

Honors College Course Description Book

Fall 2026



*A community of students,
staff, and teachers devoted to
excellence in learning.*

Priority Registration

Honors students receive priority registration privileges by being assigned an early registration time. You are granted this benefit to help ensure that you obtain the schedule necessary to complete your Honors requirements along with those in your major. Here is the procedure for PAWS registration:

1. Fall 2026 registration appointment times will be available 4/6/2026 and can be found in PAWS on the right side of the Student Center page. *Be sure to check your PAWS account on this date and clear any holds on your account. Holds will prevent you from registering!*
2. Registration for Fall 2026 will begin on Monday, April 13th. Be sure to review your registration assignment in PAWS and confirm that your enrollment date has been set for 4/13. Please take advantage of priority registration by enrolling at your assigned date and time.
3. There are no waitlists for 200 level Honors courses. If you are attempting to enroll in 200-level course and it's full, please select another section. If you are registering for an upper-level course, be sure to check the "add to waitlist" box when putting the course in your shopping cart.
4. **Please ONLY register for two courses if you are planning to take two courses! Please be considerate of your classmates who are also trying to register for courses.** Any student enrolled in more than two Honors courses will be administratively dropped from the additional course(s) at the discretion of the Associate Director.
5. Enrollment in additional credits beyond the 21 required for the Honors Degree is permitted on a space available basis.
6. Clarification for L&S students: Nursing 380 and Freshwater Science 380 satisfy part of the UWM GER requirements. They do not satisfy any part of the L&S Breadth requirement and do not count toward the 90 L&S credits needed for graduation with an L&S degree. They do, however, count as elective credit toward the 120 credits needed to graduate with an L&S degree.

Need help on Monday, April 13th - Priority Registration Morning?

The Honors staff will be readily available in the following ways:

- Visit us in the Honors House Office – HON 154. Help will be waiting!
- Call us at 414-229-4658.
- Contact us on Teams between 8am and 10am:
 - Video chat with us by using the link we sent you via email or...
 - Call us at 414-253-8850 and enter the Phone Conference ID: 694 027 674#
- Email us at honors@uwm.edu and we will have an advisor get back to you as soon as possible.

Honors College Courses Fall 2026

To satisfy graduation requirements in the Honors College, you must complete 21 credits in courses approved for Honors credit. This includes: 3-6 credits of 200-level HON seminars, a minimum of 9 credits of upper-level seminars, and up to 9 credits of optional non-seminar or Honors experiences. Math 221 counts toward the Honors College Degree requirements but does not count toward the 200-level HON seminar requirement.

- Honors courses cannot be audited or taken with the credit/no credit option.
- Students must earn at least a B- in an Honors course to earn Honors credit.
- All upper-level seminars are retakable with change in topic to 9 credits max.

Changes to General Education

Current UWM students who officially enrolled for spring 2026 or PRIOR will continue to follow the previously established General Education Requirements (GER). In other words, **most students reading this book will follow the “old” GER.**

Students admitted to begin at any UW campus for fall 2026 and beyond will be following new general education degree requirements known as the Core General Education Requirements (CGER).

Students wishing to change from the old GER to the new CGER need to meet with their school/college advisor. An extensive discussion about the impact of this change on your degree plan is necessary as a change may or may not be to your advantage.

Both GER and CGER will be listed in this book at the top of each course description page. Both sets of requirements are also listed in the UWM Schedule of Classes. **PLEASE ENSURE YOU ARE SELECTING COURSES BASED ON YOUR REQUIREMENTS.**

Old GER (students admitted to UWM spring 2026 or prior)

Arts (A)
Cultural Diversity (CD)
Humanities (HU)
Natural Sciences w/ Lab (NS+)
Natural Sciences (NS)
Social Sciences (SS)

New GER (students admitted to UWM for fall 2026 or later)

Civics & Perspectives (CP)
Communication & Literacy (CL)
Humanities & Arts (HA)
Math & Quantitative Reasoning (MQR)
Natural Science and Wellness (NSW)
Natural Science & Wellness Lab (NSW+)
Social and Behavioral Science (SBS)

Course Notes

(*) Credits for this course topic count toward the College of Letters and Science International Requirement.

(^) Credits for this course count toward the Asian Studies Certificate

(&) Credits for this course count toward Cultural Diversity

(†) NURS 380 satisfies part of the UWM Social Science requirement. It does not satisfy any part of the L&S social science breadth requirement & does not count toward the 90 L&S credits needed for graduation.

(#) FRSHWTR 381 satisfies part of the UWM Natural Science requirement. It does not satisfy any part of the L&S natural science breadth requirement and will not count toward the 90 L&S credits needed for graduation.

Highlighted courses in blue are planning to meet partially or completely online.

200-Level Honors Courses

All courses below count toward the 200-level honors seminar requirement:

Honors 200: Old GER-HU & OWCB / New CGER-HA, all topics also count for the L&S Humanities Breadth Req

Sec 001, class #11148, MW 11:30am-12:45pm, Flores – **Satire as Cultural Critique**

Sec 002, class #11641, MW 1:00pm-2:15pm, Stuhmiller – **Telling Tales** HYBRID

Sec 003, class #11102, MW 2:30pm-3:45pm, Marks – **Journeys to Hell & the Dark Sublime**

Sec 004, class #11103, MW 4:00pm-5:15pm, Flores – **Satire as Cultural Critique**

Sec 005, class #11639, TR 8:30am-9:45am, Schneider – **Growing Up**

Sec 006, class #11779, TR 10:00am-11:15am, Singer – **The Imperial Idea in European History** (*)

Sec 007, class #11104, TR 1:00pm-2:15pm, Singer - **The Imperial Idea in European History** (*)

Sec 008, class #11105, TR 2:30pm-3:45pm, Stuhmiller – **Telling Tales** HYBRID

Honors 201: Old GER-OWCB / New CGER-SBS, all topics also count for the L&S Social Science Breadth Req

Sec 001, class #17849, MW 8:30am-9:45am, Snow – **Tokyo: A Cultural Biography** (*,^)

Sec 002, class #17850, MW 10:00am-11:15am, Snow - **Tokyo: A Cultural Biography** (*,^)

Sec 003, class #17851, TR 11:30am -12:45pm, Budny – **Friendship & Community in a Free Society**

Sec 004, class #17852, TR 4:00pm-5:15pm, Budny – **Friendship & Community in a Free Society**

Mathematics

The following course counts toward the Honors College Degree but does not count toward the 200-level Honors seminar requirement:

Math 221: Old GER-NS / New CGER-NSW

Sec 001, class #11159, MTWR 1:00pm-2:15pm, Instructor TBD – Honors Calculus I

Upper-Level Honors Courses

All courses below count toward the upper-level honors seminar requirement:

ENGLISH 685: Old GER-HU / New CGER-HA, all topics also count for the L&S Humanities Breadth Req
Sec 001, class #17738, MW 4:00pm-5:15pm, Moulthrop – **Game & Story: Reading & Writing Electronic Literature**

FRSHWTR 381: Old GER-NS / New CGER-NSW
Sec 001, class # 17471, TR 2:30pm-3:45pm, Deng – **Global Food Security & Nutrition: Contribution of Aquaculture**

GEO SCI 381: Old GER-NS / New CGER-NSW, all topics also count for the L&S Natural Science Breadth Req
Sec 001, class #17806, TR 1:00pm-2:15pm, Szablewski – **The Science & Literature of Historic Natural Hazards**

HIST 398: Old GER-HU / New CGER-HA, all topics also count for the L&S Humanities Breadth Req
Sec 001, class #17843, TR 8:30am-9:45am, Sunwall – **Fire & Rebellion: Reformation in Early Mod Wrld, 1450-1650**

NURS 380: Old GER-SS & CD/ New CGER-SBS
Sec 001, class #18057, TR 8:30am-9:45am, Instructor TBD – **Negotiating Difference: Race & Culture in Contemporary Health Care (f, &)**

SOCIOL 380: Old GER-SS / New CGER-SBS, all topics also count for the L&S Social Science Breadth Req
Sec 201, class #15594, T 11:30am-12:45pm & **ASYNC**, Jordan – **The Sociology of Beer & Brewing**

HONORS 350: Old GER-HU/ New CGER-HA, all topics also count for the L&S Humanities Breadth Req
Sec 201, class #18153, MW 5:30pm-6:45pm **Online SYNC**, Stuhmiller – **Monsters and the Monstrous**
Sec 002, class #17209, TR 11:30am-12:45pm, Schneider – **Dark Narratives: Modern & Contemporary Noir**

HONORS 351: Old GER-SS / New CGER-SBS, all topics also count for the L&S Social Science Breadth Req
Sec 001, class #11405, MW 10:00am-11:15am, Singer – **Liberty, Equality Fraternity & Terror, Rev. France (*)**
Sec 002, class #11781, TR 10:00am-11:15am, Snow – **Museums and Society**
Sec 003, class #18388, MW 2:30pm-3:45pm, Ghose – **Sustainability and Climate Change**

HONORS 352: Old GER-NS / New CGER-NSW, all topics also count for the L&S Natural Science Breadth Req
Sec 201, class #18377, T 5:30pm-8:10pm **Online SYNC**, Freire–**Beyond Burials: Death & Science in Archaeology**

HONORS 353: New CGER-CP
Sec 201, class #17853, **ASYNC**, Listoe–**Thinking in Dark Times**
Sec 002, class #17854, MW 4:00pm-5:15pm, Budny – **Citizen, Statesman, Tyrant**

HONORS 380: Old GER-A/ New CGER-HA
Sec 001, class #14929, MW 11:30am-12:45pm, McAdams– **Decoding the Contemporary Art World**
Sec 002, class #11569, TR 4:00pm-5:15pm, Flores – **Lit Mag Laboratory**

Non-Seminar Options

There are several ways Honors College students can complete up to 9 Honors credits outside of the classroom. These experiences help students customize their educational experience under the guidance of some of the best faculty members on campus. Non-seminar options include:

Open to Seniors Only:

Senior Thesis (Honors 689): An extended paper (typically 50-75 pages) written over two semesters reflecting independent research conducted in some aspect of a student's major/field of study under the supervision of a faculty advisor.

