

SPRING

University Honors Program



*COURSE
CATALOG*

University Honors Program Course Catalog

Spring 2025

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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 6, 2024.

Please be sure to check your enrollment appointment as soon as it is available in CampS the week of October 7. 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 eligible to enroll in 300-level HNRS courses. If you are a first-year student and see a 300-level HNRS course that you really wish to take, email us at honors@uwec.edu to discuss the possibility.

Navigating Registration

- All honors course section numbers begin with the number 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 attributes > click on attributes tab > select "honor course." OR
> add course > from the dropdown menu, select "all subjects." > click on the course tab to view all available honors courses by department.
- **Recommendation:** check your eligibility to enroll in the courses you put in your shopping cart; use the validate function in Schedule Builder or 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](#). Please do not submit multiple waitlist eForms, you can list more than one course on the form. You will be notified by email *if* a seat becomes available; diligently **check your email throughout winterim 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 to register for it. Waitlist requests will not be accepted until the first day of registration. **Click here for the [honors waitlist eForm](#).**

Other Ways to Earn Honors Credit

Information on honors contracts, counting some research and internship experiences toward Honors, pursuing an honors thesis, or earning honors credit while on study abroad can be found in the [University Honors Information Hub](#) in Canvas. Important deadlines:

- **Honors contract** [eForms](#) for spring 2025 must be submitted **by February 7, 2025**.
- Serve as an **honors tutor** (HNRS 420) in an honors course you have taken before. First talk with the professor and make a plan; then submit this [eForm](#) **by January 10, 2025**.
- 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 the [University Honors Information Hub in Canvas](#) ; access is from your Canvas course list.
- Use Navigate to schedule an appointment with [Kim Wellnitz](#) or [Dr. Fielding](#).
- Email us at honors@uwec.edu

Honors Advising

With Kim Wellnitz, Honors Assistant Director and Advisor

We can chat about:

- Your degree audit, Honors and LE requirements
- Honors contracts, Mentoring (HNRS 410), Tutoring (HNRS 420), Honors Thesis (HNRS 490)
- New options including Leadership in Honors (HNRS 430), and ways to count some research and internships toward honors requirements
- The honors waitlist and how it works
- Pathways and options to complete Honors
- Earning University Honors credit for Department Honors or McNair Scholars

Drop-in Advising

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

Stop by; no appointments needed between 8:30 am to 3:30 pm on these days. Simply stop by Kim's office in the **Honors Commons** (Library 2002, 2nd floor):

- Monday, October 28
- Tuesday, October 29
- Monday, November 4
- Tuesday, November 5

New Options for Earning Honors Credit!

This year, we're excited to roll out several new options that make it easier to earn honors credit once you don't need any more LE courses. These options make it possible to earn honors credit for long-term research experiences (including Blugold Fellows & Biomedical Innovators) and intensive, professional internships, and they include an exciting new course, HNRS 430: Leadership in Honors.

If you're a first-year student, these new options will appear on your degree audit, and we'll go over them in HNRS 100. If you're a second-year student, you'll hear about them at your 3rd Semester Honors Advising meeting. *If you are in your third-year or beyond, please come to one of our info sessions to learn more, as these options will not appear on your degree audit, but you are welcome to take advantage of them.*

Info Sessions:

- Monday, October 7, 5 – 5:30 pm, L2023 (2nd floor McIntyre Library)
- Tuesday, October 15, 12 – 12:30 pm, L2023 (2nd floor McIntyre Library)

New Option Alert: HNRS 430 – Leadership in Honors (1 credit)

Instructor: Dr. Aleks Sternfeld-Dunn, Dean, College of Arts and Sciences

Course Details: 1 credit, open to juniors and seniors

Section Offered: 501: Friday, 12:00 to 12:50 PM

Description: What does it mean to be a leader? Is leadership about authority or something else? HNRS 430 strives to demonstrate that leadership is not a position but is an activity that requires mobilizing people to confront difficult challenges. This course is designed to equip you with the essential tools and frameworks needed to navigate uncertainty and lead effectively in dynamic environments.

You will explore the principles of adaptive leadership, a model that emphasizes flexibility, creativity, and the ability to galvanize people to tackle tough challenges. Most importantly you will explore these activities while actively using the class itself as a case study to practice leadership and develop your own competency.

This class is also designed to support you in tackling a leadership project related to your work in an on- or off-campus organization, broadly defined (including student orgs, sports teams, residence halls, and much more). As we explore leadership tools together, you will define and begin your project, and then reflect on challenges and successes with the support of the group. Students do not need to have a project before the class begins.

Note: Like HNRS 410 (Mentoring in Honors) and HNRS 420 (Tutoring in Honors), this is a 1-credit course that will reduce the number of credits required to graduate with University Honors by 2.

Update on HNRS 410 – Mentoring in Honors

Students in HNRS 410 serve as peer mentors for HNRS 100. Ordinarily, we put out a call for applicants every semester. Last fall, there were a record number of applicants to serve as fall 2024 HNRS 100 mentors—so many that to accommodate everyone, we had to move some people to spring 2025. This means that unfortunately, we do not have any more space for Honors Mentors this spring. We do anticipate needing about 40 Honors Mentors in fall 2025, however, so watch for the call for applications in the Honors Headline in February.

If you were hoping to serve as a mentor this January, please consider HNRS 430 – Leadership in Honors instead!

