



MyCollegeBlink.com creator is UHD student

AARON STOMMEL

Managing Editor

CollegeBlink may not be the new face of college, as their website totes them to be, but they have taken an old concept and transformed it into something more appealing—all with keeping students in mind. The idea behind the website was conceived by Mark Dumes, who just happens to be a student at UHD.

“My inspiration was [to] connect college students efficiently. As college students, most of our information comes from someone else around campus or what we read. I found that there are many questions that need to be answered like where to get an internship or what club should I join that other students may know an answer to. So I decided to make that place that students could share knowledge through an ad that would potentially answer another student’s question or two” Dumes said in an interview.

CollegeBlink is a new website much like Craigslist only geared towards college students. Specifically geared, in fact, to students attending the University of Houston, Texas Southern University, Prairie View A&M, University of Houston-Downtown, Houston Baptist University, and the Houston Community College System. Students can place free ads for anything from textbooks, study groups, and student organizations; to parties, roommates needed, and cars for sale. CollegeBlink uses the term “Blink It” whenever someone wants to create a post on their site. It is a relatively simple process: choose the area to be posted in, choose the school, fill out contact information along with the basic ad information and then click “Blink It”.

According to the CollegeBlink Website they are “the new face of college.” There are over fifteen categories of ads to choose from and once an ad is posted the poster is “a blinker.” If a student wants to search the ad section, instead of posting an ad, they would click on the “choose school” tab within the navigation bar.

The Website is relatively easy because of its simplified form. There are only four buttons in the navigation guide on the homepage, a homepage that also offers a short video tutorial on “How to Blink It”. The fault in the Website lays in the color scheme that is used by College Blink. A primarily red background with white Comic Sans font may look “cool” in theory, but it becomes increasingly difficult to read the longer one spends looking at the Website.

CollegeBlink’s mission “is to supply an avenue to connect students to all things college.” They want to have many different aspects of college life at students’ finger tips. CollegeBlink believes that their “free user friendly service” can help students survive college by making life a little less stressful.

Since CollegeBlink works much like Craigslist, students will need to meet each other to complete a transaction such as buying or selling a textbook, participating in a study group, or using a tutoring service. CollegeBlink takes this into account as well with a reminder to “To meet blinkers on or around campus in a well lit public area” and to “beware of scams and other malicious activity.”

According to Dumes, “the goal of college blink is to give college students that way to interact and collaborate amongst [themselves] to make college a little less stressful. The world is becoming more technological and CollegeBlink is that edge to keep the busy college world caught up and



Mark Dumes, MyCollegeBlink creator

connected.”

CollegeBlink may not have all the tweaks worked out yet, but it is definitely a website to watch and keep in mind when that next textbook is needed or a student unsure of

which club is the right fit for them.

To post or view ads, visit www.mycollegeblink.com.



Don't forget to vote in the SGA elections

Vote on Blackboard Learn Monday, April 23 through Friday, April 28.

Editors

Editor-in-Chief
Business ManagerJamee L Cox
CoxJa@uhd.edu
713.221.8192Aaron Stommel
Managing Editor
713-221-8569Taylor Luce
Copyeditor

Advisor

Anthony Chiaviello
chiavielloa@uhd.edu
713.221.8520Staff
WritersAli Fazal
Victoria Chadwick
Bissan Rafe
David Melendez
Whitney Barrett

Information

Letter Policy

Dateline: Downtown welcomes letters to the editor from any member of the UH system. Letters should be no more than 250 words, include the author's full name, phone number or email address, and affiliation with the University, including classification and major. Anonymous letters will not be published. Deliver letters to Room S-260, email them to dateline@gator.uhd.edu, or fax them to (713) 221-8119. Letters to the editor may be edited for space. They will be edited for spelling, grammar and malicious or libelous statements. Letters must be the work of the writer and must be signed. All submissions become property of *Dateline: Downtown* and may not be returned.

Dateline: Downtown is the official student-produced newspaper of The University of Houston Downtown. Editorials, cartoons, columns and letters are the opinions of individual students and do not necessarily reflect the opinions of other individual student writers, editors, advisors the University of Houston-Downtown, its administration or students.

Follow Us



@ The Dateline Downtown



@ The Dateline

Student parking, the on-going saga

Aaron Stommel

Managing Editor

If the administration is going to continue to play dumb about the problem they have with student parking, then *Dateline* will continue to write about it until something is finally done to remedy the problems.

Not only is there a problem now, but the university is attempting to increase the student population with their Major Opportunity campaign. This means that the parking problem is only going to get worse. Not all of these new students are going to be using public transportation to get to UHD. In fact, a majority of them will probably be sitting in the parking lot waiting for a spot just like everyone else.

And no one seems to have an answer when asked if the problem will get better any time soon.

When parking is mentioned to a student they immediately assume there's not enough spaces, but that's really just the beginning. Not enough spaces leads to frustrated students who are late to class, don't go to class or in the most extreme circumstances, lash out at another person. It is maddening when you have been waiting to park in a cramped parking lot, trying to obey what little rules are left in society, such as "if you're there first, you get the next open spot," when some last-minute driver swerves in between you and the prized parking spot you have waited on for 30 minutes.

