

# UNIVERSITY HONORS PROGRAM COURSE CATALOG



Registration for Honors students who have earned the privilege of early registration begins on Wednesday, November 3rd. Please check the enrollment date on My Blugold Camp\$ to verify you have the enrollment appointment you expect.

**These courses are limited to students in the University Honors Program. To find all Honors courses in My Blugold Camp\$:**

1. From the 'Class Search' page, leave the 'Subject' blank
2. Under 'Additional Search Criteria' set the 'Course Characteristic' to "Honors Course"
3. The results will include both Honors colloquia and honors sections of courses in other departments.

**Questions? Contact The University Honors Program**

Honors Commons, McIntyre Library 2002  
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## SCHEDULE AT A GLANCE

100-level Honors Colloquia					
Section	Day	Time	LE Outcomes	Instructor	Cr.
<b>Cognitive Electrophysiology</b>					
HNRS 118.501	M, W	3:30-4:45 PM	K1 + IL	Leland	3
<b>Because Internet: Language Change in the 21<sup>st</sup> Century</b>					
HNRS 122.501	M, W, F	9-9:50 AM	K2 + R1	Wolter	3
<b>Race, Racism, Antiracism</b>					
HNRS 129.501	M, W	2-3:15 PM	K2 + R1-DDIV	Anand	3
<b>Religion, Healing, and Medicine</b>					
HNRS 133.501	T, R	3:30-4:45 PM	K3 + R2	Hyam	3
<b>History of Contact between American Indians and Europeans</b>					
HNRS 139.501	M, W, F	1-1:50 PM	K3 + R1-DDIV	Bell	3
<b>Music and the Marginalized</b>					
HNRS 142.501	T, R	2-3:15 PM	K4 + R1	Allred	3
<b>Your Story's in the Details: Writing Creative Non-Fiction</b>					
HNRS 147.501	T, R	12:30-1:45 PM	K4 + S3	See	3
<b>Question Everything: Living in the Information Age</b>					

HNRS 158.501	T, R	12:30-1:45 PM	S1 + IL	Kishel + Schaller	3
<b>Adulting 101: Learning Through Instructional Design</b>				<b>ONLINE</b>	
HNRS 171.581	online	online	S3	Hanson	3
<b>Social Justice: Compassion in Action</b>					
HNRS 188.501	T, R	11AM-12:15 PM	R2 + IL	Quinn-Lee	3
<b>Documentary Theater</b>					
HNRS 190.501	W	5-7:50 PM	R3 + IL	Dernbach	3
<b>300-level Honors Colloquia</b>					
<b>Fermentation: Cultures Meet Culture</b>					
HNRS 318.501	T, R	3:30-4:45 PM	K1 + IL	Bailey-Hartsel & Bailey-Hartsel	3
<b>Sociology of Food &amp; Agriculture</b>					
HNRS 324.501	T, R	2-3:15PM	K2 + R3	Niazi	3
<b>What Can a Novel Tell Us About the Future of Climate Change?</b>					
HNRS 334.501	M, W, F	11-11:50 AM	K3 + R3	Boulter & Fielding	3
<b>The Quiet One: The Art of Musing</b>					
HNRS 347.501	T, R	9:30-10:45 AM	K4 + S3	Peterson	3
<b>Credit Cards &amp; Beyond: How the Electronic Payment Industry, Electronic Wallets, and Cryptocurrencies Work</b>				<b>REMOTE LEARNING</b>	
HNRS 353.581	T, R	9:30-10:45 AM	S1 + R2	Magliocco	3
<b>Activism and Social Justice: Civil Rights Movement to Black Lives Matter</b>					
HNRS 359.501	M, W, F	10-10:50 AM	S1 + R1-DDIV	Ducksworth-Lawton	3
<b>Survey of Transgender Studies</b>					
HNRS 381.501	T, R	11AM-12:15PM	R1	Jorgenson	3
<b>Take Action: Mentoring Youth Who Have Differing Abilities</b>					
HNRS 385.501	M	5-7:50PM	R1 + IL + ½ SL	Weideman	3
<b>The Multicultural Art and Science of Forgiveness</b>				<b>REMOTE LEARNING</b>	
HNRS 388.501	W	2-4:45 PM	R2 + IL	Recine	3
<b>Honors Sections of Courses in Other Departments</b>					

