



## QUICK REFERENCE GUIDE

HON 140: Honors Foundations: Knowledge and Society

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UKC 383-001: Media and Civil Society

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### UK CORE: GLOBAL DYNAMICS

UKC 390-002: Politics, Society, and Conflict in the Middle East and Asia

HON 201-001 / UKC 390: Inspired Global Sustainability

HON 352: Costa Rica: Biodiversity, Social Responsibility, and Sustainable Development (Summer 2023)

HON 352: Navigating the Grand Tour (Summer 2023)

PLS 103-003: Honors Plants, Soils, and People: A Global Perspective

HIS 121-001: Honors War and Society

PHI 343-001: Honors Asian Philosophy

**HON 301 ADVANCED SEMINAR**

HON 301-001: Manliness in History and Modern Culture

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HON 301-007: The Ecology of Middle-earth: Environmental themes in J. R. R. Tolkien's The Lord of the Rings

HON 301-008: Shadowing and the Culture of Medicine

HON 301-009 (MGT 309-003): Introduction to International Business

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HON 301-013 (MGT 390-002): Teaming: A New Way to Work

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HON 394-001: Applying Real World Project Management in Service to a Nonprofit

**HONORS DEPARTMENTAL SECTIONS**

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BIO 199-002: Research Experience in Biology

BIO 303-008: Honors Introduction to Evolution

BIO 325-001: Honors Ecology

BIO 350-005: Honors Animal Physiology

HHS 453-001: Honors Cultural Competencies in Healthcare

MA 322-008: Honors Matrix Algebra and its Applications

CHE 107-003: Honors General Chemistry II

PGY 412G-002: Honors Principles of Human Physiology

MGT 309-003: Introduction to International Business (co-listed with HON 301)

MGT 390-002: Teaming: A New Way to Work (co-listed with HON 301, Gatton Honors pathway students)

## Foundational Seminar

### HON 140: Honors Foundations: Knowledge and Society

As a foundational course to the Honors curriculum, Knowledge and Society takes a vested interest in helping students develop an appreciation for the pursuit of truth and knowledge. By exploring the links between subjective and social phenomena, students will gain a clearer understanding of the way inquiry and curiosity are implicated in our familial, cultural, historical, and political worlds. This course aims to foster an environment where students are equipped with the tools to confidently discern the assumptions, premises, and expectations of variant claims to knowledge and truth. Knowledge and Society is an invitation extended to students to (re)imagine their identity as agents in an interconnected and ever-expanding global context. Prereq: Lewis Honors students only.

HON 140-001  
Dr. Tara Tuttle  
TR 11:00-12:15

HON 140-003  
Dr. Zada Komara  
MWF 12:00-12:50

HON 140-005  
Dr. Daniel Kirchner  
MWF 11:00-11:50

HON 140-006  
Dr. Timothy Minella  
TR 9:30-10:45

HON 140-008  
Dr. Nazmus Sakib  
MWF 9:00-9:50

HON 140-009  
Dr. Sherelle Roberts  
TR 3:30-4:45

HON 140-010  
Dr. Julie Boutwell-Peterson  
TR 12:30-1:45

HON 140-011  
Dr. Jena Seiler  
MW 3:00-4:15

HON 140-012  
Dr. Nazmus Sakib  
MWF 10:00-10:5



## UK Core: Humanities

Honors Humanities courses vary in topic by professor and are announced prior to course registration. These courses engage students in the analysis and interpretation of the human experience in various cultures and time periods. These courses feature elements of Honors pedagogy such as sustained interdisciplinary analyses of art, historical documents, literature, philosophical and other texts; class discussions of assigned primary materials and peer-reviewed texts; and the encouragement of students to be active collaborators in the knowledge constructed by the course. May be repeated up to six hours under a different subtitle. This course fulfills the UK Core requirement for Intellectual Inquiry in the Humanities. Prereq: Lewis Honors students only.

