

Course Catalog

FALL

2025



University of Wisconsin
Eau Claire

Mark Stephen Cosby
HONORS COLLEGE

Cosby Honors College
Fall 2025 Course Catalog

Table of Contents

- Notes on Honors Registration - Pages 3 to 4
- Honors Advising - Page 4
- Summer Course - Page 5
- Schedule at a Glance - Pages 6 to 7
- Courses Listed by Liberal Education (LE) Requirement - Pages 8 to 9
- 100-Level Colloquia - Pages 10 to 13
- Honors Sections of Courses in Other Departments - Pages 14 to 16
- 300-Level Colloquia - Pages 17 to 19
- Seminars and Special Experiences - Pages 20 to 21

Notes on Honors Registration

Priority Registration

If you have earned the privilege of priority registration through Honors, by taking on average, one honors course per semester and attending the required, third semester advising session, then you should have an enrollment appointment for March 31, 2025.

Check your enrollment appointment as soon as it is available in CampS the week of March 3. If your enrollment appointment is not what you expected, contact Kim immediately and before March 26 at honors@uwec.edu.

Course Levels

Any honors student can enroll in a 100-level HNRS course, while students with sophomore-standing or higher (30+ earned credits) are eligible to enroll in 300-level HNRS courses.

Navigating Registration

- All honors course section numbers begin with the number 5
- CampS: go to manage classes > class search and enroll > click on the desired semester > type in “honors”
- Schedule Builder: + add course > search by section attributes > click on attributes tab > select “honor course” OR
> add course > from the dropdown menu, select “all subjects.” > click on the course tab to view all available honors courses by department.
- **Recommendation:** check your eligibility to enroll in the courses you put in your shopping cart by using the validate function in Schedule Builder or MyBlugold CampS.

Waitlists

If an honors class is full (courses with the HNRS prefix), it will indicate "need department consent" to enroll. If you would like to be added to the waitlist, please complete the [honors waitlist eForm](#). Do NOT submit multiple eForms, you can list more than one course on the form.

You will be notified by email *if* a seat becomes available; diligently **check your email throughout the summer because we never know if nor when a seat *may* become available.** If you are emailed about an open seat, you will be given a very short period to register for it.

Waitlist requests will not be accepted until the first day of registration.

[Honors waitlist eForm](#)

Other Ways to Earn Honors Credit

Information on honors contracts, counting some research and internship experiences toward Honors, pursuing an honors thesis, or earning honors credit while on study abroad can be found in the [University Honors Information Hub](#) in Canvas. Important deadlines:

- Apply to serve as a **mentor** (HNRS 410) in a section of HNRS 100. [Mentor Application](#) due **March 5**.
- [Honors contract eForms](#) for fall 2025 must be submitted **by September 16, 2025**.
- Serve as an **honors tutor** (HNRS 420) in an honors course you have taken before. First talk with the professor and make a plan; then submit this [eForm](#) **by August 18, 2025**.
- If you are interested in pursuing an **honors thesis** in fall or spring, [please chat with Dr. Fielding!](#)

Want more information about anything Honors?

- Check the [University Honors Information Hub in Canvas](#); access is from your Canvas course list.
- Use Navigate to schedule an appointment with [Kim Wellnitz](#) or [Dr. Fielding](#).
- Email us at honors@uwec.edu

Honors Advising

With Kim Wellnitz, Honors Assistant Director and Advisor

We can chat about:

- Your degree audit, Honors and LE requirements
- Honors contracts, Mentoring (HNRS 410), Tutoring (HNRS 420)
- New options including ways to count some research and internships toward honors requirements
- The honors waitlist and how it works
- Pathways and options to complete Honors; create your plan to complete Honors
- Earning University Honors credit for Department Honors or McNair Scholars

Drop-in Advising

We're here to help you graduate with University Honors!

No appointments are needed on these days.

Simply stop by the **Honors Commons** (Library 2002, 2nd floor)

8:30 am – 3:30 pm on the following days:

- Wednesday, March 26
- Thursday, March 27
- Friday, March 28

Summer Honors Course

Reminders:

- Registration for summer courses is now available in CampS and Schedule Builder.
- Be sure to check the [Blugold Central website](#) for tuition rates.
- Please [email Blugold Central](#) with any questions regarding your financial aid eligibility or stop by VLL 1108 to chat with them.
- Due to the short duration of summer courses, please be aware of the deadlines for dropping, withdrawing, and tuition payment/refund.

True Crime: Investigating Our Culture's Obsession

Instructor: Professor Sarah White

Course Details: HNRS 135.581, 3 credits, tuition, plus \$150 online course fee

Course Dates: June 9 – August 1, 2025

Modality: Online, asynchronous

LE attributes: K3 and S1

Course description: What is our culture's obsession with true crime? There are podcasts, movies, books, series, and countless media outlets that stoke the fires. Serial killers are examined and studied. Do we empathize with the victims or the perpetrators? Let's play detective and take a closer look at the weird, twisted world of true crime!

