



THE ECLECTIC

NEWSLETTER OF THE HONORS COLLEGE

SPECIAL ORIENTATION ISSUE 2012





WELCOME FROM THE DEAN

Welcome to the UA Honors College! Honors faculty and staff look forward to getting to know you in classes, research experiences and programs during the fall semester. You are a diverse and talented incoming class that will enhance our college with your sense of adventure, commitment to social responsibility, and creativity.

This summer I will be returning to my alma mater for my college reunion. It's easy to see the ways that the college experience has changed. Very few students in my generation were able to visit campuses before enrolling. We picked our colleges based on brochures and talks with alumni. Social movements swept the country, and we entered college with a passion to change the world. Practicalities like pay checks or careers were vague considerations for some distant future.

Your class is more sophisticated, well-traveled, and involved than students of my generation were. You have made your college choice after careful research and usually a campus visit. High ability students select a college with strengths in their academic interests and a view toward outcomes after college. As you may know, most graduates of the UA Honors College proceed on to graduate or professional school (60%) with 26% starting to work and 7% traveling. 80 % plan for graduate or professional school within five years of graduation. Seniors graduating from the UA Honors College tell us that their Honors education provided excellent foundations for post-baccalaureate education and commend the research experiences, problem solving, writing and communication skills that they learned from working closely with faculty.

Many of you are students who have traveled nationally or internationally, and The Honors College will help support that wanderlust. We offer study abroad programs and scholarships that can help you build international study into your educational plan. This year we initiated internship grants that enabled students to gain career-related experience across the country and around the globe. You have been heavily involved in community service and will be looking for clubs and organizations where you can continue to make an impact. Most faculty are amazed at your energy and motivation as you combine a rigorous academic schedule with social responsibility. You will work closely with your Honors advisor to create a plan that supports your intellectual interests and provides broad experiences that will help you explore your passions and career direction.

The First Year Program will introduce you to other talented students who will be study buddies, bring you to student clubs and organizations, and inspire you to greater creativity and leadership. The Common Reading, experiential learning, and small colloquia experience will build bridges across your class while you customize the content of your educational experiences around your passions, interests, and direction. You can count on The Honors College faculty and staff for mentoring, advising and support on each segment of your journey. We look forward to getting to know you in the coming months!

Best Wishes,

Patricia MacCorquodale

Patricia MacCorquodale, Ph.D.

Dean, The Honors College

HONORS ACADEMIC ADVISORS & YOU

Who and what are Honors advisors? How are they different from the academic advisor in my major? Do I really need this additional advising?

These are the sorts of important questions Honors students are likely to ask because the quality of your education matters to you.

Thanks for asking! In fact, Honors advising is very different from the academic advising in your major or department. Academic advisors will assist you in completing the requirements for your degree program. They are the ones to approach about everything related to your major. You can ask them about degree completion and course sequence; they will review your general education requirements; they are most likely to know about departmental scholarships and internships; and they have the inside knowledge in your special area, whether that is chemistry, history, business management, or any other program of study.

Honors academic advising is central to the “something beyond” experience that we encourage all Honors students to embrace. Honors students arrive expecting to achieve something more than a college degree – to begin a life

and career, and to experience academics and extra-curricular activities fully as they prepare to engage the world post-graduation. Honors advisors work with individual students to make that happen. You should meet with your Honors advisor *at least* once a year. They will help you to devise (and at times revise) your Honors plan. In a lengthier-than-usual individual appointment each year, you will discuss your short- and long-term goals. Your Honors advisor will help you to identify experiences in college that can move you toward the realization of your dreams.

You will be guided toward programs in The Honors College – competition for coveted, nationally competitive scholarships, or special Honors study abroad experiences, or civic engagement teams, to name some of the strong programs we offer – as well as those outside it. Taking full advantage of the labs and research facilities of this research-intensive University is a priority for Honors students, and our advisors pride themselves on their knowledge of all areas of campus, facilitating advanced and interdisciplinary work that truly takes students beyond the limiting boundaries of a major or single course of study.



Rachael Ronald, M.A.



Rebecca Mitchell, M.Ed.

◀ **Rachael Ronald and Rebecca Mitchell** head up the Honors advising team. As Senior Academic Advisors with 11 years of experience between them, they direct the advising group and meet with students regularly.

