



SPRING 2019 COURSE CATALOG

where to find us

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<https://uwec.ly/honors>

registration

- Honors Students who have earned the privilege of priority registration are able to register on November 1st.
- Courses are limited to students in the University Honors Program.

finding these courses in CampS

- Leave 'subject' blank
- Under 'additional search criteria', set the 'course characteristic' to 'Honors course'
- Results will include Honors colloquia, electives, and seminars

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Schedule at a Glance

100-level Honors Colloquia					
Section	Day	Time	Location	Instructor	Cr.
Conspiracies and Politics				GE III LE K2	
HNRS 121.501	T, R	8-9:15 AM	HHH 407	Peterson	3
Crime and Inequality Viewed through <i>The Wire</i>				GE III LE K2	
HNRS 121.502	T, R	2-3:15 PM	HHH 407	Spraitz	3
Demanding to be Seen: Representation in Pop Culture				GE III LE K2 & R1	
HNRS 122.581	Online	Online	Online	Browning	3
Finding Meaningful Work				GE III LE K2 & S3	
HNRS 127.501	T, R	3:30-4:45 PM	SSS 223	Knutson	3
Greek Drama				GE IV LE K3 & IL	
HNRS 138.501	T, R	9:30-10:45 AM	L 2023	Smiar	3
Introduction to Science Fiction				GE IV LE K3 & IL	
HNRS 138.502	T, R	5:30-6:45 PM	L 2023	Bogstad	3
Introduction to Studio Art Practice				GE IV LE K4 & S3	
HNRS 147.501	M, W	10-11:50AM	HFA 301	Bulger	3
Podcasting as Civic Engagement				GE I-A LE S1 & S3	
HNRS 156.501	M, W, F	1-1:50 PM	L 2023	Suralski	3
Question Everything: Living in the Information Age				GE III LE S1 & IL	
HNRS 158.501	T, R	4-5:15 PM	L 2023	Jennings & Kishel	3
Adulting 101				LE S3	
HNRS 171.581	Online	Online	Online	Hanson	3
300-level Honors Colloquia					
Introductory Greek Language					
HNRS 300.501	T	8:30-9:20 AM	L 2023	Smiar	1
Music & the Brain				GE II LE K1 & IL	
HNRS 318.501	T, R	12:30-1:45 PM	HFA 160	Gebrian	3
Fermentation				GE II LE K1 & IL	
HNRS 318.502	T, R	3:30-4:45 PM	Towers Hall Kitchen	Bailey-Hartsel & Bailey-Hartsel	3
Identity & Illness				GE IV LE K3 & IL	
HNRS 338.501	M, W	12:30-1:45 PM	SSS 223	Shaddock	3
Ojibwe History & Culture				GE IV LE K3 & R1-DD	
HNRS 339.501	R	3-5:50 PM	HHH 212	Geniusz	3
Leaving it All on Stage: The Power of Dramatic Writing				GE IV LE K4	
HNRS 341.501	W	3-5:45 PM	SSS 321	Bushnell	3

