

# UCR University Honors Program

University of California, Riverside



ANNUAL REPORT 2008–2009

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# University Honors Program Lower Division Annual Report 2008-2009

## The Lower Division Program

### Recruitment

(January- May 2008)

UHP staff participated in all aspects of campus wide planning for the annual recruitment activities. Data files were received from Outreach and Recruitment. Students were invited to apply for admission to the UHP. Invitations to apply were emailed to over 11,000 students. Postcards advertising the program and the online application process were sent to 5,000 targeted students. The recruitment pool consisted of all UCR admits with a high school GPA of 3.50 and above. The major recruitment events included Preview Day in October, Chancellor's Receptions in February, and three Discover Days and Highlander Day, all in April.

The UHP admission criteria remained the same of SAT score, ACT score and high school grade point average as reported on the UC Application. Postcards were mailed in February, and emails were sent four times in March and April in conjunction with Discover Days and upcoming UHP application deadlines. Students applying before March 15, 2008 received priority notification concerning admission to the UHP, and the final deadline was April 15, 2008. A record number of incoming students submitted their Statement of Intent to Register (SIR) and chose to attend UCR and the UHP. Honors recruitment efforts yielded 821 applications, and an initial fall 2008 first-year class of 354 students, the largest class ever.

### Honors Fellowships

All UHP participants in good standing are eligible to apply for fellowship support. Students requesting fellowships must meet quarterly standards and follow the award criteria, as well as successfully complete the UHP Learning Contract. The UHP Residential Fellowship offers financial support for our students who live in special residence halls in Pentland and A&I. These fellowships are excellent aids in recruitment, and the fact that the students live together in UHP halls is a very significant way in which we build a sense of community. First year student's received \$1200 and continuing students \$1000. Non-residential students were able to apply for a \$500 academic enrichment fellowship which can be used to support research endeavors, as well as UCDC, Education Abroad and other academic related activities. The \$300K made it possible for 406 Honors students to receive a fellowship for the 2008-09. The total fellowship expenditure for 2008-09 was \$300,300.00.

#### APPENDIX A – Honors Fellowship Expenditure Chart

### Mandatory Courses

#### Mandatory Courses

All Honors freshmen were required to complete a series of three classes. Beginning in the fall with HNPG 09: *Ethics and College Student Life* and continuing into colloquiums during the winter and spring quarters (HNPG 10A and HNPG 10B respectively).

#### ***HNPG 09: Ethics and College Student Life (Fall 2008)***

This was a 10-week, 2-unit, letter grade course held on Wednesdays from 5:10-7:00pm. The course was taught by UHP Director Christopher Chase-Dunn, and included weekly lecturers and discussion sections. The weekly lectures took place from 5:10-6:00pm every Wednesday. Following the lecture, students attended discussion sections, facilitated by UHP Peer Mentors to further explore those issues raised in the readings and lecture.

The purpose of the Fall 2008 HNPG 9 course was to help students explore the evolution of learning in the context of the emergence of physical, biological and socio-cultural complexity and the rise of modern higher education in the context of a single globalizing system of human societies.

**APPENDIX B – HNPG 09 Syllabus**  
**APPENDIX C – HNPG 09 Student Course Evaluations**

**Colloquium HNPG 10 (Winter 2009)**

This year HNPG 10A and 10B were changed to HNPG 10, without letters A and B designations. HNPG 10 is repeatable once, so students were still able to enroll in two quarters of HNPG 10.

Each week UCR faculty was invited to speak on their current research and other areas of interest to highly motivated undergraduate students. Students were then invited to an informal gathering with the presenting faculty during Muffin Morning prior to the lecture. The presenters for winter quarter were:

- Week 2: Anil Deolalikar, Associate Dean and Professor of Economics**
- Week 3: Greg Beran, Assistant Professor of Chemistry**
- Week 4: David Swanson, Professor of Sociology**
- Week 5: Video: Randy Pausch, Professor of Computer Science, Carnegie Mellon University**
- Week 6: Mike Davis, Professor of Creative Writing**
- Week 7: Peter Atkinson, Professor of Entomology**
- Week 8: Tom Morton, Professor of Chemistry**
- Week 9: Vivian Nyitray, Associate Professor of Religious Studies**
- Week 10: David Reznick, Professor of Biology**

**Colloquium HNPG 10 (Spring 2009)**

- Week 1: Christine Gailey, Professor of Women's Studies**
- Week 2: David Biggs, Assistant Professor of History**
- Week 3: Nigel Hughes, Professor of Earth Sciences**
- Week 4: Robert Rosenthal, Distinguished Professor of Psychology**
- Week 5: Michael Nelson, Assistant Professor of Philosophy**
- Week 6: Steven Brint, CHASS Dean, Professor of Sociology**
- Week 7: Student Panel Presentation: Clinton Global Initiative University**
- Week 8: Michael Marsella, Associate Professor of Chemistry**
- Week 9: Jeanette Kohl, Assistant Professor, History of Art**
- Week 10: Jodi Kim, Assistant Professor of Ethnic Studies**

Both HNPG 10 courses employed I-Learn to facilitate the on-line submission of reflection essays as well as interactive discussion boards based on each of the informal gatherings. The University Honors Program found this to be valuable addition to the course composition.

- APPENDIX D – HNPG 10 Winter Syllabus**
- APPENDIX E – HNPG 10 Spring Syllabus**
- APPENDIX F – Student Evaluations of HNPG 10 Winter and Spring**

**Honors Courses Seminars and Sections**

**2008 Fall, 2009 Winter, 2009 Spring**

To complete the requirements for Lower Division University Honors, each student is required to take a minimum of four honors courses over two years plus the introductory ethics course in the fall quarter of their first year, plus the HNPG 10 winter and spring series. Listed below are the courses for the 2008-2009 academic year.

**Fall 2008**

**Seminars**

- CRWT097H – Freshmen Honors Project (Fiction)**
- HNPG036P – The Bosnian Genocide In Historical Perspective**

### **Sections**

CHEM01HA - Honors General Chemistry  
CHEM122H - Honors Discussion for Organic Chemistry  
CHEM122H - Honors Discussion for Organic Chemistry  
ENSC001H - Honors Intro to Environmental Science: Natural Resources  
ETST001H - Honors Intro to Race and Ethnicity  
HIST020H - Honors: World History 20<sup>th</sup> Century  
HNPG012 - Global Health, Agriculture, & Economic Development  
HNPG096A - Foundation of Leadership: Success Strategies  
MATH09HB - Honors Calculus  
PHIL009H - Honors Biomedical Ethics

### **Ethics Course**

HNPG009, Ethics and College Student Life, Staff

### ***Winter 2009***

#### **Seminars**

CRWT097H - Freshman Honors Project  
HNPG 042K - Doctor - Patient Relationship  
HNPG042M - PSYC: Non-Verbal Communication and Personal Charisma

#### **Sections**

CHEM01HB - Honors General Chemistry  
CHEM123H - Honors Discussion for Organic Chemistry  
ENSC002H - Honors Intro to Environmental Science: Environmental Quality  
ETST001H - Introduction to Race and Ethnicity  
GEO 009 002 - Oceanography  
HIST010H - Honors World History: Prehistory to 1500  
HIST020H - World History: 20<sup>th</sup> Century  
LWSO100 036 - Intro to Study of Law and Society  
MATH09HC - First Year Honors Calculus  
PHIL001H - Honors Intro to Philosophy  
PHIL003H - Honors Ethics and the Meaning of Life  
POSC010H - Honors American Politics  
POSC020H - Honors World Politics  
SOC 001H - Honors Introduction to Sociology  
WMST020 024 - Global Perspective

#### **Colloquia**

HNPG010, Honors First Year Colloquium, Staff/Various Professors

### ***Spring 2009***

#### **Seminars**

CRWT097H - Freshmen Honors Project  
HNPG031E - Honors Seminar in the Fine Arts: Artists in Traditional China  
HNPG036K - History & The Grand Canyon  
HNPG038J - Honors Seminar in Philosophy and Religious Studies  
HNPG043I - BSAD: Decision Making

#### **Sections**

CHEM01HC - Honors General Chemistry  
ENSC003H - Contemporary Issues in Environmental Science  
ETST001H - Race & Ethnicity: Introduction  
ETST002H - Chicano Studies in Comparative Perspective

**ETST007H** - Honors Intro to Native American Studies  
**HIST015H** - World History: 1500 - 1900  
**PHIL001H** - Honors Intro to Philosophy  
**PHIL005 039** – Honors Evil  
**POSC010H** – Honors American Politics  
**RLST012H** - Honors Religious Myths and Rituals  
**SOC 001H** - Honors Introduction to Sociology  
**WMST001H** – Honors Gender and Sexuality

**Colloquia**

**HNPG010**, Honors First - Year Colloquium, Staff/Various Professors

**Research**

**HNPG097**, Honors Lower Division Research, Various Professors

**CHEM097H**, Freshmen Honors Project, Various Professors

**First Year Learning Contract**

All Honors first year students must complete the First Year Learning Contract each quarter. The contract requires students to meet with the Lower Division Coordinator twice and the Peer Mentor three times during fall quarter, as well as meet with their academic advisor. Students must also complete 10 hours of community service and 10 hours of personal growth activity each quarter. The Learning Contract also includes completion of two-three modules each quarter. The modules are: Academic Success and Diversity and Social Justice in fall, Educational Enrichment and Honors Core in winter, and Career Development and Honors Core in spring quarter. The modules provide opportunities to increase communication, critical thinking, problem-solving, and decision-making skills. Students must submit a reflection paper for each module workshop they attend.