Schedule at a Glance

100-Level Colloquia

Title	Course	LE	Instructor	Credits
Chemical Computing and Artificial Intelligence in Health Care	HNRS 118.501	K1 + I1	S. Bhattacharyay	3
Classic Dystopian Fiction	HNRS 133.501	K3 + R2	H. Fielding	3
Investigating Cult Cases: Their Members, Leaders, and Media Representations	HNRS 135.581	K3 + S1	S. White	3
The Rom-Com	HNRS 137.501	K3 + S3	J. Ekblad	3
Gone in a Flash: The Power of Flash Fiction in the Digital Age	HNRS 137.502	K3 + S3	P. Reid	3
Plato's <i>Republic</i>	HNRS 138.501	K3 + I1	S. McAleer	3
Immigration & Asylum: History, Politics, & the Pursuit of Justice in Latin America & the U.S.	HNRS 139.501	K3 + R1-DDIV	C. Jiménez-Frei	3
Animation: Drawn to Life	HNRS 143.501	K4 + R2	I. Gross	3
The Cultural Logic of Sherlock Holmes	HNRS 143.502	K4 + R2	H. Fielding	3
Music and the Study of Sound	HNRS 145.501	K4 + S1	C. Amon	3
Telling Your Story Through Photos	HNRS 147.501	K4 +S3	L. Zirbel	3
Adulting: Managing Your Money and Mindset for Success	HNRS 158.581	S1 + I1	J. Magliocco	3
Game Analysis and Design	HNRS 178.501	S3 + I1	C. Hlas	3
Developing as a Leader	HNRS 190.501	R3 + I1 + ½ SL	K. Johnson	3

Honors Sections of Courses in Other Departments

Title	Course	LE	Instructor	Credits
Honors: Introduction to Accounting	ACCT 201.501	none	S. Gilbertstadt	3
Honors: Business Writing	BCOM 206.501	S1	M. Orwig	3
Honors: Foundations of Biological Inquiry	BIOL 223.501/531	S3	T. Lee	2
Honors: Introduction to Biomedical Engineering	BME 201.501	none	J. Petefish	2
Honors: General Chemistry Laboratory	CHEM 106.502/532	K1-Lab	S. Hati	2
Honors: Chemical Principles	CHEM 115.501/531	K1-Lab	P. Cleary	6
Honors: Physical Geology	GEOL 110.501/531	K1-Lab + I1	R. Lodge	4
Honors: United States History to 1877	HIST 114.501	K3 + R1-DDIV	J. Jahnke-Wegner	3
Honors: Introduction to Sociology	SOC 101.501	K2 + R1	K. Nybroten	3

300-Level Colloquia (sophomore standing, 30+ credits)

Title	Course	LE	Instructor	Credits
The Global Village: Media, Culture, and Identity in a Connected World	HNRS 323.501	K2 + R2	W. Jang	3
The Development of Social Perspectives on Disability	HNRS 324.501	K2 + R3	A. Dalhoe	3
The Social Sciences, Predictive Analytics, and You: The Use (and Abuse) of "Big Data"	HNRS 328.501	K2 + I1	J. Bach-Hanson	3
Reality, Inc.	HNRS 332.501	K3 + R1	S. Weidman	3
This Class Will (Probably) Be Funny: Interdisciplinary Approaches to Humor	HNRS 337.501	K3 + S3	C. Outzen	3
Missing and Murdered Indigenous Women	HNRS 339.501	K3 + R1-DDIV	K. Cary	3
Underworld of the Ancients	HNRS 345.501	K4 + S1	A. Cunningham	3
The Quiet One: The Art of Musing	HNRS 347.501	K4 + S3	CV Peterson	3
The Multicultural Art and Science of Forgiveness	HNRS 388.501	R2 + I1	A. Recine	3

Find videos for some fall 2025 courses on our UWEC Honors YouTube.

[Fall 2025 Course Video Playlist](#)



Courses by Liberal Education (LE) Requirement

LE	Course	Section	Title
K1	HNRS 118	501	Chemical Computing and Artificial Intelligence in Health Care
K1 w/ Lab	CHEM 106	502/532	Honors: General Chemistry Laboratory
	CHEM 115	501/531	Honors: Chemical Principles
	GEOL 110	501/531	Honors: Physical Geology
K2	HNRS 323	501	The Global Village: Media, Culture, and Identity in a Connected World
	HNRS 324	501	The Development of Social Perspectives on Disability
	HNRS 328	501	The Social Sciences, Predictive Analytics, and You
	SOC 101	501	Honors: Introduction to Sociology
K3	HNRS 133	501	Classic Dystopian Fiction
	HNRS 135	581	Investigating Cult Cases: Their Members, Leaders, and Media Representations
	HNRS 137	501	The Rom-Com
	HNRS 137	502	Gone in a Flash: The Power of Flash Fiction in the Digital Age
	HNRS 138	501	Plato's Republic
	HNRS 139	501	Immigration & Asylum: History, Politics, & the Pursuit of Justice in Latin America & the U.S.
	HNRS 332	501	Reality, Inc.
	HNRS 337	501	This Class Will (Probably) Be Funny: Interdisciplinary Approaches to Humor
	HNRS 339	501	Missing and Murdered Indigenous Women
	HIST 114	501	Honors: United States History to 1877
K4	HNRS 143	501	Animation: Drawn to Life
	HNRS 143	501	The Cultural Logic of Sherlock Holmes
	HNRS 145	501	Music and the Study of Sound
	HNRS 147	501	Telling Your Story Through Photos
	HNRS 345	501	Underworld of the Ancients
	HNRS 347	501	The Quiet One: The Art of Musing
S1	HNRS 135	581	Investigating Cult Cases: Their Members, Leaders, and Media Representations
	HNRS 145	501	Music and the Study of Sound
	HNRS 158	501	Adulting: Managing Your Money and Mindset for Success
	HNRS 345	501	Underworld of the Ancients
	BCOM 206	501	Honors: Business Writing

