one-on-one conferences with the instructor.

For more information visit Richard Lessa (Eng 100A) at <http://maven.english.Hawaii.edu/faculty/lessa/lessa.html>

World Cultures in Perspective

HIST 161A, sec. 1 (3 credits)

Instructor: William Farris

History 161A covers the development of the human community from earliest times to about 1500. Some themes are: the interaction between nomadic and settled peoples; the creation of four "heartland civilizations" in China, India, the Middle

East, and the Mediterranean/Europe; the rise of sophisticated systems of thought and religion, as well as distinctive patterns of social structure, in each civilization; and the growing interdependency of the world from about 100 BCE to 1500.

The format is lecture/discussion, and participation is an important part of each student's grade. There are also a midterm and final (all essay) and a paper. Besides the text, students will be asked to read 3 monographs on Chinese ways of thought, Islam, and the Black Death.

For more information, visit W. Wayne Farris (Hist 161A) at <http://www.Hawaii.edu/history/faculty.htm>

World Cultures in Perspective
HIST 161A, sec. 2 (3 credits)

Instructor: Edward Davis

This course offers students a large-scale analysis of human development and cultural traditions from all parts of the world from prehistory to 1500CE. Class sessions emphasize discussion of selected topics based on assigned readings, which include: Gilgamesh; Samuel 1 and 2 (Old Testament); Saint Augustine, Confessions; Murasaki Shikibu, The Tale of Genji; and Alfred Crosby, Ecological Imperialism: The Biological Expansion of Europe, 900-1900, among others. There will be short writing assignments, in-class presentations, and a final, longer paper.

For more information, visit Edward Davis (Hist 161A) at http://www.chinesestudies.Hawaii.edu/community/faculty/davis_edward.html

World Cultures in Perspective
HIST 162A, sec. 1 (3 credits)

Instructor: Shana Brown

Continuation of 161A. Development of civilization from 1500 to the present. Offered as discussion and/or problems course. Alternative for 151 and 152; freshmen in SSP only.

This course offers students 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 by examining the evolution of important ideas and forces that have shaped the modern world in such areas as politics, philosophy, society, science, literature, arts, and music. Class sessions emphasize discussion of selected topics based on assigned readings. Overall, the course provides an intellectual foundation for responsible citizenship in the complex, interdependent, globalizing world of contemporary times.

Requirements: Two short papers; one in-class presentation; midterm and final exams; class attendance and participation

Required texts: Bentley and Ziegler, *Traditions and Encounters*, Vol. 2, 3rd Ed.; Nafisi, *Reading Lolita in Tehran: A Memoir*

in Books

For more information, visit Shana Brown (Hist 162A) at http://www.chinesestudies.Hawaii.edu/community/faculty/brown_shana.html

Sophomore Seminars

HON 291S, HON 291T

See Section entitled "Sophomore Seminars"

Research & Public Policy

HON 301 (3 credits)

Instructor: William M. Kaneko

The purpose of this course is to provide a theoretical and practical approach in understanding the multi-faceted dynamics of public policy. The course provides an overview of the sectors and institutions that shape public policy, including the executive, legislative and judicial branch of government; as well as the role that the business, labor and nonprofit sectors play in shaping state and national law and public policy.

The course will also explore the role of the media, policy research, politics, lobbying, political campaigns and other functions and factors which influence policy-making.

Students will have an opportunity to engage and interact with Hawai'i's public policy and community leaders in better understanding such concepts as they relate to real-life policy-making. The course will also explore strategies and tactics in impacting public policy, including strategic planning, issues management, communications and public advocacy.

A course project will be required, providing students with the opportunity to analyze and evaluate a public policy issue; assess the institutional and political factors related to policy development; and creating a strategic plan for implementing a policy recommendations and action.

Honors Tutorial

HON 190, section 1 (1 credit)

This course is available for students taking **BIOL171 and BIOL 171L**. Refer to the course descriptions of these classes for further information.

Honors Tutorial

HON 190, section 2 (1 credit)

This course is available for students taking **Survey of Math, MATH 100** (3 credits).

In the Honors Tutorial for Math 100, we propose to devote roughly two thirds of the period with the discussion of solutions of problems, and one-third with supplementary materials closely related to the problems and the lectures. The problems will not be those of the regular Math 100 section, but more challenging and thought-provoking problems, assigned only to the honors students. The period will be conducted like a seminar, with the students explaining how they solve (or attempt to solve) the problems, and the instructor leading discussion as to the correctness of the solutions, or methods

to attempt solutions if the students' efforts completely fail. The instructor will incorporate some new material which adds to understanding of the lectures or supplements the assigned problems. Grading will be based on participation.

