



Fall 2022

COURSE CATALOG

UNIVERSITY HONORS PROGRAM

NOTES ON HONORS REGISTRATION

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 at bit.ly/F22LEChart.

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." > have the subject tab say, "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, it will say, "needs permission." 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. "Hybrid" courses have both in-person and online components.

Honors Contracts, Thesis, and Other Options

- 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 fall 2022 must be submitted by September 19, 2022.

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.

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SCHEDULE AT A GLANCE

100-level Honors Colloquia					
Section	Day	Time	LE (s)	Instructor	Cr.
Because Internet: Language Change in the 21st Century					
HNRS 122.501	M, W, F	10:00-10:50 AM	K2 + R1	Wolter	3
Combating Disinformation					
HNRS 128.501	M, W	2:00-3:15 PM	K2 + IL	Hinnant	3
Women of The Civil Rights Movement: Travel Seminar				15-Hours Service Learning	
HNRS 129.501	T	2:00-3:15 PM	K2 + R1- DDIV	Thesing-Ritter	3
Global Post-Apocalyptic Fiction					
HNRS 133.501	M, W, F	9:00-9:50 AM	K3 + R2	Fielding	3
Vampires				Remote Learning + Online Work	
HNRS 135.581	M	5:00-6:15 PM	K3 + S1	White	3
Progressive Education at the Santa Fe Indian School					
HNRS 139.501	M, W, F	11:00-11:50 AM	K3 + R1- DDIV	Bell	3
Women Composers in Society: A Historical Perspective					
HNRS 142.501	T, R	9:30-10:45 AM	K4 + R1	Woods	3
The Intersection of Art & Science: Fantastical Mergings					

HNRS 147.501	T, R	3:30-4:45 PM	K4 + S3	Peterson	3
Exploring The World Through <i>Schitt's Creek</i>					
HNRS 152.501	T, R	5:00-6:15 PM	S1 + R1	Luedtke	3
From Page to Stage: Oral Interpretation of Literature					
HNRS 156.501	T, R	8:00-9:15 AM	S1 + S3	Outzen	3
Creative Problem Solving					
HNRS 178.501	T, R	9:30-10:45 AM	S3 + IL	Hlas	3
Critical Issues in Global Health					
HNRS 188.501	W	1:00-3:45 PM	R2 + IL	Canales & Alasagheirin	3
Understanding Contemporary Ukraine					
HNRS 188.502	TR	11:00 AM-12:15 PM	R2 + IL	Fielding	3
300-level Honors Colloquia					
Food Environments & Healthy Communities			30-Hours Service Learning		
HNRS 328.501	M, W, F	12:00-12:50 PM	K2 + IL	Rockler	3
Octavia Butler: Fictions, Influences, and Other Writings					
HNRS 332.501	T, R	3:30-4:45 PM	K3 + R1	Bogstad	3
The Concept Album					
HNRS 345.501	M, W, F	1:00-1:50 PM	K4 + S1	Suralski	3
A Queer Lens: Representation in Art, Photography, and Film					
HNRS 347.501	T, R	12:30-1:45 PM	K4 + S3	Mahaffy	3
From The Other Side of The Bed: Exploring Interpersonal Communication			15-Hours Service Learning		
HNRS 358.501	M, W	3:30-4:45 PM	S1 + IL	Lagunas	3
Debating The Perfect University			Online + synchronous meetings W at 9 AM, 3 PM, OR 7 PM		
HNRS 385.581	Online	Online	R1 + IL	Browning	3
Right to The City in a Global Context					
HNRS 387.501	T, R	2:00-3:15 PM	R2 + R3	McCombs	3
Taking The Measure of Sustainability					
HNRS 389.501	M, W	2:00-3:15 PM	R3	Boulter	3

Honors Sections of Courses in Other Departments

Honors ACCT 201: Introduction to Accounting

ACCT 201.501	M, W	2:00-3:15 PM	No LE	Gilberstadt	3
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Honors BIOL 223: Foundations of Biological Inquiry

BIOL 223.501	R	1:00-1:50 PM	S3	Lee	2
BIOL 223.531		2:00-3:50 PM			

Honors BME 201: Introduction to Biomedical Engineering

BME 201.501	M, W, F	1:00-1:50 PM	No LE	Walsh	2
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Honors CHEM 106: General Chemistry I Lab (two sections offered)