The main problem here is the lack of parking and the abundance of poor planning. But, even with that reality, someone

saw fit to erect "Emergency-No Parking" signs in the metered parking lot under I-10, resulting in the loss of about 20 parking spaces. If there is an emergency, why would an emergency vehicle take the time to park in the parking spaces furthest away from the building? Don't wait for an answer to that question because the school takes no responsibility for that lot. Persons that are ticketed in that lot will have to pay the City of Houston, even though the meters bear the message "Please pay meter before attending classes."

The next problem is no accountability for students who behave like troglodytes with a drivers license. Perhaps we need to go back to high school and number the spots, but that couldn't work because students attend classes at different times. Essentially, more parking passes are given out than there are spots available with the assumption that no

two students will need the same spot at the same time. Seems to be this isn't exactly the case from the myriad of cars that can be seen traveling most of the parking lots during certain times of the day.

A measure that needs to be considered is forcing students to wait outside of a parking lot when it is full. There needs to be a designated line to get into the lot along with a vehicle counter that closes an arm when the lot has reached maximum capacity; an arm that will not open until a car leaves.

Maybe we should just follow the administration's lead and wait for the problem to fix itself. After all, what could really happen?

If you have a parking lot rant that and would like to be heard, send your story to *Dateline* and it may be published in a future edition. The more voices that are heard, the louder the scream.



Want your own caricature?

Let *Dateline* artist
Bissan Raffe draw
it for you!Send in a photo along with any special pose
requests to dateline@gator.uhd.eduPayment due at time of pickup in the *Dateline* office, Room -260

What's newsworthy?

Join *Dateline: Downtown* and tell the world.
Now hiring news and sports writers.UHD *Dateline: Downtown*, RM S260
Aaron Stommel, Managing Editor
stommelc2@gator.uhd.edu
713-221-8569 Office

Does *The Hunger Games* make us hunger for more women in the media?



Ali Fazal

Staff Columnist

In my time at UHD, I have never seen as much enthusiasm for a film as I have in the past few weeks for 'The Hunger Games'. The dystopian drama, starring Jennifer Lawrence as a young girl thrust into a kill-or-be-killed battle royale, opened with record numbers this past weekend, making it the highest-grossing opening for a film not released during the summer blockbuster season. Thematically, the film has a lot in common with other sci-fi/fantasy staples that have been popular over the years like Lord of the Rings and Harry Potter. The main difference between 'The Hunger Games' and... anything else, really, is that the protagonist of the series is a woman. Is that why we're obsessed?

If you look at mainstream media right now, it is actually a pretty great time for gender equality. While women in the media have often served as mere decoration to their male counterparts, this past year has made great strides in that regard. Look at music, for instance. With ladies like Beyonce, Rihanna, Lady Gaga, Katy Perry, Adele, Nicki Minaj, and even Madonna (whose 12th studio album, MDNA, opened at number 1 this week) ruling the roost on the charts, there is barely enough room for the occasional Bruno Mars or Maroon 5 to even make an impression.

In television, it is the same story. In the early millennium, women on television served as sidepieces to their male contemporaries. Remember that phase when the



Courtesy of Google Image

sitcom du jour was a big, funny guy with an impossibly beautiful wife whose only job was to occasionally put her hands on her hips and give her husband a knowing smile? Even supposedly female centric shows like Grey's Anatomy became more about the antics of the 'McDreamy' and 'McSteamy' than the titular female lead. In this recent television development season, things seem to have changed. In comedy, truly female-centric sitcoms like 'Whitney' and 'Are you there, Chelsea?' have premiered to decent ratings, proving that women can be the focal point of a show, not mere eye candy. On

the drama side, Jessica Lange's star turn on sleeper hit 'American Horror Story' also proved that age is nothing but a number for women on television.

Which brings us back to film and 'The Hunger Games'. Now, many might find 'Twilight' to be a female-centric work, but anyone who has actually seen the films or read the books upon which the films are based would quickly debunk this notion. After all, the main character Bella (played morosely by Kristin Stewart) has nothing of value to do in the plot besides choose a love interest. She is the eternal victim, who inadvertently falls in love with a deadly vampire, and later, accidentally gets knocked up

by him, and practically forced to turn into a vampire herself. Conversely, Katniss, the lead from 'The Hunger Games', is entirely proactive. She provides for her family at age 16, volunteers for a blood-bath to save her younger sister, and shrewdly navigates that titular Hunger Games to (spoiler alert) emerge victorious. And the unique thing about Katniss is that she doesn't have to sacrifice her femininity to do it. As far back as I can remember, strong women in media have always had to 'be one of the guys' in order to have any sort of impact. Whether we are looking at Alice from 'Resident Evil' or Evelyn

Salt from Angelina Jolie's 'Salt', female as-kickers often have to forgo emotion and sensitivity (conventionally regarded as feminine traits) to prevail. However, Katniss of 'The Hunger Games' does not fall into this trap. She sobs uncontrollably when a fellow tribute in 'The Hunger Games' is brutally murdered, and she lets herself get swept up in an emotional romance with another tribute. She is a woman, and a winner, all the way through, two traits that have been mutually exclusive for far too long in modern media. Let's hope that the success of 'The Hunger Games' helps this trend continue.