Winterim Honors Course

Reminders:

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

(Re)making Memories: How Nostalgia Shapes the Future

Instructor: Professor Andrew Suralski

Course Details: HNRS 135.581, 3 credits, \$150 online course fee

Course Dates: January 6 – 24, 2025

Modality: Online, asynchronous

LE attributes: K3 & S1

Course description: This colloquium examines the powerful cultural phenomenon of nostalgia and how it actively reimagines our perceptions of the past to influence future trends. Through multimedia projects, marketing campaigns, and analytical writing assignments, students will deconstruct the psychological drivers behind nostalgic longing and unpack how nostalgic desires manifest in popular media revivals, product releases, and technological novelties. The course provides a critical lens for understanding nostalgia as a dominant force shaping the entertainment we consume, the experiences we seek, and the innovations that capitalize on our nostalgic impulses.

Students should expect to spend approximately 4-6 hours per week on readings, viewings, and out-of-class project work exploring case studies and preparing presentations that demonstrate nostalgia's future-shaping impacts. By reconnecting with formative memories, students will project how today's nostalgic obsessions may continue to transform our collective cultural landscape.

Honors Domestic Immersion Experience, June 2025: The Art Worlds of Santa Fe and Taos, New Mexico

Faculty Leaders: Dr. Heather Fielding (Honors) and Prof. Greg Kocken (Library)

Dates: June 1-June 13, 2025

This immersion takes students to the location of an artistic contact zone of the early twentieth century: where American Indian artists engaged with their white allies and inspired white artists in Santa Fe and Taos, New Mexico. We begin by learning about the artists of the Santa Fe Indian School, through an in-depth, multi-day visit to the Institute of American Indian Arts, which continues to be a major site for art education. Students will learn both about important artists from the 20th century, including Alan Houser and Margaret Montoya, and about contemporary art from potters and poets working at IAIA today. We'll also learn about IAIA's efforts to reverse food colonialism and to re-popularize traditional indigenous food and farming practices—we'll work in their gardens. Then we'll travel to Taos, to learn about the modernist writers and artists who created an art colony there in the early 20th century. These artists, including D.H. Lawrence and Mabel Dodge Luhan, learned from and promoted indigenous art, but they also profited from appropriating American Indian culture. We will see their work, visit their houses and studios, and hike in the landscape that inspired them. By engaging with the work of both white and American Indian artists, we hope students will gain a rich view of art in this period, a view that is suffused with nuance around race, gender, and power.

Cost: estimated program fee per student, including air fare and lodging: \$216 (\$2170 without university funding*). Expect meals and personal expenses of around \$300.

*Note: all UWEC students are eligible to receive funding for one domestic immersion experience during their time at the university. Take advantage of it!

Schedule at a Glance

100-Level Colloquia

Title	Course	LE	Instructor	Credits
A World of Water	HNRS 118.501	K1 + I1	T. Wellnitz	3
Medical Malfeasance and Health Care Horror	HNRS 132.501	K3 + R1	H. Fielding	3
20 th and 21 st Century Latin American Literature	HNRS 133.501	K3 + R2	A. DeGrave	3
Vampires and Modern Culture	HNRS 135.581	K3 + S1	S. White	3
Shotokan Karate	HNRS 138.501	K3 + I1	E. Mahaffy	3
Musical Exoticism	HNRS 142.501	K4 + R1	G. Peters	3
Body in Motion: Dance in Our World	HNRS 147.501	K4 + S3	S.K. Stone	3
Healing Through Contemporary Indigenous Art and Literature	HNRS 149.501	K4 + R1-DDIV	K. Cary	3
The Culture of Pets	HNRS 153.501	R2 +S1	M. Licon	3
The Art of Persuasion	HNRS 158.581	S1 + I1	S. Gilberstadt	3
Creative Problem Solving	HNRS 178.501	S3 + I1	A. Hlas	3
Fair Enough?	HNRS 184.501	R1 + R3 + ½ SL	A. LeGear	3

Honors Sections of Courses in Other Departments

Title	Course	LE	Instructor	Credits
Honors: Introduction to Accounting	ACCT 201.501	none	L. Liu	3
Honors: Foundations of Biology I	BIOL 221.501/531	K1 Lab	D. Herman (lec) R. Duerst (lab)	4
Honors: General Chemistry II Lecture	CHEM 109.501/502	none	S. Drucker & J. Halfen	4
Honors: General Chem II Laboratory	CHEM 109.531/532		M. Carney	
Honors: American Women's History	HIST/WGSS 205.501	K3 + R1-DDIV	M. Weber	3
Honors: Elementary Statistics	MATH 246.501	S2	R. Harrison	4
Honors: What is Happiness?	PHIL 200.501	K3 + I1	K. Schaupp	3
Honors: Introduction to World Politics	POLS 122.501	K2 + R2	D. Kovačević	3
Honors: Introduction to Psychology	PSYC 100.501	K2	S. Jackson	3

