

UNIVERSITY HONORS PROGRAM

2024
FALL

 COURSE
CATALOG

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Notes on Honors Registration

Priority Registration

If you have earned the privilege of priority registration through honors, by taking, on average, one honors course per semester, then you should have an enrollment appointment on April 1, 2024. **Please be sure to check your enrollment appointment as soon as it is available in CampS during the week of March 4.** If your enrollment appointment is not what you expect, please contact us immediately at honors@uwec.edu.

Course Levels

Any honors student can enroll in a 100-level HNRS course, while students with sophomore-standing (60 earned credits) or higher are able to enroll in 300-level HNRS courses. If you are a first-year student and see a 300-level HNRS course that you really want to take, email us at honors@uwec.edu to discuss if it is possible to register for the course.

Navigating Registration

- All honors course section numbers begin with a 5.
- CampS: go to manage classes > class search and enroll > click on the desired semester > type in “honors.”
- Schedule Builder: + add course > search by section attribute > click on attribute tab > select “honor course.” OR > on the dropdown menu, select “all subjects.” > click on the course tab to view all available honors courses by department.

We strongly recommend you check your eligibility to enroll in the courses you put in your shopping cart; use the validate function in Schedule Builder or in MyBlugold CampS.

Waitlists

If an honors class is full, CampS will indicate "need department consent" to enroll. If you would like to be added to the waitlist, please complete the [honors waitlist eForm](#). You will be notified by email *if* a seat becomes available; **be sure to check your email throughout the summer because we never know if nor when a seat *may* become available**. If you are emailed about an open seat, you will be given a very short period to register for it. Waitlist requests will not be accepted until the first day of registration. Please do not submit multiple waitlist eForms, you can list more than one course on the form. Click [HERE](#) for the honors waitlist eForm.

Other Ways to Earn Honors Credit

Information on honors contracts, counting research for honors credit, pursuing an honors thesis, or earning honors credit while on study abroad can be found in the [University Honors Information Hub](#) in Canvas.

- Serve as an **HNRS 100 mentor** (HNRS 410) during fall 2024. [Apply here](#) by **Wednesday, March 6**.
- **Honors contract eForms** for fall 2024 must be submitted by **September 17, 2024**.
- Serve as an **honors tutor** (HNRS 420) in an honors course you have taken before. First talk with the professor, and if they agree, then submit this [eForm](#) by **August 21, 2024**.
- If you are interested in pursuing an **honors thesis** in spring or fall, [please chat with Dr. Fielding!](#)

Want more information about anything honors?

- Check out the [University Honors Information Hub in Canvas](#)—access is from your Canvas course list.
- Use Navigate to make an appointment with [Kim Wellnitz](#) or [Dr. Fielding](#).
- Email us at honors@uwec.edu

Honors Advising

Kim Wellnitz, Honors Assistant Director and Advisor

We can chat about:

- The Honors or Liberal Education (LE) portions of your degree audit and what are your options?
- Honors contracts, Tutoring (HNRS 420), Mentoring (HNRS 410), Honors Thesis (HNRS 490)
- How to earn honors credit while on study abroad or national student exchange (NSE)
- How the honors waitlist works
- Pathways and options to complete honors
- Earning University Honors credit for Department Honors work

We're here to help you graduate with University Honors! Drop in. No appointments needed this week:

Monday - Friday, March 25 - 29

9:00 am - 3:30 pm

Honors Commons (Library 2002, 2nd floor)

Summer Honors Course

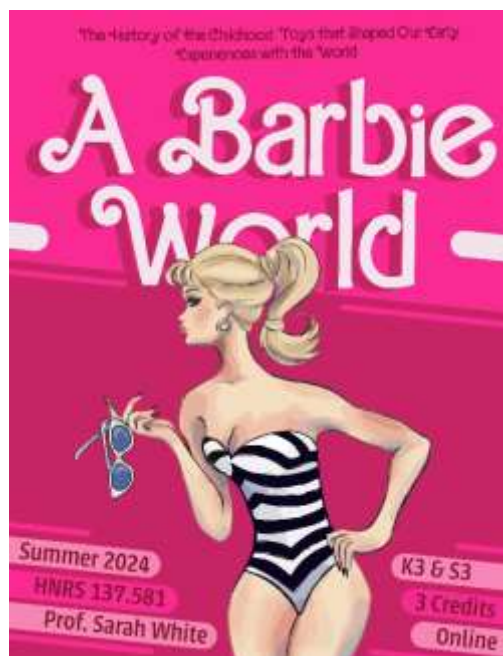
Reminders:

- [Registration for summer courses](#) is now available in CampS and Schedule Builder.
- Be sure to check the [Blugold Central website](#) for summer tuition rates.
- Please [email Blugold Central](#) with any questions regarding your financial aid eligibility for summer or stop by VLL 1108 to chat with them.
- Due to the short duration of summer courses, please [be aware of drop, withdrawal, and refund deadlines](#).

A Barbie World: The History of Barbie and the Childhood Toys that Shaped Our Early Experiences with the World

Professor Sarah White, Writer

HNRS 137.581	ONLINE June 10 – Aug. 2, 2024	LE K3 + S3	3 cr.	\$30 online course fee
<p>In this course, we will read about and analyze some of our favorite toys and how they may have influenced our perceptions of gender, race, ethnicity, socio-economic status, sexuality, etc. How does our understanding of these toys change as we age? Do we still play with them? Have the toys themselves changed (or not) over the years? What exactly is “at play” in our imaginations and development when we pick up a toy? Our exploration will include toys from around the globe. We will also examine how these artifacts of our childhood continue to live on in popular culture and in our own perspectives of the world and ourselves. Our research and intellectual “play” will culminate in students creating a presentation for a toy of their own design.</p>				