### HON 151-001: What is Conservative Thought? Dr. Timothy Minella TR 11:00-12:15

This course will examine conservative authors and works with the goal of understanding conservative perspectives on culture, politics, and society. The intention of the course is neither to celebrate nor refute conservative thought. Instead, we will reflect critically on an intellectual tradition that is often ignored or misunderstood. In doing so, we will gain a broader perspective on conservatism, liberalism, and progressivism in the present. We will explore the varieties of conservative thought, including disagreements about what it really means to be conservative. The course will also examine how conservatism has changed over time in response to shifting economic, social, and intellectual contexts. Assigned authors may include Edmund Burke, Adam Smith, David Hume, Russell Kirk, William F. Buckley, Friedrich Hayek, Michael Oakeshott, Leo Strauss, and more.

### HON 151-002: Writing Place: Paris and U.S. Creativity Dr. Dustin Faulstick MWF 11:00-11:50

Ernest Hemingway famously called Paris “a moveable feast.” Gertrude Stein called it her “hometown,” claiming, “Paris is where the twentieth century was.” Josephine Baker said she “had been suffocating in the United States,” but that she “felt liberated in Paris.” And Langston Hughes recalls, after his first French meal, “I began to like Paris a little, and to take it personally.” In this course, we will explore the appeal of Paris, France by reflecting on cultural differences regarding work, race, religion, gender, and the arts, and reading several literary texts by American writers, including texts from, in addition to the above authors, Edith Wharton, Jean Rhys, Richard Wright, Scott Fitzgerald, James Baldwin, and Ta-Nehisi Coates. Course discussions and assignments will consider the role Paris played in the development of these texts and how the city contributed to the personalities of US writers and artists. The following questions will help to guide our conversations:

- What about Paris contributed to the production of famous literary works like *The Age of Innocence*, *The Sun Also Rises*, “*Babylon Revisited*,” and *Giovanni’s Room*?
- How does proximity to other arts—painting, and music especially—influence literature?
- How does literary travel writing help us to consider world circumstances—historical, social, and intellectual—that made Paris so attractive to American writers and artists?
- What role did Catholic Modernism—which was an attempt to reconcile Catholicism with modern culture and was especially prominent in France—play in the early 20th century?
- How can considering cultural differences between France and the United States help us to reflect on our own lives and the lives of others, and ultimately add to human flourishing?

## HON 151-003: Reconsidering Progress and Poverty

Dr. Ryan Voogt

TR 2:00-3:15

In this class, you will investigate conceptions of progress and poverty—how they have and can be defined. For example, progress or impoverishment could be considered not just economically, but in terms of environment, community life, and politics. We will ask whether studying “human nature” can give us clues into what philosophers have called “human flourishing.” We will also explore other disciplines and approaches to considering what we should seek as “good” and avoid as “bad.” This course will feature personal reflection and contemplation, group brainstorming, writing, and preparations are underway for field trips that present alternatives to typical progress. In class students will take leading roles, meaning that all are encouraged and expected to contribute what they generated away from class. You will have the opportunity to explore and define progress and poverty using a method of your choosing and share with the class what you discover.

- Have you ever wondered if society is orienting itself in the right way? Are we pursuing what’s actually good for us?
- Have other times or places figured out what makes for a good life, and we’ve forgotten or ignored them?
- Have we considered progress and poverty mainly in terms of economics, when really it takes more than money to make us satisfied—and what is that “more”?
- How could such “subjective” questions be effectively answered, and can research do it?
- Is what’s “good” just an individual opinion, and the problem is that others just get in the way of “my” goods?

## HON 151-004: Who Can Say What? Inquiry, Inclusion, and University Citizenship

Dr. Leon Sachs

MWF 10:00-10:50

This seminar probes the relationship between a college education and a democratic society through the lens of debates about free speech and inclusive learning on a multicultural campus. Students will evaluate existing (and develop their own) solutions to the supposed conflict between speech, inquiry, and inclusivity. They will also study habits of mind and communication—such as intellectual humility and generosity, depersonalization, and good-faith acceptance of dissent and complexity--that some believe will help depolarize the college campus and make college a true training ground for democratic citizenship. Together, the class will address questions like these:

- What, if anything, does higher education contribute to American democracy?
- Why are so many media outlets and state legislatures squawking about free speech on campus?
- Can college students do anything to reduce political polarization?
- Can intellectual discomfort be comforting?
- What does constructive dialogue look like (and how could it help you land a job)?

