The University Honors Program enables a diverse group of academically talented, high-potential, highly motivated undergraduates to maximize their intellectual, personal, and professional development. (Mission July 2013)

Honors courses are also listed in My Blugold CampS. Search for Honors courses by:

- selecting ‘Honors Colloquia’ or the department offering the Honors elective in the ‘course subject’ drop-down dialogue box

- using the class numbers provided in each course description below

Please Note: To view all Honors seminars, colloquia, and electives courses, click the link in the search box for ‘Additional Search Criteria’, then select ‘Honors Course’ in the ‘course characteristic’ drop-down dialogue box at the bottom of the page.

You must be a member of the University Honors Program to enroll in these courses.
Schedule Overview

Honors Colloquia, 100-level
- Campus Ecology
- Political Islam
- Plato’s Republic
- Comics & Social Power
- Interpersonal Skills: Building Bridges for Life
- Songs & Symphonies
- American Decades: The 1920s
- History of Rock ‘n’ Roll
- History & Diversity of the American West
- Introduction to Ancient Greek Literature (optional language credit available)
- Global Issues in Health

Honors Colloquia, 300-level
- Sustainable U – Planning the Campus Climate Response
- Music and the Brain (*available as a G.E. II OR G.E. IV)
- Civic Agency: From Health Care to Life Care
- Community Leadership: Moving from Talk to Action
- Power, Privilege, & Inequality: Race, Class, & Gender
- Eau Claire as a Window on the World (Seeing the World in Everyday Life)
- Identity & Illness: a Literacy and Scientific Perspective
- Composing the Self

Honors Electives
- ACCT 201 - Principles of Accounting I
- BIO 320 - Studies in Tropical Environment
- CHEM 115 - Chemical Principles
- CJ 202 - Fundamentals of Speech
- GEOG 111 - Human Geography
- GEOL 110 - Physical Geology
- MATH 114 - Calculus I
- POLS 122 - Intro to World Politics
- SOC 101 - Introduction to Sociology
- WRIT 118 - Accelerated Reading and Writing (*Two sections available*)

Honors Seminars
- First-Year Honors Seminar
- Senior Honors Seminar
- Mentoring in Honors
- Tutoring in Honors

