

UNIVERSITY HONORS PROGRAM

COURSE

CATALOG

SPRING 2024

UNIVERSITY HONORS PROGRAM TURNS



1983 - 2023



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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 November 1, 2023. **Please be sure to check your enrollment appointment as soon as it is available in CampS.** If your enrollment appointment is not what you expect, please contact us at [honors@uwec.edu](mailto: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](mailto: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: Click + 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 opens; **be sure to check your email throughout winter break because we never know if or when a seat *may* become available.** If you are emailed about an open seat, you will be given a very short period of time 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 for study abroad can be found on the [University Honors Information Hub](#) in Canvas.

- Apply to serve as an **HNRS 100 mentor** (HNRS 410) during spring 2024. [Apply here](#) by **Friday, Oct. 13**.
- **Honors contract eForms** for spring 2024 must be submitted by **February 9, 2024**.
- Apply to serve as an **honors tutor** (HNRS 420) in an honors course you have taken before first by talking to the professor, then by submitting this [eForm](#) by **January 12, 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 it from your Canvas course list.
- Use Navigate to make an appointment with [Kim Wellnitz](#) or [Dr. Fielding](#).
- Email us at [honors@uwec.edu](mailto:honors@uwec.edu)

# Winterim Honors Course

## Winterim reminders:

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

## Nightmares of Mine

Dr. Heather Fielding, Honors + English

HNRS 147.581	ONLINE Jan. 3 – 23, 2024	LE K4 + S3	3 cr.	\$30 online course fee
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**IN A WORLD...** where things go bump in the night, change shapes under a full moon, or creep into your dreams and slither under your beds, you have only one defense for horrors of this kind.

Sign up for the online Winterim Course on the horror movie genre. “Nightmares of Mine: The Honors Course” will give you historical background about the horror film genre and how it has developed over the decades. Learn about what people fear from mutilation and mutation to fears of the Unnatural and the Universe itself. (Alien abductions, anyone?)

This is a chance to not only face your fears, but also to learn about them, put them into historical and personal context, and then create your OWN vision of horror by dreaming up your own vision for a horror film.

(On a Serious Note: This course will contain depictions of graphic violence and unsettling circumstances. If you have questions and/or concerns in this regard, please contact the instructor before you enroll in the course).

## Honors Advising + Assistance

Kim Wellnitz, Honors Assistant Director, is offering drop-in advising assistance.

### What can we chat about?

- Understand the Honors or Liberal Education (LE) parts of your degree audit – 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
- How the honors waitlist works
- Pathways to complete honors
- Earning University Honors credit for Department Honors work
- Any of your questions are welcome!

PLEASE drop in.

We're here to help you graduate with University Honors!

No appointments are needed this week.

**Monday - Friday, October 23 - 27**

**8:00 am - 3:30 pm**

**Honors Commons (Library 2002, 2nd floor)**

# Schedule at a Glance

## 100-Level Colloquia

COURSE	DAY	TIME	LE(S)	INSTRUCTOR	CR.
<b>Cognitive Electrophysiology</b>					
HNRS 118.501	MW	3:30 - 4:45 PM	K1 + I1	Leland	3
<b>Rising from the Hot Mess: Investigating Toxic Stress and Resilience</b>					
HNRS 124.501	MWF	9 - 9:50 AM	K2 + R3	Suginaka	3
<b>Information Pollution</b>					
HNRS 125.501	TTh	9:30 - 10:45 AM	K2 + S1	Hinnant + Sumbulla	3
<b>True Crime: Investigating Our Culture's Obsession</b>					
HNRS 135.581	Online	Online	K3 + S1	White	3
<b>Medical Malfeasance and Health Care Horrors</b>					
HNRS 138.501	MWF	9 – 9:50 AM	K3 + I1	Kantor + Fielding	3
<b>The History of Contact Between American Indians and Europeans</b>					
HNRS 139.501	MWF	12 - 12:50 PM	K3 + R1-DDIV	Bell	3
<b>The Age of Revolutions</b>					
HNRS 139.502	TTh	11 AM - 12:15 PM	K3 + R1- DDIV	Jahnke-Wegner	3
<b>Music and the Marginalized</b>					
HNRS 142.501	TTh	9:30 - 10:45 AM	K4 + R1	Allred	3
<b>Your Story's in the Details: Writing Creative Non-Fiction</b>					
HNRS 147.501	TTh	12:30 - 1:45 PM	K4 +S3	See	3
<b>Artificial Intelligence as a Multidisciplinary Subject</b>					
HNRS 178.501	MWF	11 - 11:50 AM	S3 + I1	Smith	3
<b>EDI on Campus: Problem-Solving for Positive Change</b>					
HNRS 184.501	MWF	10 - 10:50 AM	R1 + R3 + half Service Learning	LeGear	3
<b>The World and Me: UN Sustainable Development Goals, Cultures, and Languages</b>					
HNRS 187.501	T	4 - 6:30 PM	R2 + R3	Kong	3