UHD's spring style faux pas list



Ali Fazal

Staff Columnist

Winter is over, folks. Time to take all the scarves, jackets, and sweaters and put them in the back of your closet where they will languish for another painful nine months of Houston weather. And even though a humid Houston spring can sometimes make the air feel thick, like a nearby giant is cutting the world's largest onion, there are a few choice wardrobe items that are starting to appear on campus that are never acceptable, no matter the season.

1. Crocs—While I fully appreciate the amount of walking we have to do as college students, is it ever the right time to wear these monstrosities on your feet? Swiss cheese may be an acquired taste on sand-

wiches, but the holed-aesthetic of Crocs is horrifying on a good day. They offer no practical application. If you're looking for comfort, a nice pair of Converse can easily make your feet feel like they're walking on a cloud of cotton candy. And if openness is what your little piggies are after, regular sandals and flip flops will make you feel like you are practically beachside. It is a free country, so I suppose wearing Crocs because you like to emulate Rosie O'Donnell's daring avant-garde style is your own personal choice. Just let it be known that it is a bad one.

2. Daisy Dukes—Unless you are president of the Jessica Simpson fan club or plan on doing lots of work in UHD's sad, tiny, community garden, there really is no excuse for your shorts to be obscenely short. The only sound more distressing than nails on a chalkboard is the sound of thigh skin peeling off of the plastic seats in UHD's classrooms. If bending over to pick up a pen you dropped is a wardrobe malfunction waiting

to happen, just save the short shorts for a more appropriate venue, like a livestock show or an adult video emporium.

3. Sunglasses indoors—While the life of a college student is undoubtedly glamorous and exciting, UHD's technology has not quite been able to recreate the wattage of the sun indoors. As a result, the dim fluorescent lights that brighten up the majority of the UHD campus should not be too bright for anyone's eyes. Unless you plan on starring in a rap video between classes, put the shades in your bag where they belong. If you just want to look like the biggest douche possible, you might as well skip to a full head-to-toe Ed Hardy outfit instead of pretending like the paparazzi flashbulbs are too bright for your delicate peepers.

4. Backpacks with Wheels—Now there are certainly some times when my backpack has been too heavy to comfortably carry. And indeed, having more than a couple of books all the time would undoubtedly

lead to many ouchies in my lumbar region. That being said, walking around with a be-wheeled backpack like a Pan-Am stewardess is not the answer. Our university has very-conveniently-located lockers on the second floor of the main building, so those of us who have too many books to comfortably carry can stash 'War and Peace' there for a few hours before we need it. In addition to taking up precious real estate in our already cramped elevators, backpacks with wheels are concerning because when the zombies do eventually rise against us, our upper body strength will have been totally eliminated. Do you want to be stuck as a zombie slave? Me neither! Get a normal backpack please.



Dr. John Biggers, Hero

Victoria Chadwick

Staff Writer

Thanks to one remarkable American hero we can celebrate Black History Month, Earth Day, International Women's Day and Native American Heritage Month all on the same day, any day. That man is Dr. John Thomas Biggers.

Murals are rooted firmly in African art traditions so in itself, Salt Marsh, the mural hanging in the UHD Student Life Center, is a celebration of African American History. Inspired by the power of the great Mexican muralists-Rivera, Orozco, and Siqueiros-Biggers worked to portray the real truth in the history of a people and the universal truths of all people. He believed that freedom is dependent on our awareness of the larger universe around us.

His art uses common objects of daily life in the African American culture. Biggers repeated the same themes and motifs in his art throughout his lifetime. His symbolic system, at once intimately personal and universal in appeal, emerges through intricate, evocative meaning.

Common themes that express metamorphosis, transformation and ascension are found throughout Biggers' work: cooking pots, Earth, nature and wildlife (particularly turtles and swan-like gourds), the strength of multiphasic womanhood as wellspring of all, - all wrapped in the artist's love of African art.

The mural commissioned for UHD envelops a very special gift to us because it is site-specific in two important ways. First, it reflects the diverse ecosystem of bayou wetlands, where hearty and very specialized plants can not only thrive with little or no oxygen, but are capable of making good use of the copious water in a swampy environment. The mural is replete with fish, Cat-tails, Lily pads, water - as well as that most American agricultural product - wheat. Children placed throughout the mural represent regeneration. Washboards, cauldrons and water signify cleansing. The horizontal lines, reminiscent of the gentle lapping of unbroken waves (as in a bayou), also symbolize the African ceremonial comb.

The second customization, conceived uniquely for UHD, stems from the geographic fact that UHD sits on top of the confluence of White Oak and Buffalo Bayous. This was a landmark for early French and Spanish travelers with whom the indigenous peoples traded, centuries before this area was settled by Europeans. The peaceable tribes shared their knowledge of pottery, root dyes, food preservation and techniques for hunting deer, alligators, panthers and

bison with the settlers. Dr. Biggers honors the kindness of these tribes with savage irony. The buffalo nickel, minted for only two years represents the two indigenous tribes. Tribes that were decimated, but not obliterated, by the European settlers.

