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ATTENTION, ATTENTION, ATTENTION

SUMMER/FALL 2010 REGISTRATION AND PREREQUISITES PROCEDURE!!

Honors College priority registration for summer/fall 2010 courses will take place April 5th, 6th and 7th. (The HC will be closed during this process.) Students who wish to take advantage of this benefit must have their class schedule forms and any necessary prerequisite override forms turned into the HONORS College by 5:00 p.m. on April 2nd. We will email you on April 8th & 9th to make you aware of any problems with your schedule, but it is your responsibility to check your schedule on ASAP to make certain it is accurate.

All HONORS students must be aware of the ACADEMIC POLICY for PREREQUISITES before filling out the registration forms for the SUMMER/FALL 2010 semesters. You must follow these steps:

- Check the PREREQUISITES in the 2008-2010 Catalog for all the courses you wish to enroll in for summer/fall 2010.
  - If you don’t have the prerequisites, you may wish to consult with an Honors College Advisor to discuss the likelihood of your request for an override being granted. Overrides are the exception rather than the rule. You can obtain a PREREQUISITE OVERRIDE FORM from the HONORS College website, http://utsa.edu/honors/forms.html, or from the HONORS College Office, and should attach the form to your class schedule.
  - Once you obtain all signatures from an advisor, the instructor, and the Department Chair, you must return the form to the HONORS Advising Center so that the override can be set for registration.
- Before submitting your class schedule, you MUST also ensure that HOLDS, such as Parking, Fiscal Services, Health Services, and other academic holds, are removed from your record.

Registration forms for summer and fall 2010 are available in the HONORS College or on our website. The class schedule is now available on the UTSA website at https://asap.utsa.edu/pls/prod/xwkschd.P_UTSA_OpenSch.

Please feel free to contact the HONORS Academic Advisors for any questions.

Sincerely,

The Honors College Advising Center Staff
Diana Howard  Ricardo Blanco  Sherry Whitmore  Dr. Ann Eisenberg
Mitchell Martin (Electrical Engineering, '09) has been admitted with funding to the PhD program in Electrical and Computer Engineering at Carnegie-Mellon University for fall 2010. At present, he and his wife, Cassidy Martin (Mathematics, '09) are living in Entebbe, Uganda and working at an orphanage and infant rehabilitation home. Later this spring, they will travel to Northern Uganda to work on a sustainable papaya plantation.

Stephanie Eyestone (senior, Biology) has been admitted to medical school at Texas A&M University School of Medicine for fall 2010.

Jonathan Nomamiukor (senior, English) has been accepted into Harvard Law School for fall 2010.

Jessica Mendez (senior, Interdisciplinary Studies) and her debate partner, Emil Calhoun, placed second in the Novice Division at a recent debate tournament at the University of North Texas. Jessica also won the fourth-place speaker award in the Novice Division at a debate tournament at UT-Dallas.

Megan Talley (senior, Biology) has been admitted to medical school at the University of Texas Health Science Center at Houston.

Ezinne Okpo (senior, Political Science) has been accepted into the University of Texas School of Law.

The Honors College wishes to congratulate the ten students who received $3450 COBi travel grants to travel to China with the Honors College: Aida Conti (senior, Management), Alvaro Fernao (senior, Economics), Jessica Figueroa (junior, Pre-Business), Maya Gonzalez (senior, Marketing), Anthony Guajardo (junior, Management), Thuy Hoang (junior, Accounting), Clair McMahon (freshman, Pre-Business), Valerie Sajous (junior, Management), Gaston Sanchez-Elguezabal (junior, Accounting), and Kryslin Starett (sophomore, Finance).

The Honors College wishes to congratulate the seven students who received $4950 COBi travel grants to travel to Italy with the Honors College: Rachel Delucia (junior, Accounting), Virginia Howard (sophomore, Accounting), Murtuza Hussain (junior, Accounting), Quang Huynh (senior, Management/Finance), Amanda Snell (senior, Management), Kari Weiland (senior, Accounting), and Emily Winkel (junior, Human Resource Management).

Kim Dang (junior, Biology), Luis Guevara (junior, Biology), Iliana Sanchez (senior, Biology), Abel Villalobos (junior, Biology), and Amy Zamora (junior, Anthropology) were all admitted into the Texas Joint Admission Medical Program (JAMP).

Madison Partida (senior, History/Geography) has had her paper, "Voices of the Past: The Quiet History of Women's Sports in Texas," accepted for presentation at the annual meeting of the Sport and Society Conference.

Daniella Hernandez (Biology, '05) had her Honors thesis, Mini-Mental State Exam Domains Predict Falls in an Elderly Population: Follow-Up from the Hispanic Established Populations for Epidemiologic Studies of the Elderly (H-EPESE) Study, published in the Winter 2010 issue of the journal Ethnicity and Disease. Her co-authors were Robert Wood, Johanna Becho, Dr. Kathleen Owings, Dr. Kyriakos Markides, and Dr. David Espino, all of the Department of Family and Community Medicine at the UT Health Science Center. Daniella was first author on the publication.

Nicole Robbins (senior, English) has been admit-
Lindsey Weigel (senior, Psychology) has been admitted to the Doctorate in Physical Therapy program at US Army-Baylor University.

Lacee Townsend (sophomore, Art) will have some of her art work displayed at the First Friday art show at the Blue Star Art Complex this month.

Allan Match, Jr. (senior, Political Science) has been accepted into the M.S. program in Public Policy and Management at the Heinz College at Carnegie Mellon University with a $12,000 scholarship per year. He also was admitted to Detroit Mercy's College of Law’s joint JD/LED program, which leads to a law degree in the U.S. and Mexico, with access to practicing law in both countries.

Congratulations go to Derek Trimm (junior, Business), who was elected Student Government Association President, and Xavier Johnson (freshman, Political Science) who was elected Student Government Association Secretary. Derek was also elected as Mr. UTSA for 2010-2011.
The University of Arizona and the Center for Mesoamerican Research (CIRMA) invite you to participate in a study abroad program in Antigua, Guatemala. This is a summer, spring and/or fall semester program. Students receive a University of Arizona transcript.

