COURSE CATALOG

Fall 2026

University of Wisconsin Eau Claire | Mark Stephen Cosby HONORS COLLEGE

Cosby Honors College

Fall 2026 Course Catalog

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This catalog and all other honors information can be found on the Honors SharePoint site:

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 30, 2026.

Check your enrollment appointment as soon as it is available in CampS the week of March 2. If your enrollment appointment is not what you expected, contact Kim immediately and before March 23 at wellnik@uwec.edu.

Course Levels
Any honors student can enroll in 100 or 200-level HNRS courses, while students with sophomore-standing or higher (30 or more earned credits) are eligible to enroll in 300-level HNRS courses.

Navigating Registration

- All honors course section numbers begin with the number 5
- MyBlugold 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 with the HNRS prefix is full, CampS will indicate that you "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. **Please do NOT contact instructors.** Waitlist requests will not be accepted until the first day of registration.

You will be notified by email *if* a seat becomes available; diligently **check your email throughout summer** because we never know if or 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.

Link to the Honors waitlist eForm

For honors sections of department courses (e.g., SOC 101.501), please use the CampS waitlist function if it is enabled for that course. If you cannot find a waitlist option in CampS for a full class, please email us at honors@uwec.edu.

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 on the Honors SharePoint site in the Advising, Registration, and Graduation Requirements section.

Important deadlines:

- **Honors Contracts:** Chat with your professor before May 1, 2026, to inquire if they are willing to serve as your contract mentor. Honors contract eForms for fall 2026 must be submitted **by September 15, 2026.**
- 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, 2026.**
- If you are interested in pursuing an **honors thesis** sometime during your last two semesters, please chat with Dr. Fielding!

Want more information about anything Honors?

- Check the Honors SharePoint site via the QR code.
- Schedule a time to chat with Kim Wellnitz. We can discuss:
    - Your degree audit, Honors and LE requirements
    - Honors contracts, Mentoring (HNRS 410), Tutoring (HNRS 420)
    - Possibly using 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
- If you would like to chat about an Honors thesis, meet with Dr. Fielding.
- Want to chat about fellowships, scholarships, and other prestigious awards? Schedule a meeting with Dr. Weidman.
- Email us at honors@uwec.edu

Honors Advising Week
We're here to help you graduate with University Honors! No appointments are needed, simply drop-in on these days.

Honors Commons (McIntyre Library 2002, 2nd floor) 9:00 am to 4:00 pm:

- Monday, March 23rd
- Tuesday, March 24th
- Wednesday, March 25th
- Thursday, March 26th
- Friday, March 27th

Note: Liberal Education and the Core General Education Requirements
In this honors course catalog and in CampS, you will notice that we have listed both LE attributes and "CGER" attributes. Beginning this fall, UWEC, along with all other Universities of Wisconsin campuses,

will be transitioning from LE to a new system, CGER. This will only impact new first-year students and those who choose to change catalog years. Students following the 2026-27 catalog requirements will have CGER rather than LE. There is nothing for current students to worry about; expect more information about this from the university in the fall.

Summer Honors Course

Reminders:

- You can find your summer enrollment appointment in MyBlugold CampS starting Feb. 11th.
- Registration for summer courses is available in CampS and Schedule Builder starting February 23rd.
- 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.

Binging Power

Instructor: Dr. Sean Weidman
Course Details: HNRS 133.581, 3 credits, $150 online course fee
Course Dates: May 26 to July 19, 2026
Modality: Online, asynchronous
LE attributes: K3 and R2

Course description: Representations of power loom over our popular media—and as we consume them, they consume us. Among galactic battlefields (Andor), company boardrooms (Succession), and resort hotels (White Lotus), from rural Istanbul (Ethos) to Italian psychiatry (Everything Calls for Salvation) to a mansion in Seoul (Parasite), this course will "binge" the effects of global power. And, as an American audience, we'll ask how binging renders differently global stories about settlers, resistors, empires, rebels, oppressors, invaders, and the exploited.

As an absorptive, fleeting kind of consumption, the "binge"—like sovereign power—demands our attentions, bodies, and attachments. But is binge-watching always an act of excess? Or can we turn sustained viewership into a practice of empathy? Does binging damage our capacity to observe, witness, and name the slow violences of dispossession? Or can it produce fuller perspectives, empowerments, and emancipations?

In search of answers, this summer we'll be consumed by film and TV that cut across narratives of long power, and we'll write about the forms those stories take—rebellions, invasions, takeovers, betrayals, negotiations, transactions, conflicts, tyrannies, victories, surrenders. We'll ask what TV's international purview does to our understanding of violence and resistance, and we'll wonder together what it means to lose ourselves in power.

New Honors Courses!

HNRS 200: Texts and Discussion (1 credit)

HNRS 200 takes as its main premise a foundation of all honors coursework: that your ability to learn from, listen to, and collaborate with a diversity of people, backgrounds, and opinions starts with being, talking, and seeking knowledge together. As a new series of honors courses, HNRS 200 is meant to provide students more opportunities to seek out their honors peers and to solidify the culture of honors: open discussion, mutual cooperation, shared responsibility, and intellectual growth. Each section of the course is focused on a set of interesting, engaging, accessible texts. You'll read before class, then come to class once per week for a lively discussion with your peers and instructor. This fall, we'll offer three sections—flip further in the catalog for course descriptions:

- **HNRS 200.501: Artificial Intelligence, Algorithms, and Society, with Dr. Emily Hastings**
- **HNRS 200.502: Robots, Happiness, and Humanity – Oh My!, with Dr. Aubrie Warner**
- **HNRS 200.503: New Literary Fiction: Reading the Booker Prize Short List, with Dr. Heather Fielding**

HNRS 410: Mentoring in Honors

We're expanding options for **Mentoring in Honors** (HNRS 410), where seasoned honors students serve as mentors in HNRS 100, guiding our first-years through their first semester in Honors. We'll now have three HNRS 410 opportunities:

- **August** 410—for mentors who want to work with Honors Living Learning Community (LLC) students and others participating in our new summer honors program, Catalyst, August 24-28, 2026.
- **Fall** 410—for mentors who want to work with our large group of incoming first years
- **Spring** 410—for mentors who want to work the smaller cohort of honors students starting in spring.

Mentors for all three sessions will be selected prior to Fall 2026 registration, so make sure to check out the details regarding requirements and applications in the Seminars and Special Experiences section of this catalog.