Current as of 16 February 2016
## HONORS COLLOQUIA

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<thead>
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<th>Class</th>
<th>Section</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CAMPUS ECOLOGY</strong></td>
<td>HNRS 102 501</td>
<td>M W F</td>
<td>9-9:50</td>
<td>SSS 321</td>
<td>Karen Mumford</td>
<td>3</td>
</tr>
<tr>
<td><strong>POLITICAL ISLAM</strong></td>
<td>HNRS 103 501</td>
<td>T R</td>
<td>12:30-1:45</td>
<td>CENT 3920</td>
<td>Eunsook Jung</td>
<td>3</td>
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<td><strong>PLATO’S REPUBLIC</strong></td>
<td>HNRS 103 502</td>
<td>T R</td>
<td>9:30-10:45</td>
<td>SSS 223</td>
<td>Peter Myers</td>
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<tr>
<td><strong>COMICS &amp; SOCIAL POWER</strong></td>
<td>HNRS 103 503</td>
<td>M W</td>
<td>1-2:15</td>
<td>SSS 321</td>
<td>Nick Smiar &amp; David Recine</td>
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<tr>
<td><strong>INTERPERSONAL SKILLS: BUILDING RELATIONSHIPS</strong></td>
<td>HNRS 103 504</td>
<td>T R</td>
<td>3-5:45</td>
<td>HSS 177</td>
<td>Shelly Statz</td>
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<td><strong>SONGS &amp; SYMPHONIES</strong></td>
<td>HNRS 104 501</td>
<td>T R</td>
<td>12:30 – 1:45</td>
<td>HFA 159</td>
<td>Jerry Young</td>
<td>3</td>
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<td><strong>AMERICAN DECADES: THE 1920s</strong></td>
<td>HNRS 104 502</td>
<td>M W F</td>
<td>10-10:50</td>
<td>SSS 321</td>
<td>Chuck Hanson</td>
<td>3</td>
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<tr>
<td><strong>HISTORY OF ROCK ‘n’ ROLL</strong></td>
<td>HNRS 104 503</td>
<td>M W</td>
<td>3:30-4:45</td>
<td>HHH 206</td>
<td>David Jones</td>
<td>3</td>
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<tr>
<td><strong>HISTORY &amp; DIVERSITY OF THE AMERICAN WEST</strong></td>
<td>HNRS 104 504</td>
<td>T R</td>
<td>11-12:15</td>
<td>L 2023</td>
<td>John Mann</td>
<td>3</td>
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<tr>
<td><strong>HMONG CULTURE &amp; HISTORY</strong></td>
<td>HNRS 104 505</td>
<td>T R</td>
<td>3:30-4:45</td>
<td>HHH 407</td>
<td>Ka Vang</td>
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<tr>
<td><strong>INTRODUCTION TO ANCIENT GREEK LITERATURE</strong></td>
<td>HNRS 104 541</td>
<td>M W F</td>
<td>11-11:50</td>
<td>SSS 321</td>
<td>Jeff Vahlbusch</td>
<td>3</td>
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<tr>
<td><strong>GLOBAL ISSUES IN HEALTH</strong></td>
<td>HNRS 105 501</td>
<td>M</td>
<td>6-8:50</td>
<td>NUR 104</td>
<td>Cheryl Lapp</td>
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<tr>
<td><strong>SUSTAINABLE U – PLANNING THE CAMPUS CLIMATE RESPONSE</strong></td>
<td>HNRS 302 501</td>
<td>T R</td>
<td>12:30-1:45</td>
<td>L 2023</td>
<td>Jim Boulter</td>
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<tr>
<td><strong>MUSIC AND THE BRAIN</strong></td>
<td>HNRS 304 502</td>
<td>T R</td>
<td>9:30-10:45</td>
<td>HFA 130</td>
<td>Molly Gebrian</td>
<td>3</td>
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<tr>
<td><strong>CIVIC AGENCY: FROM HEALTH CARE TO LIFE CARE</strong></td>
<td>HNRS 303 501</td>
<td>T R</td>
<td>8-9:15</td>
<td>TBA</td>
<td>Ruth Cronje</td>
<td>3</td>
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<tr>
<td><strong>COMMUNITY LEADERSHIP: MOVING FROM TALK TO ACTION</strong></td>
<td>HNRS 303 502</td>
<td>T R</td>
<td>2-3:15</td>
<td>SSS 223</td>
<td>Mike Huggins</td>
<td>3</td>
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<tr>
<td><strong>POWER, PRIVILEGE, &amp; INEQUALITY: RACE, CLASS, &amp; GENDER</strong></td>
<td>HNRS 303 503</td>
<td>T R</td>
<td>3-3:50</td>
<td>L 2023</td>
<td>Katherine Rhoades</td>
<td>3</td>
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<tr>
<td><strong>EAU CLAIRE AS A WINDOW ON THE WORLD (SEEING THE WORLD IN EVERYDAY LIFE)</strong></td>
<td>HNRS 304 501</td>
<td>T R</td>
<td>9:30-10:45</td>
<td>L 2023</td>
<td>Oscar Chamberlain</td>
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<td><strong>MUSIC AND THE BRAIN</strong></td>
<td>HNRS 304 502</td>
<td>T R</td>
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<td>HFA 130</td>
<td>Molly Gebrian</td>
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<td><strong>IDENTITY &amp; ILLNESS: A LITERARY AND SCIENTIFIC PERSPECTIVE</strong></td>
<td>HNRS 304 503</td>
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<td>2:30-3:45</td>
<td>SSS 321</td>
<td>Jenny Shaddock &amp; Mary Canales</td>
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<td><strong>COMPOSING THE SELF</strong></td>
<td>HNRS 304 504</td>
<td>T R</td>
<td>11-12:15</td>
<td>SSS 223</td>
<td>Sean Ford</td>
<td>3</td>
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<td>HONORS: PRINCIPLES OF ACCOUNTING I</td>
<td>ACCT 201</td>
<td>M W F</td>
<td>1-1:50</td>
<td>SSS 202</td>
<td>Ingrid Ulstad</td>
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<td>BIOL 320</td>
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<td>3-4:50</td>
<td>P 319</td>
<td>Todd Wellnitz</td>
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<tr>
<td>HONORS: CHEMICAL PRINCIPLES</td>
<td>CHEM 115</td>
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<td>P 119</td>
<td>Jim Phillips</td>
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<td>+lab</td>
<td>531</td>
<td>T R</td>
<td>3:30-6:20</td>
<td>P 402</td>
<td>Patricia Cleary</td>
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<td>HONORS: FUNDAMENTALS OF SPEECH</td>
<td>CJ 202</td>
<td>M W F</td>
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<td>HHH 108</td>
<td>David Tschida</td>
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<tr>
<td>HONORS: HUMAN GEOGRAPHY</td>
<td>GEOG 111</td>
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<td>9-9:50</td>
<td>P 117</td>
<td>Paul Kaldjian</td>
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<td>T</td>
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<td>P 281</td>
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<td>GEOL 110</td>
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<td>MATH 114</td>
<td>M T F</td>
<td>2-2:50</td>
<td>HHH 301</td>
<td>Chris Hlas</td>
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<td>HHH 107</td>
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<tr>
<td>HONORS: INTRODUCTION TO WORLD POLITICS</td>
<td>POLS 122</td>
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<td>2-3:15</td>
<td>HHH 228</td>
<td>Stephen Hill</td>
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<td>HONORS: INTRODUCTION TO SOCIOLOGY</td>
<td>SOC 101</td>
<td>M W F</td>
<td>1-1:50</td>
<td>SSS 223</td>
<td>Kathleen Nybroten</td>
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<td>HONORS: ACCELERATED WRITING</td>
<td>WRIT 118</td>
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<td>8-8:50</td>
<td>HHH 212</td>
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<th>Instructor</th>
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<td>HONORS SEMINARS</td>
<td>HNRS 100</td>
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<td>Jeff Vahlbusch &amp; Advanced Honors students</td>
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<td>9-9:50</td>
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<td>502</td>
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<td>4-4:50</td>
<td>Bridgman Hall</td>
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<td>504</td>
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<td>3:30-4:20</td>
<td>SSS 223</td>
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<td>507</td>
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<td>1-1:50</td>
<td>SSS 321</td>
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<td>508</td>
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<td>SSS 223</td>
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<td>Senior Honors Seminar</td>
<td>HNRS 400</td>
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<td>Mentoring in Honors</td>
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Current as of 16 February 2016
**Campus Ecology**