Honors Tutorial, Psychological Research

HON 190

(Take with PSY 212, Survey of Research Methods)

HON 190 "Honors Tutorial" is a one-credit tutorial attached to the Survey of Research Methods class, PSY 212, for students enrolled in Honors in Psychology or considering such enrollment. Students participate in an additional one-hour-a-week tutorial, either the semester they are taking the course or a semester following their enrollment.

The weekly meetings will be devoted to 1) discussions of the methodological issues covered in the course in greater depth and at a level appropriate to honors students; and 2) discussions of the material in Kuhn's classic book, *The Structure of Scientific Revolutions*, an assigned supplementary book for students taking the tutorial. A major goal of the tutorial is to place each student in the lab of a faculty member so that he or she can begin acquiring direct research experience.

The hour of the tutorial is to be arranged by mutual agreement of the participants. Attendance is mandatory.

Honors Tutorial, Population Dynamics and Epidemiology

HON 190

(Take with MATH 215: Calculus for Life Science Majors, Instructor: J. B. Nation)

Topic Outline

I. Discrete Population Models

1. Recursively defined sequences
2. Basic population models
 - a. Exponential
 - b. Logistic
 - c. Revised Logistic
3. Convergence and bifurcation - fixed point theorems, equilibrium and stability
4. Populations with age structure
5. Interacting populations
 - a. Predator-prey
 - b. Symbiosis

II. Discrete Epidemic Models

1. SIR model
2. STD model
3. Pair formation

III. Continuous Population Models

1. Translating from discrete to continuous
2. Basic population models
 - a. Exponential
 - b. Logistic
 - c. Revised Logistic
3. Stability
4. Interactng populations

IV. Continuous Epidemic Models

1. SIR model
2. STD model
3. Pair formation
4. The spread of epidemics in space

References:

M. Farkas, *Dynamical Models in Biology*
R. May, *Stability and Complexity in Model Ecosystems*
J. Murray, *Mathematical Biology*
C. Neuhauser, *Calculus for Biology and Medicine*

Honors Tutorial, Primary Source Materials in Transition

HON 190

(Take with REL 150: Introduction to World Religions; Instructor: Dr. Helen Baroni)

Goals: This section of Hon 190 is a companion course to Rel 150 Introduction to World Religions, a very large lecture course with over 200 students per section. The course is intended to provide students with a forum to actively discuss the issues and concepts that arise in lectures. In addition, the class will introduce students to the methods of reading primary source materials in translation, primarily excerpts from scriptures of the various religious traditions.

Expectations:

1. Students will keep weekly journals based on their responses and interpretations of the primary readings and other selected topics. Journal entries will serve as the basis for class discussion.
2. At the end of the semester, students will prepare a summary statement based on their journals and class discussions.
3. Students will all have the opportunity to lead class discussion on topics/readings of their choice.
4. Student interest will determine the focus of a large percentage of class discussions.

Honors Tutorial, Honors Tutorial for America and the World

HON 190

(Take with AMST 150: America and the World; Instructor: Robert Perkinson)

This course examines the development of the United States in a global context, from colonial outpost to empire. Surveying events over the past 500 years, we will consider not only the diverse cultures that have created the American social fabric—Native American, European, African, Asian, Latino, and Pacific Islander—but also the unique role the U.S. has played in world history. Drawing on written documents, art, literature, music, and film, we will investigate the extraordinary sweep of world-American history through several units: European-indigenous relations, slavery and capitalism, revolutions and human rights, world wars and military power, social movements and decolonization, globalization and mass culture. In several units, the class uses Hawai'i as a case study. The course will close with a discussion of U.S. power since 9/11 and the Afghanistan and Iraq wars.

Honors Requirements: The honors section of this course will

follow the same sequence of lectures, readings, and discussion sections but will provide students the opportunity to conduct original research, make an in-depth class presentation, and revise a newspaper opinion piece for publication. Honors students will be excused from some short writing assignments (with the assumption that they will keep up with the readings on their own), so that the total work load will be comparable. Specially, the Hon 190 section will be distinguished by four key elements:

Honors students will complete the midterm and final as take-home exams, thus shifting the emphasis from memorization to analysis.

They will be excused from some short writing assignments, which will provide time to complete other assignments with more care.

Each honors student will present a 15-minute primary document presentation in their section over the course of the semester. In consultation with the instructor, students will select a document that relates to the week's topic and assigned readings and will analyze its meaning, historic context, and problems it raises.

