“Greetings! All of us in the Honors College hope that your semester is going well. If you are struggling with anything, please see your Honors advisor!

By now, you should have registered for Summer 2013 classes. PRIORITY REGISTRATION FOR FALL 2013 BEGINS APRIL 1ST. You can find instructions on registration on page 3 of this newsletter. Once again, you will need to request permission from me via email if you wish to register for what we anticipate will be high-demand Honors Seminars. Those Honors Seminars are “The Holocaust” with Dr. Kolleen Guy, “Positive Psychology” with Dr. Tova Rubin, and “Clinical Medicine” with Dr. Thomas Forsthuber. To request a registration code for either of those Honors Seminars, please email Ann.Eisenberg@utsa.edu. The SUBJECT LINE should be “REQUEST TO ENROLL IN HOLOCAUST CLASS” or “REQUEST TO ENROLL IN CLINICAL MEDICINE” etc. The text of the email must include your name, your Banner ID#, your major, and your level (i.e., senior, junior). YOU MUST SUBMIT YOUR REQUEST BY MARCH 29TH to ensure that you have the access code by April 1ST. You may request an access code after March 29th, but there may not be any space left.

We are also looking for volunteers! We need HONORS MENTORS for new freshmen members of the Honors Class of 2017. If you are interested in becoming a mentor, please email us at honors@utsa.edu.

I hope to see you all at our remaining events for spring 2013! Please join me on April 5th and 6th for the FTK Dance Marathon! If you would like to represent the Honors College as an FTK Dancer, please email Alegra at Alegra.Lozano@utsa.edu.

We hope to see you soon!
Greetings Honors College Students!

Believe it or not, it’s time to think about fall 2013 registration. The class schedule is now available, and priority registration for Honors College students begins April 1st!

HC staff must set special permissions in ASAP for you to be able to register yourself for an Honors course. You may email your requests to your advisor or fill out the registration form found on our website and drop it by our office (http://www.utsa.edu/honors/students/forms.html).

If you were unable to meet with us prior to the beginning of summer registration and have a 45- or 90-hour hold, please call to schedule an appointment. Our office number is (210) 458-4106.

We have put together some suggestions for you to consider as you prepare for the fall term.

1. If you began attending UTSA in the fall of 2011 or later, you must take a “Q” course prior to graduating. This is a part of the university’s Quantitative Literacy Program (QLP). You can read about the requirements on page 4 of this newsletter.

2. The forms you often ask for (including for Honors contracts and time conflict and prerequisite overrides) are linked on the HC website for your convenience. http://www.utsa.edu/honors/students/forms.html

3. Seniors graduating in FALL 2013 must apply for graduation by April 15, 2013. Information regarding the application process can be found at: http://www.utsa.edu/registrar/graduation.cfm.

4. The next Honors scholarship deadline is May 15th. The essay prompt can be found on the HC website. Visit the Honors College website for more information.

5. Become involved in the University Honors Student Association (UHSA)! As a member of the Honors College, you are invited to become a member of this student-run organization. UHSA provides a forum for you to get to know fellow Honors students, expand your UTSA experience beyond the classroom in a social setting, and make a contribution to the success of the Honors College! We will send you invitations to various UHSA activities throughout the semester.

You can friend UHSA on “Face Book” at http://www.facebook.com/HonorsCollege.

We are proud of your academic success and look forward to helping you continue as one of the best and brightest at UTSA! Go Roadrunners!

Your Honors College Advising Team –

Diana Shaw-Howard   Ricardo Blanco   Mickie Tencza   Dr. Ann Eisenberg
Fall 2013 Honors College Priority Registration Instructions

Fall priority registration will begin Monday, April 1st!

The fall 2013 Schedule of Classes is now available on ASAP. You are encouraged to meet with your Honors College Advisor at least once per semester. If you have a 45 or 90 hour hold, you should see your advisor.

You will be registering yourself for classes on ASAP, during priority registration. In order to take an Honors course, you must obtain permission from your Advisor in the Honors College.

If you are unable to schedule an appointment prior to priority registration, please communicate with your Advisor via email. Our email addresses are listed below.

All HONORS students should be aware of the ACADEMIC POLICY for PREREQUISITES before filling out the registration forms for the FALL 2013 semester. You must follow these steps:

- Check the PREREQUISITES in the 2012-2014 Catalog for the courses in which you wish to enroll for fall 2013.
- If you don’t have the prerequisites, obtain a PREREQUISITE OVERRIDE FORM from the HONORS College website, http://utsa.edu/honors/forms.html, and process the form before submitting your class schedule. Prerequisite overrides are the exception not the rule. If you want to discuss your likelihood of being granted an override, contact your Academic Advisor in the Honors College.
- Once you obtain 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 you can register, ensure that HOLDS such as Parking, Fiscal Services, Health Services, etc., are removed from your record.

The registration form for fall 2013 is available on our website. Please use this form to prepare a draft of your schedule prior to meeting with your Advisor.

http://www.utsa.edu/honors/students/forms.html

Please contact your HONORS Academic Advisor with any questions.

Sincerely,
The Honors College Advising Center Staff

Diana Howard       Ricardo Blanco       Michele Tencza       Dr. Ann Eisenberg

diana.howard@utsa.edu ricardo.blanco@utsa.edu michele.tencza@utsa.edu ann.eisenberg@utsa.edu

"One Student, One Advisor, One Plan for Success"
UTSA's Quantitative Literacy Program (QLP) is an important part of the UTSA 2016 initiative to elevate our university to Research One status. The program is designed to improve UTSA students’ ability to work with graphs and data by adding a quantitative element to some core classes. ALL students who entered UTSA in fall 2011 or later are REQUIRED to take a “Q” course in order to meet graduation requirements. The learning goals of the QLP help undergraduate students: (a) acquire basic quantitative literacy and numeracy skills, (b) communicate the results of their quantitative analysis, and (c) acquire discipline-specific, advanced, quantitative skills. The primary focus of enhancing student learning to develop quantitatively-trained graduates is achieved through a curriculum that seamlessly integrates these skills in courses across the undergraduate curriculum.

So what is Quantitative Literacy? “Quantitative” refers to the use of simple mathematical tools to solve real-world data (i.e., balancing a checkbook, figuring out a tip, or completing an order form), while “Literacy” refers to the ability to understand information and write about the patterns observed or form an argument about the implications of the data result. Simply put, the QLP wants to ensure that all UTSA students can read, interpret, and analyze numerical information.

EVERY STUDENT WHO ENTERED UTSA IN FALL 2011 OR LATER MUST COMPLETE THE Q REQUIREMENT in order to graduate. Q-classes include specific sections of the following core classes: ANT 2033, ANT 2043, BIO 1233, BIO 1404, CHE 1073, ECO 2003, ECO 2013, ECO 2023, HIS 2123, POL 1013, SOC 1013, WRC 1013, and WRC 1023. The classes that meet the program requirements have a “Q” on the course schedule page with a corresponding comment: Comments: Course satisfies UTSA’s quantitative scholarship requirement.

If you are a transfer student who came to UTSA with the core classes already complete, be sure to see your advisor for information on how to fulfill the Q requirement!

Source: http://qlp.utsa.edu/about/

The Quantitative Literacy Program is a part of UTSA’s Quality Enhancement Plan.
Honors College Advising Walk-In Hours

Mondays & Wednesdays  2:00 - 4:00 PM
Tuesdays & Thursdays  9:00 - 11:00 AM

*Times are subject to change.