Senior Project (Honors 687): A work of art, music, technology or design created over one or two semesters and done under faculty supervision and representing a superior level of accomplishment.

Alternative Honors Credit Proposal: Many majors require a final capstone or project. With permission from both the degree-granting college and Honors College Director, students may add an honors component to this final capstone or project already built into their curriculum for up to 3 Honors credits.

Graduate Course: Students may count courses completed for graduate credit as non-seminar toward their Honors College Degree. Permission must be obtained from the instructor, department chair or designee of the appropriate school/college, and Honors College Director.

Open to Juniors and Seniors:

Research in Honors (Honors 686): Assist a faculty member with current research or design and complete an original experiment or data-analysis under the supervisor of a faculty advisor. Research may be conducted over one or two semesters.

Honors Tutorial (Honors 685) or Independent Study: A self-designed course of reading and writing taken over one semester. Students may register for this under a departmental independent study or under Honors 685.

Open to all students:

Honors Experiential Learning (Honors 684):

- **Community Embedded Experiential Learning:** Visit page 31 of this Course Book for additional information
- **WI Empathy Project:** Visit page 32 of this Course Book for additional information

Study Abroad: Earn credit for courses taken abroad. Students may earn 3 credits per term through study abroad and must complete both a pre- and post-study abroad appointment with an advisor.

*** Read more about the non-seminar options online:**

<https://uwm.edu/honors/academics/curriculum/non-seminar-options/>

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU & OWCB | CGER: HA)

Satire as Cultural Critique

Steven W. Flores, Honors College Assistant Teaching Professor

Sec 001, Class #11148: MW 11:30am - 12:45pm

Sec 004, Class #11103: MW 4:00pm - 5:15pm

Reading

Voltaire, *Candide*

Percival Everett, *James*

Kurt Vonnegut, *Slaughterhouse Five*

Julie Schumacher, *Dear Committee Members*

Viewing

Dr. Strangelove, dir. Stanley Kubrick

Nightbitch, dir. Marielle Heller

Course Description

What is the relationship between humor and pain? For instance, is it true what the old adage says: tragedy + time=comedy? Always, or just sometimes? What is the relationship between comedy and satire and what is the value of each? Is humor, particularly satire, a way of coping with a world that is often absurd or unjust? What sorts of things permit satire and when?

This course will use satire to examine the relationship of the individual to dominant cultural forces: race, gender, imperialism, education, nuclear war, and government. One hypothesis we will test is this: satire functions as a way of pointing out the logical gaps in ideologies and institutions that shape our lives when plain argument won't work—i.e satire is “discourse by another means.” Through comic works both uproarious and dark, we will examine how satire speaks truth to power and questions the logic of institutions that serve some at the expense of others. With works spanning from 1757 to 2022, this course will ask participants to take a closer look at social structures that are often hidden in plain sight. Through close reading, we will see how satire can serve as a powerful antidote to social ills by questioning their logic, and how dismantling these systems is the first step toward a more just, equitable world.

Grading

This course focuses heavily on writing and revision. Thus, 50% of the grade will be based on two 6-8 pg. Papers, each worth 25% of your grade (one of which can be ‘creative;’ all of which will have two drafts); 15% will be based on shorter reading responses; 15% will be based on classroom presence; 20% on short individual presentations and leading discussions.

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU & OWCB | CGER: HA)

Telling Tales

Jacqueline Stuhmiller, Honors College Associate Teaching Professor

Sem 002, Class #11641: MW 1:00pm – 2:15pm **HYBRID**

Sem 008, Class #11105: TR 2:30pm – 3:45pm **HYBRID**

*****This course is HYBRID. Classes will meet in-person for the first four weeks of the semester (9/2/26 through 9/25/2026) and in-person the last four weeks of the semester (11/16/2026-12/11/2026). The course will be online synchronous for the weeks in between (9/28/2026-11/13/2026). This is an excellent opportunity to try a course with online components! *****

Reading

Geoffrey Chaucer, *Canterbury Tales*, trans. Neville Coghill (Penguin)

Ovid, *Metamorphoses*, trans. Rolfe Humphries (Indiana UP)

Maria Tatar, *The Classic Fairy Tales*, 2nd ed. (Norton)

Angela Carter, *The Bloody Chamber: And Other Stories* (Penguin)

Course Description

Traditional tales take many forms: myth, legend, folktale, fable, and parable, just to name some of the most well-known. Such stories typically have no set form and are passed down orally from generation to generation. They tend to be populated by flat characters and the stories and the language in which they are told is highly formulaic. To most contemporary Americans, such simple tales seem only appropriate for children. However, traditional tales are neither simple nor childish. In fact, they are typically far more difficult to understand, and are often more intricate, than contemporary tales.

In this seminar, students will (1) practice close-reading texts (that is, deciphering what they really say, not just what they seem to say); (2) examine different types of evidence and formulate original theories to explain the existence of that evidence; (3) learn to express their thoughts clearly and persuasively, both orally and on paper; and (4) engage in intellectual debate and discussion in a small group setting. The written work will be composed of a mixture of analytical and creative assignments.

No prior knowledge of traditional literature is assumed. Merely bring a sense of adventure, a willingness to abandon preconceived notions, and a love of storytelling.

Course Requirements

20% of the final grade will be based on two short formal papers. 20% of the final grade will be based on a final longer analytical paper. 30% of the final grade will be based on daily short, informal writing assignments. 10% of the final grade will be based on facilitations of two different class discussions. 20% of the final grade will be based on what I call student “presence”: attendance, preparedness, attention, and interest.

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU & OWCB | CGER: HA)

Journeys to Hell and the Dark Sublime

Brian Marks, Honors College Senior Teaching Faculty

Sec 003, Class #11102: MW 2:30pm – 3:45pm

Reading

The Inferno of Dante. Trans. Robert Pinsky. ISBN 13: 978-01405444414--\$9

Course Reader—Including readings from Nathaniel Hawthorne,

Maya Duren, Roberto Aguire-Sacassa, Lewis Hyde, Shirley Jackson, Neil Gaiman, Philip Shaw, Maureen McHugh, and other authors as well as tip sheets and sample writing. \$30

Viewing

Bladerunner and *No Country for Old Men*

Course Description

Where is hell? Who goes to hell? Do unbaptized babies go to hell? Do we still believe in a place for the eternal punishment of wicked souls? Why does Satan have horns and a tail? What role does hell play in serving heaven? Is hell just a Christian idea? What is it about hell that we find so repelling and fascinating?

In this course, we will attempt to answer those and other questions about hell and try to understand the allure of the dark sublime. We are going to go back and forth between today's culture and those of the past as we consider the purpose and state of hell and why humans are drawn to confrontations with the dark sublime. For Romantic poets, the sublime was the most powerful of emotions, one that merged beauty and terror. The class material will mainly be literary based, but we will also check out representations of hell and the confrontations with the dark sublime in art, graphic novels, film, and music. From time to time, we will read from religious texts. However, those religious texts will not be our focus as we investigate this subject. Reason one, I am not a theologian; my expertise is in literature. Reason two, most of our present-day depictions of hell and the dark sublime come from literature and art, not from religious texts. Surprisingly, only a little bit is said in the Bible, the Koran, and other religious texts about hell.

The class theme will be dark, but the internal light of knowledge will shine to help us see our way through. You should expect to write about the dark sublime and ways in which invisible influences the visible life in profound ways.