300-Level Colloquia

Title	Course	LE	Instructor	Credits
Gender in the Middle East	HNRS 323.501	K2 + R2	M. Nagi	3
Pop Psychology: Great Books on the Science of Human Behavior	HNRS 324.501	K2 + R3	A. Bleske-Rechek	3
The Neurologic Patient: Evaluation, Treatment, and Clinical Pathways	HNRS 328.501	K2 + I1	T. Sather & T. Young	3
Fall of the Fifth US Republic?	HNRS 329.501	K2 + R1- DDIV	D. Simmons	3
Empire in the Ancient World	HNRS 337.501	K3 + S3	M. Waters	3
Burning Down the House: Artistic Revolutions	HNRS 345.501	K4 + S1	P. Hecht	3
Climate Change Studio: Art Addressing the Environment	HNRS 347.501	K4 + S3	CV Peterson	3
Credit Cards and Beyond	HNRS 353.501	S1 + R2	J. Magliocco	3

You can find videos for some spring 2025 courses on the UWEC Honors YouTube channel. [Spring 2025 Course Video Playlist](#)

Courses by Liberal Education (LE) Requirement

LE	Course	Section	Title
K1	HNRS 118	501	A World of Water
	BIOL 221	501/531	Foundations of Biology I
K1 Lab	BIOL 221	501/531	Foundations of Biology I
K2	HNRS 323	501	Gender in the Middle East
	HNRS 324	501	Pop Psychology: Great Books on the Science of Human Behavior
	HNRS 328	501	The Neurologic Patient: Evaluation, Treatment, and Clinical Pathways
	HNRS 329	501	Fall of the Fifth US Republic?
	POLS 122	501	Introduction to World Politics
	PSYC 100	501	Introduction to Psychology
K3	HIST/WGSS 205	501	American Women's History
	HNRS 132	501	Medical Malfeasance and Health Care Horror
	HNRS 133	501	20 th and 21 st -Century Latin American Literature
	HNRS 135	581	Vampires and Modern Culture
	HNRS 138	501	Shotokan Karate
	HNRS 337	501	Empire in the Ancient World
	PHIL 200	501	What is Happiness?
K4	HNRS 142	501	Musical Exoticism
	HNRS 147	501	Body in Motion: Dance in Our World
	HNRS 149	501	Healing Through Contemporary Indigenous Art and Literature
	HNRS 345	501	Burning Down the House: Artistic Revolutions
	HNRS 347	501	Climate Change Studio: Art Addressing the Environment
S1	HNRS 135	581	Vampires and Modern Culture
	HNRS 153	501	The Culture of Pets
	HNRS 158	581	The Art of Persuasion
	HNRS 345	501	Burning Down the House: Artistic Revolutions
	HNRS 353	501	Credit Cards and Beyond

LE	Course	Section	Title
S2	MATH 246	501	Elementary Statistics
S3	HNRS 147	501	Body in Motion: Dance in Our World
	HNRS 178	501	Creative Problem Solving
	HNRS 337	501	Empire in the Ancient World
	HNRS 347	501	Climate Change Studio: Art Addressing the Environment
R1 DDIV	HIST/WGSS 205	501	American Women's History
	HNRS 149	501	Healing Through Contemporary Indigenous Art and Literature
	HNRS 329	501	Fall of the Fifth US Republic?
R1	HNRS 132	501	Medical Malfeasance and Health Care Horror
	HNRS 142	501	Musical Exoticism
	HNRS 184	501	Fair Enough?
R2	HNRS 133	501	20th and 21st-Century Latin American Literature
	HNRS 153	501	The Culture of Pets
	HNRS 323	501	Gender in the Middle East
	POLS 122	501	Introduction to World Politics
	HNRS 353	501	Credit Cards and Beyond
R3	HNRS 184	501	Fair Enough?
	HNRS 324	501	Pop Psychology: Great Books on the Science of Human Behavior
I1	HNRS 118	501	A World of Water
	HNRS 138	501	Shotokan Karate
	HNRS 158	581	The Art of Persuasion
	HNRS 178	501	Creative Problem Solving
	HNRS 328	501	The Neurologic Patient: Evaluation, Treatment, and Clinical Pathways
	PHIL 200	501	What is Happiness?
SL Half	HNRS 184	501	Fair Enough?
SL Full	HNRS 410	501	Mentoring in Honors
	HNRS 420	501	Tutoring in Honors
No LE	ACCT 201	501	Introduction to Accounting
	CHEM 109	501/502/ 531/532	General Chemistry II

100-Level Colloquia

A World of Water

Instructor: Dr. Todd Wellnitz

Course Details: HNRS 118.501, 3 credits

Course Days/Times: Tuesday and Thursday, 2:00 to 3:15 pm

LE attributes: K1 and I1

Water covers 71% of the Earth's surface and all life depends on it, and yet aquatic environments and the life they contain remain a mystery. Because life evolved in water, there exist more kinds of unique life forms in aquatic environments than on land. The watery world has also influenced human civilization. We need water for drinking, agriculture, industry, and transport, and our reliance on it cannot be overstated. Water, and the life it contains, also inspires art and shapes popular culture. Water provides a metaphor for exploring our motivations, yearnings, and inner demons. This course explores the world of water from multiple perspectives. Students will discuss the ways in which human society depends on water, learn about aquatic life, and the ecology of aquatic environments.