Students are encouraged to take advantage of campus resources such as the First Year Success Series, the Learning Center, UCDC, Education Abroad Programs, UC Sacramento Internship, and Honors Faculty in Residence programs.

**APPENDIX G – “Year at a Glance” Learning Contract and Module Descriptions**

**First Year Student Statistics**

**University Honors Program 2008 First Year Student Statistics**

**Student Numbers**

- 14,127 incoming first year students eligible for Honors Program (3.5 high school GPA), all received multiple emails to apply for Honors
- 5,000 postcards sent to the highest achieving students in Southern California
- 821 total applications: 630 students admitted, 191 denied admission
- 370 of admitted students initially SIRd to UCR
- 354 students for fall 2008, 340 students enrolled as of week 3
- 337 students attended SUHP

<b>Fall 2008</b>	<b>Winter 2009</b>	<b>Spring 2009</b>
Start F08: 354 students Dropped – 16 before fall - 4 after fall Completed – 0 Dismissed – 75 End – 259	Start- 259 Dropped - 2 Completed- 0 Dismissed- 37 End- 220	Start- 220 Completed- 8 Dismissed- 41 Dropped -4 End- 167

Women: 202 (57%) Men: 152 (43%) CHASS: 151 (43%) CNAS: 161 (45%) COE: 42 (12%) Regents Scholars: 29 Chancellor Scholars: 31 Highlander Scholars: 18 HS GPA range: 3.50-4.48 HS GPA average: 3.86 SAT range: 960-1570 SAT average: 1180	<b>Most Popular Majors:</b> CHASS: 59 PRBS, 19 PSYC, 16 HSUN CNAS: 54 BLSC, 36 BCH, 32 BIOL COE: 13 MCEN, 11 BIEN, 5 CHEN	
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## Personal Growth and Community Service

Honors students by nature are high achievers academically. They are self-directed learners and exhibit a wide range of interests. They are traditionally active participants in all aspects of campus life. Honors students are among the leadership elite of UCR. To assist Honors students in establishing personal direction, and a well thought out, well-rounded personal array of experiences, all UHP students are asked to engage in activities leading toward personal growth. Honors students are also asked to become involved in and contributors to the campus or to the community in which they live. Participation in personal growth and community service activities help to build self-assurance and confidence in decision making, while rewarding the ability to take initiative.

### 2008 Honors Community Service Projects:

During the academic year, 600+ Honors students contributed over 23,000\* hours of community service, including participating in six service projects sponsored by the Honors Program. These projects include a book drive for literacy, Adopt-A-Pumpkin fundraiser, CHOC Walk, knitting scarves for the homeless, Josh and Friends Project, canned food donations and toy donations.

\* Calculation based on community service verification forms submitted for the quarter.

#### **Book Drive for Literacy**

Honors students donated 100 children's books for a literacy project sponsored by the Student Run Health Clinic in downtown Riverside.

#### **Adopt-A-Pumpkin Fundraiser**

Our annual Adopt-a-Pumpkin raised over \$930 to benefit the UCR Child Development Center. Students also solicited donations of 125 pumpkins for the children's pumpkin patch. Proceeds from the fundraiser helped the Center purchase emergency supplies as well as sponsor a Halloween Carnival for children at the Center.

#### **CHOC Walk**

Honors students participated in the annual Children's Hospital of Orange County (CHOC) Walk at Disneyland. The seven participating students raised \$870 for CHOC.

#### **Knitting and Crocheting**

25 Honors students knitted and crocheted over 80 scarves, hats, and blankets. These will be donated to homeless shelters in the surrounding area, as well as to the Special Olympics.

#### **Josh and Friends**

Honors participated in the Josh and Friends Project at Loma Linda University Children's Hospital, delivering kits to sick children. Josh and Friends kits include a stuffed dog and book to help children understand their stay in the hospital and relieve their anxiety and fear.

#### **Food Donations**

In November, Honors students collected and donated over 800 food items for the city of Riverside's "Giving Back," an event that provides baskets of food for over 500 families for Thanksgiving. The staff at the César Chávez Community Center were overwhelmed by these contributions.

#### **Toy Donations**

Honors students donated over 300 toys, which were distributed to the Central City Lutheran Mission in San Bernardino, Big Brother/Big Sister of the Inland Empire, Amelia's Light Transitional Living for homeless women and children in Riverside, and the St. Andrew Newman Center near the UCR campus. \*Hours in total by first year, continuing, and sophomore component students in the Honors Program.

In addition, Honors students are also actively involved on campus in Josh and Friends, MESA Day, Best Buddies, Young at Heart, Voice of Invisible Children, Student Run Health Clinic, Campus Safety Escort Service, Habitat for Humanity; and in the local communities volunteering at elementary and high schools (tutoring); hospitals; and churches, mosques, and synagogues.

## **APPENDIX H – UHP Personal Growth & Community Service**

### **Peer Mentoring Program**

Peer mentors are experienced second, third and fourth year students who have been actively involved in the University Honors Program, the campus and the Riverside community. They have the knowledge and the ability to share academic and personal experiences relevant to new and transitioning students through our outreach events, quarterly meetings, and individual and group sessions. Peer mentors represent the most popular majors from the Colleges of Humanities and Social Sciences, Natural and Agricultural Sciences and Engineering. The peer mentor program is a student-to-student assistance activity that provides an academic, social and psychological support system. Our peer mentors teach college survival skills and goal-setting strategies, as well as, provide information concerning university policy and procedures. They make referrals to on/off campus departments and services when necessary.

Students interested in becoming a peer mentor must submit a formal application and go through an interview process. If selected students must undergo a rigorous ten-week training session and exit interview where their performance is evaluated and critiqued.

88 students applied and interviewed for the Peer Mentor position, and a total of 50 students were chosen as Peer Mentors to first year and sophomore component students. The Peer Mentors who work with first year students completed extensive training, including a 10-week leadership training course, a week-long fall training, and on-going weekly staff meetings each quarter.

Peer Mentors are matched with 8-10 first year students by major, and meet individually with each student at least three times during fall quarter. Peer Mentors serve as Teaching Assistants for the first year course, HNPG 009, and facilitate discussion sections.

Peer Mentors also serve on one of five Honors Committees: Executive Committee, Community Service Committee, Newsletter Committee, Muffin Morning Committee, and Social Committee.

Peer Mentors also participate in offices and organizations, both on and off campus including the Learning Center as Peer Counselors and Supplemental Instruction Leaders, Summer Bridge, CHASS Student Academic Affairs, R.E.A.C.H. Peer Educators, Medical and Health Careers Peer Mentors, Medical Scholars Program Peer Mentors, Clinical Care Extenders internship program, Residential Life, ASUCR, SHARP, and UCR numerous research projects.

Listed in the appendix below are the UHP peer mentors who served during the 2008-2009 academic year.

## **APPENDIX I – Peer Mentors 2008-2009**

### **Summer University Honors Program**

The Summer University Honors Program\* (SUHP) occurred from **Sunday, June 29 to Monday, June 30, 2008**. 337 incoming first year students took part in this year's SUHP. Students attended sessions that focused on personal growth, community service, leadership, and peer interaction.

**\*NOTE:** *Because SUHP is a component of both the recruitment process and first year experience, it is more congruent to discuss herein the SUHP program proceeding the term of the annual report. Therefore, the information below refers to SUHP 2008. SUHP 2007 was discussed in last year's annual report (2006-07). SUHP 2009 will be covered in next year's annual report (2009-10).*

Students chose one reading from the following list, and wrote a 3-4 page response paper:

- Tracy Kidder, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*
- Ron Suskin, *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*
- Jhumpa Lahiri, *The Namesake*
- Gregory Maguire, *Wicked: The Life and Times of the Wicked Witch of the West*

### ***Academic Sessions:***

Welcome by Dr. Christopher Chase-Dunn, UHP Director

Keynote by Dr. Al Diaz, Vice Chancellor of Administration

Lecture by Dr. Jodi Kim – *Wizard of Oz and Lessons Learned that Prepare You for College*

Lecture by Dr. Tracy Kahn and Jim Brown – *History of Riverside, UCR, and the Citrus Experiment Station*

Students were also introduced to honors protocols and requirements. Peer mentors facilitated discussion sessions focusing on the text material. They also lead sessions where college requirements and class schedules were discussed and developed by students.