HON 151-005: Music and Interdisciplinary Studies  
Dr. Michael Baker MWF 12:00-12:50

This course focuses on studying and articulating interdisciplinary connections between aspects of music and various artistic, scientific, and cultural areas of study. Following an opening unit that examines the nature of interdisciplinarity and cross-domain learning, the course will examine many interconnections between 1) music and the other fine and performing arts, 2) music and STEM-related fields, and 3) music and other areas of the humanities. The course will feature occasional guest lecturers from the university faculty on a given topic, and class sessions will be team-taught between the instructor and the guest lecturer. Given the subject matter, basic musicianship (ability to read and understand musical notation) is recommended, but not required for this course.

- What is the nature of interdisciplinarity?
- What advantages does adopting an interdisciplinary perspective provide to students, teachers, and professionals in various fields?
- What are the possible limitations of interdisciplinary studies?
- How can we rigorously evaluate the appropriateness and efficacy of interdisciplinary connections between different fields of study?
- What are some interdisciplinary connections between music and other areas of study?
- Why music? What is it about music that makes it a nexus of effective interdisciplinary comparison to many other fields of study, from physics to visual arts to language to narrative?

HON 201-004/UKC 314-001: An Inquiry into Values  
Dr. Daniel Kirchner  
MWF 10:00-10:50

This course will be an inquiry into the values that underpin human activities across disciplines, genres, cultures, histories, and systems. The aim of the course is to engage each student in the process of developing a method of inquiry toward understanding the values in the *negative space* (the area around and between a subject) that supports human activities. The process consists broadly in reverse engineering systems in ways that allow us to reveal and evaluate the values that produce them. We will start from where we are, with an initial discussion of values as pluralistic and pervasive, by practicing ways of identifying the frameworks of meaning that scaffold a variety of human works, including children's literature, art and music, message sticks, concepts, traditional ecological knowledge (TEK), organizations, policies, institutional practices, and others. We will include consideration of the ways our attention is driven by various social factors, and how to train it to perceive details and context commonly overlooked. The approach will be "hands-on" with students working collaboratively to interpret, model and evaluate the value-frameworks they discover from their own perspectives and experiences. As we extend our inquiry, students will be expected to apply what they have learned to a larger scale project that engages with practices/history/systems in their own particular discipline.

Motivating questions: What are values? What values do I have? Do I have values I haven't noticed yet? What role do they play in shaping the world we experience? How are they transmitted across space and time? What forms do they take? How are they organized into effective systems? What kind of artifacts do they leave? Can they be discerned by recognizing patterns and behavior? What effects do they have on you? How do they shape the things we study, the systems we navigate, and the things we do?

Students who complete this course will leave with the capacity to chase questions across time and space in ways that will build them unequalled breadth and depth of knowledge in whatever way they desire, achieving a rare form of freedom/responsibility and creating the potential for an extraordinary appreciation of life as learning.

HIS 121-001 H: War and Society

Dr. Jill Abney

TR 9:30-10:45

"Total war" in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of "total" warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.

## UK Core: STEM

Honors STEM courses vary in topic by professor and are announced prior to course registration. These courses engage students in the scientific process within a given STEM topic, emphasizing scientific methods and fundamental scientific principles within a societal context and employing interdisciplinary approaches. These courses feature elements of Honors pedagogy such as classroom discussion, engagement with peer-reviewed literature, and active participation in the research process (including data collection and analysis, and/or extensive literature review and synthesis). May be repeated up to six credits under a different subtitle. This course fulfills UK Core requirement for Intellectual Inquiry in the Natural/Physical/Mathematical Sciences. Prereq: Lewis Honors students only.