When John Biggers moved to Houston in 1949, Jackie Robinson was still facing jeers and catcalls while in his second year with the Brooklyn Dodgers. Either one of them could have been arrested for sipping from a fountain not designated "COLORED." At that time, the concept of integration was just barely beginning to gain favor. Thus, ironically, Biggers' move here to start the art department at TSU (then called the Texas State University for Negroes) and, in fact, even the existence of TSU itself, was seen by many as further segregation; a "separate but equal" move to keep blacks out of older, all-white universities.

However, Mr. Biggers never bought into the idea of being assimilated into the dominant culture, as a remedy for the atrocities of segregation. His feet had touched African soil; he had marveled at the common folktales prevailing in his people, despite centuries and oceans of separation. John Biggers believed that people integrate on the basis of what they have to contribute. A contribution that is hard to make the people can not take pride in their culture. So John Biggers strove to empower others to contribute, founding the now thriving TSU art department in a dirty quonset hut, with no equipment, no material, not even a single sheet of newsprint. His first few students were teachers who would bring their learning back to segregated schools.

The UHD mural depicts "The Tortoise and the Hare," an African folktale known by many names and popular in the southern United States. Curiously, the same tale exists as a separate (completely unrelated) tale among indigenous people throughout the continent, broadcast widely by the Cherokee. The turtle (setting sun) and the rabbit (rising moon) are engaged in the timeless cycle of night and day. "They are racing across the sky," Dr. Biggers explained, "in a great orbit, in which they reveal the seasons of the year. Metamorphosis. Transformation. Ascension. That's what it's all about."

The abundant watery horizontal lines serve to strengthen the transcendence implied by the verticality, epitomized by the row of shotgun houses, so common in the south. They became a symbol of freedom in the 19th century when they were introduced to the U.S. by freed Haitians.

More *The Hunger Games*

Whitney Barrett

Staff Writer

The Hunger Games is not only breaking records at the box-office, but it has tons of fans wanting more.

Hollywood welcomes another science fiction film for this year, packed with plenty of action

and drama to keep just about anyone entertained.

"The Hunger Games", has many people talking and rushing to the theatres. It is clearly the new hit that has

trumped "Twilight." The film, which is based on the novel by Suzanne Collins, takes place in a post-apocalyptic future in a nation called Panem. A nation that consists of a wealthy capitol surrounded

by 12 poverty-stricken districts. The main plot of the story revolves around an annual televised event called The Hunger Games, in which one boy and one girl from each of the 12 districts are selected in a lottery as tributes and are required to fight to the death in an arena until there is one tribute remaining as the victor.

The film is similar to other works, such as the Japanese novel and manga adaptation of it called Battle Royale and the American short story "The Lottery," but there are some differences.

"The Hunger Games" is more like the Roman gladiatorial games, a reality television show and the Iraq War meshed together.

Things get set in motion in the film when the protagonist, Katniss Everdeen (Jennifer

Lawrence), hears her younger sister's name called as the female tribute for their district. Katniss then volunteers to take her sister's place in order to save her from participation in the event. She is joined by her district's

male tribute, Peeta Mellark (Josh Hutcherson). Together they are taken to the Capitol where their drunken mentor, who is also a former Hunger Games victor, Haymitch Abernathy (Woody Harrelson), instructs them to watch and learn the talents of the other tributes who are their competitors.

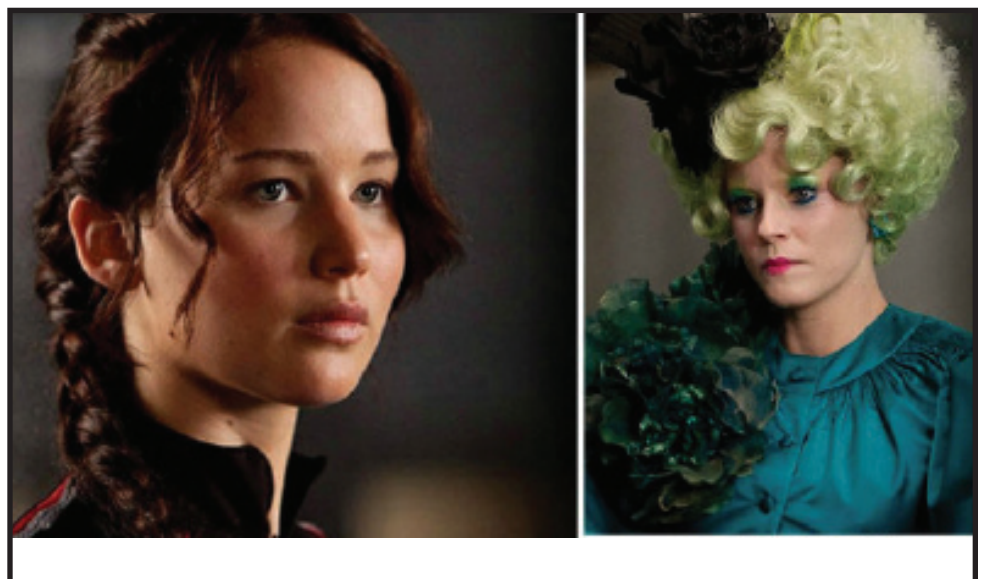
The film is a thrilling, refreshing addiction to the sci-fi genre that seems to continue evolving. Jennifer Lawrence's portrayal of Katniss is riveting; she is perfect in the role and practically embodies the character. There is an edge to her, a determination that is beyond her years.