Program highlights include:

• A variety of Latin American Studies, History, Anthropology, Literature and Spanish classes, taught by professors, scholars, and practitioners from Central America. Students can also study a Mayan language. Most classes can be taken for honors credit, and some can be taken for graduate credit.
• Classes give an in-depth and on-the-ground view of contemporary social justice, peace and development issues.
• Engaging field trips throughout Guatemala related to course material.
• Opportunities to travel on your own (Guatemala is incredibly beautiful, complex and fascinating!)
• A home stay with a Guatemalan family.
• For-credit internships at CIRMA and use of CIRMA’s extensive research library.
• CIRMA is located in a stunningly beautiful colonial mansion in the center of Antigua, Guatemala.
• Internships and volunteer opportunities in the surrounding community.
• Study abroad students are also doing internships at Safe Passage/Camino Seguro
• A colloquium series that brings in renowned political, social and cultural leaders to dialogue with the study abroad students.

Program Dates:
Summer 2010: 6/21-7/30
Fall 2010: late Aug-early Dec.

Application deadlines
Summer: March 15
Fall: April 15

For more program information, visit:
http://studyabroad.arizona.edu/databaseshowitem.aspx?id=971
or
http://cirma.org.gt

For questions about CIRMA and Guatemala: contact John Way, Study Abroad Program Director for CIRMA: jtway@cirma.org.gt

For more information about the application process contact Jill Calderon at the UA Study Abroad office: jcaldero@email.arizona.edu

For photos and to read what a recent student has to say about her experience in Guatemala, read the blog “A brief interlude of sensational experience”: http://lauraebuchanan.blogspot.com/
Summer 2010 Internship Positions
Science Policy & Technology
British Consulate-General, Houston

The Science & Innovation Section at the British Consulate-General in Houston seeks to fill two (4-6 week) positions of Science and Policy Research for the summer of 2010 at our offices in downtown Houston, Texas.

The position is unpaid, but we can participate in campus work-study and academic credit programs (if applicable) and pay a stipend for travel to our office downtown and cover your expenses for attending events as part of the internship.

The Work
One internship (1 month over summer 2010, exact dates negotiable) on climate change science and low carbon energy technologies. The work will include (but is not limited to):

• Research and reporting on key climate science and energy topics, as well as outreach and public engagement
• Documenting the local/regional response to coming changes in their economic base (i.e. transition from traditional energy industry to renewable energy/energy efficiency industry)
• Laying the framework for S&I events and programs; helping organise and implement our events (workshops, visits)
• Contributing to quarterly reports on a wide range of S&I topics determined by UK stakeholders

One internship (1 month over summer 2010, exact dates negotiable) on other priority areas—science policy, nanotechnology, stem cell research and regenerative medicine, space, global health and cancer research, among others. The work will include (but is not limited to):

• Reporting on regional strengths in scientific research, innovation and policy (mainly via internet research and phone interviews)
• Researching and reporting on city and state public and private institutions and their research highlights
• Tracking regional and federal funding streams for science and technology institutions and federal labs
• Laying the framework for future events and programs; helping organise and implement our events (workshops, visits)
• Contributing to quarterly reports on a wide range of S&I topics determined by UK stakeholders

Interns for both positions may have the opportunity to represent the team at local events relating to science work and report back. They will also experience the day-to-day work of the UK’s Foreign Office and learn about work in the diplomatic corps through the working of our section and interaction with other consulate teams (Consular, political, press and Trade and Investment). Work done by both interns may be distributed to the wider UK Science Network in the US and the UK.

Qualifications
• College students entering their junior or senior year and graduate students are eligible to apply.
• The ideal candidates are self-starters; responsible and creative; have strong writing and analytical skills; strong organisational skills; and an enthusiasm for the topics and work.
• You must be a US citizen, US Green Card holder or A or J1 Visa holders. If you hold a Visa other than an A or J1 Visa you are not currently eligible to work at the Consulate.
• All successful candidates will be subject to security clearances and background checks, which will be carried out once they have been offered the position.

To Apply
Submit cover letter and resume via email to vacancies.houston@fco.gov.uk (subject line: “Science & Innovation Summer Internship – Climate” or “Science & Innovation Summer Internship – Science”) by March 28, 2010.

Please include a current writing sample (no more than two pages); the topic does not have to be science-related, but rather should showcase your writing skills. Please send documents in PDF or Word.

Please note your dates of availability for the summer (start and end date)

Please note in your cover letter how you heard about this opportunity (university, friend, etc.)

Suitable candidates will have to pass our security clearance to enable them to work at the Consulate.

For more information on our work, please go to our website: www.ukinusa.fco.gov.uk/science or follow us on Twitter: BritSciGal
Distinguished Speakers:

Naomi Shihab Nye

Arab-American Issues:
“Writing as Witness”
March 25th at 11 a.m.
HSS 3.03.14

Ms. Nye is an award-winning writer and nationally prominent poet. She was born to a Palestinian father and American mother and grew up in St. Louis, Missouri, Jerusalem, and San Antonio, Texas.

Her presentation will focus on her book *Habibi* and issues facing Arab-Americans. A book signing will follow the presentation.

Lois Beardslee

American Indians in the 21st Century: Tradition and Survival
April 13 at 11 a.m.
Harris Room, UC 2.212

Ms. Beardslee is an award-winning storyteller and writer and also an artist. She earned her master's degree in the History of Native American Art at the University of New Mexico.

Her presentation will focus on her book, *Lies to Live By*. She will be sharing stories important to her community and culture and also demonstrating some of the art forms for which she is known. A book signing will follow the presentation.
Presenting an Honors Thesis

Please join the students of HON 3501 for a discussion on successfully presenting research, specifically an Honors Thesis.

By
Dr. Kyle Murray

Tuesday, April 13 at 11:00am in HSS 3.04.26
Wednesday, April 14 at 11:00am in MB .0224

“Pre-Medical Student Advisory Meeting on the Medical Humanities at UTMB”

Presentation on Sir William Olser and an explanation of the Oslerian Essay Contest

March 31, 2010 at 12:00pm in HSS 3.04.28

Dr. Malloy is a Professor of Pediatrics in the division of Neonatology. He received his B.S. in Microbiology from Texas A&M University and his M.D. from University of Texas Medical Branch at Galveston, where he also completed his residency. He completed a fellowship in Neonatal-Perinatal Medicine at the University of Texas Medical School at Houston and another in Perinatal Nutrition at Columbia University Institute of Human Nutrition, New York. He received an M.S. in Epidemiology from the University of Texas School of Public Health, Houston.
The Academy of Oslerian Medicine and 
The Osler Student Societies 
Of 
The University of Texas Medical Branch 
Galveston, Texas 
Announce:

The Undergraduate College 
Oslerian Medical Humanities Essay Contest

Eligibility: 2nd, 3rd & 4th year undergraduate college students.

Topics: Sir William Osler advocated for students and physicians to utilize the humanities to “prevent overspecialization and narrowness.” Write an essay on a contemporary medical issue that may take lessons from ancient or contemporary humanities literature.