Medical Malfeasance and Health Care Horror

Instructor: Dr. Heather Fielding

Course Details: HNRS 132.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 11:00 to 11:50 am

LE attributes: K3 and R1

Biomedical research, health care, and public health have increased longevity and improved the quality of life. However, there is a dark side to medical research and our current, still developing research ethics emerged in response to incredible abuses. In this course, we will learn about unethical and dubious research such as the Nazi medical experiments, the Tuskegee Study of Untreated Syphilis, the Holmesburg prison dermatology experiments, and other abuses. In addition, sometimes well-intended "state-of-the art" care has unintended and devastating consequences, such as birth defects of children whose mothers took thalidomide to treat morning sickness, the use of lobotomy to treat mental illness, and more. As we explore the way that the ethics of medical research have morphed over time in response to these events, we'll also engage with Mary Shelley's *Frankenstein* and Kazuo Ishiguro's *Never Let Me Go*, two important works of literature that have much to say about how research and researchers can go astray and what is at stake when we listen to the point of view of the subject of research. The course is entirely discussion-based, with 3-5 hours of reading of varied kinds of sources outside of class per week. Assessments include two essay exams and a final project that asks you to look at new developments in biomedical research and treatment, such as gene editing or Neuralink, and predict the health care horrors of the near future.

20th and 21st-Century Latin American Literature

Instructor: Dr. Analisa DeGrave

Course Details: HNRS 133.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 10:00 to 10:50 am

LE attributes: K3 and R2

In this course, we'll read a selection of English language 20th- and 21st-century works originally written in Spanish by authors across Latin America and the Caribbean. The essays, novels, poems, short stories, testimonios, and theatre pieces explored in this class capture a glimpse of the heterogeneity of the people of Latin America and the Caribbean as well as a diversity of their modes of written artistic expression. These texts address a diverse range of topics including authoritarianism, extractivism, forced exile, globalization, homophobia, inequality, (neo)colonialism, and racism. This course is anchored in reading, discussion, and individual oral presentations through which we will probe and analyze these works together. Expect to spend about 3 hours on readings outside of class each week.

Vampires and Modern Culture

Instructor: Professor Sarah White

Course Details: HNRS 135.581, 3 credits, \$150 online course fee

Modality: Online, asynchronous

LE attributes: K3 and S1

Let's take a bite out of vampire lore. We'll explore famous texts like *The Vampyre*, *Interview with the Vampire*, *Carmilla*, *The Fledgling*, and *The Hunger*. How have cultural depictions of vampires changed over time, and what do those changes tell us about social anxieties--about the boundaries of the human, gender and sexuality, race, time and aging, and more? Bring your thirst for investigation, creativity, and critical thinking as we analyze diverse representations of vampires throughout literature, film, history, and theory.

Note: There will be a weekly live class meeting on Tuesday nights at 7 pm; attending this meeting is encouraged but not required.

Shotokan Karate

Instructor: Professor Ellen Mahaffy

Course Details: HNRS 138.501, 3 credits, \$30 course fee

Course Days/Times: Monday and Wednesday, 3:30 to 4:45 pm

LE attributes: K3 and I1

The martial art, Shotokan Karate, is more than a practice in self-defense. Shotokan is a way of life (Bushido) that simultaneously develops the mind, body, and soul. The founder, Gichin Funakoshi, defined 20 philosophical approaches that can be applied both in the dojo (training space) and outside. This semester, I am asking you to take on a beginner's mind, one that is open to being humble, open to growth through the art and practice of kihon (basic punching, blocking and kicking techniques), kata (predefined set of technique to simulate defense from multiple attackers), and kumite (sparring). The latter works on your timing and distancing with a partner. You will learn about Shotokan's history, philosophy, and how to bring its practice into your everyday life. This course is open to all bodies, and no prior experience is required. Expect 2-3 hours of outside class work for practice, reading, writing, movie watching, and reflecting.

Note: The course fee will fund the purchase of a gi, the traditional uniform of Shotokan Karate, for each student.

Musical Exoticism

Instructor: Dr. Gretchen Peters

Course Details: HNRS 142.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 9:00 to 9:50 am

LE attributes: K4 and R1

This course will focus on musical exoticism, which is evoking through music a place or social group that is not that of the composer. Examples of musical exoticism are prevalent throughout history and across the globe, and they have been steeped in the power dynamics of colonial settings. We will ask what the social and political subtexts of musical exoticism are? How do issues of colonialism, stereotyping, globalization, cultural appropriation, and authenticity fit into this discussion? How have musical traditions been part of the process of creating, defining, and controlling the "Other" throughout history? How have members of the exoticized culture responded to this practice? Select examples will be drawn from popular and Classical music traditions, and the examples exoticize a wide array of cultures, including Middle Eastern, Romani, Puerto Rican, and Native American. Students will have the opportunity to work with primary sources drawn from multiple national archives. Each student will develop a research project and provide a presentation at the end of the semester. Students can expect to spend 5-6 hours per week on average throughout the semester for all work related to the course. No prior knowledge of music is assumed.

Body in Motion: Dance in Our World

Instructor: Professor SK Stone

Course Details: HNRS 147.501, 3 credits

Course Days/Times: Monday and Wednesday, 2:00 to 3:15 pm

LE attributes: K4 and S3

An introduction to dance culture, theory, history and phenomena. Involves viewing and discussing dance, studio-based experiential movement sessions, and performance. This course explores dance as an academic discipline, an art form, and a means of cultural communication and knowledge.