CHEM 106.501 – Lec	M	1:00-1:50 PM	K1-Lab	Bailey-Hartsel	2
CHEM 106.531 – Lab		2:00-3:50 PM			
CHEM 106.502 – Lec	T	1:00-1:50 PM	K1-Lab	Hati	
CHEM 106.532 – Lab		2:00-3:50 PM			

Honors CHEM 115: Chemical Principles

CHEM 115.501	M, W, F	10:00-10:50 AM	K1-Lab	Cleary	6
CHEM 115.531	T, R	8:00-10:50 AM			

Honors FIN 320: Principles of Finance

FIN 320.501	T, R	12:30-1:45 PM	No LE	Alfuth	3
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Honors GEOL 115: Environmental Geology

GEOL 115.501	T, R	11:00-11:50 AM	K1-Lab + R3	Till	4
	R	1:00-1:50 PM			
GEOL 115.531	R	2:00-3:50 PM			

Honors PSYC 100: Introduction to Psychology

PSYC 100.501	T, R	12:30-1:45 PM	K2	Jackson	3
	W	11:00-11:50 AM			

Honors SOC 101: Introduction to Sociology

SOC 101.501	M, W	2:00-3:15 PM	K2 + R1	Barahona-López	3
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Honors Seminars

HNRS 100: First-Year Seminar

HNRS 100.501	M	10:00-10:50 AM	No LE	Honors Mentors & Fielding	1
HNRS 100.502	M	12:00-12:50 PM			
HNRS 100.503	M	4:00-4:50 PM			
HNRS 100.504	M	7:00-7:50 PM (Limited to Blugold Fellows)			
HNRS 100.505	T	8:00-8:50 AM			
HNRS 100.506	T	2:00-2:50 PM			
HNRS 100.507	W	8:00-8:50 AM			
HNRS 100.508	W	3:00-3:50 PM			
HNRS 100.509	R	9:30-10:20 AM			
HNRS 100.510	R	3:30-4:20 PM			
HNRS 100.511	F	12:00-12:50 PM			
HNRS 100.512	F	1:00-1:50 PM			
HNRS 400: Senior Seminar					
HNRS 400.501	W	12:00-12:50 PM	No LE	Fielding	1
HNRS 400.502	R	8:30-9:20 AM		Peterson	
HNRS 400.581	Online			Hanson	
HNRS 410: Mentoring in Honors			30-Hours Service Learning; Permission required		
HNRS 410.501	M	8:00-8:50 AM	SL	Fielding	1
HNRS 410.503	F	2:00-2:50 PM		Fielding	
HNRS 420: Tutoring in Honors			30-Hours Service Learning; Permission required		
HNRS 420.501	Arranged		SL	Honors Faculty	1
Summer Honors Colloquium					
HNRS 188: International Current Events [SUMMER COURSE]					Online
HNRS 188.581	Online		R2 + IL	Miller	3

100-LEVEL HONORS COLLOQUIA

Because Internet: Language Change in the 21st Century

Dr. Lynsey Wolter, English

HNRS 122.501	M, W, F	10:00-10:50 AM	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. [Link to course preview video.](#)

Combating Disinformation

Prof. Kate Hinnant, Library

HNRS 128.501	M, W	2:00-3:15 PM	K2 + IL	3 cr
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In our contemporary moment, it often feels like we are veering towards truth being negotiable and mis- or disinformation being fair play. This course begins by examining how and why people become vulnerable to false information in political, health, environmental and social contexts. We will examine historical examples of strategic misinformation, as well as contemporary research in political science, psychology, and journalism. The second half of the course will be conducted like a practicum, with students researching and evaluating proposed strategies to counter misinformation by governments, online platforms, journalists, librarians, and individual consumers. Reading for the course will consist of current research literature and popular press, as well as excerpts from the book *Misinformation and Mass Audiences* edited by Brian Southwell, et al.