Guidelines: Essay should be 1,500 words or less, in double spaced format in 12 point font, with references.

Time Lines: Submission deadline is April 30, 2010 
Submit electronically to: Dr. Michael Malloy, University of Texas Medical Branch (mmalloy@utmb.edu)

Awards: First Place Winner: Will receive a $2,500 cash prize, and an all expense paid trip to UTMB to receive his/her prize at an Awards Ceremony in September, 2010.

For further information e-mail Michael H. Malloy, M.D. at University of Texas Medical Branch, Galveston, Texas, at mmalloy@utmb.edu
Learning Communities is looking for Engineering Peer Leaders!

You must:
- Be a sophomore, junior, senior, or graduate student in fall 2010
- Have a cumulative GPA of 3.0
- Have great leadership, interpersonal, and communication skills
- Be self-motivated, organized, compassionate, and reliable
- Want to help new Engineers transition to UTSA!

Application must be submitted to the Learning Communities Office by April 9, 2010 before 5 pm.

Learning Communities is currently accepting applications for Peer Class Leaders!!!

Peer Class Leaders (PCL’s) are an integral part of Learning Communities and the Freshman Seminar (FS) course. Some of the responsibilities include:

- Serve as a liaison between the students and instructor
- Help students become familiar with campus resources
- Assist students in understanding material covered in the FS
- Aid students in the overall success of their first semester at UTSA

Application must be submitted to the Learning Communities Office by April 9, 2010 before 5 pm.
Ten Week Term - June 1 - Aug 14

**Term:** 10wk 6/1 - 8/14  
**HON 2201.01T**  
**Honors Community Service**  
Ms. Caroline Castellanos  
This course is designed to provide members of the Honors College with the opportunity to earn college credit for community service. Students will volunteer at a site of their choice. Most choose an organization that meets their career goals. For example, many pre-med students volunteer at local hospitals. Students are expected to take responsibility for planning and keeping track of their community service experiences. In addition, students will have the opportunity to share their experiences in a seminar setting. The course is graded on the completion of 45 hours of community service as well as a paper, class discussions, presentations and other assignments.

**Term:** 10wk 6/1 - 8/14  
**HON 3021.01T**  
**Honors Essay Writing**  
Dr. Ann Eisenberg  
[Note: This course may only be taken with Dr. Eisenberg’s consent.]  
This course is designed for Honors students to gain experience with the process of writing and rewriting. Students are welcome to propose their own essay-writing tasks. Examples of such tasks include writing a series of personal statements that can be used for graduate or professional school, preparing a lengthy scholarship application (e.g., the Harry S Truman Scholarship), or writing an essay to compete for the Elie Wiesel Prize. **Students must contact the instructor, Dr. Ann Eisenberg, to discuss their plan before attempting to enroll in this course.**

**HON 3223.01T**  
Honors Seminar: Health Behavior Service Learning  
Dr. Adelia Cantu  
[Note: Course Starts May 25, 2010 at the UTHSC]  
This innovative, interdisciplinary, community service learning course, conducted in partnership with the School of Nursing and the School of Medicine at the UT Health Science Center, will help students develop an in-depth understanding and knowledge of cultural/contextual health and health-risk behaviors in Hispanic children and adolescents residing in a low-income, urban barrio. The course involves participation in a community service learning effort that will allow the students to: (1) enhance their understanding of the cultural/contextual risk factors of Hispanic child and adolescent health issues; (2) understand the challenges of making healthy choices within a low-income environment; and (3) develop strategies that address these challenges to encourage healthy choices.

The course has two components. The first is a series of Seminar classes that will take place on the UT Health Science Center campus from Tuesday, May 25, 2010 to Friday, June 11, 2010 from approximately 7:00 or 8:00 a.m. to 3:00 p.m. each day (complete schedule available in the Honors Office). The Seminar will address a variety of issues pertaining to the health and health choices of children living in poverty. In addition, the team of students will begin working toward developing curriculum for the Healthy Choices for Kids Program that will take place from June 14 to August 6 at two Good Samaritan sites in the city.

The second component involves service-learning. Students will work with the other team members from UTSA and UTHSC to implement the Healthy Choices for Kids curriculum that they develop. Students will be expected to participate in teaching the curriculum that they plan for three days per week (M, T, R) from 8:00 a.m. to 2:00 p.m. and to participate in participation and reflection sessions for a period of 4 to 6 weeks, beginning June 14th.

Students have the option of earning all 6 hours for their participation or of enrolling ONLY in HON 3253 or ONLY in an internship course. You may also register for HON 3253 and an internship in your major,
but will need to contact Dr. Eisenberg about this option. Please note that this is as much an internship as a course. The kids will be depending on you, so you must be sure you can handle the time commitment – and the travel to the delivery site. If you are interested in participating in this project, you should speak to Caroline Castellanos (caroline.castellanos@utsa.edu) or Dr. Eisenberg (Ann.Eisenberg@utsa.edu).

First Five Week Term - 6/1 - 7/7

Term: 5wk 6/1 - 7/7  
HON 3223.01F or CSH 1213.01F MTWRF 9:15-10:45am
Honors Seminar: Sex, Gender, and Culture
Ms. Deborah Wagner
This course is an introduction to the anthropological study of sex and gender. We will examine the biological and cultural dimensions of differences between men and women from a cross-cultural perspective. We will investigate the social processes that contribute to the construction of gender roles, gender identities, and gender stratification to gain insight to the power dynamics of gender. Students in this course will analyze the theoretical and empirical ways in which class, race, and sexual orientation amplify a holistic understanding of gender across the globe. [This course can meet upper-division elective requirements in the Anthropology major or minor or the Women’s Studies major or minor.]
HON 2201.001       CRN: 11846
Honors Community Service     F 4:00- 4:50pm
Mrs. Caroline Castellanos
This course is designed to provide members of the Honors College with the opportunity to earn college credit for community service. Students will volunteer at a site of their choice. Most choose an organization that meets their career goals. For example, many pre-med students volunteer at local hospitals. Students are expected to take responsibility for planning and keeping track of their community service experiences. In addition, students will have the opportunity to share their experiences in a seminar setting. The course is graded on the completion of 45 hours of community service as well as a paper, class discussions, presentations and other assignments.