HNRS 440: Fellowships & Awards, with Dr. Sean Weidman

In this 1-credit, once-a-week course, students with sophomore standing and above will learn how to refine their professional personas with the goal of applying to a prestigious fellowship, scholarship, or award. As the semester progresses, you'll learn about types of awards, search for and select one, plan an application, study best practices and sample documents, line up references and recommenders, draft essays and materials, compile final application packets, and—by the end—submit the best version of yourself for the award of your choosing. Like HNRS 410 and 420, this is a 1-credit course that counts as 3 credits of Honors. For more information, see the Seminars and Special Experiences section of this catalog.

HNRS 450: Honors Advocacy & Engagement, with Kim Wellnitz

For a year, students will work closely with Kim to advocate for Honors, both to prospective students and to other campus partners. During fall and spring semesters, advocates will assist with events, orientation, registration, visit days, communications, applications, and other behind-the-scenes honors administration. In doing so, you'll develop important professionalization skills around communication, leadership, and problem-solving while gaining real-world experience in an institutional setting. Students who participate in this honors leadership experience will enroll in the fall in HNRS 450: Honors Advocacy and Engagement, a 1-credit course that effectively counts as 3 honors credits. In the spring, students will then enroll in a true 1-credit companion course, HNRS 451. Honors Advocates will be selected by application and interview, so be sure to look at all the details regarding requirements and applications in Seminars and Special Experiences section of this catalog.

Schedule At-a-Glance

100-Level Colloquia

Title	Course	LE	Instructor	Credits
Chemical Computing and Artificial Intelligence in Healthcare	HNRS **118**.501	K1 + I1	S. Bhattacharyay	3
Who's Afraid of Gender?: The Politics of Cisnormativity	HNRS **122**.501	K2 + R1	P. Forman	3
Global Geographies of Race	HNRS **123**.501	K2 + R2	J. McCombs	3
Mystical Traditions	HNRS **133**.501	K3 + R2	J. Bushnell	3
Are You Joking? Sarcasm and Satire as Social Commentary	HNRS **135**.501	K3 + S1	P. Reid	3
The Rom-Com	HNRS **137**.501	K3 + S3	J. Ekblad	3
Dystopian Narratives and The End Times (online)	HNRS **137**.581	K3 + S3	S. White	3
California Dreaming: Eight Decades of Writing about the Golden State	HNRS **139**.501	K3 + R1DD	M. Patterson	3
Observation & Engagement: The Audience in the Performing Arts	HNRS **142**.501	K4 + R1	K. Pereira	3
Music and the Study of Sound	HNRS **145.**501	K4 + S1	C. Amon	3
Intersection of Art and Science	HNRS **147**.501	K4 + S3	CV Peterson	3
Telling Your Story Through Photos	HNRS **147**.502	K4 + S3	L. Zirbel	3
Story-Telling: Communicating Literature through Performance	HNRS **156**.501	S1 + S3	C. Outzen	3
Developing as a Leader	HNRS **190**.501	R3 + I1 + CEL	K. Johnson	3

HNRS 200: Texts and Discussion

Title	Course	LE	Instructor	Credits
Artificial Intelligence, Algorithms, and Society	HNRS **200**.501	None	E. Hastings	1
Robots, Happiness, and Humanity—Oh My!	HNRS **200**.502	None	A. Warner	1
New Literary Fiction: Reading the Booker Prize short list	HNRS **200**.503	None	H. Fielding	1

Honors Sections of Courses in Other Departments

Title	Course	LE	Instructor	Credits
Honors: Introduction to Accounting	**ACCT 201**.501	None	S. Gilberstadt	3
Honors: Business Writing	**BCOM 206**.501	S1	M. Orwig	3
Honors: Foundations of Biological Inquiry	**BIOL 223**.501/531	S3	J. Lyman-Gingerich	2
Honors: Introduction to Biomedical Engineering	**BME 201**.501	None	J. Petefish	2
Honors: General Chemistry with Laboratory	**CHEM 108**.502/532	K1-Lab	J. Halfen and S. Hati	4

Title	Course	LE	Instructor	Credits
Honors: Chemical Principles with Laboratory	**CHEM 115**.501/531	K1-Lab	P. Cleary	6
Honors: Physical Geology with Laboratory	**GEOL 110**.501/531	K1-Lab + I1	P. Ihinger	4
Honors: American National Politics	**POLS 110**.501	K2 + R3	D. Simmons	3
Honors: Accelerated Blugold Seminar in Critical Reading & Writing	**WRIT 118**.501/531	S1	A. Fleury	2
Honors: Introduction to Sociology	**SOC 101**.501	K2 + R1	P. Forman	3

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

Title	Course	LE	Instructor	Credits
The Development of Social Perspectives on Disability	HNRS **324.**501	K2 + R3	A. Dalhoe	3
Consumer Culture and Advertising	HNRS **328.**501	K2 + I1	W. Yong Jang	3
The NFL: Fantasy, Finance, Media	HNRS **338**.501	K3 + I1	S. Weidman	3
Narrative Ethics for Critical and Palliative Care: Mending Stories, Healing Selves	HNRS **338**.502	K3 + I1	T. Okon and H. Fielding	3
Fashion as Global History, Identity, & Resistance	HNRS **339.**501	K3 + R1DD	C. Jimenez-Frei	3
The Quiet One: The Art of Musing	HNRS **347**.501	K4 + S3	CV Peterson	3
Corporate Sustainability	HNRS **387**.501	R2 + R3	B. Opall	3

400-Level Leadership Series

Title	Course	LE	Instructor	Credits
Mentoring in Honors	HNRS **410**	CEL	Various	1
Tutoring in Honors	HNRS **420**.501	CEL	Various	1
Fellowships & Awards	HNRS **440**.501	None	S. Weidman	1
Honors Advocacy & Engagement	HNRS **450**.501	None	K. Wellnitz	1

