



UHM HONORS

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

REGISTRATION ISSUE FOR SPRING, 2005

Vol. 42, no. 2



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Fall Forum for Undergrad Research HON 102 "Research at Manoa" plus New Classes

RESEARCH PRESENTATIONS at the FALL FORUM Several students planning to graduate this semester as well as students in the HON 495 "Introduction to Research" course will be making oral presentations of their research on Friday, December 10th from 9:00 to 11:30 in Kuykendall Hall, rooms 207 and 206. Students will give seven to ten minute talks and be prepared to answer questions. All Honors students are invited to be part of the audience. Honors students who are currently in one of the sections of HON 491, "Junior Honors Seminar," should plan to attend so that they will see and understand what will be expected of them next semester at the end of their HON 495 class! A luncheon at Campus Center will follow the presentations. A schedule of specific presentations will be posted online at our website in early December.

"**Research at Mānoa**" is the spring segment of "First-Year Honors Experience (FYHE)." There will be two sections for SPRING semester: both sections will run THURS @ 1:30. See the Honors website for a syllabus. "**Research at Mānoa**" is a one-credit course.

You may enroll in this course even if you are not enrolled for "**HON 101, Mānoa Campus and Its Neighborhoods**," the fall segment of FYHE.

HON 102, "**Research at Mānoa**," acquaints students with the benefits of conducting

research as undergraduates; informs students about the nature of basic research; fosters greater interaction between undergraduates and faculty researchers throughout the university; familiarizes students with university research facilities; and increases student awareness regarding the ethical, moral, and social dimensions involved in conducting research. These objectives are met through presentations by faculty about various aspects of how research is conducted in their particular discipline and about their own current research efforts. Students also visit university research facilities. Students have the opportunity to discuss with faculty their ongoing research projects and the goals, methods, challenges, and benefits that characterize their work.

THREE NEW CLASSES FOR SPRING!

Honors will offer new classes for Freshmen and Sophomores:

ASTRONOMY 120A

ECONOMICS 130A

SOPHOMORE SEMINAR HON 291

These challenging and exciting courses will all be taught by excellent and enthusiastic teachers. If you can only fit one Honors course into your schedule, this is the short list to choose from....but more is better.....yes?

Find more information on the Honors website.

NOTES AND DESCRIPTIONS FOR SPRING A-SECTIONS

A-Section Descriptions

AmSt 202A *American Experience : Culture and the Arts*: This course examines the experiences of people living within the territorial borders of the United States by looking at a wide range of cultural expressions (e.g., paintings, novels, poetry, film/video, advertisements, comics, ethnographic displays) from the fine arts, literature, and popular culture. Through the introduction of methodological approaches from several disciplinary fields (e.g., media studies, literary/art criticism) and a range of issues (e.g., race, ethnicity, gender, class, sexuality, ideology, identity) students will learn to critically interpret cultural artifacts and practices. This course will view cultural practices in the United States as productive of “national narratives”—stories or myths that encourage people to envision “America” and its residents in particular ways (and not others). Toward this end, special attention will be paid to the “problem of representation” and how individuals, communities, and geographic spaces are imaged and imagined in different media and historic texts. Throughout the semester the class will engage in a process of “looking backwards,” of retrospectively examining the past through the representations produced in subsequent periods.

The course content covers a broad span of history: 15th and 18th century encounters with Native peoples in the Americas and Pacific by the expeditions of Christopher Columbus and Captain Cook; the construction of cultural myths about the American wilderness and frontier through paintings, travel advertisements, and wild west spectacles in the 19th century; performative commentaries on slavery and racism in minstrel shows prior to and after the civil war; and the experiences and reflections of individuals and communities in the second half of the 20th century regarding Indian reservations, the representation of poverty in rural Appalachia, and the stereotyping of poor whites as “white trash.” Toward the end of the semester the class will turn its attention to

Hawai‘i and the poetic visions of a Hawaiian writer and activist on the Native culture and the devastating impact of settler colonialism.

Through brief lectures, readings, discussions, and written assignments, students will learn to think critically, write coherently, and analyze and discuss complex images and texts—important skills for college students in the arts and humanities. Students will be asked to consider multiple and often contradictory visions of America and to locate themselves in relation to these visions and the productions of knowledge supporting them. All class assignments will be regarded as performative sites of learning where students demonstrate their efforts to grapple with the course material. Frequently, this material will be controversial. Students are therefore forewarned and asked to keep an “open” mind and a willingness to reconsider their initial responses and opinions.