HON 3021.001       CRN: 11010
Honors Essay Writing     Hours Arranged
Dr. Ann Eisenberg
This course is designed for Honors students to gain experience with the process of writing and rewriting. Students are welcome to propose their own essay-writing tasks. Examples of such tasks include writing a series of personal statements that can be used for graduate or professional school, preparing a lengthy scholarship application (e.g., the Jack Kent Cooke Graduate Scholarship or the Harry S Truman Scholarship), or writing an essay to compete for the Elie Wiesel Prize. Students must contact the instructor, Dr. Ann Eisenberg, to discuss their plan before attempting to enroll in this course.

HON 3223.004/WS 4853.005    CRN: 13297/16847
Honors Seminar: Construction of Femininity     TR 9:30 - 10:45am
Dr. Laguana Gray
This course examines the social, political, and economic construction of femininity. Most of us are taught to regard femininity as inherent and biological. Yet femininity is largely a social and cultural construct, as evidenced by one significant theme of the course: that women from marginalized groups rarely fit the normative definition of “feminine.” Using texts from multiple disciplines, we will observe how femininity is constructed, from conception to death. We will also analyze the ways femininity is portrayed, influenced, and reified through popular culture and media in the United States. Some questions to be explored include: What is femininity? How do we derive our definitions? How has femininity affected the academic and economic lives of women in the United States? How does being defined as “unfeminine” affect women's lives, particularly for women in marginalized groups? [It may be possible to use this course to meet elective requirements in the major or minor in History, American Studies, and Women's Studies. Students who are interested in one of these options should contact their Honors advisor.]

HON 3223.005      CRN: 14431
Honors Seminar: Democracy & World Politics     TR 2:00-3:15pm
Dr. Boyka Stefanova
This course explores contemporary world politics in relationship to democracy: conditions, processes, and actors that shape a global perspective on democracy. Why and how is democracy relevant to world politics? While originally a national project, democracy has become increasingly entangled in global issues and relationships in the international system. As there are no global institutions or uniform processes ensuring the freedom of choice and representative government in the world, democracy is more easily understood as a universal value, embedded in an emerging global civil society and the creation of new norms for the protection of individuals within and across borders. [Students should be able to use this course to meet upper-division elective requirements in the major or minor in Political Science (most likely in Comparative Politics). Students who are interested in one of these options should contact their Honors advisor.]
## Fall 2010

### Course Offerings

#### HON 3223.901/LGS 4013.901  
CRN: 16690/16688  
MW 5:30-6:45pm  
**Women and the Law**  
Staff

This course will provide students with the opportunity to study the history, politics, and economics of constitutional and statutory law, litigation and adjudication in areas affecting the quality of life of women. Specific topics may include employment, reproductive, educational, social-access, athletic, and parental rights.  

[Students may substitute this course for LGS 4013 in the Legal Studies minor.]

#### HON 3223.902/LGS 3413.901  
CRN: 14597/16678  
TR 12:30-1:45pm  
**Regulatory Law and Enterprise**  
Mr. Javier Oliva

This course will examine federal, state, and local administrative and regulatory engagement with Texan, American, and international enterprise. Students have the opportunity to explore law and policies affecting economic development, property, oil and gas, international trade, the Internet, and the environment.  

[Students may substitute this course for LGS 3413 in the Legal Studies minor.]

#### HON 3233.001/HUM 3033.001  
CRN: 16225/16021  
TR 12:30-1:45pm  
**Renaissance Ideas**  
Dr. Bernadette Andrea

In this course, we will read widely in the literature of the European Renaissance, with particular attention to the national cultures of Italy, Spain, France, and England. The Renaissance—the period from the fifteenth to the seventeenth century when European intellectuals defined themselves through the “recovery” of the Greek and Roman classics and the “discovery” of the New World produced a radically new idea of humanity. On the one hand, in their privileging of Man as the center of intellectual investigation, Renaissance humanists challenged the medieval world view that deemed humanity to be sin-ridden and tradition-bound (although the “Dark Ages” itself is a Renaissance concept). However, in thus designating Man as the “origin and source of meaning, action, and history,” the fundamental definition of humanism, a whole class of Others who did not qualify for the full dignity of Man emerged. Such others included woman as Man’s gendered Other, internal cultural Others such as Jews, and external cultural Others such as Africans and Native Americans.  

As we explore Renaissance literature in the broadest sense, we will therefore be attentive to both canonical and occluded voices as we pursue a critical and comparative analysis of the European Renaissance.  

[Humanities majors may substitute this course for HUM 3033. English majors should be able to substitute this course for HUM 3033 in the English major in the 08-10 catalog and for a course in Literature in earlier catalogs. Students who are interested in one of these options should contact their Honors advisor.]

#### HON 3233.002/ENG 4973.004  
CRN: 15009/15021  
W 2:00-4:45pm  
**Native American Culture and Literature**  
Dr. Annette Portillo

This seminar will emphasize Native American voices as we read theoretical discourses surrounding American Indian literary and cultural practices. The readings will provide historical and practical lenses through which you can examine your world and your interactions with both the real/lived and imagined/stereotyped perceptions of and about American Indians. We will consider the complexities of indigenous identity through a native-centered perspective and consider the importance of self-representation as we examine historical and contemporary representations of Indianness. In addition, this interdisciplinary class will complicate and challenge generic and confining disciplinary boundaries by reading these works within their appropriate historical and cultural contexts. We will also read several autobiographies, ethnographies and life stories and
consider a wide range of issues raised by these works. What does it mean to tell a life story? Whose stories and histories are valued and legitimized and whose are forgotten? And how can we problematize the binary constructed between the oral and written traditions by complicating our notions of literacy? It is my hope that as a collective group we can grapple and work through the material to develop an intellectual community that is able to skillfully and respectfully debate pressing issues. This class will require that you regularly participate in class discussions. And although some discussions might evoke strong emotions and debate about particular subjects, we must remember to respect everyone’s opinions and comments throughout the course. This course does not assume that you will have background in Native American Studies. [Students should be able to use this course to meet upper-division elective requirements in the History (U.S. history), American Studies, and Women’s Studies major or minor. Students who are interested in one of these options should contact their Honors advisor.]