If you would like to make degree updates, please schedule an appointment by calling (210) 458-4106.
Students in this course will view American documentary films from the past forty years and then examine the social, political, artistic, and historical issues that surround the focus of each film. We will also examine the differences in narrative and point of view and the style and substance of each documentary film. Students will do background reading on the subject matter of selected documentaries and present their findings before the class. As a class, we will view and analyze documentaries from Academy Award winning directors, such as Barbara Kopple (Harlan County, USA) and Michael Moore (Bowling for Columbine), as well as work by other acclaimed directors, including Eugene Jarecki, Errol Morris, Adam Curtis, and Terry Zwigoff's Crumb, the famous Hoop Dreams, Hearts and Minds and obscure classics, such as Salesman.

This course may be substituted for an upper-division elective in the American Studies major or minor or the Film Studies minor.
This course is about the histories of African origin people who were forcibly displaced in the era of the Trans-Atlantic Slave Trade. While “slavery” and “enslavement” name the violent and oppressive conditions and institutions that limited their freedoms, students will learn about the ways that African origin people were active agents in negotiating, transforming, performing, and creating enduring socio-cultural and political identities and institutions that were pivotal in building modern nation states. This course begins with an introduction to West African history on the eve of the Slave Trade. It then introduces students to the implications of the tragic Atlantic voyages “Middle Passage” that more than 12 million Africans faced. It concludes with a focus on understanding the essential roles Africans and their descendants had in shaping modern history.

*Students majoring or minoring in History or American Studies or minoring in African American Studies may substitute this course for a course in the major or minor.
HON 2201.001  
Honors Community Service  
Mrs. Alegra Lozano  

CRN: 11263  
F 4:30-5:20 pm  

HON 2201 is designed to provide members of the Honors College with the opportunity to earn college credit for their experiences in community service. 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.

HON 3021.001  
Honors Essay Writing  
Dr. Ann Eisenberg  

[Note: This course may only be taken with Dr. Eisenberg’s consent.]  

CRN: 10587  
Hours Arranged  

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 3223.004  
Honors Seminar: Psychology  
Positive Psychology  
Dr. Tova Rubin  

[Note: This course may only be taken with Dr. Eisenberg’s consent.]  

CRN: 16063  
TR 8:30-9:45 am  

The objective of Positive Psychology is to bring together academic research and practical applications to help students lead a more fulfilling and meaningful life. You should expect not merely to receive information, but also to experience transformation. Topics will include an in-depth look at happiness, self-esteem, goal-setting, humor, gratitude, mindfulness and more.

The course will include discussions, readings, weekly response papers and a final project. Students pursuing a major or minor in Psychology may consult with their advisor about the possibility of substituting this course for an upper-division elective course in Psychology.
Fall 2013 Courses

HON 3223.005
Honors Seminar: Humanities
The Holocaust
Dr. Kolleen Guy

[Note: This course may only be taken with Dr. Eisenberg’s consent.]

“Thou shalt not be a victim. Thou shalt not be a perpetrator. Thou shalt not be a bystander”- Elie Wiesel. Between 1939 and 1945 and almost entirely from 1940 and 1944 the Nazis and their collaborators killed some five or six million European Jews- men, women, and children. Murder on this scale, whether in Europe or elsewhere in world history, raises a number of questions about history, society, and human nature. How was such a policy of murder formulated and implemented? What kind of person could lend him or herself to mass murder? How was it technically and logistically feasible to “liquidate” all these people? How could this be carried out in the midst of “total” military effort? How did the victims endure their suffering? How did bystanders react to what they saw? What options for resistance existed? Were resistance efforts significant and effective? Throughout the course of the semester, we will address these questions with an eye for not only understanding the past but also understanding why the world has forgotten the cries of “never again.”

Students pursuing a major or minor in History may use this course to meet upper-division requirements in European History. Students pursuing a major or minor in Humanities may use this course as an upper-division elective.

HON 3233.001/ENG 4973.004
Honor Seminar: Humanities
The Literature of 19th Century Industrialism
Dr. Karen Dodwell

This course will focus on a range of responses to rapid industrialization in 19th-century England. Students will study the prose, poetry, and fiction of writers who condemned the employment of children, the unsanitary conditions of cities, and the exploitation of workers. They will also examine writers who praised England’s progress and relished the mid-century Great Exhibition, which displayed the products of industrial production in a Crystal Palace. Centerpiece texts include Elizabeth Gaskell’s North and South, Charles Dickens’ Hard Times, and Friedrich Engels’ The Condition of the Working Class in England. In-class activities, short papers, and two formal papers will be required, as well as participation in discussions.

Students pursuing a major or minor in English may substitute this course for ENG 4973, Senior Seminar, or for an upper-division Category A course in English.

HON 3233.002/ENG 4973.006
Honor Seminar: Humanities
Literary Non-fiction in Writing & Media
Mr. John Phillip Santos

This writing-intensive seminar will focus on developing skills in writing (and reading) creative non-fiction for any media through weekly journal-keeping, longer writing exercises, and the study of exemplary literary texts, graphic-style works, films, and online media. The goal is to acquire a range of skills, voicing techniques, and reportorial methods necessary to conceive and complete significant non-fiction projects, ranging from journalistic articles for newspapers and magazines and online sites to undertaking a book or media production.

Students pursuing a major or minor in English may substitute this course for ENG 4973, Senior Seminar, or an upper-division Category B course in English.
### HON 3233.003/ENG 4973.003

**Honors Seminar: Humanities**

**Latina/o Science Fiction Film & Literature: Dystopian, Utopian, and Intergalactic Post-Human Possibilities**

**Dr. Ben Olguin**

This course in science fiction film and literature by and about Latina/os explores the art and politics of several sub-genres, particularly dystopian and utopian narratives. The course begins with a discussion of foundational elements of science fiction film and literature as a prelude to incisive explorations of Latina/o interventions into science fiction discourses on nationalism and androcentrism as well as key presumptions in science and ethics. Several inquiries guide the content: What is the nature of race, humanity, and organic life? How has technology transformed theories of humanity? How do imaginative renderings of intergalactic ontologies (theories of being) impact our understanding of terrestrial possibilities? Film texts include Bladerunner, Sleep Dealer, Code 46, Avatar, and select episodes of Star Trek, and literary texts include Lunar Braceros, High Aztech, Cortez on Jupiter, The Rag Doll Plagues, and select short stories. The course is designed as a seminar that meets once per week. There are no exams, but the course includes intensive writing requirements, including weekly reader responses, and a major research paper produced in sequential assignments.

**Students pursuing a major or minor in English may substitute this course for ENG 4973, Senior Seminar, or an upper-division Category C course in English.**

### HON 3253.002/ART 4953

**Honors Seminar: Science**

**Art & Neuroscience**

**Dr. Donald Robin & Ms. Megan Harrison**

[Enrollment requires special permission]

The complex interwoven nature of art, science, culture and politics has been considered for centuries and has played a key role in driving human development as individuals and as societies. For example, in the mid-1800s, Daumier used his art to make important statements about science, government policy, healthcare and society. In 1979, Douglas Hofstadter published *Godel, Esher, Bach: An Eternal Golden Braid*, which carefully delineates how cognition and thinking emerge from hidden neurobiological mechanisms. He formalizes this notion through art, math, and musical endeavors. In the contemporary art world, artists such as Mark Dion adopt the methodology of science and the structure of its authority to discuss more fluid concepts of personal action, interconnectedness, and societal edifice.