Courses by Liberal Education (LE) Requirement

LE	Course	Section	Title
K1	HNRS 118	501	Chemical Computing and Artificial Intelligence in Healthcare
K1 w/ Lab	CHEM 108	502/532	Honors: General Chemistry
K1 w/ Lab	CHEM 115	501/531	Honors: Chemical Principles
K1 w/ Lab	GEOL 110	501/531	Honors: Physical Geology
K2	HNRS 122	501	Who's Afraid of Gender?: The Politics of Cisnormativity
K2	HNRS 123	501	Global Geographies of Race
K2	HNRS 324	501	The Development of Social Perspectives on Disability
K2	HNRS 328	501	Consumer Culture and Advertising
K2	POLS 110	501	Honors: American National Politics
K2	SOC 101	501	Honors: Introduction to Sociology
K3	HNRS 133	501	Mystical Traditions
K3	HNRS 135	501	Are You Joking? Sarcasm and Satire as Social Commentary
K3	HNRS 137	501	The Rom-Com
K3	HNRS 137	**581**	Dystopian Narratives and The End Times
K3	HNRS 139	501	California Dreaming: Eight Decades of Writing about the Golden State
K3	HNRS 338	501	The NFL: Fantasy, Finance, Media
K3	HNRS 338	**502**	Narrative Ethics for Critical and Palliative Care: Mending Stories, Healing Selves
K3	HNRS 339	501	Fashion as Global History, Identity, & Resistance
K4	HNRS 142	501	Observation & Engagement: The Audience in the Performing Arts
K4	HNRS 145	501	Music and the Study of Sound
K4	HNRS 147	**501**	Intersection of Art and Science
K4	HNRS 147	**502**	Telling Your Story Through Photos
K4	HNRS 347	501	The Quiet One: The Art of Musing
S1	BCOM 206	501	Honors: Business Writing
S1	HNRS 135	581	Are You Joking? Sarcasm and Satire as Social Commentary
S1	HNRS 145	501	Music and the Study of Sound
S1	HNRS 156	501	Story-Telling: Communicating Literature through Performance
S1	WRIT 118	501	Honors: Accelerated Blugold Seminar in Critical Reading & Writing

LE	Course	Section	Title
S3	BIOL 223	501	Honors: Foundations of Biological Inquiry
S3	HNRS 137	501	The Rom-Com
S3	HNRS 137	581	Dystopian Narratives and The End Times
S3	HNRS 147	**501**	Intersection of Art and Science
S3	HNRS 147	**502**	Telling Your Story Through Photos
S3	HNRS 156	501	Story-Telling: Communicating Literature through Performance
S3	HNRS 347	501	The Quiet One: The Art of Musing
R1DDIV	HNRS 139	501	California Dreaming: Eight Decades of Writing about the Golden State
R1DDIV	HNRS 339	501	Fashion as Global History, Identity, & Resistance
R1	HNRS 122	501	Who's Afraid of Gender?: The Politics of Cisnormativity
R1	HNRS 142	501	Observation & Engagement: The Audience in the Performing Arts
R1	SOC 101	501	Introduction to Sociology
R2	HNRS 123	501	Global Geographies of Race
R2	HNRS 133	501	Mystical Traditions
R2	HNRS 387	501	Corporate Sustainability
R3	HNRS 190	501	Developing as a Leader
R3	HNRS 324	501	The Development of Social Perspectives on Disability
R3	HNRS 387	501	Corporate Sustainability
R3	POLS 110	501	Honors: American National Politics
I1	GEOL 110	501	Honors: Physical Geology
I1	HNRS 118	501	Chemical Computing and Artificial Intelligence in Health Care
I1	HNRS 190	501	Developing as a Leader
I1	HNRS 328	501	Consumer Culture and Advertising
I1	HNRS 338	501	The NFL: Fantasy, Finance, Media
I1	HNRS 338	502	Narrative Ethics for Critical and Palliative Care: Mending Stories, Healing Selves

100-Level Colloquia

Chemical Computing and Artificial Intelligence in Healthcare

Instructor: Dr. Sudeep Bhattacharyay
Course Details: HNRS 118.501
Course Days/ Times: Monday, Wednesday, and Friday, 11 to 11:50 am
LE Attributes: K1 and I1 **GE Attribute:** NWSL

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 course will be of broader interest to students of sciences and social sciences. The students would expect to study about two to three hours of reading outside the class each week of the course.

Who's Afraid of Gender?: The Politics of Cisnormativity

Instructor: Dr. Pamela Forman
Course Details: HNRS 122.501
Course Days/ Times: Tuesday and Thursday, 12:30 to 1:45 pm
LE Attributes: K2 and R1 **GE Attribute:** SBS

Inspired by Judith Butler's (2024) text *Who's Afraid of Gender?* this seminar delves into current national and transnational politics regarding cisnormativity, or the privileges that people whose sex and gender identities align more closely have in navigating their everyday lives. We will unravel how ideas about "gender ideologies" are based on moral panics about gender and sexuality. We will trace transgender and nonbinary people's responses to a hostile environment.

Our deep dive into public policy considers bathroom bills, legal gender markers (birth certificates, driver's licenses, and passports), gender affirming care, sports, the military, and college admissions policies. Our education unit considers how we teach children about sex and gender. The unit on art considers self-expression through music and art. The final project is an educational zine geared towards a particular audience (no skills or experience in art needed).

Global Geographies of Race

Instructor: Dr. Jonathan McCombs
Course Details: HNRS 123.501
Course Days/ Times: Tuesday and Thursday, 2 to 3:15 pm
LE Attributes: K2 and R2 **GE Attribute:** SBS

This course will explore the geographies of racial hierarchies as they emerge and are perpetuated across global and local scales. Past approaches to the study of race have taken a comparative perspective, which often emphasize national-scale processes as constitutive of racial hierarchies. This course, on the other hand, will take a relational approach, exploring how racial hierarchies across global contexts are mutually informing with the goal of identifying the core processes that lead to these seemingly diverse, but always detrimental, outcomes for (racialized) minority groups. We will also explore how these processes expand beyond former colonial contexts, such as to East Europe, as well as how these processes intermingle and shape existing hierarchical systems that predate colonialism, such as the caste system in India and the "settled citizen - nomadic barbarian" binary in

China. One of the goals of this course is to help contextualize the experience of African-American, Asian American, Indigenous American, and Latinae. This course will be conducted as a seminar. Students will be asked to read the equivalent of one book chapter or journal article per class and write at least two essays that critically interrogate the readings and class discussions.

Mystical Traditions

Instructor: Professor Jennifer Bushnell
Course Details: HNRS 133.501
Course Days/ Times: Tuesday and Thursday, 3:30 to 4:45 pm
LE Attributes: K3 and R2 **GE Attribute:** CP

"A mystic is someone who has a direct experience of the divine. Different religions have different terms for this concept of Ultimate Reality--and how to reach it--but mystics from various backgrounds tend to use the same emotional language to describe their experiences. From a comparative religions' perspective, does this mean that spirituality transcends theology? We'll explore this concept and the teachings of key mystical figures as we explore the world's major religions with an emphasis on their spiritual traditions.