Empathy Enhancement for Helping Professionals					GE IV LE K4 & S1
HNRS 345.501	W	2-4:50 PM	NUR 261	Lapp	3
The Nurturing Energy Therapy for Healthcare Professionals					GE V LE S3
HNRS 371.501	W	5-6:50 PM & Online	NUR Skills Lab	Lu	3
Raised Voices: Protest Poetry in the 21st Century					GE IV LE S3 & R1
HNRS 372.501	T	6-8:45 PM	SSS 321	Vagnino	3
Take Action: Mentoring Youth Who Have Differing Abilities					GE III LE R1 & IL
HNRS 385.501	M	5-7:50 PM	HHH 407	Weideman	3
Civic Agency: Healthy Communities					GE III LE R3
HNRS 389.501	T, R	11 AM-12:15 PM	SSS 321	Cronje	3
Honors Electives					
ACCT 202: Honors: Principles of Accounting II					
ACCT 202.501	T, R	9:30-10:45 AM	SSS 202	Lui	3
BIOL 223: Honors: Foundations of Biological Inquiry					LE S3
BIOL 223.501 – Lec.	W	10-10:50 AM	P 375	Gingerich	2
BIOL 223.531 – Lab		11-12:50 PM			
CHEM 109: Honors: General Chemistry II					
CHEM 109.501 – Lec.	T, R	8-9:15 AM	TBD	Dahl	4
CHEM 109.502 – Lec.	M, W, F	9-9:50 AM	TBD	Bhattacharyay	
CHEM 109.531/2 – Lab	W	5-7:50 PM	P 402	Carney	
CJ 202: Honors: Fundamentals of Speech					GE I-A LE S1
CJ 202.501	M, W, F	9-9:50 AM	HHH 202	Tschida	3
ENGL 268: Honors: Survey of African American Literature					GE IV LE K3 & R1-DD
ENGL 268.501	Online	Online	Online	Jones	3
FIN 320: Honors: Principles of Finance					
FIN 320.501	T, R	2-3:15 PM	SSS 100	Alfuth	3
GEOG 111: Honors: Human Geography					GE III LE K2 & R2
GEOG 111.501	M, W, F	9-9:50 AM	TBA	Kaldjian	3
	T	8-8:50 AM	P 281		
HIST 284: Honors: The Nazis and Germany, 1914 – 1945					GE IV LE K3 & R2
HIST 284.501	M, W, F	11-11:50 AM	TBA	Sanislo	3
	W	3-3:50 PM	HHH 311		
PHYS 211: Honors: General Physics					GE II-E LE K1- Lab
PHYS 211.501 – Lec	M, T, W, F	9-9:50 AM	P 117	Hendrickson	5
PHYS 211.531 - Lab	R	1-2:50 PM	P 208		
SOC 304: Honors: Sociology of the Middle East					GE III LE K2 & R2
SOC 304.501	T, R	2-3:15 PM	CEN 1704	Niazi	3
SW 100: Honors: Introduction to Social Work					GE V LE R2 & IL
SW 100.501	T, R	9:30-10:45 AM	HSS 247	Quinn-Lee	3

Honors Seminars

HNRS 100: First-Year Seminar					
HNRS 100.501	M	12-12:50 PM	L 2023	Mentored by upper-class Honors students	1
HNRS 100.502	W	8-8:50 AM	L 2023		
HNRS 100.503	R	3:30-4:20 PM	SSS 321		
HNRS 400: Senior Seminar					GE IV
HNRS 400.501	W	12-12:50 PM	L 2023	Hanson	1
HNRS 400.502	T	3:30-4:20 PM	SSS 321	Rupnow	
HNRS 400.583 + 584	Online; enrollment by department consent				
HNRS 410: Mentoring in Honors					GE IV
HNRS 410.501	M	8-8:50 AM	L 2023	Jones	1
HNRS 420 Tutoring in Honors					GE III
HNRS 420.501	Arranged			Honors Faculty	1

100-Level Honors Colloquia

Conspiracies & Politics

Dr. Geoff Peterson, Political Science

HNRS 121.501	T, R	8-9:15 AM	HHH 407	3 cr.	GE III LE K2
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This course will examine the history and psychology connected to political conspiracy theories. We will look at the reasons some individuals can be more or less susceptible to conspiratorial thinking, and we will examine the impact of some of the major conspiracy theories in the US and internationally.

Crime & Inequality Viewed through *The Wire*

Dr. Jason Spraitz, Political Science/Criminal Justice

HNRS 121.502	T, R	2-3:15 PM	SSS 223	3 cr.	GE III LE K2
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In 2013, David Simon, the creator of *The Wire*, described the “two Americas” as he saw them. One was viable and “connected to its own economy,” and the other only 20 blocks away did not have a “plausible future for the people born into it.” This inequality between “haves” and “have nots” and the systemic failures leading to it are at the core of *The Wire*. The show does not specifically focus on racial or ethnic or social class inequality. The show focuses on all types of inequality, and it also focuses on the inequalities faced by people within societal institutions: the criminal justice system; the labor market; politics and policy; schools; and media. Thus, even though *The Wire* is a crime drama, it “deglamorizes crime fighting by emphasizing...the sheer overwhelming hopelessness of the battle against crimes rooted in flawed social institutions, deep rooted moralities, and deprivation,” (Penfold-Mounce, Beer, & Burrows, 2011, p. 154). Viewing the series through this lens allows us to analyze issues related to crime and the criminal justice system in dynamic and unique ways.