This course focuses on the mutually beneficial relationship of artistic processes and the study of neurobiology. When students learn neuroscience, they take ownership of their education and embrace learning new information.

Working together, students from art and science will engage in creative activities to gain direct knowledge about the relations between these seemingly disparate disciplines. Activities will allow for creative expression, problem solving, and thought experimentation. Students will develop strategies for investigating content in their areas of interest, identifying problems, and overcoming difficulty in the pursuit of sophisticated ideas. The instructors are an artist (Harrison) and a neuroscientist and musician (Robin), who are working on projects in art and neuroscience. Alongside creative activities, there will be discussions and exploration of topics and articles pertinent to the content of the class. Students will be expected to complete a final work or series of works related to the ideas and experiences explored in this course.

**Students pursuing a major or minor in Psychology may consult with their advisor about the possibility of substituting this course for an upper-division elective course in Psychology. Class is cross listed with ART 4953, Special Topics: Art & Neuroscience and can count as an upper division art elective in either the B.A. or B.F.A in Art.**
### ACC 2013.009
**Principles of Accounting I**
Ms. Rubina Saya

This course will provide an introduction to business external financial reporting, designed to create 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 they will be future users or preparers of accounting information. 
**This course meets a requirement in the Common Body of Knowledge (CBK) for Business**

### HON 3253.001/BIO 3013.001
**Honors Seminar: Science**
Clinical Medicine
Dr. Thomas Forsthuber

[Note: This course may only be taken with Dr. Eisenberg’s consent.]

The last one hundred years have seen an incredible explosion in our knowledge and understanding of the mechanisms of human diseases and how to diagnose and treat them. This honors course is an introduction into clinical medicine and underlying basic pathological concepts for students interested in medicine and health related professions. Participants will have the opportunity to learn about basic pathological mechanisms of human diseases at the level of cells, organs, and organ systems, how to recognize these diseases, and current treatments. Requirements for this course are a true desire to help ill human beings by acquiring as much knowledge about medicine as possible, compassion, and a willingness to make this course successful by making a difference. 
**Students pursuing a major or minor in biology should contact their advisor about substituting this course for BIO 3013.**

### AHC 1133.004
**Survey of Art/Architecture 1350-1750 Honors**
Dr. Julie Johnson

This survey of art and architecture from 1350-1750 (or from Giotto to Chardin) covers ‘bespoke’ paintings in the Italian Renaissance to the beginning of the critic-dealer system, when the first art critic, Diderot, visited Chardin’s studio and explained his art to the general public. Discussion topics may include issues related to display, collecting and early modern museums, gender and representation, women artists, the role of trade, and representations of the artist’s studio, such as those by Vermeer and Velasquez. The course will include essay exams, group discussions of select topical readings, and short creative writing assignments. 
**This course meets the core curriculum requirement in Fine Arts.**
BIO 1404.037
Biosciences I
Dr. Astrid E. Cardona
CRN: 15705
M 12:00-12:50 pm
TR 11:30-12:45 pm

This is an introductory course to the science of biology for students majoring in biology or interested in pre-health professions. Topics include biochemistry, cell biology, genetics and evolution. During this course, we integrate exams, in-class participation with iClickers, quizzes and assignments using the Mastering Biology site. The course also includes a mandatory, one-hour, quantitative literacy section per week that will explore topics covered in lecture and will provide an opportunity to reinforce concepts and integrate problem solving and study skills.

This course meets the Core curriculum requirement for a Level I Science.

BIO 2313.001
Genetics
Dr. Aaron Cassill
CRN: 10253
TR 10:00-11:45 a.m.

This course will introduce students to the important concept that living organisms require a mechanism for reliably storing and transmitting a blueprint for all their components. Students will study the statistical patterns that can predict how genes, the units of heredity, can be transmitted from one generation to the next. The molecular structure of DNA, the carrier of most genetic information, will be studied. The molecular interactions that read the genetic code and express the function of the gene will be explored. The genetic control of development will be used to demonstrate how all these critical components can interact to create a complex organism. Finally, we will briefly cover statistical methods for describing gene distributions in large populations.

BLW 3013.007
Business Law
Mr. John Shields
CRN: 15045
TR 6:00-7:15 pm

This seminar will introduce students to the system of legal analysis, critical thinking, and decision-making utilized in the contemporary environment of business law. Students will 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 will 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 can be used as an elective in the Legal Studies (LS) minor. This course may also substitute for an Honors Seminar for General, Highest, or Leadership Honors.
## Fall 2013 Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>CRN</th>
<th>Title</th>
<th>Instructor</th>
<th>Days and Time</th>
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</thead>
<tbody>
<tr>
<td>CHE 1143.001</td>
<td>14390</td>
<td>Principles of Chemistry I</td>
<td>Dr. John Frederick</td>
<td>MWF 10:00-10:50 a.m.</td>
</tr>
</tbody>
</table>

This course will introduce students to the important concept that living organisms require a mechanism for reliably storing and transmitting a blueprint for all their components. Students will study the statistical patterns that can predict how genes, the units of heredity, can be transmitted from one generation to the next. The molecular structure of DNA, the carrier of most genetic information, will be studied. The molecular interactions that read the genetic code and express the function of the gene will be explored. The genetic control of development will be used to demonstrate how all these critical components can interact to create a complex organism. Finally, we will briefly cover statistical methods for describing gene distributions in large populations. **This course meets the Core curriculum requirement for a Level I Science and can be substituted for CHE 1103.**

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<tbody>
<tr>
<td>COM 1053.007</td>
<td>16970</td>
<td>Business &amp; Professional Speech</td>
<td>Mr. Charles Wright</td>
<td>MWF 10:00-10:50 a.m.</td>
</tr>
</tbody>
</table>

This course is designed to provide students with an understanding of the principles, practices and concepts used in crafting and presenting professional level presentations. It is a performance based course focused on learning how to develop practical skills necessary to most effectively understand and apply the basic elements of content, organization and delivery to presentations adapted to a variety of content, issues and purposes. The course will involve development of verbal, vocal and nonverbal skills, while also introducing the utilization of traditional and technology-based visual materials used to deliver professional presentations. Students will learn, demonstrate and be assessed based on their competency, as specified in the course objectives. Students will also conduct an independent research project on a communications-related topic assigned by the instructor. The research paper will require a minimum of five sources and must cite work properly. **This course meets a requirement in the Common Body of Knowledge (CBK) for Business.**

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<tbody>
<tr>
<td>ECO 2013.006</td>
<td>14789</td>
<td>Introductory Macroeconomics</td>
<td>Dr. Melody Lo</td>
<td>TR 4:00 a.m.-5:15 p.m.</td>
</tr>
</tbody>
</table>

Macroeconomics is the branch of economics that seeks to understand and explain inflation, unemployment, recession, interest rates, foreign exchange rates, the balance of payments, and other related phenomena. This course emphasizes a discussion of monetary policy and fiscal policy (including government deficits and tax cuts) and an analysis of financial markets and the factors underlying international trade (including exchange rate movements). We will take a two-pronged approach to our study of Macroeconomics. We will spend some time developing the theoretical underpinnings of economic analysis. We will then apply that theory through a combination of readings and case studies that analyzes economic events both domestically and abroad. The study of macroeconomics is important because the topics we discuss relate to information you see presented in the newspapers every day. The goal of this course is to enable you to understand and discuss the economic issues in your daily life. **This course meets the Core curriculum requirement in Economics and meets a requirement in the Common Body of Knowledge (CBK) for Business.**
### Fall 2013 Courses