### HON 152-001: The Anthropocene: Human Impact on the Planet and our Future

Dr. Jason Unrine

TR 9:30-10:45

Human activities over the past four centuries have had such a profound impact on the earth's systems, that some scientists have proposed that that we have entered a new geologic epoch: The Anthropocene. Observed changes include alteration of the basic composition of the atmosphere and oceans, global climate change, global deposition of contaminants such as heavy metals, plastics, radionuclides, and organic chemicals, massive soil erosion, global deforestation, and mass extinctions, to name a few. The changes that are occurring are so profound and so rapid, that they mimic past catastrophic changes that have caused mass extinction events in Earth's geologic history. This course will delve into the scientific methods and discoveries that led to our current understanding of global change. The course will draw on concepts and evidence from earth science, environmental chemistry, toxicology, epidemiology, ecology, paleontology, agricultural sciences, environmental engineering, and environmental policy.

We will pose questions such as, what are the nature and rate of the changes underway and how does this compare to pre-human epochs? Does humanity have the capacity to slow and eventually reverse these changes? Second, if these changes cannot be reversed, what are the implications for humans and the biosphere as a whole? The course will not be all doom and gloom. We will ask what solutions we can propose to mitigate or reverse global change and highlight success stories. Students will adopt an interdisciplinary perspective to clearly define the role that science plays in problem formulation and generation of solutions.

### HON 152-002: Cell Injury and Human Disease

Dr. Florin Despa and Dr. Sanda Despa

MWF 9:00-9:50

Viability and function of biological cells are sustained by molecular forces and interactions. Alterations in these mechanisms can lead to cell injury and ultimately to human disease. This course focuses on understanding the nature of cell injury and causative mechanisms in various diseases, including diabetes, cardiovascular disease, cancer, Alzheimer's disease (AD) and Parkinson disease. Topics explored in this course relate to the following questions:

- What molecular forces and interactions underlie cell function?
- How does the structure govern function in proteins and cells?
- What are the basic mechanisms of cell injury, self-repair, adaptation and point of no return?
- Why aging-related diseases, such as diabetes, heart failure, cancer and AD co-occur?
- Can repairing injured cells cure the disease?

Hands-on activities will include working with diagnostic charts of animal models of diseases, analyses of research data and papers, presentation of a group research project (selected from several given topics) and two writing assignments.



## UK Core: Social Sciences

The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups, and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society. May be repeated up to six hours under a different subtitle. Prereq: Lewis Honors students only.

HON 251-001, 251-003: Modern Material Culture and the Archaeology of Us

Dr. Zada Komara

001: MWF 10:00-10:50; 003: MWF 11:00-11:50

Material culture—the human-crafted physical component of everyday social life—is all around us. The giant buildings that loom on campus, the foods you eat, and your hairstyle are all entangled in the constitution of your social worlds. You use material things to negotiate your desires and your development of self, but these things are not flat reflections of pre-existing identities or the fabric of our society. We worry in the age of consumer goods that embracing material culture renders us shallow or powerless, but this class probes everyday objects to analyze how they are integral to the fundamental experience of being human. We will probe the technological, social, and ideological meanings caught up in material things, the politics of culture embedded in their use, and the way in which they shape who we are and who we wish to be. We will consider material culture from all over the world, including Barbie dolls, bumper stickers, the H2 Hummer, vintage clothing, bottled water, anti-homeless park benches, graffiti, tattoos, Tupperware, Coca-Cola, and the ruins of atomic testing sites, among many other material forms. Material culture is an excellent entry into exploring gender, race, class, sexuality, age, occupation, and all other facets of human social life. This is a class about “stuff” exploring the stuff of humanity, from the intimate scale to beyond.

- What is material culture?
- How have we studied “the material” in the social sciences, philosophy, literature, the arts, and other forms of inquiry?
- How is material culture entangled in the active constitution of self and society?
- How has the rise of modern consumer goods changed the way we negotiate our identities?
- What can we learn from an “archaeology of us?”