LE	Course	Section	Title
S3	HNRS 137	501	The Rom-Com
	HNRS 137	502	Gone in a Flash: The Power of Flash Fiction in the Digital Age
	HNRS 147	501	Telling Your Story Through Photos
	HNRS 178	501	Game Analysis and Design
	HNRS 337	501	This Class Will (Probably) Be Funny: Interdisciplinary Approaches to Humor
	HNRS 347	501	The Quiet One: The Art of Musing
	BIOL 223	501/531	Honors: Foundations of Biological Inquiry
R1DDIV	HNRS 139	501	Immigration & Asylum: History, Politics, & the Pursuit of Justice in Latin America & the U.S.
	HNRS 339	501	Missing and Murdered Indigenous Women
	HIST 114	501	Honors: United States History to 1877
R1	HNRS 332	501	Reality, Inc.
	SOC 101	501	Honors: Introduction to Sociology
R2	HNRS 133	501	Classic Dystopian Fiction
	HNRS 143	501	Animation: Drawn to Life
	HNRS 143	502	The Cultural Logic of Sherlock Holmes
	HNRS 323	501	The Global Village: Media, Culture, and Identity in a Connected World
	HNRS 388	501	The Multicultural Art and Science of Forgiveness
R3	HNRS 190	501	Developing as a Leader
	HNRS 324	501	The Development of Social Perspectives on Disability
I1	HNRS 118	501	Chemical Computing and Artificial Intelligence in Health Care
	HNRS 138	501	Plato's Republic
	HNRS 158	501	Adulting: Managing Your Money and Mindset for Success
	HNRS 178	501	Game Analysis and Design
	HNRS 190	501	Developing as a Leader
	HNRS 328	501	The Social Sciences, Predictive Analytics, and You
	HNRS 388	501	The Multicultural Art and Science of Forgiveness
SL Half	HNRS 190	501	Developing as a Leader
SL Full	HNRS 410	501	Mentoring in Honors
	HNRS 420	501	Tutoring in Honors

100-Level Colloquia

Chemical Computing and Artificial Intelligence in Health Care

Instructor: Dr. Sudeep Bhattacharyay

Course Details: HNRS 118.501, 3 credits

Course Days/Times: Tuesday and Thursday, 9:30 to 10:45 am

LE attributes: K1 and I1

The course will showcase the increasing role of chemical computing and artificial intelligence in healthcare. Healthcare science is rapidly evolving because of our enhanced ability to store and use large amounts of data. These data/databases contain various information including genetic, physical, chemical, disease-related, proteins' structural, drug-related, and patients' clinical results. The "Big Data" created a huge opportunity to make use of machines to learn from these data and better predict the outcome, which in turn could be useful in strategizing to improve healthcare measures. The past decades also witnessed a dramatic increase in computing power related to the application of quantum theory, generating unparalleled insights into the world of "molecular medicine in action." This course will offer an opportunity to learn about these developments through the lenses of chemistry, biology, and computational data science. The course will showcase this integrative platform and its interplay with the future of the healthcare sciences. The students would expect to study about two to three hours of reading outside the class each week of the course.

Classic Dystopian Fiction

Instructor: Dr. Heather Fielding

Course Details: HNRS 133.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday, 9:00 to 9:50 am

LE attributes: K3 and R2

In this course, we'll dig into some of the best dystopian fiction of the last hundred years. Dystopian fiction imagines a "bad place"—a world even less perfect than the one in which its author lived. We might argue that the 20th century was the classic period of the dystopia, when writers were drawn to imagining nightmare versions of their societies. These dystopias imagined the obverse of the dream of modernity, that new technologies would allow us to shape societies that were cleaner, safer, more rational, and more humane. In this class, we'll read some great books that will pose many interesting questions for us to investigate together: why did the historical moment of the early 20th-century produce so many dystopias? How has the form developed since then? How is the political-social context of each book imagined in its dystopia? What do these fictions tell us about the relationship between the individual and the state, the mass, and the collective? How do these texts theorize power, the flow of information, surveillance, institutions, and the state? This is a reading-heavy course centered around discussions. As a side effect of the course, you will develop a solid reading habit.

The reading list is likely to include most of these books: Margaret Atwood's *The Handmaid's Tale*, George Orwell's *1984*, Aldous Huxley's *Brave New World*, Anthony Burgess's *Clockwork Orange*, Yevgeny Zamyatin's *We*, PD James's *Children of Men*, Yoko Ogawa's *Memory Police*, Ali Smith's *Gliff*, and Chang Rae Lee's *On Such a High Sea*.

Investigating Cult Cases: Their Members, Leaders, and Media Representations

Instructor: Professor Sarah White

Course Details: HNRS 135.581, 3 credits, \$150 online course fee

Modality: Online, asynchronous

LE attributes: K3 and S1

What exactly is a "cult"? What causes people to join them? Perhaps even more intriguing is--what causes people to stay and blindly follow the cult leader? We will exam several famous cults throughout history (the Manson Family,

Heaven's Gate, Jonestown, among many others) and even delve into pop culture a bit with the "cult of personality/celebrity." Students can expect to spend at least 3 hours a week on our Live Lectures, discussion boards, assignments, and readings. Many times, however, students will willingly spend more time than that due to the fascinating nature of the subject. There will be a weekly live class meeting on Zoom at 7 pm; attending this meeting is encouraged but not required.

The Rom-Com

Instructor: Professor Jen Ekblad

Course Details: HNRS 137.501, 3 credits,

Modality: Monday, Wednesday, and Friday, 12:00 to 12:50 pm

LE attributes: K3 and S3

This cultural studies course examines how romantic comedies shape and reflect our understanding of love, identity, and social values. Through analysis of contemporary and classic rom-coms, students will explore how these films negotiate cultural meanings around relationships, power, representation, and identity. Special attention will be paid to how modern rom-coms engage with current social movements, mental health awareness, and evolving definitions of love and relationships. Students should expect to spend 6 hours per week outside of class on film viewing, required readings, and creative assignments.