HON 3223.901/ENG 3423.901    CRN: 16751/13122  
Poetry & Politics     TR 2:00-3:15  
Dr. Ben Olguin  

This creative writing workshop is based upon the premise that all art is political. Poetry, like other art forms, exists in the world and is consumed in a multiplicity of ways that give it complex meanings. That is, the poem exists within the artist’s intent, the context in which it was produced, and its various readings and consumptions in different times and places among different audiences. Our goal in this class is to develop as conscious, responsible artists who are aware that anything we write has broader implications beyond our own experience at the moment we are producing the art. More, the course is structured around a series of assignments that challenge and enable us to use our art to engage important issues in the world. This approach to poetry and politics/politics and poetry is sufficiently broad to allow for all ideological persuasions concerning any given topic, while still challenging us to be smart artists. Students will write ten poems in a variety of genres and forms (along with one revision of each), as well as one ars poetica, or philosophy of art, that students develop after writing their required poems. Students also will keep a journal, which will be reviewed periodically. Each poem will be constructively critiqued by the instructor. Students will be required to revise every poem at least once, and will have the opportunity for group workshop of at least two poems. All students will write critiques of poems submitted for group review. Students will be required to turn in a final portfolio that includes all drafts of poems, critiques of other students’ poems and the final assignment, which will be due on the last week of class. In addition, students will be required to attend and produce written reviews of four public poetry readings and also make at least two public readings of their own work. [Students may substitute this course for ENG 3423 in the English major or minor.]

HON 3253.001       CRN: 12412  
Evolution of Science      MWF 11:00-11:50 AM  
Dr. Colleen Witt  

This course will explore the dynamic change in scientific thought and endeavor from the pre-Copernican period to the modern day. First, we will cover the shaping of perspectives of the natural world, discussing the impact of Plato, Aristotle, and the Ptolemaic system in shaping pre-modern, scientific thought. We will then follow the trajectory of the Copernican Revolution, marked by the publication of “On the Revolution of Heavenly Bodies” in 1543. This era saw the slow, 150-year movement away from Aristotelian thought to empiricism and the acceptance of science as a major source of knowledge. Economic, religious, and political factors that influenced this emerging new paradigm will be discussed. Finally, we will cover the dawn of Modern Science, which began with the publication of Einstein’s theory of relativity in the early 20th century. We will discuss the concepts of relativity and how Einstein’s ability to break
past the boundaries of scientific interpretation imposed by human senses led to the adoption of such anti-intuitive notions of time and space. We will also cover topics in the life sciences, including the landmark achievements that have led to the explosive technological advances in medicine and biology and the birth and continued growth of the biotech industry. We will finish with a discussion of the latest shift in scientific thought, possibly the most dramatic to date, that has been driven by the introduction of Quantum Physics to modern science. This shift, still very much in motion, challenges our most fundamental notions of reality, such as the long-held belief that human observation and perception should, or even can, serve as an incontrovertible measure of reality. **Students pursuing a major or minor in History or a major in Biology may use this course to meet upper-division elective requirements in the major or minor.**

HON 3253.002/MAT 4953.001  
**Mathematical Problem Solving**  
Dr. Eduardo Duenez  
This course is organized as a seminar focused on the hands-on tackling of challenging mathematics problems. Student-centered meetings will provide ample opportunity to discuss the problem-solving techniques and patterns of abstract thought that are indispensable in science and engineering. Participants are encouraged to take on problems that are rather challenging, including those from national and international competitions. Although some knowledge of freshman and sophomore-level college mathematics can be advantageous, the only formal prerequisite is a strong background on high-school mathematics. **Students pursuing a major or minor in Mathematics may substitute this course for an upper-division elective in math.**

HON 3253.003  
**Honors Seminar, Science: Voodoo Science**  
Dr. Donald Robin  
The ability to evaluate ideas and, in particular, distinguish scientific evidence from fiction is critical to success in any scholarly discipline. This seminar explores different examples of ideas that have started out as sincere attempts to understand various phenomena and that, at some point, were found to not be supported by evidence. Unfortunately, these ideas continued to be promoted for many different reasons, including financial gain, professional name, or social prominence and as such became fraudulent. This course offers a unique opportunity to develop critical thinking skills to evaluate scientific inquiry and learn to discern information that has evidence from that with no support. In this domain, students will also learn to develop their skills in understanding evidence based practice in the modern health care arena. Discussions will focus on both basic science and on evidence based practice standards for clinicians. **This course can be used to meet upper-division elective requirements for the major or minor in Biology.**

HON 3253.004  
**Honors Seminar, Science: Nature vs. Nurture**  
Dr. David Senseman  
To what extent is your behavior determined by your genes (nature)? The answer, according to some scholars, is “quite a lot.” In 1975, E.O. Wilson created a new way to look at human behavior with his bestselling book, *Sociobiology: The New Synthesis*. Wilson argued that not only human anatomy and physiology must be viewed from the context of Darwinian evolution, but also human behavior. According to Sociobiology, fundamental social behaviors, such as altruism, religion and sexuality (including homosexuality), arose in humans through the process of natural selection acting on the brains of our long-deceased ancestors. In this class, we will read books from several authors, including E.O. Wilson, Paul Ehrlich, James Gould and John Colainto. We will begin with Colapinto’s wonderful book, *As Nature Made Him: The Boy Raised as a Girl* which first appeared in Rolling Stone Magazine. Each work brings a different perspective to this long-standing debate about “nature versus nurture”. From class discussions -- and hopefully many heated arguments -- each student should come away with a more sophisticated and nuanced
understanding of how and why genes control their behavior. More than one student who previ-
ously took this course later commented that it was “the best course he had ever taken at UTSA.”
Come and check it out for yourself!

HON 3501.001  CRN: 11847
Honors Thesis Exploration Seminar
Dr. Kyle Murray
T 3:30-4:40pm

HON 3501.002  CRN: 11012
Honors Thesis Exploration Seminar
Dr. Kyle Murray
W 1:00-1:50pm

The purpose of HON 3501 is to help students complete quality thesis projects on time. The goals
of the seminar will be to help students: (1) understand what a thesis project is; (2) understand
what personal resources (time, energy, motivation, etc.) are necessary for successful completion
of a thesis project; (3) clarify their topic; (4) find a faculty member to advise them; and (5) create
a project plan for their thesis project. **Honors students who are within 4 semesters of gradu-
ation and want to learn more about the thesis process are strongly encouraged to take the
seminar.** The seminar is based on the notion that the earlier students start thinking seriously
about a thesis, the more likely they are to finish an excellent thesis project — on time.

ACC 2013.010  CRN: 12474
Principles of Accounting I
Gary Bridges
TR 11:00-12:15pm

This course will provide an introduction to business external financial reporting designed to cre-
ate an awareness of the accounting concepts and principles used in preparing the three basic
financial statements: the income statement, balance sheet, and statement of cash flow. The
course is designed for all business students, whether future users or preparers of accounting in-
formation. [This course meets a requirement in the Common Body of Knowledge (CBK) for
Business.]