Honors students will work more intensively on their opinion piece. Working closely with the instructor, who used to work as a newspaper columnist, they will research and revise their op-ed with the goal of getting it published in a local newspaper or other forum.

In order to complete the primary document and op-ed assignments, honors students will meet on a regular basis with the course instructor(s), either individually or as a group.

Grading Breakdown

Class Participation	15%
Short Writing Assignments & Quizzes	10%
Primary Doc Presentation	15%
US-World Op-Ed (800 words).	20%
Due: Mon, April 25	
Midterm Exam,	15%
Fri., March 18, in Bilger 150	
Final,	25%
Fri., May 13, 2:15-4:15 pm, Bilger 150	

Required texts (for the entire course):

Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*. Boston: Bedford Books of St. Martin's Press, 1995 (original, 1789)

Kincaid, Jamaica. *A Small Place*. New York: Farrar Straus Giroux, 1988.

Marx, Karl and Frederick Engels. *The Communist Manifesto*. New York: Signet Classics, 1998. (Original, 1848)

Newman, Robert. *The Fountain at the Center of the World*. New York: Soft Skull Press, 2003.

Spiegelman, Art. *The Complete Maus* (Vols I & II). New York: Pantheon Books, 1997 (original, 1980-1991).

Stannard, David E. *American Holocaust: Columbus and the Conquest of the New World*. New York: Oxford University Press, 1992.

Reading Packet: A collection of readings available online and/or for purchase at the EMS copy shop in the Campus Center.

Accelerated Calculus I

Math 251A, sec. 1 (4 credits)

Instructor: Monique Chyba or William Lampe

Course Description: Basic concepts, differentiation with applications, integration.

Prerequisite for Math 241: A grade of C or better in Math 140 or Math 215 or precalculus assessment as specified by the department or consent.

Prerequisite for Math 251A: A grade of A in Math 140 or precalculus assessment as specified by the department or consent.

Math 251A versus Math 241: Math 251A is the accelerated, honors version of Math 241. The pace of these two courses is roughly the same, but in Math 251A there is more of an emphasis on mathematically precise definitions and proofs.

Text: *Calculus, Early Vectors* by James Stewart, Brooks/Cole Publishing Company, 1999.

Computer Lab: For one hour a week, the class is scheduled in the computer lab, PhySci 208. During this hour you may hold a recitation or an actual lab session. If you hold this hour in a different room, then it is your responsibility to arrange that the lab is monitored or locked. There is a separate list with suggested lab topics.

Gateway Exam: You are encouraged to use the differentiation gateway exam. Students shall receive a grade C or better for the course only if they pass the exam.

Week 1, Chapter 0 and 1: Review and Vectors in the Plane. Present your syllabus and go over the academic expectations from the department website. Much of Chapter 0 can be left to the students to review. Cover Sections 1.1 and 1.2, vectors in the plane, their algebra, dot product, and length. Parametrized curves from Section 1.3 may have to be cut short.

Week 2-3 Chapter 2: Limits and rates of change. Define the notion of a limit, calculate some limits from scratch and using the limit laws, continuity, asymptotes, tangents. The material in Section 2.4 may be incorporated throughout. Cover only as much as Sec 2.6 as time allows. Examples as in Section 2.7 may be introduced as motivating examples in previous sections.

Week 4-6, Chapter 3: Derivatives. Define the derivative and differentiability. Calculate derivatives from scratch and using rules (linearity, product, and quotient rule, chain rule). Derivatives of the trigonometric functions, implicit differentiation, related rates, high derivatives, differentials and linear approximation. You may omit or cut short Sections 3.3 (rates of change in Natural and Social Sciences), Section 3.9 (Slopes and tangents of parametrized curves), and the quadratic approximation in Section 3.11.

Week 7-10, Chapter 5: Applications of Differentiation. Definition of absolute and local extrema. Extreme Value Theorem for continuous functions, critical points. Mean Value Theorem, 1st derivative and monotonicity, 2nd derivative and concavity, first and second derivative tests for local extrema. Sketching of graphs, discuss all of the above, plus absolute extrema and long term behaviour (limits at \pm infinity, horizontal and slant asymptotes). Applied maximum and minimum problems.

The material in Section 5.1 is motivational and repeated in the following sections. Section 5.4 is about the use of calculators and computers in graphing functions. It is covered continuously in the lab, and does not need to be taught as a separate unit.

Week 11-15, Chapter 6 and 7: Integration. Antiderivatives, sigma notation, concept of area, the definite integral, the Fundamental Theorem of Calculus, calculate integrals using the Fundamental Theorem, substitution, areas between graphs. Skip Section 6.6 (The Logarithm defined as an Integral), it will be covered in the second semester. Cover as much as you can from Chapter 7, the calculation of some volumes using slices, disks, and shells. Review.