Gone in a Flash: The Power of Flash Fiction in the Digital Age

Instructor: Professor Paul Reid

Course Details: HNRS 137.502, 3 credits

Course Days/Times: Tuesday and Thursday, 3:30 to 4:45 pm

LE attributes: K3 and S3

This colloquium examines the evolving components of flash fiction and its emergence as one of the most distinctive and dominant writing forms of the 21st Century. Through readings, research, discussion, and writing, students will examine the different types of flash—including flash non-fiction, micro fiction, sudden fiction, and drabble—and discover its value and benefits as a writing modality and pedagogical tool. Students will also recognize the importance of flash as a tool for effective, creative, and concise communication and they will create their own flash writing that implements these principles and helps them better express themselves in writing across disciplines and contexts. Students should expect to spend six hours a week reading and writing. Students will read and analyze different types of flash fiction and students will also write and share their own flash fiction over the course of the semester.

Plato's Republic

Instructor: Dr. Sean McAleer

Course Details: HNRS 138.501, 3 credits

Course Days/Times: Monday and Wednesday, 2:00 to 3:15 pm

LE attributes: K3 and I1

In this course we will read Plato's *Republic*, one of the most important and enduring works of philosophy ever written. The *Republic* asks two fundamental questions: What is justice? and Is a just life happier than an unjust life? We will carefully attend to how Plato answers these questions and to the arguments he offers in support of these answers. By their diligent participation in this course, students should emerge better able to read for structure, to extract, state, and evaluate arguments, to think more clearly, consistently, and rigorously about questions of value, and to reflect on themselves as moral beings.

Immigration and Asylum: History, Politics, and the Pursuit of Justice in Latin America and the U.S.

Instructor: Dr. Cheryl Jiménez-Frei

Course Details: HNRS 139.501, 3 credits

Course Days/Times: Monday and Wednesday 2:00 to 3:15 pm

LE attributes: K3 and R1-DDIV

This course seeks to understand the push and pull factors contributing to human mobility (migration) that has transformed the Americas. We will examine migration shifts within Latin America, immigration from Latin America to the U.S., and from the U.S. to Latin America. Our readings will draw from the research of geographers, historians, economists, anthropologists, demographers, and other related fields. To capture the social and cultural consequences of modern mass migration, films and novels will be used to supplement the course themes.

We will also examine sources that provide historical context to current debates over immigration reform, integration, and citizenship, exploring the roots of and responses to the contemporary refugee “crisis” at the U.S.-Mexico border. Material will survey the migration of people, including families and unaccompanied minors from Central America, the history of U.S.-Central American relations, the impact of migration on both countries, and the history and politics of the asylum system that those seeking refuge must negotiate in the U.S.

Animation: Drawn to Life

Instructor: Professor Isabella Gross

Course Details: HNRS 143.501, 3 credits

Course Days/Times: Tuesday and Thursday, 2:00 to 3:15 pm

LE attributes: K4 and R2

Animated films and shorts have often been passed over when it comes award nominations, critical discussion, and appreciation of art and story. Often considered “unserious,” “only for children,” or inconsequential to studies of literature, film, and art, this course, titled “Animation: Drawn to Life,” aims to defy each of these wholly untrue labels. We will critically analyze and appreciate the many ways in which animation tells stories of identity, experience, and culture, by way of art style, movement, color, and sound. “Animation: Drawn to Life” will explore the beauty of drawing dreams to life, while considering how animation storytelling is inherently drawn to life’s beauty. This class will appeal to a wide array of tastes and interests, as we examine films and shorts across from the Victorian era to streaming, from million-dollar studios to students, from cultures and creators around the globe. Students should expect to spend time outside of class watching the assigned films (typically 1 film a week) paired with a short writing response (~500 words per week), alongside supplemental critical or historical texts that will give us a framework to analyze these works (about 10–20 pages a week).

The Cultural Logic of Sherlock Holmes

Instructor: Dr. Heather Fielding

Course Details: HNRS 143.501, 3 credits

Course Days/Times: Monday, Wednesday, Friday 1-1:50 pm

LE attributes: K4 and R2

This fall, join Dr. Fielding for an in-depth exploration of the fictional world of famed detective Sherlock Holmes, created by writer Arthur Conan Doyle in 1890s London. The character of Holmes struck a cultural nerve when he first appeared and continues to be one of the most popular and culturally significant fictional figures in history. As such, the Holmes stories provide a uniquely powerful site for us to examine scientific and intellectual ideas, moral norms, historical and social changes, and literary forms. As we read Doyle’s texts, we’ll think about

- the scientific imagination, including empiricism, deduction, and the emergence of forensic techniques
- Victorian morality and justice, including the then-popular idea that criminals were born, not made, and Holmes as an extrajudicial authority and moral arbiter
- class dynamics, from aristocrats and professionals to the poor and the outcast
- gender constructions and the role of women in Holmes' London
- the global circulation of people, and the imperial urban center as a dangerous, confusing space

Most of the Holmes oeuvre are short stories that were published in The Strand magazine in Britain between 1887 and 1927, and focusing on one story per class meeting, we’ll work together to unpack and analyze the cultural and aesthetic logic of Holmes and the world he inhabited. The course will be entirely discussion-focused, and we will

work toward two semester projects that will ask you to use research and analysis to develop interesting, rich, contextual interpretations of the stories: one individual research paper and one escape room, developed with a team of your peers.