Schedule at a Glance

100-Level Colloquia

COURSE	DAY	TIME	LE	INSTRUCTOR	CR.
Chemical Computing and Artificial Intelligence in Health Care					
HNRS 118.501	TTh	9:30 – 10:45 AM	K1 + I1	Bhattacharyay	3
Live Well or Die Trying					
HNRS 124.501	MWF	10 - 10:50 AM	K2 + R3	Suginaka	3
Race, Racism, Anti-Racism					
HNRS 129.501	TTh	12:30 - 1:45 PM	K2 + R1-DDIV	Thesing-Ritter	3
True Crime: Investigating Our Culture's Obsession					
HNRS 135.581	Online	Online	K3 + S1	White	3
Postapocalyptic Fiction					
HNRS 138.501	MWF	9 – 9:50 AM	K3 + I1	Fielding	3
Swiftology: An Interdisciplinary Analysis of Taylor Swift's Music & Impact					
HNRS 138.502	TTh	12:30 - 1:45 PM	K3 + I1	Stansberry	3
History of Wisconsin Indians					
HNRS 139.501	MWF	12 - 12:50 PM	K3 + R1- DDIV	Bell	3
Women's Voices in Western Music, Past and Present					
HNRS 145.501	MW	12 – 1:15 PM	K4 + S1	Woods	3
The Intersection of Art and Science: Fantastical Mergings					
HNRS 147.501	MW	3:30 - 4:45 PM	K4 +S3	Peterson	3
From Page to Stage: Oral Interpretation of Literature					
HNRS 156.501	TTh	11 AM - 12:15 PM	S1 + S3	Outzen	3
Question Everything: Living in the Information Age					
HNRS 158.501	TTh	2 - 3:15 PM	S1 + I1	Kishel + Morley	3
Human Rights and the Environment in Latin America					
HNRS 187.501	MWF	11 - 11:50 AM	R2 + R3	DeGrave	3
Developing as a Leader					
HNRS 190.501	MW	5 – 6:15 PM	R3 + I1 + Service Learning (half)	Johnson	3

300-Level Colloquia

COURSE	DAY	TIME	LE	INSTRUCTOR	CR.
From Baywatch to K-Pop: Globalization, Culture, and Digital Power					
HNRS 323.501	TTh	9:30 – 10:45 AM	K2 + R2	Jang	3
Philosophy and AI: O'Gieblyn's "God, Human, Animal, Machine"					
HNRS 334.501	MWF	11 - 11:50 AM	K3 + R3	Meyer	3
Vibes: Affect and the Politics of Feeling					
HNRS 335.501	MW	3:30 – 4:45 PM	K3 + S1	Weidman	3
Fashion as Global History, Identity, & Resistance					
HNRS 339.501	MWF	1 – 1:50 PM	K3 + R1- DDIV	Jimenez-Frei	3
The Concept Album					
HNRS 345.501	MW	5 - 6:15 PM	K4 + S1	Hecht	3
The Quiet One: The Art of Musing					
HNRS 347.501	TTh	2 - 3:15 PM	K4 + S3	Peterson	3
Podcasting and Audio Storytelling					
HNRS 372.501	MW	2 – 3:15 PM	S3 + R1	Ngwe Ali	3
Unlocking Your Potential Through Innovation					
HNRS 378.501	TTh	3:30 – 4:45 PM	S3 + I1	Thacker + Rupnow	3
Debating the Perfect University					
HNRS 385.581	online	online	R1 + I1	Browning	3

Honors Sections of Courses in Other Departments

COURSE	DAY	TIME	LE	INSTRUCTOR	CR.
Honors: Introduction to Accounting					
ACCT 201.501	TTh	11 AM - 12:15 PM	None	Gilberstadt	3
Honors: Business Writing					
BCOM 206.501	MW	9 – 9:50 AM	S1	Orwig	2
Honors: Foundations of Biological Inquiry					
BIOL 223.501	Th	1 – 1:50 PM	S3	Lee	2
BIOL 223.531	Th	2 - 3:50 PM			
Honors: Introduction to Biomedical Engineering					
BME 201.501	MWF	10 – 10:50 AM	None	Petefish	2
Honors: General Chemistry I Laboratory					
CHEM 106.502	T	1 – 1:50 PM	K1 – Lab	Hati	2
CHEM 106.532	T	2 – 3:50 PM			
Honors: Chemical Principles					
CHEM 115.501	MWF	10 – 10:50 AM	K1-Lab	Cleary	6
CHEM 115.531	TTh	8 – 10:50 AM			
Honors: Principles of Microeconomics					
ECON 103.501	MWF	2 – 2:50 AM	K2	Rozowski	3
Honors: Physical Geology					
GEOL 110.501 LEC	MWF	1 – 1:50 PM	K1 – Lab, I1	Lodge	4
GEOL 110.531 LAB	Th	11 AM – 12:50 PM			
Honors: United States History Since 1877					
HIST 115.501	MWF	10 – 10:50 AM	K3 + R1-DDIV	Mann	3

Seminars

COURSE	DAY	TIME	LE(S)	INSTRUCTOR	CR.
HNRS 100: First-Year Honors Seminar					
HNRS 100.501	M	4 – 4:50 PM		Instructor + Mentors	
HNRS 100.502	W	8 – 8:50 AM		Instructor + Mentors	
HNRS 100.503	F	12 – 12:50 PM		Instructor + Mentors	
HNRS 100.504	F	2 - 2:50 PM	No LE	Instructor + Mentors	1
HNRS 100.505 <i>HNRS LLC</i>	M	4 - 4:50 PM		Instructor + Mentors	
HNRS 100.506 <i>Blugold Fellows</i>	M	7 - 7:50 PM		Instructor + Mentors	
HNRS 400: Senior Honors Seminar					
HNRS 400.501	W	12 - 12:50 PM		TBA	
HNRS 400.502	Th	8:30 – 9:20 AM	No LE	TBA	1
HNRS 400.581	Online	Online		TBA	

Courses by Liberal Education (LE) Requirement

LE	Course	Section	Title
K1	CHEM 106	502/532	Honors: General Chemistry lab
	CHEM 115	501/531	Honors: Chemical Principles
	GEOL 110	501/531	Honors: Physical Geology
	HNRS 118	501	Chemical Computing and Artificial Intelligence in Health Care
K1 Lab	CHEM 106	502/532	Honors: General Chemistry lab
	CHEM 115	501/531	Honors: Chemical Principles
	GEOL 110	501/531	Honors: Physical Geology
K2	ECON 103	501	Honors: Principles of Microeconomics
	HNRS 124	501	Live Well or Die Trying
	HNRS 129	501	Race, Racism, Anti-Racism
	HNRS 323	501	From Baywatch to K-Pop: Globalization, Culture, and Digital Power
K3	HNRS 135	581	True Crime: Investigating Our Culture's Obsession
	HNRS 138	501	Postapocalyptic Fiction
	HNRS 138	502	Swiftology: An Interdisciplinary Analysis of Taylor Swift's Music & Impact
	HNRS 139	501	History of Wisconsin Indians
	HNRS 334	501	Philosophy and AI: O'Gieblyn's "God, Human, Animal, Machine"
	HNRS 335	501	Vibes: Affect and the Politics of Feeling
	HNRS 339	501	Fashion as Global History, Identity, & Resistance
	HIST 115	501	Honors: United States History Since 1877
K4	HNRS 145	501	Women's Voices in Western Music, Past and Present
	HNRS 147	501	The Intersection of Art and Science: Fantastical Mergings
	HNRS 345	501	The Concept Album
	HNRS 347	501	The Quiet One: The Art of Musing

