



Spring 2023

COURSE CATALOG
UNIVERSITY HONORS PROGRAM

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[Notes on Honors Registration for Spring 2023]

HONORS COURSE LEVELS

Any honors student can enroll in a 100-level HNRS course, while only students with sophomore-standing or higher are able to enroll in 300-level HNRS courses. If you're a first-year student and see a 300-level HNRS course that you really want to take, email us at honors@uwec.edu to see if it's possible to enroll.

CHART OF HONORS COURSES BY LE OUTCOME

A handy list of honors courses by LE outcome is available at <https://www.uwec.edu/files/8757/S23-LE-chart.pdf>

NAVIGATING ENROLLMENT

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

To ensure you are eligible to enroll in all selected courses, **validate your schedule in Schedule Builder or in your enrollment shopping cart in CampS.

HONORS WAITLISTS

If an honors class is full, CampS will indicate that you "need department consent" to enroll. If you would like to be added to the waitlist, please fill out an honors

waitlist eform. Once submitted, you will be notified by email if a spot opens. Waitlist requests will not be accepted until the first day of registration.

[Click HERE for the honors waitlist eform](#)

COURSE MODES

Courses with “remote instruction” have synchronous online meeting times: students attend class virtually during regularly defined times (e.g., MWF 10-10:50 AM.). “Online” courses are asynchronous and completely virtual.

HONORS CONTRACTS, THESIS, AND OTHER OPTIONS

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

- [Honors contract eforms](#) for Spring 2023 must be submitted by February 10, 2023.
- Information about how to apply for HNRS 410 (Mentoring) and 420 (Tutoring) can be found at the end of this course catalog.

WANT MORE INFORMATION ABOUT ANYTHING HONORS?

You can find information about the University Honors graduation requirements, as well as about honors contracts, mentoring, tutoring, honors thesis, earning honors credit for research or while studying abroad, plus more, at the [University Honors Information Hub in Canvas](#)—access it from your Canvas course list.

You can always make an appointment with honors staff at <https://uwec.ly/chatwithhonors> or email us at honors@uwec.edu.

[Schedule at-a-Glance]

100-LEVEL HONORS COLLOQUIA

Course	Day	Time	LE(s)	Instructor	cr.
Cognitive Electrophysiology					
HNRS 118.501	MW	3:30-4:45 pm	K1 + I1	Leland	3
Race, Racism, Antiracism					
HNRS 129.501	MW	2-3:15 pm	K2 + R1 DDIV	Anand	3
Helen Keller and Her Cultural Legacies					
HNRS 132.501	MW	2-3:15 pm	K3 + R1	Sirianni	3
True Crime: Investigating Our Culture's Obsession					
HNRS 135.581	T	3:30-4:20 pm <i>remote meeting + online</i>	K3 + S1	White	3
Music and the Marginalized					
HNRS 142.501	TTh	2-3:15 pm	K4 + R1	Allred	3
Your Story's in the Details: Writing Creative Non-Fiction					
HNRS 147.501	TTh	12:30-1:45 pm	K4 + S3	See	3
American Indian Art, European Modernism, and the Art World of Early 20th-Century New Mexico					
HNRS 149.501	MWF	10-10:50 am	K4 + R1 DDIV	Bell & Fielding	3
Question Everything: Living in the Information Age					
HNRS 158.501	TTh	9:30-10:45 am	S1 + I1	LaValle & Sumbulla	3
Introduction to Clinical Research					
HNRS 158.502	TTh	5-6:15 pm	S1 + I1	Calvin	3
Adulting 101: Learning Through Instructional Design					
HNRS 171.581	--	<i>online</i>	S3	Hanson	3
Present Tense: Improv and Mindfulness					
HNRS 178.501	MW	5-6:15 pm	S3 + I1	Dernbach	3