### ***Peer Interaction:***

A series of social activities were developed to enhance student interaction and foster a sense of community among honors students. These sessions included competitions such as Hall Olympics, talent show and dance. The Summer University Honors Program is a time for community building and camaraderie. Students learn about the UHP, the campus and the surrounding community.

## **APPENDIX J – SUHP 2008 Schedule**

## **Faculty in Residence**

Dr. Jodi Kim, Assistant Professor of Ethnic Studies. Dr. Kim lived in an apartment in the Pentland Hills Residence Halls and provided academic enrichment programs on a quarterly basis. This UHP component to enhance residence hall life contributes to the ever-expanding array of programming available to undergraduates. This was Professor Kim's second year as the UHP Faculty in Residence.

## **SOPHOMORE HONORS PROGRAM**

Sophomore Honors – The Applied Learning Component is designed for high achieving Sophomore students interested in smaller classes and increased interaction with faculty. Building on last year's targeted recruitment efforts, the Honors Programs regularly recruits eligible students into this important Honors pipeline each quarter and admits them on a rolling admission basis. As a result the program ended the academic year with eighty-two Sophomore Component participants.

Students who complete all elements of the Applied Learning Component will receive a certificate and letter from the Director of the University Honors Program, and will have this achievement noted on their official University transcript. Other benefits include recognition in the commencement book as completing Sophomore Honors. Additional rewards include smaller interactive courses and Honors housing.

Sophomore Honors – The Applied Learning Component is an aspect of the Lower Division Honors Program. It is offered to undergraduate students as an introductory Honors experience and the wealth of opportunities available to undergraduates at UC Riverside. Our hope is that participants will go on to engage in an array of meaningful scholarly endeavors throughout their four year of undergraduate study.

### **Requirements: (Students have two years to complete all of the requirements)**

Community Service and Personal Growth

Internships and Summer Programs

Research Opportunities

Independent Study

UHP Seminars or Sections

HNPG 9, 10

Leadership Involvement and the Co-curricular Transcript

## Speakers Series – Major or College Related

### Benefits of Participation

Small Interdisciplinary Seminars and Courses

Personal Interaction with UHP Faculty

Opportunities for Research and Internships

Personal Counseling and Academic Advising

Priority Registration

Development of Meaningful Leadership Skills

Transcript Notation and Graduation Recognition

Residential Fellowship, if you live on campus in UHP housing and meet the criteria

FALL 2008	WINTER 2009	SPRING 2009
Start 65	Start 62	Start 54
ADMITTED 0	ADMITTED 0	ADMITTED 52 Pending 26
COMPLETED 3	COMPLETED 0	COMPLETED 15 DROPPED 6 DISMISSED 3 END 82
	DISMISSED 8	Male 46.48 % Female 53.52 % CNAS 25.35% CHASS 69.01% BCOE 5.63%

## Continuing Student Activities

In the 2008-2009 academic year 114 students completed Lower Division Honors.

Students who have not completed the Lower Division requirements follow a written course plan and UHP Learning Contract guideline for completion. Like first year students, second year students are required to complete a minimum of ten hours of community service and personal growth per quarter. Also, students are encouraged to apply for internships and summer programs, as well as engage in research and other academic enrichment activities. This information is given to the student at each group meeting (one per quarter) that they are required to attend at the beginning of each quarter. Signups are done online.

FALL 2008	WINTER 2009	SPRING 2009
Start 205	Start 151	Start 89
Dropped/Dismissed - 25	Dropped/Dismissed - 18	Dropped/Dismissed - 11
Completed – 29	Completed - 44	Completed - 41
Reinstated - 5		
End - 151	End - 89	End - 37
Male 43.90%		
Female 56.10%		
CNAS 37.56%		
HASS 51.22%		
BCOE 11.22%		

## Special Student Achievements

### *Prestigious Scholarships*

**Chancellor's Award for Excellence in Undergraduate Research** – Ana Marcelo  
**Golden Key Research Scholarship** – Joan Zape (\$1000)

## Enrichment Opportunities

### **Education Abroad Program – UHP Student Participation**

The Education Abroad Program and the International Education Center offers support services to those interested in opportunities abroad, assists international students, and promotes intercultural programs. They make arrangements for protocol and international guests, present foreign speakers, and house an international resources library of catalogs, books, maps, and videos on various options for international study, work, volunteerism and internships.

Name	Country	Program Location	Term
Dinesh Bangara	UK/I	Pembroke	Summer 2008
Elisabeth Bass	UK/I	Warwick	Fall 2008
Luis Correa	GERMANY	Best	Fall 2008
Angela Dair	UK/I	Warwick	Fall 2008
Amy Dell	ITALY	UC Rome	Fall 2008
Erin Dimbleby	ITALY	UC Siena	Fall 2008
Marina Dompke	ITALY	Bocconi	Fall 2008
Crystal Elekwachi	UK/I	KENT	Spring 2009
Brian Filadelfia	ITALY	UC Siena	Fall 2008
Nicole Garner	SPAIN	U of Barcelona	All Year
Steven Huang	JAPAN	Tsuru	Spring 2009
Scott Keefer	UK/I	Glasgow	Fall 2008
Yong Hee Kim	KOREA	Yonsei	Fall 2008
Casey Lee	FRANCE	UC Paris	Summer 2008
Brian Lee	KOREA	Yonsei	Spring 2009
Alyson Lenhoff	UK/I	Edinburgh	All Year
Lawrence Limtao	AUSTRALIA	Melbourne	Fall 2008
Sarah Lotherington	FRANCE	Bordeaux L & C	Fall 2008
Enoch Ma	GHANA	Ghana	All Year
Laura McClure	MEXICO	Morelia	Summer 2008
Meina Michael	SWEDEN	Lund	Fall 2008
Lillian Nguyen	UK/I	York	Spring 2009
Eric Schallert	COSTA RICA	Monteverde	Fall 2008
Najjia Shahabuddin	SPAIN	UC Madrid	Summer 2008
William Simensky	UK/I	UC London	Fall 2008
Patrick Sweeney	SPAIN	UC Madrid	Summer 2008
Mellanie Zeller	COSTA RICA	Monteverde	Spring 2009

### **UC Washington Center Program – UHP Student Participation**

The UC Washington Academic Internship Program offers qualified undergraduate students from any major an exciting opportunity to combine course work, field research and work experience during a quarter's residence in our nation's capital.

Name	Term
John Joseph Atallah	Spring
Jonathan Brian Bong	Fall
Kristina Reyes Deleon	Fall
Kyle Graham Levy	Winter

Usawin S Maneewongwathana	Fall
Nathan O. Mendoza	Summer
Christine Yen Nguyen	Summer
Sherry Parlan	Summer
Conrad Scott Riddle	Summer
Jessica Shillings	Summer
Earlene A Smith	Fall

## Undergraduate Research Programs

Honors students participate in a variety of undergraduate research opportunities which enhance their college experience and add value to their skills and knowledge. Programs in which UHP students were involved for the 2008-2009 year are listed below.

**Medical Scholars Program:** The MSP is a community of highly motivated and talented students interested in careers in the health sciences who support each other's goals of completing their undergraduate degrees and enrolling in medical school, an allied health discipline, graduate school, and other postgraduate programs in the health sciences.

MSP
Naubahar S Agha
Hiroko Jean Akuzawa
Matthew James Barrera
Alexander Sing Cheung
Steven Ching
Hyun Bae Chun
Shidana Crystal Chung
Maria Milagros Diaz
Rose Bonnie Ferrara
Mayra Alejandra Hernandez
Steven Huang
James Phillip Imperio
Margret Emil Iskandar
Laila Kamali
Kenneth Evans LeBlue
Mariela Karina Limon
Carolina Luna
Ky-Phuong Luong
Januar Ma
Trina Mansour
Ryan Mariano
Eric McCoy
Amanda Nicole Murray
Fahad Abdul Naeem
Rayek Nafiz
Nery Estuardo Navarro
Kiavoush Nemati
Viet Phan Nguyen
Jean-Phillip Okhovat
Rossi V. Oliva

<b>MSP</b>
Kryzia Santos Olsen
Eric Ottey
Michael James Panowicz
Tiffany Nicole Redmon
Eileen Sanchez
David Rafael Santiago-Dieppa
Avo Gregory Serafino
Lidsay Anne Short
Sumit Kaur Singh
Clarissa Marie Smith
Nirmala RajaSneha Surapaneni
Erica Varie Tate
Tung Tran
Jessica E Uwadia
Elizabeth Rosalyn Zielins

**Marc U\* Star:** (Minority Access to Research Careers - Undergraduate Student Training in Academic Research) Program at UC Riverside. MARC U\* Star is supported by a research grant from the National Institutes of Health. The MARC U\*STAR Program is open to qualified undergraduate students majoring in the sciences with both an expressed interest in a career in biomedical research and an intention to pursue graduate education leading to a Ph.D., M.D./Ph.D. or other combined professional degree/Ph.D. The purpose of the Program is to encourage under-represented minority students in the sciences to pursue graduate research and careers in the sciences.