Demanding to be Seen: Representation in Pop Culture

Professor Jamie Browning, Women's, Gender, and Sexuality Studies

HNRS 122.581	Online	3 cr.	GE III LE K2 & R1
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Cultural Diversity (1 credit); Online Course Fee: \$30

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?

Finding Meaningful Work

Dr. Kristine Knutson, Communication and Journalism

HNRS 127.501	T, R	3:30-4:45 PM	SSS 223	3 cr.	GE III LE K2 & S3
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Work is an important part of our lives. While some people "work to live" and see work as a necessary evil that enables them to enjoy other aspects of their lives, others "live to work" and derive a sense of meaningfulness in and/or through their labor. Finding this sense of meaningfulness can have valuable outcomes such as greater individual, group, and organizational thriving; greater connectedness to others at work, and a more positive sense of self. Through the investigation of recent research in positive organizational scholarship and in-depth classroom discussions, we will come to better understand the meaning(s) of work, how we can seek out work that we find meaningful, and how we can work to create organizations that enable others to find meaningfulness in their work.

Greek Drama

Dr. Nick Smiar, Social Work emeritus

HNRS 138.501	T, R	9:30-10:45 AM	L 2023	3 cr.	GE IV LE K3 & IL
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Mark Twain said: "A classic is a book which people praise and don't read." Our compelling need to diversify the undergraduate curriculum risks turning such "classics" into books that people criticize—and still do not read. As Twain himself surely knew, serious praise or criticism must be based on deep understanding. Participants in this course will explore some of the most challenging and influential works of ancient Greek drama, by Aeschylus, Sophocles, Euripides, and Aristophanes. We shall read them, not as monuments of (or memorials to) some 'superior' cultural tradition, but as explorations—tentative, critical, and contradictory—of what it meant to the Greeks to be human, and of what it meant to the Greeks to be Greek. The course will also begin to look at how these works have been read and used over the centuries by others (such as Shelley, above!), and will sharpen participants' skills in critical reading, respectful discussion, effective argumentation, and analytical writing.

NOTE: Students enrolled in this course are encouraged to take the optional 1-credit HNRS 300.501 Introductory Greek Language course.

Introduction to Modern Science Fiction

Dr. Janice Bogstad, Library Studies

HNRS 138.502	T, R	5:30 – 6:45 PM	L 2023	3 cr.	GE IV LE K3 & IL
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Using critical works like SF: A Very Short Introduction, students will read iconic, early 20th century works like H.G. Wells. The course will focus on short stories and novels published between 1970 and the present which have received major awards. These works will be integrated with historical and modern contexts concerning race and gender, as influenced by scientific developments in biology, ecology and terraforming, cosmology and physics.

Introduction to Studio Art Practice

Professor Amanda Bulger, Art & Design

HNRS 147.501	M, W	10–11:50 AM	HFA 301	3 cr.	GE IV LE K4 & S3
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Course Fee: \$20

This is an interdisciplinary foundations art course that introduces studio arts, theory, and technology and designed to engage students in the contemporary practice of researching, interpreting, and creating art in the twenty-first century. Areas covered include: printmaking, digital media, installation and performance art, video art, and collage.

For each of the five areas covered in the course, students will be provided an introduction/overview, historical background, various styles and approaches to the medium; lab/studio work that addresses skill building, problem solving, and practical application of art mediums/tools/techniques covered with each topic; critical reflection will take place both in personal writing and group discussion that addresses subject matter, content, and context related to the students' interpretation of assignments.

Podcasting as Civic Engagement

Professor Andrew Suralski, English

HNRS 156.501	M, W, F	1-1:50 PM	L 2023	3 cr.	GE I-A LE S1 & S3
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Cultural Diversity (1 credit)

This course will examine the expanding role that podcasts play in an ever-changing digital information landscape. It serves as a general introduction to the medium as well as a hands-on opportunity to plan, compose, and release a digital project. Working in groups, students will decide on a project that addresses a civic, social, or environmental challenge facing local and/or global communities. Their finished projects will be released within the class and possibly to the larger campus community. Among the questions we will focus on include: Who listens to podcasts?; Why has this medium thrived in the Digital Age?; What makes an engaging podcast?; What is involved in the creation of a podcast? These questions and others will be addressed through readings, group discussions, and applied activities. The goal of this course is to provide students with practical experience in digital composition and to encourage them to be creators of cultural texts outside of the classroom. Guest speakers from UW-Eau Claire's campus and community will be invited to share their thoughts on the design process. Staff from the Center for Writing Excellence will also assist students in the creation and revision process. Students will also gain a better understanding of copyrighted material and fair use policy as they incorporate outside sources into their projects.