<b>ACCT 201: Introduction to Accounting</b>						
ACCT 201.501	M, W	9:30-10:45 AM	No LE	Gilberstadt	3	
<b>ACCT 202: Principles of Accounting</b>						
ACCT 202.501	T, R	9:30-10:45 AM	No LE	Oh	3	
<b>CHEM 109: General Chemistry II</b>						
CHEM 109.501 – Lec.	T, R	8-9:15 AM	No LE	Dahl	4	
CHEM 109.502 – Lec.	M, W, F	9-9:50 AM		Cook		
CHEM 109.531 – Lab	W	5-7:50 PM		Carney		
CHEM 109.532 – Lab	W	5-7:50 PM		Carney		
<b>FIN 320: Principles of Finance</b>						
FIN 320.501	T, R	12:30-1:45 PM	No LE	Alfuth	3	
<b>HIST 210: African American History 1865-Present</b>						
HIST 210.501	T, R	9:30-10:45 AM	K2 + R1-DD (May be petitioned to be K3.)	Ducksworth-Lawton	3	
<b>PHIL 101: Introduction to Philosophy</b>						
PHIL 101.501	M, W, F	10-10:50 AM	K3	McAleer	3	
<b>PHYS 211: Honors: General Physics</b>						
PHYS 211.501 – Lec	M, T, W, F	9-9:50 AM	K1	Hendrickson	5	
PHYS 211.531 - Lab	W	11-12:50 PM	K1-Lab			
<b>POLS 110: American National Politics</b>						
POLS 110.501	M, W, F	1-1:50 PM	K2 + R3	Freitag	3	
<b>Honors Seminars</b>						
<b>HNRS 100: First-Year Seminar</b>						
HNRS 100.501	M	12-12:50 PM	No LE	Honors Mentors + Fielding	1	
HNRS 100.502	T	8:30-9:20 AM				
HNRS 100.503	R	3:30-4:20 PM				
HNRS 100.504	F	12-12:50 PM				

<b>HNRS 400: Senior Seminar</b>					
HNRS 400.501	W	12-12:50 PM	No LE	Fielding	1
HNRS 400.502	T	3:30-4:20 PM		Peterson	
HNRS 400.583	Online			Hanson	
<b>HNRS 410: Mentoring in Honors</b>					
HNRS 410.501	M	8-8:50 AM	SL	Fielding	1
<b>HNRS 420 Tutoring in Honors</b>					
HNRS 420.501	Arranged		SL	Honors Faculty	1

## 100-LEVEL HONORS COLLOQUIA

### Cognitive Electrophysiology

**Dr. David Leland, Psychology**

HNRS 118.501	M, W	3:30 – 4:45 PM	LE K1 + IL	3 cr.
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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. We will cover 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. Then we will delve into the particulars of how EEG data are recorded, processed, analyzed, and visualized. 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.

### Because Internet: Language Change in the 21<sup>st</sup> Century

**Dr. Lynsey Wolter, English**

HNRS 122.501	M, W, F	9 - 9:50 AM	LE K2 + R1	3 cr.
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Wherever there are humans, there's a need to communicate, to share ideas, and to signal who belongs (and who doesn't). The internet is a new domain for creative language use and a vast record of ongoing language change. Students will investigate innovative language practices that people use to convey tone of voice, take turns in conversation, and signal politeness in online writing. They will also help troubleshoot situations in which computers introduce very human biases into online communication. During this process, students will learn principles and methods that linguists use to describe how people create words, structure conversations in person and in writing, and use language to signal identity and group membership.