"The Hunger Games" is darker and has a more mature theme than "Harry Potter," and as well has more poise

and is better cast than "Twilight". It draws you in, whether you have read the novel or not. It is done quite realistically, thanks to director Gary Ross. The camera style adds to the appeal and gives the viewer the feel of being with the character.

It is a must see movie for those wanting more from movies nowadays and this movie delivers. It is a tear-jerker, but also a fantastic story of an epic battle to the death with so much surprise. The film is the first of a planned trilogy that is sure to continue to smash the box office.

"The Hunger Games" will leave you wanting more, and yearning to know more.



Jennifer Lawrence as Katniss Everdeen and Elizabeth Banks as Effie Trinket in *The Hunger Games*. Photo courtesy of buzzsugar.com

Place your ad here

Advertise your club or event

Special rates for UHD student organizations

Contact The Dateline Office: Dateline@gator.uhd.edu or call 713-221-8192

College of Public Service

Aaron Stommel
Managing Editor

The College of Public Service is a center for higher learning dedicated to preparing students to enter professional careers in criminal justice and education.

The college Website boasts that it "believes that an educated society creates thoughtful policy and humanistic practices for the betterment of its diverse constituents. The College of Public Service strives to engage in dynamic research that will improve the quality of our area schools and justice institutions, and instill scholarship, integrity and responsibility in tomorrow's leaders."

Their Academic Programs include degrees offered by the departments of Urban Education and Criminal which has both undergraduate and graduate degree programs. This department also administers a Master of Security Management for Executives. Any Specific Information regarding what is required to earn a particular degree can be found in the UHD Catalog under the department administering that specific

degree.

The College of Public Service degree programs include: a Master of Security Management for Executives (MSME), a Bachelor of Science in Criminal Justice, a Bachelor of Applied Arts and Sciences, a Master of Science in Criminal Justice, as well as an Online Master of Science in Criminal Justice. The College of Public Service also includes the Criminal Justice Training Center which provides requirements to earn a Texas Commission on Law Enforcement Officer Standards and Education as well as offering a Law Enforcement Training Program.

The department of Urban Education offers Bachelor of Arts in Interdisciplinary Studies which can include certification for Early Childhood - 6th Grade Elementary Generalist, Early Childhood - 6th Grade Bilingual Generalist, 4th - 8th Grade Generalist or Secondary (Grades 8-12). This department also offers Post-Baccalaureate Teacher Certification for Early Childhood - 6th Grade Elementary Generalist, Early Childhood - 6th Grade Bilingual Generalist or 4th - 8th Grade Generalist.

For those students wanting to use an Alternate Route Certification Program the Department of Urban Education offers

a Post Baccalaureate Plan. There are also Master of Arts available, including Teaching, Teaching with Alternate Route Certification, Teaching: Curriculum & Instruction (for certified teachers only). For those needed assistance in paying tuition there are multiple scholarships available to students. The scholarships are the Robert S. Browne Memorial Book Scholarship (award varies), the Dr. Yung-Fa Chang Endowment for Student Grants-in-Aid Award, which has an award of \$4000 per year when he/she is enrolled in at least 12 hours per semester as full-time students (4-two year students and 4-four year students). The Clarence Kendall/100 Club Endowment Scholarship Fund which is Awarded every 4 years and covers a student entirely for the 4 year period and the ASIS Scholarship, which establishes funding for each scholarship in the amount of \$3,000 for the term of one Calendar year. There are many more scholarships available in varying award amounts. Those interested in applying can visit http://www.uhd.edu/academic/colleges/publicservice/cps_scholarships.htm for more information and for eligibility requirements.

Teacher Certification Areas Offered at UHD include EC-4 Elementary Generalist,

Grades 4-8 Elementary Generalist, EC-4 Bilingual Generalist, Grades 8-12 Secondary with a specialization in English Language Arts & Reading, Life Science, Physical Science, History, Mathematics, Science, or Social Studies.

The college of Public Service also oversees the House of Tiny Treasures, an early childhood education program that provides developmentally-focused childcare for preschool age children while their parents attend classes and begin working.

According to their Website, "HTT is Houston's most recognized therapeutic center dedicated to providing this unique clientele with essential opportunities to prepare young children to succeed in school." Their goal is to equip each child with the skills needed to reach his or her maximum potential and be prepared for kindergarten. HTT uses continuous clothing and supply drives to gather household items, clothes, holiday gifts, coats, shoes, among other items in order to provide for the children and their families. For more information on the College of Public Service's partnership with SEARCH and HTT or to volunteer with them contact Purdyp@uhd.edu.