300-LEVEL HONORS COLLOQUIA

Course	Day	Time	LE(s)	Instructor	cr.
Fermentation: Cultures Meet Culture					
HNRS 318.501	TTh	3:30-4:45 pm	K1 + I1	Bailey-Hartsel + Bailey-Hartsel	3
Promoting Energy- and Water-Efficient Off-Campus Student Housing					
HNRS 324.501	TTh	12:30-1:45 pm	K2 + R3 15 hours SL	Contant	3
Demanding to Be Seen: Representation in Pop Culture					
HNRS 329.581	<i>online</i> + Wed. discussion		K2 + R1 DDIV	Browning	3
Global Cold War					
HNRS 333.501	MWF	11-11:50 am	K3 + R2	Nealy	3
The Wandering Knight: Don Quixote, Translation, and Adaptation					
HNRS 347.501	TTh	9:30-10:45 am	K4 + S3	Casey	3
Credit Cards & Beyond: How the Electronic Payment Industry, Electronic Wallets, and Cryptocurrencies Work					
HNRS 353.581	TTh	8-9:15 am <i>remote meeting</i>	S1 + R2	Magliocco	3
Take Action: Mentoring Upward Bound Youth					
HNRS 385.501	M	5-7:50 pm	R1 + IL 15 hours SL	Weideman	3
Survey of Transgender Studies					
HNRS 385.502	TTh	11 am-12:15 pm	R1 + IL	Jorgenson	3
The Multicultural Art and Science of Forgiveness					
HNRS 388.501	MW	3:30-4:45 pm	R2 + IL	Recine	3

HONORS SECTIONS OF COURSES IN OTHER DEPARTMENTS

Course	Day	Time	LE(s)	Instructor	cr.
Foundations of Biology					
BIOL 221.501 (lec)	MWF	11-11:50 am	K1 Lab	Gingerich & Herman	4
BIOL 221.531 (lab)	Th	9:30 am-12:20 pm		Carter	
General Chemistry II					

Course	Day	Time	LE(s)	Instructor	cr.
CHEM 109.501 (lec)	TTh	8-9:15 am	No LE	Halfen	4
CHEM 109.502 (lec)	MWF	9-9:50 am		Cook	
CHEM 109.531 + 532 (lab)	W	5-7:50 pm		Carney	
Fundamentals of Speech					
CJ 202.501	MWF	10-10:50 am	S1	Tschida	3
Principles of Finance					
FIN 320.501	TTh	12:30-1:45 pm	No LE	Alfuth	3
American Women's History					
HIST 205.501 or WGSS 205.501	MWF	9-9:50 am	K3 + R1 DDIV	Weber	3
Elementary Statistics					
MATH 246.501	MTWTh	9-9:50 am	S2	Harrison	3
General Physics					
PHYS 211.501 (lec)	MTWF	9-9:50 am	K1 Lab	Hendrickson	5
PHYS 211.531 (lab)	W	11 am-12:50 pm			
Introduction to Sociology					
SOC 101.501	MWF	12-12:50 pm	K2 + R1	Nybrotten	3

HONORS SEMINARS

Course	Day	Time	LE(s)	Instructor	cr.
HNRS 100: First-Year Honors Seminar					
HNRS 100.501	M	12-12:50 pm	No LE	Fielding + mentors	1
HNRS 100.502	T	8:30-9:20 am			
HNRS 100.503	Th	3:30-4:20 pm			
HNRS 100.504	F	12-12:50 pm			
HNRS 400: Senior Honors Seminar					

HNRS 400.501	W	12-12:50 pm	No LE	TBA	1
HNRS 400.502	T	3:30-4:20 pm		TBA	
HNRS 400.581	online			Hanson	
HNRS 410: Honors Mentoring (by permission)					
HNRS 410.501	Mon	8-8:50 am	30 hours SL	Fielding	1
HNRS 420: Honors Tutoring (by permission)					
HNRS 420.501	arranged		30 hours SL	various	1
HNRS 490: Honors Thesis (by permission)					
HNRS 490.501	arranged			various	1-6

[100-level Honors Colloquia]

COGNITIVE ELECTROPHYSIOLOGY

Dr. David Leland, Psychology

HNRS 118.501	MW	3:30-4:45 pm	LE K1 + I1	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. [Read more about Dr. Leland and this course!](#)

RACE, RACISM, ANTIRACISM

Dr. Ari Anand, Geography and Anthropology

HNRS 129.501	MW	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 various critical approaches such as critical race theory to help students analyze and reflect on historical

and contemporary racial formations and discourses. Check out [this video](#) about the course!

HELEN KELLER AND HER CULTURAL LEGACIES

Dr. Lucy Sirianni, English

HNRS 132.501	MW	2-3:15 pm	LE K3 + R1	3 cr.
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Every schoolchild knows the story of Helen Keller. We learn early that Keller became blind and deaf as a toddler, that after years without language, she learned to sign, read and write, and eventually speak, that she was the first deafblind college graduate. Keller has captured our collective imagination, inspiring countless biographies, academic treatises, children's picture books, an Oscar-winning film, and even a Barbie doll. We quote her words, tour her childhood home, praise her teacher Anne Sullivan, speculate about her love life, and most of all, admire her indomitable spirit. But how much do we really know about Helen Keller? Has her story been obscured by the extent to which we have mythologized it? How can we seek out the truth of the story, and what does the impulse to mythologize it reveal about our ever-shifting understandings of disability and disabled identity?