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<thead>
<tr>
<th>Course Code</th>
<th>CRN</th>
<th>Instructor</th>
<th>Description</th>
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</table>
| GEO 1013.005 | 12481     | Dr. Megan Franks | The Third Planet  
Some of planet Earth's and some of human history's "great moments" will be examined as we explore the relationship between earth's history and our own. The course begins by looking at science’s role in society. We then move on to cover four thematic sections, each based around a central theme or "big idea." The first section covers astronomy with the "big idea" being the scientific revelation that our small planet resides in a universe of unimaginable size. Section two covers geology's basic principles and introduces the big idea concept of earth's great antiquity as compared to humanity's brief existence. Section three covers natural resources. The "big idea" here is that humanity is completely dependent on natural resources and that civilization exists only by geologic consent. Numerous geopolitical examples will be used to illustrate how the distribution of natural resource 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 human history. The "big idea" is that civilization not only exists by geologic consent, but that existence is "subject to change without notice". A text written for this course is provided at no cost. Lectures are profusely illustrated and students will have the opportunity investigate topics of interest for themselves through short written reports. **This course meets the Core curriculum requirement for a Level I Science.** |
| HIS 1043.002 | 17015     | Mr. David Hansen | U.S. History, Pre-Columbus-Civil War  
Broad objectives of this course are to enhance students' understanding of the major themes of early America, to link and interpret the relations of the natives and settlers, and to encourage critical thinking by exploring the conflicting messages of what it meant to be living in America before and after the Revolutionary War / War of Independence. Using lectures, discussions, and readings, we will try to broaden our understanding of perceptions of early America by those living within and those living outside of America. Additionally, we will explore the topics of religion, gender, ethnicity, and class. This course encourages students to experience history actively and incorporates service-learning opportunities. **This course meets the Domain II, Core curriculum requirement for 3 hours of United States History and Diversity.** |
### Fall 2013 Courses

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<th>Time</th>
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<tbody>
<tr>
<td>HIS 1053.014</td>
<td>15364</td>
<td>U.S. History, Civil War to Present</td>
<td>Dr. LaGuana Gray</td>
<td>TR 10:00-11:15 am</td>
</tr>
<tr>
<td>HIS 2133.003</td>
<td>14262</td>
<td>World Civilization since the 15th Century</td>
<td>Ms. Jennifer Dilley</td>
<td>MWF 12:00-12:50 pm</td>
</tr>
<tr>
<td>HUM 2093.002</td>
<td>16207</td>
<td>World Religions</td>
<td>Dr. James Adair</td>
<td>MWF 11:00-11:50 am</td>
</tr>
</tbody>
</table>

**HIS 1053.014 U.S. History, Civil War to Present**

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" — that is, we will largely examine 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. It also meets the Core curriculum requirement for 3 of the 6 hours of US History and Diversity.

**HIS 2133.003/IDS 2213.002 World Civilization since the 15th Century**

This course is a fast-paced survey of the global changes in trade, politics, economics, religion, and culture that have occurred since 1500. The emphasis will be on why changes occurred at a given time and place and how local events affected the world at large. While there will be some lecture to “set the scene” of each new unit, the majority of class time will be spent in research using the Internet, a textbook, a book of primary source readings, and the library. Students will work in constantly changing groups to analyze the issues presented.

**HUM 2093.002 World Religions**

What is religion? What are its origins? How do its current practitioners live? Are the major world religions really all that different? How does religion interact with the modern world? These are some of the questions we will explore as we delve into the history, beliefs, practices, and phenomenology of religion. We will examine in detail several of the largest religions—Hinduism, Buddhism, Sikhism, Chinese folk religions (including Daoism and Confucianism), Judaism, Christianity, Islam—as well as other selected religious traditions. Through personal exploration, individual and group research projects, and classroom discussion, we will also explore issues that cut across several different religious traditions.

This course meets the Core curriculum requirement in World Society and Issues (WSI) and meets the Honors core requirement for an Honors WSI course.
Fall 2013 Courses

IS 3003.006  
Principles of Information Systems for Management  
Dr. Chino Rao  
CRN: 11810  
TR 1:00-2:15 pm

The overall objective of this 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.

MKT 3013.004  
Principles of Marketing  
Dr. David Johnsen  
CRN: 13651  
MWF 1:00-1:50 p.m.

“Principles of Marketing-Honors” provides a one-semester introduction to the theory and practice of modern marketing. It builds on four powerful themes: building and managing customer relationships; understanding the forces of the marketing environment and competition; managing products, services and brands; and turning marketing information into the development and implementation of socially responsible and ethical marketing strategies around the world. The learning approach for this course includes assigned readings, case studies, basic marketing math calculations, class discussions and papers, high-frequency, learning team interaction, and class presentations.  
This course meets a requirement in the Common Body of Knowledge (CBK) for Business.

MGT 3013.003  
Introduction to Organization Theory, Behavior, and Management  
Dr. Cynthia Lengnick-Hall  
CRN: 15164  
TR 1-2:15 p.m.

This course provides an introduction to the complex role that managers play in creating and guiding contemporary organizations. 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 individual skills and behaviors, concepts, models, tools, and theories that enable managers to lead their organizations toward high levels of productivity and flexibility, and design workplaces that promote learning and enable employees to act effectively on what they know. Topics such as value-creation, competitive advantage, organization design, ethical and social responsibility, motivation, and leadership 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. A substantial action-analysis project (which can be conducted either individually or jointly with another member of the class) enables students to practice what they have learned.  
This course meets a requirement in the Common Body of Knowledge (CBK) for Business.
Fall 2013 Courses

MAT 1093.002
Pre-calculus
Dr. Oscar Chavez
CRN: 14470
MWF 11:00-11:50 a.m.
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 1193.006
Calculus for the Biosciences
Dr. Danielle Lyles
CRN: 14203
TR 1:00-2:15 pm
An introduction to calculus is presented using discrete-time dynamical systems and differential equations to model fundamental processes important in biological and biomedical applications. Specific topics to be covered are limits, continuity, differentiation, anti-derivatives, definite and indefinite integrals, the fundamental theorem of calculus, differential equations, and the phase-plane.

MAT 1214.011
Calculus I
Mr. John Stanley
CRN: 11527
TR 10:00-11:15 a.m.
R 11:30-12:20 a.m.
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 1224.005
**Calculus II**  
**Mr. John Stanley**

As in Calculus I, Calculus II emphasizes applying additional calculus concepts and techniques to problems from physics, biology, engineering, medicine, and business. These concepts will center around understanding and applying anti-derivatives and definite integrals with emphasis on the Fundamental Theorem of Calculus. Topics include 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 2633.001
**American Roots Music**  
**Mr. James Syler**

This course provides a survey of Blues, Country and Western, Gospel, Cajun, Zydeco, Conjunto, Tejano, Reggae, Native American, and other uniquely American genres of music that evolved from regional, home-grown traditions into the mass market phenomenon of American popular music today. Students will increase their awareness of the diversity of American traditional music, from the pioneers who originated the styles to the contemporary popular music artists influenced by them. Additional emphasis will be on listening, writing and the presentation of special projects.  
**This course meets the core curriculum requirement in Visual and Performing Arts.**

### MUS 2663.001
**History & Styles of Jazz (Honors)**  
**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 Visual and Performing Arts.**
### Fall 2013 Courses

**POL 1013.011**
**CRN: 12528**
**Introduction to American Politics**
Ms. Susan Roomberg

TR 1:00 - 2:15 pm

This course surveys the major philosophical and constitutional foundations of American and Texas governmental institutions and examines the major political processes and policy outputs that result from these factors. Students exposed to a variety of topics, including civil rights, civil liberties, public opinion, voting behavior, mediating institutions, including parties and interest groups, federalism, major governmental institutions, and major areas of public policy. Considerable time is devoted to thinking about how these components fit together and how they shape the nature and importance of citizenship and civic engagement.