Rachael works with Honors students who are “undecided” or came to the UA without declaring a major. She also works with current students who want to change majors or select additional majors and minors.

Rebecca works with Honors students on academic issues, including staying in The Honors College, Honors College requirements, GPA and Honors thesis information. We look forward to getting to know each and every one of you!

CLOSER LOOK: FIRST YEAR PROGRAM

As you begin your undergraduate career at the University of Arizona, there are many different opportunities for you to become involved in your new campus community. To help you succeed in your transition from high school to college, Honors freshmen participate in an exciting First Year Program that is designed to help you make the most of your life as an Honors student.

The First Year Program, under the direction of Program Coordinator Cheree Meeks, includes special first-year courses, advising, the Common Reading program, and opportunities to begin undergraduate research right away!

Here's a breakdown of the main components of the First Year Program:

FIRST YEAR SEMINAR

Every entering Honors student will enroll in a First Year Seminar, either a First Year Colloquia or Paladins course.

Honors Colloquia are designed to introduce students to a wide variety of disciplines in a small, discussion-based setting; these courses are taught by esteemed UA faculty and topics can range from literature to linguistics, from neurology to aerospace engineering.

The Paladins course offers students the opportunity to become familiar with the many resources the UA campus has to offer with a focus on broader research possibilities. The curriculum, directed by the Associate Dean, is designed to ease the transition into college and to expand your knowledge of opportunities.

Both of these one-unit courses are connected to the Common Reading book and theme for that year. You will learn more about these seminars during Honors Orientation, and will receive guidance from our advisors about which one to select.

GENERAL EDUCATION

Students will also have the opportunity to choose **First Year Honors General Education** courses, which are some of the most pedagogically interesting and interdisciplinary courses you will find on campus. These specially designed Honors courses fulfill General Education requirements while emphasizing experiences beyond the classroom and making links between campus and culture. These courses are typically reserved for entering students and all first year students are encouraged to take at least one course during the first year.

The topics of these courses are interdisciplinary and often excursion-based, such as the "Tucson: Places and Context" course where students will hear from academics and people in the community, and then experience Tucson in a series of field trips and experiments. Your Honors advisor can help you think about the full range of Honors courses available to you.





COMMON READING

Each year, entering students receive the **Common Reading** book at Orientation, which was chosen by current Honors students. This year, students will read *The Tortilla Curtain*, by T.C. Boyle. We encourage you to read your book over the summer as you prepare for the fall semester to begin.

The Tortilla Curtain is a complex book – controversial and at times unsettling – raising just the sorts of human rights and ethics issues you are likely to enjoy debating and considering on your own and with others in the Honors community. During the fall semester, we will offer many chances for you to discuss the issues it raises with fellow students in your First Year Seminar, residence hall, or perhaps at one of our Honors Forum Lunches.

For more information about the book and the Common Reading Program, we invite you to read our special Common Reading section of this newsletter (on page nine)!

FIRST YEAR PROJECT

One of the most enticing features of the First Year Program is that entering students have the opportunity to participate in research during the second semester of their freshman year. Through the **First Year Project**, students can earn one unit of independent study, collaborate one-on-one with UA faculty and compete for scholarship awards. With five categories to choose from – creative expression, lab/field experience, analytical research, design and applied research/community service – students choose something they are genuinely passionate about.

This year, architecture student Alex Mayer was the overall winner of the First Year Project. His photo essay on what people miss on their commute to work earned him a \$1,000 award.



GET SOCIAL!

Help keep the conversation going and connect with fellow Honors students in the First Year Program.

Honors Common Reading Facebook: on.fb.me/honorsread

Honors College YouTube: youtube.com/user/UAHonors

GET INVOLVED!

If you're looking for ways to get involved outside the classroom, there are countless opportunities available on campus and right here with Honors! From Greek Life to volunteer and leadership clubs, UA Honors offers a variety of extracurricular activities that are sure to keep you active and engaged.

HONORS COLLEGE AMBASSADORS

Honors College Ambassadors (HCA) is The Honors College student recruitment organization. As an HCA, you will share your Honors experience with prospective UA students and parents and encourage them to attend UA next year. Whether you're hosting prospective students overnight in your residence hall room, attending recruitment dinners or college fairs, serving on student panels, or meeting with prospective students one-on-one to discuss your major, there are plenty of opportunities to promote The Honors College and to gain valuable leadership experiences.