## HON 251-002: Happiness and Well-Being

Dr. Laura Bryan

TR 12:30-1:45

This course introduces you to the study of the good life, specifically, an in-depth focus of the science of happiness and well-being, also known as positive psychology. We will examine how we can foster happiness, such as the strengths and virtues that enable individuals to thrive, whose lives have meaning and purpose. We will explore topics such as flow, mindfulness, hope, optimism, compassion, love, and resilience. We will also examine factors that enhance the well-being for individuals and within relationships, workplaces, and the community. Throughout the course, we will engage in practical activities to enhance well-being, which will also inform our theoretical and empirical understanding of important questions in positive psychology.

Examples of questions we will consider include the following:

- Why a science of happiness and well-being, i.e., positive psychology?
- What are the theoretical underpinnings of positive psychology?
- How does positive psychology address the following questions:
  - What makes life worth living?
  - What is meaning and purpose?
  - What leads to happiness?
  - What does not lead to happiness?
  - How can we achieve well-being throughout our lives?
- How can positive psychology help us create flourishing lives?

## HON 251-004: Reconsidering Progress and Poverty

Dr. Ryan Voogt

TR 11:00-12:15

In this class, you will investigate conceptions of progress and poverty—how they have and can be defined. For example, progress or impoverishment could be considered not just economically, but in terms of environment, community life, and politics. We will ask whether studying “human nature” can give us clues into what philosophers have called “human flourishing.” Along the way the basics of social science will be introduced, and you will learn how to read its research and understand its benefits and limits. We will also explore other disciplines and approaches to considering what we should seek as “good” and avoid as “bad.” This course will feature personal reflection and contemplation, group brainstorming, writing, and preparations are underway for field trips that present alternatives to typical progress. In class students will take leading roles, meaning that all are encouraged and expected to contribute what they generated away from class. You will have the opportunity to explore and define progress and poverty using a method of your choosing and share with the class what you discover. No prior knowledge of social science expected.

- Have you ever wondered if society is orienting itself in the right way? Are we pursuing what’s actually good for us?
- Have other times or places figured out what makes for a good life, and we’ve forgotten or ignored them?
- Have we considered progress and poverty mainly in terms of economics, when really it takes more than money to make us satisfied—and what is that “more”?
- How could such “subjective” questions be effectively answered, and can research do it?
- Is what’s “good” just an individual opinion, and the problem is that others just get in the way of “my” goods?

HON 251-006, BSC 251: Sociocultural Dimensions of Health and Medicine:  
A Primer for Future Practitioners  
Dr. Terry Stratton TR 9:30-10:45

Often hailed as the penultimate exemplar of objective science, the application of modern biomedicine occurs in a complex environment of subjectively competing forces, interests, and realities. Along with physiological and biological factors - cultural values, attitudes, and belief systems play an important role in shaping our notions of illness and health. This seminar will acquaint students with the major social, cultural, and behavioral phenomena that guide and influence health-related behaviors and outcomes – including our perceptions of what constitutes health and illness. Central to these discussions will be the notion of “social structure” – which includes the overarching “matrix” of cultural, political, and economic forces that guide (often implicitly) our actions, behaviors, and responses to health and illness.

- Why is “normal” health culture-specific?
- How does culture influence human perception?
- How does culture contribute to disparities in health?
- How can Rapid Appraisal be used to assess a health issue?

HON 251-007: The Social Value of Entrepreneurship  
Dr. Adrian Magendzo  
TR 12:30-1:45

No course description provided. Please contact the instructor for details!

EGR 120-001: Technology: Blessing or Curse  
(This course is specifically for SEAM students)  
Jennifer Doerge | MWF 1:00-1:50

Technology has created the world in which we live. Our wealth, our economy, and the way we live each day have come about due to the emergence of technology over the centuries. The course will examine the relationship between technology and society; how technology influenced the development of society, how society influenced the development of technology, and how people in society view technology.

### **UK Core: Arts and Creativity**

The creative process and its products and results are the focus of these Honors courses and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.