For more information, visit Monique Chyba (251A) at <http://www.math.Hawaii.edu/~mchyba/> or William Lampe (251A) at <http://www.math.Hawaii.edu/~bill/>

Accelerated Calculus II

Math 252A (3 credits):

Instructor: Robert Little

Course Description: Integration techniques an applications, series and approximations, differential equations, introduction to vectors.

Prerequisite: A grade of C or better in Math 251 or a grade of B or better in Math 241 and consent.

Co-requisite: Math 242L

Text: *Calculus, Early Vectors*, by James Stewart, Brooks/Cole Publishing Company, 1999.

Math 242L: Ideally, the students of any given section of Math 252 will be in the same Math 242L section and the Math 252 instructor will work with the TA for the corresponding Math 242L section. It is recommended that the assignments and grades for Math 252 and Math 242L be combined.

Week 1-2, Inverse Functions: Inverse functions (4.2), logarithms, and exponentials (6.6), exponential growth and decay (4.5), differentiation rules and applications for logarithm and exponential functions (4.1) and (4.4), inverse trigonometric functions (4.6), and L'Hospital's rule (4.8). The second on hyperbolic functions (4.7) can be cut short.

Week 3-5, Techniques of Integration. Integration by parts (8.1), trigonometric integrals (8.2), trigonometric substitution (8.3),

rational functions and partial fractions (i.4), rationalizing substitutions (8.5), and strategy for integration *8.6), and improper integrals (8.09). It is not necessary to cover all the techniques of integration in Sections 8.2-8.4 in detail, but the students should gain some facility at integration. Section 8.7 (use to integral tables and computer algebra systems) and Section 8.8 (numerical methods) can be delegated to Math 242L.

Week 6-9, Infinite sequences and series. Convergence of infinite sequences and series, power series, Taylor and MacLaurin series (Chapter 10). The book's treatment of the remainder estimate for Taylor series is brief and should be expanded.

Week 10-12, differential equations. First order separable and linear differential equations (9.1 and 9.2) and second order linear differential equations with constant coefficients (15.1 - 15.3). It is desirable to cover series solutions of differential equations (15.4).

Additional topics. As time allows, curve length (9.3, parametrized curves from 1.3 were discussed, but possibly cut short, in the first semester of calculus), area of surfaces of revolution (9.4), moments and centers of mass (9.5). If these topics are covered, then they should be covered in the first half of the semester as applications of integration. Advanced planning on the part of the instructor is required to decide how much time to devote to these topics. In the context of differential equations, one can spend some time on systems of first order differential equations (e.g., predator/prey models or competing species). In this context one can work with direction fields and reinforce vector concepts. Approximate solutions can be obtained using Euler's method during the lab.

For more information, visit Robert Little (Math 252A) at <http://www.math.Hawaii.edu/~dale/doorcards/little.html>

Accelerated Calculus III

Math 253A (4 credits)

Instructor: George Csordas

This course is the last one in a three semester accelerated calculus sequence. The focus here is on calculus involving vector valued functions of several variables. The extension of calculus from functions of a single variable to functions of several variables allows a wide range of applications, since many problems of interest can only be formulated in three (or higher!) dimensional space. Some of the main areas of interest are vector functions and vector calculus, partial derivatives and multiple integrals.

For more information, visit George Csordas (Math 253A) at <http://www.math.Hawaii.edu/~george/>

General Physics II and Lab

PHYS 272A, PHYS 272L (4 Credits)

Instructor: Pui Kwong Lam

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.

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 waves and geometric optics.

** Note: Anyone signs up for PHYS 272A MUST sign up the Tuesday morning session of the PHYS 272 Lab unless other arrangement is made with the instructor's permission. The enrollment will be limited to no more than 20 students.

For more information on this course, contact plam@Hawaii.edu (956-2988) or visit <http://www2.Hawaii.edu/~plam/ph272A> To enroll: Please contact the Honors Program at Sinclair Library 4th Floor to get a phone approval code (<http://www.honors.Hawaii.edu>, phone: 956-8391)

Intro to Political Science

POLS 110A

Instructor: John Wilson or Ira Rohter

For more information visit Ira Rohter (PoLS 110A) at <http://www.politicalscience.Hawaii.edu/Faculty/rohter/rohter.htm> or John Wilson (PoLS 110A) at <http://www.politicalscience.Hawaii.edu/Faculty/wilson/wilson.htm>

Religion and the Meaning of Existence

REL151A

Instructor: Cromwell Crawford

For more information, visit Cromwell Crawford (Rel 151A) at <http://www2.Hawaii.edu/~scrawfor/>

Introduction to Sociology

SOC 100A (3 cr)

Instructors: Michael Weinstein and Marsha Meckler

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 are 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.