Statement of Writing Assignments

- Course engagement and professionalism 25%
- Further Engagement Activities (low stakes assignments) 15%
- Midterm Close Reading Essay (4-6 pagers) 25%
- Revised Project—Either a research paper on a theme related topic of your choice or a creative project (6-8 pages) 35%

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU & OWCB | CGER: HA)

Growing Up

Benjamin Schneider, Honors College Associate Teaching Professor

Sem 005, Class #11639: TR 8:30am – 9:45am

Reading

The House on Mango Street, Sandra Cisneros

Ghost World, Daniel Clowes

Fun Home, Alison Bechdel

Marylou is Everywhere, Sarah Smith

Everywhere You Don't Belong, Gabriel Bump

It Follows, David Robert Mitchell

Moonlight, Barry Jenkins

Book Smart, Olivia Wilde

Course Description

The coming-of-age story recurs on many platforms – film, novel, graphic novel and memoir. This course will focus on what it means to move into adulthood, sometimes joyously, sometimes coming to terms with crises that threaten to darken one's life. What does it mean to be a child? What changes occur in people's lives and relations to others as they move toward being an adult? How do we "become an adult," and by doing so do we necessarily have to put an end to childish things? Are there ways to communicate to those who are in the process of transitioning what it is like on the other side? During the semester, we will explore this theme through the texts of the course and through discussion, inquiry-based research, and writing.

Students in the course will write both critical and maybe creative responses to the course texts and will be expected to participate actively in discussions. Students will present to the class on a coming-of-age novel chosen from a list of titles.

Course Requirements and Assessment

- Knowledge of assigned readings, satisfactory completion of short assignments, class participation, and in-class work: 20%
- Three essays, two of which can be revised: 80%

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU & OWCB | CGER: HA)

The Imperial Idea in Modern European History (*)

Alan Singer, Honors College Associate Teaching Professor

Sem 006, Class #11779: TR 10:00am – 11:15am
Sem 007, Class #11104: TR 1:00pm – 2:15pm

Reading

Books:

Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* [ISBN-13 978-0618001903]

Excerpts and short essays including:

Philippa Levine, *The British Empire: Sunrise to Sunset*, J.A. Hobson "Imperialism", V.I. Lenin, "Imperialism, the Highest State of Capitalism", W.E.B. Dubois, "The Color Line Belts the World", Rudyard Kipling, "The White Man's Burden", Alice L. Conklin, "The French Republican Civilizing Mission", Adrian Hastings, "Christianity, Civilization, and Commerce", Zeynep Celik, "Displaying the Orient", Anne McClintock, "Advertising the Empire", Edward Said, "Orientalism", Franz Fanon, "The Wretched of the Earth", Afua Hirsch, *BRIT(ish)*

Film: *The Battle of Algiers* (dir. Gillo Pontecorvo, 1966)

Course Description

This in-person course will examine imperialism in the modern era. In a relatively short period of time, Europeans took part in a colonizing project that profoundly altered the world's cultural, social, and political systems. We will concentrate most specifically on how people in both expansionist countries and colonized territories perceived the imperial idea. We will address the following important questions: How did European leaders and common people understand this phenomenon? How did people in positions of power create systems of oppression such as white supremacy and sexism to maintain their rule? What was the role of international economic and political competition in the drive towards imperialism? What forms of resistance were practiced by the colonized? How successful were they?

Course Requirements

Students will write two, short response papers, and three, revisable 4-6 page essays. All of the writing assignments will require critical analyses of the main themes covered. Students will be expected to attend all scheduled class meetings and attendance will be taken. Regular participation is also required.

(*) Credits for this course topic count toward the College of Letters and Science International Requirement.

HONORS 201: HONORS SEMINAR IN SOCIAL & BEHAVIOR SCIENCE
(GER: OWCB | CGER: SBS)

Tokyo: A Cultural Biography (*)

Hilary K. Snow, Honors College Teaching Professor

Sem 001, Class #17849: MW 8:30am – 9:45am
Sem 002, Class #17850: MW 10:00am – 11:15am

Reading including: (available on Canvas)

Freeman, Alisa. “Traversing Tokyo by Subway.”
Ichikawa Hiroo. “Reconstructing Tokyo: The Attempt to Transform a Metropolis.”
Ilunga, Jessica, Benjamin Bansal, and Jorge Almazán. “The Evolution of Tokyo’s Commercial Amenities: A Multi-Layered Spatial Analysis of Three Mixed-Use Neighborhoods.”
Imai, Heide. “Between Old Row Houses and Skyscrapers – Tsukudajima and the Residential *Roji*.”
Inaba Mayumi. “Morning Comes Twice a Day.”
Jinnai Hidenobu. “The Spatial Structure of Edo.”
Nishiyama Matsunosuke. “Edo Temples and Shrines.”
Waley, Paul. “From Edo to Tokyo.”

Course Description

Tokyo was a small fishing village in 1590 when the warlord Tokugawa Ieyasu made it his military capital. By 1700, it was the largest city in the world with a population of over one million. In 2020, it had over 37 million residents and is one of the most important World Cities. Tokyo today would be completely unrecognizable to a resident from 1590. However, a resident from 1700 would be able to navigate parts of the central city. Even as Tokyo has grown and changed dramatically, aspects of the city from the seventeenth century still can be found there.

This course will trace the history of Tokyo from approximately 1590 to the present day from a variety of angles. We will explore urban planning, political change, natural disasters, war, religion, entertainment, and the culture of daily life. Students in this course will gain an understanding of the many factors which impact the development of an urban environment. No background knowledge of Tokyo or Japan is necessary.

Course Requirements

- Participation including regular attendance, evidence of careful class preparation, active and productive contributions to class discussions, thoughtful responses to readings and peer critiques, short assignments throughout the semester, and respectful engagement with peers: 30%.
- Cartography paper (with required rewrite): 15%
- Synthesis paper and presentation (with optional rewrite): 25%
- Analysis paper: 15%
- Discussion leading: 5%
- Reflective writing assignments: 10%

* Credits for this course topic count toward the College of Letters & Science International Requirement.

HONORS 201: HONORS SEMINAR IN SOCIAL & BEHAVIORIAL SCIENCE
(GER: OWCB | CGER: SBS)

Friendship & Community in a Free Society

Jill Budny, Honors College Associate Teaching Professor

Sem 003, Class #17851: TR 11:30am – 12:45pm

Sem 004, Class #17852: TR 4:00pm – 5:15pm

Reading

All texts used in this course will be made available for free through Canvas. These readings include excerpts from the following books, among others: Arendt, *The Origins of Totalitarianism*; Cicero, *De Amicitia*; hooks, *All About Love: New Visions*; Murthy, *Together: The Healing Power of Human Connection in Sometimes Lonely World*; powell: *The Power of Bridging*; Putnam: *Better Together*; Tocqueville: *Democracy in America*; Turkle: *Reclaiming Conversation*.

Course Description

According to the previous US Surgeon General, the United States is in the midst of an “epidemic of loneliness and isolation,” with increasing numbers of people reporting that they lack meaningful relationships. Data show that this is especially true among young adults. Why is this the case? What are the impacts of social disconnection on individual well-being, as well as on the health of our political community? What part can we play in fostering stronger relationships to support our collective civic life? In what ways can these kinds of connections help to lessen polarization and make our democracy less vulnerable to the threat of authoritarianism?

Beginning with the ancient Greeks, philosophers have argued that friendship among the members of a political community is a key element for maintaining free governments. In this political philosophy course, we’ll examine the importance of developing and maintaining healthy relationships for human flourishing. We’ll begin by exploring the problem of social isolation and its consequences for both individuals and polities. Being careful to distinguish loneliness from solitude, we will consider the ways in which the latter prepares us to engage more deeply with others. In addition, we will reflect on the importance of connection from thinkers past and present, ranging from Cicero to Hannah Arendt. Together we’ll explore the elements of fruitful relationships and examine the importance of fostering inclusion and belonging as a foundation for thriving, resilient political communities. Most importantly, we will strive to put what we learn into practice. We will venture outside the walls of our classroom and participate in experiential learning activities designed to deepen our relationships with others and to create new opportunities for fostering friendships within the UWM community and beyond. Some of these opportunities include interviewing community members, participating in befriending activities, completing a hands-on civic engagement experience, and contributing to the planning and hosting of a class-sponsored community-building event.

Course Requirements

- engagement and class citizenship (30%), which includes actively joining in classroom discussions, as well as composing discussion questions and answers in an online forum;
- shorter, lower stakes assignments (10%);
- experiential learning activities with paired reflections (25%);
- student-led discussions (15%);
- and an analytical essay (20%), to be revised in response to feedback.

MATHEMATICAL SCIENCES 221
(GER: NS & QLB | CGER: NSW)

Honors Calculus I

Instructor TBD

Sec 001, Class #11159: MTWR 1:00pm – 2:15pm

(Prerequisite: Must meet Math Dept placement levels for this course)

***The instructor has not yet been named for this course. The information below is from Fall 2025 and subject to change. We are sharing the information to give you an idea of what the course is about.