**HNRS 102, section 501**  
Centennial 3920  
M W F 9 - 9:50 a.m.

Dr. Karen Mumford,  
Watershed Institute  
3 credits; G.E. II  
Class # 14977

Innovative sustainability initiatives are happening in colleges and universities across the United States, including the University of Wisconsin - Eau Claire. In this course students will explore the concept of sustainability through readings and hands-on engagement with campus sustainability technologies and initiatives, including photovoltaic solar panels, green building, alternative transportation, recycling and composting, native species landscaping, water and energy conservation, local foods, and more! Students will gain experience in field techniques and data analysis and will conduct a campus sustainability project. By taking a broadly ecological approach, this interdisciplinary class will examine the intersections of environment, technological innovation and behavior, and the relationship of these intersections to sustainability. Understanding the ecology of sustainable practices on campus will empower students to develop their own perspectives about sustainability.

**Political Islam**

**HNRS 103, section 501**  
Centennial 3920  
T R 12:30 - 1:45 p.m.

Dr. Eunsook Jung, Political Science  
3 credits; G.E. III  
Foreign Culture credit  
Class # 12151

This course examines the many faces of political Islam, and how Islam, as a social and political force, shapes politics in North and East Africa, the Middle East, and Central, South and Southeast Asia. The course will center on key topics such as social movements, party politics, political economy, and gender studies.

**Plato’s Republic**

**HNRS 103, section 502**  
Schneider 223  
T R 9:30 – 10:45 a.m.

Dr. Peter Myers, Political Science  
3 credits; G.E. III  
Class # 12300

The course will provide an intensive, semester-long reading of Plato’s Republic to discuss and examine an array of the deepest permanent themes and questions of the human condition — the nature of justice and goodness, virtue and vice, love and death, science and art, reason and faith, equality and inequality.

The course will be organized as a colloquium in the literal sense—a speaking together, in which the class will proceed through the discussion depicted in the text as though we (instructor and students) were ourselves participants in it. The instructor will lead discussion in a manner meant to take Socrates as a model, raising questions designed to elicit reflection and discussion. A crucial course objective is also to enhance students’ (and the instructor’s) appreciation and proficiencies in the arts of careful reading and of writing.