AHC 1113.003  CRN 13988
Survey of Art/Architecture Pre-Historic to 1350
Ms. Kristy Masten
MW 2:00-3:15pm

This course is a survey of art and architecture from the Prehistoric Age up to the Gothic Era, fo-
cusing mainly on the cultures of Europe and areas around the Mediterranean. Art history takes a
unique approach to history in which we examine artistic objects and put them in their historical,
social, political, and economical context. In addition to the main textbook for the course, there
will be a supplemental reading provided by the instructor for each chapter. Many of the supple-
mental readings will help draw connections between some of the ancient objects read about in
the textbook and contemporary issues that affect us today. Class time will be divided equally
between lecture by the instructor and discussion led by students. Assignments will consist of
weekly quizzes, a gallery exhibition exercise, a research bibliography, and leading and participat-
ing in class discussion. There will also be an optional fieldtrip to the San Antonio Museum of Art,
the UTSA Satellite Space Gallery, and San Fernando Cathedral. **This course meets the Core
Curriculum requirements in Fine Arts.**

ANT 2053.001  CRN: 14512
Introduction to Cultural Anthropology
Mr. Brian Balyles
MWF 3:00-3:50pm

This course will provide students an opportunity to master the following objectives: (1) to under-
stand basic anthropological concepts involved in "culture" and their applications in understanding
diversity in the worldwide economies, social structures, and ideologies; (2) to examine ethno-
graphic information as it contributes to a holistic, cross-cultural view of human behavior and be-
lief; and (3) to understand processes of culture change and survival. The format of the course will include lecture, extensive discussion, small group activities, and the individual production of a research paper on a topic related to cultural anthropology. This course meets the Core curriculum requirement in Interdisciplinary Studies (Domain IV) and the Honors requirement for an IDS course. This course automatically substitutes for the Honors requirement for IDS 2213 or CSH 1213. The course also is required for the Anthropology major.

BIO 1404.026 CRN: 14478
Biosciences I
Dr. Astrid Cardona
This is the first course in a two-part introduction to the science of biology for students majoring in biology or interested in pre-health professions. Topics include biochemistry, cell biology, genetics and evolution. The course includes a mandatory one-hour recitation per week. May be applied toward the Level I Core Curriculum requirement in science. (Formerly BIO 1113 and BIO 1203. Credit cannot be earned for both BIO 1404 and BIO 1113 or BIO 1203.)

BIO 2313.004 CRN: 16882
Genetics
Dr. Patricia Geppert
Prerequisites: BIO 1413, CHE 1103, and PSY 2073 or STA 1053 or STA 1404. Concurrent enrollment in BIO 2322 is recommended. Principles governing transmission of hereditary factors in plants and animals, with emphasis on molecular biochemical and population genetics.

BLW 3013.005 CRN: 16850
Business Law
Mr. John Shields
Prerequisite: 60 hours of college credit, including GBA 2013 (except for students pursuing a minor in legal studies or general business). This seminar will facilitate introduction of students to the system of legal analysis, critical thinking, and decision-making utilized in the contemporary environment of business law. Students choose topics from a list including contracts, UCC, common law, constitutional law, property, agency, torts, and related legal topics. Through the court case format, students gain experience in legal research, reasoning, and methods of presentation. This course meets a requirement in the Common Body of Knowledge (CBK) for Business and a Legal Studies (LS) minor elective.

CHE 1143.001 CRN: 16557
Principles of Chemistry
Dr. Donald Kurtz
This course is the first of a two-part introduction to the chemical sciences for chemistry majors and other students interested in the chemical sciences. This course provides an introduction to chemical reactions and atomic-molecular structure, including chemical formulas and stoichiometry, the periodic system of elements, electrons in atoms, valency, chemical bonding, states of matter, solutions, chemical equilibrium, and acids and bases. This course meets the Core curriculum requirement for a level II Science.

COM 1053.003 CRN: 11181
Business and Professional Speech
Ms. Nelda Pisors
This course examines the basic communication process through oral channels with practical applications for business. The emphasis is on techniques of business and professional presentation, including components of message strategies, nonverbal communication, multimedia support, and persuasive speaking. Oral presentations with written components are required. This course meets a requirement in the Common Body of Knowledge (CBK) for Business.
ECO 2013.004       CRN: 10624
Introductory Macroeconomics (Honors)   TR 11:00-12:30am
Ms. Sarah Hu
The purpose of this course is to introduce students to economic issues at the national level (including but not limited to the determination of national income, employment and price levels, the basis of government economic policy). During this course, you are expected to apply basic economic theories to real world issues. This course meets a requirement in the Common Body of Knowledge (CBK) for Business and the Core curriculum requirement in Economics.

GEO 1013.005       CRN: 13358
The Third Planet (Honors)     MWF 10:00-10:50am
Dr. Eric Swanson
This course covers Earth’s history and our own. The course explores the relationship between the earth sciences and human history through some of history’s and science’s great moments. The course begins by looking at science’s role in society and how science and technology differ. The course then covers four thematic sections each based around a central theme or “big idea.” The first section covers astronomy, with the “big idea” being the revelation that our small planet resides in a universe of unimaginable size. Section two covers basic geologic principles and introduces the concept of the Earth’s great antiquity compared to humanity’s brief existence. Section three covers Earth’s natural resources. The “big idea” here is that humanity is completely dependent on Earth’s resources and that civilization exists by geologic consent. Numerous geopolitical examples will be used to illustrate how the distribution of natural resources has directed and dictated human history. Section four covers geologic disasters, such as flooding, earthquakes, volcanism, violent weather, climate change, asteroid impacts, and prehistoric examples of geo-violence far beyond anything recorded in our brief human history. The “big idea” here is that not only does civilization exist by geologic consent, but our existence is subject to change without notice. A text especially written for this course will be provided at no cost. The course lectures are illustrated, and students have the opportunity to investigate topics of interest to themselves in more detail through short written reports. This course meets the Core curriculum requirement for a Level I Science.

HIS 1043.002       CRN: 11061
US History, Columbus to Civil War (Honors)   MWF 10:50-10:50am
Mr. David Hansen
This course will explore the relationships between class, race/ethnicity, and gender issues and their connections to the political, social/cultural, economic, and diplomatic development of American society. Topics for analysis will include industrialization, urbanization, imperialism, immigration, pop culture, political behavior, work and leisure, and various ideologies held by past and present Americans. Students will be expected to go beyond the factual data to examine the analytical “why” and “how” of past events. Students should be prepared for a reading-intensive workload and a discussion-oriented, classroom experience, in which active participation is required. This course meets the Domain II, Core Curriculum requirement for 3 hours of United States History and Diversity.