Women of the Civil Rights Movement: Travel Seminar

Prof. Jodi Thesing-Ritter, Equity, Diversity, Inclusion, & Student Affairs Division

HNRS 129.501	T	2:00-3:15 PM	K2 + R1-DIVV	3 cr	15-Hours Service Learning
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Note: special course fee, \$950. Trip required January 6-16, 2023.

This is a travel seminar course that will explore a historical framework for the civil rights movement in the United States and, more specifically, the women who helped to shape the movement. Students will learn directly from civil rights activists during a ten-day experiential-learning excursion during **Winterim from January 6-16, 2023**, to significant locations where important events linked to women and the civil rights movement unfolded. Further, students will complete a major research project on a woman who contributed to the civil rights movement. Methods for organizing and advocating for social justice issues will be explored through these research projects. During the pilgrimage, students will record their reactions and experiences in a journal that will provide a basis for further research.

Global Post-Apocalyptic Fiction

Dr. Heather Fielding, Honors [and] English

HNRS 133.501	M, W, F	9:00-9:50 AM	K3 + R2	3 cr
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In this course, we'll read a set of recent novels from across the globe that present visions of the end of the world as we know it. This genre of fiction explores our relation to the future, and to the idea of futurity, in a historical period marked by a sense of its "afterness": after the post-war political and economic order dominated by the US has changed into something else, after 9/11, after the moment when we realized the cost of climate change, after grand narratives about progress and enlightenment lost explanatory power. Various interests in consumerism, globalization, authoritarian politics, reproductive freedom, disinformation, imperialism, climate change, racism, inequality, immigration, and more, these novels also experiment with the boundaries of their genre and explore formal innovations to critique the current social and political order, heighten its contradictions, and imagine its aftermath. We'll also trace similarities and differences in how these visions of the end of the world play out in different global contexts, and we'll think deeply about what these texts tell us about the anxieties and contradictions of their historical moment. This course will be structured around discussion: we will spend our time probing and analyzing each novel together. Texts will include novels written post-1980 from the US, UK, Portugal, Japan, and Russia.

Vampires

Prof. Sarah White, Writer

HNRS 135.581	M	5:00-6:15 PM	K3 + S1	3 cr	Remote Learning + Online Component
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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*. Bring your thirst for investigation, creativity, and critical thinking as we analyze diverse representations of vampires throughout literature, film, history, and theory. At the same time, we will strive to create a true, closely-connected community of learners in our class.

Note: \$30 course fee.

Progressive Education at the Santa Fe Indian School

Prof. Bob Bell, American Indian Studies

HNRS 139.501	M, W, F	11:00-11:50 AM	K3 + R1-DDIV	3 cr
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In this course, we'll learn about the history of how the US government used education to attempt to exterminate the culture of American Indians in the early 20th century. We'll focus, however, on one unique example: the Santa Fe Indian School, which attempted a more progressive and inclusive style of education. The teachers and administrators at the Santa Fe Indian School were not teaching the curriculum for the extinction of the culture and languages of American Indians that was the curriculum the Indian Service wanted taught. They were preparing the students through education how to live in the new world they were going to face and at the same time keep their cultural values and language intact thus keeping their identity. The teachers, at the urging of the administrator Clinton Crandall, applied progressive theories on education developed by John Dewey. The teachers at the school were using the educative process developed by Dewey with success and were not teaching a curriculum for extinction. This course will allow students to learn about the experience of American Indians in the early twentieth century, the history of education, and issues of inclusivity and diversity in education.

Women Composers in Society: A Historical Perspective

Dr. Alex Woods, Music & Theatre

HNRS 142.501	T, R	9:30-10:45 AM	K4 + R1	3 cr
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In this course we will discuss the lives and artistic contributions of women composers within a historical context and perspective. The focus is on a biographical approach examining the societal attitudes, expectations, and limitations within which each composer worked and contributed. This will primarily focus on the European classical traditions from the 12th through 20th centuries.

The Intersection of Art & Science: Fantastical Mergings

Prof. CV Peterson, Artist

HNRS 147.501	T, R	3:30-4:45 PM	K4 + S3	3 cr
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Do you perceive art and science as opposite sides of a spectrum? This is a common belief, but historically, these areas of study and practice are more closely related than one might think. Historical examples of the blending of art and science include: the circumstances that led to creation of the camera; the discovery of penicillin by Dr. Alexander Fleming (before this discovery, Fleming had spent time painting with bacteria); and many recent examples of medical research and ecological science where art has played a role.