Students will be asked to complete a variety of assignments designed to enhance their powers of analytical, critical, moral-political and philosophic reasoning and of oral and written communication. They will write at least one paper out of class; at least one essay examination in class; and will give an oral presentation to the class in which they will present their ideas and lead discussion concerning the interpretation and application of the text.
What do Batman or Snoopy have to do with social power? This course looks at social power and the role comics play as an instrument of social power. The course will be divided into four sections. The sections are designed to answer four important academic questions: Why Are Comics Socially Powerful? How Do Comics Make an Impact Across Cultures? How Have Comics Been Used as an Instrument of Social Power? How is the Language of Social Power Evident in Comics?

Comics and Social Power looks at the deceptively simple world of comic books and comic strips. The first unit examines the unique visual properties of comics, studying the power of comics’ visual language as a means of social communication. The second unit looks at the global community of comics readers and creators, analyzing the global reach of the comics medium. The course’s third section looks at the history of comics as a vehicle for social messages, from the late 1800s to modern times. In the last part of the course, the inherent social nature of specific comic books and comic strips is highlighted, with case studies of popular comics, past and present.

This course is team-taught by professional cartoonist David Recine and international social welfare advocate Dr. Nicholas Smiar. Both instructors are lifelong comics fans with substantial experience in world travel and foreign language studies. Together, Dr. Smiar and Mr. Recine use their training and experience to reveal the hidden linguistic, social, and communicative nature of the pop-culture vehicle known as “comics.”

**Interpersonal Skills: Building Relationships**

We’ve all been developing our interpersonal skills since childhood - usually without realizing it. Interpersonal Skills become so natural that we may take them for granted, never thinking about how we communicate with other people. With a little time and effort you can develop these skills. Good interpersonal skills can improve many aspects of your life - professionally and socially - they lead to better understanding and relationships. In this course we will learn about interpersonal skills, emotional intelligence and self-awareness and how we can increase, improve and capitalize on those skills.

**Note:** This course meets the requirement of Social Work 220 (SW220).

**Songs & Symphonies**

This non-technical course will enhance your musical listening skills for both vocal and instrumental music of all eras. We listen to and study music of all genres, including music that you listen to already and music that you might hear in formal recitals and in great concert halls around the world. You’ll learn about expressive musical architecture (both vocal and instrumental), as well as a bit about the history and development of music in western civilization.
The decade of the 1920s was a time of exciting social change and profound cultural conflict. It was the first American decade to have a nickname: the “Roaring Twenties” or the “Jazz Age.” It was a decade of prosperity and dissipation, of jazz bands, raccoon coats, bathtub gin, flappers, flagpole sitters, bootleggers, and marathon dancers. For many Americans, the growth of cities, the rise of a consumer culture, the upsurge of mass entertainment, and the “revolution in morals and manners” represented liberation from the restrictions of the nation’s Puritan past. Sexual mores, gender roles, hair styles, and dress all changed profoundly during the 1920s. Economically, the decade was a period of rapid industrial growth and unprecedented prosperity for many. The media focused on celebrities of all kinds, especially sports heroes and movie stars. With Babe Ruth swinging for the fences, baseball became America’s national sport, and Charles Lindbergh was hailed as America’s greatest hero when he made his solo flight across the Atlantic.

While paying attention to the significant historical events of the 1920s, this course will delve deeply into cultural issues and topics of the decade, exploring new developments, innovations, and trends in literature and the arts. We will read stories and novels by Hemingway, Fitzgerald, Faulkner, and Zora Neale Hurston; poems by Langston Hughes, Edna St. Vincent Millay, and Marianne Moore; and plays by Eugene O’Neill and Sidney Howard. We will listen to the music of Duke Ellington, Louis Armstrong, and other musicians of the Harlem Renaissance; and we will view motion pictures featuring such artists as Charlie Chaplin, Clara Bow, and Al Jolson.

This course explores an understanding of rock & roll as not only as a musical style, but also as a broader social movement, a cause of significant cultural transformations, and how the sound track of the rock & roll era has entered into our individual processes of identity formation – the music has become a part of who we are.