**This course meets the core curriculum requirement in Political Science.**

**POL 1133.015**
**CRN: 16360**
**Texas Politics and Society (Honors)**
Mr. Henry Esparza

MWF 10:00 - 10:50 am

This course examines Texas (State) politics, its structure, its rich history, and its ideals. This Honors 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. This Honors course will study elements of participation, majority rule, and protections within our state. Texas Politics-Honors, analyzes how and why we were established, where we have been, and where we are going. How does Texas fit into the nation's and world's schema?

This course is designed to provide students with a historical and contemporary look at our systems of government. We will investigate topical (current) issues as they come up, such as; immigration, civil rights and civil liberties, terrorism, and the policymaking process.

This course will also study Texas politics as it relates to our Constitution and/with landmark Supreme Court cases that have and will affect our lives in the future. We will look at articles, the ideas of freedom and participation. Texas politics looks at how we must fit in the overall fabric of the United States law. 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 3 hours of the Core Curriculum requirement in Political Science.**
Fall 2013 Courses

POL 1133.016  
Texas Politics and Society  
Mr. Brent Floyd

CRN: 17661  
MWF 9:00-9:50 a.m.

This class examines role of the state in the federal system. Through a comparative examination between the federal and state levels of government, this class will look at the politics, policies, political culture, and underlying political theory that govern the state of Texas and shape its relationship with the Federal government. We will discuss the diverse demographic, economic, and cultural bases of state politics, elections, interest groups, elites, as well as the legislative, executive, and judicial branches.  
This course meets 3 hours of the Core Curriculum requirement in Political Science.

PSY 1013.002  
Introduction to Psychology  
Dr. Judith Perry

CRN: 12028  
MWF 9:00-9:50 a.m.

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 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 Requirement in Social and Behavioral Sciences.

WRC 1013.065  
Freshman Composition (Honors)  
Mr. J.R. Helton

CRN: 11511  
MWF 1:00-1:50 pm

Writing Program classes build on competencies established in high school or in preliminary college writing courses. 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: Television and Film as American Culture. Students will analyze television and film to improve upon and create critical thinking and 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 The 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 the first half of the Core curriculum requirement in English Rhetoric and Composition.
The Honors College will be hosting two thesis information sessions this Spring semester. If you are unsure about what it takes to complete an Honors thesis or if you need more information on what the next step is, we invite you to attend one of these sessions. Please contact Alegra Lozano for more information.

**DATE & TIME**

Wed 3/6/2013 at 1:00-2:30 pm

Wed 4/3/2013 at 2:00-3:30 pm

**WHERE**

MS 4.01.76
Honors College
Conference Room

**RSVP**

Alegra.Lozano@utsa.edu
Attention Current Honors Thesis Students

The following is a summary of the important deadlines that Honors Thesis students must meet for Honors Thesis 4993:

Friday, February 1
Basic thesis information due—thesis readers, working title, and brief description.
Note: Honors Thesis Information Form available at: http://www.utsa.edu/honors/research.html

Monday, April 1
Complete draft of Thesis or Thesis Proposal due to advisor

Monday, April 15
Complete Draft of Thesis / Thesis Proposal due to committee

Friday, May 3 UC Denman Room
Present Thesis or Thesis Proposal at Honors College Undergraduate Research Symposium
1:00 - 4:00 pm

Friday, May 10 by 5:00 pm
Deadline to file Thesis or Thesis Proposal with the Honors College (signed by advisor and readers)

SOPHOMORES and JUNIORS:
START THINKING ABOUT AN HONORS THESIS

Students who are in their second semester as a Sophomore or the beginning of their Junior year should begin thinking about an Honors thesis. To help prepare your plan for an Honors thesis, you should do the following:

1. Pick up an Honors Thesis Handbook in the Honors Office (MS 4.02.14)
2. Register for HON 3501 in the Spring or Fall of 2013.
3. Schedule an appointment with Dr. Donald Robin at robinhonors@gmail.com, or with Dr. Ann Eisenberg at Ann.Eisenbert@utsa.edu to discuss your options.

WORKSHOP SERIES
“Introduction to the Graduate Record Exam (GRE)”
Presented by KAPLAN University
Hosted by Dr. Ann R. Eisenberg
Associate Dean of the Honors College

Four-Part Workshop: Mondays, April 2, 9, 16 and 23.
This workshop will provide students with an introduction to the Graduate Record Exam (GRE). Over the series of workshops, students will be presented with typical GRE problems and will be introduced to exercises and approaches to problem-solving that they can practice to improve their scores on the Verbal and Quantitative portions of the exam.
The UTSA Institute for Law and Public Affairs is accepting applications for

The Summer Law School Preparation Academy 2013

The UTSA Institute for Law and Public Affairs will conduct its annual Summer Law School Preparation Academy (SLSPA), beginning Monday, June 3, 2013. The SLSPA offers 12 credit hours of coursework in two phases and is specifically designed to prepare students for the rigors of law school and the Law School Admissions Test (LSAT). The program emphasizes analytical thinking, critical reasoning, and strong writing skills. Graduates of the SLSPA have been accepted to over 150 different law schools.

SLSPA Phase I runs from June 3 to July 10 and Phase II from July 11 to August 17, 2013. SLSPA students enroll in Phase I after the sophomore year and Phase II after the junior year or complete both phases over one summer, before their senior year. All Phase II students will take a case-law course and an LSAT preparation course. Students who complete both Phases I and II earn the ILPA’s Certificate in Legal Reasoning. To apply, students must submit an application form, personal statement, resume, and letter(s) of recommendation.

APPLICATION DEADLINE:

Additional information on the SLSPA as well as the application form can be found at: www.utsa.edu/ilpa
Contact information: (210) 458-2990 ILPA@utsa.edu
**Are you a *first generation* college student? Are you a junior or senior? Are you interested in pursuing a **PhD**?**

The Ronald E. McNair Scholars Program

**Is Recruiting for the 2013-2014 Academic Year**

**Eligibility**
Selection is made based upon the student’s application, letters of recommendation and an interview.

- Minimum GPA of 2.8
- Is a junior or senior student with at least one full year of academic study remaining (60 hours minimum)
- Is currently enrolled in an undergraduate degree program at UTSA
- Is a U.S. citizen or permanent resident
- Is a first generation college student who meets the income criteria, *OR*
- Is a member of a group under-represented in graduate study.