This course will use dance as the primary subject matter in what will be a focus upon information acquisition. We live in a world that rapidly changes and it probably will continue to do so. Whereas the learning process for past generations might have involved more memorization of (perhaps more slowly evolving) information, present times—and the future most likely—present us with the opportunity to continuously process information. So even though our content area in this course is dance in many forms, the goal is for us to cultivate our individual methods of acquiring information, processing it for its validity and substance, thereby cultivating our own response to it, and perhaps sharing your new perspectives with others as a part of ongoing discussion. We are going for a broad-application approach while specifically focusing upon dance. Thus, throughout the course, you will be asked to do wide-ranging research on dance forms of your choice, including dance that is social or communal, ceremonial, tribal, ritual, as art in performance, site-specific, etc.

The out-of-class work is reasonable and achievable within 1.5-3 hours of class each week depending upon what the class is currently progressing through at various points in the semester. Out-of-class work will include preparing project presentations and practicing movement material.

Healing Through Contemporary Indigenous Art and Literature

Instructor: Dr. Katie Cary

Course Details: HNRS 149.501, 3 credits

Course Days/Times: Tuesday and Thursday, 11:00 am to 12:15 pm

LE attributes: K4 and R1-DDIV

This course examines the theme of healing through contemporary Indigenous art and literature. We will analyze a variety of art forms and literary genres produced by Indigenous artists and writers in North America while considering how historical techniques have adapted over time and past traditions continue to shape the stories that are being told today. Our focus will be on understanding processes of healing within Indigenous communities that are depicted in modern art and literary pieces, along with how the creation of art itself can help one process and overcome grief. Methods of healing we will explore include acts of resistance, reclamation, humor, and the transformation of individual or communal trauma into collective strength. Students will become familiar with Indigenous cultures and discuss topics related to healing, such as identity, power, and survivance. This course will appeal to students who are interested in art, storytelling, settler colonialism, and contemporary Indigenous issues.

The Culture of Pets

Instructor: Professor Meghan Licon

Course Details: HNRS 153.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 1:00 to 1:50 pm

LE attributes: R2 and S1

How does the meaning and function of the same animal vary across different cultural contexts in our community and abroad? How have human and animal interactions changed over time? Which animals are valued as companions, a source of food, or for their abilities to perform specific tasks? How do we interact with animals on campus and in the surrounding community? These are some of the questions we'll address in this discussion-focused course. Assignments may include interacting with pets and writing about it (at Bark Break, for example), researching a trend or issue in pet culture, or researching and reflecting on cross-cultural perspectives on animal welfare.

The Art of Persuasion

Instructor: Professor Sheril Gilberstadt

Course Details: HNRS 158.581, 3 credits, \$150 online course fee

Modality: Online, asynchronous

LE attributes: S1 and I1

What is persuasion? How can we evaluate the impact of persuasion? The Art of Persuasion colloquium will persuade you to contemplate these issues. This interactive, online colloquium explores the impact of persuasion in a variety of contexts, including the effect of persuasion in legal, business, artistic and scientific settings. The course will also examine the persuasive effect of artificial intelligence and the media and focus on ethical issues related to persuasive tactics. By focusing on the benefits and limitations of persuasive discourse, this course is likely to have a persuasive effect on how you perceive external factors that challenge your views.

Creative Problem Solving

Instructor: Dr. Anne Hlas

Course Details: HNRS 178.501, 3 credits

Course Days/Times: Monday and Wednesday, 12:30 to 1:45 pm

LE attributes: S3 and I1

Creativity can be learned and taught. This course will explore the concept of creativity, emphasizing creative thinking skills like fluency, originality, flexible thinking, and elaboration. Students will design and solve creative challenges from various disciplines, in order to sharpen their divergent and convergent creative thinking abilities. In addition, this course will focus on the ability to seek new connections between seemingly unrelated things, communicate solutions to others, and work collaboratively.

Fair Enough?

Instructor: Professor Ashlee LeGear

Course Details: HNRS 184.501, 3 credits

Course Days/Times: Tuesday and Thursday, 12:30 to 1:45 pm

LE attributes: R1 and R3; 15 hours of service learning

In this course, students will develop problem-solving skills through rich tasks related to perspective and fairness. We will also explore how to make UWEC a more equitable and inclusive environment that honors and celebrates diversity. This course guides students through the process of identifying abstract, real-world problems to be solved, using different forms of reasoning, including basic mathematical modeling, to identify and evaluate solutions. The final product of the course will be a group presentation detailing positive changes they have implemented at UWEC in response to a collective goal. Students will earn 15 hours of service learning for completing this course project.

Honors Sections of Courses in Other Departments

Introduction to Accounting

Instructor: Dr. Ling Liu

Course Details: ACCT 201.501, 3 credits

Course Days/Times: Tuesday and Thursday, 12:30 to 1:45 pm

LE attribute: none

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 honors 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.

Foundations of Biology I

Instructor: Dr. Dan Herman (lecture), Professor Bob Duerst (lab)

Course Details: BIOL 221.50 lecture, section 531 lab, 4 credits

Course Days/Times: Monday, Wednesday, Friday lecture 11:00 to 11:50 am, Tuesday lab 2:00 to 4:50 pm

LE attribute: K1 with lab

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.