This course provides a blend of experiences in the history of science and art history, moving from select historical examples to the present day. The course investigates how art has developed over time to demonstrate, expose, and highlight scientific discoveries. Students in this course will examine art and science from many different perspectives, and in the process, we will increase our familiarity with gallery-displayed art and explore the idea of strangeness in both artistic expression and cultural identity. We will also learn more about the history of art in relation to the natural and human environment, with added consideration of political issues that are reflected in artistic expression. And we will consider the consequences of separating science and art: what are the social consequences of these fields being separate? Ultimately, we will identify areas of common ground between these fields.

Exploring The World Through *Schitt's Creek*

Prof. Hannah Luedtke, CASA and Women's, Gender, and Sexuality Studies

HNRS 152.501	T, R	5:00-6:15 PM	S1 + R1	3 cr
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Schitt's Creek has been lauded as a groundbreaking show for many reasons. The character development, lack of bigotry and intolerance in the show, and the relationship growth both reflect the world and provide a template for a better, more inclusive world. Students will be given the opportunity to look at an issue of their choice in this show and use it as a template for how to discuss ways these issues could be addressed in society. This course will explore concepts of family, social/economic class, relationships, sexuality and polyamory, friendship, and personal growth. There will also be a focus on literary analysis and guided "reading" of both the spoken words of the show and the stories told through physical acting and body language.

From Page to Stage: Oral Interpretation of Literature

Prof. Chris Outzen, Communication & Journalism

HNRS 156.501	T, R	8:00-9:15 AM	S1 + S3	3 cr
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In this course, we will engage in study of literary texts through the selection, analysis, and performance of literary works. Informed by the intersection of performance studies and communication, this class assumes that performing literature offers different perspectives on the meaning of a text and its rhetorical possibilities. Students in this class will engage in samples of prose, poetry, and drama to learn and apply key concepts for analyzing literature. Students will also develop multiple individual performances of prose and poetry to discover the rhetorical possibilities of literary texts and to develop their own verbal and nonverbal communication skills. The class will also consider a range of critical and ethical imperatives when performing texts authored by others, performing in small groups, and interpreting performances as an audience. Through collaborative discussion-based classes and performance exercises, together our class will explore the question: how does our experience of literature change when we take it from page to stage?

Creative Problem Solving

Dr. Anne Hlas, Languages [and] Latin American and Latinx Studies

HNRS 178.501	T, R	9:30-10:45 AM	S3 + IL	3 cr
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This course will explore the concept of creativity, emphasizing collaboration, motivation, and openness to new ideas. Students will design and solve creative challenges from various disciplines, sharpening their divergent and convergent creative thinking abilities. In addition, this course will focus on the ability to seek new connections, evaluate ideas as well as communicate them to others.

Critical Issues in Global Health

Dr. Mary Canales, Nursing

Dr. Mohammad Alasagheirin, Nursing

HNRS 188.501	W	1:00-3:45 PM	R2 + IL	3 cr
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This course surveys contemporary global health issues and provides a more in-depth analysis of selected infectious diseases, nutrition, and maternal/child health issues from a global perspective. National and international global health policies, including the UN Sustainable Development Goals, will be discussed and analyzed. Social disparities that affect health will be examined along with working models of approaches to alter them favorably.

Understanding Contemporary Ukraine

Dr. Heather Fielding, Honors [and] English

HNRS 188.502	TR	11:00 AM - 12:15 PM	R2 + IL	3 cr
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In this course, we will learn about contemporary Ukrainian culture, politics, and society, as well as the historical contexts that shaped Ukrainian national identity. We will do this through a deep engagement with the work of Ukrainian writers, scholars, musicians, filmmakers, artists, and journalists. We will watch the television show that President Zelensky starred in before becoming President (in which he plays a history teacher who becomes president after his anti-corruption rant goes viral on social media); dig into popular music by artists such as rapper Alyona Alyona and folk-rock group DakhaBrakha; read important literary works such as Oksana Zabuzhko's magisterial novel *Museum of Abandoned Secrets*, Lyuba Yakimchuk's poetry, and Serhiy Zhadan's novel *The Orphanage*; and engage with important contemporary scholarly works such as Serhiy Plokhyy's *The Gates of Europe* and Tamara Hunderova's *The Post-Chornobyl Library*. Along the way, we will learn about important issues facing the nation, including anti-corruption efforts, public health challenges, cybersecurity, efforts to improve K-12 and higher education, environmental sustainability, economic development, and, of course, their relationship with Russia.