Music and the Study of Sound

Instructor: Dr. Christine Amon

Course Details: HNRS 145.501, 3 credits

Course Days/Times: Monday, Wednesday, and Friday, 11:00 am to 11:50 am

LE attributes: K4 and S1

This course explores music and culture through the interdisciplinary field of “sound studies.” We will analyze the borders between sound, noise, and music, creatively investigating the consumption of sound. By surveying the research of musicologists, philosophers, social scientists, and more, we will explore the roles of music and sound in society. The course will combine student-led research, practice in deep listening, and a final project of the student’s design.

Telling Your Story Through Photos

Instructor: Professor Lisa Zirbel

Course Details: HNRS 147.501, 3 credits

Course Days/Times: Monday and Wednesday, 2:00 to 3:15 pm

LE attributes: K4 and S3

This photography course explores the art of visual storytelling through and beyond the lens. Students will explore roles of muse, artist, subject and viewer to craft compelling narratives from image and sequence. Through hands-on exercises such as writing, discussion, mindfulness, deep observation, and readings, the course highlights the importance of process over product, experimentation over perfection. By integrating photographic theories and philosophies, students will develop a critical understanding of how images function within broader cultural and social contexts, equipping them to create meaningful, thought-provoking photographic work. Students will gain an intentional, thoughtful, and reflective approach to image-making as an avenue to express that which cannot be put into words. Beginners are welcome. A variety of cameras, including cellphones, will be allowed.

Adulting: Managing Your Money and Mindset for Success

Instructor: Professor John Magliocco

Course Details: HNRS 158.501, 3 credits

Course Days/Times: Tuesday and Thursday, 8:00 to 9:15 am

LE attributes: S1 and I1

This course will jump start your thinking about your future in college and beyond. Our goal is to open our minds to multiple subjects—and ways of thinking—that are essential for taking responsibility for your life as an adult. We will focus on key topics related to money (budgeting, financial planning, investing, retirement, debt) and mindset (growth mindset, global thinking, goal setting, managing conflict, and dealing with change). At the same time, we’ll also work on strategies for effective communication in professional situations, including presentation skills, adapting to different audiences, and balancing perspectives.

Game Analysis and Design

Instructor: Dr. Chris Hlas

Course Details: HNRS 178.501, 3 credits

Course Days/Times: Monday, 3:00 to 5:45 pm

LE attributes: S3 and I1

Games have been a part of human culture since 3000 B.C.E. and have been used as tools for recreation as well as for teaching and learning. As such, games are worthy of scholarly analysis. Unfortunately, little scholarly work has been

done on this medium. This course is an attempt to view games through a scholarly lens by analyzing the experience of games. Some questions that will guide our analysis and discussion include: what is fun? Is fun a necessary component of a game? What makes one game fun and another not? Throughout the course students will: play board and card games to explore various aspects of gameplay, construct a data-collection tool based on Experience Sampling Method (ESM), collect ESM data, help with data analysis, and create their own games based on the principles discussed in class.

Developing as a Leader

Instructor: Professor Ken Johnson

Course Details: HNRS 190.501, 3 credits

Course Days/Times: Monday and Wednesday, 5:00 to 6:15 pm

LE attributes: R3 and I1; 15 hours of service learning

Do you want to develop as a leader, while learning techniques to make group work less painful and more effective? Whether you thrive in groups or would rather work alone, this course will prepare you to excel at group projects in your career, while developing the leadership skills to bring your ideas to fruition by working with others. This leadership seminar begins with the idea that leading others—and yourself—requires a vision, a picture of future success. We'll dig into other crucial elements of leadership, including the idea of leading oneself, group communication, developing as a team, applying a leadership style that fits your team's stage of development, and teaching skills to others. Sessions on problem-solving, making ethical decisions, and valuing people are added as tools of a leader's toolbox.

Most crucially, the course promotes the team development process, enabling participants to use their awareness of the stages of team development in conjunction with new skills to build a high-performing team that can reach its full potential. Early in the course, students will form groups that will collaborate with a community organization on a leadership project. Each group develops a group vision for the course, and each student prepares their own personal vision. Groups will move through the four stages of team development (Forming, Storming, Norming, and Performing) that all groups experience when brought together to accomplish a goal or shared vision. Through presentations and experiential application of goal setting, planning, and problem-solving, students learn their importance, how to align them to achieve both their group and individual visions, and then how to put themselves in the center of those pictures of future success—all while getting to know the Chippewa Valley through service.

The course draws skills, ideas, and lessons from National Youth Leadership Training seminar from Boy Scouts of America, the Clifton Strengths program, Maxwell's 360 Degree Leader workbook, and other resources.

Honors Sections of Courses in Other Departments

Introduction to Accounting

Instructor: Professor Sheril Gilberstadt

Course Details: ACCT 201.501, 3 credits

Course Days/Times: Tuesday and Thursday, 3:30 to 4:45 pm

LE attribute: none

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 honors 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.

Business Writing

Instructor: Dr. Marcy Orwig

Course Details: BCOM 206.501, 3 credits

Course Days/Times: Tuesday and Thursday, 9:30 to 10:45 am

LE attribute: S1

In this honors option for BCOM, students will explore key figures in the rhetorical tradition—ranging from Aristotle to Bakhtin—and create emails, memos, letters, reports, and employment documents. They will adapt messages to existing and emerging technologies; analyze audiences; and use effective techniques to communicate using standard grammar, mechanics, punctuation, and document format.