Reading

TBD

Course Description

The world in which we live today could not exist without the explosion in mathematical knowledge which has occurred since the Renaissance. Not only does mathematics make modern technology possible, but mathematical ideas have profoundly changed our views of the structure of the world itself. The ideas, which today are grouped under the heading of Calculus, lie at the center of this transformation; although some of them can be traced back to Archimedes, the subject is usually considered to have been developed by Newton and Leibniz in the seventeenth century, and its success in solving problems such as planetary motion led to the modern idea of the universe as a complex, but predictable, machine.

In the two semesters of this course, we will cover material equivalent to the standard three-semester calculus sequence (Math 231, 232, 233), but our goal is to gain a richer understanding of the material, both the underlying notions and their use in the context of solving real-world problems. A sound knowledge of algebra and trigonometry is required for the course. The key concepts we will cover in the first semester are:

1. Review of essential functions (exponential, logarithmic, trigonometric, polynomial, rational).
2. Continuity and Limits.
3. Differentiation: definition, interpretation, and short-cuts (basic rules and formulas). Applications of differentiation (such as linear approximation, optimization, and related rates problems).
4. Anti-differentiation, Integration (including some techniques of integration such as the methods of substitution and integration by parts), and applications of integration.

Course Requirements

Students will be expected to solve a number of routine problems every week to test their knowledge of the mechanics of calculus. They will also solve a series of more challenging problems, some individually and others as group projects (more challenging due to the pure mathematics or due to the fact they are word problems).

ENGLISH 685: HONORS SEMINAR
(GER: HU | CGER: HA)

Reading and Making Electronic Literature

Stuart Moulthrop, Distinguished Professor of English

Sem 001, Class #17738: MW 4:00pm-5:15pm

Reading

Books and long-form texts:

Rettberg, Scott. *Electronic Literature*
Ensslin, Astrid. *Literary Games*
Jayanth, *80 Days*
Joyce, Michael. *Was: annales nomadiques*
McDaid, John. *Uncle Buddy's Phantom Funhouse*
Salter, A. and Moulthrop, S. *Twining: Critical and Creative Perspectives on Hypertext Narratives*
Wreden, *The Beginner's Guide*

Excerpts from:

Aarseth, *Cybertext*
Bertram, *A Black Story May Contain Sensitive Content*
Bogost, *Alien Phenomenology*
Borges, J.L., *Fictions*
Cayley, *Grammalepsy*
Harrell, *Phantasmal Media*
Hayles, *Bacteria to AI*
Littman, *Code to Joy*
Marino, *Hallucinate This!*
Moulthrop and Grigar, *Traversals*
Ruberg, *Video Games Have Always Been Queer*
Wardrip-Fruin. *Expressive Processing*

Course Description

By one reckoning, born-digital writing (electronic literature) began in 1953 when a computer programmer used one of the first digital machines to generate algorithmic love letters. Some might say it ended – along with culture generally – with the advent of ChatGPT in 2022. Rejecting that gloomy outlook, this course looks at the history of electronic literature in the last century and its persistence into the present. This will involve both interpretive encounters with poems, stories, games, and experimental novels, along with creative work using accessible tools like JavaScript, Ink, and Twine. We will consider artistic applications of Large Language Models in a critically informed context. Experimentation with LMs is welcome, but students who disapprove of the technology will not be required to use it. Electronic literature lives at the crossroads of technology and humanist practice. The course aims to deliver equal value for programmers, engineers, architects, and information scientists as for poets, fiction writers, and students of literature.

Course Requirements

Two essays are required: a shorter, less formal response paper of 2-4 pages written about one of the examples of electronic literature on the syllabus; and a longer essay of 6-8 pages, with required external research, either interpreting assigned works or exploring a related idea about digital literature and culture.

The course also has a creative component, a born-digital creation that may be a branching narrative, a generative poem, a game, or any other procedural or algorithmic effort. These works may be proofs-of-concept, limited iterations of an intended larger project, or complete creations. Around midterm students will present a short prospectus of their planned creative works for class discussion.

FRESHWATER 381: HONORS SEMINAR
(GER: NS | CGER: NSW)

Global Food Security and Nutrition: The Contribution of Aquaculture

Dong-Fang Deng, Professor, Aquaculture Nutrition Program, School of Freshwater Sciences

Sem 001, Class #17471: TR 2:30pm-3:45pm

Reading

All required readings will be available on Canvas or online. Assignments will focus on in-class discussions and evaluations of journal articles and selected book chapters.

Examples of articles for discussion:

- Kasahara et al., 2023. Association between consumption of small fish and all-cause mortality among Japanese: the Japan Multi-Institutional Collaborative Cohort Study. *Public Health Nutrition*,
- Gephart, J.A., Henriksson, P.J.G., Parker, R.W.R. *et al.* Environmental performance of blue foods. *Nature* **597**
- FAO, 2024. The State of World Fisheries and Aquaculture 2024 – Blue Transformation in action. Rome. <https://doi.org/10.4060/cd0683en>

Course Description

Aquaculture supplies over half of the world's seafood, providing essential nutrients and supporting livelihoods. Through readings, discussions, and case studies, students will examine how aquatic food systems support sustainable, nutritious, and equitable diets. Topics include nutritional and cultural aspects, sustainable production, global supply chains, and the roles of policy, trade, and governance. The course also includes tours and guest lectures.

Course Requirements

Active participation is essential. Students are expected to:

- Attend and contribute to class discussions.
- Complete assigned readings and weekly reflections.
- Work collaboratively on a group case study presentation.
- Produce an individual final paper on a selected course topic.

Assessment

- Participation & Discussion: 20%
- Reading Reflections (weekly): 40%
- Case Study Presentation: 20%
- Final Paper: 20%

Assignments

- **Reflections:** Eight short summaries or response essays focused on critical and creative thinking.
- **Case Study Presentation:** Groups of 3–5 will analyze a course-related topic in a 10–12 minute presentation, assessed on depth, insight, clarity, and collaboration.
- **Final Paper:** A focused analysis of seafood's impact on global food systems and nutrition, demonstrating evidence synthesis, critical thinking, and clear communication for an interdisciplinary audience.

GEOSCIENCES 381: HONORS SEMINAR
(GER: NS | CGER: NSW)

The Science and Literature of Historic Natural Hazards

Gina Seegers Szablewski, Senior Teaching Faculty in Geosciences

Sem 001, Class #17806, TR 1:00pm – 2:15pm

Reading and viewing list (a sample list to be narrowed down and subject to change)

- *The Orphan Tsunami of 1700: Japanese Clues to a Parent Earthquake in North America*, Brian Atwater, 2005
- *The Great Quake: How the Biggest Earthquake in North America Changed our Understanding of the Planet*, Henry Fountain, 2017
- *Island on Fire: The Extraordinary Story of a Forgotten Volcano That Changed the World*, Alexandra Witze and Jeff Kanipe, 2016
- *The Effects of the Tsunami of December 26, 2004: A Photo Essay*, Public Health Reports, Vol. 120(5), p. 549-564, 2005
- *Lessons from the Haiti Earthquake*, Roger Bilham, Nature Vol. 463, p. 878-879, 2010
- *NOVA: Japan's Killer Quake*
- *Into the Inferno*, Werner Herzog

Course Description

In this class, we will explore chosen historic, geologic natural disasters and their direct relationship to plate tectonic setting. We will begin the semester with a brief overview of plate tectonics, using it as an example of how scientific explanations change and develop over time with the introduction of new technologies. We will cover significant earthquake, volcano, and tsunami disasters that occurred over the past 500 years, concentrating on how people were affected. We will investigate oral histories, written records, natural data, literature, and video records to help understand these disasters and the different ways they affected the lives of people over time and across the planet. We will consider the economic, social, cultural, and health repercussions of these huge events.

A typical class will include a review of assigned material, presentation of new material through videos and/or short lectures, and small group work (discussions) that will include creation, analysis, and interpretation of both scientific data and subjective accounts of geologic disasters.

Course Learning Objectives

The primary learning objectives of this class are to:

- understand the science and history of plate tectonics;
- relate plate tectonics to geologic natural disasters;
- recognize the regional and world-wide consequences of geologic disasters on humankind;
- consider the different ways geologic natural disasters are recorded and represented

Course Requirements

Students are expected to attend class regularly and participate fully. Students will be graded on class discussions (20%), weekly journal entries that include response papers and drawings (40%), a short paper regarding a geologic disaster not discussed in class (15%), and a creative project (25%) in which they will take the role of a natural disaster officer from a specific geographic area. A clear rubric for each grade category will be available.