## Race, Racism, Antiracism

**Dr. Ari Anand, Geography & Anthropology**

HNRS 129.501	M, W	2 – 3:15 PM	LE K2 + R1-DDIV	3 cr.
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This is an introductory course on race, racism, and antiracism. The course will draw on historical and anthropological studies of race and racism, as well as on various critical approaches such as critical race theory, to help students analyze and reflect on historical and contemporary racial formations and discourses. [Link to course preview video.](#)

## Religion, Healing, and Medicine

**Dr. Jarrod Hyam, Philosophy & Religious Studies**

HNRS 133.501	T, R	3:30-4:45 PM	LE K3 + R2	3 cr.
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This course introduces a comparative and cross-cultural approach to the relationship between religion and healing. Traditional healing modalities will be explored from a variety of cultural contexts, including South Asian, East Asian, and indigenous American religious healing systems. Western biomedical systems will be presented in dialogue with these traditional systems, reflecting the synergies, tensions, and cultural negotiations occurring in contemporary global contexts. The concept of "symbolic healing" and related transformative effects which occur in our case studies will be carefully analyzed. Ritual healing and aesthetic healing, including the use of music, will also be critically explored. The course integrates discussions relating to ecologies and relationship to place within the processes of cross-cultural healing. [Link to course preview video.](#)

## The History of Contact between American Indians and Europeans

**Prof. Bob Bell, American Indian Studies and Blugold Alum**

HNRS 139.501	M, W, F	1 - 1:50 PM	LE K3 + R1-DDIV	3 cr.
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This course is designed to show 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.

## Music and the Marginalized

**Dr. Brian Allred, Music & Theater Arts**

HNRS 142.501	T, R	2 - 3:15 PM	LE K4 + R1	3 cr.
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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. [Link to course preview video.](#)

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

Prof. Patti See, Advising, Retention, and Career Center

HNRS 147.501	T, R	12:30-1:45 PM	LE K4 +S3	3 cr.
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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.

## Question Everything: Living in the Information Age

Prof. Hans Kishel + Prof. Kati Schaller, McIntyre Library

HNRS 158.501	T, R	12:30-1:45 PM	LE S1 + IL	3 cr.
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We are bombarded with information from the moment we wake up in the morning (hello, cell phone) to the moment we go to sleep (goodnight, laptop). But how many of us actually question the sources of information or how information is produced and filtered? In today's information age it is essential to look at these questions and others so that we can better understand contemporary society and be prepared for future changes and challenges. Course Instructors will provide you with a variety of different media that we will read, watch, analyze, and discuss so that we all can become better consumers of information through the process of questioning. Students will come away with skills to prepare them to be informed, responsible, and engaged students, citizens, and professionals.

## Adulting 101: Learning Through Instructional Design

Prof. Avonlea Hanson, Center for Excellence in Teaching & Learning (CETL)

HNRS 171.581	LE S3	3 cr.	<b>Online</b>
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Course Fee: \$30

In this course, students will increase their "adulting" skills while learning how to effectively convey information using instructional design strategies. The end product of the course will be student-created online modules about topics of "adulting" such as money management, relationships, work/career progression, retirement, living arrangements, self-care, nutrition/cooking, etc.

Students will learn and immediately apply instructional design principles such as writing learning objectives, analyzing the audience, evaluating information, working with experts, creating multimedia and written instruction, assessment, and pilot testing to develop effective modules on their chosen topics. The course will walk students in groups through the steps of creating learning modules with support from the instructor, an Instructional Designer at UWEC, peer review weekly within groups, and pilot module feedback. [Link to course preview video.](#)

## Social Justice: Compassion in Action

Dr. Lisa Quinn-Lee, Social Work

HNRS 188.501	T, R	11 AM-12:15 PM	LE R2 +IL	3 cr.
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This course will explore social justice in a wide range of settings—including health care, mental health, and substance abuse—and with a range of populations—including children, older adults, individuals who are homeless, and individuals with differing abilities. In this course, students will become familiar with how and when social workers influence change by promoting social and economic justice to advance human rights, alleviate critical social problems, and promote well-being. Students will also be introduced to the core values and ethics of social work and will discuss how social work intersects with other disciplines like medicine, psychology, education, sociology, criminal justice, public health, political science, law, and economics. In addition, students will be encouraged to explore existing inequalities in our society and to investigate how social justice combats these injustices, to engage in self-reflection around privilege and power, and to consider ways to incorporate social justice and social action within their own major or professional activities. [Link to course preview video.](#)