General Chemistry II with Lab

Instructor: Dr. Stephen Drucker (lecture), Dr. Anna Cook (lecture), Dr. Mike Carney (lab)

Course Details: CHEM 109.50 and 502 lectures, sections 531 and 532 labs, 4 credits

Course Days/Times: Choose between two lecture options (501, Tuesday and Thursday 8:00 to 9:15 am, or 502, Monday, Wednesday, Friday, 9:00 to 9:50 am) with lab Monday, 5 to 7:50 pm (section number 531 goes with lecture 501; section number 532 goes with lecture 502)

LE attribute: none

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.

American Women's History

Instructor: Dr. Maggie Weber

Course Details: HIST 205.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 9:00 to 9:50 am

LE attributes: K3 and R1-DDIV

While frequently ignored or dismissed, women have always played an integral part in the development of United States. From reform movements and national politics to daily survival and economic sustainment, women contributed and influenced how the nation thought, fought, and survived. Yet, there is no "one" women's experience in America. Diversity in background, age, class, sexuality, race, region, citizenship status, and other aspects of identity all changed how women interacted with society and each other.

In order to understand these differences and interrogate our own modern assumptions about the past, this class will be using a framework of Intersectionality, Decolonial Thinking, and Queer Theory. Kimberlé Crenshaw's theory of Intersectionality paved a path to understand more precisely how individual identities overlapped to create different lived experiences. We will be using it to showcase how different women faced different oppressions that reflected their specific historical identities. Decolonial Thinking seeks to interrogate and unravel the production of knowledge and its perceived social value from Eurocentric imperialism. This

class will explore how European colonialism and white supremacy influenced attitudes towards womanhood and gender. It will discuss how groups and individuals who historically challenged patriarchal systems often struggled to comprehend and adequately address these long-term oppressions. Finally Queer Theory challenges normative assumptions about the world and social conventions. Specifically, this class will ask students to confront their own beliefs and definitions about womanhood and whether or not it can actually have a history.

For the Honors Section in particular, we will concentrate on reading and applying the above theories to history. In addition to the normal weekly readings, honors students will also be expected to read the work of Kimberlé Crenshaw, bell hooks, Susan Stryker, Joan Scott, Judith Butler, and others. We will then discuss how these broader theories can be used in history and the potential lens of analysis they bring to the table. Finally, honors students will have an additional semester assignment. After reading bell hook's book *Feminism is for Everyone*, students will be required to write a reflective response.

Note: you can take this course as either HIST 205 or WGSS 205!

Elementary Statistics

Instructor: Dr. Ryan Harrison

Course Details: MATH 246.501, 4 credits

Course Days/Times: Monday, Tuesday, Wednesday, and Thursday, 2:00 to 2:50 pm

LE attribute: S2

Can dolphins communicate? Are people born in January better at hockey than people born in December? Can statistics help us convict criminals? In this class, we'll learn how to collect and analyze data to address a variety of real-world questions. This course covers the same material as the regular sections of Math 246, but with an emphasis on group discussions (with your awesome Honors classmates) and using computer simulations to gain a visual understanding of statistical concepts. We'll finish the semester with a group project using statistics to analyze a real data set of your choice.

What is Happiness?

Instructor: Dr. Kristin Schaupp

Course Details: PHIL 200.501, 3 credits

Course Days/Times: Monday and Wednesday, 2:00 to 3:15 pm

LE attributes: K3 and I1

This is a hands-on discussion course in which we wrestle with both practical problems and theoretical questions about happiness. To do this, we will engage in rigorous critical thinking that prompts us to reflect on and discuss our own values, as well as examining the impact that other people, events, and things have on our lives and well-being. We will consider whether philosophical thinking or reflection can be used as a tool to address obstacles or overcome adversity. Our discussions and readings will help us to think about our own lives as we strive to answer questions such as:

- How should we live our lives?
- What do we need to flourish?
- What does it even mean to flourish?
- What is happiness or well-being?
- How important to our happiness or well-being are things such as money? possessions? friends? society? solitude? leisure time? reflection? virtue? wisdom? a sense of purpose? meaningful work?

Because people have been asking questions such as these since ancient times, we'll investigate the idea of happiness from a pluralistic approach that looks at responses from both historical and contemporary thinkers. The course will be structured to achieve three main things:

- 1) Examine responses that individual philosophers, psychologists, theologians, economists have provided drawing on empirical research, reflection, and in-depth analysis.
- 2) Identify our own assumptions and values and develop an initial answer to the question "What is happiness?" for ourselves.
- 3) Critically evaluate our own answers to these questions.

Introduction to World Politics

Instructor: Dr. Damir Kovačević

Course Details: POLS 122.501, 3 credits

Course Days/Times: Tuesday and Thursday, 11:00 am to 12:15 pm

LE attributes: K2 and R2

The primary objective of this course is to introduce students to the fundamental actors, ideas, methods, and perspectives utilized in the study of world politics. To achieve this goal, the class will cover topics related to the major players and concepts of world politics, theories of world politics, and matters related to international, economic, and human security. By semester's end, students are expected to have developed a more sophisticated understanding of world politics. Honors students will be expected to conduct a semester-long group project pertaining to world politics. Students will put together a brief presentation along with discussion items that will be shared during class.

Introduction to Psychology

Instructor: Dr. Stacey Jackson

Course Details: PSYC 100.501, 3 credits

Course Days/Times: Tuesday and Thursday, 12:30 to 1:45 pm

LE attribute: K2

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.