LE	Course	Section	Title
S1	BCOM 206	501	Honors: Business Writing
	HNRS 135	581	True Crime: Investigating Our Culture's Obsession
	HNRS 145	501	Women's Voices in Western Music, Past and Present
	HNRS 156	501	From Page to Stage: Oral Interpretation of Literature
	HNRS 158	501	Question Everything: Living in the Information Age
	HNRS 335	501	Vibes: Affect and the Politics of Feeling
	HNRS 345	501	The Concept Album
S3	BIOL 223	501/531	Honors: Foundations of Biological Inquiry
	HNRS 147	501	The Intersection of Art and Science: Fantastical Mergings
	HNRS 156	501	From Page to Stage: Oral Interpretation of Literature
	HNRS 347	501	The Quiet One: The Art of Musing
	HNRS 372	501	Podcasting and Audio Storytelling
	HNRS 378	501	Unlocking Your Potential Through Innovation
R1- DDIV	HIST 115	501	Honors: United States History Since 1877
	HNRS 129	501	Race, Racism, Anti-Racism
	HNRS 139	501	History of Wisconsin Indians
	HNRS 339	501	Fashion as Global History, Identity, & Resistance
R1	HNRS 372	501	Podcasting and Audio Storytelling
	HNRS 385	581	Debating the Perfect University
R2	HNRS 187	501	Human Rights and the Environment in Latin America
	HNRS 323	501	From Baywatch to K-Pop: Globalization, Culture, and Digital Power
R3	HNRS 124	501	Live Well or Die Trying
	HNRS 187	501	Human Rights and the Environment in Latin America
	HNRS 190	501	Developing as a Leader
	HNRS 334	501	Philosophy and AI: O'Gieblyn's "God, Human, Animal, Machine"

LE	Course	Section	Title
I1	GEOL 110	501/531	Honors: Physical Geology
	HNRS 118	501	Chemical Computing and Artificial Intelligence in Health Care
	HNRS 138	501	Postapocalyptic Fiction
	HNRS 138	502	Swiftology: An Interdisciplinary Analysis of Taylor Swift's Music & Impact
	HNRS 158	501	Question Everything: Living in the Information Age
	HNRS 190	501	Developing as a Leader
	HNRS 378	501	Unlocking Your Potential Through Innovation
	HNRS 385	581	Debating the Perfect University
SL Half	HNRS 190	501	Developing as a Leader
SL Full	HNRS 410		Mentoring in Honors (application deadline March 6, 2024)
	HNRS 420	501	Tutoring in Honors (application deadline August 21, 2024)
No LE	ACCT 201	501	Honors: Introduction to Accounting
	BME 201	501	Honors: Introduction to Biomedical Engineering

100-Level Colloquia

Chemical Computing and Artificial Intelligence in Health Care

Dr. Sudeep Bhattacharyay, Chemistry

HNRS 118.501	TTh	9:30 - 10:45 AM	LE K1 + I1	3 cr.
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[Course video](#)

The course will showcase the increasing role of chemical computing and artificial intelligence in healthcare. Healthcare science is rapidly changing because of our enhanced ability to store large data. These data/databases contain a variety of information including genetic, physical, chemical, disease-related, proteins' structural, drug-related, and patients' clinical results. The "Big Data" created a huge opportunity to make use of machines to learn from these data and better predict the outcome, which in turn could be useful in strategizing to improve healthcare measures. The past decades also witnessed a dramatic increase in computing power helping quantum theory to generate unparalleled insights into large molecules and their roles in diseases. The result of this development is "molecular medicine in action" and this course will offer an opportunity to witness this development through the lenses of chemical, computational, and data science. The course will showcase this integrative platform and its interplay with the future of the healthcare sciences. The course will be of broader interest to students of sciences and social sciences. The students would expect to study about two to three hours of reading outside the class each week of the course.

Live Well or Die Trying

Professor Caitlin Suginaka, Public Health and Environmental Studies

HNRS 124.501	MWF	10 - 10:50 AM	LE K2 + R3	3 cr.
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Living a good life requires more than simply living a long time; a good life is comprised of networks of positive relationships, regular physical activity, access to and consumption of healthy food, opportunities to feel and share joy, and much more. In this course, students will investigate "Blue Zones," communities whose elders live long lives with grace, vigor, and good health. Students will consider wellness in their own lives and communities and the roles they themselves play in creating opportunities for wellness, both physical and mental. Students will be invited to evaluate wellness in the spaces in which they inhabit and will be challenged to make positive changes that will impact them and their community.

Race, Racism, Anti-Racism

Professor Jodi Thesing-Ritter, Center for EDI Training, Development, & Education and Civil Rights Pilgrimage Coordinator

HNRS 129.501	TTh	12:30 - 1:45 PM	LE K2 + R1-DDIV	3 cr.
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This is an introductory course on race, racism, and anti-racism. The course will draw on historical and anthropological studies of race and racism as well as various critical approaches such as critical race theory to help students analyze and reflect on historical and contemporary racial formations and discourses.