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.

It is important for students to attend every class (we only meet once a week, for 2-1/2 hours), and keep up with what's going on (in class and in the world), and ask lots of questions (even if we do not have answers). The formal assignment is to write lots of papers, of various lengths, in diverse formats, as often as you can, on anything of relevance. (Students may learn that any topic can be made relevant, in several ways.) The point is to demonstrate that you are learning sociology and are engaged, or even inspired, by it. As a writing intensive class, and with the expectation that students are learning from one another, each student will revise their best or favorite essay to share as a seminar paper with all their classmates during one class session. There is the specific assignment for the final exam essay, "what did you learn this semester?," so students are encouraged to keep track with good class notes and a personal journal.

In addition to the conventional required text book *Introduction to Sociology*, Fifth Edition, by Giddens, Duneier, and Applebaum, W.W.Norton, 2005, students should consider as text material the regular reading of local newspapers and Newsweek magazine, for contemporary data and applications of the course. Also watch the TV news, local and national, for the same reason. Actually, just about anything you read, observe, and do, including the materials in your other courses, can be relevant resource material for our sociology course!

For more information, visit Michael Weinstein (Soc 100A) at <http://socialsciences.people.Hawaii.edu/faculty/?dept=soc&faculty=michaelw@Hawaii.edu>

Sophomore Seminars

Delinquency, Gangs and Crime in Hawai'i

HON 291S, (3 cr)

Instructor: Meda Chesney-Lind

This course focuses on social policy and social problems with a specific focus on the delinquency and crime problem in Hawai'i and the Nation. Since crime is a major social problem, both locally and nationally, and since corrections budgets are typically the fastest growing element of any state government's budget, its like to think critically about crime and crime policy. The course first takes a look a variety of theoretical constructions of social problems, which set the stage for policy discussions. Then the course takes a detailed look at several major social problems affecting our community (and the nation as a whole):

Gender, Schooling and Delinquency in Hawai'i
Gangs and Ethnicity in Hawai'i
Juvenile justice in Hawai'i
Crime Trends in Hawai'i
Punishment in Hawai'i and the Nation

Required Textbooks:

Chesney-Lind, Meda and Joanne Nakano. *How Safe are Hawai'i's Schools?: An Overview of Safety Challenges in Hawai'i's Public Schools*. Honolulu: Social Science Research Institute. Report. 415. August, 2003. <http://www.chesneylind.com/reports/titlesm.htm>

Chesney-Lind, Meda and Joanne Nakano. *How Safe are Hawai'i's Schools?: An Assessment of the School Safety Manager Program*. Honolulu: Social Science Research Institute. Report. 416. August, 2003.

Chesney-Lind, Meda et al. *Gangs in Hawai'i: Past and Present Findings*. Honolulu: Social Science Research Center. Report. 418. January, 2005.

Chesney-Lind, Meda et al. *Gender, Ethnicity and Delinquency in Hawai'i*. Honolulu: Social Science Research Center. Report. 419. January, 2005.

Mauer, Marc and Meda Chesney-Lind. *Invisible Punishment: The Collateral Consequences of Mass Imprisonment*. New York: The New Press, 2002. paper.

For more information, visit Meda Chesney-Lind (Hon 291S) at <http://www.womenstudies.Hawai'i.edu/meda.html>

The Human and the Divine: Literature & Spirituality

HON 291T (3 cr)

Instructor: Caroline Sinavaiana

The course surveys and explores the literary expression of spiritual themes across a range of cultures and periods, including oral narrative from Oceania, native "America," ancient Indian tradition, the Bible, and traditional and contemporary prose and poetry in translation. We will explore the literary dialogue between human and divine beings across a range of cultures, periods, and genres. Motifs of pilgrimage and transformation will serve as thematic focal points to chart a comparative course of study across diverse cultural and historical landscapes of belief.

Major objectives for the course include; (1) broadening and intensifying literary-critical skills; (2) developing abilities to recognize and analyze themes across a range of literary genres and traditions; (3) acquiring an awareness of differences and similarities in spiritual themes and their expression in different cultures and periods; and (4) developing an awareness of the strengths and limitations of literature as an instrument of spiritual quest and exposition.

The emphasis in class will be on discussion, shared responses

to readings, collaboration and group work.