This Honors Colloquium will focus the history of what is now known as the American West from European contact (and even before) through the present, with particular emphasis on the diversity of the region. Major themes include the federal government and its role in the conquest, economic development, and administration of the West; the legacies of that conquest for the diverse peoples of the West; the interactions between humans and their environment; the changing
nature of race, class, gender, and power in the region; the shifting visions and meanings of the West; and
the West’s relationship with the nation and world. Students in the course will also become familiar with the
historiography of the American West.

**Hmong Culture & History**

<table>
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<tr>
<th>HNRS 104, section 505</th>
<th>Professor Ka Vang</th>
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<tbody>
<tr>
<td>Hibbard 407</td>
<td>3 credits; G.E. IV</td>
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<tr>
<td>T R 3:30 - 4:45 p.m.</td>
<td>3 Cultural Diversity credits</td>
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</table>

This is an integrated course where students will learn the history, culture, and
contemporary issues of the Hmong people. Infused in this class will be a field trip
to the cities to visit the Hmong Village, Concordia’s Hmong Studies Minor and
Hmong Archive Center, and a Hmong charter school. Students will gain
knowledge to better understand the aspirations of the Hmong living in the U.S.
and the challenges they face.

**Introduction to Ancient Greek Literature**

<table>
<thead>
<tr>
<th>HNRS 104, section 541</th>
<th>Dr. Jeff Vahlbusch, University Honors &amp; Languages</th>
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<tbody>
<tr>
<td>Schneider 321</td>
<td>3 or 4 credits (optional 1-credit introductory Greek language)</td>
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<tr>
<td>M W F 11 – 1:50 a.m.</td>
<td>+ 1 credit for concurrent FYE/HNRS 100.541</td>
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<tr>
<td>Optional :1-credit Greek language</td>
<td>G.E. IV; FYE, Limited to incoming freshmen</td>
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<tr>
<td>M Noon – 12:50 p.m.</td>
<td>Class # 12711 – for 4-credits and 13142 for 3-credits</td>
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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 don’t 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 influential works of ancient
Greek literature and history, by Homer, Aeschylus, Herodotus, Sophocles, Euripides,
Thucydides, Aristophanes, and Plato. We shall read them, not as monuments of
some ‘superior’ cultural tradition, but as explorations—often tentative, critical, and
contradictory—of what it meant to the Greeks to be human, and what it meant to
the Greeks to be Greek. The course will also sharpen participants’ skills in critical
reading, discussion and argumentation, and analytical writing.

**Global Issues in Health**

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<tr>
<th>HNRS 105, section 501</th>
<th>Dr. Cheryl Lapp, Nursing</th>
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<tr>
<td>Nursing 227</td>
<td>3 credits; G.E. V</td>
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<td>M 6 – 8:50 p.m.</td>
<td>Foreign Culture credit</td>
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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 Millennium 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. Time for
projects and group work will often be incorporated into the last hour of class time.
**SUSTAINABLE U – PLANNING THE CAMPUS CLIMATE RESPONSE**

**HNRS 302, section 501**  
Library 2023  
Dr. Jim Boulter, Watershed Institute  
3 credits; G.E. II  
Class # 13498

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Course will expand on HNRS 302, “Tracking the Campus Carbon Footprint” by furthering inquiry and study to craft a comprehensive proposal to map an action plan for UWEC to decrease its carbon footprint. Students of all disciplines are encouraged to participate and prior enrollment in the previous course is not needed.

**MUSIC AND THE BRAIN**

**HNRS 302, section 502** (G.E. II)  
OR **HNRS 304, section 502** (G.E. IV)  
Haas Fine Arts 130  
Dr. Molly Gebrian, Music  
3 credits; G.E. II or G.E. IV  
Class # 14857 (302-502; G.E. II) or #12131 (304-502; G.E. IV)

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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.

*Available as a G.E. II OR as a G.E. IV; enroll for the course which corresponds to the G.E. category you wish to fulfill.

**CIVIC AGENCY: FROM HEALTHCARE TO LIFE CARE**

**HNRS 303, section 501**  
TBA  
Dr. Ruth Cronje, English  
3 credits  
G.E. III; *Service-learning (full; 30 hours)  
Class # 12348

Civic Agency and Health is a community engagement opportunity that will partner students with Marshfield Clinic to promote health in low-income citizens in the Chippewa valley region. Students will study social, political, and economic power structures to learn how poverty and inequity affect healthcare and healthcare justice for low-income patients. Students will also participate in Community Connections Team, a partnership with Marshfield Clinic to provide information and assistance to low-income patients whose health outcomes are being compromised by problems with housing, energy, food, and transportation. This project is designed to work “upstream” to address patients’ health problems while they can still be prevented and to help low-income patients obtain the resources available to them in our community.