**Program Benefits:**
- Mentoring from UTSA faculty
- Intensive faculty-led research activities
- GRE preparation
- Summer Research Institute
- Presentations at research symposiums
- Academic counseling
- Personal and Leadership development
- Doctoral Preparation Colloquial Series
- Assistance with graduate school application process
- Educational support for summer research
- Travel to professional conferences for presenting research

**Email:** McNair@utsa.edu for more information or visit http://trio.utsa.edu/

**Location:** NPB II 2.202
BJ’s Restaurants, Inc. Annual Scholarship

Deadline: May 15, 2013

Award: $2,500 per year (renewable for up to two years)

Eligibility Requirements:
1. Applicants must be pursuing a B.B.A. degree and must have applied to the Honors College at the time of application.
2. Applicants must have completed 60 college credit hours at the time of application.
3. Applicants must have a minimum GPA of 3.25 at the time of application.
4. Applicants must have an interest and/or experience in the food service industry, as evidenced by prior or current employment (full or part-time) in the food service industry.
5. Preference will be given to veterans of the U.S. military.

Application can be found at:
http://www.utsa.edu/honors/students/assets/forms/bj-scholarship.pdf

Rotary Club of San Antonio
Youth Education Foundation Scholarship

Deadline: April 5, 2013

Award: Scholarships range from $500-$2,000

Eligibility Requirements:
- Currently enrolled in an accredited college or university
- Fulltime resident of South Texas
- Classified as an undergraduate/graduate during the 2012-2013 school year
- Cumulative GPA of 2.0 or higher
- Enrolled in full-time study in 2013-2014
- Such additional criteria as may be established by the Youth Education Foundation Board of Directors

Application can be found at:
http://www.rotarysa.org/youtheducationfoundation.cfm
Will and Mary Hathaway
Honors Program Scholarship

Deadline: May 15, 2013

Award: Up to seven awards of $1000

- Must be a member of the Honors College
- Must be a U.S. citizen
- Must plan to attend post-graduate study
- Must have a record of leadership and service while in college
- Must not plan to graduate until Spring of the award year
- Must have been enrolled full-time (12 hours) at UTSA for the Fall and Spring semesters of the academic year prior to award year
- Must have a minimum of 60 hours at the time of application
- Must have a GPA of 3.50 or higher

Application requirements: For complete instructions please refer to the application form located at the following link:

http://utsa.edu/honors/scholarships/index.html

10% of your total purchases will be donated to For The Kids (FTK) Dance Marathon at UTSA to help fight childhood cancer in San Antonio.

When checking out, ask the cashier to print a second copy of the receipt and tell them the purchase should be credited to For The Kids (FTK) Dance Marathon at UTSA.

L&M Bookstore at UTSA
15503 Babcock Road
Outside 1604 and Babcock near Pizza Hut
Program Overview

To achieve the goals of the START-UP program of having undergraduate minority students apply to graduate programs and pursue doctoral degrees in Neuroscience, the students will have a “Real-World” graduate school experience by:

- Having research responsibilities
- Attending seminars
- Participating in events such as retreats and scientific meetings
- Participating in a journal club developed specifically for them

The most intensive experience for the students will be the research conducted in the labs of the faculty listed in this proposal, working 8-12 hours per week during the academic year, and 40 hours per week during a 10-week summer program. Also, as all our partner institutions have a “research practicum” or equivalent course for their juniors and seniors, they have agreed that students will have the opportunity to receive course credit for the research carried out during the academic year. Students may enter the program during the summer at the end of their sophomore year (we will allow this for highly competitive students).

Research papers and a 15-minute oral presentation will take place at the end of each training session. During the school year, students will:

- Attend departmental seminars each semester
- Meet with seminar speakers as opportunities arise
- Attend the Undergraduate Neuroscience Journal Club
- Attend at least 1 local research retreat, either one of the department retreats in the fall, or the CBN retreat in the spring (students can also attend both)

During the summer, the Journal Club will continue to meet. Students will have the opportunity to participate in a course designed specifically for undergraduates and there will be educational field trips planned, as well.

How to Apply

Eligibility

Students must have taken a chemistry and biology course in which they obtained a grade of at least B, have completed at least 64 credit hours, and have a minimum overall GPA >3.0. Students interested in participating in the START-UP program must submit the following items as a complete application package:

- Application Form
- [http://start-up.uthscsa.edu/apply.asp](http://start-up.uthscsa.edu/apply.asp)
- Current (unofficial) transcript(s)
- Personal statement
- Criminal Background Check (must be printed, signed, and scanned for return)
- Letter of recommendation from a faculty member who can provide an informative reference (this should be emailed to pharmgrad@uthscsa.edu separately)

Positions are currently still available! Applications are accepted continuously and reviewed until positions are filled.

It is preferable that all materials be e-mailed to: pharmgrad@uthscsa.edu

Applications may also be mailed to:
Program Coordinator
START-UP Program in Neuroscience
c/o Department of Pharmacology, UTHSCSA
7703 Floyd Curl Drive – MC 7764
San Antonio, TX 78229-3900
Y.O.U.’s Inspire Fellows Program

SUMMER FELLOWSHIP OPPORTUNITY – APPLY NOW

Youth Organizations Umbrella (Y.O.U.) is pleased to announce its Inspire Fellows Program for the summer of 2013. The fellowship offers graduate and upper-undergraduate students a full-time opportunity to learn best-practices in youth development and to prepare for a career in youth development, education, or the non-profit sector. Inspire Fellows serve as workshop leaders and counselors for Y.O.U.’s 9-week summer program. Fellows are chosen to develop and facilitate specific workshops in one of three areas: arts and literature, STEM (science, technology, engineering, and math), or recreational activities. Additionally, all fellows help lead discussions and workshops on life skills topics.

Primary responsibilities of Inspire Fellows include:
- Develop and facilitate youth activities in your chosen area that promote academic, social, and emotional development.
- Supervise youth activities in a safe, sensitive, developmentally appropriate, positive manner.
- Maintain positive, supportive relationships with youth.
- Nurture supportive relationships with parents, school administrators, teachers, students, and community representatives.
- Develop and maintain good working relationships with supervisors, coworkers, and volunteers within Y.O.U., and with others in the community who offer information about, resources for, or services to young people in Evanston.
- Maintain timely and accurate records concerning youth participation and outcomes.
- Identify and recommend opportunities for continuous improvement in Y.O.U. programming.

The Fellowship experience offers a unique opportunity for growth for students thinking about a career in youth development, education, the arts, or non-profits. Fellows have close supervision of their work and are provided with both formal and informal feedback to help them grow. In this way, fellows develop their leadership skills, enhance their understanding of youth development, and build their non-profit management skills.

The Fellowship runs full time from June 10 through August 16. The first week offers Fellows a comprehensive orientation and training on Y.O.U., non-profit management, and positive youth development. The next nine weeks consist of high-impact summer programming. The Fellowship offers a stipend of $1,000. (Y.O.U. is also glad to provide documentation to any students who receive support from their universities for summer employment with a non-profit organization).

For more information and to apply, visit www.inspirefellowsprogram.org. For questions, contact Kathryn Cai at kathryn.cai@youevanston.org or 847-866-1200 ext. 247.
2013-14 Phi Kappa Phi Award Applications Available

Applications are available for the annual Phi Kappa Phi Fellowships, Study Abroad Grants, Literacy Grants, and Love of Learning Awards. The Society's extensive award programs range from $15,000 Fellowships for graduate study to $500 Love of Learning grants for continuing education and professional development. More than 265 awards will be given out this year. Award applications are available online at PhiKappaPhi.org and must be received by the following deadlines:

**Fellowships**: Due at Society headquarters by April 15. Contact your chapter for local due date. [Download an application](#).