Foundations of Biological Inquiry

Instructor: Dr. Tali Lee

Course Details: BIOL 223.501 lecture, section 531 lab, 2 credits

Course Days/Times: Lecture: Wednesday, 10 -10:50 am Lab: Wednesday, 11 am to 12:50 pm

LE attribute: S3

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.

Introduction to Biomedical Engineering

Instructor: Professor Joseph Petefish

Course Details: BME 201.501, 2 credits

Course Days/Times: Monday, Wednesday, and Friday, 1:00 to 1:50 pm

LE attribute: none

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 supplemental meeting time for in-depth discussions, problem-solving, and special lecture topics.

General Chemistry Lab

Instructor: Dr. Sanchita Hati

Course Details: CHEM 106.502 lecture, section 532 lab, 2 credits

Course Days/Times: Lecture: Tuesday, 1:00 to 1:50 pm Lab: Tuesday, 2:00 to 3:50 pm

LE attribute: K1-Lab

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.

Chemical Principles

Instructor: Dr. Patricia Cleary

Course Details: CHEM 115.501 lecture, section 531 lab, 6 credits

Course Days/Times: Lecture: Monday, Wednesday, and Friday, 10:00 to 10:50 am

Lab: Thursday, 8:00 to 10:50 am

LE attribute: K1-Lab

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.

Physical Geology

Instructor: Dr. Robert Lodge

Course Details: GEOL 110.501 lecture, section 531 lab, 4 credits

Course Days/Times: Lecture: Monday, Wednesday, and Friday, 1:00 to 1:50 pm

Lab: Thursday, 11:00 am to 12:50 pm

LE attributes: K1-Lab and I1

This Honors section will develop essential skills to identify and describe earth materials (minerals, rocks) and interpret the geologic processes that form them. Students will learn to apply observations and logic to describe their natural world and how geologic processes shape their landforms, cause natural hazards, and form our resources. Students will learn the importance of this science and its role in modern society. In addition to lab-based based studies, this course will bring students outside on several on-campus and off-campus experiences and place course content into the real world.

United States History to 1877

Instructor: Dr. Joanne Jahnke-Wegner

Course Details: HIST 114.501, 3 credits

Course Days/Times: Tuesday and Thursday, 9:30 to 10:45 am

LE attributes: K3 and R1-DDIV

This survey of American history explores the interaction between freedom and unfreedom in America from pre-contact through Reconstruction. We will examine the creation of systems of unfreedom and how those informed how

freedom was defined; how that definition changed over time; and who enjoyed the benefits—or not—that accompanied “freedom.” Our work together this semester will be informed by three central questions: Whose beliefs, identities, and worldviews contributed to the ever-evolving definitions of American freedom and unfreedom? How were freedom and unfreedom historical constructions that changed over time? How did the intersection of race, ethnicity, gender, sexuality, social class, age, and ability affect who had access to freedom, or not, and how that changed, or not, during this period? As we do this, we will also focus on developing our critical thinking, analytical, and writing skills in order to approach the world around us with a fuller sense of context, an understanding of its complexity, and an appreciation for the relationship between our past and present—and the possibilities for our future.

Intro to Sociology

Instructor: Dr. Kathleen Nybrotten

Course Details: SOC 101.501, 3 credits

Course Days/Times: Tuesday and Thursday, 11:00 am to 12:15 pm

LE attributes: K2 and R1

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

300-Level Colloquia (sophomore standing, 30+ credits)

The Global Village: Media, Culture, and Identity in a Connected World

Instructor: Dr. Won Yong Jang

Course Details: HNRS 323.501, 3 credits

Course Days/Times: Tuesday and Thursday, 9:30 to 10:45 am

LE attributes: K2 and R2

This course explores the complex intersection of globalization, media, and cultural identity in the 21st century, within the context of the evolving "global village." It examines how media flows—across platforms like film, television, music, and social media—reshape local cultures while simultaneously influencing global trends. Students will critically analyze the impact of global media on cultural expressions, societal values, and identity formation, considering the role of the global citizen in this interconnected landscape. Key topics include cultural homogenization, the power of media conglomerates, and the balance between cultural preservation and hybridization. Through case studies of global phenomena such as Hollywood, K-pop, and Bollywood, students will investigate how cultural products are consumed, adapted, and reinterpreted across diverse local contexts. The course encourages reflection on the tensions between cultural imperialism and the rise of new, hybrid media cultures. By the end of the course, students will gain a deeper understanding of how global media reshapes personal and collective identities and the cultural and political implications of these exchanges in a globalized world.

The Development of Social Perspectives on Disability

Instructor: Dr. Angela Dalhoe

Course Details: HNRS 324.501, 3 credits

Course Days/Times: Tuesday and Thursday, 2:00 to 3:15 pm

LE attributes: K2 and R3

This course will examine the development of social perspectives as they relate to perceptions of individuals with disabilities that exist in our society. Using an interdisciplinary approach that includes humanities and social sciences, students will reflect on the impact of biases and stereotypes that create the current perceptions. The use of resources expressing the voice of those with disabilities will support how these individuals address societal misconceptions. This course will also address the many factors that create stereotypes and challenges related to the social perceptions of disability (e.g. historical occurrences, legislation, environment, personal beliefs, family structure, etc.). These influential aspects will be examined across disability types, ages, geographic locations, genders, and cultural backgrounds.