*This course requires a 30-hour service commitment at Marshfield Clinic.
COMMUNITY LEADERSHIP: MOVING FROM TALK TO ACTION

Mike Huggins, Former Eau Claire City Manager
3 credits
G.E. III
Class # 12349

This course will examine contemporary issues in active civic engagement, community renewal, and deliberative democracy in the context of the broader Eau Claire community. Centered in local communities, a civic renewal movement to re-invigorate public participation and democratic governance has emerged over the past twenty years. A unifying theme of this social movement is that sustainable changes in democratic governance can only be built around the day-to-day interests and talents of everyday people. In this course students will learn and apply a core set of leadership and civic problem-solving skills to specific issues identified in collaboration with other community members in Eau Claire. Core organizational and community leadership skills explored will include preparing mission statements, values house meetings, one-to-one interviews, power mapping, action planning, and public evaluation. Students will have opportunities to interact with a range of community engagement activities and experience how to build the successful collaborations essential for addressing the social, economic, and political challenges facing local neighborhoods, communities, and our world.

POWER, PRIVILEGE, & INEQUALITY: RACE, CLASS, & GENDER

Dr. Katherine Rhoades, Education Studies & Women’s Studies emeritus
3 credits
G.E. III, 3 cultural diversity credits; Field trip
Class # 12738

Inequalities among individuals and groups continue to permeate social landscapes within the United States, a highly industrialized democratic nation that is becoming increasingly culturally and racially diverse. As inequality persists, and in some instances widens, debates about the root causes of and solutions to inequality have intensified. Through self-reflection and critical explorations of interdisciplinary theories of power and privilege, social science research, art, literature, poetry, films, and memoirs, students in this colloquium will engage in a series of lively conversations as they critically analyze and actively discuss contemporary and historical social constructions and lived experiences of race, class, and gender in the United States.

EAU CLAIRE AS A WINDOW ON THE WORLD (SEEING THE WORLD IN EVERYDAY LIFE)

Dr. Oscar Chamberlain, History
3 credits
G.E. IV; 1 cultural diversity credit
Class # 10931

There are local connections to the world and world history everywhere one looks in Eau Claire. The grid of our townships and streets connect to the Northwest Ordinance, and through the Ordinance to the Enlightenment, to the Scientific Revolution, and to imperialism. The presence of a Hmong-American population connects Eau Claire to Hmong migration from China to then French Indo China, to their lives as a subsistence hill people, to a series of wars that drove them from their homes, and to a world community that is not quite heartless to refugees. (description is continued on page 11)

There are other connections being forged each day, from the products at Oakwood mall to the university’s growing connection with China.
Each connection is a window on a wider world. This course helps students identify and explore these connections first by examining a set of connections or “windows” and identify and research a window of their choice.

**Music and the Brain**

**HNRS 304, section 502**

**OR HNRS 302, section 502**

Haas Fine Arts 130

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Dr. Molly Gebrian, Music 3 credits; G.E. II or G.E. IV

Class # 14857 (302-502; G.E. II) **or**

#12131 (304-502; G.E. IV)

See description above, HNRS 302-502

**Identity & Illness: A Literary and Scientific Perspective**

**HNRS 304, section 503**

SSS 321

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Dr. Mary Canales, Nursing & Dr. Jenny Shaddock, English 3 credits; G.E. IV

Class # 13678

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.

**Composing the Self**

**HNRS 304, section 504**

SSS 223

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Dr. Sean Ford, English 3 credits; G.E. IV

Class # 14735

Our subject is the self. We will start out studying two traditions—the personal essay and memoir—looking especially at how writings about the self-move between truth and deception and make the familiar strange. Later, you will take up independent research by approaching the subject from your own perspectives and drawing upon several areas of study (psychology, sociology, history, science, economics, marketing, politics, medicine, media, technology, art). You’ll produce a project out of your research about the self, likely in the form of a video log or other multimedia format. In the end, you’ll also create something more personal—perhaps an essay or an online blog. And all along, your work with the self will be telling you something more about you.
Honors Electives

Honors: Principles of Accounting I

ACCT 201, section 501
Schneider 202

Professor Ingrid Ulstad, Accounting
3 credits; [not for G.E.]
Class # 13665

M W F 1 - 1:50 p.m.