**Study Abroad Grants**: April 1. Apply now online.

**Literacy Grants**: April 1. Apply now online.

**Love of Learning Awards**: June 30. Apply now online.

Poetry Submissions Wanted

*Phi Kappa Phi Forum* seeks original, previously unpublished poetry from active Society members for its summer 2013 edition that will explore the theme of "Dreams." The poetry contest is open only to active members, published or unpublished. Previous winners must wait one year – three consecutive main editions – to enter again. This restriction does not apply to runners-up; they do not have to wait to submit again. Submissions – one per entrant per issue – should be up to 40 lines long and must reflect the theme of the edition: "Dreams."

Send your poem as a Word attachment or as a cut-and-paste in the body of an email. Also, include a short bio (three to four sentences), contact information (mailing address and work, home and cell phone numbers), and Phi Kappa Phi member number and chapter affiliation. Selected poets will be contacted for photos and other information.

Entry deadline is midnight, March 6, only by email at [poetry@phikappaphi.org](mailto:poetry@phikappaphi.org).
The University of Texas at San Antonio Writing Program
Writing across the Curriculum
2013-2014 Scholarships

Two $2,500 Scholarships to be awarded

Students submit a paper written for a UTSA class. Deadline is April 16, 2013.

- Must be a UTSA sophomore or junior
- Must be enrolled in a minimum of 12 undergraduate credit hours at UTSA during the Spring 2013 semester
- Must enroll in a minimum of 12 undergraduate credit hours at UTSA for the Fall 2013 semester
- May be majoring in any University discipline
- Paper must have been written for a Fall 2012 class or a Spring 2013 class
- Must have a minimum UTSA GPA of 2.5
- Course instructor for which the paper was written must verifying the paper was written by the applicant for his/her class
- Must agree to publication of the paper in any UTSA media
- Must agree to publication of name and photograph

For an application, email Dr. Ann Eisenberg at Ann.Eisenberg@utsa.edu or Ms. Gail Pizzola at gail.pizzola@utsa.edu.

Service-Learning Symposium

April 3, 2013
2:00-4:30pm
UC Ballroom

Jeffrey Howard of DePaul University and the Michigan Journal of Community Service Learning will serve as keynote speaker. Students will be able to submit project posters for a competition.

Inclusion and Community Engagement Center
www.utsa.edu/ice

Service-Learning: www.utsa.edu/ice/sl
Follow us on Twitter: @UTSAvolunteers
Current Volunteer Opportunities: www.utsa.edu/ice/vs
Honors College and the Women’s Studies Institute Present:
Women’s History Month Guest Speakers

Noelle Hurd

Date: Friday, March 29, 2013
Time: 1:00 PM
Location: UC 2.02.02
Retama Auditorium

Assistant Professor of
Clinical Psychology
University of Virginia
(UTSA, ’03)

“Informal Mentors and the Promotion of Gender, Racial, and Ethnic Identity”

Dr. Hurd will discuss the power of mentors, particularly in the lives of young women and individuals from ethnic minority backgrounds. Her current research focuses on adolescent development among marginalized youth and, specifically, the ways that non-parental adults can serve as resources, affecting a variety of outcomes, including psychological distress, health-risk behaviors, and academic achievement.

Dr. Elizabeth Travis

Date: Tuesday, March 26, 2013
Time: 2:00 PM
Location: BB 2.06.04
University Room

Associate Vice President of
Women Faculty Programs
The University of Texas
MD Anderson Cancer Center

“Women in Science and Medicine: Thriving in an Outdated Culture”

Dr. Travis, who also serves as the Mattie Allen Fair Professor of Cancer Research at M.D. Anderson, will discuss issues relevant to women who plan careers in science and medicine. As women enter those fields in larger numbers, it becomes less accurate to say that the fields are “male-dominated.” Yet women often find themselves butting up against a culture that is defined in male terms and often denies women access to leadership roles. Dr. Travis will provide women with information and advice to assist them in navigating a path in the fields of science and medicine.

Women’s History Month March 1st-30th
SAVE THE DATE

Pancake Breakfast with the Associate Dean
Laurel Village NC 12

SUNDAYS
March 24        April 21
10:30 am.

Join Associate Dean Dr. Ann Eisenberg for fellowship and a scrumptious breakfast. Delicious banana, blueberry, and chocolate chip pancakes will be served.

Please RSVP to honors@utsa.edu

Dodgeball Tournament Volunteers Wanted!
The University Honors Student Association will hold a dodgeball tournament on March 30, 2013 to help support the mission of the FTK Dance Marathon. Volunteers are needed for organizing, marketing, set-up, and for assistance with the day of activities (food prep, manning tables, team check-in, etc). If you are interested in helping out or would like to join and register a team, contact Alegra Lozano at alegra.lozano@utsa.edu.

http://www.danceforthekids.org/

http://utsa.edu/honors/students/uhsa/

Watch your email for more information on how to sign up!
Honors Housing will be moving to the San Saba Residence Hall this Fall semester. This new building will offer a more traditional dorm experience for our students. Floor plans and pricing can be found at: http://utsa.edu/housing/about-sansaba.html.

Please contact Alegra Lozano (Alegra.lozano@utsa.edu) to reserve your space.

You will also need to submit an application on the housing website: (http://utsa.edu/housing/index2.html).

Space is limited! First-come, first-serve basis... Don’t wait, reserve your space now!

Questions about housing?? Contact Glynda Steele at the housing office at (210) 458-6200 or at glynda.steele@utsa.edu M-F 8:00 am—5:00 pm.
Want to mentor new Honors College freshmen?

The Honors College is starting a new Mentoring Program that will start in fall 2013! We are looking for qualified & motivated students who want to help our new freshmen members transition into college. Mentors will contact their mentees over the summer and will then meet with them during Roadrunner Days and during regularly scheduled, agreed-upon meeting times during the semester (contact between mentor & mentees should be at least once every other week). Each mentor will have 3-5 mentees per group, paired up by major.

To be eligible to serve as a Mentor, students will need to have completed 30+ hours by the end of spring 2013 and be in good standing with the Honors College.

Interested individuals can contact Alegra Lozano (alegra.lozano@utsa.edu) for more information.

Deadline April 1, 2013

REWARD AWAITS!!!
**“BELIEVE IN POSSIBILITIES”**

Everything that FTK does challenges the notion that students are “all about themselves.” We have proven that, with a little dedication, we can change the world in a small way for kids with cancer. We do this by raising money, providing emotional and social support, and bringing awareness to the cause. We host remarkable events all year long, including Zumba events and a fashion show and finish with a spectacular, 18-hour dance marathon. We enjoy spending lots of time serving, playing, and laughing with these special kids at the Children’s Hospital of San Antonio and at our events.

**History**

Established by the Leadership Challenge Class of 2009, FTK is a student-led organization created to ignite a united effort across the UTSA campus to support local families battling childhood cancer. We are growing across the community, establishing relationships with corporate partners and teaming up with local schools. With over 200 members we provide thousands of hours of service, have raised over $45,000, and are currently helping nearly 100 families in their fight against childhood cancer.