The course will cover Native American religion, Hinduism, Buddhism, Sikhism, Judaism, Christianity and Islam, as well as new religious movements such as Mormonism and Wicca. Students will have the opportunity to choose additional religions, or movements within religions, to research and present to the class. Students will also have the opportunity to explore various spiritual practices, such as Zen meditation, Hindu yoga, Catholic lectio divina, Sufi dhikr, Lakota vision quest, Mormon fasting, Wiccan fire ritual and Jewish Kabbalah.

Are You Joking? Sarcasm and Satire as Social Commentary

Instructor: Professor Paul Reid
Course Details: HNRS 135.501
Course Days/ Times: Monday, Wednesday, Friday, 9 am to 9:50 am
LE Attributes: K3 and S1 **GE Attribute:** CL

This course examines how satire and sarcasm function as powerful and intentional tools for cultural critique, political resistance, and social reflection. Through all aspects of literature from early to current writings, political cartoons, late-night television, movies, memes, and social media, students will explore the impact of satire and sarcasm on society using discussions, debates, analysis, and writing. Students will develop a deeper understanding of satire and sarcasm as rhetorical strategies, giving them the tools to better critique and understand communication in the modern world. Expect to spend 3 hours on readings outside of class each week.

The Rom-Com

Instructor: Professor Jen Ekblad
Course Details: HNRS 137.501
Course Days/ Times: Monday, Wednesday, and Friday, 12 to 12:50 pm
LE Attributes: K3 and S3 **GE Attribute:** HA

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.

Dystopian Narratives and The End Times
Instructor: Professor Sarah White
Course Details: HNRS 137.581, $150 online course fee
Course Days/ Times: Online, asynchronous
LE Attributes: K3 and S3 **GE Attribute:** HA

It's the end of the world as we know it--and we feel fine? Is it human nature to entertain dystopian fantasies about our own downfall? Where does such a notion come from? We'll explore, research, and discuss the increasingly popular "dystopian" genre. We will read and watch famous dystopian works--Hunger Games, Terminator, 1984, A Clockwork Orange, and more. Bring your curiosity for investigation, creativity, and critical thinking as we analyze diverse dystopian narratives throughout literature, film, history, and theory. Critical reflection, short analysis papers, and the opportunity to flex your creativity are among the types of projects used to dig into these dark futuristic visions. Note: There will be a weekly live class meeting on Tuesday nights at 7 pm; attending this meeting is encouraged but not required.

California Dreaming: Eight Decades of Writing about the Golden State
Instructor: Professor Molly Patterson
Course Details: HNRS 139.501
Course Days/ Times: Monday, Wednesday, and Friday, 1 to 1:50 pm
LE Attributes: K3 and R1DD **GE Attribute:** CP

California has long loomed large in the American imagination as a symbol of opportunity—a place where you can make your fortune and remake yourself. But has this dream ever been a reality? And if so, for whom? This course will examine literature from 1945 to today that unpacks the "California Dream" in all its complexity. We will interrogate California as both an idea—the "dream" of freedom, opportunity, and reinvention—and a place with a specific cultural history shaped by indigenous peoples and immigrants as well as major movements and events such as the 1960s-70s counterculture, the LA uprising in 1992, the passage of anti-immigration law Prop 187 in 1994, and the tech boom of the late 1990s and 21st century.

This class celebrates literature from a mixture of genres and styles and focused on a variety of subjects including: poetry by Kenneth Rexroth, Robert Duncan, Wanda Coleman, and Deborah A. Miranda; drama such as Anna Deveare Smith's *Twilight: Los Angeles, 1992*; nonfiction essays like Joan Didion's "The White Album" and Leslie Marmot Silko's "The Border Patrol State"; fiction, including short stories by Stephen D. Gutiérrez and Anthony Veasna So and Tommy Orange's novel *There, There*; as well as hybrid works like Maxine Hong Kingston's *The Woman Warrior* and *China Men* (selections).

Classes will include some lecture delivering cultural, historical, and literary context but will primarily be discussion-based. Graded work will consist of one or two short papers of critical response/analysis, a midterm exam, and a final creative and/or analytical project. Expect to spend 3-5 hours on readings outside of class each week.

Observation & Engagement: The Audience in the Performing Arts
Instructor: Dr. Ken Pereira
Course Details: HNRS 142.501
Course Days/ Times: Monday, Wednesday, and Friday, 10 to 10:50 am
LE Attributes: K4 and R1 **GE Attribute:** HA

This honors course investigates the history and power of the audience in the performing arts, positioning spectatorship as an essential and dynamic element of performance rather than a passive act. Tracing practices from ancient ceremonial gatherings and classical theaters to modern concert halls and immersive, participatory works, the course examines how audiences have influenced artistic form, cultural meaning, and social function across music, theatre, and dance.

Students will develop skills of critical observation, learning how attention, interpretation, and context shape what a performance becomes in the moment it is received. At the same time, the course emphasizes engagement—intellectual, emotional, and physical—as a driving force in performance history. Through discussions, reflective writing, performance analysis, and guided encounters with live and mediated works, students will explore how audience behavior, expectation, and response have evolved over time.

Designed for honors students, the course encourages interdisciplinary thinking and thoughtful participation, inviting students to see themselves not only as observers but as active contributors to artistic and cultural exchange. By the end of the course, students will have a deeper understanding of how performance is co-created by those who watch, listen, and engage.

Music and the Study of Sound

Instructor: Dr. Christine Amon
Course Details: HNRS 145.501
Course Days/ Times: Tuesday and Thursday, 9:30 to 10:45 am
LE Attributes: K4 and S1 **GE Attribute:** CL

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.

Intersection of Art and Science

Instructor: Professor CV Peterson
Course Details: HNRS 147.501
Course Days/ Times: Monday, Wednesday, and Friday, 9 to 9:50 am
LE Attributes: K4 and S3 **GE Attribute:** HA

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

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

Telling Your Story Through Photos

Instructor: Professor Lisa Zirbel
Course Details: HNRS 147.502
Course Days/ Times: Monday and Wednesday, 2:00 to 3:15 pm
LE Attributes: K4 and S3 **GE Attribute:** HA

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.

Story-Telling: Communicating Literature through Performance

Instructor: Professor Chris Outzen
Course Details: HNRS 156.501
Course Days/ Times: Tuesday and Thursday, 12:30 to 1:45 pm
LE Attributes: S1 and S3 **GE Attribute:** CL

Since ancient Greece and Rome, humans have engaged in the oral tradition of storytelling, bringing literary texts such as poetry and drama to life for audiences prior to the advent of mass printings of such works. For those of us who love literature, we know that it is more than static print on a page; it is alive, an act of sharing human experiences that becomes part of our own story. In this class, we will use principles of communication and performance to further bring literature to life, exploring the dynamic relationship between a reader, an aesthetic text, and an audience. Through explorations of contemporary poetry and prose as performance literature, students can expect to engage in their creativity, deepen their critical thinking about literature, and expand their vocal and nonverbal communication skills. Together, we will join the millennia-old tradition of celebrating literature both as a living work on the page and an enlivened work on the stage.