True Crime: Investigating Our Culture's Obsession

Professor Sarah White, Writer

HNRS 135.581	Online	Online	LE K3 + S1	3 cr.
<p>Course video</p> <p>What is our culture's obsession with true crime? There are podcasts, movies, books, series, and countless media outlets that stoke the fires. Serial killers are examined and studied. Do we empathize with the victims or the perpetrators? Let's play detective and take a closer look at the weird, twisted world of true crime!</p> <p>\$150 online course fee</p>				

Postapocalyptic Fiction

Dr. Heather Fielding, Honors/English

HNRS 138.501	MWF	9 - 9:50 AM	LE K3 + I1	3 cr.
<p>In this course, we'll read a set of 20th- and 21st-century novels that present visions of the end of the world as we know it. This genre of fiction explores our relation to the future, and to the very idea of futurity, in a historical period marked by a sense of its "afterness": after the postwar political and economic order dominated by the US and US-style democracy has changed into something else, after 9/11, after the moment when we realized the cost of climate change and did not act, after grand narratives about progress and enlightenment lost explanatory power. Variousy interested in consumerism, globalization, authoritarian politics, reproductive freedom, disinformation, imperialism, climate change, racism, inequality, immigration, and more, the novels we'll read also experiment with the boundaries of their genre and explore formal innovations to critique the current social and political order, heighten its contradictions, and imagine its aftermath. This course is all reading and discussion: during class, we will probe and analyze these novels together, and we will spend some time reflecting on how to shape and improve the dynamic of our discussions to be productive, welcoming, safe, and inclusive (unlike the fictional worlds we will study). One side benefit: you will leave this course with an established reading habit. Texts may include: Don DeLillo's <i>White Noise</i> (1985), Colson Whitehead's <i>Zone One</i> (2011), Margaret Atwood's <i>Handmaid's Tale</i> (1985), Cormac McCarthy's <i>The Road</i> (2006), Ling Ma's <i>Severance</i> (2018), Octavia Butler's <i>Parable of the Sower</i> (1993), José Saramago's <i>Blindness</i> (1995), and Rumaan Alam's <i>Leave the World Behind</i> (2020).</p>				

Swiftology: An Interdisciplinary Analysis of Taylor Swift's Music & Impact

Professor Jacob Stansberry, LTS/CETL

HNRS 138.502	TTh	12:30 – 1:45 PM	LE K3 + I1	3 cr.
<p>Taylor Swift is the voice of a generation. In this course, we will learn about, analyze, and discuss her music, life events, and cultural impact. We will use Swift's music as an on ramp to conversations about some of the biggest questions facing this generation and the struggles we all experience as human beings drawing upon methods from philosophy and other disciplines. Class time will be largely led by students via presentations and the following discussions in small and/or large groups. Additionally, students should expect to spend 3 hours weekly outside of class listening, watching, reading, journaling, and finally creating their presentation and final paper to review and reflect on major ideas from a piece of Swift's work. This course is for anyone, Swiftie or not, who wants to spend time deeply analyzing the most public figure in culture today.</p>				

History of Wisconsin Indians

Professor Bob Bell, American Indian Studies

HNRS 139.501	MWF	12 – 12:50 PM	LE K3 + R1-DDIV	3 cr.
<p>The History of Wisconsin Indians is an in-depth study of the 12 distinct and diverse Indian Nations that reside within the state of Wisconsin. Only two of the Indian Nations in Wisconsin originated within the state while the other 10 moved to Wisconsin at various times both during the Fur Trade (1615-1890) and the Indian Removal period (1826-1840). Each of the Indian Nations has a unique story in terms of the abilities to negotiate terms to either acquire land or sell land to the United States. The stories of each of the 12 Indian Nations in Wisconsin are stories of survival of the assimilation practices of the United States in order to hold on to both land holdings and cultural values. The Indian Nations of Wisconsin are survivors today and they are not only teaching their cultural values to the present generations of each nation; they are also experiencing great economic growth and becoming more independent. They are a force that the State of Wisconsin must work with and respect as each of the Indian Nations within Wisconsin exercise their sovereignty and newly found independence.</p>				

Women's Voices in Western Music, Past and Present

Professor Alex Woods, Music & Theatre Arts

HNRS 145.501	MW	12 – 1:15 PM	LE K4 + S1	3 cr.
<p>Course video</p> <p>Who are some of the women who have made important contributions to Western classical and popular music? How have they left artistic and historic legacies through their compositions and performances? How have they navigated societal gender norms, and to what extent have these norms changed over time? How do we approach the study of music and history to better understand these women's identities? Who are the prominent scholars and musicians who have weighed in on these issues, and what do they have to say? In this course we will explore these questions and more, focusing on women in music from Europe and the Americas, 12th century—present day. Musicians we've studied include Clara Schumann, Ethel Smyth, Mary Lou Williams, Nina Simone, Joni Mitchell, Michelle Zauner, Bjork, and many more. Our work will include reading, discussion, written projects, and musical listening. Includes guest speakers and concerts.</p>				

The Intersection of Art and Science: Fantastical Mergings

Professor CV Peterson, Artist

HNRS 147.501	MW	3:30 – 4:45 PM	LE K4 + S3	3 cr.
<p>Do you perceive Art and Science as opposite sides of a spectrum? This is a common belief, but historically, these areas of study and practice are more closely related than one might think. Historical examples of the blending of art and science include: the circumstances that led to creation of the camera; the discovery of penicillin by Dr. Alexander Fleming (before this discovery, Fleming had spent time painting with bacteria); and many recent examples of medical research and ecological science where art has played a role. This course provides a blend of experiences in the history of science and art history, moving from select historical examples to the present day. The course investigates how art has developed over time to demonstrate, expose, and highlight scientific discoveries. Students in this course will examine art and science from many different perspectives, and in the process, we will increase our familiarity with gallery-displayed art and explore the idea of strangeness in both artistic expression and cultural identity. We will also learn more about the history of art in relation to the natural and human environment, with added consideration of political issues that are reflected in artistic expression. And we will consider the consequences of separating science and art: what are the social consequences of these fields being separate? Ultimately, we will identify areas of common ground between these fields.</p>				

From Page to Stage: Oral Interpretation of Literature

Professor Chris Outzen, Communication and Journalism

HNRS 156.501	TTh	11 AM - 12:15 PM	LE S1 + S3	3 cr.
<p>Course video</p> <p>In this course, we will engage in study of literary texts through the selection, analysis, and performance of literary works. Informed by the intersection of performance studies and communication, this class assumes that performing literature offers different perspectives on the meaning of a text and its rhetorical possibilities. Students in this class will engage in samples of prose, poetry, and drama to learn and apply key concepts for analyzing literature. Students will also develop multiple individual performances of prose and poetry to discover the rhetorical possibilities of literary texts and to develop their own verbal and nonverbal communication skills. The class will also consider a range of critical and ethical imperatives when performing texts authored by others, performing in small groups, and interpreting performances as an audience. Through collaborative discussion-based classes and performance exercises, together our class will explore the question: How does our experience of literature change when we take it from page to stage?</p>				