Texting while driving causes brain 'brownout'

*Uwire-*According to the Pennsylvania law firm Edgar Snyder and Associates, around 37 percent of people have sent or read a text while driving. There were over 5,474 deaths attributed to distracted driving in 2009, and young drivers are the most likely to be texting behind the wheel.

On March 8, a Pennsylvania law went into effect that prohibits texting of any sort while driving.

Before the law was even passed, however, researchers at Carnegie Mellon had probed the effects distracted driving has on the brain.

Marcel Just, a senior researcher and professor with the Center for Cognitive Brain Imaging at Carnegie Mellon, looked at people's brain activities while talking and driving. Just, along with colleagues Timothy Keller and Jacquelyn Cynkar, published their research in the report "A decrease in brain activation associated with driving when listening to someone speak" in the journal *Brain Research* in 2008.

The brain has many different parts that work simultaneously. "When you're listening to me talk, for instance," Just said, "there are 15 to 20 areas of your brain being lit up that are activated. It's not one place. People say they 'use frontal lobe' for this. That's really a distortion. There is no task that is done by only one part, ever."

While these processing regions may seem like the most important parts of the brain, they only make up a relatively small part. According to Just, most of our brain is "white matter," in which a fatty material covers a series of connectors that act as communication wires among the separate regions.

With a viewing screen directly above their eyes, the subjects in Just's study went through a simulation in which they "drove" a vehicle by moving a hand-held mouse that was situated at their side. While participants were going through their driving course, the researchers occasionally asked them true or false questions, which the subjects would answer by pressing a button in their other hand. A brain scan determined their brain activity by measuring the amount of blood flow to certain regions in the brain.

The results pointed to a clear debilitation of driving while listening; the brain functions that controlled driving decreased by 37 percent. The studies showed that while people were driving, four main regions of the brain were active, primarily those for vision and spatial relationships.

When the drivers had to respond to questions, however, new areas of the brain associated with language processing became active at the same time.

Despite the fact that the regions are largely separate, answering the questions impaired the ability to drive, and Just thinks it is because the white matter — the tissue that connects brain areas — was heavily taxed.

"I think it's like plugging in an iron and a hairdryer at the same time, causing brownout," he said. "There are only certain amounts of resources to go around, and if you're trying to draw on too much, each demand gets a budget cut. In the case of driving, that's not a good thing to be happening in some situations."

To combat distracted driving, Just and others believe that policies regulating cell phone use behind the wheel are important.

The researcher himself has created a list of ideas, ranging from legislative mandates to applications that shut off one's phone once it reaches a certain velocity. But he mainly stresses education.

"Nobody really wants to get into an accident and nobody wants to kill an innocent pedestrian," Just said. "I think we horribly overestimate our cognitive abilities with respect to attention."

"I think it's bad," Just continued. "I don't think society realizes that it's bad. It's not muggers doing this; it's just people like you and me and our relatives and friends that are talking on the cell phone."

Some Carnegie Mellon students, like sophomore art major Marie Barcic, agree

with the new cell phone law. "You can't really afford to be distracted while driving," she said. "You can just pull over if you need to talk to someone."

Others, like sophomore chemistry major Abigail Burton, think more needs to be done. "I think it's a step in the right direction, but I think there is a long way to go to make our roads safe from distracted driving," she said.

Education, Just says, will make the difference. "If people were more aware of how detrimental to their driving performance cell phone usage is, I think many people, just out of a sense of responsibility, would just stop," he said.



Image courtesy of Christian Science Monitor

Studying before sleeping beneficial for recall

Uwire- Sleep more, improve recollection. A new study from U. Notre Dame reached this conclusion after finding that going to sleep shortly after learning new information is most valuable for recalling the information in the future.

Jessica Payne, a Notre Dame psycholo-

gist who specializes in sleep studies, studied 207 subjects who regularly slept at least six hours per night. The study was focused on how much information a subject remembers after learning it directly before sleeping.

Participants studied either related or unrelated word pairs in the morning or eve-

ning, at 9 a.m. or 9 p.m., and would be tested on their ability to remember the word pairings 30 minutes, 12 hours or 24 hours later. Some of the word pairs were semantically related and some pairs were completely unrelated.

This studied declarative memory, which is a person's ability to remember facts and specific knowledge.

"Following a 12-hour retention interval containing a night of sleep or a day of wakefulness, overall recall was superior in subjects who slept," the study stated.

These findings were similar at the 24-hour retest. At this point all of the subjects had received a full night's rest, but researchers found that subjects who went to sleep shortly after learning the words remembered better than subjects who did not.

"Our study confirms that sleeping directly after learning something new is beneficial for memory," Payne told *Science Daily*. "What's novel about this study is that we tried to shine light on sleep's influence on both types of declarative memory by studying semantically unrelated and related word pairs."