We will begin our exploration by considering the writings of Helen Keller herself. Reading her autobiographies, essays, and letters, we'll examine the many roles she chose to take on throughout her long and multifaceted career. We'll discuss her work as a philosopher of the senses who responded from her lived experience as a disabled woman to philosophers like John Locke, Samuel Molyneux, and Denis Diderot's theorizations about the blind and deaf's conceptions of sight and hearing. We'll talk, too, about Keller as a tireless activist—a feminist, a pacifist, an early supporter of the NAACP and ACLU, and of course a crusader for disability justice. We will then consider others' representations of Keller, examining how her story has been alternately exalted, diminished, repurposed, and deployed. Why does Keller occupy such an enduring place in the non-disabled imagination, and how has her story been used? And how, in works like Georgina Kleege's *Blind Rage: Letters to Helen Keller*, have today's disabled thinkers built on, challenged, and celebrated Keller's life and legacy?

Because Keller was so prolific during her life and so constantly referenced thereafter, our analysis of her will serve as an introduction to the broader field of disability studies. We will learn, through our work on Keller, about the history, terms, and concepts integral to the field, and we will see how changing attitudes toward Keller reflect large-scale changes in attitudes toward disability itself. We will also prioritize attending closely to the textual details of Keller's exceptionally evocative writing, so the course is meant, too, to give students a strong foundation in the value and techniques of close reading and literary analysis.

TRUE CRIME: INVESTIGATING OUR CULTURE'S OBSESSION

Prof. Sarah White, Writer

HNRS 135.581	T	3:30-4:20 pm	LE K3 + S1	3 cr.	Remote Instruction & ONLINE
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What is our culture's obsession with true crime? There are podcasts, movies, books, series, and countless media outlets that stoke the fires. Serial killers are examined and studied. Do we empathize with the victims or the perpetrators? Let's play detective and take a closer look at the weird, twisted world of true crime!

NOTE: this is a remote instruction course that will meet virtually once a week with additional online work.

MUSIC AND THE MARGINALIZED

Dr. Brian Allred, Music and Theatre Arts

HNRS 142.501	TTh	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. [Read more about Dr. Allred and this course!](#)

YOUR STORY'S IN THE DETAILS: WRITING CREATIVE NON-FICTION

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

HNRS 147.501	TTh	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 personal essays. 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. [Read a student's piece from this class that was recently published in Volume One.](#)

AMERICAN INDIAN ART, EUROPEAN MODERNISM, AND THE ART WORLD OF EARLY 20TH-CENTURY NEW MEXICO

Prof. Robert Bell, American Indian Studies
Dr. Heather Fielding, University Honors + English

HNRS 149.501	MWF	10-10:50 am	LE K4 + R1-DDIV	3 cr.
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This course examines the history of American Indian experience with their white allies and interlocutors in the art world of early twentieth-century New Mexico. We'll focus in particular on the Santa Fe Indian School (now the Institute of American Indian Arts), which played a unique role in the history of the struggle for American Indian rights and was and continues to be a major site for art education and art production. At the same time, we'll examine the work of non-Native American and European writers and artists who came to Taos in this period, seeking inspiration and renewal in American Indian cultures. While these modernist artists learned from and promoted Indigenous art, they also profited from appropriating American Indian culture. We aim to develop a nuanced view of white artists and patrons such as D.H. Lawrence and Mable Dodge Luhan, understanding how their real artistic contributions are inextricably linked to their exploitative views and actions. By simultaneously engaging with the work of American Indian artists of the early 20th century, with a focus on Tonita Peña and Margaret Montoya, we hope to gain a fuller view of art in this period, with critical nuance around issues of race, gender, colonialism, and power.