HISTORY 398: HONORS SEMINAR
(GER: HU | CGER: HA)

Fire and Rebellion: Reformation in the Early Modern World, 1450-1650

Dr. Lane Sunwall, Honors College Lecturer

Sem 001, Class #17843: TR 8:30am – 9:45am

Reading

Textbooks (Inexpensive copies and digital versions are available): Carlos Eire, *Reformations: The Early Modern World, 1450-1650*, Brad Gregory, *Rebel in the Ranks*, Eamon Duffy, *The Voices of Morebath: Reformation and Rebellion in an English Village*, Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*. Additional short readings will include selections from: Martin Luther, Pope Leo X, Thomas More, John Calvin, Ignatius Loyola, Teresa of Avila, Henry VIII, and Elizabeth I.

Course Description

The embers of Reformation were carried to Europe by refugees of Constantinople. As the Byzantine empire slowly collapsed, Greek scholars and merchants fled to western Europe, carrying with them chests filled with precious manuscripts long lost to scholars in the west. These ancient Greek texts breathed new life into European academics, even as they contradicted Catholic traditions. Yet, for decades, the church permitted their spread. It was only in 1517, when a cantankerous German scholar named Martin Luther publicly challenged Catholic thought, that the church felt it must finally react. But, the popes moved too late. As the fire of Luther's ideas spread unchecked, princes, bishops, and ordinary men and women alike took sides in the increasingly hostile religious debates. Indeed, Europeans proved willing to die and kill for their religious beliefs. And, they did so for the next one hundred fifty years.

Join us this semester as we explore the tumultuous and frequently bloody history of the Reformation: 1450 - 1650. We will discover how the Reformation flamed into existence. How kings and queens were shaped by and shaped events. And, how the Reformation impacted the lives of ordinary people. Importantly, we will think about the Reformation's long-term effects and examine how even the deep past plays a significant role in the world we inhabit today.

Course Requirements

Weaved into this course's examination of the Reformation will be an emphasis on research. We will explore strategies to improve your reading speed and comprehension, and will partner with campus librarians to expand your research ability no matter your field of study. This course will emphasize active course discussion and historical inquiry. Students will engage in regular course discussions (15%), and complete short weekly response assignments (30%). Students will also produce a scaffolded 10–15 page original research paper with multiple opportunities for revision (25%). Students will maintain an AI reflection journal documenting their evolving use of AI as a research and writing tool, culminating in a short reflective essay (5%). Students will participate in an end-of-semester class symposium to present their research (5%).

Negotiating Difference: Race and Culture in Contemporary Health

Instructor TBD

Sem 001, Class #18057: TR 8:30am – 9:45am

*****The instructor has not yet been named for this course. The information below is from Fall 2025 and subject to change. We are sharing the information to give you an idea of what the course is about.**

Tentative Reading List

The course will use the text *White privilege: The persistence of racial hierarchy in a culture of denial* by McTaggart and O'Brien and *Linguistic justice: Black language, literacy, and identity* by Baker-Bell

In addition, we will use journal articles, popular press and videos. These may include the following:

Wesp, L., et al. (2018). An emancipatory approach to cultural competency: The application of critical race, postcolonial, and intersectionality theories. *Advances in Nursing Science*.

Markey, K. and Okantey, C. (2019). Nurturing cultural competence in nurse education through a values-based learning approach. *Nurse Education in Practice*.

Morey, B. (2018). Mechanisms by which anti-immigrant stigma exacerbates racial/ethnic health disparities. *American Journal of Public Health*.

Coates, T. (2014). *The Atlantic*. "The case for reparations".

Cunningham, B. and Scarlato, A. (2018). Ensnared by colorblindness: Discourse on Health Care Disparities. *Ethnicity & Disease*

Hilaro, Browne and McFadden. (2017). *Nursing Inquiry*, "The influence of democratic racism in nursing inquiry".

Shatell, M. (2017) Racism, white privilege and diversity in mental health. *Journal of Psychosocial Nursing*.

Viewing

The Discovery Channel, *Understanding Race*; Ponsby Productions Limited, *Intersexion*. Fanlight Productions; *Hold Your Breath*, PBS America's *Secret War: Minnesota Remembers Vietnam*, Upstander Films Inc., *Dawnland*

Sources will reflect a diversity of perspectives and are intended to provide a framework for understanding key concepts and generating thoughtful and productive seminar discussions. Some resources may be revised for Fall 2024.

Course Description

Race does not exist biologically, but it has a significant social impact in terms of both health and health care. This course will explore the intersections between the concepts of race, ethnicity, culture, health and illness. We will discuss a number of hotbed issues that affect health and illness including religion, class, sexual orientation, gender, and age. Students will explore their cultural identities and how those identities may influence and impact health care encounters. We will also analyze the tensions that occur when western biomedical beliefs clash with religio-cultural and alternative belief systems and practices, such as those found among the Hmong communities in Wisconsin, and these discussions will help us understand concepts such as cultural competence, cultural sensitivity, and cultural safety. In addition, we will analyze current models that exist for providing culturally competent care.

Course Requirements

- Class participation will include face-to-face discussions and other in-person activities.
- Students will write one legislative letter and two short reaction papers to select assigned readings and videos.
- Each member of the seminar will write a final concept analysis paper. It will be guided by *Strategies for Theory Construction in Nursing* by Walker and Avant.
- Students will also work in groups to select a model of cultural understanding, research it, and present their findings to the class as a final group presentation.
- Final grades will be based on the following criteria:
 Class Discussion Participation: 20%; Reaction Papers: 20%; Legislative Letter: 20%; Concept Analysis Paper: 20%; Group Model Presentations: 20%

(†) The credits for Nursing 380 are eligible for GER distribution for *non-L&S majors* but ARE NOT eligible for the GER Breadth Requirements for L&S majors-see page 3. (&) This course topic satisfies the UWM Cultural Diversity Requirement.

SOCIOLOGY 380: HONORS SEMINAR
(GER: SS | CGER: SBS)

The Sociology of Beer and Brewing

Jennifer Jordan, Professor of Sociology and Urban Studies

Sem 001, Class #18153: **T 11:30am-12:45am & ASYNC ONLINE**

Reading

- Kopp, Peter Adam. 2016. *Hoptopia: A World of Agriculture and Beer in Oregon's Willamette Valley*. Oakland, California: University of California Press. (excerpts)
- Patterson, Mark and Nancy Hoalst-Pullen, eds. 2014. *The Geography of Beer: Regions, Environment, and Societies*. New York: Springer. (excerpts)
- Unger, Richard W. *Beer in the Middle Ages and the Renaissance*. Philadelphia: University of Pennsylvania Press, 2004, 1-36. (excerpts)
- Various articles (available on Canvas or through library databases)

Course Description

What can beer and brewing tell us about society, both today and in the past, in the US and far beyond our borders? Beer offers a window into how people organize social structures, shape landscapes, and pursue both nutrients and intoxication. The tastes that individuals and societies have for particular flavors and styles of beer change dramatically over time, and in ways that help us understand broader social, political, and economic changes as well. We will also study the changes in the plants (hops and barley), microorganisms (yeast), and the water supply that affect the brewing of beer. Because we are in Milwaukee, we will also take full advantage of the rich brewing history and dynamic brewing present of this city. This course will provide a sound foundation in the social history and sociology of beer, as well as an introduction to some of the theories and methodologies of the study of the social world.

Course Requirements

We will engage with conventional scholarly texts, as well as historical materials, online reporting and data, and other sources. We will also have field trips and guest speakers. This course will emphasize rigorous reading and discussion of the assigned course materials. In addition, students will be expected to create a final project that they develop in stages throughout the semester. 20% of the grade will be based on “presence,” which includes attendance, participation, and in-class and out-of-class assignments. Students will write a preproposal (10%), a proposal (20%), and final project (40%), and give a final presentation (10%). The course will involve several field trips, at a range of times—some will be scheduled during class time (and mandatory), while others may be scheduled at a range of non-class times, and students can select which of these to attend based on their schedules. Note that this class will be a hybrid—we will meet in person on Tuesdays, and the other course material will be available on Canvas in an asynchronous format.

HONORS 350: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU | CGER: HA)

Monsters and the Monstrous

Jacqueline Stuhmiller, Honors College Associate Teaching Professor

Sem 201, Class #15594: MW 5:30pm - 6:45pm **ONLINE**

Reading

Course Reader
Beowulf, trans. Seamus Heaney

Viewing

Tod Browning, *Freaks*
Philip Kaufman, *Quills*
Lars von Trier, *Breaking the Waves*
Patty Jenkins, *Monster*
Todd Field, *Tár*
Werner Herzog, *Into the Abyss*
Craig Zobel, *Compliance*

Students will be required to view films outside of class time.

Course Description

From the mythical Scylla and Charybdis, to the misshapen creatures that were believed to live on the edges of the medieval world, to modern-day vampires and serial killers, we have long been fascinated by monsters. Concepts of monstrosity have changed over time, but the word has always been used to designate that which is abnormal, disruptive, or horrific – in other words, that which is furthest from our own idealized images of ourselves. Freaks are a subset of monsters, more fascinating and less terrifying.