Throughout the semester, we will meet, listen to, and collaborate with Ukrainian scholars, writers, and university students through Zoom. This course is for anyone wanting a deeper understanding of this fascinating sovereign nation that was invaded by Russia in 2022.

300-LEVEL HONORS COLLOQUIA

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

Food Environments and Healthy Communities

Dr. Briana Rockler, Public Health & Environmental Studies

HNRS 328.501	M, W, F	12:00-12:50 PM	K2 + IL	3 cr	30-Hours Service Learning
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In this course, we will perform a hands-on assessment of the food environment in Eau Claire to explore the core principles of food justice including equity, food insecurity, health disparities, the right to food, sustainability, and the political forces that shape food systems locally and globally. In the classroom we will analyze food justice holistically through discussion and critical reflection of agricultural systems and human rights and apply this knowledge toward the local food system. We will spend time in the community measuring opportunities and conditions that influence people's food and beverage choices and nutritional status. The primary objective is to build a foundation of knowledge that enables students to view food and diet critically through a justice lens.

Octavia Butler: Fictions, Influences, and Other Writings

Dr. Janice Bogstad, Library (Emerita)

HNRS 332.501	T, R	3:30-4:45 PM	K3 + R1	3 cr
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We will explore fictional and critical writing by the author Octavia Butler, as well as several critical lenses. Butler is well known for her feminist science fiction but also in academia in the areas of English, Black studies, women's and gender studies and fictional writing. Her influences stretch far past popular culture where science fiction is usually critiqued to inform literary movements (Afrofuturism, race and gender theory) and inspire, among others, successful black women writers of *paraliteratures* like science fiction and horror fiction.

The Concept Album

Prof. Andrew Suraliski, English [and] Center for Writing Excellence

HNRS 345.501	M, W, F	1:00-1:50 PM	K4 + S1	3 cr
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Want to listen to some good music and discuss it with others? This course will examine concept albums, works of music composed of songs that hold a larger purpose or meaning collectively than they do individually. Working in teams and as a full group, we will identify, analyze, and discuss a variety of concept albums from 20th and 21st-century popular music. We will pay special attention to albums that speak to societal issues in discussion today, including identity, racism, nationalism, social isolation, etc. For each album covered in class, students will be tasked with asking critical (and, sometimes, uncomfortable) questions: how is this album characterizing our world? Where can we see these things happening today? Whose perspective is being featured and whose is being left out? In addition, students will research a concept album on their own and present their findings to the class. By doing so, they will contribute to the full group's understanding of this art form.

A Queer Lens: Representation in Art, Photography, and Film

Prof. Ellen Mahaffy, Communication & Journalism [and] Women's, Gender, and Sexuality Studies

HNRS 347.501	T, R	12:30-1:45 PM	K4 + S3	3 cr
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This course will examine the politics of gender and sexuality through a variety of artistic practices (i.e., painting, sculpture, photography, and film). Making and creating art is both political and personal: political in that one can expose injustices; and personal in that artists may not represent heteronormative perspectives. To be queer is to purposely *abstract* from the norm, to resist normative presumptions. As artist Harmony Hammond states: "demanding group and self-identity in art is one means of resisting oppression. The art making process is a tool for making these demands and changes." In the quest to situate ourselves in the postmodern world, we will consider how the AIDS crisis shifted the art world; explore the works of LGBTIQQ artists; read feminist and queer theoretical work; ask questions from a decolonial viewpoint; and be creative. You will create your own monster (Halberstam, 2011) and envision a queer utopia (Muñoz, 2009). By creating, we make new connections with how we see and experience art to empower personal and societal transformations.