## Documentary Theatre

### Amber Dernbach, Theatre Educator and Blugold Alum

HNRS 190.501	W	5-7:50	LE R3 + IL	3 cr.
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Documentary Theatre is a course designed for students to develop an original project or performance with the mission of igniting empathy and intellectual curiosity. Using the arts as a tool for change, students will work both independently and collaboratively as a group. The creation of original work(s) will be informed with a study of Anna Deveare Smith's Documentary Theatre work, Tectonic Theatre Project, and NPR's Story Corps project. Students will use archival research and interviews with voices of the unheard, investigate current events involving marginalized voices, develop a critical understanding for systemic structures, and create projects or performance pieces in the aim of social justice, empathy, and activism. Interested students should be self-starters, open minded, and able to function independently as well as collaboratively. What you do will be meaningful; the key is DO. You will belong; you will participate and create. [Link to course preview video.](#)

## 300-LEVEL HONORS COLLOQUIA

Sophomore standing or permission required to enroll in 300-level honors courses

### Fermentation: Cultures Meet Culture

#### Dr. Scott Bailey-Hartsel, Chemistry

#### Prof. Jackie Bailey-Hartsel, English and Blugold Alum

HNRS 318.501	T, R	3:30-4:45 PM	LE K1 + IL	3 cr.	<b>Towers Kitchen</b>
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Everybody knows, or thinks they know about fermentation, the biochemical process by which alcoholic beverages like beer and wine are produced. That narrow understanding of fermentation, however, doesn't do justice to the process of fermentation or the degree to which human culture is dependent upon it. Human nutrition, indeed culinary and cultural traditions around food and eating, are enriched by fermented foods. It's no exaggeration to say that human societies as we know them today are built around fermented foods—everyday foods that we take for granted. Bread, cheese,

and foods from soy sauce to sauerkraut, from tofu to Tabasco, from coffee to chocolate are the happy, blessed results of fermentation.

In this hands-on class our learning objectives for students are to understand the biology and biochemistry of fermentation (itself a multi-billion dollar a year industry in the US alone), expand their awareness of the role and ubiquity of fermented foods in culinary traditions around the world, appreciate the historical and cultural significance of fermented foods across the globe, and at the same time develop a deeper appreciation for their own food traditions. In addition, students will be introduced to a body of literature focused on food and culture and will be invited to participate in that conversation through writing about their own experiences with making, eating, and researching the history and cultural significance of fermented foods. [Link to course preview video.](#)

\*NOTE: Course meets in Towers Kitchen on Upper Campus

## Sociology of Food & Agriculture

**Dr. Tarique Niazi, Sociology**

HNRS 324.501	T, R	2-3:15 PM	LE K2 + R3	3 cr.
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The intellectual seed for teaching a course in Sociology of Food and Agriculture (SOFA) germinated from the location of many of us in the Midwestern United States, a region that is arguably the world's most bounteous and generous breadbasket. Even closer to home, it is the twin states of Minnesota and Wisconsin—Wissota—that take the crown for their agricultural riches. Historically, agriculture ushered in human civilization and became the first of the natural sciences that ever existed. Agricultural growth has since caused massive ecological transformations, which in turn have imperiled the sustainability of food and agricultural systems. The knowledge of what agriculture has endowed humanity and how humanity has imperiled the very bough on which it nests has been the ultimate measure of human wisdom—and continues to be so. This course is an attempt to help young scholars to become “food-wise,” and “agriculture-smart,” and thus gain the “agentic power” to transform the social dynamics that threaten the sustainability of food and agriculture in our localities, nations and around the world.

The course highlights the production of food and agriculture in four major distributions: (a) Food Economy, (b) Food Culture, (c) Food Justice and the Environment, and (d) Sustainable Food Production and Consumption. Each of these distributions will encompass a myriad of subtopics of contemporary concern. Economy, Culture, Environment and Sustainability thus constitute the social dynamics that present both challenges and opportunities for reimagining and recasting contemporary food and agricultural systems. These systems will be approached at multi-scalar level—local, national and global—to help students comprehend the factors that drive destructive ways of growing and consuming food, and identify their safe and sustainable alternatives. In the contemporary context, food economy and food culture are mutually reinforcing, which are producing outcomes dangerous to social and ecological sustainability.