HCA also has a variety of social and philanthropy events throughout the year. Any Honors student is eligible to apply, including freshmen, and you don't have to live on campus. Information on the application process will be available via The Honors College Weekly E-News and in Yuma and Árbol de la Vida during the first few weeks of classes.

HONORS STUDENT COUNCIL

Honors Student Council (HSC) was created 12 years ago as the main leadership group for The Honors College. As an HSC member, you will help promote awareness of and interest in The Honors College, facilitate communication between students and faculty, and communicate student needs and wants. No matter your interest, there are five HSC committees that focus on different areas of outreach: big events, education and advocacy, fundraising and mini events, philanthropy, and marketing and public relations.

HSC also organizes social and fundraising events for both Honors and non-Honors students. Just last year, HSC hosted a dance that raised money for Emerge: Center for Domestic Abuse and held its first annual Volunteer Week event as a way to engage students with community partners. So if you're eager to gain some leadership experience, look for applications to join HSC this fall at HonorsStudentCouncilAZ.com





HONORS MENTOR ASSOCIATION

The Honors Mentor Association (HMA) is a resource for incoming students designed to pair freshmen with continuing Honors students. Maybe you had a good mentor in high school or maybe another student took you under his or her wing and helped show you the ropes. If you experienced such a relationship, you know how valuable it is when you are new: it gives you a person to turn to with any questions you may have about classes, roommates, social issues or the Honors community. More experienced Honors students serve as mentors and are always available to lend their ears and a helping hand as new students adjust to college life.

If you're interested in signing up for a mentor, HMA student representatives will be present at Orientation during the Honors student organization breakout session and can explain the sign-up process.

XTREME DISCOVERY TEAMS

Xtreme Discovery Teams (XDT) students visit local middle schools and high schools to help students start thinking about college early and to promote a university presence in the community. As an XDT member, you will work together to create fun and interactive academic workshops based on actual college activities. These activities are often inspired by courses such as psychology, linguistics, physics, engineering, and many more. You and your team will later teach these workshops to a variety of students.

XDT members also answer questions and engage in discussions about The Honors College, the UA and college education in general. We are always looking for a variety of majors and want volunteers who are genuinely interested in working with middle school and high school students. Look for applications on the Honors website beginning the first week of classes.

FACULTY FEATURE: DEBRA GREGERMAN



◀ Meet **Debra Gregerman**, an Honors professor who teaches the freshman writing/English sequence.

Tell us a little bit about yourself and your background.

DG: I received my bachelor's degree in visual art from the Rhode Island School of Design (RISD). I didn't

study poetry or writing in school, but I read poetry because it baffled and thrilled me. Poetry seemed utterly disorienting, intimate, precise, and counter to my formal art education. After graduation, when I lived in Spain, I practiced the beautiful sounds of the language by reading Lorca poems out loud, even though I often didn't understand the words. When I started writing more seriously, poetry's spatial and dimensional qualities seemed to share territory with visual disciplines. For me, poetry emerged gradually from a love of painting and language.

Why did you want to teach at the UA?

DG: I came to Tucson to the M.F.A. program in creative writing to accept a teaching fellowship that would help to pay for school. I never considered teaching before. I was terrified. Somewhat unconsciously, I probably thought like Woody Allen – “those who can't do teach ... those who can't teach, teach gym” which makes little sense since I'd had so many great teachers at RISD who all practiced successfully what they taught in design, illustration, architecture, etc. None taught gym. From this vantage point it's not a mystery, but I was surprised to fall immediately in love with teaching. I have been at the University of Arizona teaching English, Creative Writing, and now interdisciplinary arts for roughly 20 years.

What are you most proud of accomplishing in your career thus far?

DG: I am proud to contribute to new perspectives for students, to help students develop the skill, knowledge, and stamina to take risks. I am excessively, effusively, sometimes embarrassingly proud of students' accomplishments. I'm proud when I publish and show my own work. I'm proud when I don't forget my daughter's lunch in the car.

How did you become involved with The Honors College?

DG: I worked with Honors students for years through the English department before I knew much about The Honors College as a whole. In 2004, a young woman I'd taught in first-year Honors English invited me to The Honors College graduation ceremony, where she was receiving a scholarship to study in Germany. I was (and am now) simply awed by the graduates' accomplishments, ambition, and academic excellence and dexterity in every imaginable (and unimaginable) field. A couple of years later, Dr. Berry, Associate Dean of The Honors College, asked if I want to design and teach an arts elective for Honors. I couldn't have been more pleased to say yes.