Required texts

Black Elk Speaks; *Siddhartha*, Herman Hesse; *The Autobiography of Martin Luther King*; *The Bhagavad Gita*; *The Catcher in the Rye*, J.D. Salinger; *Traveling Mercies*, Anne Lamott

A Course Reader will feature selections from oratures and literatures, including the *Biblical Book of Job*; *The Samoan legend of Nafanua, Goddess of War*; *The Hawai'ian legend of Pele and Hi'iaka*; as well as the poetry of Gerard Manley Hopkins, *Biblical Psalms*, Michael Hartnett ("The Tao"), *Ramprasad Sen* (Grace and Mercy in Her Wild Hair), *Hafiz, and Mirabai*

Film viewing: *Angels in America*, Tony Kushner

Assignments

Reaction/Response Papers 30%

Panel Presentation(s) 30%

Critical Essay 40%

The Critical Essay (8-10 pages) will analyze/discuss the theme of pilgrimage OR transformation in any two approved texts from different historical periods or cultural contexts.

For more information, visit Carolyn Sinavaiana (Hon 291T) at <http://www.Hawai'i.edu/cpis/>

A Look Ahead to Spring 2006

To help students plan their schedules a little further in advance, we have included the following, tentative listing of Honors courses that will be offered during the Spring 2006 semester.

Lower-Division Courses:

ASTR 120A [DP]

BIOL 172 (Introductory Biology II) w/ designated section of BIOL 172L [DB/DY] and HON 190 (Honors Tutorial) [extra contact hour for special lab work, etc.]

ECON 130A 001 (Honors Principles of Economics [DS])

ENG 100A 001 (Honors Composition I) [FW]

ENG 255A (Honors Sophomore Literature) [DL]

HIST 161A 001 (World Cultures in Perspective) [FG]

HIST 162A 001 (World Cultures in Perspective) [FG]

HIST 162A 002 (World Cultures in Perspective) [FG]

HON 102 001 (First-Year Honors Experience: Research at Manoa)

HON 102 002 (First-Year Honors Experience: Research at Manoa)

HON 291 001 (Sophomore Seminar:) Karen Kosasa, American Studies, "Museum Interpretations" [DH]

HON 291 001 (Sophomore Seminar:) Ali Fares. Natural Resources and Environmental Management. "Research in Environmental Hydrology." [DP]

HON 380 001 (Peer Mentoring)

HWST 107A 001 (Honors Hawai'i: The Center of the Pacific)

[H]

LIS 100A 001 (Computer and Information in Arts and Humanities)

MATH 252A (Accelerated Calculus II)

MATH 253A (Accelerated Calculus III)

PHYS 170A (Honors General Physics I) w/ designated section of 170L [DP/DY]

POLS 110A (Honors Introduction to Political Science) [DS]

SP 251A (Honors Principles of Effective Public Speaking) [DA]

Students in the following courses may gain more in-depth study by adding one credit of HON 190 (Honors Tutorial) from already existing syllabi to the following courses:

AMST 150 (America and the World)

MATH 100 (Survey of Mathematics)

MATH 215 (Applied Calculus I)

PSYCH 212 (Survey of Research Methods)

REL 150 (World Religions)

Students meet with the instructor once a week outside the standard class time to complete the supplementary work

Students may also use HON 190 to earn Honors credits by proposing a one-credit syllabus to supplement a course of their choosing. This option is not the same as an HONORS CONTRACT. Forms for proposing either an HONORS TUTORIAL or an HONORS CONTRACT are in the office.

Upper-Division:

HON 491 001 Junior Seminar: "Race in the West." Ann Rayson, English [W]

HON 491 002 Junior Seminar: "Film on Film." Kathie Kane, Women's Studies [W]

HON 491 003 Junior Seminar: "Sustainability Issues." Denise Konan, Economics [W]

HON 495 001 (Arts & Humanities) Introduction to Research [Instructor: TBA] [O & W]

HON 495 002 (Social Sciences) Introduction to Research. Vincent Pollard, Honors [O & W]

HON 495 003 (Natural Sciences) Introduction to Research. Alan Teramura, Botany [O & W]

HON 496.1 Senior Honors Project I

HON 496.2 Senior Honors Project II

Application for Sophomore Honors "Option 1"

Name (Please Print) Student ID.
 Address Phone.