#### **HON 252-001: Short-Form Literature and the Art of Meaning** **Dr. Dustin Faulstick MWF 12:00-12:50**

The twentieth century saw major historical, economic, scientific, religious, and political events shape the creation of literature and the arts. Turn-of-the-century scientific discoveries had many people wrestling with meaninglessness, which was accelerated by World War I. Some artists tried to replace, repair, or revive traditional sources of meaning, while others abandoned the idea of inherent meaning altogether. Our course follows literary responses to the twentieth century by authors born in the United States and examines the relationships between US authors and other forms of art—especially painting and jazz. A creative component of the course invites students to adapt the artistic styles and strategies advocated by our course authors to produce artworks of their own.

The following questions will help to guide our conversations:

- What historical, scientific, and philosophical events informed the development of twentieth-century artistic movements, and how did twentieth-century culture evolve from previous time periods?
- How did place and proximity to other artists—for example, many US writers found inspiration in Paris, France—influence the development of literary styles?
- How did expectations for where we find meaning in the world change as a result of new scientific discoveries and how have literary authors responded to those changes?
- What can visiting an art museum, listening to a piece of music, or reading about brain cognition contribute to our ability to closely observe, assess, and reflect on art?
- How does creating our own poems—imitating the styles of famous authors—aid in understanding literary complexity and the processes of creation?

#### **HON 252-002: The Heroic Ideal in World Epics** **Dr. Leni Rebeiro Leite** **MW 4:30-5:45**

Epic is a term we use nowadays to refer to a movie, a book, a videogame or other cultural product we perceive as extraordinary, grand, or bombastic. But behind this very contemporary word is the original mode of telling stories, something that unites us as humans across multiple and distant geographical locations, historical eras, and ethnic groups. And at the center of any thrilling story, we find the hero, a figure that takes many shapes and forms. He is a beast-man, a trickster, a dream-walker, the city-founder, the son of a god, and the visitor of the Underworld. In Dante's *Inferno* or in *The Lord of the Rings*, called Percy Jackson or Arjuna, as Link in *Zelda: The Wind Waker*, or King Arthur in a medieval tale, the hero always serves a specific purpose linked to the culture that forged him or her, as a representation of the aspirational qualities of humanity. In this course, we will focus on the examination and comparison of different cultural understandings of the concepts of hero and epic, as they appear in the ancient world and develop throughout the medieval, modern, and contemporary worlds. By focusing on perennial issues, while also recognizing cultural and historical differences, this course aims to contribute to the broadening and deepening of everyone's cultural horizons, while also inquiring into multimodal expressions of human creativity.

## HON 252-004: Creative Fielding: Expanding Research through Making

Dr. Jena Seiler

TR 12:30-1:45

This course introduces students to creative research practices—including sketching, photographing, audio recording, and filming—that bring students outside of the classroom to investigate and reflect on their immediate surroundings—natural, built, and social—and to extend their own research through making. Students will be asked to produce creative projects that engage research sites and topics by attending to the real and the imagined; the concrete and the abstract; the personal and the collective; the material and the intangible; and the intellect and the senses. To ground and support students' creative exploration, the course features creative demonstrations, site visits, guest lectures, readings, screenings, and presentations.

## HON 252-005: Moving Images: Intersections of Art, Experimental Film, and Home Movies

Dr. Jena Seiler

TR 2:00-3:15

This course creatively and conceptually explores moving image practices and the relationship between art, experimental film, and home movies. Specifically, the course will focus on the creative and experimental potential of home movies. Throughout the course, students will be asked to respond to moving image works, engage with concepts, explore their own relationship to the medium and topic, and create their own moving image projects. These projects will require students to rework existing footage and create original footage. To support students in their creative endeavors, the class introduces students to a variety of works by artists and filmmakers and techniques for filming and editing their own works.