Developing as a Leader

Instructor: Professor Ken Johnson
Course Details: HNRS 190.501
Course Days/ Times: Monday and Wednesday, 5 to 6:15 pm
LE Attributes: R3 and I1, satisfies ½ Service Learning, or entire Community-Engaged Learning
GE Attribute: CP

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.

HNRS 200: Texts and Discussion Series

HNRS 200, a new 1-credit course series, takes as its main premise a foundation of all honors coursework: that your ability to learn from, listen to, and collaborate with a diversity of people, backgrounds, and opinions starts with being, talking, and seeking knowledge together. As a new series of honors courses, HNRS 200 is meant to provide students with more opportunities to seek out their honors peers and to solidify the culture of honors: open discussion, mutual cooperation, shared responsibility, and intellectual growth. Each section of the course is focused on a set of interesting, engaging, accessible texts. You'll read before class, then come to class once per week for a lively discussion with your peers and instructor.

Artificial Intelligence, Algorithms, and Society

Instructor: Dr. Emily Hastings
Course Details: HNRS 200.501, 1 credit, does not count for LE
Course Days/ Times: Tuesday, 3:30 to 4:20 pm

Artificial intelligence (AI) and other algorithm-driven systems—in which machines perform tasks typically requiring human intelligence— are increasingly prevalent in today's society, including everything from social media recommendation systems to large language models to robots. These systems now shape much of our social and cultural life and have the potential to support or replace human activities. This course aims to help students navigate AI critically and responsibly by examining some societal consequences such as: bias leading to unfair or discriminatory outcomes; questions around intellectual property, creativity, and labor; ethical use of AI in education; environmental costs; and information literacy. Students will be encouraged to reflect on who is being empowered or marginalized by new technologies and whether the systems' benefits outweigh their resource demands and potential harms. The course will consist of discussion of weekly readings of accessible, non-fiction books including *Unmasking AI* by Dr. Joy Buolamwini and other related works.

Robots, Happiness, and Humanity—Oh My!

Instructor: Dr. Aubrie Warner
Course Details: HNRS 200.502, 1 credit, does not count for LE
Course Days/ Times: Monday, 3:30 to 4:20 pm

Fantasy and science fiction, on the surface, can seem like escapism. However, through devices such as metaphor and archetypes, these texts often allow us to explore topics that may seem difficult to approach head-on because they are overwhelming or dominant narratives have buried other possibilities. We will read from Becky Chambers's Monk and Robot series and books such as *Annalee Newitz Automatic Noodle* to explore questions such as: What does it mean to be human (or alive)? How do we find happiness? What relationship do we want with technology? This class will be conversation-driven and focused on supporting close and slow reading—to practice absorbing content on multiple levels and exchanging perspectives as a book club within a class setting.

New Literary Fiction: Reading the Booker Prize Short List

Instructor: Dr. Heather Fielding
Course Details: HNRS 200.503, 1 credit, does not count for LE
Course Days/ Times: Friday, 12 to 12:50 pm

Using the 2025 Booker Prize nominees as our guide, we'll read three excellent, recently published novels. The Booker Prize is one of the most important literary prizes in the world, awarded to the most highly regarded novels published in English in a given year. We'll read David Szalay's *Flesh* (which won the Booker), Andrew Miller's *The Land in Winter,* and Katie Kitamura's *Audition*. After this class, you'll be caught up with the best new fiction—and ready to read the 2026 Booker list on your own. The course will be pure reading and discussion, in the best tradition of the book club.

Honors Sections of Courses in Other Departments

Introduction to Accounting
Instructor: Professor Sheril Gilberstadt
Course Details: ACCT 201.501
Course Days/ Times: Tuesday and Thursday, 11 am to 12:15 pm
LE Attributes: 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
Course Days/ Times: Tuesday and Thursday, 11 am to 12:15 pm
LE Attributes: S1 **GE Attribute:** CL

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
Instructors: Dr. Jamie Lyman-Gingerich
Course Details: BIOL 223.501/531
Course Days/ Times: Wednesday, 11 to 11:50 am and 12 to 12:50 pm
LE Attributes: 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. Grade of C or above in BIOL 111 or BIOL 221. Credit may not be earned in both BIOL 223 and BIOL 211.

Introduction to Biomedical Engineering
Instructor: Dr. Joseph Petefish
Course Details: BME 201.501
Course Days/ Times: Monday, Wednesday, and Friday, 2 to 2:50 pm
LE Attributes: 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

Instructors: Dr. Jason Halfen and Dr. Sanchita Hati
Course Details: CHEM 108.502 CHEM 108.532, $20 course fee
Course Days/ Times: Lecture: Monday, Wednesday, and Friday, 9 to 9:50 am, Lab: Tuesday, 1 to 3:50 pm
LE Attributes: K1-Lab **GE Attribute:** NSWL

The main objective of the CHEM 108 (General Chemistry I) Lab is to develop an understanding of the fundamental principles of chemistry, with particular emphasis on the relationships between the microscopic structure of matter and its macroscopic properties. In the laboratory, students will carry out well designed experiments, collect and analyze data, and use their findings to gain deeper insight into chemical behavior at the atomic and molecular levels. The lecture portion of the course provides the conceptual foundation and mathematical framework necessary for interpreting and connecting laboratory results.

The honors section of the CHEM 108 Lab emphasizes active, collaborative, problem based, and process-oriented learning. This course highlights the role of chemistry in the real world and its connection to broader societal issues. Students will benefit from increased student–instructor interaction, more sophisticated coverage of chemical concepts, and exposure to molecular modeling and computational chemistry tools used to explore molecular structure and energetics. In addition, the course offers opportunities for early involvement in authentic research projects.

Chemical Principles + Lab

Instructor: Dr. Patricia Cleary
Course Details: CHEM 115.501 CHEM 115.531, $20 course fee
Course Days/ Times: Lecture: Monday, Wednesday, and Friday, 10 to 10:50 am, Lab: Thursday, 8 to 10:50 am
LE Attributes: K1-Lab **GE Attribute:** NSWL

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 + Lab

Instructor: Dr. Phil Ihinger
Course Details: GEOL 110.501 GEOL 110.531, $40 course fee
Course Days/ Times: Lecture: Monday, Wednesday, Friday, 10 to 10:50 am, Lab: Wednesday, 11 am to 12:50 pm
LE Attributes: K1-Lab and I1 **GE Attribute:** NSWL

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.