Astr 120A *Astronomical Origins*: Astronomers are the ones who get to ask the big questions about cosmic beginnings. This course is designed to address the fundamental questions of our origins. These will include:

- Where did the stars come from? How were they formed?
- What is the origin of the solar system and the Earth?
- How were the chemical elements like oxygen and calcium and iron formed?
- How did our Milky Way galaxy begin and evolve?
- How did the whole universe begin? And grow?
- How did life begin?
- Is there life elsewhere in the universe?

This course will be of interest to those students interested in the "Big Picture" of our origins. And to those with a philosophical bent and a curiosity about our place in the cosmos.

Current research on these issues will be discussed.

For example, the discovery of planets around other stars.

Biol 172/172L/HON 190 *Introduction to Biology II, Lab and Honors Tutorial:*

Biol 172L, sec. 3: Co-requisite,
HON 190 Honors Tutorial .

HON 190: The Spring 2005 Biology Honors Tutorial will include a representative cross section of life scientists from the Manoa campus and from off campus in government agencies and non-governmental organizations. Each speaker will present a synopsis of his/her research, a topical ethics issue, and the outlook for careers in his or her field. Optional field trips will be scheduled. Students will compose a summary of each presentation, participate in discussion sessions, and conclude additional integration with a term paper comparing the topics and issues raised throughout the semester.

Econ 130A: This course presents microeconomics as a serious, lively, and evolving science. Its goal is to help the students to develop the “economic way of thinking” and to gain insights into how the works and how it might be made to work better. With this purpose in mind, the course introduces students to theories of consumer and firm behavior and determination of prices in product and factor (e.g. labor) markets and helps students to apply them to real issues of the day. These issues could include the economics of a volunteer military vs. the draft; the taxation of farmlands in Hawaii; regulation of gasoline prices in Hawaii; globalization and outsourcing of jobs to India, China, and so on.

ENG 100A, sec. 1 *Composition I:* This course provides practice in effective university-level prose. Attention is given to all stages of the writing process from generating ideas, drafting, and researching to revising, editing and self-assessment. One of the goals of this "A" section is that you assess the rhetorical situation of each assignment and that you read supportively and critically the work of other members of the class. We will study particular modes of writing

and move fluidly and sometimes improvisationally among various topics in order to follow your questions, problems, and interests. You'll keep a record of how your writing style is changing and what aspects of writing you'd like to continue to refine. Your independent project, which can be collaborative, involves visiting the Honolulu Academy of Art, Iolani Palace, or the Contemporary Museum. There will be a series of short essays and many opportunities for revision.

The spring semester includes *American Literature (Eng 250A)*: This course on American literature will start with the earliest works written on the “New World” and move forward to contemporary literature. Along the way, we will read a captivity narrative by Mary Rowlandson, short stories by Nathaniel Hawthorne, novels by Mark Twain and Toni Morrison, poetry by Emily Dickinson, and other texts. What questions (about religion, race, or art) have American authors asked, and how have they answered them.

Course work will include two essays, class presentations, and two exams.

Other A-Section Courses for this Fall

POLS 110A *Introduction to Political Science:* This course looks at ways of thinking about politics, but it does so with an unorthodox focus and with unorthodox materials. The focus is on looking at politics by look at the relationship between small individual acts and social, political, and historical forces. For instance, why does a Hutu kill his or her Tutsi neighbor in Rwanda? That is obviously an act between two individuals, but what else is it? Being able to link broad forces to individual acts is what a famous sociologist called “the sociological imagination.” So a key goal of the course is to get you to develop a sociological imagination as a way of understanding politics. We will work toward this goal by looking at a diverse (some might say odd) collection of materials that use very different methods to “explain” politics. Most of them are not trying to explain politics in very self-conscious ways.