## HON 252-006: Truth, Memory, and Imagination: Finding Your Voice through Creative Writing

Dr. Julie Boutwell-Peterson

TR 11:00-12:15

This class will introduce students to the craft of short-form fiction and creative nonfiction. We will begin the semester by focusing on our own unique writing voices by studying specific ways contemporary writers bring a story to life, including the use of imagery, point-of-view, plot structure, subtext, and setting. Students will apply these techniques to their own short story before we move into a study of the growing genre of creative nonfiction. Here we will apply all we've learned about good creative writing to the fine art of truth-seeking and truth-telling as we explore memories, experiences, and personal interests. The class is organized as a hands-on, workshop-based course with the goal of developing skills in contemplative reading, craft and technique, and creativity. The class aims to challenge students' perceptions, assumptions, imaginations, and reading/writing abilities. Along the way, we will ask ourselves:

- What is imagination—where does it come from and how do I get more of it?
- How can I develop and nurture my unique writing voice?
- What is the connection between imagination and memory?
- What is the nature of truth?
- What is the nature of memory?
- What is contemplative/interactive reading and how might practicing it change our relationship with a text, ourselves, and the world?



HON 252-007: Graphic Narratives and the Art of Storytelling  
Dr. Julie Boutwell-Peterson  
TR 3:30-4:45

In the past few decades, graphic narratives have exploded on the literary scene—proving how the medium is not only useful for kids' comic books but also for exploring a plethora of serious issues, especially historical trauma and personal narratives. In *Graphic Women*, Hilary Chute claims the genre is particularly suited for memoirs due to its ability to echo the way recollection unfurls in the human brain. She writes, "The art of crafting words and pictures together into a narrative punctuated by pause or absence, as in comics, ... mimics the procedure of memory" (4). In *Understanding Comics*, Scott McCloud notes the "interdependent" relationship between words and pictures where the two elements "go hand in hand to convey an idea that neither could convey alone" (155). In other words, graphic narratives are the epitome of hybrid texts, mixing art and language to deepen the meaning and effect of the story. This class will explore a variety of graphic narrative forms and genres—including memoir, biography, autobiographical journalism, symbolic fantasy, and data collecting. We will learn the elements that make up graphic narratives—panels, frames, gutters, page layouts, word balloons, captions, sound effects, graphic weight, and motion lines—and consider how each element contributes to the meaning and effect of the story. We will also consider how best to "read" this genre—even, or perhaps especially, pages that have no words. Along the way, we will discover how readers can find healing and gain powerful new perspectives to both historical and personal events in this remarkably compelling literary genre.

ENG 180-005: Honors Great Movies: Tech Transformations in Film  
Dr. Pearl James  
TR 12:30-1:45

There are three main elements that influence which films get made and what forms they take: technology, art, and commercial/industry considerations. This course will look at some great movies that emerged at and are emblematic of the technological innovation part of that triad. We will consider several key technological pivot points: the invention of moving pictures (Lumière, Méliès, and others), the transition to sound (*Jazz Singer*, *Singin' in the Rain*, *The Artist*), the use of color (*Wizard of Oz*), the development of handheld cameras (*Don't Look Back* and *Cleo de Cinq à Sept*), and the invention of CGI (*Jurassic Park*, *Jurassic Punk*). Students will work in groups to produce short films that comment on our own unique technological moment.

## **UK Core: US Citizenship**

UKC 383-001, UKC 383-002: Media and Civil Society  
Dr. Sherelle Roberts  
TR 9:30-10:45 LWS 134

Media and Civil Society is an examination of the impact of newspapers, radio, television, movies, and social media on the American information environment; from the founding to Fox News and the Boston Tea Party to TikTok. This course will examine the importance of facts, narrative storytelling, and a cohesive information environment to the success of America's democracy. We will examine historical and contemporary events through the lens of media across the political and social spectrum. You will learn about themes such as: media literacy, social contract theory, media bias, the role of media in social movements, information processing in the brain, misinformation/disinformation, and political satire.