The Social Sciences, Predictive Analytics, and You: The Use (and Abuse) of "Big Data" Instructor: Prof. Josh Bach-Hanson

Course Details: HNRS 328.501, 3 credits

Course Days/Times: Monday and Wednesday, 3:30 to 4:45 pm

LE attributes: K2 and I1

Data are all around us. From the ad that seemed a little too personalized to the underwriting process that may decide if you will one day qualify for a mortgage – data are being used every day to make key decisions about you. This course will explore questions about how data are used to inform decision making, resource allocation, and policy, and critically assess the pros and cons of such uses. Interdisciplinary in nature, the course focuses on the ways that big data are being used across the social sciences – so, a background in data science or statistics is not required. During this course, you'll explore some of the history of the social sciences, critically examine and discuss the use of predictive analytics across a variety of fields, learn about some of the key machine learning and artificial intelligence methods currently being used, and have several opportunities to explore real data to become a social scientist yourself. You'll gain skills evaluating emerging theories and incorporating theories from several fields into practice. This course is open to all majors but is particularly recommended for students interested in the social sciences. The course structure will generally include 2-3 readings per week, along with in-class discussions and activities.

Reality, Inc.

Instructor: Dr. Sean Weidman

Course Details: HNRS 332.501, 3 credits

Course Days/Times: Monday, Wednesday, and Friday, 1:00 – 1:50 pm

LE attributes: K3 and R1

In an era of unprecedented new media capitalism, our proliferations of self are curated, performed, publicized, commodified, and (increasingly) exploited. Even our intimacies, both public and private—our labors and desires, our work and love—are not merely surveilled but manufactured, repackaged, and offered back to us as a spectacle more “real” than our own lives. This is our reality, incorporated.

This course will try to answer a few questions about this state of affairs: What can we learn from the social power of housewives, or upper-class service culture, or love in a televised vacuum? What is the cost, and value, of living under constant surveillance? What forms of myth-making (about gender, sexuality, race, nationality) govern our lives and choices? What happens when this high surveillance capitalism meets the promise of celebrity and social mobility? What happens to our bodies—our identities—when we volunteer in curated public stories that twist reality for profit? What happens to romance in captivity? What happens when we risk our lives, feelings, and relationships to star in social sport? What happens when that happens on TV? And what happens after? Together, our class will wander through the realities of reality television. We’ll follow *Real Housewives* and *Vanderpump Rules*; join *British Baking Shows* and *French Circles*; travel to *Love Islands* and *Couples Therapy*; sell *Sunsets*, live *Below Deck*, peer through *Queer Eyes*. We’ll do some critical reading, too, to square these depictions with our own lives; but these will be short excerpts (10- 20 pages per week) meant only to give us a shared vocabulary for talking about contemporary life’s governance and capture—e.g., theories of capitalist realism, surveillance culture, gender performance, affective trauma, aesthetic categories, neoliberalism, and biopolitics. We’ll watch a lot, read a little, and learn together about the ideas, systems, norms, and postmodern genres that “produce” the real world(s) we live in today.

This Class Will (Probably) Be Funny: Interdisciplinary Approaches to Humor

Instructor: Prof. Chris Outzen

Course Details: HNRS 337.501, 3 credits

Course Days/Times: Tuesday and Thursday, 11:00 am to 12:15 pm

LE attributes: K3 and S3

Why did the chicken cross the road? To take this class and find out why everyone thinks he's a joke. And by the end of class, maybe you'll find out too. This course is aimed at exploring humor through an interdisciplinary, humanities-oriented lens, including topics such as defining humor and theories of origin, explanations and analysis of what tickles our funny bones, to its application in public contexts such as protest and stand-up comedy. Students in this class should expect about 2 hours of reading each week to prompt in-class discussion. Primary assignments will include 3 short papers, a mid-sized group presentation, and a final project which should leave us rolling in the aisles. So, why is a chicken crossing the road funny? Let's get to the other side together and find out.

Missing and Murdered Indigenous Women

Instructor: Dr. Katie Cary

Course Details: HNRS 339.501, 3 credits

Course Days/Times: Tuesday and Thursday, 12:30 am to 1:45 pm

LE attributes: K3 and R1-DDIV

Missing and Murdered Indigenous Women have been a topic in popular literature and film, such as Angeline Boulley's 2021 young adult novel *Firekeeper's Daughter*. As part of this course, students will read Boulley's novel while exploring major themes and contemporary Indigenous issues referenced in the text. We will also examine current news to gain a better understanding of the histories and laws that affect Indigenous communities, along with texts of popular culture such as comics and film to analyze Indigenous representations and misrepresentations in media.

This course will appeal to anyone who is interested in contemporary issues, tribal histories and laws, and oral storytelling.

Underworld of the Ancients

Instructor: Prof. Annie Cunningham

Course Details: HNRS 345.501, 3 credits

Course Days/Times: Monday, Wednesday, and Friday, 10:00 to 10:50 am

LE attributes: K4 and S1

For students interested in ancient religions, magic, funerary sacrifices, and the mysteries of the land of the dead, this course is for you! Within this course, we will investigate the many ways different cultures approached the afterlife as observed through archaeological findings. This course will consist of lectures, class discussions, and short research projects. We will discuss burial techniques, grave offerings, and deity belief systems of ancient Mesopotamia, ancient Egypt/Nubia, ancient Greece/Mycenae, the ancient Celts, the Vikings, and the Mayans. By the end of the semester, students will have a broader awareness and understanding of how ancient religions functioned, what the world of the dead can tell us about the ethos of the world of the living, and how this in turn dictated societal beliefs.