HIS 1053.005       CRN: 12898
US History, Civil War to Present (Honors)   MWF 12:00-12:50pm
Ms. Jennifer Dilley
This course provides a survey of the United States from the era of Reconstruction into the 21st century. We will examine how a country on the verge of being torn asunder in the 1860s would emerge, within one century, as one of the most powerful nations in the world. We will analyze topics covering: the development of the United States as an urban industrial nation; the rising importance of the business cycle, corporations, and immigration; political traditions; class, race, ethnicity, and gender; cultural diversity and national unity; the relationship between the United
States and other nations and cultures; and the impact of these trends on the development of the nation. We will, in part, pursue a political history that emphasizes major persons, places, and events. However, our class will also be based in social history, examining events and eras from the perspectives and situations of “ordinary” people and their efforts. This course meets the Domain II, Core Curriculum requirement for 3 hours of United States History and Diversity.

HIS 2133.005/ IDS 2213.006     CRN: 12067/16285
Introduction to World Civilization Since 15th Century TR 12:30–1:45pm
Dr. Kolleen Guy
Have you ever wondered about the connections between the present and the past? Have you ever thought about studying history backward? This is a true world history course. We will focus on topics and issues that are global or hemispheric in scope, but we will begin in the present and work our way back in time. Our goal is to find the connections (and disconnections) between the past and present. This course is geared for students who wish to experience history as an active engagement with the present. This course meets the Core Curriculum requirement in World Society and Issues (WSI) and meets an Honors core requirement and meets an Honors core requirement for an Honors WSI course.

HUM 2093.002       CRN: 12917
World Religions      MWF 9:00-9:50am
Mr. Ewing Chinn
It is natural for us to think of religion in monotheistic terms, as the belief in and worship of the one eternal God. In this course, in addition to the monotheistic religions of the West, we will study the three major religious and cultural traditions that are distinctively non-monotheistic and thus, distinctively different from our own Judeo-Christian-Islamic religions: the Indian, Buddhist, and Chinese traditions (Confucianism and Taoism). We will end with a fresh look at our traditions after we gain an understanding of why these traditions qualify as religions. We will see that the driving force of a religion that which all religions have in common, is the concern with the question, “What is the end or meaning of life?” We will see that answering this question requires an understanding of the nature of reality, of the nature of human beings, and of how we ought to live. In other words, each of these major religions has a distinctive world view that underlies its religious doctrines and practices. The authors of our two texts refers to these world views as the “world’s wisdom.” Our concern is not just with understanding this wisdom, but with understanding the philosophical arguments behind the world views. This course meets the Core Curriculum requirement in World Society and Issues (WSI) and meets an Honors core requirement for an Honors WSI course.

IS 3003.005       CRN: 12482
Principles of Information Systems    TR 2:00-3:15pm
Mr. Ruben Mancha
The overall objective of the course is to provide students with an understanding of the conceptual foundations of information systems. The course emphasizes concepts in five areas: (1) an understanding of information technology, including hardware, software, telecommunications and database systems; (2) internet, intranet, extranet and electronic commerce; (3) a perspective of the role of information systems, such as transaction processing systems, decision support systems and expert systems in firms; (4) a background in the procedures used to develop information systems; and (5) exposure to current issues in management of information systems. This course meets a requirement in the Common Body of Knowledge (CBK) for Business.

MGT 3013.004        CRN: 14046
Introduction to Organization Theory, Behavior, and Management
Dr. Cynthia Lengnick-Hall     MW 4:00– 5:15
This course provides an introduction to the complex role that managers play in creating and guiding organizations in the 21st century. Organization theory and individual behavior are explored within
the context of changing competitive, social, technical, and international forces shaping an increasingly knowledge-based economy. Important themes in the course are the skills, concepts, models, tools, and theories that enable managers to lead organizational efforts toward high levels of productivity and flexibility, achieve collaborative workplaces, and design organizations to promote learning and enable employees to act effectively on what they know. Issues regarding value-creation and competitive advantage along with ethical and social responsibility dilemmas facing organizations are also discussed. A variety of learning approaches including lecture, class discussion, experiential exercises, incident analysis, and reflection papers are used to explore these topics. An individual action-analysis project enables students to practice what they have learned. This course meets a requirement in the Common Body of Knowledge (CBK) for Business.

MAT 1093.009       CRN: 16679
Precalculus (Honors)      MWF 11:00-11:50am
Dr. Ron Brashear
This course covers topics in trigonometry including the unit circle, trigonometric identities and equations. The course also covers polar coordinates, complex numbers in polar form, vectors and conic sections. Application of these topics in the physical and natural sciences are included. The Honors class is enhanced by the inclusion of special projects involving research into the background and evolution of many of the aforementioned topics covered in the course.

MAT 1214.009       CRN: 12159
Calculus I (Honors)      TR 9:30-10:45am/R 11:00-11:50am
Dr. John Stanley
We will cover the material normally covered in a Calculus I course. In particular, topics will include the concepts of limit, continuity, derivative, and associated theorems, including the Mean Value Theorem. We also will cover applications of the derivative including L’Hopital’s rule, motion, velocity, acceleration, and the quantitative analysis of curves to problems from physics, biology, engineering, medicine, and business. Our goal in this honors section will be to learn not only the computational techniques of calculus, but also to understand the concepts behind these techniques. Such an understanding is best gained from solving problems in four different ways—algebraically, graphically, numerically, and verbally. An important part of the learning environment will be group work and discussion inside and outside the classroom. Exploring some concepts and solving some problems will require the use of a graphing calculator. A TI-82, -83, or -84 is recommended, but any other calculator with similar capabilities is acceptable as long as you know how to use it.

MAT 1224.004      CRN: 16106
Calculus II (Honors)      MTWR 11:00-11:50am
Dr. John Stanley
As in Calculus I, emphasis is on applying additional calculus concepts and techniques to problems from physics, biology, engineering, medicine, and business. These concepts will center around understanding and applying antiderivatives and definite integrals with emphasis on the Fundamental Theorem of Calculus. Topics also included are sequences and series, including Taylor series, power series, and convergence tests. We will explore, investigate, and solve a variety of problems in four different ways—algebraically, graphically, numerically, and verbally. An important part of the learning environment will be group work and discussion inside and outside the classroom. Exploring some concepts and solving some problems will require the use of a graphing calculator. A TI-82, -83, or -84 is recommended, but any other calculator with similar capabilities is acceptable as long as you know how to use it.