American National Politics
Instructor: Dr. Daniel Simmons
Course Details: POLS 110.501
Course Days/ Times: Tuesday and Thursday, 12:30 to 1:45 pm
LE Attributes: K2 and R3 **GE Attribute:** CP

The 21st Century has brought both new and familiar challenges to U.S. governance. The conflicts have sparked a renewal about how the U.S. should be governed. Is the U.S. national government a democracy? Is democracy a desirable form of government and something worth promoting? We explore possible answers to these questions by discussing how the U.S. national government was developed, the manner through which political institutions interact with the public, and how the public can shape the government back. The honors section of this course increases opportunity for discussion and reflection in contrast to the traditional large lecture format.

Introduction to Sociology
Instructor: Dr. Pam Forman
Course Details: SOC 101.501, $15 course fee
Course Days/ Times: Tuesday and Thursday, 11 am to 12:15 pm
LE Attributes: K2 and R1 **GE Attribute:** SBS

Sociology emerged at the time of the Industrial Revolution. Sociology provides tools to help us examine work, social inequality, social solidarity and the rise of capitalism. With the Industrial Revolution came an Agricultural Revolution which shifted food production from small farms to large-scale commercial farms and animal feeding operations. This rendition of Introduction to Sociology theoretically and analytically digs into the repercussions of mass food production for how and what we eat and our relationship to each other and the world.

How does fast food affect our lives? How has processed food changed how we eat and ultimately our health? After an ethnographic (observation and interview) project on fast food, the course shifts to a deep dive into slow food, which emphasizes local, sustainable, and traditional foods. We will go to a farmers' market to talk to local farmers. We will learn to make sourdough bread, kombucha and pickles. We will consider what slow food has to offer us, keeping in mind the privilege involved in having the time and means to invest in slow food. We will work together to create a slow food banquet. While you may not consider yourself a "foodie" after the course, you will become better able to explain sociological principles and food politics.

Accelerated Blugold Seminar in Critical Reading & Writing
Instructor: Professor Amy Fleury
Course Details: WRIT 118.501/531
Course Days/ Times: 501: Tuesday, 11 to 11:50 am, 531: Tuesday and Thursday, 10 to 10:50 am
LE Attributes: S1 **GE Attribute:** CL

This accelerated version of the Blugold Seminar in Critical Reading and Writing is designed to challenge you to write thoughtfully, read astutely, and think expansively. This course prepares first-year honors students to meet the intellectual demands of college with rigor and curiosity. You will develop your skills to interpret complex texts, shape engaging arguments, and examine how rhetoric influences our perceptions of the world. You will cultivate the ability to recognize the craft choices that rhetors make and in turn expand your own abilities to make compelling choices across various rhetorical situations. Our course theme, Literacies, will invite you to explore how different forms of literacy, including cultural, media, digital, emotional, financial, ecological, shape twenty-first century life.

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

The Development of Social Perspectives on Disability

Instructor: Dr. Angela Dalhoe
Course Details: HNRS 324.501
Course Days/ Times: Tuesday and Thursday, 2 to 3:15 pm
LE Attributes: K2 and R3 **GE Attribute:** SBS

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.

Consumer Culture and Advertising

Instructor: Dr. Won Yong Jang
Course Details: HNRS 328.501
Course Days/ Times: Tuesday and Thursday, 9:30 to 10:45 am
LE Attributes: K2 and I1 **GE Attribute:** SBS

This honors colloquium fosters a critical understanding of advertising and consumer culture as influential institutions that shape communication, identity, social values, and economic life. Drawing on interdisciplinary perspectives from communication, cultural studies, anthropology, and political economy, the course explores advertising as both a persuasive practice and a cultural force embedded in everyday consumption. While focusing primarily on the United States, the course also situates advertising and consumer culture within global contexts, examining transnational influences, comparative practices, and cultural exchange. Students investigate the historical evolution and contemporary forms of advertising, analyzing how messages engage audiences, construct meaning, and circulate through diverse media and markets. Key themes include myths and criticisms of advertising, manipulation and materialism, human portrayals and representation, sex and controversial advertising, political persuasion, brand placement and subliminal appeals, and the targeting of vulnerable audiences. The course further addresses the economics, regulation, ethics, and social responsibility of advertising, alongside the environmental and social consequences of consumerism in the digital age. Through discussion, critical analysis, and reflection, students develop frameworks to thoughtfully evaluate advertising's cultural influence and to reflect on their own roles as consumers and active citizens.

The NFL: Fantasy, Finance, Media

Instructor: Dr. Sean Weidman
Course Details: HNRS 338.501
Course Days/ Times: Monday, Wednesday, and Friday, 10 to 10:50 am
LE Attributes: K3 and I1 **GE Attribute:** HA

The National Football League is the most influential, powerful entertainment programming in North America—and perhaps the world. Over 100 million viewers tune in annually for the Super Bowl, and in the US, NFL games account for over 90 of the 100 most watched, highest rated TV programs each year. The NFL's spin-off industries (college football, sports gambling, data/analytics, advertising/marketing, NFL media, fantasy football) each represent nested, multibillion-dollar marketplaces. The league pushes state and national legislation, sets cultural trends, advances healthcare disciplines, and outside of the whole of Hollywood or music, represents America's most popular cultural export.

In this class, we're not just going to watch the NFL—we're going to watch the NFL critically. Our premise is that the NFL, given its international reach, has an outsized influence on the way we learn to interact with a variety of everyday ideas: ability and disability, power and privilege, wealth and poverty, gender and masculinity, romance and stardom, race and commodification, violence and unrest, selfhood and otherness. These topics inflect uniquely in the NFL, but they also have far-reaching repercussions—across international media markets, national politics, business development, philanthropic investment, regional consumerisms, global healthcare, military recruitment, and higher education.

So, together, we're going to study the NFL, and why it enchants us, and where it wields power, and how we've come to a place where a child's game dictates many of our political realities. Along the way, we'll interrogate our biases, declare team alliances, and indulge in a fantasy league of our own. We'll learn why the NFL has always been more than just football, and we'll explore the ways its cultural authority shapes our views, normalcies, heroes, villains, hobbies, hopes, and dreams.