<b>Marc U* Star</b>
Maria M. Diaz
Michelle Ontiveros
Erica Tate

**SMI (Science & Math Initiative)** The Mission is to encourage and create multiple pathways for students interested in science, mathematics, and engineering to consider teaching as a career.

<b>SMI</b>
Kayla Bui
Mayra De La O
Wanjiku Gachiri
Hannah Geiger
Davis Gibson
Jeffrey Gopez
Chiara Hodgkinson
Amy Lacuesta
Kimberly Ludwig
Sean McMahan
Kim Morris
Martha Ramirez
Jesse Robinson
Allen Roughton
Chalesea Schuler
Jordan Simanjuntak

<b>SMI</b>
Toby Walker

**UC Leads** UC Leadership through Advanced Degrees (UCLEADS) Program is a two-year opportunity designed to identify educationally and/or economically disadvantaged undergraduate juniors pursuing degrees in science, technology, engineering and mathematics (STEM), who will go on to conceivably complete doctorate degrees.

<b>UC LEADS</b>
Steven Bach
Yuri Cheung
Jeffrey Gopez
Kenneth Sugerman

### **Special Student Achievement: *Prestigious Scholarships***

#### **Academic Excellence Award**

Gwendolyn Brower, Vanessa Bryan, Toby Callen-Albers, Kevin Eldridge, Dale Halbritter, Carrell Jamilano, Jimmy Lau, Casey Lee, Ana Marcelo, Adrew Marr, Sam Martin, Lindsay McDowell, Lauren Menor, Vernyta Moore, Michael O’Leary, Diana Pell, Andrew Rutledge, Eric Schallert, Teresa Yates, Elizabeth Zielins

**Dean Loda Mae Davis Award** – Brittany Stevens

**Dean Thomas L. Broadbent Award** – Bryan Ming Yeh

**Marguelas/Weiman Humanitarian of the Year Award** – Samantha Lynne Wilson

**Marlan and Rosemary Bourns College of Engineering Award** - Alexander Cheung, Alexander Dupuy

**Outstanding Achievement Award** - Carrell Jamilano, Louis Eisner

**Rosemary S.J. Schraer Award** – David Santiago-Dieppa

**Tomas Rivera Award** - Princess Bell, Tuan-Anh Vu

**UCR Alumni Association Commencement Award** – Eric Schallert

Chancellor’s Award for Excellence in Undergraduate Research – Tristan Harris

Golden Key Research Scholarship – Tristan Harris

**Janet Boyce Memorial Scholarship** – Kelsi McCoy, Clarissa Smith

### ***UCR/Thomas Hader Medical School***

Shannon Elizabeth Anderson

Michael Culver Bogseth

Curtis Edward Darling

Nhan Hong Do

Bryan Torrance Frost

Margret Emil Iskandar

Sky World Lee

Kiavoush Nemati

Michael James Panowicz

Adam Puchalski

Ajit Rai

Eric Eugene Schallert

Najjia Shahabuddin

Erica Varie Tate

Tung Tran

Elizabeth Rosalyn Zielins

### ***CNAS Deans Fellowship***

Kameron Black

Jonathan Balakumar

Adam Basiago

Dale Halbritter

James Holmes

Philip Kratz  
Robert Sanderson  
Wai M. Thant

## **Undergraduate Grant Recipients 2008-2009**

Vera Alice Bagneris  
Adam Basiago  
Jonathan Blakumar  
Wendy Brower  
Christopher Foo  
Bryan Goldsmith  
Carrell Jamilano  
Michael O'Leary  
Joan Zape

## **The Upper Division Program**

### **Synopsis**

During the academic year of 2008-2009 the number of participants in the Upper Division Honors Program saw a wide range of changes due to an increase of Honors in the Major across campus as well as standard recruitment methods. The number of students who successfully completed Upper Division Honors is comparable to the previous two years. The hope is that the completed student numbers will also increase especially with added visibility at all events on campus that have to do with research in all colleges, a push to embrace the transfer student population and finally to increase our Honors in the Major initiative in all corners of the campus community.

### **Recruitment Efforts**

The Upper Division component has been visible at the following recruitment events: Bear Tracks Summer (break out sessions and information table) and; Preview Day (information table); quarterly Information Sessions (this year the coordinator trained and prepared Upper Division Peer Mentors who gave the information sessions, Fall, Winter and Spring terms.) The program puts forward efforts to connect with Transfer students as much as possible as this population shows interest in the program on a regular basis.

As a recruitment tool all data was collected from Data Warehouse. Quarterly reports are collected to send information emails to all eligible students (3.4 cumulative GPAs) as well as specific populations based on major.

*Brochures and handouts were given out at each session as well as the coordinator's business card. A worksheet to familiarize the student with objectives of the Upper Division program and how it can fit in with their goals and other commitments was handed out during the orientation session. A new information sheet was developed and printed for the program so that an increased professionalism can be obtained. The Upper Division Peer Mentors contributed to the creation of this sheet.*

### **Upper Division Statistics**

This table summarizes the student progress in the Upper Division Program as well as demographic and academic focus distribution. These statistics are for the Academic Year 2008-09. Final data is calculated at the end of spring quarter each year.

	<b>Progress Statistics</b>
84	Total Students
43	Completed
32	Continuing/Pending
9	Dropped

	Demographic Distribution
39.29%	Male
60.71%	Female
	College Distribution
75.00%	CHASS
22.62%	CNAS
2.38%	COE

## Upper Division Honors Awards Reception

The Awards reception was held on Monday, June 2<sup>nd</sup> from 6:00 - 7:30 in the Kohler Conference Room, Chemical Sciences 241. The Faculty Mentor of the Year awards were announced and one was presented to Prof. Xuan Liu (Biochemistry). The second award was presented at a later time to Prof. Tuppert Yates (Psychology) by the students who nominated her. The remainder of the ceremony included speeches by Prof. Christopher Chase-Dunn, Emily Nudge and the presentation of cords, pins and certificates to all those students who had completed their Upper Division Honors requirements. Family and friends were present as well.

## Upper Division Student Theses

The bound theses are now a part of the Special Collections housed in Rivera Library. The serial number for the theses is Y2R5H6. Each year the theses are bound together in a volume set, which are then given to the Special Collections department along with an electronic file that is used for searching purposes.

1. Jane Arney - *Thesis: Winged Deities: Liminality and Gender in the Ancient World.*
2. Vera Bagneris - *Thesis: Personality Profile of Voters in 2008 Presidential Election*
3. Destiny Joilene Benjamin – *Thesis: Pastiche in Percival Everett’s Erasure*
4. Elizabeth Bingle - *Thesis: The Warehouse Industry and Logistics- Worker Issues; Race, Class, Gender, and Immigration Status*
5. Armin Bozorg-Tchami - *Thesis: Assault on Objectivity: The American Media’s Peculiar Relationship with Government and Military in the Post-Vietnam Era*
6. Gwendolyn Brower - *Thesis: Effects of Biased Lineup Administrators on Eyewitness Identifications*
7. Shruti Dasgupta - *Thesis: Relationship between Educational Media and Language/Cognition Levels in Infants and Toddlers*
8. Alexander Dupuy - *Thesis: Effect of spark plasma sintering processing parameters on properties of nanocrystalline titania*
9. Edward Clark Eason Jr. – *Thesis: SLAUGHTERHOUSE-FIVE: A postmodern protest novel*
10. Johnnyra Esparza - *Thesis: The Warehouse Industry and Logistics- Worker Issues; Race, Class, Gender, and Immigration Status*
11. Mary Rachel Gifford – *Thesis: Angela Carter and Postmodernism in “The Werewolf” and “Peter and the Wolf”*
12. Shannon Hervey - *Thesis: Doubt and Suspicion in Nouns: Gertrude Stein and the Creative Process*
13. Shawn Higgins - *Thesis: Materialism, Memory, and Self-Expression: Success in Caribbean-American Literature*
14. Manar Hijaz - *Thesis: The Ethnic Cleansing of Palestine*
15. Anwar Hijaz - *Thesis: Role of Women in Conflict: The Case of Palestinian and Israeli Women*
16. Elmer Hilo II - *Thesis: Effect of Carbon Nanotubes on Osteoinduction by Demineralized Bone Matrix*