300-Level Colloquia

Gender in the Middle East

Instructor: Dr. Mariam Nagi

Course Details: HNRS 323.501, 3 credits

Course Days/Times: Tuesday and Thursday, 9:30 to 10:45 am

LE attributes: K2 and R2

This course examines key issues and emerging topics in research on women and gender in the Middle East. The course draws mainly from sociological studies of gender in the Middle East and utilizes gender as a lens to explore and critique the power exercised by institutions in the region. What are the ways in which gender gets constructed over time? What is considered “masculine” and “feminine”? What is the relationship between these categories and shifting power dynamics? What are the ways in which these dynamics constrain people and the ways in which they create new spaces for change and agency? The course is structured to help students locate discussions on women and gender in the Middle East within global economic, political, and cultural flows. It emphasizes the importance of utilizing a relational, historically situated, and intersectional approach to explore gender in the Middle East. Readings will encompass topics such as representation; material spaces and everyday interactions; to policies and institutions. Students should expect to spend about 3 hours weekly on readings outside of class.

Pop Psychology: Great Books on the Science of Human Behavior

Instructor: Dr. April Bleske-Rechek

Course Details: HNRS 324.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 1:00 to 1:50 pm

LE attributes: K2 and R3

In this course, we take a "great books" tour of nonfiction books on the science of human behavior. We read high-impact, best-selling books by psychologists, social scientists, and science journalists. We read a total of five books--about one book every three weeks. Solid attendance and engagement are essential, because although there are no formal exams, each day's activities utilize the reading assigned for that day. Comprehension checks, written reflections, group activities, and class discussions are the primary forms of assessment.

The Neurologic Patient: Evaluation, Treatment, and Clinical Pathways

Instructor: Dr. Tom Sather and Dr. Timothy Young (Mayo Clinic Health System)

Course Details: HNRS 328.501, 3 credits

Course Days/Times: Tuesday and Thursday, 8:00 to 9:15 am

LE attributes: K2 and I1

This course provides an in-depth exploration of the enigmatic human brain. Students will gain increased understanding of typical brain functions and how various neurologic conditions impact motor, sensory, cognitive, and communication mechanisms. Through a cross-campus approach between Mayo Clinic Health System and UW-Eau Claire, students will delve into background knowledge, emerging research, and innovative treatment modalities in neurological patient care. A case-based approach will be applied to principles of neuroanatomy and physiology, pathophysiology, current assessment and treatments, and clinical care pathways within healthcare systems across a range of neurologic conditions. The course content is delivered through a collaboration between a Mayo Clinic Health System senior Neurologist and a UW-Eau Claire Communication Sciences and Disorders faculty member, offering students a unique clinical perspective on approaching neurological disorders. The course emphasizes integrative learning, combining theoretical knowledge with faceted analysis through discussion of seminal research and mainstream neurology readings. This course will be of interest to students pursuing careers in health care or the healing professions, as well as those who are interested in learning more about the brain from an interdisciplinary perspective. Students from all majors are welcome.

Fall of the Fifth US Republic?

Instructor: Dr. Daniel Simmons

Course Details: HNRS 329.501, 3 credits

Course Days/Times: Tuesday and Thursday, 3:30 to 4:45 pm

LE attributes: K2 and R1-DDIV

In 1964-5, the U.S. adopted the Civil Rights and Voting Rights Acts, finally legislating into existence the ideal first expressed in the Declaration of Independence of creating humanity's first multiracial democracy. On the 60th anniversary of these acts' adoption, the American Experiment is facing internal and external threats not seen since the U.S. Civil War, threatening the fall of a multiracial republic and the return of a racial authoritarianism that characterized most of U.S. history. We explore the history of these two acts, their impact on U.S. politics, and the threats undermining these acts. Expect to spend extensive time reading outside of class, with class time devoted to discussion.

Empire in the Ancient World

Instructor: Dr. Matt Waters

Course Details: HNRS 337.501, 3 credits

Course Days/Times: Tuesday and Thursday, 12:30 to 1:45 pm

LE attributes: K3 and S3

Seminar-based course studying the phenomena of conquest and domination through the lens of empire in the ancient Mediterranean world (and beyond): its definition, formation, development, and application. Students will explore—via readings, assignments, in-class discussion, and research projects—the multiple facets of empire (political, social, cultural, military, ideological) through several examples from antiquity, and develop their own project incorporating the results of interdisciplinary examination of empire throughout the term.

Burning Down the House: Artistic Revolutions

Instructor: Dr. Paul Hecht

Course Details: HNRS 345.501, 3 credits

Course Days/Times: Monday and Wednesday, 3:30 to 4:45 pm

LE attributes: K4 and S1

This class looks at artistic rebellions and counter-cultural movements across art, music, and literature during the 20th and 21st centuries, including punk rock, abstract art, avant garde art such as Dada, and modernist poetry. We'll pay particular attention to the artistic manifestoes through which artists announce their experimentation and breaks with the past. This course will help students develop their capacity to understand and see meaning in a wide variety of artistic media, including works that initially seem to repel the viewer, listener, or reader. We will consider the aesthetic and social ramifications of radical breaks with the past, as well as the relationship between the development of artistic technique and its rejection. The course will focus on students developing and discussing their responses to a variety of radical works from different time periods. Students will also be tasked with exploring what it means to "burn down the house" across the kinds of art and culture they consume, and their examples will occupy much of the second half of the course.