From The Other Side of The Bed: Exploring Interpersonal Communication

Dr. Meg Lagunas, Nursing

HNRS 358.501	M, W	3:30-4:45 PM	S1 + IL	3 cr	15-Hours Service Learning
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Poor interprofessional communication in the helping professions, such as healthcare and education, has been shown to reduce quality of care, outcomes, and staff satisfaction. This active learning course will expand your interprofessional communication skills while giving you the opportunity to practice and observe by acting as a simulated patient for a variety of the helping professions on campus. Simulated patients are individuals who act as a certain role to allow learners practice skills such as interviewing, developing treatment plans, assessment, and delivering bad news. Simulated patients are provided with training and specific instructions to allow them to create a specific learning experience; no acting experience needed. People who work as simulated patients have reported the experience increases their own professional empathy and understanding of the patient perspective. The course will be structured in 3 components. Component one, the first four weeks, students will attend class to gain knowledge and skills. Component two, weeks 5-12, will be used to practice through participation in a variety of simulated patient opportunities. Due to the variation of opportunities, student schedules will vary but schedule will be set at the beginning of the semester with student input. Component three, the last two weeks, students will return to the classroom for reflection and discussion. Come and strengthen your communication skills while gaining insight from the patient perspective and getting exposed to multiple helping professions all while having fun and playing.

Debating The Perfect University

Prof. Jamie Browning, Women's, Gender, and Sexuality Studies

HNRS 385.581	Online	R1 + IL	3 cr	Online
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Note: Students must be available for synchronous online discussion meetings at 9 am, 3 pm, *or* 7 pm on Wednesdays. \$30 course fee.

Universities play a crucial and increasingly controversial role in society. An institution created centuries ago for a tiny elite, almost half of people now enroll in college after high school. How has the university adapted, or failed to adapt, to the modern world? Will it survive the 21st century? Should the government forgive student loan debt? What role should universities play in politics, and what role should politics play in education? If grades are so awful, why don't we stop using them? Are universities bubbles of radical leftist indoctrination or bastions of white supremacy or both? Should everyone go to college, and should they go for free? How are universities breaking down or reinforcing barriers to the most powerful positions in society for historically marginalized people? What should professors be allowed to say in the classroom? Should college athletes be allowed to earn sponsorship money? How do universities produce and reproduce truth? Why do some professors have jobs for life while others don't get any benefits? Should students be arrested for disrupting offensive campus speakers? Can all disabilities be universally accommodated? From the perspectives of critical theory, gender studies and political philosophy, we will look at these questions and more and think about how the university system is designed and how it should change. We will explore contemporary debates around higher education, including free speech, the cost of college, admissions, race, accessibility, and athletics.

Right To the City in a Global Context

Prof. Jonathan McCombs, Geography & Anthropology

HNRS 387.501	T, R	2:00-3:15 PM	R2 + R3	3 cr
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The 'right to the city' is based on the idea that the city should be built, made, and remade in the image of the citizens that inhabit the city, rather than the large scale economic and political institutions that currently dominate urbanization globally. Key to this perspective is the notion that urbanization is a prominent driver of social inequality. This course will be constructed as a seminar style course. Students will be expected to read 1-2 research articles per week prior to class, where we will hold open-ended discussions on the articles. The aim of the course is to a) provide a foundation in the right to the city literature with reference to canonical works in critical urban geography; b) explore how different modes of

inequality (race, class, gender, sexuality) structure the city and the urban fabric; c) examine how urbanization proceeds and is contested across different regional contexts with reference to the 'right to the city' ideal. We will read original research from scholars working within critical urban geography, and supplement these readings with film, class discussions, and some lecture where appropriate. This course will appeal to students with an interest in critical political economy, anti-racism, gender and sexuality studies, and post-colonial studies. We will aim to ground these theoretical concerns by examining different cities in the global north, the global south, and the global east.