17. Carrell Jamilano - *Thesis: Facing the Inevitable: Predictors of Two Types of Acceptance*
18. Christine Kwong - *Thesis: The Effects of Going Green in Corporate America*
19. Carolina Luna - *Thesis: Managing Language Barriers as well as Time Constraints in Medicine*
20. Shahab Uddin Malik - *Thesis: Thesis: Creating Culture: Religious Identity of Muslims in Southern California*
21. Ana Marcelo - *Thesis: The Developmental Significance of Emotion Expression in Preschoolers' Play*
22. Lindsey Marlowe – *Thesis: The Postmodern Condition as Establishing New Relationships and Identities*
23. Lindsay McDowell - *Thesis: Hiroshima: Propaganda and the Necessity of the Bomb*
24. Lauren Menor - *Thesis: Healthy Discussion: The Effect of Deliberation on the Advancement of Knowledge*
25. Alaa Milbes - *Thesis: The Genesis of the Party of God: Development of Hezbollah in post-civil war Lebanon*
26. Curtis Miller - *Thesis: Bombing Hills - A Play*
27. Vernyta Moore - *Thesis: The 2008 Presidential Election Gender Gap: The Effects of Prejudicial Attitudes on Voting Intentions*
28. Erica Morales - *Thesis: Concurrent Relations Between Preschool Personality Profiles and Socioemotional Adaptation*
29. Valerie Nolte - *Thesis: Parent-Child Separation: The moderating role of parental support*
30. Michael O'Leary - *Thesis: Screening for Players Involved in Transcriptional Gene Silencing Using Forward Chemical Genomics*
31. Luvimae Omana - *Thesis: Europe's Dilemma: How to Integrate the European Union for the 21st Century?*
32. Michael J. Panowicz - *Thesis: B56y3 and ATM interaction in relation to the p53 tumor suppressor protein.*
33. Diana Pell - *Thesis: Introducing Julia Set*
34. Brian Petersen - *Thesis: Determining Signaling Patterns of the Transgenic Astrocyte MrgA1 GqGPCR*
35. Laiza Norelly Ruiz – *Thesis: Postmodern Traits in Ursula Rucker's Performance Poetry*
36. Mary K. Silva - *Thesis: Identity: Defining Ourselves Through Difference, Intimacy and Representation*
37. Sumit Singh - *Thesis: Changes in male behavior or preference due to age related cues in female mice's Urine*
38. Matthew Taon - *Thesis: The Effects of a Static Magnetic Field on Human Fetal Osteoblast Cell Proliferation*
39. Erica Tate - *Thesis: 2-Ethylpyridine, Pyrazine, and Nicotine Chemicals in Cigarette Smoke, Affect Attachment and Proliferation of Mouse Embryonic Stem Cells*
40. Tung Tran - *Thesis: Enhancement of Sperm Activation by Cholesterol Efflux in Caenorhabditis elegans*
41. Arthur Unzueta - *Thesis: Beyond Entertainment: The Translation of Media Standards and Social Inequality on Female Conscious*
42. Tuan-Anh Vu - *Thesis: An Examination of Alternative Social Organizations under the Ghana*
43. Samantha Wilson - *Thesis: The Child Leader Project: From Idea to INGO in 365 Days*

## Honors in the Major

The UHP has continued its cooperation with the Biological Sciences Honors Program but without fruitful enrollment in the required courses. The political Science Honors program has continued to see many students complete their theses after taking a series of courses within the major. Prof. William Brandt has shown an increase of interest in this population and received positive feedback from all students who spoke about both their experiences with Prof. Juliann Allison and their work with him. This year we were rewarded in seeing a Math Upper Division Honors student who completed the rigorous course work that is needed.

The UHP has joined with the Creative Writing department to streamline the application process for students wanting mentorship within the creative writing faculty. All students will now meet the CRWT requirements and these will allow the student to be eligible to get an Upper Division thesis done as well. The English department has also made arrangements for student participation in both their Honors Program and the UHP.

Our hope is to continue these types of agreements so that the support of the departments can be filtered down through the students.

## Student Commencement Speakers

The UHP is proud that many of the honors students are represented on our campus in a wide range of activities. One of these activities is the role of student commencement speaker. This year we had many Honors students speaking.

Sophomore Component student Jimmy Lau spoke at the A. Gary Anderson Graduate School of Management ceremony. Lower Division and Peer Mentor, Vanessa Bryan spoke at the College of Humanities, Arts and Social Sciences Group 1. Matthew Taon, a lower division student spoke at the College of Natural and Agricultural Sciences and Division of Biomedical Sciences. Samantha Wilson, a lower and upper division student as well as a peer mentor spoke at the College of Humanities, Arts and Social Sciences Group 3 Ceremony. Alexander Dupey, a lower and upper division honors student spoke at the Bourns College of Engineering ceremony.

## General Honors Program Accomplishments

- Although the position of the Coordinator for Scholarships and Prestigious Awards was lost in cutbacks, the UHP continued to assist honors students with applying for regional and national opportunities; Donald Strauss, Goldwater, and the Clinton Global Initiative.
- The UC Honors Consortium met again this year, had to forgo the conference, but conducted a roundtable. The UHP served as a cofacilitator along with representatives from UCSD and SCSB.
- Worked with all three campus colleges to develop and/or maintain honors offerings within their "Learning Communities" structures.
- The UHP has implemented a strong leadership training and development component, and has provided training materials and consulted with coordinators and student participants from other peer mentor program efforts.
- The UHP continues to engage in collaborative efforts for transfer students with the Admissions office and other campus outreach programming. Campus databases and the Registrar's office is used to recruit continuing students for the Sophomore Component and Upper Division Honors. During the 2008-2009 academic year we increased information session offered by training a core group of peer mentors to give sessions each quarter. As usual we will continue to be present at all transfer recruitment and orientation offerings to be sure that the Upper Division and Sophomore Component opportunity is made available to eligible students.
- UHP supported a lower division seminar on *Global Health, Agriculture and Economic Development* that was taught by Professor Nancy Beckage in the fall quarter. Honors senior Samantha Wilson served as the Teaching Assistant for this course, which focused on urban and rural health issues in the Global South, especially Africa.
- Nigel Hughes (Earth Sciences) developed a new lower division honors seminar called "The Testament of Time," which explores how we understand the history of the planet Earth.
- Howard Wettstein (Philosophy) and Muhammad Ali (Religious Studies) taught an interdisciplinary honors seminar on the Middle East.
- Perry Link (Comparative Literature) developed an interdisciplinary honors course on China.
- Mariam Zeigler in Biochemistry has developed an "Honors in the Major" program which will be launch this fall.
- George Haggerty, English, developed an "Honors in the Major" component with the UHP.

- Samantha Wilson will work on the development of a “Civic Engagement” component for Honors and campuswide. She is a Donald Strauss Scholar and participated in the Clinton Global Initiative for two years.
- Planning is underway for an event in put on during welcome week to offer workshops for all juniors/seniors and high achieving incoming transfer students. The workshops represent typical activities that these class levels will be interested in.

### ***New Upper Division and Group Research Projects***

New efforts have been underway to expand Upper Division and to join in the campuswide undergraduate research conference to be held in spring quarter. Students can not only complete a thesis project, but can engage in collaborative work, participate in an internship or a writing project agreed upon with the faculty mentor. Students who do not meet the GPA requirement of 3.5 may be nominated by a faculty for participation. It is anticipated that 45 Upper Division Honors students will complete for this academic year. Our Political Science and Labor Studies connections are strong and should garner additional students in the years to come

- *Community Issues and Workers’ Struggles in the Inland Valley.* Professor Ellen Reese (Sociology) and Honors Student Elizabeth Bingle
- *Consumer Behavior in Virtual Worlds.* Professor Thomas P. Novak (Marketing, Anderson Graduate School of Management)
- *Experimenting with Digital Multimedia to Capture the Essence of the Social Web.* Professor Donna Hoffman (Marketing, Anderson Graduate School of Management)
- *Eco-Indigenous Movements in the Global South.* Professor Juliann Allison (Political Science)
- *Mapping the Global Small World from UCR: Network Analysis and Geographical Information Systems.* Professor Robert Hanneman (Sociology) and Hiroko Inoue (IROWS Research Associate)
- *Dr. Prudence Talbot, Cell Biology & Neuroscience (CNAS):* Developing assays that will enable human embryonic stem cells to be used to monitor and identify environmental toxicants and also studies differentiation of oocytes from stem cells. Students: Victor Slupski, Jonathan Balakumar, Erica Tate, Connie Martin
- *Valentine I. Vullev, Bioengineering (BCoE) Senior Design Projects:* Research in the areas of bioengineering such as charge transfer and charge transport in a variety of systems, as well as force modulated kinetics of macromolecular and supramolecular biological systems, and with microfluidic applications for development of bioanalytical techniques and devices. Students: Elizabeth Zielins, Alexander Cheung, Noriko Sausman, Vicente Nunez
- *Dr. David Reznick, Biology (CNAS):* Studying the process of evolution by natural selection from an experimental perspective and testing evolutionary theory in natural populations. Students: Danielle Wickman, Nicole Tarui
- *Dr. Tuppett Yates, Psychology (CHASS):* Studies of at-risk populations and how children are affected by and negotiate difficult life experiences. Students: Ana Marcelo, Erica Morales, Valerie Nolte, Arthur Unzueta

### ***Budget Efficiencies and Cost Savings***

In this time of budget challenges, the UHP believes we can keep quality of service high. We feel this can be accomplished within adjustments to current resources.

- **Recruitment.** Cut mailing costs by 50% by identifying a more focused pool of applicants. Utilizing opportunities to contact students through email and limited phone campaigns.
- **SUHP.** We initiated an increase in the fee for SUHP and reduce the number of day’s student’s reside on campus. We have co-sponsorship from Housing to help offset the cost of supplies and equipment.
- **Muffin Morning.** This activity contributes to community building and should be maintained. We scaled back the cost by 50% from \$9500 to \$4750.
- **Staffing.** Returned the Coordinator of Scholarships and Prestigious Awards to the VPUE for a salary savings toward the budget deficit.