Narrative Ethics for Critical and Palliative Care: Mending Stories, Healing Selves

Instructors: Dr. Tomas Okon, MD, and Dr. Heather Fielding
Course Details: HNRS 338.502
Course Days/ Times: Tuesday, 4 to 6:45 pm
LE Attributes: K3 and I1 **GE Attribute:** HA

How do we tell the story of a life in trying times? This advanced honors seminar explores the physician's craft as storyteller—the practice of eliciting and shaping life narratives in the context of serious illness. Distinct from scripted legacy reviews or other standardized interventions, this course approaches narrative work as a dynamic, theory-informed process of meaning-making and self-understanding.

Drawing on formal narrative therapy techniques and models of narrative identity development, students will examine how stories integrate experience, resolve tension, and affirm identity—even in the face of mortality. A structured sequence of interview "chapters" will guide the exploration of agency, communion, resilience, and moral orientation. Readings in narrative psychology, medical humanities, and applied ethics will be paired with exemplary short fiction and pathographies, used as meta-stories—narratives whose structure, tone, and thematic closure model the art of bedside storytelling.

Students will learn how this approach both deepens and departs from methods such as dignity therapy or meaning-centered therapy, prioritizing narrative coherence, thematic insight, and future-facing authorship. Coursework includes close reading, reflective writing, and the conduct and analysis of narrative interviews. By semester's end, participants will have practiced the craft of narrative construction and gained a conceptual framework for understanding how story shapes identity, relationships, and meaning at life's threshold—skills relevant to healthcare, counseling, and any field where empathy and the stewardship of another's voice are essential.

This course is team taught by Dr. Okon, a palliative care physician at Mayo Clinic, and Dr. Fielding, whose background is in literary studies.

Fashion as Global History, Identity, and Resistance

Instructor: Dr. Cheryl Jimenez-Frei
Course Details: HNRS 339.501
Course Days/ Times: Monday and Wednesday, 12:30 to 1:45 pm
LE Attributes: K3 and R1DD **GE Attribute:** CP

Clothing is a practical item of protection from the elements, but it is also among the most visible and meaningful ways humans have presented identities, allegiances, and culture. Historically, it has served as a medium of power and repression, but also subversion. A Victorian corset, a three-piece suit, powdered wigs, miniskirts, Indigenous weavings, a scarf with a protest slogan, a t-shirt from Walmart—— all offer a critical lens into the culture, politics,

and economics of distinct places and times. In this honors colloquium, we will examine global history through the lens of fashion and its intersections with identity, politics, and power. We will pay particular attention to the relationships between fashion and consumption, gender, race, ethnicity, class, and resistance. By examining case studies from areas around the world (including Latin America, Asia, North America, Africa, and Europe) we will investigate how clothing, textiles, and fashion have played a role in constructing, preserving, and contesting identities and culture. With content from the 17th century to the present, this course will explore what clothing can tell us about trade and commerce, empire, gender, sexuality, class, race, industry, revolution, nation-building, identity, and globalization. Using a variety of historical primary sources—including paintings, photography, legal codes, advertisements, fiction, and travelogues— we will study both actual garments created and worn throughout history, and the ways they inform social constructions of class, ethnicity, nationality, and gender attributed to fashion. We will also analyze hairstyle and bodily practices (such as foot-binding) and examine the issue of fashion consumption as a contested site of modernity, particularly in relation to globalization and labor. Students should expect to spend about 3 hours on readings outside of class each week.

The Quiet One: The Art of Musing

Instructor: Professor CV Peterson
Course Details: HNRS 347.501, $25 course fee
Course Days/ Times: Tuesday and Thursday, 2 to 3:15 pm
LE Attributes: K4 and S3 **GE Attribute:** HA

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"

Corporate Sustainability

Instructor: Dr. Brent Opall
Course Details: HNRS 387.501
Course Days/ Times: Monday and Wednesday, 2 to 3:15 pm
LE Attributes: R2 and R3 **GE Attribute:** CP

This course is a broad survey of important aspects of corporate sustainability. Topics include the three P's and the triple bottom line (people, planet, and profit), the UN Sustainable Development Goals and their impact for business, carbon credits, stakeholder-based view of the firm and nature of the sustainable enterprise, challenges of managing sustainable business practices, and managerial approaches of transformational change towards sustainable practices. Assigned readings, case studies, class discussions, and both group and individual assignments will be used to study these topics. Expect to spend 3-4 hours on readings and course assignments outside of class each week.

Seminars & Special Experiences

HNRS 100: First-Year Honors Seminar
Instructor: Dr. Heather Fielding, Prof. Ashlee LeGear, Dr. Sean Weidman, and 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 Honors Program, 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 8:00 to 8:50 am
- 502: Monday 12:00 to 12:50 pm
- 503 (LLC): Monday 4:00 to 4:50 pm
- 504: Wednesday 8:00 to 8:50 am
- 505: Wednesday 12:00 to 12:50 pm
- 506: Thursday 3:30 to 4:20 pm
- 507 (Biomedical Innovators): Monday 4:00 to 4:50 pm
- 508 (Blugold Fellows): Monday 7-7:50 pm

HNRS 400: Senior Honors Seminar
Instructors: Dr. Sean Weidman, Dr. Heather Fielding, and Professor Avonlea Hanson
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, 8:30-9:20 am
- 581: on-line, asynchronous, $50 online course fee

HNRS 410: Mentoring in Honors
Instructor: various
Course Details: 1 credit, open to juniors and seniors
LE attributes: Service/Community Engaged Learning
Mentoring in Honors is longstanding tradition where seasoned honors students serve as mentors in HNRS 100, guiding our first-years through their first semester in honors. Honors mentors enroll in HNRS 410, a one-credit course that reduces (by 2) the number of credits required to graduate with University Honors. In Fall 2026, students who are interested will have three options for mentorship, all of which will be selected prior to Fall 2026 registration:

- **Summer 410**—for mentors who want to work with Honors Living Learning Community (LLC) students and those participating in our new summer honors program, Catalyst, in August 2026;
- **Fall 410**—for mentors who want to work with our large group of incoming first years; and

- **Spring 410**—for mentors who want to work the smaller cohort of honors students starting in spring.

NEW Summer HNRS 410: If you wish to serve as Catalyst mentors, training will start late in spring 2026, in preparation for the new honors cohort who will join us for Catalyst (Aug. 24 - 28), our expanded summer program. During the summer, mentors will guide students as they move in early for a week of honors programming. Mentors can move-in early too (if living on campus), and most meals are provided. You will play an important role that week helping your new peers acclimate to campus, explore Eau Claire, and begin to experience all that Honors has to offer: academic discussions, community volunteering, and other activities/presentations from faculty and staff. (Note: Our Catalyst mentors enroll in HNRS 410 during the fall semester, but your leadership work comes beforehand, in the spring and summer.)