## What Can a Novel Teach Us About Climate Change?

**Dr. Jim Boulter, Chemistry [AND] Public Health and Environmental Studies**

**Dr. Heather Fielding, Honors [AND] English**

HNRS 334.501	M, W, F	11-11:50 AM	LE K3 + R3	3 cr.
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This course uses a recent and wildly popular novel—Kim Stanley Robinson's *The Ministry for the Future*—to explore climate change, in terms of science and technology, politics and economics, ideology and identity, trauma and hope. The writings of Kim Stanley Robinson are some of the foremost exemplars of the emerging genre of climate fiction. His latest work, published in 2020, is an ambitious, wide-ranging novel that tells a moving story about a potential future that is rooted in—and extrapolated from—scientific and social realities of our world. Topics may include: theories of ideology, temperature limits for human survival, the role of individuals vs. mass politics, geoengineering, trauma and emotion, carbon quantitative easing and economic approaches, national and international governance, rewilding and biodiversity, the temporalities of climate change, and power dynamics between richer and poorer countries. This course is team-taught by a scientist (Dr. Boulter) and a humanist (Dr. Fielding), who were both fascinated by this novel and the questions it poses. The novel will be our core text, and we will supplement it along the way with other readings drawn from a wide range of fields to further explore themes and ideas. There are no prerequisites for this course; it does not presuppose knowledge about any particular subject area, although we strongly encourage students to apply all of their knowledge and interests to the course and our discussions.

## The Quiet One: The Art of Musing

Prof. CV Peterson, Artist

HNRS 347.501	T, R	9:30-10:45 AM	LE K4 + S3	3 cr.
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In today's fast paced environment, we are expected to hit the ground running in the morning and to abruptly turn off when our head hits the pillow in the evening. Our minds are constantly functioning at high speed. To take a moment to pause and reflect is viewed as a luxury that many of us feel we cannot spare. In this course I invite you to take that time. Set aside your electronics that keep your mind racing at surface level and dive deeper. Come take a walk, sit still for a moment and feel, listen, and dream. I give you permission to muse, stroll, get lost, and to breathe. Together we will explore self-reflection, critical thinking on a variety of topics, explore creative practices seemingly abandoned, such as the commonplace book, journaling, and penning a letter. We will learn to listen—not just wait for our turn to talk. Unplug with me.

## Credit Cards & Beyond: How the Electronic Payment Industry, Electronic Wallets, and Cryptocurrencies Work

Prof. John Magliocco, retired senior director at Visa and Blugold alum

HNRS 353.581	T,R	9:30-10:45 AM	LE S1 + R2	3 cr.	<b>Remote Instruction</b>
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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 will gain an understanding of how to use the different 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 into other markets.

- 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 or someone you know 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 have a major benefit to you after you graduate?
- Want to gain a strong understanding of how credit, debit and prepaid cards are used and how to leverage them in your personal financial planning?
- What are credit card companies like Visa and MasterCard doing to assist underserved individuals who have been unable to get a bank account?
- 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 a different currency?

\*NOTE: this is a remote instruction course that will meet virtually.

## Activism and Social Justice: Civil Rights Movement to Black Lives Matter

**Dr. Selika Duckworth-Lawton, History + Women's, Gender, and Sexuality Studies**

HNRS 359.501	M, W, F	10-10:50 AM	LE S1 + R1-DDIV	3 cr.
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This course will provide students with an advanced understanding and a transformational look into Social Justice through the lens of Civil Rights Movement, the Black Lives Matter Era, and everything in between. We will examine important figures, moments, and policies developed during this period. Students will learn about the history of social justice as well as similarities and differences between past and present movements.

## Survey of Transgender Studies

**Dr. Chris Jorgenson, Gender and Sexuality Resource Center**

HNRS 381.501	T, R	11 AM-12:15 PM	LE R1	3 cr.
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This course provides students with foundational and advanced understanding of transgender studies, as a sole discipline and how it is connected with related disciplines such as gender studies and identity studies. Through an intersectional lens, and against a turbulent political climate, the course explores the trans experience in the United States historically and contemporarily. Course materials

center the voices of trans individuals, while deplatforming privileged narratives. Content will span various mediums (e.g., film, television, advertising, political discourse, and performance) and is heavily discussion based. [Link to course preview video.](#)

## Take Action: Mentoring Youth Who Have Differing Abilities

**Prof. Angie Weideman, Chippewa County Public Health Department**

HNRS 385.501	M	5-7:50 PM	LE R1 + IL	3 cr.
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Service Learning (15 hours)

Are you interested in working with youth? Would you like to work directly in the community? This course provides an opportunity for you to do just that, with a special focus on youth who have special health care or mental health needs. Youth in high school face the challenge of transitioning to adulthood. That transition to adulthood is a time of special challenge for families and individuals with special health care needs; this course establishes a mentoring program that will help these kids prepare for their transition to legal, medical, professional, and recreational adulthood. Honors students will be paired with a high school student to mentor them on health, higher education, and coping strategies. This course also brings together a variety of agencies and professionals, including Blugold alums who are now professionals in the Chippewa Valley.