The UHP continues to offer innovative and rigorous academic enrichment, together with opportunities for personal growth and community service. As we grow, we are adamant that we do not wish to dilute the quality of our offerings or our service to students. On the contrary: we seek to offer more service of higher quality, even in the context of budgetary constraints. The continued improvement in our program, together with aggressive and vigorous recruiting efforts, cannot help but increase the number of "high-end" students who come to UCR, as well as enhance our reputation as an academically excellent campus.

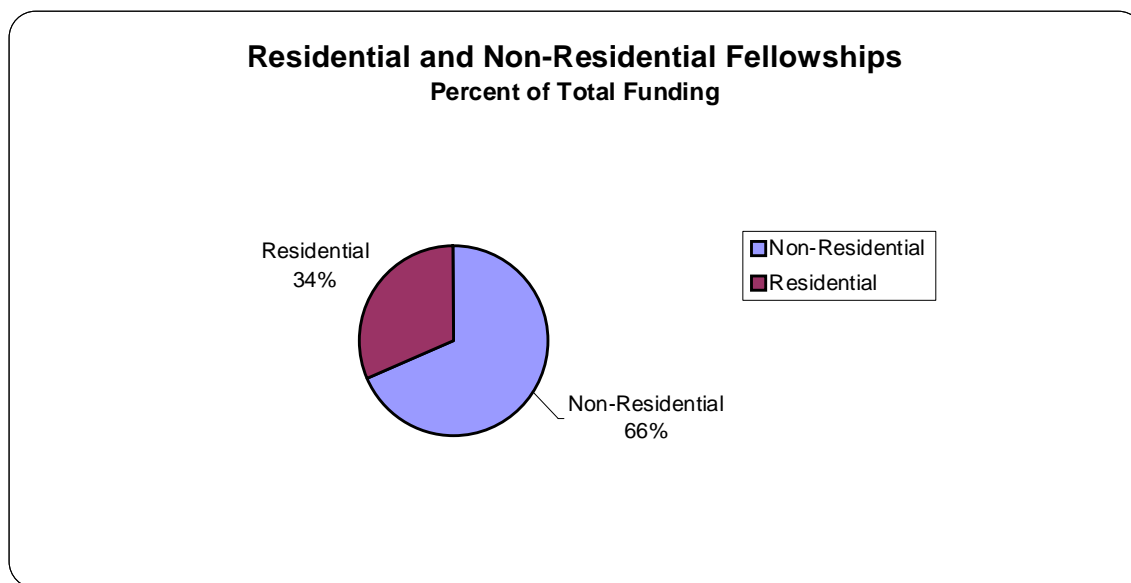
## **UHP Student Statistics**

The University Honors program was founded in 1988. Since 1999 detailed records have been kept of student progress toward completion of the Lower and Upper Division Programs. These records include retention, dismissals, self-selected drops, and successful completion rates for each academic year. The statistics show a general increase in the rate of completion as well as the size of the student population. A summary of the last five years of UHP student statistics can be found at the end of the appendices to this report.

### **APPENDIX K– Five-Year Student Progress Statistics**

## **APPENDIX A – Honors Fellowship Expenditures**

The \$300K made it possible for 406 Honors students to receive a fellowship for the 2008-09. The total fellowship expenditure for 2008-09 was \$300,300.00.



## **APPENDIX B - HNPG 09 2008 Syllabus**

*HNPG 09 – Fall 2007*

*Honors First Year Workshop: Learning, Leadership, and Creativity*

### **Course Purpose:**

Students at a research university have both the privilege and the responsibility of learning. This involves both scholarship and lifelong lessons of exploring options, asking questions, thinking critically, and developing decision-making skills. Your generation will need to understand and confront the challenges that humanity has created for itself in the 21<sup>st</sup> century. The UCR Honors Program is designed to help you to become knowledgeable leaders and creators.

In this introductory Honors course we will explore the evolution of learning in the context of the emergence of physical, biological and socio-cultural complexity and the rise of modern higher education in the context of a single globalizing system of human societies. Discussion sections will provide an opportunity to dialogue with other students, clarify your values and beliefs, ask questions, and explore topics more deeply. We hope to stimulate your intellect and to help you develop critical thinking and communications skills.

### **Required Readings:**

Available in the Campus Store: \*W. Warren Wagar 1999 *A Short History of the Future*. (3<sup>rd</sup> Edition) Chicago: University of Chicago Press. Other required readings are available from the Course Reader, which may be purchased from UCR Printing and Reprographics (near the Campus Store) and is available on the course web site at <http://iLearn.ucr.edu/>

### **Course Requirements:**

Weekly attendance in lecture and discussion is required. Class discussion and dialogue are a vital part of this course, so come to class prepared and ready to express yourself. You will earn a participation grade by attending lecture and discussion, and becoming actively involved in your discussion section.

<b>Course Grading:</b>	Attendance:	20 points
	Participation:	20 points
	Midterm:	30 points
	Final	30 points
	<b>TOTAL:</b>	100 points

*Attendance (20 points): **Attendance in lecture and discussion is required.***

*Participation (20 points): **Based on active participation in class discussions and activities.***

*Midterm Exam (30 points): **The Midterm is a closed-note, closed-book in-class short-answer essay exam. Three questions must be answered. These are chosen from a list of five questions on the Exam. A week prior to the exam 10 or 12 questions will be handed out. All the questions on the Midterm will be on this list.***

*Final Exam (30 points): **The Final Exam is just like the Midterm, except that it will cover the second half of the course material.***

#### *Discussion Sections:*

You will be assigned to a discussion section on the first day of class (October 1). The room may or may not be what appears on your schedule of classes. You are responsible for attending the discussion section assigned to you by the Honors Program.

### **University Honors Program – Academic Policies**

#### **First Year Honors Workshop and Colloquium**

This is a required sequence of courses for all first year Honors students. HNPG 09, 10A, and 10B provide students with a useful perspective on higher education and stimulating topics for discussion.

#### **Standards of Work**

Honors students are expected to reflect effort and thoughtfulness in all of their assignments.

#### **Academic Standing**

In order to receive Lower Division Honors recognition at the end of the sophomore year, an overall cumulative grade point average of 3.2 and a GPA of 3.2 in Honors courses is required. Honors credit for a section or seminar will not be given if a student receives a grade lower than "B" in that Honors section or seminar. It is expected that UHP students will maintain these same grade point requirements from quarter to quarter. All students below the required 3.2 GPA will be notified in writing and placed on UHP probation for one quarter. If a student's GPA falls below 3.0, it is sufficient for immediate dismissal from the UHP. If the minimum cumulative GPA of 3.2 is not attained the following quarter, status in the University Honors Program will be revoked. A student may also be placed on UHP probation for failure to complete his or her learning contract.

#### **Honors Sections and Seminars**

To complete the requirements for Lower Division University Honors, each student is required to complete a minimum of four Honors courses over two years. Only a grade of B or higher will allow a student to receive Honors credit for a section or seminar. Students will be required to continue taking Honors courses until they have received Honors credit for four courses.

#### **HNPG 09- Learning, Leadership and Creativity**

Items marked with an asterisk (\*) should be read prior to the class discussion. Other items are recommended but not required.

**Oct. 1** Introduction, overview and syllabus. Discussion sections will be assigned and attended.

**Oct. 8** The Evolution of Learning Since the Big Bang: Physical, Biological and Socio-cultural Complexity. (start reading W.Warren Wagar book)

David Christian 2004 *Maps of Time*. Berkeley: University of California Press.

Richard G. Klein and Blake Edgar 2002 *The Dawn of Human Culture*. New York: Wiley

**Oct. 15** The Evolution of Human Societies: Learning, Institutions and Innovation

\*Thomas D. Hall and Christopher Chase-Dunn, 2006 "Global social change in the long run" Chapter 3 in C. Chase-Dunn and S. Babones (eds.) *Global Social Change*. Baltimore, MD: Johns Hopkins University Press. (in [Course Reader](#) and available on Ilearn)

John R. McNeill and William H. McNeill 2003 *The Human Web*. New York: Norton.

Christopher Chase-Dunn and Thomas D. Hall 1997 [Rise and Demise: Comparing World-Systems](#). Boulder, CO: Westview.

Christopher Chase-Dunn and Bruce Lerro, *Social Change*, Chapter 1: "History and Social Evolution"

**Oct. 22** The Modern World-System and Globalization

\* Christopher Chase-Dunn and Bruce Lerro, *Social Change*, Chapters 14 and 19 (in [Course Reader](#) and available on Ilearn)

Immanuel Wallerstein 2004 *World-Systems Analysis*. Durham, N.C.: Duke University Press.