NOTE: Students who enroll in this course will receive priority consideration for the Domestic Immersion to Santa Fe and Taos that will take place May 29-June 10, 2023. On this two-week Immersion trip, we will spend one week learning from artists and volunteering with the Institute of American Indian Arts, and one week in Taos, where we will visit sites that were important to the European artists who made Taos their home in the 1910s and 20s. **If you are interested in participating in this immersion, please enroll in the course.** Enrolled students will receive the immersion application the week of November 2. Contact the instructors with questions. [See immersion flyer.](#)

QUESTION EVERYTHING: LIVING IN THE INFORMATION AGE

Prof. Liliana LaValle, McIntyre Library

Prof. Helena Sumbulla, McIntyre Library

HNRS 158.501	TTh	9:30-10:45 am	LE S1 + I1	3 cr.
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If you are deciding what to eat or what to wear, or choosing who to date or who to vote for, where do you go? Everything we think, feel, and do is influenced by the information that surrounds us. In this course we will examine information in the 21st century - who has access to it? Who produces it and why? How is it filtered and shared? What effect does it have on our behaviors and on the behaviors of our loved ones? What role do corporations and technology play? In critically reflecting upon these questions and others, we will reevaluate our own information seeking and sharing habits to build critical thinking and research skills that will benefit you throughout college and beyond.

INTRODUCTION TO CLINICAL RESEARCH

Andrew D. Calvin, MD, MPH, Mayo Clinic

HNRS 158.502	TTh	5-6:15 pm	LE S1 + I1	3 cr.
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Clinical research is an evolving field that studies humans to better understand health and disease through patient-oriented research, epidemiologic and behavioral studies, and outcomes and health services research. This field, which in various forms has been around since prehistoric times, has exploded in the last 50 years and has served as the scientific foundation of most biomedical innovations currently in use. Given the broad applicability of clinical research, students from a wide background will find this course fascinating and a potential gateway into further studies. Taught by faculty from both Mayo Clinic and the University of Wisconsin – Eau Claire, this unique course leverages the power of the Master Collaborative Research Agreement to bring cutting edge research concepts specifically to undergraduate students.

ADULTING 101: LEARNING THROUGH INSTRUCTIONAL DESIGN

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

HNRS 171.581	ONLINE	LE S3	3 cr.	\$30 course fee
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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. [Learn more about Avonlea Hanson!](#) Watch [this video](#) about the course!

PRESENT TENSE: IMPROV AND MINDFULNESS

Prof. Amber Dernbach, Theatre Educator and Blugold Alum

HNRS 178.501	MW	5-6:15 pm	LE S3 + I1	3 cr.
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Learn to be in the present tense. Get in touch with your breath, learn about self-regulation strategies through mindfulness and give your brain and body the gift of play.

Improvisation is not about being funny. In fact, that is the most common misunderstanding about the discipline. Improvisation is a specialized skill that requires focusing the mind, learning to breathe, to stay in the present moment, voracious reading, a sharp vocabulary, responsiveness to the physical environment, and keen listening skills. Improv students learn to be team players. They learn how to cite world events and local politics in the same breath. They learn how to forge a community out of mutual labor and respect. Comedy, or being funny, is sometimes a by-product. The thrill and the skill to apply for the future comes from the practice of the discipline and the deep reflection afterwards. Turn off the inner chatter in your busy mind and learn how to be in the present moment while you improvise.

In this course you will learn to focus, breathe, listen, and respond. Guided instruction in principles of mindfulness and improvisation will give students a valuable skill to transfer to any potential career field.

[300-level Honors Colloquia]

FERMENTATION: CULTURES MEETS CULTURE

Dr. Scott Bailey-Hartsel, Chemistry

Prof. Jackie Bailey-Hartsel, former English lecturer & Blugold Alum

HNRS 318.501	TTh	3:30-4:45 pm	LE K1 + I1	3 cr.
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This hands-on class will explore the biology and biochemistry of fermentation, role and ubiquity of fermented foods in culinary traditions around the world, appreciate the historical and cultural significance of fermented foods globally, and literature focused on food and culture. [Read more about Bailey-Hartsel and Bailey-Hartsel and this course!](#)

NOTE: Course meets in Towers kitchen on upper campus.

PROMOTING ENERGY AND WATER EFFICIENT OFF-CAMPUS STUDENT HOUSING

Dr. Cheryl Contant, Public Health & Environmental Studies

HNRS 324.501	TTh	12:30 - 1:45 pm	LE K2 + R3 + ½ SL	3 cr.
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UWEC students complain about the quality of off-campus housing in Eau Claire. Dripping faucets, leaking windows, cold rooms, and excessive utility bills all relate to energy and water inefficiencies. These issues lead to uncomfortable and unsafe housing, higher costs, and excessive environmental and climate impacts. Students will investigate energy and water inefficiencies in off-campus housing by conducting on-site "audits" of student residences. Students will engage in data collection and analysis to identify inefficiencies and problems. Students will then develop policy recommendations for the City of Eau Claire to improve housing energy and water efficiencies.