Question Everything: Living in the Information Age

Professor Eric Jennings, Instruction and Outreach Librarian

Professor Hans Kishel, Research and Instruction Librarian

HNRS 158.501	T, R	4-5:15 PM	L 2023	3 cr.	GE III LE S1 & IL
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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. To do so we will use Marshall McLuhan's seminal work *Understanding Media* and 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

Professor April Pierson, CETL + LTS

Professor Avonlea Hanson, CETL + LTS

HNRS 171.581	Online	3 cr.	LE S3
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Online Course Fee: \$30

In this course, students will increase their "adulting" skill 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 through the steps in creating online modules with support from the professors, instructional designers at UWEC, and peer review/feedback.

300-Level Honors Colloquia

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

Introductory Greek Language

Dr. Nick Smiar, Social Work emeritus

HNRS 300.501	T	8:30-9:20 AM	L 2023	1 cr.	no GE/LE credit
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This course provides an introduction to Greek language for anyone who wishes to learn rudimentary Greek with application to ancient studies, linguistics, and biblical studies.

NOTE: All students who enroll in HNRS 138.501 are especially encouraged to take this class.

Music & the Brain

Dr. Molly Gebrian, Music and Theatre Arts

HNRS 318.501	T, R	12:30-1:45 PM	HFA 160	3 cr.	GE II LE K1 & IL
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Students will learn about the basic building blocks of Western music (pitch, rhythm, melody, and harmony, etc.) and how the brain processes and responds to them. We will also look at the brain's response to music when there are different forms of brain damage and how being a musician both changes the structure of the brain as well as the brain's response to music.

NOTE: Students should be able to read music for successful participation in this course.

Fermentation: Cultures Meets Culture

Dr. Scott Bailey-Hartsel, Chemistry

Professor Jackie Bailey-Hartsel

HNRS 318.502	T, R	3:30-4:45 PM	Towers Hall Kitchen	3 cr.	GE II LE K1 & IL
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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.

Identity & Illness

Dr. Jenny Shaddock, English

HNRS 338.501	M, W	12:30-1:45 PM	SSS 223	3 cr.	GE IV LE K3 & IL
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What is "normal" and what is "abnormal"? What is "health" and what is "illness"? How does illness define us as individuals? What is the experience of being ill? How do personal and scientific modes of describing illness contribute in different ways to our knowledge of illness? How does the language that society chooses to describe illness powerfully shape our perception of people with diseases and disorders? How does illness impact relationships within the family? How do our institutions for the treatment of illness reflect society's beliefs about health, illness and the value we place on the ill?

The objective of this course is to answer these questions through the integration of 1) personal, subjective and intimate experiences of illness as told through fiction, memoir, personal essays, poetry, and film with 2) the theoretical, objective, scientific and institutional understandings of illness. These modes of discourse are usually separated by disciplines, the humanities and the sciences. Our goal is to create more holistic knowledge of illness and its relationship to identity by bringing these disciplinary modes together.

Ojibwe History & Culture

Dr. Wendy Geniusz, Languages

HNRS 339.501	R	3-5:50 PM	HHH 212	3 cr.	GE IV LE K3 & R1-DD
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Cultural Diversity (3 credits)

In depth look at specific aspects of Ojibwe culture. Students will learn about Ojibwe history, philosophy, culture, and contemporary communities. Through lectures, discussions, research projects, and hands on activities, students will learn ways they can support and contribute to Ojibwe culture revitalization in respectful, meaningful, and mutually beneficial ways.

Leaving it All on Stage: The Power of Dramatic Writing

Dr. Jack Bushnell, English

HNRS 341.501	W	3-5:45 PM	SSS 321	3 cr.	GE IV LE K4
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Dramatic writing has at least two traits that separate it from other kinds of writing and other kinds of art. First, unlike what we think of as literature (e.g., novels, poems, short stories), it is not a private interaction between the printed text and ONE reader. It is performance art, a “three-dimensional” writing meant to come alive on the stage, in a public display. Second, and this is very much related to the first trait, it is perhaps the most immediate and visceral art form. For unlike painting or sculpture or film, it is a baring of the human soul—our joys, our pains, our darkest thoughts—in real time, with real people, in front of an audience.