Giovanni Arrighi 1994 *The Long 20<sup>th</sup> Century*. London: Verso

Christopher Chase-Dunn 1998 [Global Formation](#),: *Structures of the World-Economy*. Lanham, MD.: Rowman and Littlefield.

Christopher Chase-Dunn 1999 "[Globalization: A World-Systems Perspective](#)" *Journal of World-Systems Research*, Vol V, 2: 165-185.

**Oct. 29** The U.S Trajectory and Global Inequality

(continue reading W. Wagar)

\*Christopher Chase-Dunn, A. K. Jorgenson, T.E. Reifer and S. Lio 2005 "The trajectory of the United States in the world-system" *Social Forces* 48,2:233-254. (in [Course Reader](#) and available on ILearn)

\* Volker Bornschier 2008 "Income inequality in the world: looking back and ahead" (in [Course Reader](#) and available on ILearn)

Thomas J. McCormick 1995 *Americas Half Century*. Baltimore, MD: Johns Hopkins University Press.

Giovanni Arrighi 2008 *Adam Smith in Beijing*. London: Verso.

Bruce Podobnik 2006 "Global energy inequalities" Chapter 7 in C. Chase-Dunn and S. Babones (eds.) *Global Social Change*. Baltimore, MD: Johns Hopkins University Press.

<http://jwsr.ucr.edu/archive/vol8/number2/pdf/jwsr-v8n2-podobnik.pdf>

Mike Davis, *Prisoners of the American Dream*

**Nov. 5** Southern California and Northwestern Mexico: Migration and Change

Lowell John Bean, *Mukat's People* (Midterm questions handed out in Discussion Section)

Mike Davis, *City of Quartz*

Mike Davis, *Ecology of Fear*.

Richard Heinberg *Powerdown*

Kevin Danaher, Shannon Biggs and Jason Mark 2007 *Building the Green Economy: Success Stories from the Grass Roots*. Sausalito, CA: Polipoint Press

**Nov. 12** Midterm exam 5:10 to 6 pm in UNLV.

**Nov.19** Global Citizenship

Tracy Kidder 2004 *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. New York: Random House

George Monbiot 2004 *Manifesto for a New Global Order*

Ruth Reitan 2007 *Global Activism*. London: Routledge.

Smith, Jackie, Marina Karides, et al. 2007 *The World Social Forum and the Challenges of Global Democracy*. Boulder, CO: Paradigm Publishers.

**Nov.26** no class or discussion section today.

**Dec.3** The 21<sup>st</sup> Century: Three Challenges and the Potential for Global Democracy

\* W. Warren Wagar 1999 *A Short History of the Future*. (3<sup>rd</sup> Edition) Chicago:

University of Chicago Press. (Read Chapters 1-9)

Heikki Patomaki 2008 *The Political Economy of Global Security*. London: Routledge.

C. Chase-Dunn 2008 "[The world revolution of 20xx](#)" in J. Harris (ed.) *GSA Papers 2007: Contested Terrains of Globalization*. Chicago: ChangeMaker. (Available on ILearn)

## **APPENDIX C, D, E, and F are available for review at the UHP Office**

### **APPENDIX G - “Year at a Glance” Learning Contract**

Honors students are self-directed and motivated, and the Learning Contract facilitates our goal of helping to create well-rounded students. The Learning Contract enhances students’ educational experience and requires they take advantage of educational and personal resources.

#### ***Learning Contract Requirements for First Year Students for 2007-2008:***

#### **Year at a Glance**

##### **Fall Quarter**

##### **1. HONORS CORE**

##### **A. Courses:**

HNPG 009: first-year workshop. Students must receive a B or better in the course.

##### **B. Meetings**

Attend 3 Meetings with your Peer Mentor

Attend 2 Group Meetings with Lower Division Coordinator

Attend 1 Meeting with your Academic Advisor

##### **C. Community Service and Personal Growth**

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

##### **D. Muffin Morning**

Attend 3 Muffin Mornings

##### **2. MODULE WORKSHOPS**

Complete 1 workshop in the Academic Success module

Complete 1 workshop in the Diversity/Social Justice module

##### **Winter Quarter**

##### **1. HONORS CORE**

##### **A. Courses:**

Earn an “S” grade in HNPG 10A

Enroll in a UHP seminar or section if you did not enroll in an Honors course fall quarter.

##### **B. Meetings:**

Attend 2 Meetings with your Peer Mentor

Attend 2 Group Meetings with Lower Division Coordinator

##### **C. Community Service and Personal Growth:**

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

##### **D. Muffin Mornings:**

Attend 3 Muffin Mornings

##### **2. MODULE WORKSHOPS**

Complete 1 workshop in the Honors Core module  
Complete 1 workshop in the Educational Enrichment module

### **Spring Quarter**

#### **1. HONORS CORE**

##### **A. Courses:**

Earn an "S" grade in HNPG 10B

Enroll in a UHP seminar or section if you did not enroll in an Honors course winter quarter.

##### **B. Meetings:**

Attend 2 Meetings with your Peer Mentor

Attend 1 Group Meeting with Lower Division Coordinator

##### **C. Community Service and Personal Growth:**

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

##### **D. Muffin Mornings:**

Attend 3 Muffin Mornings

#### **2. MODULE WORKSHOPS**

Complete 1 workshop in the Honors Core module

Complete 1 workshop in the Career Development module

### **Learning Contract Modules**

#### ***Honors Core Workshop***

Workshops will help students develop life skills transferable to future endeavors. They are designed to explore issues students often face as first year students, including time management, relationships, peer pressure, alcohol, drugs, sexual relationships, roommate issues, family issues, diversity, study skills, money management, wellness, and living a healthy lifestyle.

Workshops will be available for students through programs coordinated by Honors staff and Peer Mentors, Honors residence hall RAs, and student affairs departments on campus. **Reflection paper required after completing the workshop.**

#### ***Academic Success***

Workshops are designed to help students develop effective study skills to become successful learners. Students are encouraged to take advantage of study skills workshops offered by the Learning Center. Topics include how to read analytically, recognizing what is important in lectures, strategies for improving concentration, engaging in meaningful participation in classes, core writing skills, effective communication, exam prep and test taking, goal setting, effective note taking, stress management, time management, and speed reading. **Reflection paper required after completing the workshop.**

#### ***Diversity and Social Justice***

Workshops are designed to introduce students to the areas of diversity and multiculturalism that will impact them as citizens in a global community. Topics include race, ethnicity, religion and spirituality, gender, ability, sexual orientation, and socioeconomic status. Programs are offered by a variety of offices and individuals on campus including Honors staff, faculty, and faculty-in-residence; programs offered in the Honors residence halls by RAs; African Student Programs; Asian Pacific Student Programs; Chicano Student Programs; Native American Student Programs; the Women's Resource Center; the Lesbian, Gay, Bisexual, Transgender Resource Center; and REACH. **Reflection paper required after completing the workshop.**

### ***Educational Enrichment***

Workshops are designed to introduce students to experiential learning opportunities that combine course work, field research, and work experience. Examples include informational sessions for Education Abroad Programs, UCDC (Washington Center Internship Program), UC Sacramento (University of California Center Sacramento (UCCS) Scholar Intern Program), and other internship programs.

The Educational Enrichment workshop requirement can be waived for students enrolled in a Freshman Discovery Seminar (HASS 092, NASC 092, ENGR 092), CHASS Connect, CNAS Scholars, or other formal UCR learning community programs. **Reflection paper required after completing the workshop.**

### ***Career Development***

Workshops are designed to provide students with information and skills to create and achieve long-term career goals. Students are encouraged to utilize services offered by the Career Center. Workshop examples include Academic Internship orientations, choosing and changing your major, job search strategies, interview skills, and resume writing. **Reflection paper required after completing the workshop.**

## **APPENDIX H - UHP Personal Growth & Community Service**

### **Fall 2008 Honors Community Service Projects:**

In fall quarter, Honors students contributed over 7900\* hours of community service, including participating in six service projects sponsored by the Honors Program. These projects include a book drive for literacy, Adopt-A-Pumpkin fundraiser, CHOC Walk, knitting scarves for the homeless, Josh and Friends Project, canned food donations and toy donations.

*\* Calculation based on community service verification forms submitted for the quarter.*

In addition, Honors students are also actively involved on campus in Josh and Friends, MESA Day, Best Buddies, Young at Heart, Voice of Invisible Children, Student Run Health Clinic, Campus Safety Escort Service, Habitat for Humanity; and in the local communities volunteering at elementary and high schools (tutoring); hospitals; and churches, mosques, and synagogues.