I hereby apply for Sophomore Honors and for its award to be noted on my transcript. I believe I have met all the requirements, as follows. I first accumulated a total of 54 credit hours at the end of the semester of 20; and my cumulative grade-point average at that time was at least 3.5, specifically. At that time I had earned a total of at least 28 credit hours in UHM A-sections or approved equivalents, including at least 16 credit hours in A-sections or HON alpha courses. My cumulative grade point average in these A-sections/ equivalents was at least 3.5, specifically:

A.	A-Sections	Course Number	Semester	Credit Hrs	Grade
1
2
3
4
5
6
7
8
9

Subtotal: Credit hours in A-sections or HON courses (at least 16)

B. UHM equivalents: courses numbered 300 or above, which have an explicit college-level course as prerequisite. If taken before attaining sophomore status, the following courses also qualify: Language 202 or above; Math 242 or above; any third-semester science.

	Course Number	Semester	Credit Hrs	Grade
1
2
3

C. Non-UHM equivalents: high school Advanced Placement courses which are acceptable to your college and in which you earned a score of 4 or 5, except for the following: art history & studio, Latin language (Virgil), Latin Literature (formerly Catullus-Horace), and Math-Calculus AB. These tests require a score of 5 to be counted.

	Course Number & High School	Year	Credit Hrs	Score
1
2
3
4
5
6

D. A-Section Contracts (may not total more than five)

	Course Number	Semester	Credit Hrs	Grade
1
2
3
4
5

CUMULATIVE GPA in A-sections and UHM equivalents (at least 3.5)

TOTAL CREDIT HOURS: A-sections & equivalents (at least 28)

I certify that this is true, to the best of my knowledge.

Signed Date

(Mail or deliver to the Honors Office, Sinclair Library 504A, before April 1 or Nov. 1 of the following semester.)

Application for Sophomore Awards "Option 2"

"Sophomore Scholar," "Sophomore Honors," "Sophomore High Honors," or "Sophomore Highest Honors"

Name (Please print) Student ID
Address
Phone Email

I hereby apply for (check one)

SOPHOMORE SCHOLAR

12 credits in Honors courses (alphas or A-Sections); minimum GPA of 3.25, both in Honors courses and overall.

SOPHOMORE HONORS

12 credits in Honors courses (alphas or A-Sections), including at least one HON 291; minimum GPA of 3.5, both in Honors courses and overall.

SOPHOMORE HIGH HONORS

16 credits in Honors courses (alphas or A-Sections), including HON 101 and at least one HON 291, or two HON 291; minimum GPA of 3.5, both in Honors courses and overall.

SOPHOMORE HIGHEST HONORS

19 credits in Honors courses (alphas or A-Sections), including HON 101 and at least one HON 291, or two HON 291; minimum GPA of 3.5, both in Honors courses and overall.

I believe I have met the requirements noted above. I will have accumulated a total of 54 credit hours at the end of the _____ semester of 20____. My cumulative GPA is _____.

COURSES TAKEN

Course	Semester	Credit	Hours	Grade
1				
2				
3				
4				
5				
6				
7				
8				
9				

I certify that this information is correct, to the best of my knowledge:

Signed Date

Deliver to Honors Program Office, Sinclair Library, Rm 504A

Fall 2005 Honors Courses

CRN	Cr	Course	Sec.	Course Name	Days	Times	Instructor	Building	GenEd
78658	03	Art 101A	sec. 1	Introduction to Visual Arts	MWF	10:30-11:20	Ruby, Laura	ART 137	DA, W
70698	*03	Biol 171	sec. 1	Introductory Biology	MWF	8:30-9:20	Sherwood, Alison	SPAL 155	DB
70701	*01	Biol 171L	sec. 3	Introductory Biology Lab	T	8:00-10:45	Riley, Charles	EDM 261A	DY
71104	‡04	Chem 181A	sec. 1	Honors General Chemistry	TTh & W	1:30-2:45 1:30-2:20	Cramer, Roger	BIL 335	DP
71105	01	Chem 181L	sec. 1	Honors General Chemistry Lab	F	2:30-5:20	Cramer, Roger	BILA 118	DY
71106	01		sec. 2	Honors General Chemistry Lab	F	2:30-5:20	Cramer, Roger	BILA 115	DY
71107	01		sec. 3	Honors General Chemistry Lab	F	2:30-5:20	Cramer, Roger	BILA 102	DY
72191	03	Eng 100A	sec. 1	Composition I	MWF	9:30-10:20	Lessa, Richard	KUY 411	FW
72192	03		sec. 2	Composition I	TTh	1:30-2:45	Stewart, R.	KUY 409	FW
72875	03	Hist 161A	sec. 1	World Cultures in Perspective	MWF	1:30-2:20	Farris, W. Wayne	KUY 313	FGA
72876	03		sec. 2	World Cultures in Perspective	MWF	10:30-11:20	Davis, Edward	SAK A411	FGA
72877	03	Hist 162A	sec. 1	World Cultures in Perspective	MWF	9:30-10:20	Brown, Shana	KUY 303	FGB
76933	03	HON 101	sec. 1	1st-Year Honors Experience 1	MWF	1:30-2:20	Caron, James	PHYS 317	WI
76934	03		sec. 2	1st-Year Honors Experience 1	MWF	1:30-2:20	Kirk-Kuwaye, Chris	SAK B308	WI
78504	03		sec. 3	1st-Year Honors Experience 1	MWF	1:30-2:20	Marble, Stephen	KUY 209	WI
78605	03	HON 291S	sec. 1	Sophomore Seminar (Social Sci)	TTh	10:30-11:45	Chesney-Lind, Meda	WAT 113	DS, W
78604	03	HON 291T	sec. 1	Sophomore Seminar (Literature)	TTh	1:30-2:45	Sinavaiana, Carolyn	DEAN 105	DL, W
78522	03	HON 301	sec. 1	Research and Public Policy	TTh	9:00-10:15	Kaneko, Bill	TBA	
73642	04	Math 251A	sec. 1	Accelerated Calculus I	M & TTh	10:30-11:20 9:00-10:15	Chyba, Monique	PHYS 208 KEL 402	FS
73643	04	Math 251A	sec. 2	Accelerated Calculus I	M & TTh	12:30-1:20 1:30-2:45	Lampe, William	PHYS 208 KEL 413	FS
73644	04	Math 252A	sec. 1	Accelerated Calculus II	MWF Th	11:30-12:20 9:00-9:50	Little, Robert	KEL 402 PHYS 208	
73645	04	Math 253A	sec. 1	Accelerated Calculus III	TTh & F	12:00-1:15 12:30-1:20	Csordas, George	KEL 402 KEL 403	
74688	03	Phys 272A	sec. 1	General Physics II	MWF	9:30-10:20	Lam, Pui Kwong	PHYS 112	DP
74693	01	Phys 272L	sec. 6	General Physics II Lab	F	12:30-3:20	Lam, Pui Kwong	PHYS 112	DY
78612	03	PolS 110A	sec. 1	Intro to Political Science	MWF	12:30-1:15	Rohter, Ira	DEAN 105	DS, W
78613	03		sec. 2	Intro to Political Science	MWF	10:30-11:20	Wilson, John	ARCH 101A	DS
75074	03	Rel 151A	sec. 1	Rel & the Meaning of Existence	TTh	12:00-1:15	Crawford, Cromwell	SAK A302	DH
75205	03	Soc 100A	sec. 1	Introduction to Sociology	F	11:30-2:00	Weinstein, Michael	SAK A302	DS, W

*Biol 171, 171L and HON 190 must be taken as a set for a total of 5 credits.

‡Students must obtain Professor Cramer's permission to enroll in this course. Contact him at 808-956-5163 or email rogerc@gold.chem.hawaii.edu.

Notes on HON 190 (Honors Tutorials): Sections 2 & 3 are available for students taking Math 100 and 215. Section 5 is available for students taking Psy 212 from Dr. Minke.

Fall 2005 Honors Tutorials

CRN	Cr	Course	Sec.	Course Name	Days	Times	Instructor	Building	GenEd
To be taken with Biol 171, sec. 1 and Biol 171L, sec. 3:									
77178	01	HON 190	sec. 1	Honors Tutorial	Th	3:00-4:00	Maynard, Sherwood	SAK B107	
To be taken with Math 100, sec. 1 or 2:									
77179	01	HON 190	sec. 2	Honors Tutorial	TBA	TBA			
To be taken with Math 215, sec. 1, 2, 3, or 4:									
77180	01	HON 190	sec. 3	Honors Tutorial	TBA	TBA	Nation, J.B.		
To be taken with NSF Lecture (Restricted to NSF Scholars):									
77180	01	HON 190	sec. 4	Honors Tutorial	TBA	TBA	Nation, J.B.		
To be taken with Psy 212, sec. 01:									
77181	01	HON 190	sec. 5	Honors Tutorial	TBA	TBA	Minke, Karl		
To be taken with AMST 150, sec. 1,2,3,4,5,or 6:									
	01	HON 190	sec. 6	Honors Tutorial	TBA	TBA	Perkinson, Robert		
To be taken with REL 150, sec. 1:									
	01	HON 190	sec. 7	Honors Tutorial	TBA	TBA	Baroni, Helen		