**300-Level Colloquia**

COURSE	DAY	TIME	LE(S)	INSTRUCTOR	CR.
<b>Demanding to be Seen: Representation in Pop Culture</b>					
HNRS 329.581	online	online + Wed. discussion @ 10 AM, 12 PM, or 7 PM	K2 + R1- DDIV	Browning	3
<b>The Contemporary Muslim Novel</b>					
HNRS 333.501	MWF	1 - 1:50 PM	K3 + R2	Sen	3
<b>Burning Down the House: Artistic Rebellions</b>					
HNRS 335.501	TTh	3:30 – 4:45 PM	K3 + S1	Hecht	3
<b>Missing and Murdered Indigenous Women</b>					
HNRS 339.501	TTh	12:30 - 1:45 PM	K3 + R1- DDIV	Cary	3
<b>The Wandering Knight: <i>Don Quixote</i>, Translation, and Adaptation</b>					
HNRS 347.501	TTh	2 - 3:15 PM	K4 + S3	Casey	3
<b>Experiencing Color</b>					
HNRS 348.501	MW	2 - 3:15 PM	K4 + I1	Hisey	3
<b>Financial Growth and Personal and Career Planning</b>					
HNRS 358.581	TTh remote instruction	8 - 9:15 AM online synchronous	S1 + I1	Magliocco	3
<b>The Multicultural Art and Science of Forgiveness</b>					
HNRS 388.501	MW	3:30 - 4:45 PM	R2 + I1	Recine	3

## Honors Sections of Courses in Other Departments

COURSE	DAY	TIME	LE(S)	INSTRUCTOR	CR.
<b>Honors: Introduction to Accounting</b>					
ACCT 201.501	MW	2 – 3:15 PM	None	Gilberstadt	3
<b>Honors: Foundations of Biology I</b>					
BIOL 221.501	MWF	11 – 11:50 AM	K1-Lab	Herman & Tecele	4
BIOL 221.531	T	2 - 4:50 PM		Wheeler	
<b>Honors: General Chemistry II</b>					
CHEM 109.501	TTh	8 – 9:15 AM	None	Halfen	4
CHEM 109.531	W	5 – 7:50 PM		Carney	
CHEM 109.502	MWF	9 – 9:50 AM		Cook	
CHEM 109.532	W	5 – 7:50 PM		Carney	
<b>Honors: General Physics</b>					
PHYS 211.501	MTWF	9 – 9:50 AM	K1-Lab	Hendrickson	5
PHYS 211.531	W	1 – 2:50 PM			
<b>Honors: Introduction to Psychology</b>					
PSYC 100.501	TTh	12:30 – 1:45 PM	K2	Jackson	3
	W	11 – 11: 50 AM			
<b>Honors: Introduction to Social Work</b>					
SW 100.501	MWF	10 – 10:50 AM	R2 + I1	Bonlender	3

## Seminars

COURSE	DAY	TIME	LE(S)	INSTRUCTOR	CR.
<b>HNRS 100: First-Year Honors Seminar</b>					
HNRS 100.501	M	12 - 12:50 PM	No LE	Fielding & Honors Mentors	1
HNRS 100.502	T	8:30 - 9:20 AM			
HNRS 100.503	Th	3:30 - 4:20 PM			
HNRS 100.504	F	12 - 12:50 PM			
<b>HNRS 400: Senior Honors Seminar</b>					
HNRS 400.501	W	12 - 12:50 PM	No LE	Fielding	1
HNRS 400.581	Online			Hanson	