Fall and **Spring HNRS 410**: Honors mentors collaborate with a co-mentor and their instructor to teach our first-year seminar, HNRS 100. But we're using a different structure than may have been in place when you took HNRS 100. In the fall, we have six big sections (~30 first years each) led by a professor, with six mentors assigned to each section, split into three pairs. Each pair of mentors will have a stable group of about 10 first years. In the spring, we'll only have three sections (with about 20 students each), with one pair of mentors per class. Mentors will have a weekly HNRS 100 section to attend and help lead and a weekly HNRS 410 meeting with their professor. We'll try to schedule that 410 meeting around your other classes once you've registered. HNRS 100 will be a mix of full group and small group discussions, scaffolded by work on a new endeavor: the "Apply for Something" project, where we'll help each student develop a resume and personal statement and use them to apply to a competitive opportunity (internship, research, scholarship, award, etc.). Whether you serve as a mentor in fall or spring, you will play a crucial role in helping students dream big, shape their professional persona, and submit what's likely their first competitive academic application.

Availability: To be able to serve as an HNRS 410 mentor in 2026/2027, you must:

- **(Summer)** be at least a second-year honors student able to work full-time in Eau Claire from Aug. 24-28
- **(Fall & Spring)** be a junior or a senior and available for at least one of the HNRS 100 meeting times

If you're selected to be a mentor, we'll enter permission in CampS for you to enroll in HNRS 410. Rest assured, we will have our HNRS 410 meeting times set within one week after priority registration.

Application Process: We select mentors from a large pool each semester, which starts with this application and ends in a group interview. This fall, we anticipate being able to accommodate about 36 mentors, plus four more for the Blugold Fellows and Biomedical Innovators sections of HNRS 100; in the spring we only have room for about six mentors; and we'll have room for 12-15 summer Catalyst mentors. Because these mentorship roles are crucial to our first years, we are looking for mentors who show leadership skills, demonstrate resilience, and are committed both to helping other students and to supporting the Cosby Honors College. (Note: students who graduate in fall 2025 and spring 2026 may receive preference as we select mentors, because our goal is to accommodate as many students as possible before they graduate. We welcome applications by any student with junior or senior standing.) **Apply here.**

Timeline: Applications are due by **Wednesday, March 4**. Interviews will be held before spring break, which will give us time to notify you of mentor selection before priority registration on Monday, March 30.

HNRS 420: Tutoring in Honors

Instructor: various
Course Details: 1 credit, fulfills Service/Community Engaged Learning, open to juniors and seniors by application.
LE attributes: Service Learning/Community Engaged 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 spring, 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; enrollment is by permission. For more information, read the Tutoring information on the Honors SharePoint site. **Tutoring applications for fall 2026 are due by August 18, 2026**

NEW HNRS 440: Fellowships & Awards
Instructor: Dr. Sean Weidman
Course Details: 1 credit, open to sophomores, juniors, and seniors
Section Offered: 501: TDA
LE attributes: None

Do you want to get paid to do summer research? Or win a competitive internship spot? Or become a fellow of a prestigious institute? Or pursue professional opportunities abroad? Or bolster your application to graduate schools?

In this 1-credit, once-a-week course, students with sophomore standing and above will learn how to refine their professional personas with the goal of applying to a prestigious fellowship, scholarship, or award. As the term progresses, you'll learn about types of awards, search for and select one, plan an application, study best practices and sample documents, line up references and recommenders, draft essays and materials, compile final application packets, and—by the end—submit the best version of yourself for the award of your choosing.

You'll receive dedicated advising from UWEC fellowships advisor, Dr. Sean Weidman, but our class will also be deeply collaborative, and we'll critique, workshop, and polish one another's drafts until each is the best we can produce. Along the way, we'll reflect on the risk of putting ourselves out there, and after we'll celebrate the achievement of having applied for something important. Like HNRS 410 and 420, HNRS 440 is a one-credit course that reduces (by 2) the number of credits required to graduate with University Honors.

To apply to participate in HNRS 440, please reach out to Sean Weidman (weidmans@uwec.edu) as soon as possible.

NEW HNRS 450: Honors Advocacy and Engagement
Instructor: Kim Wellnitz
Course Details: 1 credit, open to sophomores, juniors, and seniors
Section Offered: 501: TDA
LE attributes: None

HNRS 450, led by Honors Assistant Director Kim Wellnitz, is year-long course that will allow you to play a critical mentorship role as honors college advocates. For a year, students will work closely with Kim to advocate for honors, both to prospective students and to other campus partners. During fall and spring semesters, advocates will assist with events, orientation, registration, visit days, communications, applications, and other behind-the-scenes honors administration. In doing so, you'll develop important professionalization skills around communication, leadership, and problem-solving while gaining real-world experience in an institutional setting.

Course Sequence: Students who participate in this honors leadership experience will enroll in the **fall** in HNRS 450: Honors Advocacy and Engagement, a 1-credit course that effectively counts as 3 honors credits. In the **spring**, students will then enroll in a true 1-credit companion course, HNRS 451. Over the course of two semesters, students will learn the ins and outs of Honors and practice professional communication with prospective students and families while staffing honors events.

Availability: To be able to serve as an advocate in 2026/2027, you must:

- be a sophomore, junior, or senior

- be able to enroll in both HNRS 450 (1 credit, Fall 2026) and HNRS 451 (1 credit, Spring 2027)

Advocates will hold a weekly class meeting with Kim, which we will schedule around your other classes once you've registered. If you're selected to be an advocate, we'll enter permission in CampS for you to enroll in HNRS 450/451. Rest assured, our meeting times will be set within one week of priority registration.

Application Process: We expect to select advocates from a large pool of applicants each fall semester, a process that starts with this application and ends in an interview. This fall, we anticipate being able to accommodate 6-8 advocates. Because this role will represent Honors in both public and private settings, we are looking for advocates who show leadership skills, demonstrate resilience, and are committed to both helping other students and supporting the Cosby Honors College. **Apply here.**

Timeline: Applications are due by **Wednesday, March 4**. Interviews will be held before spring break, which will give us time to notify you of advocate selection before priority registration on Monday, March 30. Please be sure to have a backup plan in case you are not selected. If you have any questions, please contact Kim Wellnitz at wellnik@uwec.edu.

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 on the Honors SharePoint** site. If you are interested in pursuing an honors thesis in fall 2026, **please talk to Dr. Fielding.**