An introduction to the principles and practices of accountancy applied to business organizations. Emphasis is on the uses of accounting information in decision-making by internal and external users.

Not recommended for freshmen. Recommended completion of MATH 109 prior to enrollment in ACCT 201.

Honors: Studies in Tropical Environment

BIOL 320, section 501
Phillips 319

Professor Todd Wellnitz, Biology
3 credits; G.E. II-A
*Field trip & Special Course Fee required
Class # 14683

T 3 – 4:50 p.m.

This honors version of the Studies in Tropical Biology will focus on MARINE BIOLOGY with special emphasis on shark biology. There will be a required, one-week trip to Florida (September 27 – October 3) to work with the Coastal Marine Education & Research Academy to marine life in the wild. *NOTE: Special course fee of $1,150 covers cost of travel, accommodations, and some meals. Travel dates are September 27 – October 3.

Honors: Chemical

CHEM 115, section 501-Lecture
Phillips 119

Dr. Jim Phillips &
Dr. Patricia Cleary, Chemistry
6 credits; G.E. II-B
Class # (Lab) 12100
Class # (Lecture) 12101
Special Course Fee required

M W F 8 – 8:50 a.m.

An introduction to chemical concepts with lab for Honors students only to discuss and investigate the principles learned in lecture. Be sure to register for both the Honors lecture and lab sections.

Honors: Fundamentals of Speech

CJ 202, section 501
Hibbard 108

Dr. David Tschida, Communications & Journalism
3 credits; G.E. I-A
1 cultural diversity credit
Class # 14453

M W F 2 - 2:50 p.m.

This honors section of CJ 202, Fundamentals of Public Speaking, will focus on the role of public communication in social change in the United States. Students will learn the principles of effective public speaking by critically examining public discourse on a wide variety of historical and contemporary issues. They will apply those principles by researching, organizing and delivering two informative and two persuasive speeches on topics related to social change.
Honors: Human Geography

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. University Honors students in the course will contract with Professor Kaldjian to do a special Honors project that will add value to their educational experience and give them Honors elective credit for the course.

Honors: Physical Geology

A study of earth structure, materials, processes, and history; includes discussion of plate tectonics, volcanism, weathering, glaciation, sedimentation, and metamorphism. The course emphasizes the methods of scientific investigation.

Honors: Calculus I

Limits, theory, and application of the derivative; introduction to integration.

Prerequisites: MATH 112, or 113, or four years of above-average work in college-prep mathematics, including one semester of trigonometry and a suitable mathematics placement test score.
### Honors: Introduction to World Politics

**POLS 122, section 501**  
Hibbard 228  
Dr. Stephen Hill, Political Science  
3 credits; G.E. III-D  
Class # 12896

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Introductory course for the study of world politics. Focus includes states, international organizations (private and public), and other global interactions influencing and shaping world politics.

### Honors: Introduction to Sociology

**SOC 101, section 501**  
TBA  
Dr. Kathleen Nybroten, Sociology  
3 credits; G.E. III-F  
Class # 13451

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Introduces students to sociological perspectives of human social behavior, social structures, interaction, socialization, culture, institutions, and social change.

### Honors: Accelerated Blugold Seminar in Critical Reading and Writing

**WRIT 118, section 501**  
Hibbard 212  
Dr. Stephen Hill, Political Science  
2 credits, [not for G.E.]  
Class # 14123

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Development of college-level reading, writing, and research skills within a section-specific theme. Emphasis on rhetorical knowledge, information literacy, digital literacy, and writing craft. Course fulfills University Writing Requirement. Not for G.E. credit.
**HNRS 100: “First-Year Honors Seminar”** (1 credit)  
Instructor: Jeff Vahlbusch and advanced Honors Students