Climate Change Studio: Art Addressing the Environment

Instructor: Professor CV Peterson

Course Details: HNRS 347.501, 3 credits, \$34 course fee

Course Days/Times: Wednesday, 3:00 to 5:45 pm

LE attributes: K4 and S3

This studio art course will have students making art and introduce them to art disciplines and artists who use creative ways to address climate change themes and other environmental considerations. This course is a project-focused and art-making class with intermittent lectures on relevant artists and various art mediums. In this class students will create artwork based on prompts such as “water stress,” material waste, the current climate crisis, and their own research on issues under the umbrella of “Climate Change.”

This course will have students creating work utilizing performance art, installation, and other fine art mediums. This course has an expectation of around 6 hours of out of class work most weeks, as well as a course fee to pay for art-making materials. The course assumes no prior knowledge of or experience with art, and welcomes students who want to explore climate change through art and vice versa.

Credit Cards and Beyond

Instructor: Professor John Magliocco

Course Details: HNRS 353.501, 3 credits

Course Days/Times: Tuesday and Thursday, 11:00 am to 12:15 pm

LE attributes: S1 and R2

This course will equip students with a strong understanding of the Electronic Funds Transfer (EFT) industry, the different card products that we interact with every day, the ways in which these products are utilized based on consumer needs, risk, and security. Historical, legal, banking, merchant, and product perspectives will be examined to take this knowledge and apply it to real-world applications and current events. Students learn and develop methodologies to create financial budgets and will gain an understanding of how to use the different card products in the management of their own personal finances. The course serves to develop students’ critical thinking related to the card industry and cardholder’s behavior, with attention both to students’ own daily lives and to cultural contexts around the world. Students will gain experience in analyzing information, evaluating information, and explaining complex concepts related to the EFT industry. Students will also formulate impact analysis on how world events can influence the EFT industry and understand the ripple effects on other markets. We’ll consider questions such as:

- You may not have thought too much about the credit card industry, but do you understand how it operates—from your local merchant to your bank?
- Have you wondered why you receive unsolicited credit card applications in the mail?
- You likely know someone who’s had their credit card compromised due to fraud. How does this happen and what can you do to protect yourself when it does?
- Did you know that your credit rating is used to determine your interest rates on personal loans, like your car and home?
- How can having a credit card now as a student affect you after graduation?
- Learn the concepts of creating your personal financial budget and live within it.
- Are you interested in cryptocurrencies like Bitcoin and wondering if the card industry is accepting this as a real currency?
- How do Visa and MasterCard function in other countries with different currency and different cultural norms?

Seminars & Special Experiences

HNRS 100: First-Year Honors Seminar

Instructor: Dr. Heather Fielding and Mentors

Course Details: 1 credit, does not count for LE

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.

Sections Offered:

- 501: Monday 12:00 to 12:50 pm
- 502: Tuesday 8:30 to 9:20 am
- 504: Friday 12:00 to 12:50 pm

HNRS 400: Senior Honors Seminar

Instructors: to be determined

Course Details: 1 credit, does not count for LE, does not count as an upper-division Honors Credit

Prerequisite: Senior standing or department consent required.

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.

Sections Offered:

- 501: Wednesday, 12 to 12:50 pm
- 502: Thursday, 8:30 to 9:20 am
- 581: on-line, asynchronous, \$50 online course fee

HNRS 420: Tutoring in Honors

Instructor: various

Course Details: 1 credit, fulfills Service-Learning 30 hours, open to juniors and seniors by application.

LE attributes: 30 hours of service learning.

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 spring, please reach out to the instructor and/or to honors staff.

Note: 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.

Application: 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 spring 2025 are due by January 10, 2025.

HNRS 430: Leadership in Honors

Instructor: Dr. Aleks Sternfeld-Dunn, Dean, College of Arts and Sciences

Course Details: 1 credit, open to juniors and seniors

Section Offered: 501: Friday, 12:00 to 12:50 PM

LE attributes: this course does not automatically count for service learning, but students who pursue a service-based leadership project may petition it to count toward the service-learning requirement

What does it mean to be a leader? Is leadership about authority or something else? HNRS 430 strives to demonstrate that leadership is not a position but is an activity that requires mobilizing people to confront difficult challenges. This course is designed to equip you with the essential tools and frameworks needed to navigate uncertainty and lead effectively in dynamic environments.

You will explore the principles of adaptive leadership, a model that emphasizes flexibility, creativity, and the ability to galvanize people to tackle tough challenges. Most importantly you will explore these activities while actively using the class itself as a case study to practice leadership and develop your own competency.

This class is also designed to support you in tackling a leadership project related to your work in an on- or off-campus organization, broadly defined (including student orgs, sports teams, residence halls, and much more). As we explore leadership tools together, you will define and begin your project, and then reflect on challenges and successes with the support of the group. Students do not need to have a project before the class begins.

Note: Like HNRS 410 (Mentoring in Honors) and HNRS 420 (Tutoring in Honors), this is a 1-credit course that will reduce the number of credits required to graduate with University Honors by 2.

HNRS 490: Honors Thesis

Instructor: various

Course Details: variable 1 to 6 credits, open to seniors by permission

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 in the [Honors Information Hub](#) in Canvas. If you are interested in pursuing an honors thesis in spring or fall 2025, [please talk to Dr. Fielding](#).