## Courses by Liberal Education (LE) Requirement

LE	Course	Section	Title
<b>K1</b>	HNRS 118	501	Cognitive Electrophysiology
<b>K1-Lab</b>	BIOL 221	501/531	Honors: Foundations of Biology I
	PHYS 211	501/531	Honors: General Physics
<b>K2</b>	HNRS 124	501	Rising from the Hot Mess: Investigating Toxic Stress and Resilience
	HNRS 125	501	Information Pollution
	HNRS 329	581	Demanding to be Seen: Representation in Pop Culture
	PSYC 100	501	Honors: Introduction to Psychology
<b>K3</b>	HNRS 135	581	True Crime: Investigating Our Culture's Obsession
	HNRS 138	501	Medical Malfeasance and Health Care Horrors
	HNRS 139	501	The History of Contact Between American Indians and Europeans
	HNRS 139	502	The Age of Revolutions
	HNRS 333	501	The Contemporary Muslim Novel
	HNRS 335	501	Burning Down the House
	HNRS 339	501	Missing and Murdered Indigenous Women
<b>K4</b>	HNRS 142	501	Music and the Marginalized
	HNRS 147	501	Your Story's in the Details: Writing Creative Non-Fiction
	HNRS 347	501	The Wandering Knight: <i>Don Quixote</i> , Translation, and Adaptation
	HNRS 348	501	Experiencing Color
<b>S1</b>	HNRS 125	501	Information Pollution
	HNRS 135	581	True Crime: Investigating Our Culture's Obsession
	HNRS 335	501	Burning Down the House
	HNRS 358	581	Financial Growth and Personal and Career Planning
<b>S3</b>	HNRS 147	501	Your Story's in the Details: Writing Creative Non-Fiction
	HNRS 178	501	Artificial Intelligence as a Multidisciplinary Subject
	HNRS 347	501	The Wandering Knight: <i>Don Quixote</i> , Translation, and Adaptation

<b>LE</b>	<b>Course</b>	<b>Section</b>	<b>Title</b>
<b>R1-DDIV</b>	HNRS 139	501	The History of Contact Between American Indians and Europeans
	HNRS 139	502	The Age of Revolutions
	HNRS 329	581	Demanding to be Seen: Representation in Pop Culture
	HNRS 339	501	Missing and Murdered Indigenous Women
<b>R1</b>	HNRS 142	501	Music and the Marginalized
	HNRS 184	501	EDI on Campus: Problem-Solving for Positive Change
<b>R2</b>	HNRS 187	501	The World and Me: UN Sustainable Development Goals, Cultures, and Languages
	HNRS 333	501	The Contemporary Muslim Novel
	HNRS 388	501	The Multicultural Art and Science of Forgiveness
	SW 100	501	Honors: Introduction to Social Work
<b>R3</b>	HNRS 124	501	Rising from the Hot Mess: Investigating Toxic Stress and Resilience
	HNRS 184	501	EDI on Campus: Problem-Solving for Positive Change
	HNRS 187	501	The World and Me: UN Sustainable Development Goals, Cultures, and Languages
<b>I1</b>	HNRS 118	501	Cognitive Electrophysiology
	HNRS 138	501	Medical Malfeasance and Health Care Horrors
	HNRS 178	501	Artificial Intelligence as a Multidisciplinary Subject
	HNRS 348	501	Experiencing Color
	HNRS 358	581	Financial Growth and Personal and Career Planning
	HNRS 388	501	The Multicultural Art and Science of Forgiveness
	SW 100	501	Honors: Introduction to Social Work
<b>S/L Full</b>	HNRS 410	501	Mentoring in Honors
	HNRS 420	501	Tutoring in Honors
<b>S/L Half</b>	HNRS 184	501	EDI on Campus: Problem-Solving for Positive Change
<b>No LE</b>	ACCT 201	501	Honors: Introduction to Accounting
	CHEM 109	501/531 502/532	Honors: General Chemistry II

# 100-Level Colloquia

## Cognitive Electrophysiology

Dr. David Leland, Psychology

HNRS 118.501	MW	3:30 - 4:45 PM	LE K1 + I1	3 cr.
<p><a href="#">Course preview video</a></p> <p>This colloquium examines how scalp-recorded brain electrical activity (electroencephalography; EEG) is used to study information processing in humans, particularly using the event-related potential (ERP) technique. The first half of the course focuses on fundamentals of neuroscience and cognitive psychology; how ERPs are derived from neural activity; main ERP components of interest to cognitive scientists; and principles of good experimental design. The second half delves into the particulars of how EEG data are recorded, processed, analyzed, and visualized. We will have laboratory demonstrations of some of these techniques, and students will learn to process EEG data and to engage papers from the ERP research literature. By the end of the course, students will acquire an interdisciplinary body of knowledge including concepts from psychology, neuroscience, physics, and mathematics, and will develop skills for analyzing and presenting on the ERP research literature, as well as skills for processing and statistically analyzing EEG data.</p>				