**Mark your calendars for the following events:**

**DANCE MARATHON** – a high-energy, no-sitting, no-sleeping celebration – the culmination of our year-long fundraising efforts that allows all supporters of our cause to showcase their commitment. The Dance Marathon is a city-wide event that honors the families, recognizes the participants, and shows that, for one weekend, the entire community is united for one cause. This year our Dance Marathon will be on April 5th and 6th from Friday to Saturday. $30 per dancer. Register today at [www.danceforthekids.org](http://www.danceforthekids.org)!!

If you have any questions visit us online at danceforthekids.org or contact us via email at communications@danceforthekids.org.
University Honors Student Association (UHSA) was created with the intent of fostering a sense of unity throughout the College by means of service and social events. As our logo shows, the three tenets of UHSA are leadership, service, and community and all aspects of its existence revolve around furthering those goals for the students of the Honors College as well as the faculty and staff who work with them.

We are a group of Honors College students who, beyond priding ourselves on academic success, enjoy our connections with friends and colleagues. We embrace the opportunities that a tight-knit community of like-minded students provides for its members.

UHSA is open to all students currently enrolled in UTSA's Honors College and has rolling admissions throughout the fall and spring semesters. Qualified students may visit our application page or the Honors College office to get more information on how to join (utsa.edu/honors/uhsa).

General Meetings:
Tuesdays from 5-6 pm in the Seminar Room
JPL 3.02.34

March 5, 2013
March 26, 2013
April 9, 2013
April 23, 2013

For more information or to join, contact us at: uhsa.utsa@gmail.com or (210) 458-4106
Azhar Merchant (Biology, ’12) has been accepted into medical school at the Texas College of Osteopathic Medicine at the University of North Texas.

Nicole Whitmore (sophomore, Anthropology) was named Orientation Leader in Training (OLT) of the Month for January 2013. Go check out her photo on the wall at the Office of Orientation and Family Programs!

Adrianna “Nikki” Hernandez (senior, Communication) has been accepted into the St. Mary’s School of Law with a tuition scholarship.

Andrew Nicholl (Anthropology, ’12) has been accepted into the Master of Science program in European archaeology at the University of Edinburgh in Scotland.

Shane Appel (senior, Biology) has been accepted into medical school at the University of Texas Health Science Center at Houston.
Recognition of Excellence

Jose Camacho (senior, Economics) has been accepted into the Public Policy and International Affairs (PPIA) Summer Institute at the University of California at Berkeley for summer 2013.

Monica Petluru (Biology, ’12) has been admitted into Ph.D. programs in plant biology at Washington University, Cornell University and Texas A&M University. She also has been admitted to the School of Medicine at the University of Texas Medical Branch (UTMB) at Galveston.

Biljana Jovanova (senior, Finance) has been awarded a $2,000 scholarship from Finances Services International.

Jeffrey Cisneros (History, ’12) has been accepted into the Ph.D. program in Gender Studies and the History of Sexuality at the University of Indiana with 5 years of full funding, including a fee waiver for 30 hours of tuition per year, full health coverage, and a fellowship stipend of $20,000 per year.

Jose Camacho (senior, Economics) has been accepted into the Public Policy and International Affairs (PPIA) Summer Institute at the University of California at Berkeley for summer 2013.
Phil Schertz, (senior, Biology) has been admitted into medical school at the Texas College of Osteopathic Medicine (TCOM) at the University of North Texas Health Science Center.

Audrey Stipe, (junior, Mechanical Engineering) has received a $750 travel grant through the Carlos & Malu Alvarez Special Opportunities Fund to present her paper, *An Alternative 3-D Printing Mechanism Using Pre-built Volumetric Elements*, at the annual meeting of the Industrial and Systems Engineering Research Conference (ISERC) in San Juan, Puerto Rico in May. Audrey has been working with Dr. HungDa Wan.

Jessica George, (senior, Civil Engineering) has received a $750 travel grant through the Carlos & Malu Alvarez Special Opportunities Fund to present her paper, *Chemical Treatment of Wastewater from a Leather Tanning Facility*, at the annual meeting of the American Chemical Society in New Orleans, LA, in April. Jessica has been working with Dr. Heather Shipley.
Recognition of Excellence

Vanessa Torres
(junior, Biology) has been accepted into the UTSA Minority Access to Research Careers (MARC) Program.

Jeffrey Cisneros

Karla Terrazas
(senior, Biology) has been admitted into the MURF Undergraduate Research Fellowship Program at Cal Tech University for summer 2013.

Do you know someone associated with the Honors College who has done something worth recognizing? Send it to honors@utsa.edu and we will put it in the ‘Recognition of Excellence’ section of the newsletter.
Winners of the 2013 Black History Month Knowledge Bowl

Team Captain
Gabriel Diamante
Sophomore, History

Team Members
Stephanie Garza
Francisco Martinez

Jocelyn Carnicle: Freshman, Biology
Jennifer Cervera: Sophomore, Biology
Carelli De La Garza: Junior, Marketing
Matthew Dakota Del Bosque: Sophomore, Kinesiology
Swetha Gogu: Sophomore, Biology
Mary Hall: Sophomore, Communications
Brooke Hawkins: Sophomore, Biology
Danielle Howard: Sophomore, Biology
Shane Jones: Junior, Sociology
Sutton Ogden: Junior, Marketing
Christine Phamvu: Junior, Health
Bethany Powell: Junior, Public Administration
Dung Tran: Sophomore, Business

NEW UTSA AMBASSADORS
March
1  Summer Registration Begins
6  Thesis Information Session 1:00 pm MS 4.01.76
11-16 Spring Break
15  SLPSA Priority Application Deadline
24  Pancake breakfast. Laurel Village NC 12 10:30 a.m.
26  UHSA General Meeting JPL 3.02.34 at 5pm
      Guest Speaker: Dr. Elizabeth Travis BB 2.06.04 at 2pm
29  Deadline for requesting high demand classes
      Guest Speaker: Noelle Hurd UC 2.02.02 at 1pm

April
1  Fall Priority Registration begins
   Draft of Thesis or Thesis Proposal Due to Advisor
   Honors Mentor application deadline
   Honors College GRE Workshops Begin
3  Thesis Information Session 2:00 pm
   MS 4.01.76
5-6  FTK Dance Marathon, Convocation Center
8-22  Course Evaluations
9  UHSA General Meeting
   JPL 3.02.34 at 5pm
10-12  NCUR Conference. La Crosse, WI
15  DEADLINE TO APPLY FOR FALL 2013 GRADUATION
   Draft of Thesis or Thesis Proposal Due to Readers
   SLPSA Regular Application Deadline
21  Pancake breakfast. Laurel Village NC 12 10:30 am
   UHSA General Meeting
   JPL 3.02.34 at 5pm
28  Terry Picnic—Winedale, TX at 8am
29  LAST DAY TO DROP AN INDIVIDUAL COURSE

May
2-3  Study days
3  Honors College Undergraduate Research Symposium, 1:00-4:00 pm,
   Denman Rm UC 2.01.28
4-10  Final Exams
10  Deadline to file Thesis or Thesis Proposal with the Honors College by 5:00 pm
11  Honors College Graduation Ceremony,
   UC Ballroom at 4pm
13  University Commencement Ceremonies at Alamodome
15  Fall Honors Scholarship Application Deadline
   BJ’s Scholarship Application Due

Commencement Ceremonies Schedule
2:00 P.M. Ceremony
   College of Engineering
   College of Liberal & Fine Arts
   College of Public Policy
   College of Science

7:00 P.M. Ceremony
   College of Architecture
   College of Business
   College of Education and Human Development
   University College