This course will explore the transformative power of art through the medium of dramatic writing. We will read and watch (or listen to) a variety of plays by a diverse group of the best, award-winning playwrights working today. The class will dig deep into scripts, analyzing the choices made by the writers, focusing on how they use language to create visual, narrative, dramatic expressions of the human condition. Students will read scenes aloud in class, putting themselves in the souls and hearts of the characters. And, in addition to shorter essay assignments, students will have a chance to take a run at writing and performing their own collaborative, one-scene plays, as a means of putting some skin in the theatre game, so to speak, and as a culminating enactment of the ideas explored in the course.

Empathy Enhancement for Helping Professionals

Dr. Cheryl Lapp, Nursing

HNRS 345.501	W	2-4:50 PM	NUR 261	3 cr.	GE IV LE K4 & S1
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Field trip required; Course Fee

Examine the uses of theatre in the classroom, particularly as a form of creative simulation to address the declining levels of empathy documented in students from helping professions. This is a teaching application that analyzes the concept, meaning, and essence of empathy as an experiential approach to attain best practice in occupations where effectiveness is highly correlated with the practitioner’s ability to listen, interpret, connect and relate to the experiences of others. Examples of human responses that can be examined through theatre enhancement are human loneliness, conflict in love and family, gender and realism, grief and loss, and developmental role reversals.

The Nurturing Energy Therapy for Healthcare Professionals

Dr. Der-Fa Lu, Nursing

HNRS 371.591	W + and online	5-6:50 PM	NUR Skills Lab	3 cr.	GE V LE S3
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Weekend Training required: Feb. 16-17, 2019

Healing Touch is a relaxing, nurturing energy therapy which:

- Uses gentle, heart-centered touch to assist in balancing Physical, Mental, Emotional, Spiritual well-being.
- Enhances the body's natural ability to heal through the human energy centers and energy field/biofield.
- Works in harmony with standard medical care and is complementary to other health care systems. Safe for all ages.

This course will teach Level 1 Healing Touch, the first of five levels of Healing Touch certificate training program. The course will enable learners to be able to practice Healing Touch techniques and self-care from a holistic approach. Dr. Lu is a certified Healing Touch practitioner and certified Healing Touch level 1 instructor; and, at the end of the course, students are able to eligible to apply for a Healing Touch level 1 certificate from Healing Touch International, (doing business as Healing Beyond Borders).

Course objectives include:

- Understand human biofield systems, history and cultures.
- Learn and practice basic biofield techniques for different health related issues.
- Study principles of self-healing.
- Understand legal and professional aspects of touch therapies.
- Synthesize research literature in chosen topics using human biofield interventions.
- Observe holistic practice business models.

Raised Voices: Protest Poetry in the 21st Century

Professor Katie Vagnino, English Visiting Professor

HNRS 372.501	T	6 – 8:45 PM	SSS 321	3 cr.	GE IV LE S3 & R1
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Cultural Diversity (1 credit)

In this colloquium, students will read and write poems that are politically charged and aim to disrupt the status quo in some fundamental way through form, content, or both. After reviewing the historical origins of this tradition, we will examine how contemporary poets, from the U.S. and elsewhere, take on the mantle of activists, using their work to advocate for -- and protest against -- issues that matter to them. The best poetry of this genre strikes a balance between art and argument, and feels both personal and universal, timely and timeless. It is designed to be powerful, provocative, and unsettling. Class time will be split between writing/workshopping original pieces, and analyzing recent published work (such as Claudia Rankine's *Citizen: An American Lyric*) through various critical lenses. All political perspectives are welcome.

NOTE: Students who previously took the 100-level colloquium on this topic may only enroll with special permission from the instructor.

Take Action: Mentoring Youth Who Have Differing Abilities

Professor Angie Weideman, Chippewa County Public Health Department

HNRS 385.501	M	5-7:50 PM	HHH 407	3 cr.	GE III LE R1 & IL
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Service Learning (15 hours)

Are you interested in working with youth? Would 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 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 classes on Monday will be 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. While working on a schedule for mentoring times, a plan for transportation will also be developed.