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<tr>
<td>501</td>
<td>Monday</td>
<td>9 – 9:50 a.m.</td>
<td>SSS 223</td>
<td>12338</td>
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<tr>
<td>502</td>
<td>Monday</td>
<td>4 – 4:50 p.m.</td>
<td>Bridgman</td>
<td>12340</td>
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<td>503</td>
<td>Tuesday</td>
<td>9:30 – 10:20 a.m.</td>
<td>SSS 321</td>
<td>12341</td>
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<td>504</td>
<td>Tuesday</td>
<td>3:30 – 4:20 p.m.</td>
<td>SSS 223</td>
<td>12342</td>
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<tr>
<td>505</td>
<td>Wednesday</td>
<td>8 – 8:50 a.m.</td>
<td>SSS 223</td>
<td>12343</td>
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<tr>
<td>506</td>
<td>Thursday</td>
<td>4 – 4:50 p.m.</td>
<td>SSS 223</td>
<td>12455</td>
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<tr>
<td>507</td>
<td>Friday</td>
<td>1 – 1:50 p.m.</td>
<td>SSS 321</td>
<td>13042</td>
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<tr>
<td>508</td>
<td>Wednesday</td>
<td>12 – 12:50 p.m.</td>
<td>SSS 321</td>
<td>14982</td>
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<tr>
<td>509</td>
<td>Wednesday</td>
<td>4 – 4:50 p.m.</td>
<td>SSS 223</td>
<td>14983</td>
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<td>541</td>
<td>Friday</td>
<td>12 – 12:50 p.m.</td>
<td>SSS 321</td>
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*This section is linked with HNRS 104.541 – Introduction to Ancient Greek Literature*

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. G.E. IV.

**HNRS 400: “Senior Honors Seminar”** (1 credit)  
Instructor: Jeff Vahlbusch

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<td>CENT 2704</td>
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<td>502</td>
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<td>SSS 321</td>
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University Honors Program capstone course will recap and evaluate your UWEC and Honors experiences and look toward applying your academic achievements to future personal, academic, and career endeavors.

It is recommended that you take this course the spring of your junior year or fall of your senior year. **Senior standing or Department consent required** (stop by University Honors office or email Pam Golden (goldenp@uwec.edu)). G.E. IV.

**HNRS 410: “Mentoring in Honors”** (1 credit)  
Instructor: Jeff Vahlbusch

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+ HNRS 100 or FYE course mentoring or co-mentoring

Assist in instruction of Honors 100: First-Year Honors Seminar or an Honors FYE course. Focus on the value of a baccalaureate education and on what constitutes an educated person. Note: To enroll in HNRS 410, students usually must have taken or be taking concurrently HNRS 400 (Senior Honors Seminar). G.E. IV.; Full 30-hours service learning credit  
**Note:** Students must apply to the University Honors Program Director to participate in Mentoring in Honors; **enrollment is by permission.** Students typically may not earn credit for both HNRS 410 and HNRS 420.
HNRS 420: “Tutoring in Honors” (1 credit)
Instructor: Honors faculty

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Assist in the instruction of an Honors Elective or Honors Colloquia previously completed by the student. Open to juniors and seniors. **Note:** Students must apply to the University Honors Program Director to participate in Tutoring in Honors; **enrollment is by permission.** Students typically may not earn credit for both HNRS 410 and HNRS 420. G.E. III; Full 30-hours service learning credit.

**Honors Special Experiences**

1-4 credits. All courses available during Fall, Winter, Spring or Summer. Special course fees may be required. Courses may be repeated for a maximum of 8 credits. A-F grades only.

**DEPARTMENT CONSENT REQUIRED.**

***Talk to Jeff if you are interested in any of these courses!***

HNRS 275: Honors Study Abroad Experience—Freshmores and Sophomores
HNRS 295: Honors Directed Study—Freshmores and Sophomores
HNRS 298: Honors Internship Experience—Freshmores and Sophomores
HNRS 299: Honors Independent Study—Freshmores and Sophomores
HNRS 375: Honors Study Abroad Experience—Juniors
HNRS 395: Honors Directed Study—Juniors
HNRS 398: Honors Internship Experience—Juniors
HNRS 399: Honors Independent Study—Juniors
HNRS 475: Honors Study Abroad Experience—Seniors
HNRS 490: Honors Senior Thesis or Project
HNRS 495: Honors Directed Study—Seniors
HNRS 498: Honors Internship Experience—Seniors
HNRS 499: Honors Independent Study—Seniors