Taking The Measure of Sustainability

Dr. Jim Boulter, Public Health & Environmental Studies [and] Chemistry & Biochemistry

HNRS 389.501	M, W	2:00-3:15 PM	R3	3 cr
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Sustainability can be described as the intersection of human, economic, and environmental priorities to ensure the needs of future (as well as current) generations. Sustainability and climate initiatives are rapidly growing in importance among businesses, government agencies, and non-profit institutions. As a result, more organizations are looking for expertise in data-based measures of sustainability using techniques such as carbon footprint accounting, lifecycle assessment, municipal/community sustainability rating systems, and sustainable building certifications such as LEED and WELL. In this course, students will examine some tools for evaluating and improving the sustainability of organizations and will apply them to local and global examples. For instance, some students will measure and report the UW-Eau Claire campus carbon footprint, an analysis completed for more than a decade by students enrolled in UW-Eau Claire honors colloquia. We may also work with local organizations and/or businesses to evaluate their carbon footprints.

HONORS SECTIONS OF COURSES IN OTHER DEPARTMENTS

ACCT 201: Honors Introduction to Accounting

Prof. Sheril Gilberstadt, Accounting & Finance

ACCT 201.501	M, W	2:00-3:15 PM	No LE	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 of or placement in MATH 104 or above is required.

BIOL 223: Honors Foundations of Biological Inquiry

Dr Tali Lee, Biology

BIOL 223.501	R	1:00-1:50 PM	S3	2 cr
BIOL 223.531	R	2:00-3:50 PM		

Introduction to inquiry methods in biology focusing on scientific methods including experimental design, data collection and analysis, and critical thinking. The honors section of this course will dive deeper into examples and scientific literature and enjoy additional leeway for creativity in experimental design. The course is designed to help students

develop a more complete perspective about science and the scientific process and to prepare them for upper-level courses in biology and possible undergraduate research opportunities.

Note: requires grade of C or above in BIOL 111 or BIOL 221. Credit may not be earned in both BIOL 223 and BIOL 211.

BME 201: Honors Introduction to Biomedical Engineering

Dr. Michael Walsh, Materials Science [and] Biomedical Engineering

BME 201.501	MW	1:00-1:50 PM	No LE	2 cr
BME 201.501	F	1:00-1:50 PM		

Introduction to the field of biomedical engineering and the role of bioengineers. The class will cover a number of human diseases and discuss biomedical engineering techniques that are being developed to improve healthcare. The honors section includes a supplemental meeting time for in-depth discussion.

Note: prerequisite of MATH 114.

CHEM 106: Honors General Chemistry I Lab

Dr. Scott Bailey-Hartsel, Chemistry & Biochemistry [501, 531]

Dr. Sanchita Hati, Chemistry & Biochemistry [502, 532]

Two sections offered:

CHEM 106.501 – Lec	M	1:00-1:50 PM	K1-Lab	2 cr
CHEM 106.531 – Lab		2:00-3:50 PM		
CHEM 106.502 – Lec	T	1:00-1:50 PM		
CHEM 106.532 – Lab		2:00-3:50 PM		

The main objective of CHEM 106 is to learn the fundamental principles of chemistry with an emphasis on the relationships between the microscopic structure and macroscopic properties of matter. Students will perform some well-designed experiments, collect data, and analyze them to gain an in-depth understanding of chemical phenomena at the atomic and molecular level. The general chemistry lecture course, CHEM 105, should be taken prior or concurrently and will provide much of the conceptual foundation and mathematical framework for the laboratory content found in CHEM 106.

The CHEM 106 honors section will emphasize active, collaborative, problem-based, and process-oriented learning. This course will emphasize the role of chemical phenomena in the "real world" and the relationship between chemistry and society. It will allow greater student-teacher interaction, more sophisticated coverage of chemical concepts, and exposure to molecular modeling and computational chemistry tools to explore the structure and energetics of molecules. It will also provide an opportunity for early participation in authentic research projects.

Note: MATH 20 or a suitable math placement score. High school chemistry completed. CHEM 105 or concurrent enrollment. No credit after CHEM 103 or 115. \$20 course fee.

CHEM 115: Honors Chemical Principles

Dr. Patricia Cleary, Chemistry & Biochemistry

CHEM 115.501	M, W, F	10:00-10:50 AM	K1-Lab	6 cr
CHEM 115.531	T, R	8:00-10:50 AM		

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

Note: MATH 109, or 3 years of above-average work in college-prep MATH and a suitable math placement test score. Strong performance in at least one year of high school chemistry. No credit if taken after or concurrently with CHEM 103, 104, 106, or 109. \$20 course fee.