## Rising from the Hot Mess: Investigating Toxic Stress and Resilience

Professor Caitlin Suginaka, Public Health and Environmental Studies

HNRS 124.501	MWF	9 - 9:50 AM	LE K2 + R3	3 cr.
<p><a href="#">Course preview video</a></p> <p>Everyone experiences stress. A little bit of stress, like an approaching deadline, can be motivating. Persistent and overwhelming stress that builds up over time, without systems and support in place to process and recover from it, can become toxic. Toxic stress can result in problematic behavior, poor health outcomes, and a cascade of deleterious effects on society. Understanding how humans behave because of stress and trauma allows for the development of preemptive strategies that support health and well-being for everyone. This course addresses the impact of stress on individuals and communities and will support students in exploring strategies for fostering personal and community resilience. Students will be exposed to perspectives from various fields including biology, psychology, public health, political science, social work, and community development. Students will engage in practical exercises, case studies, and group work to (1) increase their understanding of the impact of toxic stress and (2) to participate in the development of unique solutions to increase personal and community resilience. Students will be empowered to participate in the process of fostering healthier, more supportive environments for everyone. Students will be expected to come prepared to actively engage in class. Students should expect to spend approximately 4 hours outside class preparing for in-class activities and completing course work.</p>				

## Information Pollution

Professors Kate Hinnant and Helena Sumbulla, McIntyre Library

HNRS 125.501	TTh	9:30 - 10:45 AM	LE K2 + S1	3 cr.
<p><a href="#">Course preview video</a></p> <p>Borrowing from ecological concepts, researchers have dubbed the glut of inaccurate, low-value, or useless information that people encounter daily “Information Pollution.” Everything from badly crafted signage, to spam, conspiracy theories, propaganda and disinformation/misinformation are labeled information pollution, making it harder for people to glean meaning from their messages. Now AI generated text is a new way to spawn reams of both information and misinformation. In this class we will evaluate the impact of information pollution. We will look at the ways it is distributed through social media and other channels, examine the effect of information pollution on people’s feelings of trust and effectiveness. Are the risks of pervasive information pollution overblown? What effects does it have on elections, public health, and anxiety?</p>				

## True Crime: Investigating Our Culture's Obsession

Professor Sarah White, Writer

HNRS 135.581	Online	Online	LE K3 + S1	3 cr.
<p><a href="#">Course preview video</a></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>				

## Medical Malfeasance and Health Care Horrors

Dr. Mel Kantor, Public Health and Environmental Studies + Dr. Heather Fielding, Honors/English

HNRS 138.501	MWF	9 - 9:50 AM	LE K3 + I1	3 cr.
<p><a href="#">Course preview video</a></p> <p>Biomedical research, health care, and public health have increased longevity and improved the quality of life. However, there is a dark side to all this. In this course, we will learn about unethical and dubious research such as the Nazi medical experiments, the Tuskegee syphilis study, Holmesburg prison dermatology experiments, and other abuses. In addition, sometimes well-intended “state-of-the art” care has unintended and devastating consequences. For example, irradiating children’s heads to eliminate tinea capitis (ringworm) led to brain tumors, blindness due to intensive oxygen therapy given to premature infants, birth defects of children whose mothers took thalidomide to treat morning sickness, and more. Finally, we will look in our crystal ball and see if we can identify future tragedies in the making.</p>				

## The History of Contact Between American Indians and Europeans

Professor Bob Bell, American Indian Studies

HNRS 139.501	MWF	12 – 12:50 PM	LE K3 + R1-DDIV	3 cr.
<p><a href="#">Course preview video</a></p> <p>This course is designed to bring the American Indian perspective of the contact they encountered with first the Europeans that arrived in the Americas beginning with Columbus to today. Their perspective is seldom if ever explored in standard history classes that often only teach the stereotypical image of American Indians.</p>				