ICS 101/101L *Tools for the Information Age:* Lecture on the fundamental concepts of computer

RESERVING HONORS *COURSES*

Your opportunity to pick up phone codes and thus reserve your SSP and Honors classes even before you register will happen the week of Nov 29th. Come to the Honors Office using the following schedule:

Seniors and Juniors w/completed applications

Mon, Nov. 29th beginning 8:30 am

Juniors w/o completed applications

Mon, Nov. 29th beginning 1:00 pm

Soph/Frosh:

The following Advising dates are available for you to select from:

ATTENTION STUDENTS: THERE WILL BE THREE KINDS OF ADVISING SESSIONS FOR SPRING REGISTRATION. CHOOSE THE ONE THAT FITS YOUR CLASS STANDING. STUDENTS WHO ATTEND AN ADVISING SESSION WILL BE ABLE TO PRE-REGISTER FOR HONORS COURSES DURING THE SESSION. THOSE WHO DO NOT ATTEND A SESSION WILL HAVE TO WAIT TO REGISTER (SEE BELOW IN EACH CATEGORY)

FROSH: preparing to be a sophomore

How do you select courses for a great spring schedule? What are your goals? what should be accomplished in the first year?

DEC 6th, 11:30 - 1:00 [bring your lunch]; and DEC 7th, 1:30 - 3:00. Hawaii Hall 104

(Pre-registration without advising session: DEC 8th, beginning at 8:00 am)

SOPH: pre-registration session

Wondering how to fit it all in? Whether you stay in Honors or not, you are invited to a special session to help you think through your options and construct a tentative academic plan. We will also introduce you to resources to help you integrate your proposed academic major with planning for a future career.

For those of you who haven't decided on a major, we will provide you with a decision-making process that might help you narrow your choices.

To prepare for this session you'll need to do the following:

1. Do a general education core check (for Arts & Sciences students: If you need a core sheet, go to the following website (www.hawaii.edu/artsci.) to download your core sheet for the year you entered the UH system, or go to the service counter in Hawaii Hall 108 to pick up a core sheet.

2. Go to your proposed major department to pick up materials describing your major requirements. If you are undecided about your major, we suggest you go to several departments to find out about major requirements.

3. Consider how supplemental academic experiences may impact your academic planning (i.e., Study Abroad, National Student Exchange, Honors Research, Cooperative Education, etc.)

Early-bird special NOV 24th, 11:30 - 1:00 [bring your lunch]; NOV 30th, 12:00 - 1:30 [bring your lunch]; DEC 1st, 2:30 - 4:00 Hawaii Hall 104 (Pre-registration without advising session: DEC 2nd, beginning at 8:00 am)

NEW JUNIORS: The facts and the misperceptions about upper-division Honors.

Not sure about continuing in the Honors program? Dr. Caron will show you how the 12 required credits can fit into your academic plan and discuss the long-term benefits of

completing a Senior Honors Project. Students currently in the upper-division program will tell you about their experience and why they are committed to graduating with an Honors BA or BS. Lots of opportunity to ask questions.

NOV 29th 11:30 - 12:30 [bring your lunch];
NOV 30th, 3:00 - 4:00 Hawaii Hall 104

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.

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

to 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:

Ben Gouldthorpe
Richard Huang
Edward Lam

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.

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 Spring 2005:

1) "Tourism and Globalization in Asia and the Pacific" Miriam Sharma (sharma@hawaii.edu), Tuesday 1:30-4:30 p.m.

2) "Utopian and Dystopian Literature" Todd Sammons, (sammons@hawaii.edu) Wednesday 1:30-4:00 p.m.

3) "Macro-History of North America: From 'Prehistory' to the Present" Emanuel Drechsel (drechsel@hawaii.edu), Thursday 1:30-4:00 p.m.

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

Introduction to Research (HONORS 495) is scheduled this spring for TR from 1:30 - 2:45. It will be taught by Dr. Susan Schultz of English (sschultz@hawaii.edu), Dr. Petra Lenz of The Bekey Labatory (petra@pbrc.hawaii.edu) and Dr. Vincent Pollard of Political Science (pollard@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 January 10th at 12:00 in Sinclair 504 (bring your lunch if you wish).

STARTING THE SENIOR PROJECT

If your plans for Spring 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 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 Tuesday, JAN 18th at 11:00 a.m. or Wednesday, JAN 20th at 11:30. 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.

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

[for your advisor]
Project Committee's evaluation due
SPRING 05: May 17
SUMMER 05: Aug. 17
FALL 05: Dec. 21

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

Judy Antoine, "Trigger Memory," High Honors in English.

Agnes Bahng, "PNA-Mediated Silencing of the *Dihydroflavonol-4-Reductase* Gene in

Petunia Hybrida," High Honors in Plant and Environmental Biotechnology.

Mona Darwich, "Inside and Outside the Mosque: oral Histories of Hawaii's Muslims," High Honors in Sociology.