Civic Agency: Healthy Communities

Dr. Ruth Cronje, English

HNRS 389.501	T, R	11-12:15 PM	SSS 321	3 cr.	GE III LE R3
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Service Learning (30 hours)

Every day, individuals released from the Eau Claire County jail after a drug- or alcohol-related conviction are sent out the door early in the morning, often without a coat and with no money and with no cell phone or an uncharged cellphone. These individuals often have nowhere to turn for help but their connections with other "using" friends; not surprisingly, many of these individuals return immediately to the criminal activity that resulted in their incarceration in the first place. This course will potentially partner students with the Wisconsin Partnership Program, Marshfield Clinic and a local citizen action team called the "Tigers" to create a "safe social space" near the Eau Claire jail at which the recently released can get a coat, charge their phone, and get coffee and something to eat. Working with the UWEC-Marshfield Clinical Community Connections Team partnership, students will also help establish a CCT "satellite" service at this safe social space where the recently released can find out about additional community resources that can meet their needs for food, shelter, clothing, energy, etc. until they can get back on their feet. This experiential learning and civic engagement opportunity will help students understand how the health of our community is influenced by social structures that result in inequitable access to social needs (food, shelter, energy, job training, etc.) and develop skills in addressing socio-ecological factors that influence health and wellbeing in Eau Claire.

Honors Electives

ACCT 202: Honors - Principles of Accounting II

Dr. Ling Liu, Accounting & Finance

ACCT 202.501	T, R	9:30-10:45 AM	SSS 202	3 cr.	no GE/LE credit
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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.

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

BIOL 223: Honors - Foundations of Biological Inquiry

Dr. Derek Gingerich, Biology

BIOL 223.501 – Lec.	W	10-10:50 AM	P 375	2 cr.	LE S3
BIOL 223.531 – Lab		11-12:50 PM			

Introduction to inquiry methods in biology focusing on scientific methods including experimental design, data collection and analysis, and critical thinking.

NOTE: Grade of C or above in BIOL 111 or BIOL 221. Credit may not be earned in both BIOL 223 and BIOL 211. Concurrent enrollment in BIOL 222 is strongly recommended.

CHEM 109: Honors - General Chemistry II with Lab

Dr. Bart Dahl, Chemistry (Section 501)

Dr. Sudeep Bhattacharyay, Chemistry (Section 502)

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

CHEM 109.501 – Lec.	T, R	8-9:15 AM	TBD	4 cr.	no GE/LE credit
CHEM 109.502 – Lec.	M, W, F	9-9:50 AM	TBD		
CHEM 109.531/532 – Lab	W	5-7:50 PM	P 402		

Solution properties and intermolecular forces; equilibrium, thermodynamic and kinetic aspects of chemical reactions; acid-base, precipitation, and redox reactions.

Note: Grade of C or above in both CHEM 105 and CHEM 106; or Grade of C or above in CHEM 103; No credit if taken after CHEM 104 or CHEM 115

CJ 202: Honors - Fundamentals of Speech

Dr. David Tschida, Communication & Journalism

CJ 202.501	M, W, F	9-9:50 AM	HHH 202	3 cr.	GE I-A LE S1
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Fundamentals of effective public speaking from both the speaker and listener perspectives. Preparation, presentation, and evaluation of student speeches.

ENGL 268: Honors - Survey of African American Literature

Dr. David Jones, University Honors Program + English

ENGL 268.501	Online	3 cr.	GE IV LE K3 & R1-DD
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Online Course Fee: \$30

This course will introduce you to the vast body of literature written by African Americans: drama, nonfiction, poetry, and fiction, dating from the late 18th century to the early 21st century. While this span of time is vast, readers will find that a number of social issues and artistic methods appear consistently in these texts. African American writers have used literary expression for both aesthetic and political purposes, and at times, you will be surprised at how these texts speak not only to the particular experiences of African Americans in this country, but to readers across the country and across the world. The goal of the course is to enrich your understanding of American and global cultural life, past and present, through examining texts of African American literature. The course is developed to insure an enriching, interactive experience in an online environment

FIN 320: Honors - Principles of Finance

Professor Mark Alfuth, Accounting & Finance

FIN 320.501	T, R	2-3:15 PM	SSS 100	3 cr.	no GE/LE credit
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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, ACCT 201 required

GEOG 111: Honors – Human Geography

Dr. Paul Kaldjian, Geography & Anthropology

GEOG 111.501	M, W, F	11-11:50 AM	TBA	3 cr.	GE IV LE K2 & R2
	W	3-3:50 PM	P 281		

Foreign Culture | Cultural Diversity (1 cr.)