Class will be held on Monday evenings from, 5-7:50 the first 5 weeks of the semester; then shortened to 5-6:15pm for the next 8 weeks to allow time for mentoring one day per week for 45 minutes with a co-mentor. Students do not need to have a car, as the instructor works with Memorial High School and UWEC student schedules to pair two mentors with a mentee at a time that works for everyone. If transportation is needed, a plan will be developed for each mentor/mentee groups. [Link to course preview video.](#)

## The Multicultural Art and Science of Forgiveness

**Dr. Ann Recine, Nursing Emerita**

HNRS 388.501	W	2-4:45 PM	LE R2 + IL	3 cr.	<b>Remote Instruction</b>
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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 psychoneuroendocrinology 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 also read and analyze primary research data and write a critique of the scientific literature. [Link to course preview video.](#)

# HONORS SECTIONS OF COURSES IN OTHER DEPARTMENTS

## ACCT 201: Honors – Introduction to Accounting

**Prof. Sheril Gilberstadt, Accounting & Finance**

ACCT 201.501	M, W	9:30-10:45 AM	no LE credit	3 cr.
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Are you interested in learning the language of business? Are you curious about what kinds of business practices and procedures can minimize the risk of fraudulent activity? This accounting course introduces you to the language of business, explores how accounting can be used as a tool for making informed business decisions and examines generally accepted accounting principles.

Honors students will have the opportunity to evaluate cases involving fraudulent conduct, examine the role of accounting standards in providing useful information and consider how corporate culture affects business operations. Students will also consider the ethical implications of business decisions.

NOTE: Completion or placement in MATH 104 or above is required.

## ACCT 202: Honors – Principles of Accounting

**Dr. Seungbin Oh, Accounting & Finance**

ACCT 202.501	T, R	9:30-10:45 AM	no LE credit	3 cr.
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Accounting 202 is a continuation of Accounting 201. Additional principles and practices of accountancy are introduced. Emphasis will continue to be placed on the uses of accounting information in decision-making by internal and external users. Honors students will have the opportunity to access real financial statements through the SEC website and to analyze those financial statements based on knowledge that students will acquire in the classroom.

NOTE: Pre-requisite of ACCT 201 with a grade of C- or higher.

## CHEM 109: Honors - General Chemistry II

**Dr. Jennifer Dahl (Section 501) & Dr. Anna Cook (Section 502)**

**Dr. Mike Carney, Associate Vice Chancellor + Chemistry (Honors Lab)**

CHEM 109.501 – Lec.	T, R	8-9:15 AM	no LE credit	4 cr.
CHEM 109.502 – Lec.	M, W, F	9-9:50 AM	no LE credit	4 cr.
CHEM 109.531 – Lab	W	5-7:50 PM	no LE credit	4 cr.
CHEM 109.532 – Lab	W	5-7:50 PM	no LE credit	4 cr.

Course Fee: \$20

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.



## FIN 320: Honors - Principles of Finance

Professor Mark Alfuth, Accounting & Finance

FIN 320.501	T, R	12:30-1:45 PM	no LE	3 cr.
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Study of the techniques used to make investment, financing, and dividend decisions in order to maximize the value of the firm to its owners. Topics include financial planning and control, working capital management, capital budgeting, capital structure, cost of capital, dividend policy, and international finance.

## HIST 210: Honors – African American History: 1865-Present

Dr. Selika Duckworth-Lawton, History + Women's, Gender, and Sexuality Studies

HIST 210.501	T, R	9:30-10:45 AM	LE K2 + R1-DD (K3 by petition)	3 cr.
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In the honors section, students will collaborate with Dr. Duckworth-Lawton on planning Eau Claire's Juneteenth celebration in 2022. Join us to be a part of an important event in our community!