## The Age of Revolutions

Dr. Joanne Jahnke-Wegner, History

HNRS 139.502	TTh	11 AM - 12:15 PM	LE K3 + R1-DDIV	3 cr.
<p><a href="#">Course preview video</a></p> <p>Situating the struggle for American independence amidst the broader transformations of the Age of Revolutions, this course explores the meanings and scope of revolution, both in the long eighteenth century and in contested memories today. By considering how contact and imperial expansion in the Americas set the stage for global conflict over sovereignty and freedom, we will study how complex interactions between Indigenous people, enslaved people, and settler colonialists generated complex views and ideologies contributing to revolution. This process was not limited solely to British North America, but in the Haitian and French revolutions as well. We will also explore how the American Revolution was remembered by subsequent generations: as a singular event, a cluster of ideologies and protests, and in comparison, with other late eighteenth-century movements. We will especially consider whose voices surrounding revolution are celebrated, criticized, or left out altogether. Students will spend 4-5 hours outside of class per week doing readings and other activities.</p>				

## Music and the Marginalized

Dr. Brian Allred, Music & Theatre Arts

HNRS 142.501	TTh	9:30 - 10:45 AM	LE K4 + R1	3 cr.
<p>This course will examine musical genres and works through the lens of marginalized populations and their roles as performers, subjects, and consumers. The course will take an in-depth look at subjects including women and LGBTQ+ characters in musical theatre and race in American folk music. Students will develop a line of inquiry as they research systems of privilege and oppression in musical works of their choosing as well as how the music itself serves to challenge or reinforce the status quo.</p>				

## Your Story's in the Details: Writing Creative Non-Fiction

Professor Patti See, Advising, Retention + Career Center

HNRS 147.501	TTh	12:30 – 1:45 PM	LE K4 + S3	3 cr.
<p><a href="#">Course preview video</a></p> <p>This course is for students interested in writing creative non-fiction, including autobiography and/or other forms of the personal essay. The focus will be on the writing process, with students presenting work-in-progress to the class for discussion and revision. Students will also read models of creative non-fiction from new and established writers. This course is built around the following approaches to writing creative non-fiction: Observation, Memory, Imagination, Research.</p>				

## Artificial Intelligence as a Multidisciplinary Subject

Dr. Alex Smith, Mathematics and Computer Science

HNRS 178.501	MWF	11 - 11:50 AM	LE S3 + I1	3 cr.
<p><a href="#">Course preview video</a></p> <p>Artificial Intelligence is best viewed as a multidisciplinary subject. In this course we will study AI with tools of computer science, biology, physics, mathematics, philosophy, psychology, and economics. Weekly reading assignments will require about 3 hours per week outside of the class meetings.</p>				

## EDI on Campus: Problem-Solving for Positive Change

Professor Ashlee LeGear, Center for Excellence in Teaching and Learning Technology Services

HNRS 184.501	MWF	10 - 10:50 AM	LE R1 + R3 + 15 hrs Service Learning	3 cr.
<p><a href="#">Course preview video</a></p> <p>In this course, students will develop creative problem-solving skills through rich tasks related to perspective, accessibility, and fairness. The final product of the course will be a written proposal and group presentation detailing positive changes we can make for UWEC to be a more equitable and inclusive environment that honors and celebrates diversity. Students will learn how to make sense of problems, reason abstractly and quantitatively, and use appropriate tools to find a solution. This course guides students through the process of identifying abstract, real-world problems to be solved and using reasoning, analysis, and communication to propose a reasonable solution that can effect positive change.</p>				

## The World and Me: UN Sustainable Development Goals, Cultures, and Languages

Dr. Kaishan Kong, Languages

HNRS 187.501	T	4 - 6:30 PM	LE R2 + R3	3 cr.
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[Course preview video](#)

This course takes an intercultural citizenship approach to explore the intersection of intercultural communication, language, and the 17 Sustainable Development Goals established by the United Nations. Through faculty-led discussions, interactive activities, guest speakers, and virtual exchange opportunities with peers outside the U.S., students will dive into the intricacies of cultural differences, examining how they can impact communication and relationships in diverse settings to achieve sustainable development goals, and how language plays a critical role in this process. Students will draw on their academic interests, and cultural and linguistic backgrounds to reflect on their individual responsibility in community building and world development. Students will be highly engaged in class discussions and other intercultural activities. Students expect to spend about 3 hours on readings and projects/assignments outside of class each week.