We will begin by exploring the pre-modern roots of monstrosity and then examine the turn-of-the-century freak show. With this historical context under our belts, we will be ready to consider depictions of contemporary monsters. Most of these monsters are human beings, although they are in some sense physically, psychologically, sexually, or behaviorally anomalous.

Ultimately, the course aims to demonstrate two things: first, that “monstrosity” is a culturally defined and created condition, and second, that all of us, at base, are monsters.

Course Requirements

35% of the final grade will be based on frequent informal written responses to the material. 20% of the final grade will be based on two short papers. 20% of the final grade will be based on a longer analytical paper. The remaining 25% of the final grade will be based on what I call “presence”: attendance, preparedness, participation, and interest.

HONORS 350: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: HU | CGER: HA)

Dark Narratives: Modern and Contemporary Noir

Benjamin Schneider, Honors College Associate Teaching Professor

Sec 002, Class #17209: TR 11:30am – 12:45pm

Reading/Viewing/Playing (subject to slight modification)

Double Indemnity – Billy Wilder, *Out of the Past* – Jacques Tourneur, *A History of Violence* – David Cronenberg, *Drive* – Nicolas Refn, *Strangers on a Train* – Patricia Highsmith, *L.A. Noire* – Andrew and Simon Hale, *The Postman Always Rings Twice* – James M. Cain, *Jessica Jones* – Melissa Rosenberg, and other texts available on Canvas.

Course Description

“I think I'm in a frame...I don't know. All I can see is the frame. I'm going in there now to look at the picture.”
– Jeff (Robert Mitchum, *Out of the Past*)

The emphasis of this course is noir as it is expressed visually and thematically in a variety of narrative contexts. We will examine the ways in which noir represents and reflects the cultural conditions of the time in which it is produced. With discussions and course readings, we will explore the origins of noir, the noir visual style, the noir writing style, and the cultural, historical, psychological, sociological, and gender issues that are typically reflected in noir narratives. We will investigate how the idea of noir evolves throughout the 20th and 21st centuries and is articulated through various media forms – literature, film, television, graphic novel, video game, and maybe more.

Students will be asked to read, watch, play, and experience noir in as many variations as we can discover. We will have opportunities to suggest texts to the class for consideration and students will present to the class on a noir topic or text of their choosing. The semester will end with a seminar paper presentation that will incorporate many of the texts we've studied with the various expressions of noir as we've studied it.

Course Requirements

- Short weekly writing assignments 25%
- A consistent, active presence 25%
- Presentation that engages issues of the course 20%
- One seminar paper (12-15 pages) 30%

HONORS 351: HONORS SEMINAR IN SOCIAL & BEHAVIORAL SCIENCE
(GER: SS | CGER: SBS)

Liberty, Equality, Fraternity, and Terror: Revolutionary France, 1789-1799 (*)

Alan Singer, Honors College Associate Teaching Professor

Sem 001, Class #11405: MW 10:00am – 11:15am

Reading

Required for purchase:

R.R. Palmer, *Twelve Who Ruled: The Year of Terror in the French Revolution*
[ISBN-13 978-0691121871]

Lynn Hunt, *The French Revolution and Human Rights: A Brief History with Documents* (second edition) [ISBN 13: 978-069115928]

Pdfs of the following will be made available online:

Darlene G. Levy and Harriet Applewhite, “Women, Radicalization, and the Fall of the French Monarchy”

Dominique Godineau, “Masculine and Feminine Political Practice during the French Revolution, 1793-Year III”

Georges Lefebvre, *The Coming of the French Revolution* [excerpts]

Simon Schama, *Citizens* [excerpts]

C.L.R. James, *The Black Jacobins* [excerpts]

Various primary documents from the Enlightenment and the French Revolution

Viewing

Danton, dir. Andrzej Wadja (1983)

Course Description

The French Revolution is often described as the seminal event that ushered in the modern era. As the story goes, the institutions and symbols of the Old Regime were trampled upon while new experiments in government, popular politics, and society itself were attempted with mixed results. This course will pick up this theme but it will also center on one which proposes that the Revolution was also a window into the future. It is remarkable as to how many of the ideas and practices of twentieth and twenty-first century politics and society debuted in the final years of the eighteenth century. During the Revolution, democracy, republicanism, human rights, dictatorship, nationalism, feminism, socialism, laissez-faire capitalism, terrorism, racism, and colonialism were all practiced and debated. With a focus on primary documents and seminal secondary texts, we will address the following types of questions: Who made the Revolution? Who were the winners and losers? Did the leaders practice what they preached or did they often act hypocritically? Ultimately we will discuss whether or not the legacy of the French Revolution should be considered as positive or something else.

Course Requirements

Along with the quality of their participation, the students' grades will be based on the assessment of the following assignments: *Danton* review (3-5 pages) 15%, *Twelve Who Ruled* essay (3-5 pages) 15%, four short document essays 20%, final essay 30%, participation/presence 20%

* Credits for this course topic count toward the College of Letters & Science International Requirement.

HONORS 351: HONORS SEMINAR IN SOCIAL & BEHAVIORAL SCIENCE
(GER: SS | CGER: SBS)

Museums and Society

Hilary Snow, Honors College Teaching Professor

Sem 002, Class #11781: TR 10:00am-11:15am

Readings available on Canvas

Alpers, Svetlana. "The Museum as Way of Seeing."

Corrin, Lisa G. "*Mining the Museum: Artists Look at Museums, Museums Look at Themselves.*"

Kreps, Christina F. "Museum and Applied Anthropology: Shared Histories and Trajectories."

Laurencich-Minelli, Laura. "Museography and Ethnographical Collections in Bologna during the Sixteenth and Seventeenth Centuries."

Lubar, Steven. "Why Collect?" and "Who Collects?"

Norris, Christopher A. "The Future of Natural History Collections."

Course Description

This course will explore two main questions – How do museums shape our understanding of our own culture and others? What roles do museums play in our society? To answer these questions, we will investigate several topics related to the history and current status of museums. We will discuss the rise of "cabinets of curiosity" in the sixteenth and seventeenth centuries, which became the forerunners of modern museums. We will examine the establishment of modern museums, the politics of display, and the ethics of collecting. Case studies will include the Milwaukee Public Museum, the Louvre Museum in Paris, the 1990 Native American Graves and Repatriation Act, and the Milwaukee Art Museum's 2001 and 2015 additions.

There are no textbook costs for this course, but students should plan to pay admission for two to three museum visits as part of the course. We will also have at least two off-campus field trips to museums during class time.

Course Requirements

- Participation, including: regular attendance, evidence of careful class preparation, active and productive contributions to class discussions, thoughtful responses to readings and peer critiques, short assignments, and respectful engagement with peers: 25%.
- Exhibition analysis paper with optional rewrite: 15%
- Issue analysis paper with optional rewrite: 20%
- Expanded exhibition analysis project: 25%
- Critical response papers: 10%
- Discussion leading: 5%

HONORS 351: HONORS SEMINAR IN SOCIAL & BEHAVIORAL SCIENCE
(GER: SS | CGER: SBS)

Sustainability and Climate Change

Rina Ghose, Professor, Industrial Engineering, College of Engineering and Applied Science

Sem 003, Class #18388: MW 2:30pm-3:45pm

Reading

Text : To be decided

Chapters: Sustainability and Sustainable Development: An Introduction. Lisa Benton Short. 2023. The Rowman and Littlefield Publishing, Maryland.

Website: <https://www.un.org/sustainabledevelopment/climate-change/>

Peer-reviewed journal articles will be posted on the Canvas course site.

Case study documentary videos will be reviewed.

Course Description

“With rising greenhouse gas emissions, climate change is occurring at rates much faster than anticipated. Its impacts can be devastating and include extreme and changing weather patterns and rising sea levels. 2010 – 2019 was the warmest decade ever recorded, bringing with it massive wildfires, hurricanes, droughts, floods and other climate disasters across continents. Climate change is disrupting national economies and affecting lives and livelihoods, especially for the most vulnerable. Between 2010 and 2020, highly vulnerable regions, home to approximately 3.3–3.6 billion people, experienced 15 x higher human mortality rates from floods, droughts and storms compared to regions with very low vulnerability.” (United Nations)

This course explores the topic of sustainability and sustainable development in an era of climate change, so that equitable and sustainable strategies and practices can be formulated. The course defines and discusses climate change risks, sustainability, SDG, uneven development, poverty, and socio-spatial inequalities that lead to environmental injustices. Through a multidisciplinary perspective, it offers strategic and equitable solutions drawn from indigenous knowledge, conservation, community practices and scientific research.