## PHIL 101: Honors – Introduction to Philosophy

Dr. Sean McAleer, Philosophy

PHIL 101.501	M, W, F	10-10:50 AM	LE K3	3 cr.
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An introduction to philosophy through exploration of philosophical problems (e.g., the nature of knowledge, the nature of morality, free will, the rationality of religious faith) or exploration of canonical texts (e.g., Plato's Republic, Descartes' Meditations).

## PHYS 211: Honors - General Physics

Dr. Erik Hendrickson, Physics

PHYS 211.501	M, T, W, F	9-9:50 AM	LE K1– Lab	5 cr.
PHYS 211.531	W	11 AM-12:50 PM		

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 be doing the experiments in an interesting and open-ended manner.

## POLS 110: Honors – American National Politics

Dr. Rodd Freitag, Political Science

POLS 110.501	M, W, F	1-1:50 PM	LE K2 + R3	3 cr.
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Analysis of major components of American national politics. Includes examination of the individual's ability to affect politics, and the impact of politics on individual lives.

# HONORS SEMINARS

## First-Year Honors Seminar

### Dr. Fielding and junior/senior honors student mentors

HNRS 100.501	M	12-12:50 PM	no LE credit	1 cr.
HNRS 100.502	T	8:30-9:20 AM		
HNRS 100.503	R	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'll 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.

## Senior Honors Seminar

HNRS 400.501	W	12-12:50 PM	No LE Credit	1 cr.	Heather Fielding
HNRS 400.502	T	3:30-4:20 PM			CV Peterson
HNRS 400.583	Online				Avonlea Hanson

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'll 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.

## Mentoring in Honors

### Dr. Heather Fielding, University Honors + English

HNRS 410.501	M	8-8:50 AM	No LE credit	1 cr.
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Service Learning (30 hrs)

Collaborate with the Honors Director 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're 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.

NOTE: The process for selecting mentors includes an application and an interview. Apply [here](https://bit.ly/3C3mPJr) (<https://bit.ly/3C3mPJr>). Mentoring applications for Spring 2022 are due by **October 13, 2021**.

## Tutoring in Honors

### Honors Faculty

HNRS 420.501	Differs by course	No LE credit	1 cr.
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Service Learning (30 hrs)

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're interested in tutoring an honors course being offered this spring, please reach out to the instructor and/or to honors staff.

**NOTE:** Open to juniors and seniors. Students must apply (through the [Tutoring in Honors eForm](#)) to participate in Tutoring in Honors; enrollment is by permission. For more information, check the University Honors Information Hub in Canvas. Tutoring applications for Spring 2022 are due by **January 17, 2022**.

## HONORS CONTRACTS & SPECIAL EXPERIENCE COURSES

Inquire with the honors office staff if you're interested in undertaking an honors contract, counting research for honors credit, pursuing an honors thesis, or earning honors credit for study abroad. Information about these opportunities can also be found in the University Honors Information Hub in Canvas.

**[Honors Contract eForms](#) for Spring 2022 must be submitted by February 11, 2022.**

## NOTES

- Refer to CampS for course locations.
- A list of honors courses by LE outcome is found online at <https://www.uwec.edu/files/7473/Spring-Wint-HonorsCourses-LE-regs.pdf>
- Courses with "remote instruction" have synchronous online meeting times: students attend class virtually during regularly defined times (e.g., MWF 10-10:50 a.m.). "Online" courses are asynchronous and completely virtual. "Hybrid" courses have both in-person and online components.
- Honors does not use the waitlist function in CampS; instead, if the honors course you wish to take is closed, complete the [Honors Waitlist eForm](#) to request a spot on the waitlist. Once the form has been submitted, we will email you if a spot in the course is available. When a waitlist is started, we add 'departmental consent' permission to the course, so that when a seat opens, students are only added from the waitlist. Permission to enroll will be given on a first-come, first-served basis except in unusual situations. You can add more than one request on the form, if there are multiple closed courses you would like to be on a list for. Waitlist requests will not be accepted until the first day of registration.
- Seats in 100-level colloquia and some honors sections of courses in other departments have been reserved for new incoming honors students.