

# Honors College Course Description Book

*Fall 2026*



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

## **Honors House Living & Learning Community**

Interested in living in the Honors House LLC in Sandburg Residence Hall? Email [uwmLLC@uwm.edu](mailto:uwmLLC@uwm.edu) to request a change to your housing assignment.

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## Honors College Curriculum: A Brief Overview

To satisfy graduation requirements in the Honors College, you must complete 21 credits in courses approved for Honors credit, as follows:

- 3-6 credits of Honors 200 level seminars
- Minimum of 9 credits of upper-level Honors seminars (300+)
- Up to 9 credits of optional non-seminar experiences, including Senior Honors Thesis, Senior Honors Project, Research in Honors, study abroad, Alternative Honors Credit, Honors Tutorial and/or independent study, completion of graduate level credit (while an undergraduate), and other experiential learning opportunities.
- MATH 221 Calculus I counts towards Honors credit requirements but does not count toward any seminar requirements.

*Students will work with the school/college advisor AND an Honors College advisor to determine their personalized pathway to reach 21 Honors credits.*

*We will begin planning during your fall academic advising appointment. If you have questions or concerns this summer, please contact us at [honors@uwm.edu](mailto:honors@uwm.edu) or 414-229-4658.*

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# SAVE THE DATE

## Honors College Convocation

WHEN: September 1<sup>st</sup> with check-in beginning at 8:30 AM

WHERE: Lubar Entrepreneurship Center

WHY: Meet classmates, Honors faculty & staff. Learn more about Honors College student organizations. Have fun!

*This event is mandatory for all incoming students.*

## Honors College Freshman Courses Fall 2026

To satisfy graduation requirements in the Honors College, you must complete 21 credits in courses approved for Honors credit, including: Honors 200-level (3-6 credits), Upper-level seminars (minimum of 9 credits) and other non-seminar or Honors experiences (up to 9 credits).

- 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 require sophomore standing or consent of the Honors College Director.
- All upper-level seminars are retakable with change in topic to 9 credits max other than HON 380. HON 380 is only retakable ONCE with change in topic.

### 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

**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:** 3H, 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**

Sec 009, class #18708: MW 1:00pm – 2:15pm, Flores – **Satire as Cultural Critique**

Sec 010, class #18761: MW 2:30pm – 3:45pm. Singer – **The Imperial Idea in European History** (\*)

**Honors 201:** 3H, 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**

HONORS 200: HONORS SEMINAR IN HUMANITIES & ARTS  
(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

Sec 009, Class #18708: MW 1:00pm – 2:15pm

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  
(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*, 2<sup>nd</sup> 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  
(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: 978-0140544441--\$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  
(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  
(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

Sem 010, class #18761: MW 2:30pm – 3:45pm

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  
(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  
(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.

# SAVE THE DATE

## Upcoming Events

### **Cinema & Conservation: Honors College Movie Night**

**WHEN:** September 1<sup>st</sup>, 2026, from 3:30pm – 6:30pm

**WHERE:** Curtain Hall 175

Join Honors College professors and students for a screening of *Portrait of a Lady on Fire* (2019). Set in 18th-century France, the film asks enduring questions about love, loss, identity and memory. The screening will be followed by a brief discussion with Honors College professors and students in a laid-back environment.

### **SLAY! Honors College D&D Night**

**WHEN:** September 11<sup>th</sup>, 2026, from 6:30pm – 10:00pm

**WHERE:** Honors House

Looking for adventure? Come and play Dungeons & Dragons with the Honors College! Whether you're a seasoned player or completely new, this event is a fun, low-pressure way to meet fellow first-year students and build your own epic story together. Join us for creativity, laughter, and a welcoming community ready to roll the dice with you!

### **Alternative Spring Break Info Session**

**WHEN:** September 22<sup>nd</sup> at 4pm & September 25<sup>th</sup> at 10am

**WHERE:** Honors Library

Interested in a service trip to New Orleans over Spring Break? Come and learn more about Alternative Spring Break!

### **Honors College Pizza Party**

**WHEN:** To be announced...stay tuned!

**WHERE:** Honors House

Want to meet your fellow students and enjoy some delicious food in a laid-back environment? Come and join us for the Pizza Party!

## **Writing Workshop**

**WHEN:** To be announced...stay tuned!

**WHERE:** Honors House

Need some tips and tricks to improve your writing skills? Attend Professor Steven Flores' writing workshop!

## **Scholarship Workshop**

**WHEN:** To be announced...stay tuned!

**WHERE:** Honors House

Want to learn more about scholarship opportunities offered by the Honors College and UWM? Stop by this workshop!

## **Greece Summer Study Abroad Info Session**

**WHEN:** To be announced...stay tuned!

**WHERE:** Honors House

Interested in having a study abroad trip be part of your UWM experience? Learn more about the Honors College trip to Greece that will be taking place in Summer 2027!

## **Important Fall 2026 dates:**

**September 2** = First day of classes

**September 9** = Add Deadline for non-Honors classes

**September 29** = Last day to drop WITHOUT a W\*

**November 8** = Last day to drop a full-term course\*

**November 16** = Priority registration for Spring '27 begins

*\*We always recommend talking with any advisor before you drop any classes\**

The best way to stay up to date with the Honors College and our events is to read the Weekly Announcements sent to your UWM email every Monday and to follow us on social media!

Instagram: uwmhnr

Facebook: UWMHonorsCollege