MUS 2663.001       CRN 12683
History & Styles of Jazz (Honors )      MWF 10:00-10:50am
Mr. Clarence King
This course is an introductory survey that examines the evolution of Jazz as an American art form.
We will begin with the pre-jazz music of the 19th century as well as the African and European influences from which jazz developed. Each style, from New Orleans to Contemporary Jazz, will be examined. The focus will be on recognizing musical characteristics which distinguish each style, the performers, their influence, and contemporary relevance. We will have the opportunity to experience jazz as a thriving art form locally, nationally, and in its place as a world music. This course meets the Core Curriculum requirement in Fine Arts.

**MUS 2673.001** CRN: 15807  
**History & Styles of Rock (Honors)** MWF 11:00-11:50 AM  
Dr. Drew Stephen  
Is rock-and-roll the authentic music of the American people or is it a commercial product manufactured for a global marketplace? Does rock music reflect the best of the American experience and character or the worst? Our task in this course will be to explore interactively, through reading, multimedia, lecture, and class discussion, the intersection of rock-and-roll music styles and practices with the waves of social, economic, and technological change that swept over America in the second half of the 20th century. We will examine the musical and cultural roots of rock & roll and the relationship between those roots and later commercial music styles. Another perspective will come from study of the performers, producers, and promoters who created the music and brought it to millions of fans, both shaping and reflecting culture, including film, television, and fashion. Finally, through the use of multimedia technology and live performance, we will examine specific musical components of various rock music styles and consider what such technical analysis may suggest about the cultural meaning of the music. Approaching the phenomenon of rock-and-roll from multiple directions will provide an opportunity to develop a broader perspective about the music, musicians, and audiences, providing insight into our musical experience individually and the meaning(s) rock music has in the American consciousness as a whole. This course meets the Core curriculum requirement for a course in Fine Arts.

**POL 1013.009** CRN: 13409  
**Introduction to American Politics (Honors)** TR 9:30-10:45 am  
Dr. Stephen Amberg  
This course is designed to provide undergraduate students with a broad survey of American national government and politics. We will be focusing on the foundations of American government, the Constitution, public opinion and mass political behavior, and institutions of government. This course is designed to promote critical thinking about major themes in American politics and provide students with a broad foundation of knowledge from which to build upon in upper-division course work. In addition, this particular section involves the use of Web-based technologies. Under each topic, students will become engaged in active learning about the dynamics of American politics through additional readings and first-hand analysis of documents. This course meets the first 3 hours of the Core curriculum requirement in Political Studies.

**POL 1133.004** CRN: 14350  
**Texas Politics and Society (Honors)** MWF 11:00-11:50 am  
Mr. Henry Esparza  
This course surveys the theory and practices of politics and government in America with particular attention to state and local government in Texas. The study of state politics will investigate our history, structures and rich ideals that have made Texans who we are. We will look at our Constitutions, our economies (past and present), cultures, and courts, as well as how Texas fits in the world’s schema. This course is designed to provide students with a historical and contemporary look at our system of government. We will trace the foundations of Texas political thought, analyze our core values, and compare and contrast our government institutions and policy. This course meets the second 3 hours of the Core Curriculum requirement in Political Studies.
PSY 1013.002
Introduction to Psychology
CRN: 12733
MWF 9:00-9:50 am
Dr. Judith Perry
This course will provide students an introduction to the study of the mind and behavior, with attention to awareness, discrimination, sensation, perception, emotion, motivation, learning, memory, problem-solving, personality, mental and behavioral development, abnormal behavior, and behavior in group settings. Psychological, social, cultural, and biological determinants of behavior are considered, together with applications of basic principles. Scientific and nonscientific approaches to the explanation of psychological phenomena are examined critically. Participation in illustrative research required. Group work and class presentations are used to illustrate psychological thought and concepts. **This course meets the Core Curriculum in Social and Behavioral Sciences.**

WRC 1013.042
Freshman Composition I (Honors)
CRN: 12082
MWF 12:00-12:50 pm
Mr. John Helton
Like all UTSA 1013 Writing Program classes, this course builds on competencies established in high school. WRC 1013 emphasizes training in reading and writing and requires essays, discussions, and oral presentations based on provocative and critical readings. Students will study the principles of invention and arrangement and will work to develop a sense of audience and purpose in their writings. In addition, for our honors component, we will have a special focus on Mass Media and Television and Film as American Culture. Students will be doing outside course work in analyzing television and film to improve upon and create critical thinking, reading, and writing skills. We will work to get out of the passive role that most assume when watching American film and television to a new mode of rigorous, critical analysis and synthesis through various rhetorical writing styles such as comparison and contrast, definition, classification, exemplification, and more. For example, for one assignment, students will be asked to watch such satirical news programs as The Daily Show or Colbert Report and compare and contrast them with other "real" news programs and then do additional research in the UTSA library databases to develop their analysis in writing in their essays. We may also study one genre of film, relate it to readings in the text, and add further rhetorical analysis via database research. **This course meets 3 of the 6 Core curriculum hours required in English/Rhetoric.**
## SPRING 2010 DATES TO REMEMBER

### MARCH
- **15-19** SPRING BREAK
- **22** Last day for Soph & above to drop with automatic “W”
- **24-25** GradFest
- **25** Arab-American Issues: “Writing as Witness” talk, 11:00am, HSS 3.03.14
- **25** Last Day to take CLEP Exam (with essay) for spring graduates
- **31** Pre-Medical Student Advisory Meeting on the Medical Humanities at UTMB, 12:00pm, HSS 3.04.28

### APRIL
- **2** Deadline for Submitting Fall and Summer Schedules for Priority Registration
- **13** American Indians in the 21st Century: Tradition and Survival, 11:00a.m., UC 2.212
- **15-17** National Council on Undergraduate Research (NCUR) Meeting
- **15** Graduation Application Deadline for Fall 2010 Graduates
- **15** Last Day for graduating seniors to take CLEP Exam (no essay)
- **26** Last day for Freshman to drop with automatic “W”
- **29** Honors College Undergraduate Research Symposium, 8:30 a.m.– 4:00 p.m.
- **29-30** STUDY DAY— NO CLASSES

### MAY
- **1-7** FINAL EXAMS

7  Deadline for Submitting Honors Thesis and Honors Thesis Proposals
7  HONORS COLLEGE COMMENCEMENT CEREMONY, 2:00 p.m.
10  May Mini-semester Begins
15  Honors Scholarship Deadline
29  May Mini-semester Ends

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**The Honors Circle** is published by:

The UTSA Honors College  
JPL 4.02.10, One UTSA Circle  
San Antonio, TX 78249-0656  
(210) 458-4106

Any opinions expressed herein do not necessarily reflect those of The University of Texas at San Antonio or its administration.