Tell us about the Honors course you will be teaching this fall.

DG: I will be teaching Art As Awareness, a class that questions, explores, and contextualizes what art is, who art is for, and what functions it serves in contemporary life, in part by practicing art and by participating in the work of artists. We approach art theory, aesthetics, perceptual studies, and visual culture side by side with an art practicum. We explore and even reject preconceptions about what art is, who art is by and for, and why. I hope to make the class and the subject accessible intellectually and socially, and personally relevant.

What should students expect to learn from your course?

DG: Students should be prepared to learn to see in new ways, to consider and reconsider history, culture, themselves, and aesthetics in relationship to creative processes. Critical thinking, problem solving, metaphoric translation, alternative and traditional collaborative research, right- and left-brain engagement are all part of the class. Students should expect to learn to take risks and to be pleasantly uncomfortable at times in the pursuit of art.

What is the one thing you would want to tell incoming students about Honors courses?

DG: Take advantage of the amazing resources, people, and classes The Honors College offers. Get to know your peers, advisors, and professors. Participate in The Honors College fully. It's a great place to be!



◀ Meet **Danielle Lockwood**, an Honors College junior majoring in Biomedical Engineering with a focus in Biosensors and Microtechnologies.

Why did you want to attend the UA Honors College?

DL: I fell in love with the UA when I visited, and The Honors College seemed like the perfect way to join a smaller community within the large campus. The Honors College gives students many incredible opportunities to experience the culture of Tucson that other students don't necessarily get.

Tell us about your major and why you wanted to pursue this field.

DL: I am currently involved in research of neural prosthetics, specifically brain-body interfaces. What this means is that the laboratory that I work in (and the work that I hope to continue doing in graduate school and beyond) is attempting to create the groundwork so that sometime in the near future, we will be able to give people who have been paralyzed the opportunity to voluntarily move again. I want to be able to allow people to fully experience the world, and that includes being able to independently interact with the physical universe.

Tell us a little more about the research you've been involved in.

DL: I have been involved with three different principal investigators (PIs) in two different laboratories. My first summer I researched mechanical properties of the coronary artery so a computer program can be created that would allow doctors to create patient specific drug eluting stents. During this past year, I have been involved in both a neural prosthetic project as well as researching the role that the amygdala (a group of nuclei in the brain) plays in social behaviors (like gaze following and facial mimicry) so that we can more completely understand social disorders.

Do you have a favorite Honors class?

DL: I took a class my freshman year called Glass Process: Engineering and History where we actually learned to blow glass! It was an incredible experience and something I had always been interested in trying.

What do you like to do outside of class?

DL: I play on Scorch, the University's women's Ultimate Frisbee team. I have played since my first semester at the UA and have met some of my closest friends through the team. We compete with other universities and colleges from around the country at tournaments (normally in California) throughout the year. This year we won the Desert Section Conference and represented Arizona and New Mexico at the Southwest Regional Conference! I am also a member of Tau Beta Pi, the Honors engineering fraternity, and we participate in social events, community service, and lead tutoring sessions for other undergraduate students.

What did you enjoy most about your Honors experience?

DL: The Honors College has offered me experiences and opportunities that I would not have gotten had I not been an Honors student. I have met incredible and inspirational people, gotten to network with individuals in the top of my field, and have been in classes with the best professors at the university.

What is the one thing you want to tell incoming students?

DL: Make sure you ask questions of your professors and advisors. There are many ways to arrange your academic requirements to make the most out of your college experience. Study abroad and do it early so that you can get your Gen-Eds done in Greece, Thailand, or even on a boat!

Anything else you'd like to add?

DL: Tucson has a vibrant and inclusive community that makes it an incredible place to study and live in. Too many students at the UA make it four (or five) years without truly going out to explore. As soon as you make your first few friends in the dorm make sure to go explore 4th Ave, grab some of the incredible local food, and go stargazing at Gate's Pass.