### **Sample list of organizations for which first year students volunteered:**

Adopt a Pumpkin  
Alpha Lambda Delta  
American Red Cross  
AmeriCorps  
Black Student Union  
Boys Scouts  
Caesar Chavez Community Center  
CALPIRG  
Campus Safety Escort  
Chicano Student Programs  
Chinese Student Association  
Chino Hills High School  
CHOC Walk  
Church of God 7th Day  
Circle K Riverside  
City of Riverside  
Corazon de Vida  
Festival of Lights

Flying Samaritans  
 Gamma Phi Beta  
 Global Medical Training  
 Good Samaritan Med. Ministry  
 Heal the Bay  
 Heartland Hospice  
 Honors Knit and Crochet  
 IEEE  
 Josh and Friends  
 L.A Cancer Foundation  
 Loma Linda Univ. Childrens Hospital  
 Make a Difference Day  
 MESA Day  
 Micah House  
 Mission Bay Dental  
 Mt. San Antonio Gardens  
 Mujeres Unidas  
 National Residence Hall Honorary  
 Native American Student Programs  
 Norte Vista High School Arrow  
 North Park Elementary  
 Oak Mesa Elementary School  
 Out of the Darkness  
 Park and Recreation Center  
 Peer Review Board  
 Phi Beta Lambda  
 REACH  
 Redland High School  
 Redlands YMCA  
 Ride Your Horse  
 Riverside Ballet Arts  
 Riverside Poly HS Water Polo  
 Rose Mead Center  
 Rose Parade  
 San Bernardino Public Library  
 Senryu Taiko  
 Seven Starts Foundation  
 SHARP  
 SEMS Kids Club  
 South Pasadena Key Club  
 The California Theatre  
 The Cultural Connect  
 Tzi Chi Buddhist Organization  
 UCR Botanical Gardens  
 UCR Host Program

## **APPENDIX I - Peer Mentors**

First	Last	Major
Aabru	Madni	POSC

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Alex	Eisner	CE
Alex	Maduena	ENGL
Alyssa	Crom	BLSC
Amanda	Falk	FVC
Ashini	Shah	BIOL
Bobby	Sanderson	PHYS
Bonnie	Ferrara	BCH
Brian	Filadelfia	BCH
Briana	Wallace	PSYC
Brittany	Stevens	BIOL
Candice	Vance	ME
Carrell	Jamilano	PSYC
Clifford	Cheung	BSAD
Conrad	Riddle	BSAD
Curtis	Darling	BCH
Danielle	Wickman	NAUN
Elizabeth	Lehto	BLSC
Eric	Schallert	BLSC
Erin	Fletcher	BIOL
Felicia	Pranata	BLSC
Heather	Halstead	BLSC
Isabel	Bartolome	ARTH
Jameson	Mitchell	BSAD
Jen	Barr	CRWT
Jeremy	Tan	ELEN
Jessica	Cade	BLSC
Jessica	Matic	BCH
Jessica	Yamane	POSC
Joan	Zape	BIOL
Karisma	Kothari	BIOL
Kathleen	Norsworthy	HIST
Kevin	Eng	PBPL
Kumar	Gandhi	BLSC
Lillian	Nguyen	ENGL
Lyn	Stephenson	CRWT
Meina	Michael	BIOL
Michael	Bogseth	BCH
Omar	Kadri	BCH
Radhika	Chandramouli	NRSC
Rayek	Nafiz	BLSC
Sarah	Shelvy	POSC
Shruti	Dasgupta	BIOL
Sneha	Surapaneni	BIOL
Srikanth	Krishnan	BIOL
Sumit	Singh	NRSC
Tara	Castellanos	LBST
Teresa	Khoo	BCH

Vanessa	Bryan	PHLW
Will	Cullen II	BSAD

## APPENDIX J- SUHP 2008 Schedule

	Sunday, June 29	Monday, June 30	Tuesday, July 1
7:15 AM		<b>Breakfast</b>	<b>Check-Out (no breakfast)</b>
7:30 AM		7:15-8am, Lothian	7-8:30am
8:00 AM		<b>Honors Peer Mentor Overview</b>	<b>Bear Facts Orientation Check-In</b>
8:30 AM		8-9am UNLH 1000	9-10am
9:00 AM		<b>Honors Courses</b>	<b>Food available at Bear Facts</b>
9:30 AM		9-9:30am UNLH 1000	
10:00 AM		<b>Facets of UCR</b>	
10:30 AM		10am-12pm	
11:00 AM	<b>Check In</b> 11am-2pm Lothian Galley	Various Locations	
11:30 AM			
12:00 PM		<b>Lunch</b>	
12:30 PM		12-1pm, Lothian	
1:00 PM			
1:30 PM	Family/Parents: <b>Welcome &amp; Faculty</b>	Students: <b>Hall Welcome</b>	<b>Lecture</b>
2:00 PM	<b>Keynote</b>	<b>Meetings</b>	1:30-2:45pm
2:30 PM	2-2:45pm UNLH 1000	2-2:45pm on the halls	UNLH 1000
3:00 PM	<b>Student Large Group Meeting</b>	<b>Hall Olympics</b>	
3:30 PM	3-4pm UNLH 1000	3-4:30pm Rivera Lawn	
4:00 PM	<b>Hall Meetings</b>		
4:30 PM	4-5pm on the halls		
5:00 PM	<b>Dinner</b>	<b>Dinner</b>	
5:30 PM	5-6pm, Lothian	5-6pm, Lothian	
6:00 PM		<b>Student Panels</b>	
6:30 PM	<b>History of Riverside and UCR</b>	6:15-7:45pm	
7:00 PM		Various Locations	
7:30 PM	6:30pm-8pm, UNLH	<b>Who We Are</b>	
8:00 PM	<b>Hall Meetings/ Hall Social</b>	8:00-8:30pm UNLH	
8:30 PM	8-11pm on the halls	<b>Talent Show &amp; SUHP Wrap-up</b>	
9:00 PM		8:30-10:00pm	
9:30 PM		UNLH 1000	
10:00 PM		<b>On the Hall Socials</b>	
10:30 PM		10:10-11pm	
11:00 PM			
11:30 PM	<b>CHECK IN</b>	<b>CHECK IN</b>	

## **APPENDIX K - Five-Year Student Statistical Data**

### **First Year Lower Division Student Statistics**

<b>Fall 2008</b>	<b>Winter 2009</b>	<b>Spring 2009</b>
Start F08: 354 students Dropped – 16 before fall - 4 after fall Completed – 0 Dismissed – 75 End – 259	Start- 259 Dropped - 2 Completed- 0 Dismissed- 37 End- 220	Start- 220 Completed- 8 Dismissed- 41 Dropped -4 End- 167
Women: 202 (57%) Men: 152 (43%) CHASS: 151 (43%) CNAS: 161 (45%) COE: 42 (12%) Regents Scholars: 29 Chancellor Scholars: 31 Highlander Scholars: 18 HS GPA range: 3.50-4.48 HS GPA average: 3.86 SAT range: 960-1570 SAT average: 1180	Most Popular Majors: CHASS: 59 PRBS, 19 PSYC, 16 HSUN CNAS: 54 BLSC, 36 BCH, 32 BIOL COE: 13 MCEN, 11 BIEN, 5 CHEN	

<b>Fall 2007</b>	<b>Winter 2008</b>	<b>Spring 2008</b>
Start U06: 310 students Start F06: 294 students Dropped during summer- 16 Completed- 0 Dismissed- 46 End- 248	Start- 248 Completed- 0 Dismissed- 49 Reinstated- 3 End- 202	Start- 202 Completed- 20 Dismissed- 23 Dropped - 2 End- 157
Women: 171 (55%) Men: 139 (45%) CHASS: 118 (38%) CNAS: 158 (51%) COE: 34 (11%) Regents Scholars: 21 Chancellor Scholars: 32 Highlander Scholars: 15 Average SAT: 1172 Average HS GPA: 3.78		

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<b>Fall 2006</b>	<b>Winter 2007</b>	<b>Spring 2007</b>
Start U06: 265 students Start F06: 253 students Completed- 0 Dropped- 9 Dismissed- 30 End- 214	Start- 214 Completed- 0 Dismissed- 18 Dropped- 3 End- 193	Start- 193 Completed- 7 Dismissed- 22 End- 164
Male- 115 (45%) Female- 138 (55%) CNAS- 117 (46%) CHASS- 110 (44%) COE- 26 (10%) Regents Scholars: 62 Chancellor Scholars: 38 Highlander Scholars: 25 Average SAT: 1201 Average HS GPA: 3.86		

<b>Fall 2005</b>	<b>Winter 2006</b>	<b>Spring 2006</b>
Start- 245	Start- 212	Start- 191
Completed- 0	Completed- 0	Completed- 3
Dropped- 16 Dismissed- 17	Dismissed- 21	Dismissed- 23
End- 212	End- 191	End- 168
Male- 104 (42%) Female- 141 (58%) CNAS- 116 (47%) CHASS- 114 (47%) COE- 15 (6%) Average SAT: 1215 Average HS GPA: 3.85		

<b>Fall 2004</b>	<b>Winter 2005</b>	<b>Spring 2005</b>
Start- 224	Start- 200	Start- 173
Completed- 0	Completed- 0	Completed- 2
Dropped/Dismissed- 24	Dropped/Dismissed- 27	Dropped/Dismissed- 33
End- 200	End- 173	End- 138
Male- 114 Female- 110 CNAS- 105 CHASS- 98 BCOE- 21 Average SAT: 1245 Average HS GPA: 3.82		