FIN 320: Honors Principles of Finance

Prof. 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.

Note: Completion of ECON 103, ECON 104, plus ACCT 201 or ACCT 202 required

GEOL 115: Honors Environmental Geology

Dr. Jessica Till, Geology

GEOL 115.501	T, R	11:00-11:50 AM	R3 + K1-Lab	4 cr
	R	1:00-1:50 PM		
GEOL 115.531	R	2:00-3:50 PM		

Geologic processes are responsible for shaping the vast array of physical environments we see on the surface. In the class, we'll go beyond the surface to explore the different Earth systems that make up our fascinating planet. We will discover the geologic sources of essential natural resources, such as nutrients, water, and energy. We'll also look at human interactions with the Earth system in the context of natural disasters and resource extraction. Extended lab sessions will be used to present real-world examples of lecture concepts during outdoor field experiences and hands-on exercises.

Note: Credit may be earned in only one of the following: GEOL 106, or GEOL 110, or GEOL 115, or GEOL 118, or GEOL 130 and GEOL 131. \$35 course fee.

PSYC 100: Honors Introduction to Psychology

Dr. Stacey Jackson, Psychology [and] Women's Gender, and Sexuality Studies

PSYC 100.501	T, R	12:30-1:45 PM	K2	3 cr
	W	11:00-11:50 AM		

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 cognition and memory; human development across the lifespan; personality traits; social behavior; psychological disorders and treatment; psychological tests; and other selected applications of psychology. To earn honors credit, your class will conduct a semester-long research project together, focusing on using and developing psychological measures to predict attitudes, thoughts, or behaviors.

SOC 101: Honors Introduction to Sociology

Dr. Kati Barahona-López, Sociology

SOC 101.501	M, W	2:00-3:15 PM	K2 + R1	3 cr
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Introduces students to sociological perspectives of human social behavior, social structures, interaction, socialization, culture, institutions, and social change. Honors students will have the chance to engage in small-group discussions of course concepts throughout the semester.

HONORS SEMINARS

First-Year Honors Seminar

Dr. Fielding and Junior/Senior Honors Student Mentors

HNRS 100.501	M	10:00-10:50 AM	No LE	1 cr
HNRS 100.502	M	12:00-12:50 PM		
HNRS 100.503	M	4:00-4:50 PM		
HNRS 100.504	M	7:00-7:50 PM (Blugold Fellows only)		
HNRS 100.505	T	8:00-8:50 AM		
HNRS 100.506	T	2:00-2:50 PM		
HNRS 100.507	W	8:00-8:50 AM		
HNRS 100.508	W	3:00-3:50 PM		
HNRS 100.509	R	9:30-10:20 AM		
HNRS 100.510	R	3:30-4:20 PM		
HNRS 100.511	F	12:00-12:50 PM		
HNRS 100.512	F	1:00-1:50 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	12:00-12:50 PM	No LE	1 cr.	CV Peterson
HNRS 400.502	R	8:30-9:20 AM			Sarah Schliesmann
HNRS 400.581	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 [and] English

Two sections available:

HNRS 410.501	M	8-8:50 AM	No LE	1 cr.	30-Hours Service Learning
HNRS 410.503	F	2-2:50 PM			

Collaborate with the honors director and a co-mentor to lead a section of HNRS 100: First-Year Honors 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 one meeting time of 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/HonorsMentorApp>. Mentoring applications for fall 2022 are due by **March 17, 2022**.

Tutoring in Honors

Honors Faculty

HNRS 420.501	Differs by Course	No LE	1 cr	30-Hours Service Learning
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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 semester, 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; enrollment is by permission. For more information, check the University Honors Information Hub in Canvas. Tutoring applications for fall 2022 are due by **August 23, 2022**.

SUMMER COURSE

International Current Events

Dr. Jessica Miller, Languages

HNRS 188.581	Online	R2 + IL	3 cr
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A self-paced engagement with assorted media to become more informed about world news while having opportunities to understand global issues, discuss perspectives, and make personal and interdisciplinary connections.

[Link to course preview video.](#)