## 300-Level Colloquia

### Demanding to be Seen: Representation in Pop Culture

Professor Jamie Browning, Community

HNRS 329.581	Online ( <i>see NOTE</i> )	LE K2 + R1-DDIV	3 cr.
<p><a href="#">Course preview video</a></p> <p>There is a long and painful history of marginalized people being misrepresented or not represented at all in pop culture. One response to this has been a focused demand for better representation.</p> <p>In the contemporary media environment, fans are empowered to communicate with producers of media. As we do, we increasingly demand to see more diverse characters, as well as more complex stories told about those characters. How have these interactions between artists and fans changed the media landscape? What successes have we seen in increasing representation, and what pitfalls have we faced?</p> <p><b>NOTE:</b> Students need to be available for online discussions on Wednesdays at 10 am, 12 pm, or 7 p.m.</p>			

### The Contemporary Muslim Novel

Dr. Asha Sen, English

HNRS 333.501	MWF	1 – 1:50 PM	LE K3 + R2	3 cr.
<p><a href="#">Course preview video</a></p> <p>Most of us are familiar with the stereotypical image of the veiled Muslim woman and the terrorist Muslim man. However, this class will take us behind these stereotypes to study literary depictions of the everyday lives of Muslim men and women as they interact with their religion both personal and institutionalized, their families, communities, and the world at large. We will also read some secondary materials in order to frame our interpretations of the literature studied. Expect to spend approximately 5 hours of reading outside of class each week.</p>				

### Burning Down the House: Artistic Rebellion

Dr. Paul Hecht, Community

HNRS 335.501	TTh	3:30 – 4:45 PM	LE K3 + S1	3 cr.
<p><a href="#">Course preview video</a></p> <p>This class is focused on major breaks with tradition, mainly in music, but also other arts including painting and literature. How much are artistic rebellions driven by generational or social or political movements around them, and how much do they do the driving? How much do established figures, like Taylor Swift and Beyoncé, depend on rebellions of the past? Some central moments that we will examine include the arrivals of psychedelic, punk, and grunge rock, the advent of be-bop in jazz, and the birth of hip-hop. We will also review the pan-artistic revolution of modernism in the early twentieth century, which exploded</p>				



expectations and standards in painting and literature as well as burning down most of the western musical tradition—at least for a while. Project-oriented assignments and a short essay.

## Missing and Murdered Indigenous Women

Dr. Katie Carey, American Indian Studies

HNRS 339.501	TTh	12:30 - 1:45 PM	LE K3 + R1-DDIV	3 cr.
<p>May 5th is the National Day of Awareness for Missing and Murdered Indigenous Women (MMIW). Students in this course will have the opportunity to volunteer at our annual campus red dress display sponsored by the UWEC Inter-Tribal Student Council. The MMIW has been a topic in popular literature and film, such as Angeline Boulley's 2021 young adult novel <i>Firekeeper's Daughter</i>. As part of this course, students will read Boulley's novel while exploring major themes and contemporary Indigenous issues referenced in the text. We will also examine current news to gain a better understanding of the histories and laws that affect Indigenous communities, along with texts of popular culture such as comics and film to analyze Indigenous representations and misrepresentations in media. This course will appeal to anyone who is interested in contemporary issues, tribal histories and laws, and oral storytelling.</p>				

## The Wandering Knight: *Don Quixote*, Translation, and Adaptation

Dr. Elena Casey, Languages and Latin American and Latinx Studies

HNRS 347.501	TTh	2 – 3:15 PM	LE K4 + S3	3 cr.
<p><a href="#">Course preview video</a></p> <p>The Wandering Knight: <i>Don Quixote</i>, Translation, and Adaptation brings one of the world's most famous stories to Eau Claire. In this course, students will examine the roles of translation and adaptation in Cervantes's <i>Don Quixote</i>, as well as <i>Quixote's</i> influence in early modern European culture, and more recent international works of visual and performance arts and literature. Methods of instruction include guided reading and discussion, brief lectures on historical and cultural context, and group work culminating in student-led class discussions. Finally, through a creative writing project, students will design their own adaptations of the wandering knight. Students will be assessed through their participation in class discussion, reflective essays, reading quizzes, group research and discussion leadership, and semester-long creative writing assignments.</p>				