Question Everything: Living in the Information Age

Professor Hans Kishel and Associate Professor Kati Morley, McIntyre Library

HNRS 158.501	TTh	2 – 3:15 PM	LE S1 + I1	3 cr.
<p>We are bombarded with information from the moment we wake up in the morning (hello, cell phone) to the moment we go to sleep (goodnight, laptop). But how many of us actually question the sources of information or how information is produced and filtered? In today's information age it is essential to look at these questions and others so that we can better understand contemporary society and be prepared for future changes and challenges. Course Instructors will provide you with a variety of different media that we will read, watch, analyze, and discuss so that we all can become better consumers of information through the process of questioning. Students will come away with skills to prepare them to be informed, responsible, and engaged students, citizens, and professionals.</p>				

Human Rights and the Environment in Latin America

Dr. Analisa DeGrave, Languages

HNRS 187.501	MWF	11 – 11:50 AM	LE R2 + R3	3 cr.
<p>This interdisciplinary course examines human rights and the environment in Latin America through a spectrum of modes of expression-essay, performance art, social movements, literature, art, film, music, social media, among others. The course will analyze possible connections between the violation of human rights and harm to the natural world. Topics discussed in class include the legacy of (neo)colonialism, gender, extractivism, state-sponsored violence, education, religion, control and access to natural resources, censorship, and freedom of expression. Viewed through the prism of human rights and the environment, students will evaluate global systems, institutions, and relationships of power. The class also examines how individual and collective decisions have global implications with respect to human rights and the environment in Latin America. In addition to assessing connections between the topics discussed in the course, students will contextualize human rights and environmental challenges and address the civil, social, and environmental dimensions of these challenges.</p>				

Developing as a Leader

Professor Ken Johnson, Community Member

HNRS 190.501	MW	5 – 6:15 PM	LE R3 + I1 + half Service Learning (15 hrs)	3 cr.
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Do you want to develop as a leader, while learning techniques to make group work less painful and more effective? Whether you thrive in groups or would rather work alone, this course will prepare you to excel at group projects in your career, while developing the leadership skills to bring your ideas to fruition by working with others. This leadership seminar begins with the idea that leading others—and yourself—requires a vision, a picture of future success. We’ll dig into other crucial elements of leadership, including the idea of leading oneself, group communication, developing as a team, applying a leadership style that fits your team’s stage of development, and teaching skills to others. Sessions on problem-solving, making ethical decisions, and valuing people are added as tools of a leader’s toolbox.

Most crucially, the course promotes the team development process, enabling participants to use their awareness of the stages of team development in conjunction with new skills to build a high-performing team that can reach its full potential. Early in the course, students will form groups that will collaborate with a community organization on a leadership project. Each group develops a group vision for the course, and each student prepares their own personal vision. Groups will move through the four stages of team development (Forming, Storming, Norming, and Performing) that all groups experience when brought together to accomplish a goal or shared vision. Through presentations and experiential application of goal setting, planning, and problem-solving, students learn their importance, how to align them to achieve both their group and individual visions, and then how to put themselves in the center of those pictures of future success—all while getting to know the Chippewa Valley through service.

The course draws skills, ideas, and lessons from National Youth Leadership Training seminar from Boy Scouts of America, the Clifton Strengths program, Maxwell’s 360 Degree Leader workbook, and other resources.

300-Level Colloquia

From Baywatch to K-Pop: Globalization, Culture, and Digital Power

Dr. Won Yong Jang, Communication & Journalism

HNRS 323.501	TTh	9:30 – 10:45 AM	LE K2 + R2	3 cr.
<p>Globalization, Culture, and Digital Power is a survey course with no prerequisites, intended for students of any major and interest. We critically examine the role of global media in shaping international politics, digital activism, and trans-border cultural practices from the point of view of researchers, professionals, and critics. We will closely observe and study current events and their linkages with globalization. Specifically, we will learn about global cultures in four areas through the lens of the media—development media and communication, popular culture, digital activism, and journalism. We will study the history and development of media and communication for change in developing regions. We will explore the dynamics, debates, and manifestations of cultural globalization. We begin with a review of some of the key writings that describe the process of globalization through a cultural lens. We will study the flow of mediated popular culture such as Bollywood, telenovelas, K-pop and other iconic cultural products, and their flow from East to West, and South to North. We will observe the development of digital media cultures around the world, and the use of digital media by governments, causes and movements, and as modes of expression among contemporary youth. And finally, we will learn about global news and journalism cultures.</p>				

Philosophy and AI: O'Gieblyn's "God, Human, Animal, Machine"

Dr. Matt Meyer, Philosophy & Religious Studies

HNRS 334.501	MWF	11 – 11:50 AM	LE K3 + R3	3 cr.
<p>Course video</p> <p>This course will engage students in thinking about different metaphors for the history of human involvement in technology, with a particular focus on artificial intelligence and other current trends in Silicon Valley. Its main text will be Megan O'Gieblyn's "God, Human, Animal, Machine." That text engages several other important figures in the history of philosophy, Descartes, Hume, and Kant, to name a few, who we will also read and study to further our understanding of the text. A student could expect to spend about 3 hours reading outside of class each week.</p>				

Vibes: Affect and the Politics of Feeling

Dr. Sean Weidman, English

HNRS 335.501	MW	3:30 – 4:45 PM	LE K3 + S1	3 cr.
<p>Course video</p> <p>This course will encounter “vibes” in all of their messy contours: as cultural trend, emotional state, embodied sensation, social sensorium, romantic remainder, and political structure. We’ll wonder together about what and who might—or can—constitute a vibe, learning the histories and theories that ground the constellations of sentiment. What happens when vibe is thought as performance? Can vibes be collective forms of political resistance? Must a vibe be equitable? Are vibes always undone by the ableism, sexism, and racism that discipline appropriate and possible modes of feeling? How might vibes help us pursue new ways of being and becoming? What can vibes describe, contain, do? In pursuit of those questions and others, we’ll study texts, objects, and thinkers that span a wide variety of intellectual lineages.</p> <p>We’ll first try to understand vibes through the vocabulary of “affect,” as a realm of supposedly unconscious emotive life—joy, laughter, shame, panic, envy, fear, disgust—via the work of Sianne Ngai, Lauren Berlant, Brian Massumi, and Gilles Deleuze. Then we’ll ask how we can use vibes to understand—and to reshape—our positional identities in the 21st-century. We’ll tend to</p>				