The basic elements, processes, distributions, and problems associated with cultural groups: their principal ways of life, interrelationships with the natural environment, and socio-cultural diversity. Topics include: population, race, language, religion, political ideologies, and economic systems.

Honors students will meet with GEOG 111.001 on MWF and engage in discussion and application of the course content. When Honors students meet out of class they will do so on Tuesday mornings at 8-8:50 a.m.

HIST 284: Honors - The Nazis and Germany, 1914 - 1945

Dr. Teresa Sanislo, History

HIST 284.501	M, W, F	11-11:50 AM	TBA	3 cr.	GE IV LE K3 & R2
	W	3-3:50 PM	HHH 311		

Foreign Culture

Background, emergence, and totalitarian practices of National Socialism in Germany.

PHYS 211: Honors - General Physics

Dr. Erik Hendrickson, Physics

PHYS 211.501	M, T, W, F	9-9:50 AM	P 117	5 cr.	GE II-E LE K1- Lab
PHYS 211.531	R	1-2:50 PM	P 208		

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 304: Honors - Sociology of the Middle East

Dr. Tarique Niazi, Sociology

SOC 304.501	T, R	2-3:15 PM	CEN 1704	3 cr.	GE III LE K2 & R2
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The course reviews the relationships among the state, society and the environment in the Middle East. It examines the region's security, resources, challenges, conflicts and potential peace-making from an ecological perspective.

Note: Completion of SOC 101 required

SW 100: Honors - Introduction to Social Welfare

Dr. Lisa Quinn-Lee, Social Work

SW 100.501	T, R	9:30-10:45 AM	HSS 247	3 cr.	GE V LE R2 & IL
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Introduces institutions, values, political perspectives influencing and structuring the well-being of people.

Honors Seminars

First-Year Honors Seminar

Upper-class Honors student mentors

HNRS 100.501	M	12-12:50 PM	L 2023	1 cr.	No GE/LE Credit
HNRS 100.502	W	8-8:50 AM	L 2023		
HNRS 100.503	R	3:30-4:20 PM	SSS 321		

Introduction to the expectations of a baccalaureate degree. Explore the value of a liberal education, the skills and knowledge needed to be an educated person, the role of the honors program, and of university requirements.

Senior Honors Seminar

Avonlea Hanson, CETL + LTS (Sections 501 + 583)

Ann Rupnow, Management & Marketing (Section 502)

David Jones, University Honors + English (section 584)

HNRS 400.501	W	12-12:50 PM	L 2023	1 cr.	GE IV
HNRS 400.502	T	3:30-4:20 PM	SSS 321		
HNRS 400.583 + 584	Online; enrollment by department consent				

University Honors Program capstone course will recap and evaluate your UW-Eau Claire experiences and look toward applying your academic achievements to future personal, academic, and career endeavors.

NOTE: Senior standing or department consent required.

Mentoring in Honors

Dr. David Jones, University Honors Program + English

HNRS 410.501	M	8-8:50 AM	L 2023	1 cr.	GE IV
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Service Learning (30 hrs)

Assist in instruction of HNRS 100: First-Year Seminar or an Honors FYE course. Focus on the value of a baccalaureate education and on what constitutes an educated person.

Note: Students must apply to the University Honors Program Director to participate in Mentoring in Honors; enrollment is by permission. To enroll in HNRS 410, students must have taken or be concurrently enrolled in HNRS 400 - or seek permission to override this prerequisite.

Tutoring in Honors

Honors Faculty

HNRS 420.501	Arranged			1 cr.	GE III
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Service Learning (30 hrs)

Assist in the instruction of an Honors elective or Honors colloquia previously completed by the student.

Note: Open to juniors and seniors. Students must apply to the University Honors Program Director to participate in Mentoring in Honors; enrollment is by permission.

Honors Contracts & Special Experience Courses

Inquire with the Honors office staff if interested in undertaking an Honors contract or any of the Honors special experience courses for Directed Study, Independent Study, Internship, Study Abroad, or a Senior Honors Thesis. Information about these can also be found under the student document section (and advising folder) of the [University Honors Blugold Insider site](#).