## Experiencing Color

Professor Erin Hisey, Music & Theatre Arts

HNRS 348.501	MW	2 - 3:15 PM	LE K4 + I1	3 cr.
<p><a href="#">Course preview video</a></p> <p>This course is an exploration of the interaction between humans and color. How do we see color, both literally and figuratively? How does color inform our interpretations of the world, of others, and of ourselves? Why does the darkness cause unease? Why are redheads called gingers? How many colors are there and why can't we see them all? Why is purple royal? How do color blind people see the world? How does our interpretation of color actually color our thinking? This course will answer those questions and more while helping us to explore our relationships with color through the varied lenses of science, politics,</p>				

socioeconomics, culture, ethnicity, and the arts. Through readings, art viewings, class discussion, lecture, reflective writing, critical thinking, and hands-on experimentation this class will explore these questions and more about how human beings utilize and react to color in both the natural and manmade worlds. Research and theories will be tested utilizing the UWEC Lighting Lab, Scene Shop, and Design Studios at the Pablo Center at the Confluence.

## Financial Growth and Personal and Career Planning

Professor John Magliocco, retired senior director at Visa

HNRS 358.581	TTh <i>online synchronous</i>	8 - 9:15 AM <i>remote instruction</i>	LE S1 + I1	3 cr.
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### [Course preview video](#)

This course will cover a wide array of topics that students will be facing as they approach graduation. The goal is to help provide an initial understanding of these areas to better equip the students as they look to start their careers. The course serves to develop students' critical thinking related to their daily lives. In one part of the course, students will practice long-term planning relating to their professional, financial, and personal lives. Topics will include investment, benefits, planning for retirement, budgeting, and insurance. In addition, we will connect this personal planning to the macro picture of world politics and economics through an impact analysis about how domestic and world current events can influence goals and the ripple effects. In another part of the course, students will practice strategies for professional self-presentation. In addition to honing their resumes/CVs, interviewing, and networking skills, students will also practice thinking like their boss—and their boss's boss.

**NOTE:** *Students who take this course will be exempted from the HNRS 400 requirement, as this course covers HNRS 400 topics in greater depth.*

## The Multicultural Art and Science of Forgiveness

Dr. Ann Recine, Nursing emerita

HNRS 388.501	MW	3:30 – 4:45 PM	LE R2 + I1	3 cr.
<p><a href="#">Course preview video</a></p> <p>Students will explore forgiveness through the world's diverse cultures and practices. This exploration of forgiveness will include conceptual analysis with a multicultural emphasis as well as exploration of the psychoneuroendocrineimmunology of forgiveness as a basis for therapeutic approaches to improve physical and mental health through forgiveness interventions. It will also include analysis of primary quantitative research to explore the effect of forgiveness interventions as well as primary qualitative research to explore where people from diverse cultures get the power to forgive and the qualities of forgiving people. Students will engage in comparative analysis of theoretical models of varying types of research. In addition, the class includes exploration of the development of a forgiveness intervention based on the theories of Albert Bandura and Viktor Frankl and a virtual field trip to a performance of a play by local playwrights that depicts the forgiveness process. Students will demonstrate creativity through original performance or presentation to interpret and communicate aspects of the forgiveness process. Students will read and analyze primary research data and write a critique of scientific literature. There are no quizzes or tests. Past students have considered the amount of individual, and group written and oral assignments to be manageable and even enjoyable.</p>				

## Honors Sections of Courses in Other Departments

### ACCT 201: Honors Introduction to Accounting

Dr. Sheril Gilberstadt, Accounting & Finance

ACCT 201.501	MW	2 – 3:15 PM	none	3 cr.
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[Course preview video](#)

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.

### BIOL 221: Honors Foundations of Biology I

Dr. Nicholas Wheeler, Biology (lab)

BIOL 221.501	MWF	11 – 11:50 AM	K1 Lab	4 cr.
BIOL 221.531	T	2 – 4:50 PM		

The honors section of BIOL 221 will foster skill-building and learning among a trusted cohort of students. The lab instructor will demonstrate the relevance of each lab exercise by relating those exercises to current events and will discuss medical/clinical/research significance of techniques being utilized in lab. The lab instructor will include a Canvas page of supplementary reading that ties lab experiences to scientific events of historical and current importance (e.g., "The Double Helix"), with opportunity for discussion.