NOTE: Students will earn 15 hours of service learning.

DEMANDING TO BE SEEN: REPRESENTATION IN POP CULTURE

Prof. Jamie Browning, Race, Ethnicity, Gender, and Sexuality Studies and Blugold Alum

HNRS 329.581	ONLINE (see note)	LE K2 + R1-DDIV	3 cr.	\$30 course fee
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There is a long and painful history of marginalized people being misrepresented or not represented at all in pop culture. One response to this has been a focused demand for better representation.

In the contemporary media environment, fans are empowered to communicate with producers of media. As we do, we increasingly demand to see more diverse characters, as well as more complex stories told about those characters. How have these interactions between artists and fans changed the media landscape? What successes have we seen in increasing representation, and what pitfalls have we faced? Check out [this video](#) about the course!

NOTE: Students need to be available for online discussions at one of these times on Wednesdays: 10 a.m., noon, or 7 p.m.

GLOBAL COLD WAR

Dr. James Nealy, History

HNRS 333.501	MWF	11-11:50 am	LE K3 + R2	3 cr.
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Traditional narratives of the Cold War focus on a bi-polar series of conflicts that pit the liberal United States of America against the Marxist-Leninist Union of Soviet Socialist Republics in a good-versus-evil battle for global political and military supremacy. This course aims to destabilize this rather convenient account of a complex process that affected every continent on earth – and even reached into space – over the period of more than half a century. It explores the Cold War from East-West, North-South, global, and interstellar perspectives. It also challenges the view that the Cold War was exclusively about high politics and/or military power. In addition to political and military issues, the course will also discuss the Cold War in social, cultural, intellectual, and economic spheres.

THE WANDERING KNIGHT: DON QUIXOTE, TRANSLATION, AND ADAPTATION

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

HNRS 347.501	TTh	9:30-10:45 am	LE K4 + S3	3 cr.
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The Wandering Knight: Don Quixote, Translation and Adaptation brings one of the world's most famous stories to Eau Claire. In this course, students will examine the roles of translation and adaptation in Cervantes's *Don Quixote*, as well as Quixote's influence in early modern European culture, and more recent international works of visual and performance arts and literature. Methods of instruction include guided reading and discussion, brief lectures on historical and cultural context, and group work culminating in student-led class discussions. Finally, through a creative writing project, students will design their own adaptations of the wandering knight. Students will be assessed through their participation in class discussion, reflective essays, reading quizzes, group research and discussion leadership, and semester-long creative writing assignments. Check out [this video](#) about the course!

CREDIT CARDS AND BEYOND: HOW THE ELECTRONIC PAYMENT INDUSTRY, ELECTRONIC WALLETS, AND CRYPTOCURRENCIES WORK

Prof. John Magliocco, retired Visa director and Blugold Alum

HNRS 353.581	TTh	8-9:15 am	LE S1 + R2	3 cr.	Remote Instruction
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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 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 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?
- 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 a different currency?

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

TAKE ACTION: MENTORING UPWARD BOUND YOUTH

Prof. Angie Weideman, Chippewa County Public Health Department

HNRS 385.501	M	5-7:50 pm	LE R1 + II + 15 hours SL	3 cr.
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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 5-6:15 PM 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 group. [Read more about Prof. Weideman and this course!](#)

NOTE: Students will earn 15 hours of service learning.

SURVEY OF TRANSGENDER STUDIES

Dr. Chris Jorgenson, Gender and Sexuality Resource Center

HNRS 385.502	TTh	11 am-12:15 pm	LE R1 + II	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 to related disciplines such as gender studies and identity studies. Through an intersectional lens, the course explores the trans experience in the United States historically and contemporarily. Course materials

center the voices of diverse trans individuals, while deplatforming privileged narratives. Check out [this video](#) about the course!