Jude Kehoe, a nurse at U. Oregon's Health Center, stressed the importance of sleep for students. She discouraged irregular sleep patterns for studying because the body does not learn as efficiently with irregular sleep. The body can also only make up two hours of sleep, she said.

"Our brain does all of this filing when you are asleep and the REM sleep helps students learn better," Kehoe said. "If students would study during the day and then sleep eight hours, they would remember the information much better. When you don't have sleep, it causes a stress reaction to go off in your body, with negative cascading effects."

Payne encouraged studying directly before sleeping for the greatest recall in the morning.

"Since we found that sleeping soon after learning benefited both types of memory, this means that it would be a good thing to rehearse any information you need to remember just prior to going to bed," Payne told *Science Daily*. "In some sense, you may be 'telling' the sleeping brain what to consolidate."



Courtesy of Google Image

College of Business

Victoria Chadwick

Staff Writer

Expectations run high in the School of Business; it's an exciting, dynamic place to be. Business degrees are in high demand, commanding excellent compensation. Even better, the tailor-made skill sets obtainable make SOB graduates ready to rock the world.

The reason School Of Business graduates are so well-equipped to take on their chosen fields is that the students' vitality is always outmatched by the enthusiasm, innovation and collaboration of the faculty and administrators. Dean Bates has attracted a team of high-energy, high-level business professionals who keep cutting-edge creativity at a bounding pulse. The Dean attributes continuous improvement for the success of the school to the "Constant examination of

instruction, educational offerings and delivery processes assures the student of a state-of-the-art-education."

Houston is an exceptionally metropolitan city, and the SOB leaders reflect this

Expectations run high in the School of Business; it's an exciting, dynamic place to be. Business degrees are in high demand, commanding excellent compensation. Even better, the tailor-made skill sets obtainable make SOB graduates ready to rock the world.

The reason SOB graduates are so well-equipped to take on their chosen fields is that the students' vitality is always out-

matched by the enthusiasm, innovation and collaboration of the faculty and administrators. Dean Bates has attracted a team of high-energy, high-level business professionals who keep cutting-edge creativity at a bounding pulse. The Dean attributes continuous improvement for the success of the school to the "Constant examination of instruction, educational offerings and delivery processes assures the student of a state-of-the-art-education."

Houston is an exceptionally metropolitan city, and the SOB leaders reflect this strength. Describing its diverse backgrounds and experience would require volumes. (One instructor was once a pirate in the British navy.) But the School of Business leaders are quite unified, in how they define their role; a point of view that Bill Gates has aptly expressed: "As we look ahead into the next century, leaders will be those who empower others."

Through many lively and very interactive partnerships with the business community, the SOB has established a large networking base which affords students a broad array of field experience and career opportunities as

well as an abundance of scholarships. The school has been responsive to Houston's unique business and industry profile which, in turn, provides valuable input and feedback on a regular basis. For example, the Professional Land Management concentration grew from Houston's large petroleum industry presence. In the same manner, since Houston is the third-largest insurance market in the U.S., one of the newer degree programs offered by the SOB is Insurance and Risk Management.

Another reason for the SOB's preeminence is that flexibility is built into the structure of the program. Of the 16 possible areas of concentration, all but three require declaring it as a major; the other 13 specialties can be studied as a minor. In addition, 3 other concentrations are offered through certificate programs. This set-up allows students to mix and match their education, steering their training in the direction of

*"As we look ahead into the next century, leaders will be those who empower others."
~Bill Gates*

their goals. Providing even more flexibility, especially for non-traditional students, is the fact that many of the courses are offered online by the same instructors with the same material.

The most popular degrees are accounting and finance, but the dynamic faculty is ready and able to empower students to reach as high as their dreams can take them. And Retail Management is just the stuff dreams are made of. As Tra-

cy Davis, Director of the Center for Retail Management points out, "Retail can be both financially and personally rewarding. Where else can you take your favorite hobby and make a career out of it? And compensation for top management? It ranks with the highest in any industry."

The Center for Retail Management is slated to move from a certificate and minor degree offering to a major degree program next year. More intriguing is their creation of a Sample Store, a glass store front facing a hallway in the Shea Building. It is another example of the close connection the SOB has forged with the Houston business community and the interconnection of their many departments. In the Sample Store, many of the aspects of the various business curricula can merge - Supply Chain (warehousing), Marketing, Merchandising. All the while, students purchasing the store's products with specially issued cards, will benefit the business partners who supply the products by giving feedback to those suppliers. It is real-world, hands-on experience and mutually beneficial for all. Another indication that the SOB has created not merely liaisons, but active partnerships with Houston's vibrant business industry.

It is never "business as usual" at the UHD School of Business.

Registration tips for fall



Ali Fazal

Staff Columnist

Yes, fellow students, it is that time. As the semester winds down, the hallways at UHD are

rife with conversations about what students plan to do for summer.

There is a lot of discussion about which Cancun resort is best (to soak up the local Aztec-inspired architecture, I'm sure) and which books students are looking forward to reading over the break (spoiler alert: none). But unfortunately, before you know it, the tans will fade and fall semester will be in session.