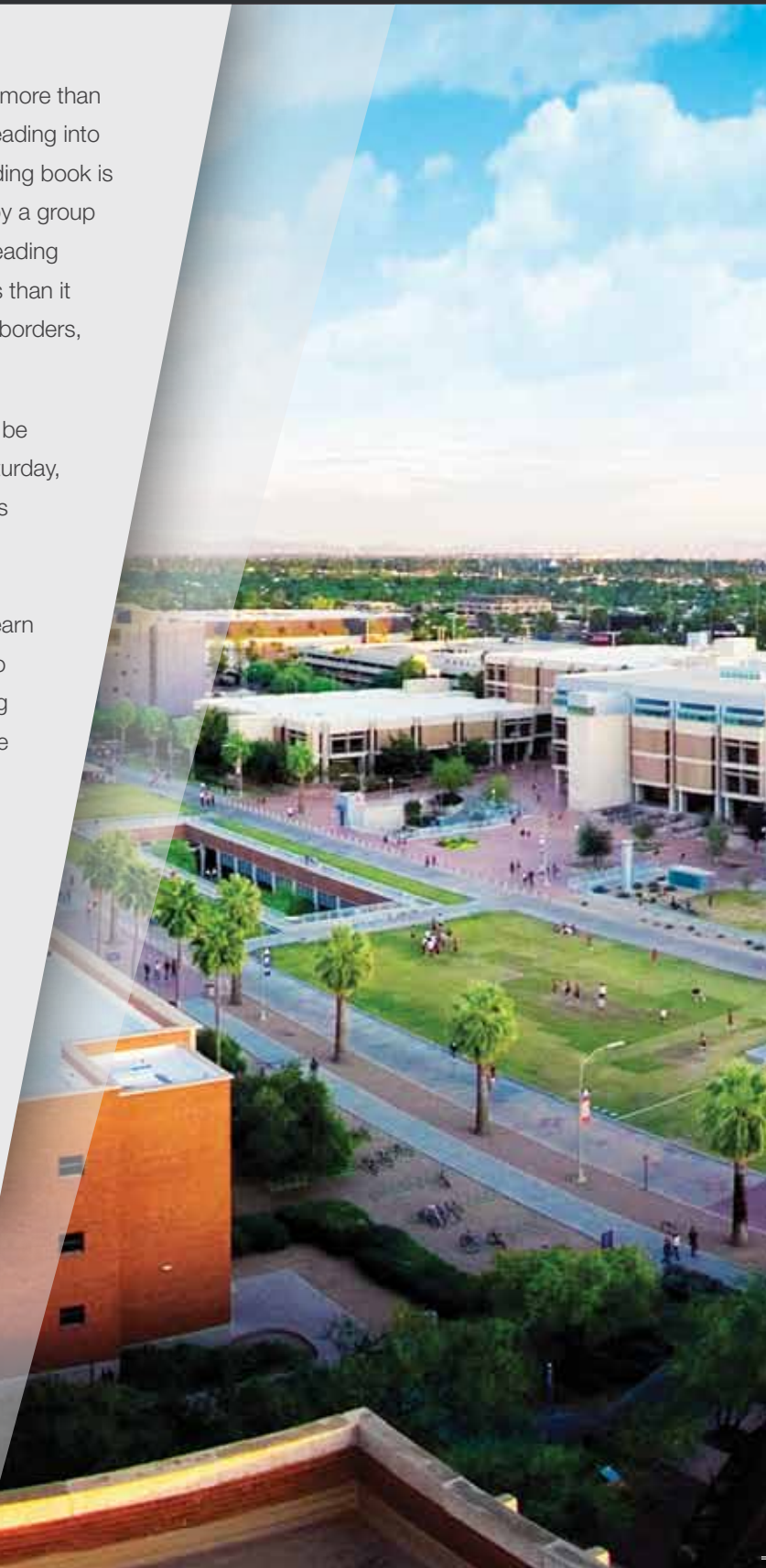
COMMON READING

HUMAN RIGHTS: BEYOND BORDERS

Welcome to The Honors College, we've got a present for you! It's more than just a book; it's a summer of contests, conversations and music, leading into your first fall at the University of Arizona. This year's Common Reading book is T. C. Boyle's *The Tortilla Curtain*. It was chosen especially for you by a group of Honors students as a conversation-starter and introduction to reading as a college student. As you'll see, the book raises more questions than it answers. While reading it you'll ask yourself – where do I stand on borders, on acting with integrity, and on how to be a humane human?