THE MULTICULTURAL ART AND SCIENCE OF FORGIVENESS

Dr. Ann Recine, Nursing (emerita)

HNRS 388.501	MW	3:30-4:45 pm	LE R2 + IL	3 cr.
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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. [Read more about Dr. Recine and this course!](#)

[Honors Courses in Other Departments]

BIOL 221: FOUNDATIONS OF BIOLOGY I

Dr. Bradley Carter, Biology (lab)

BIOL 221.501	MWF	11-11:50 am	K1 Lab	4 cr.
BIOL 221.531	Th	9:30 am-12:20 pm		

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

CHEM 109: HONORS GENERAL CHEMISTRY II**Dr. Mike Carney, Assistant Chancellor (lab)**

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

or

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

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.

CJ 202: SPEECH FUNDAMENTALS**Dr. David Tschida, Communication + Journalism**

CJ 202.501	MWF	10-10:50 am	S1	3 cr.
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In CJ 202, students study and then practice fundamentals of effective public speaking for workplace or civic situations (e.g., informative and persuasive speaking) and for personal situations (e.g., award presentation/service recognition, eulogy, wedding toast). Students also develop impromptu speaking skills useful for daily speaking needs in their professional, civic, and personal lives. The honors course includes additional speeches and speech requirements not found in traditional sections. Students do the work of studying public speaking with greater independence so more class time in the honors section can be devoted to presentations.

FIN 320: HONORS PRINCIPLES OF FINANCE**Prof. Mark Alfuth, Accounting and Finance**

FIN 320.501	TTh	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/WGSS 205: HONORS AMERICAN WOMEN'S HISTORY

Dr. Maggie Weber, History

HIST or WGSS 205.501	MWF	9-9:50 am	LE K3 + R1-DDIV	3 cr.
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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!

MATH 246: HONORS ELEMENTARY STATISTICS

Dr. Jenny Harrison, Mathematics

HNRS 246.501	MTWTh	9-9:50 am	LE S2	4 cr.
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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.

PHYS 211: HONORS GENERAL PHYSICS

Dr. Erik Hendrickson, Physics and Astronomy

PHYS 211.501	MTWF	9-9:50 am	LE K1 lab	5 cr.
PHYS 211.531	W	11-12:50 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.

SOC 101: HONORS INTRODUCTION TO SOCIOLOGY

Dr. Kathleen Nybrotten, Sociology

SOC 101.501	MWF	12-12:50 pm	LE K2 + R1	3 cr.
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Sociology is more than simply an academic discipline, instead sociology is a way of seeing and perceiving the world. If you wonder why people interact and behave as they do or why our society is organized in a particular way, you will find sociology appealing. Topics addressed in this course include culture, socialization, deviance, social inequality, and social change. Using sociology, this course challenges you to use a different way of thinking about yourself, groups, and our society to enhance your understanding of our social world. Since we are studying society and therefore ourselves, opportunities to use our sociological imaginations are all around us. As an honors course, the course format will emphasize class discussion, student leadership in the classroom, and application assignments.

[Honors Seminars and Special Experiences]

HNRS 100: FIRST-YEAR HONORS SEMINAR

Dr. Heather Fielding & Honors Mentors

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

The First-Year Honors Seminar will help you to develop connections and roots within the Honors Program, at the university, and in Eau Claire. In this one-credit course, you'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.

HNRS 400: SENIOR HONORS SEMINAR

Prof. Heather Fielding and Avonlea Hanson

HNRS 400.501	W	12-12:50 pm	No LE	1 cr.
HNRS 400.502	T	3:30-4:20 pm		
HNRS 400.581	online			

HNRS 400, the Honors Senior Seminar, is a capstone course that aims to give you space and opportunity to reflect on your university experiences and on what you want the next stage of your life to look like, within and beyond your career. As you discuss your reflections with other honors students, you'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.

HNRS 410: MENTORING IN HONORS

Prof. Heather Fielding

HNRS 410.501	M	8-8:50 am	30 hours S-L	1 cr.
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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: you must be available Mondays at 8 am for HNRS 410 meetings to serve as a mentor this spring.

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 2023 are due by October 14, 2022.**

HNRS 420: TUTORING IN HONORS

HNRS 420.501	Varies by course	30 hours SL	1 cr.
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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 2023 are due by January 16, 2023.**

HNRS 490: HONORS THESIS

HNRS 490.501	arranged	No LE	1-6 credits, variable
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The Honors Thesis is a special opportunity to complete an advanced, independent project in any field. Research-focused, creative, or applied projects are all possible. The thesis process begins with a proposal that is submitted by eform before the semester begins. To learn more, see the Honors Thesis Guidelines on the Honors Information Hub in Canvas.