the feminist thought of Judith Butler, Sara Ahmed, and Heather Love; we’ll trace the anti-racist labors of thinkers like Frantz Fanon, Audre Lorde, José Esteban Muñoz, and Amber Musser; we’ll consider queer life through Leo Bersani, Eve Sedgwick, and Hil Malatino; we’ll track theories of disability by way of Janet Lyon, Lisa Cartwright, and Jasbir Puar; and we’ll wrestle with felt life in the biopolitical critiques of Hannah Arendt, Michel Foucault, and Achille Mbembe. These texts will be excerpts, usually, and won’t amount to more than a couple of hours of reading per week. But each class, we’ll also rely on illustrative aesthetic objects—movies or TV, music or poetry, paintings or sculptures or toys—supplied by you. Those will help us illuminate how our social identities are sutured through feeling and onto cultural forms, political structures, and disciplinary hegemonies. And you’ll see, I hope, how our emotions are made intelligible, and illegible, because of our shifting desires, attachments, energies, and subjectivities. By figuring together our own states of emotional openness and closure, we’ll produce a shared theory of vibes that helps us reckon with what it means to feel things—to inhabit a life world, an atmosphere, a texture, a sensuality—as situated humans in an alienating world.

Fashion as Global History, Identity, & Resistance

Dr. Cheryl Jimenez-Frei, History

HNRS 339.501	MWF	1 – 1:50 PM	LE K3 + R1-DDIV	3 cr.
<p>Clothing is a practical item of protection from the elements, but it is also among the most visible and meaningful ways humans have presented identities, allegiances, and culture. Historically, it has served as a medium of power and repression, but also subversion. A Victorian corset, a three-piece suit, powdered wigs, miniskirts, Indigenous weavings, a scarf with a protest slogan, a t-shirt from Walmart—all offer a critical lens into the culture, politics, and economics of distinct places and times.</p> <p>In this honors colloquium, we will examine global history through the lens of fashion and its intersections with identity, politics, and power. We will pay particular attention to the relationships between fashion and consumption, gender, race, ethnicity, class, and resistance. By examining case studies from areas around the world (including Latin America, Asia, North America, Africa, and Europe) we will investigate how clothing, textiles, and fashion have played a role in constructing, preserving, and contesting identities and culture. With content from the 17th century to the present, this course will explore what clothing can tell us about trade and commerce, empire, gender, sexuality, class, race, industry, revolution, nation-building, identity, and globalization. Using a variety of historical primary sources—including paintings, photography, legal codes, advertisements, fiction, and travelogues—we will study both actual garments created and worn throughout history, and the ways they inform social constructions of class, ethnicity, nationality, and gender attributed to fashion. We will also analyze hairstyle and bodily practices (such as foot-binding) and examine the issue of fashion consumption as a contested site of modernity, particularly in relation to globalization and labor.</p> <p>Class meets three times per week, MWF, for 50 min. Each Friday will be dedicated as a full discussion period. Students should expect to spend about 3 hours on readings outside of class each week.</p>				

The Concept Album

Dr. Paul Hecht, Musician and Writer

HNRS 345.501	MW	5 – 6:15 PM	LE K4 + S1	3 cr.
<p>Want to listen to some good music and discuss it with others? This course will examine concept albums, works of music composed of songs that hold a larger purpose or meaning collectively than they do individually. Working in teams and as a full group, we will identify, analyze, and discuss a variety of concept albums from 20th and 21st-Century popular music. We will pay special attention to albums that speak to societal issues in discussion today, including identity, racism, nationalism, social isolation, etc. For each album covered in class, students will be tasked with asking critical (and, sometimes, uncomfortable) questions: How is this album characterizing our world? Where can we see these things happening today? Whose perspective is being featured and whose is being left out? In addition, students will research a concept album on their own and present their findings to the class. By doing so, they will contribute to the full group's understanding of this particular art form.</p>				

The Quiet One: The Art of Musing

Professor CV Peterson, Artist

HNRS 347.501	TTh	2 - 3:15 PM	LE K4 + S3	3 cr.
<p>Art, Science, Philosophy, and theory grow and develop from musing, reflection and observation. In this creative course we will be unplugging from technology and using internal reflection and external observation to inspire a variety of creative projects. This is partnered with an assortment of readings that explore the topics of walking, musing, observation and reflection. This course is project heavy and requires in-class attendance and participation for discussion, weekly walks, and in-class exercises.</p> <p>"Exploring the world is one of the best ways of exploring the mind, and walking travels both terrains." – Rebecca Solnit, "Wanderlust: A history of walking"</p> <p>Special course fee: \$25</p>				

Podcasting and Audio Storytelling

Professor Pechulano Ngwe Ali, Communication & Journalism

HNRS 372.501	MW	2 – 3:15 PM	LE S3 + R1	3 cr.
<p>Course video</p> <p>In this podcasting and audio storytelling class, students will explore and learn about one of the 21st century's fastest-growing digital media platforms. Podcasts can reach a global and local audience and stimulate learning and conversations on important themes. Podcasts are increasingly becoming a medium for social impact, activism, and community building, as well as entertainment and a tool for establishing and demonstrating expertise. Students will learn the skill of audio storytelling by research and conceiving, creating, editing, publishing, and marketing audio projects that include scripted stories and unscripted interview and discussion programs. We will also examine podcasting's revenue-generating models and the ethical challenges of advertising, sponsorship, and branding. By the end of the class, students will be able to launch audio podcasts for organizations, such as nonprofit, media organizations or for their personal use. Beyond getting a broad understanding of podcasting, you will learn important journalism skills to do podcasts – using microphones, audio recorders, and non-linear audio editing software.</p>				

Unlocking Your Potential Through Innovation

Professor Ron Thacker, Office of Entrepreneurship, Mayo Clinic Health Systems

Professor Ann Rupnow, College of Business

HNRS 378.501	TTh	3:30 – 4:45 PM	LE S3 + I1	3 cr.
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[Course video](#)

Would you like an experiential class that teaches you how to take an idea and turn it into a potentially viable prototype? In this class you will work in groups to learn and use principles of design thinking as a method for analyzing the feasibility, economic viability, and desirability of an idea. It is inspired by IDEO and Stanford Design School’s curriculum where creativity and innovation are explored and is intended to provide you the opportunity to collaborate with diverse groups of students from various academic disciplines to create new products with marketable potential. You will also be coached in effective pitch frameworks and strategies. The course will culminate with your group presenting to a panel of executives or investors from the region. Students are not expected to have an idea already but will be supported in developing one through the course.