As registration for Fall 2012 opens soon, here are a few tips on how to make the inevitable transition from Cabo to classroom a little more palatable:

1. Do not be afraid to approach Professors: If there is a class that you really want to take that fills up, remember that the ultimate say lies with the professor. Go to their office and offer a compelling reason why you should take their course that semester. If it is clear that you are passionate and willing to work hard, many professors are willing to grade that one extra set of papers and let you into their course.

2. Think outside the box: While many advisors will recommend the path most travelled for a majority of your core requirements, bear in mind that there are always multiple courses for each requirement. Take ethics, for example. If your major has an ethics requirement, and your basic 'Philosophy 101' does not interest you, look for alternatives. Courses like 'Communication, Law, and Ethics' will still meet the ethics requirement to graduate, but the course deals with subject matter that is more current than an average ethics course. Ask an advisor about other courses that can fulfill your basic requirements. Even if they are

sometimes higher level classes (and thus, more challenging), it might be better to take a hard class that you are interested in than an easy course that may cause a student to become bored and uninterested.

3. Be mindful of scheduling. With a large commuter population, many students feel compelled to take as many classes in a row as possible to limit their days on campus. While this is certainly one way of doing things, remember that the goal is to ultimately excel academically. Try to schedule a couple of breaks in your day to have a snack and recharge for a bit before your next class. After all, if you have four classes in a row with no break, your low productivity level in one class might prevent you from doing as well as you would like in the next class. On the flip side, also beware of having breaks that are too long in between your classes. It is fun to kill time and relax for an hour or two, but waiting around for longer might make students even more tired and unproductive.

4. Give Hybrids a chance: Though not every course offers a hybrid alternative, try to embrace the ones that do. Hybrid classes are often the perfect balance between the busywork that often consumes conventional classes (where professors sometimes do nothing but summarize the textbook that you could just read yourself) and on-line classes (where the lack of structure and in-person construction can get you confused and falling behind very quickly). By attending class on campus one day a week and doing online coursework on the other days, Hybrids offer the best of both worlds. If you have a tricky work schedule or family commitments, Hybrids allow you to still meet and interact with your professor and classmates while being more flexible for the rest of the week.

Students can attend the Registration Fair, Wednesday, April 25, 10 a.m. to 2 p.m. on the third floor of the One Main Street building to seek assistance with registering for classes, advising and more.

Walk one flight up...
Or two flights down!

You'll burn calories and save time!

Be Kind to Elevators!

Finals are coming...

Exams are generally scheduled on one of the days the class is scheduled.

Online courses will have an online exam.

All classes are provided with a two and a half hour exam time, and will meet in the regular room assigned throughout the semester unless otherwise notified.

All non-standard meet times will be assigned an exam time and room location on the last Saturday.

Classes with time conflicts may have been shifted to ensure all classes are assigned an exam time and a room. If you have any questions, contact Tesha Ward at 713-222-5314.

Or, go to www.uhd.edu and click on the academic calendars link.

Days	Class days	Class start times	Exam day	Exam time	
Mondays Wednesdays Fridays	M/W and M only (including HYB & 3hr classes)	7am, 10am, 1pm, 4pm & 7pm	Monday May 7, 2012	7am, 10am, 1pm, 4pm and 7pm	
	M/W and W only (including HYB & 3hr classes)	8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm	Wednesday May 9, 2012	8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm	
	M - only (including HYB & 3hr classes)	8:30am, 11:30am, 2:30pm	Friday May 11, 2012	8:30am, 11:30am, 2:30pm	
		5:30pm & 8:30pm	Friday May 4, 2012	5:30pm & 8:30pm	
	W - only (including HYB & 3hr classes)	7am, 10am, 1pm	Friday May 11, 2012	7am, 10am, 1pm	
		4pm & 7pm	Friday May 4, 2012	4pm & 7pm	
	F - only (including HYB & 3hr classes)	7am, 10am, 1pm, 4pm & 7pm	Friday May 4, 2012	7am, 10am, 1pm, 4pm & 7pm	
		8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm		8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm	
	Tuesdays Thursdays Saturdays	T/R and T only (including HYB & 3hr classes)	7am, 10am, 1pm, 4pm & 7pm	Tuesday May 8, 2012	7am, 10am, 1pm, 4pm and 7pm
		T/R and R only (including HYB & 3hr classes)	8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm	Thursday May 10, 2012	8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm
T - only (including HYB & 3hr classes)		8:30am, 11:30am, 2:30pm	Friday May 11, 2012	8:30am, 11:30am, 2:30pm	
		5:30pm & 8:30pm	Saturday May 5, 2012	5:30pm & 8:30pm	
R - only (including HYB & 3hr classes)		7am, 10am, 1pm, 4pm	Friday May 11, 2012	7am, 10am, 1pm, 4pm	
		7pm	Saturday May 5, 2012	7pm	
S - only (including HYB & 3hr classes)		7am, 10am, 1pm, 4pm & 7pm	Saturday May 5th, 2012	7am, 10am, 1pm, 4pm & 7pm	
		8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm		8:30am, 11:30am, 2:30pm, 5:30pm & 8:30pm	