Course Requirements

Weekly writing assignments: Students are expected to submit a written summary of weekly readings. The summary should be written in the manner of an annotated bibliography, and the assignments will assist students to write three term papers. **20%**

Class Participation: regular attendance, class preparation, productive contributions to class discussions, thoughtful responses to readings and peer critiques, and respectful engagement with peers: **20 %.**

Three papers (with optional rewrite): The course emphasizes the development of critical writing skills. Paper themes, format and structure will be posted in Canvas. Each 4-page paper must incorporate readings and discussion and must be well written and introspective: **60%%**

HONORS 352: HONORS SEMINAR IN NATURAL SCIENCE & WELLNESS
(GER: NS | CGER: NSW)

Beyond Burials: Death and Science in Archaeology

Shannon Freire, Honorary Fellow, Department of Anthropology

Sem 201, Class #18377: T 5:30pm – 8:10pm **Online Synchronous**

Reading

Banning, Edward B. 2020 *The Archaeologist's Laboratory*. Springer, New York.

Dawdy, Shannon Lee 2021 *American Afterlives: Reinventing Death in the 21st Century*. Princeton University Press, Princeton.

Laqueur, Thomas W. 2015 *The Work of the Dead. A Cultural History of Mortal Remains*. Princeton University Press, Princeton.

Mortality. Journal promoting the interdisciplinary study of death and dying.

Nystrom, Kenneth C. (ed.) 2017 *The Bioarchaeology of Dissection and Autopsy in the United States*. Springer, New York.

Sappol, Michael 2002 *A Traffic in Dead Bodies: Anatomy and Embodied Social Identity in Nineteenth-Century America*. Princeton University Press, Princeton.

Sloane, D.C. 1991 *The Last Great Necessity: Cemeteries in American History*. Johns Hopkins University Press, Baltimore.

A variety of archaeological site reports, book chapters, brochures, documentaries, journal articles, newspaper articles, and podcasts covering topics from arboreta to patent medicines.

Course Description

What do botany, body snatchers, and mass spectrometry have in common? Cemeteries! This course explores the curious and frequently complex relationships between cemeteries and scientific activity revealed through archaeological research. Our archaeology of science will focus on the interactions between people (living, dead, and “slightly alive”), artifacts, and action. Each week will feature a different scientific topic- including medicine, forensics, public health, and archaeology itself- in behavioral and societal context. Historic cemeteries in Britain and the United States will provide the basis of our archaeological evidence. Throughout the semester, we will build connections between past and present practices. This course includes a laboratory component wherein students will explore topic-specific fundamentals and conduct virtual fieldwork at drone-documented cemeteries. Students will complete a major research project, developing powerful bodies of evidence to complement, corroborate, and challenge historical information. Your research will provide an evidence-based analysis of an historical scandal, narrative, or practice paired with archaeological site data or a comparable modern phenomenon. You will draw connections between your primary data sets and generate a critical analysis of the relationships between death and science as it relates to your topic(s). Overall, these papers will demonstrate, to quote Faulkner, that “the past is never dead. It’s not even past,” (1951:2).

Course Requirements

Thirty percent (30%) of the course grade will be based on engaged class participation, including regular, prompt attendance, preparation and quality participation in discussion, peer review, and your mini research presentation. Twenty percent (20%) of the course grade will be based on laboratory activities and virtual fieldwork. Twenty percent (20%) of the course grade will be based on meeting two separate research milestones, consisting of robust primary source research to support the research project. The final thirty percent (30%) of the course grade will be based on the research paper. The research paper will be written and revised in stages.

HONORS 353: HONORS SEMINAR IN CIVICS & PERSPECTIVES
(CGER: CP)

Thinking in Dark Times

Daniel Listoe, Senior Lecturer in English

Sem 201, Class #17853: **Asynchronous Online**

Reading

Authors read and discussed will range from philosophers, historians, and critical theorists to poets, essayists, and novelists. They include Hannah Arendt, James Baldwin, Zygmund Bauman, Walter Benjamin, J. M. Coetzee, Carlo Ginzburg, Kojin Karatani, C. Thi Nguyen, Octavio Paz, W. G. Sebald, Richard Sennett, Wallace Shawn, and Simone Weil.

Course Description

We are in a historical moment marked by crises: resurgent authoritarianism and broken social contracts; imperial wars and genocide; widening extremes of economic inequality; technological transformations destabilizing information; and the cascading consequences of climate change. Each crisis compounds the others, creating the sense of a single, overwhelming catastrophe. In the midst of this, it is easy to feel we have no firm foundation for our own thought and judgments. This online course is designed to give students the chance to grapple what it means *to think* in such dark, confounding times.

We will therefore attend to a wide range of writers who were themselves compelled—by crises in their times—to think about thinking itself. In varied ways they show how failures of reflection lead to injustice and moral failings. They bear witness to individuals maintaining their ability to think responsibly and with that capacity make a political difference through ideas and the actions of speech. Through them we will explore the distinction between technical problem-solving and deeper critical reflection, and see how values guide us when outcomes are impossible to predict. The aim of the course is not to provide a recipe for absolute confidence, but to cultivate a disciplined responsiveness that provides for proper, self-sustaining judgment. In other words: how to best attend to complexity without becoming numb, nihilistic, or despairing.

Thinking, for the philosopher Hannah Arendt, meant maintaining a critical dialogue with oneself. This requires solitude and careful reflection. Loneliness, in contrast, was the symptom of feeling cut off from the prospects of dialogue and exchange, and thus drowning oneself in thoughtless conventions. As an online course, students will have the framework necessary to read and write in solitude, to think about thinking, and then through written exchange to share collectively the products of our reflection and our experiments in ethical discernment. Perhaps in this way we will achieve a solidarity that seems so vital in the current age.

Course Requirements and Grading

- Two critical essays (5-6 pages each) that will develop through a process of drafting and revision (40% of final course grade).
- Reading and thinking journal (30% of final course grade).
- Discussion posts (30% of final course grade).

HONORS 353: HONORS SEMINAR IN CIVICS & PERSPECTIVES
(CGER: CP)

Citizen, Statesman, Tyrant

Jill Budny, Honors College Associate Teaching Professor

Sem 002, Class #17854: MW 4:00pm-5:15pm

Reading

All texts used in this course will be made available for free through Canvas. These readings include excerpts from the following:

Aeschylus: *Persians*

Aristotle: *Nicomachean Ethics*

Aristotle: *Politics*

Plato: *Republic*

Xenophon: *Memorabilia*

Course description

“The past remains integral to us all, individually and collectively. We must concede the ancients their place... But their place is not simply back there in a separate and foreign country; it is assimilated in ourselves, and resurrected into an ever-changing present.”

-David Lowenthal

We are living in the midst of a turbulent and troubling political landscape. Among the many problems America faces are conflicts over what the legitimate exercise of political authority looks like and what the limits on that power should be; debates over how to save our democracy from threats of corruption, internal discord, and attempts to undermine the rule of law; and finally, concerns about how we cope with dissenting opinions from those who raise meaningful but unsettling questions about our community's shortcomings.

At the end of the 5th century and beginning of the 4th century BCE, the ancient Athenians experienced an even more tempestuous political moment. Once a leading political, economic, and cultural power in the ancient Mediterranean world, Athens was defeated by Sparta during the Peloponnesian War, and all aspects of the city's way of life were called into question in the aftermath. In the midst of this turmoil, thinkers like Aeschylus, Socrates, Plato, and Aristotle wrestled with questions similar to those we face today: How should one distinguish between a legitimate form of government and one that has become corrupt? Who should exercise power and why? How might one differentiate a just leader from a tyrant? What role can individual citizens play in bringing about positive change in their political community? And perhaps most importantly, how does one pursue a flourishing life in the midst of a world that feels broken?

In this course, we'll explore these questions posed by ancient Greek thinkers and decide which (if any) of their insights might prove relevant to our own political situation. No previous knowledge of ancient Greek philosophy or history is required.

Course Requirements

- engagement and class citizenship (30%), which includes actively joining in classroom discussions, as well as composing discussion questions and answers in an online forum;
- shorter, lower stakes assignments (20%);
- experiential learning activities with paired reflections (15%);
- student-led discussions (15%);
- and an analytical essay or Platonic-style dialogue (20%).

HONORS 380: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: A | CGER: HA)

Decoding the Contemporary Art World

Shane McAdams, Adjunct Assistant Professor

Sem 001, Class #14929: MW 11:30am – 12:45pm

Reading (Excerpts from the following will be provided)

Ernest Samuels, *Bernard Berenson: The Making of a Connoisseur*; Walter Benjamin *Art in the Age of Mechanical Reproduction*; Herbert Marcuse *One-Dimensional Man*; Daniel Bell *Modernism and Capitalism*; Carol Duncan *The Museum as Ritual*; Jean Francois Lyotard *The Postmodern Condition*; Bianca Bosker *Get the Picture*; Judith Butler *Gender Trouble*; Nicolas Bourriaud *Relational Esthetics*; Susan Sontag *Notes on Camp*; Dave Hickey *Feint of Heart*

Course Description

This course is a general overview and inquiry into the evolution of the contemporary art as it has developed in relationship to various agents of influence in postwar society: globalization, capitalism, mass-media, social activism, identity, social networks, individualism, theory, and traditional academic assumptions about what art means to us. It will then investigate, appraise, analyze, and consider the agency of the art world against prevailing attitudes, technologies, histories, and distractions. This process will serve to address a very fundamental question: is what we call “contemporary art” an inevitable expression and form in modern society, or an accident of a set of conditions very particular to the conditions of the period in which it emerged, i.e. late capitalism and post-industrial society.