Debating the Perfect University

Professor Jamie Browning, Community

HNRS 385.581	Online* <i>see note</i>	Online* <i>see note</i>	LE R1 + I1	3 cr.
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Universities play a crucial and increasingly controversial role in society. An institution created centuries ago for a tiny elite, almost half of people now enroll in college after high school. How has the university adapted or failed to adapt to the modern world? Will it survive the 21st Century? Should the government forgive student loan debt? If grades are so awful, why don’t we stop using them? Are universities bubbles of radical leftist indoctrination or bastions of white supremacy or both? Should everyone go to college, and should they go for free? How are universities breaking down or reinforcing barriers to the most powerful positions in society for historically marginalized people? What should professors be allowed to say in the classroom? Should college athletes be allowed to earn sponsorship money? How might evaluation of student work adapt now that AI can write passable college essays? Why do some professors have jobs for life while others don’t get any benefits? Should students be arrested for disrupting offensive campus speakers? Can all disabilities be universally accommodated? From the perspectives of critical theory, gender studies and political philosophy, we will look at these questions and more and think about how the university system is designed and how it should change.

***NOTE: Students need to be available for online discussions on Wednesdays at 5 pm, 6 pm, or 7 pm.**

\$150 online course fee

Honors Sections of Courses in Other Departments

Honors: Introduction to Accounting

Professor Sheril Gilberstadt, Accounting and Finance

ACCT 201.501	TTh	11 AM - 12:15 PM	No LE	3 cr
<p>Course video</p> <p>Are you interested in learning the language of business? Are you curious about what kinds of business practices and procedures can minimize the risk of fraudulent activity? This accounting course introduces you to the language of business, explores how accounting can be used as a tool for making informed business decisions and examines generally accepted accounting principles. Honors students will have the opportunity to evaluate cases involving fraudulent conduct, examine the role of accounting standards in providing useful information and consider how corporate culture affects business operations. Students will also consider the ethical implications of business decisions.</p> <p>Prerequisite: eligible for MATH 104 or above</p>				

Honors: Business Writing

Dr. Marcy Orwig, Business Communication

BCOM 206.501	MW	9 - 9:50 AM	LE S1	2 cr
<p>Course video</p> <p>Students will explore key figures in the rhetorical tradition—ranging from Aristotle to Bakhtin—and create emails, memos, letters, reports, and employment documents. They will adapt messages to existing and emerging technologies; analyze audiences; and use effective techniques to communicate using standard grammar, mechanics, punctuation, and document format.</p> <p>Prerequisite: minimum sophomore standing</p>				

Honors: Foundations of Biological Inquiry

Dr. Tali Lee, Biology

BIOL 223.501	Th	1 – 1:50 PM	LE S3	2 cr
BIOL 223.531	Th	2 – 3:50 PM		
<p>Introduction to inquiry methods in biology focusing on scientific methods including experimental design, data collection and analysis, and critical thinking. The honors section of this course will dive deeper into examples and scientific literature and enjoy additional leeway for creativity in experimental design. The course is designed to help students develop a more complete perspective about science and the scientific process and to prepare them for upper-level courses in biology and possible undergraduate research opportunities.</p> <p>Prerequisite: grade of C or above in BIOL 221.</p>				

Honors: Introduction to Biomedical Engineering

Professor Joseph Petefish, Materials Science and Biomedical Engineering

BME 201.501	MWF	10 - 10:50 AM	No LE	2 cr
Introduction to the field of biomedical engineering and the role of bioengineers. The class will cover a number of human diseases and discuss biomedical engineering techniques that are being developed to improve healthcare. The honors section includes supplemental meeting time for in-depth discussions, problem-solving, and special lecture topics.				
Prerequisite: MATH 114				

Honors: General Chemistry Lab

Dr. Sanchita Hati, Chemistry and Biochemistry

CHEM 106.502	T	1 – 1:50 PM	LE K1-Lab	2 cr
CHEM 106.532	T	2 – 3:50 PM		
The main objective of CHEM 106 is to learn the fundamental principles of chemistry with an emphasis on the relationships between the microscopic structure and macroscopic properties of matter. Students will perform some well-designed experiments, collect data, and analyze them to gain an in-depth understanding of chemical phenomena at the atomic and molecular level. The general chemistry lecture course, CHEM. 105, should be taken prior or concurrently and will provide much of the conceptual foundation and mathematical framework for the laboratory content found in CHEM. 106. The CHEM. 106 honors section will emphasize active, collaborative, problem-based, and process-oriented learning. This course will emphasize the role of chemical phenomena in the "real world" and the relationship between chemistry and society. It will allow greater student-teacher interaction, more sophisticated coverage of chemical concepts, and exposure to molecular modeling and computational chemistry tools to explore the structure and energetics of molecules. It will also provide an opportunity for early participation in authentic research projects.				
Prerequisite: MATH 20 or a suitable math placement score; high school chemistry completed. Concurrent or prior enrollment in CHEM 105. No credit after CHEM 103 or 115.				
Special course fee: \$20				

Honors: Chemical Principles

Dr. Patricia Cleary, Chemistry and Biochemistry (lab) and Dr. Stephen Drucker, Chemistry and Biochemistry (lecture)

CHEM 115.501	MWF	10 – 10:50 AM	LE K1-Lab	6 crs
CHEM 115.531	TTh	8 - 10:50 AM		

Chemical Principles are the backbone of many chemical, material and biological fields. This honors laboratory will explore the ways in which chemistry is related to current news and modern life. This course has an emphasis on student exploration in the lab and connection to the outer world through class discussions and short essays. Chemical concepts will be tested in the laboratory through student investigations.

Prerequisite: MATH 109, or 3 years of above-average work in college-prep MATH and a suitable math placement test score. Strong performance in at least one year of high school chemistry. No credit if taken after or concurrently with CHEM 103, 104, 106, 109.

Special course fee: \$20

Honors: Principles of Microeconomics

Dr. Casey Rozowski, Economics

ECON 103.501	MWF	2 - 2:50 PM	LE K2	3 cr
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[Course video](#)

This course examines consumer and firm behavior in the context of contemporary economic issues including how markets work and where prices come from. We will explore how and why governments intervene in the economy and apply this knowledge to better understand how economics guides individual and social choices. The course begins with examples and motivation for studying economics followed by building our toolkit for economic analysis. We then apply our knowledge and use our tools to examine and understand the world we live in. Students will be asked to read various economic sources and engage in in-depth discussions based on news articles and advanced economic research.