The Quiet One: The Art of Musing

Instructor: Prof. CV Peterson

Course Details: HNRS 347.501, 3 credits, \$6 course fee

Course Days/Times: Tuesday and Thursday, 12:30 to 1:45 pm

LE attributes: K4 and S3

Art, Science, Philosophy, and theory grow and develop from musing, reflection and observation. In this creative course we will be unplugging from technology and using internal reflection and external observation to inspire a variety of creative projects. This is partnered with an assortment of readings that explore the topics of walking, musing, observation and reflection. This course is project heavy and requires in-class attendance and participation for discussion, weekly walks, and in-class exercises. "Exploring the world is one of the best ways of exploring the mind, and walking travels both terrains." – Rebecca Solnit, "Wanderlust: A history of walking".

The Multicultural Art and Science of Forgiveness

Instructor: Dr. Ann Recine

Course Details: HNRS 388.501, 3 credits

Course Days/Times: Tuesday and Thursday, 3:30 to 4:45 pm

LE attributes: R2 and I1

Students will explore forgiveness through the world's diverse cultures and practices. This exploration of forgiveness will include conceptual analysis with a multicultural emphasis as well as exploration of the psychoneuroendocrineimmunology of forgiveness as a basis for therapeutic approaches to improve physical and mental health through forgiveness interventions. It will also include analysis of primary quantitative research to explore the effect of forgiveness interventions as well as primary qualitative research to explore where people from diverse cultures get the power to forgive and the qualities of forgiving people. Students will engage in comparative analysis of theoretical models of varying types of research. In addition, the class includes exploration of the development of a forgiveness intervention based on the theories of Albert Bandura and Viktor Frankl and a virtual field trip to a performance of a play by local playwrights that depicts the forgiveness process. Students will demonstrate creativity through original performance or presentation to interpret and communicate aspects of the forgiveness process. Students will read and analyze primary research data and write a critique of the scientific literature. There are no quizzes or tests. Past students have considered the amount of individual, and group written and oral assignments to be manageable and even enjoyable.

Seminars & Special Experiences

HNRS 100: First-Year Honors Seminar

Instructors: Prof. Heather Fielding, Greg Kocken, Ashlee LeGear, Meghan Licon, Aubrie Warner, Christa Garvey (Blugold Fellows), and Julie Anderson (Biomedical Innovators), plus Honors Mentors

Course Details: 1 credit, does not count for LE

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

Sections Offered:

- 501: Monday, 8 to 8:50 am
- 502: Monday, 12 to 12:50 pm
- 503: Monday, 4 to 4:50 pm (Honors LLC)
- 504: Wednesday, 8 to 8:50 am
- 505: Wednesday, 12 to 12:50 pm
- 506: Thursday, 3:30 to 4:20 pm
- 507: Monday, 4 to 4:50 pm (Biomedical Innovators, by permission)
- 508: Monday, 7 to 7:50 (Blugold Fellows, by permission)

HNRS 400: Senior Honors Seminar

Instructors: to be determined

Course Details: 1 credit, does not count for LE, does not count as an upper-division Honors Credit

Prerequisite: Senior standing or department consent required.

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 will 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.

Sections Offered:

- 501: Wednesday, 12 to 12:50 pm
- 502: Thursday, 8:30 to 9:20 am
- 581: on-line, asynchronous, \$50 online course fee
- 582: on-line, asynchronous, \$50 online course fee

HNRS 410: Mentoring in Honors

Instructor: HNRS 100 instructors

Course Details: 1 credit, fulfills Service-Learning 30 hours, open to juniors and seniors by application.

LE attributes: 30 hours of service learning.

Collaborate with faculty and a co-mentor to teach HNRS 100: First-Year Seminar. Mentoring is a unique opportunity to develop leadership, communication, and collaboration skills while making a difference in the lives of new honors students. If you are invested in helping new honors students shape their best possible college experience, then mentoring might be for you. Mentors enroll in HNRS 410, where they meet to share experiences and ideas and learn more about teaching—thus prospective mentors need to be available for both the HNRS 410 class and their section of HNRS 100. Note that HNRS 410 is a one-credit course that reduces (by 2) the number of credit hours required to graduate with University Honors. Rising juniors and seniors are eligible to apply. Honors mentors also earn 30 hours of service learning.

Each week, mentors will need to be available for their section of HNRS 100 and a meeting with the other mentors assigned to the same time slot. We will arrange HNRS 410 meeting times after mentors are selected.

NOTE: The process for selecting mentors includes an application and an interview. [Apply here](#). Mentoring **applications for fall 2025 are due by Wednesday, March 5, 2025**. We have many more mentoring slots available in fall than in spring—so if you are interested in mentoring during the 2025-26 academic year, fall is your best chance. Finally, we may have more applicants than mentor slots so you should have a back-up plan.

HNRS 420: Tutoring in Honors

Instructor: various

Course Details: 1 credit, fulfills Service-Learning 30 hours, open to juniors and seniors by application.

LE attributes: 30 hours of service learning.

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

Note: HNRS 420 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.

Application: Students must apply (use the [Tutoring in Honors eForm](#)); enrollment is by permission. For more information, check the University Honors Information Hub in Canvas. Tutoring applications for fall 2025 are due by August 18, 2025.

HNRS 490: Honors Thesis

Instructor: various

Course Details: variable 1 to 6 credits, open to seniors by permission

The Honors Thesis is a special opportunity to complete an advanced, independent project in any field. Research-focused, creative, or applied projects are all possible. The thesis process begins with a proposal that is submitted by eform before the semester begins. To learn more, see the Honors Thesis Guidelines in the [Honors Information Hub](#) in Canvas. If you are interested in pursuing an honors thesis in fall 2025 or spring 2026, [please talk to Dr. Fielding](#).