Roland Davis, "composing for Film: What Makes Flying so Easy," Highest Honors in Music.

Yuri Kenney, "Emily and the Bone Thief," High Honors in English.

Norman Kukona, "The Politics of Mapping Psychographic Space," High Honors in Political Science.

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.

SPECIAL ANNOUNCEMENTS

STUDENTS RECRUITING STUDENTS

RECRUITING students into the Manoa Undergraduate Honors Program is a major focus for this academic year. We've just finished a revised edition of the Honors brochure, which you can find on the website. And we are in the process of completing a dynamic power point presentation for high school students and their families. As we brainstorm more recruitment ideas, we need Honors students recruiting students – we need your recruitment ideas and your participation.

Let's start with ideas first. We invite you to send us any ideas you may have that would help us promote the Honors program. There are two different groups of students that we need to target for recruitment. First, we want to encourage prospective and new students (both freshmen and transfer students) to join HONORS; and secondly, we want to encourage continuing UH-Manoa students (including you and your friends) to consider applying for the Upper Division Honors Program. If you have any ideas about how you or any Honors student can help us get the word out that UH-Manoa has an exciting opportunity for academically talented student to become a member of a challenging living and learning community, and for students to tap the powerful intellectual potential of research or creative endeavors, please let me know. My contact information follows.

JEANNE OKA
Honors Academic Advisor
e-mail: jo@advisors.hawaii.edu
Phone: 956-8515

Office: Hawaii Hall 114

Now, how can you participate? In a few different ways: 1) If you are a graduate of a Hawaii high school, we invite you to give us the name of your high school counselor or teacher who we could contact to set up a recruitment presentation at your alma mater. We also invite you to provide us with a written endorsement that we could include in our letter to your high school. The written endorsement might be a description of ways that Honors has been of benefit to you. STOP READING NOW. Go to your computer and send me your endorsement. Send to: jo@advisors.hawaii.edu. 2) If you would like to share your Honors experience at a recruitment event, either with new or continuing students or both, please apply to be an Honors Student Ambassadors. To be considered for the Ambassadors List, you need to have participated in at least two Honors programs (i.e., Summer NSO, "Manoa as Text"; A-Section Courses; Honors alpha courses, such as Hon 101, 301, 491; and/or served as an Honors Peer Mentor), and be prepared to enthusiastically share your Honors experiences with prospective students. We think your Honors story is the best recruitment tool we have. We would like an Honors Student Ambassador to accompany us on every recruitment event we attend. STOP! Go to your computer now and tell me you want to be considered for the Honors Student Ambassadors List.

Remember: Without RECRUITment, we will have no program.

Dr. Christine Kirk-Kuwaye, Coordinator for the First-Year Honors Program, will be offering a three-credit “**Dynamics of Student Leadership**” (EDEA 360) course in spring 2005.

This credit course is designed to assist students in enhancing their management and leadership skills while providing a forum in which students can exchange ideas and experiences. This course challenges students to further define their personal philosophy of leadership and to explore ways in which to incorporate that philosophy into all aspects of their lives. Throughout the semester, students will learn how to capitalize on their strengths, improve on their challenges, and assess the effectiveness of their organizations.

Some topics include:

- * Leading with Self-Esteem
- * Valuing Individual Differences
- * Group Dynamics and Team Development
- * Assessing Group Effectiveness
- * Communication in Groups
- * Conflict Resolution
- * Power and Ethics

This participatory class integrates leadership theory with practical experience. Students earn three credits through a combination of two class hours per week plus a practicum. Students who are already active in a campus or community organization are encouraged to register. For students who are not currently involved with an organization, the instructor will arrange a practicum for them.

The course is open to second semester sophomores, juniors, and seniors.

EDEA 360 meets once/week on Wednesdays, 1:30 – 3:30 and satisfies the W focus.

For more information and to request enrollment in the course, contact the instructor at kirkkuwa@hawaii.edu, 956-0756.

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

APPLICATION FOR SOPHOMORE HONORS

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 Honors courses or approved equivalents, including at least 16 credit hours in A-sections or Honors alpha courses. My cumulative grade point average 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/Honors alpha (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, which must have a score of 5.

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

D. Contract courses: (may not total more than five)

Course Number Semester Credit Hrs Grade
1
2
3
4
5

CUMULATIVE GPA in all Honors courses and UHM equivalents (at least 3.5) _____
TOTAL CREDIT HOURS: (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.)