### CHEM 109: Honors General Chemistry II

Dr. Mike Carney, Chemistry + Biochemistry; Interim Assistant Chancellor for Strategic Partnerships and Program Development (lab)

CHEM 109.501	TTh	8 – 9:15 AM	No LE	4 cr.
CHEM 109.531	W	5 – 7:50 PM		

CHEM 109.502	MWF	9 – 9:50 AM	No LE	4 cr.
CHEM 109.532	W	5 – 7:50 PM		

[Course preview video](#)

Continuation of Chemistry 105 + 106. Equilibrium, thermodynamic and kinetic aspects of chemical reactions; acid-base, precipitation, and redox reactions; transition metal compounds; organic compounds; nuclear reactions. Honors students will work collaboratively and often with less guidance from the instructor to complete the laboratory experiments. Students will also be presented with challenging exercises that apply and extend the learning from the lab to new situations.

**PHYS 211: Honors General Physics**

Dr. Erik Hendrickson, Physics &amp; Astronomy

PHYS 211.501	MTWF	9 – 9:50 AM	K1 Lab	5 cr.
PHYS 211.531	W	1:00 – 2:50 PM		

[Course preview video](#)

Fundamental principles of mechanics, heat, wave motion, and sound. Designed for students who desire an introductory non-calculus course in physics. Proficiency with algebraic and trigonometric operations is expected. The Honors “portion” of the course is the lab experience where students will complete experiments in an interesting and open-ended manner.

**PSYC 100: Honors Introduction to Psychology**

Dr. Stacey Jackson, Psychology

PSYC 100.501	TTh	12:30 – 1:45 PM	LE K2	3 cr.
	W	11 – 11:50 AM		

[Course preview video](#)

This course is designed to give students a broad overview of the field of psychology, including methods of psychological research; the biological bases of human thinking, feeling, and behavior; human development across the lifespan; personality traits; social behavior; psychological disorders and treatment; intelligence and psychological tests; and other selected applications of psychology. To earn honors credit, your class will conduct a semester-long group project in which you will research a topic pertaining to psychology and put together a brief presentation along with discussion items that you will lead your peers through in a class discussion.

**SW 100: Honors Introduction to Social Work**

Professor Molly Bonlender, Social Work

SW 100.501	MWF	10 – 10:50 AM	LE R2 + I1	3 cr.
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[Course preview video](#)

Introduces institutions, values, political perspectives influencing and structuring the well-being of people. This interactive course will challenge students to think about what a social problem is, how our society addresses social problems, and what we ourselves can do to make an impact on the well-being of others. Social justice issues within all disciplines will be considered, and students will identify a social justice issue within their field that they will explore. The course will also include many guest speakers from the community who will share their experiences working in social welfare.

## Seminars & Special Experiences

### HNRS 100: First-Year Honors Seminar

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

HNRS 100.501	M	12 - 12:50 PM	No LE	1 cr.
HNRS 100.502	T	8:30 - 9:20 AM		
HNRS 100.503	Th	3:30 - 4:20 PM		
HNRS 100.504	F	12 - 12:50 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.

### HNRS 400: Senior Honors Seminar

Professors Heather Fielding (Honors/English) and Avonlea Hanson (CETL)

HNRS 400.501	W	12 - 12:50 PM	No LE	1 cr.
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. See also HNRS 358.581.

**HNRS 410: Mentoring (by application)**

Dr. Heather Fielding (Honors/English)

HNRS 410.501	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><b>NOTE:</b> The process for selecting mentors includes an application and an interview. <a href="#">Apply here</a>. <b>Mentoring applications for spring 2024 are due by Friday, Oct. 13, 2023.</b> Please note also that we have many more mentoring slots available in fall than in spring!</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><b>NOTE:</b> Open to juniors and seniors. Students must apply (through the <a href="#">Tutoring in Honors eForm</a>); enrollment is by permission. For more information, check the University Honors Information Hub in Canvas. <b>Tutoring applications for spring 2024 are due by January 12, 2024.</b></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 <a href="#">Honors Information Hub</a> in Canvas. If you are interested in pursuing an honors thesis in fall or spring next year, <a href="#">please talk to Dr. Fielding</a>.</p>			