Prerequisite: Grade of C or above in MATH 20 or suitable score on math placement test.

Honors: Physical Geology

Dr. Robert Lodge, Geology

GEOL 110.501 LEC	MWF	1 - 1:50 PM	LE K1-Lab + II	4 cr
GEOL 110.531 LAB	Th	11 AM - 12:50 PM		

This honors section will develop essential skills to identify and describe earth materials (minerals, rocks) and interpret the geologic processes that form them. Students will learn to apply observations and logic to describe their natural world and how geologic processes shape their landforms, cause natural hazards, and form our resources. Students will learn the importance of this science and its role in modern society. In addition to lab-based based studies, this course will bring students outside on several on-campus and off-campus experiences and place course content into the real world.

Prerequisite: Credit may be earned in only one of the following: [GEOL 106](#), or [GEOL 110](#), or [GEOL 115](#), or [GEOL 118](#), or GEOL 130 and GEOL 131.

Special course fee: \$40

Honors: United States History Since 1877

Dr. John Mann, History

HIST 115.501	MWF	10 - 10:50 AM	LE K3 + R1 DDIV	3 cr
<p>This survey of American history explores the interaction between freedom and unfreedom in America from Reconstruction to the recent past. We will examine the creation of systems of unfreedom and how those informed how freedom was defined; how that definition changed over time; and who enjoyed the benefits—or not—that accompanied “freedom.” Our work together this semester will be informed by three central questions:</p> <ul style="list-style-type: none"> • Whose beliefs, identities, and worldviews contributed to the ever-evolving definitions of American freedom and unfreedom? • How were freedom and unfreedom historical constructions that changed over time? • How did the intersection of race, ethnicity, gender, sexuality, social class, age, and ability affect who had access to freedom, or not, and how that changed, or not, during this period? <p>As we do this, we will also focus on developing our critical thinking, analytical, and writing skills in order to approach the world around us with a fuller sense of context, an understanding of its complexity, and an appreciation for the relationship between our past and present.</p>				

Seminars & Special Experiences

HNRS 100: First-Year Honors Seminar

Dr. Heather Fielding (Honors/English) and honors peer mentors

HNRS 100.501 - and - HNRS 100.505 (505 Honors LLC only)	M	4 - 4:50 PM	No LE	1 cr.
HNRS 100.502	W	8 - 8:50 AM		
HNRS 100.503	F	12 - 12:50 PM		
HNRS 100.504	F	2 - 2:50 PM		
HNRS 100.506 (Blugold Fellows only)	M	7 - 7:50 PM		

The First-Year Honors Seminar will help you to develop connections and roots within the Honors Program, at the university, and in Eau Claire. In this one-credit course, you will learn about what Honors can do for you, become part of the Honors community, and make plans to get the most out of Honors and UWEC.

Note: Department consent required for sections 505 (Honors LLC) and 506 (Blugold Fellows).

HNRS 400: Senior Honors Seminar

Honors instructors TBA

HNRS 400.501	W	12 - 12:50 PM	No LE	1 cr.
HNRS 400.502	Th	8:30 – 9:20 AM		
HNRS 400.581	Online			

HNRS 400, the Honors Senior Seminar, is a capstone course that aims to give you space and opportunity to reflect on your university experiences and on what you want the next stage of your life to look like, within and beyond your career. As you discuss your reflections with other honors students, you will learn how to frame your experiences in a way that will have maximum impact in professional situations—with employers, admission committees, application reviewers, and future colleagues.

NOTE: Senior standing or department consent required.

HNRS 410: Mentoring (by application)

Dr. Heather Fielding (Honors/English) & HNRS 100 instructors

HNRS 410	hours arranged	30 hours SL	1 cr.
<p>Collaborate with the Honors Director, faculty, and a co-mentor to lead a section of HNRS 100: First-Year Seminar. Mentoring is a unique opportunity to develop leadership, communication, and collaboration skills while making a difference in the lives of new honors students. If you are invested in helping new honors students shape their best possible college experience, then mentoring might be for you. Mentors enroll in HNRS 410, where they meet to share experiences and ideas and learn more about teaching—thus prospective mentors need to be available for both the HNRS 410 class and their section of HNRS 100. Note that HNRS 410 is a one-credit course that reduces (by 2) the number of credit hours required to graduate with University Honors. Rising juniors and seniors are eligible to apply. Honors mentors also earn 30 hours of service learning.</p> <p>Each week, mentors will need to be available for their section of HNRS 100 and a meeting with the other mentors assigned to the same time slot. We will arrange HNRS 410 meeting times after mentors are selected.</p> <p>NOTE: The process for selecting mentors includes an application and an interview. Apply here. Mentoring applications for fall 2024 are due by Wednesday, March 6, 2024. Please note also that we have many more mentoring slots available in fall than in spring—so if you are interested in mentoring during the 2024-25 academic year, fall is your best chance.</p>			

HNRS 420: Tutoring (by application)

HNRS 420.501	by appointment	30 hours SL	1 cr.
<p>Honors tutors assist a professor in teaching an honors course. Generally, tutors collaborate on honors courses in which they have previously excelled. Tutors gain valuable experience in leadership and communication, learn about pedagogy, and get the opportunity to dig even deeper into the course’s topics. If you are interested in tutoring an honors course being offered this fall, please reach out to the instructor and/or to honors staff. Note that HNRS 420 is a one-credit course that reduces (by 2) the number of credit hours required to graduate with University Honors. Rising juniors and seniors are eligible to apply. Honors tutors also earn 30 hours of service learning.</p> <p>NOTE: Open to juniors and seniors. Students must apply (use the Tutoring in Honors eForm); enrollment is by permission. For more information, check the University Honors Information Hub in Canvas. Tutoring applications for fall 2024 are due by August 21, 2024.</p>			

HNRS 490: Thesis (by permission)

HNRS 490	arranged	No LE	variable, 1-6 credits
<p>The Honors Thesis is a special opportunity to complete an advanced, independent project in any field. Research-focused, creative, or applied projects are all possible. The thesis process begins with a proposal that is submitted by eform before the semester begins. To learn more, see the Honors Thesis Guidelines on the Honors Information Hub in Canvas. If you are interested in pursuing an honors thesis in fall or spring next year, please talk to Dr. Fielding.</p>			