We're very excited about the book and the fact that the author will be able to visit campus on Family Weekend – save the morning of Saturday, October 20th! Some of the Honors Colloquia and other classes this fall will include themes from the book. However, you don't have to wait for October to enjoy the common reading experience. We've posted playlists on the Honors YouTube channel so that you can learn more about the author or just enjoy some tunes the class picked to complement the reading experience. Join us our Common Reading Facebook group to post your questions about the book, participate in contests and find out more about what's in store in the fall.

In the words of the students that selected the book: "We chose *The Tortilla Curtain* because it is representative of the great cultural diversity of the southwest. We especially liked it because of its relevancy to the Tucson community. We hope the book will spark great conversations. Our hope is that this book will provide an opportunity for you to get involved. We encourage you to seize all of the opportunities. Best of luck with your freshman year, and happy reading!"



“This internship has developed my critical thinking, organizational, and personal skills far more than any course I have taken thus far. I have enjoyed working with individuals from diverse cultural backgrounds and having the opportunity to make a measurable impact on the lives of these people.”

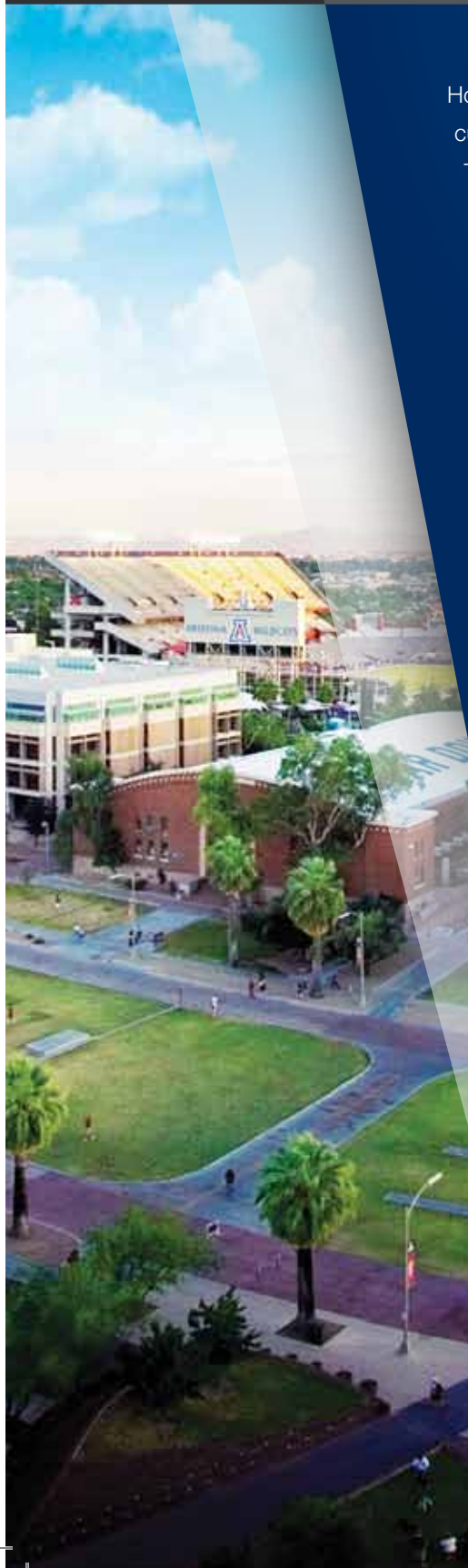
—Taylor Corcoran, Honors student

HONORS CIVIC ENGAGEMENT TEAMS

Honors College students understand that college is about doing. They are eager to learn new cultures, tackle challenges, assume leadership and make a commitment to social responsibility. Through the Honors Civic Engagement Teams (HCET), students are connected to a world of service learning by partnering with local Tucson organizations that require assistance with specific, meaningful projects. Made up of student teams, HCET members witness first-hand that their time, energy and dedication make an immediate impact in the lives of others.

So what does this mean to you? HCET is looking for highly motivated students from all disciplines and class standings (including freshmen!) to participate in the 2012-2013 HCET service learning internships. This is a three-credit Honors course with pass/fail grading. The program will require you to commit 8-9 hours per week between direct service and reflection. A full overview of the program and the application can be found online at www.honors.arizona.edu/hcet

For more information please contact Barbara Whittlesey, HCET Coordinator at whittleb@email.arizona.edu





HONORS
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Founded 1962

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Common Reading
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