After arriving at individual assumptions about what the “art world” is, how it arrived at its current state, and finally, how to even make qualitative evaluations of these conditions, students will be asked to produce a series of ethical and practical conclusions about what art should and could mean in a rapidly changing world. These investigations will be expressed and interpreted through a series of weekly reflection papers based on topics discussed in our course meetings. These weekly one-page meditations will involve incorporating information we’ve learned from readings and site visits to galleries and museum and evaluating how it all confirms, disrupts, innovates, or perpetuates the status quo. This process will culminate in a final essay in which the student will use the information gathered and propose a way to build a better version of the world they’ve learned over the course. This investigation will begin by looking at the most recent Whitney Biennial, “Even Better than the Real Thing,” looking at the work in the show, the exhibiting institution, the history of that exhibition, and how all of those factors map onto more general picture of an art world as it faces an evolving cultural landscape. From there we will chase history, values, ideals, and instrumentalities of change and production. Through reading, research, lectures and discussion, the student will gain an understanding of contemporary art through a variety of cultural contexts. The student will:

- Understanding basic, overarching trends in contemporary art and culture
- Developing a sense of how art reflects the historical transformation of society
- Examining the relationship between a “global” contemporary aesthetic and local cultures and identities
- Identifying the histories and cultures that feed into a “pluralistic” notion of contemporary art
- Learning to read, critique and write about a works of art within contemporary contexts
- Recognizing the function of art within society
- Articulating their own definition and philosophy of art
- Developing a capacity to enjoy and respond to contemporary art

Course Requirements

Reading and discussion are paramount. This course will demand each student not only read and consider the texts, but to integrate them into an understanding of where and how they shape our subject. Grading will be based on each student’s level of interaction as well as their weekly reflection papers on topics relevant to the course content. Finally, each student will have to write one essay, with an overview and draft to be presented at mid-term, based on a thesis supported by both subjective observed conditions as well as cited information from our readings and any supplemental information the student has established as meaningful throughout the semester. The paper will be 7-10 pages and involve an analysis about the history of the art world, it’s conditions at the moment, possible developments based on contemporary observations, and a possible path moving forward. Evaluation of the course will be proportionally divided between weekly reflection papers, participation in weekly discussions, and the final paper.

HONORS 380: HONORS SEMINAR IN HUMANITIES & ARTS
(GER: A | CGER: HA)

Lit Mag Laboratory

Steven W. Flores, Honors College Assistant Teaching Professor

Sec 002, Class #11569: TR 4:00pm-5:15pm

Reading

The Ecco Anthology of Contemporary American Short Fiction (ed. Oates)

Poetry Unbound: 50 Poems to Open Your World, Pdraig O Tuama

select short stories & poems available on Canvas

Viewing

Force Majeure (dir. Ostlund)

select films and plays on Canvas

Course Description

In this course, we will produce original works of fiction, poetry, and/or essays culminating in a closed, class-wide publication. This simulation will serve as a means of allowing us to critique, revise, select, and edit our work as a collective. The idea is that, through refinement in our lit mag laboratory, our creations will become strong enough to live outside the lab, finding homes in the many stellar undergraduate publications throughout the country. This course will be divided into three sections: fiction & narrative nonfiction (Weeks 1-6); poetry & drama (Weeks 7-11); revision & publication (Weeks 12-15). We will then celebrate our publication with a small launch party in the last week of the semester, complete with a reading of our work for Honors College students and invited guests.

This course presumes that students have some creative writing experience (though not necessarily formal instruction) and is designed to help students improve their primary and secondary genres. Students will refine their craft through formal lessons on elements of craft (e.g. point-of-view, line breaks), examples from published writers, and writing exercises. Students will then produce complete stories, poems, and (optionally) essays submitted to their peers for 'workshop.' Finally, based on the feedback of their peers, students will revise their work, select work for our magazine, and edit it into the final publication. Along the way, we will draw inspiration from the excellent work of some of our peer institutions: [Scribendi](#) (University of New Mexico Honors College), [Furrow](#) (UW-Milwaukee!), [The Madison Review](#) (UW-Madison), [Earthwords](#) (University of Iowa) and our very own Honors College publication, [Inkblots](#).

Grading

This course focuses heavily on writing and revision. Thus, your grade will be based on a portfolio of the following:

- Fiction/Essay: Rough Draft & Revision: 20%
- Drama/Poetry: Rough Draft & Revision: 20%
- Editing/Production of Magazine: 20%
- Written Critiques (Workshop Letters): 15%
- Participation: 15%
- End of Class Reading: 10%

HONORS 684: HONORS EXPERIENTIAL LEARNING
Community Embedded Experiential Learning (CEEL)

Benjamin Schneider, Honors College Associate Teaching Professor

MF 9:00am-1:00pm

***** Interested students should meet with Dr. Ben Schneider in HON 158 or email him at terrapi@uwm.edu now to plan involvement for future semesters *****

Course Description

Community Embedded Experiential Learning (CEEL) is an opportunity for Honors College students to connect with near-South Side Milwaukee community-based organizations through shadowing, hands-on projects, and other immersive events. Students will have the opportunity to participate and contribute inside the organizations while learning and growing as members of the Milwaukee community. The program's goals include encouraging students to apply their in-class educations in a community setting, connecting students with Milwaukee's Latinx community, discovering how and why non-profit service organizations exist, and much more.

The CEEL program will meet **Monday and Friday 9:00am-1:00pm** (8 hours/wk) during the semester and carries 3 non-seminar Honors College credits. As UWM assumes "that study leading to one credit represents an investment of time by the average student of not fewer than 48 hours," a 3-credit course such as this one will require a minimum of 144 hours of your time. The time outside MF 9-1pm is understood to include reflective practice, end-of-semester conference planning, commuting, etc. There are no essays or course readings required.

CEEL will begin with a meeting between the student cohort and the lead faculty member. Student placements at several near-South Side Milwaukee community-based organizations will follow throughout the semester (2-4 weeks at each organization) and will be supplemented by a series of speakers (TBD) if time allows. The semester will conclude with a group conference at which students will share their experiences. Students will be expected to maintain an informal journal that contains critical reflection on their experiences throughout the semester. One or two additional meetings throughout the semester are likely and will be scheduled as needed in consultation with the cohort.

CEEL partners include: 16th Street Clinic, Centro Legal, VIA (Layton Ave Neighborhood Assoc.), Southside Organizing Center, UWM's Roberto Hernandez Center, Alderwoman JoCasta Zamariippa, Community artist Isabel Castro, El Rey Super Mercado, Zocalo Food Truck Park, and more.

Student Assessment

CEEL students will be assessed on their attendance and participation at groups meetings, at the placement organizations, and at the critical reflective conference. The expectation is that students will complete 100% of scheduled CEEL activities. There are no essays or course readings required.

TB TEST NOTICE: Some facilities may require that students complete a tuberculin skin test (TB Test), the cost of which would be incurred by the student. Please reach out to Dr. Schneider with questions or concerns.

HONORS 684: HONORS EXPERIENTIAL LEARNING
Wisconsin Empathy Project

Jacqueline Stuhmiller, Honors College Associate Teaching Professor

*** Interested students should contact Dr. Stuhmiller by email at stuhmill@uwm.edu to plan involvement for future semesters ***

Reading

Arthur C. Brooks, *Love Your Enemies: How Decent People Can Save America from the Culture of Contempt* (excerpts)
David Brooks, *How to Know a Person: The Art of Seeing Others Deeply and Being Deeply Seen* (excerpts)

Course Description

The Wisconsin Empathy Project is a one-credit, one-semester course dedicated to helping students cultivate empathy. The project defines *empathy* as *the ability to see the world through the eyes of all people, especially those whose perspectives differ radically from one's own*.

Students will learn about empathy from both a theoretical and practical perspective, and they will have plenty of opportunities to use what they learn. They will learn how their own personalities, beliefs, personal histories, and cultural biases can predispose them to react to certain situations in particular ways. They will practice talking to many different people in many different contexts, sometimes in very casual scenarios and sometimes in much more in-depth interviews. They will learn how to harness positive emotions such as gratitude and awe and redirect negative emotions such as resentment in order to change their own ways of thinking.

After taking this class, students typically report feeling more trust in other people, more confidence in their own social skills, and more control over their own lives.

Course Requirements

The course is worth one credit and meets 1h15 every week. The course work consists of a mixture of readings/viewings/listening, journal writing, and “lab work” (real-world exercises). There are in addition two interviews to be completed, one in week 5 and one near the end of the semester.