UKC 384-001: Created Equal: Intersections of Gender, Race, and Religion in U.S. Social Justice Movements  
Dr. Tara Tuttle  
MW 3:00-4:15

Because advancing social justice has been a moral imperative in many religious communities, many U.S. social justice movement participants were motivated to activism at least in part by their faiths. Their beliefs infused the strategies, priorities, practices, speeches, art, and publications of their causes and change organizations. In this course, we will examine the intersections of a variety of religious beliefs about justice, oppression, liberation, power, gender, race, and sexuality informing the work of activists responding to issues of human and civil rights including but not limited to inequality, sexual violence, state violence, environmental crises, poverty, marriage and family status, enfranchisement, citizenship, and employment, in society and within their own religious communities. This interdisciplinary exploration will include analyses of textual and oral histories, philosophical and religious texts, documentary projects, objects of visual and textual arts, and political texts.

EPE 301-007: Education in American Culture Honors  
Dr. Eric Weber  
TR 11:00-12:15

Critical examination of contending views, past and present, regarding the nature and role of educational institutions in American society as well as proposed purposes and policies for schools and other educational agencies.

## UK Core: Global Dynamics

HON 201-003 / UKC 390-002: Politics, Society, and Conflict in the Middle East and Asia

Dr. Nazmus Sakib

MWF: 12:00-12:50

This course will provide you with a comprehensive and up-to-date overview of the politics and society of the Middle East and South Asia. Topics discussed in this course include domestic politics, diplomacy, religions, civilizational legacies, colonial history, economic development, etc.

Few other parts of the world than the Middle East are more conflict-ridden; few parts of the world have been published about historically and debated in recent times, yet remain misunderstood and stereotyped.

Beginning with the Israeli-Palestinian conflict at the onset of the bygone century; followed by the political earthquake of the Iranian revolution of 1979; 9/11 and subsequent terror attacks; the war in Afghanistan and Iraq; the Arab uprisings and subsequent wars in Syria-Yemen-Libya—all of these events shape some of the biggest questions of IR today.

South Asia, on the other hand, is the long-standing theatre of two nuclear-armed neighbors—India and Pakistan—rivalry and one of the most densely populated areas of the world is, worth studying for many reasons, including the added dynamics of Indo-China rivalry in recent times. This course serves as an introduction to the socio-political scenario in the region.

HON 201-001 / UKC 390: Inspired Global Sustainability

Dr. Betsy Beymer-Farris

TR: 11:00-12:15

The complex sustainability challenges the world is currently facing requires a diversity of perspectives and respect for different knowledges and approaches. This course will explore the power of human ingenuity to create inspired sustainability solutions around the world that seek to protect, repair, and restore the planet. We will examine how small-scale farmers and fisherfolk, chefs, non-governmental organizations, municipalities, national governments, billion-dollar corporations, UN agencies, community elders, human rights groups, and global development aid organizations are trying to build a green future. By exploring a diversity of sustainable solutions that seek to protect and restore nature, clean the air, revive the ocean, fix the climate, and build a waste-free world, we will be able to critically assess if they will lead to a green future that is ecologically sustainable, economically viable, and socially just. In doing so, you will walk away from this course with the knowledge, resources, and mentorship for you to lead sustainable and equitable change on campus and in your communities.

## HON 352: Costa Rica: Biodiversity, Social Responsibility, and Sustainable Development

Dr. Pearl James

Dates: June 3-23, 2024

This program arrives in-country on June 3, 2024. Contact your program director for instructions regarding arrival and the date/time/location the group will meet. Visit [Ea.uky.edu](http://Ea.uky.edu) for more info.

This program will provide you with an in-depth and experiential course focused on conservation, sustainability, eco-tourism, and culture in Costa Rica. Over three weeks in the country, you will experience Costa Rican culture, its way of life, and its biodiversity. Participants will gain an accurate picture of the Costa Rican environment and how this country has pursued-- and in many cases achieved--sustainable practices. You will experience first-hand the inter-relationship between tourism, "eco-tourism" and sustainable tourism, and will reflect on the impact of our actions (at an organization and individual level) regarding the environment globally and locally. Site visits will allow you to differentiate between meaningful change and sustainability versus "greenwashing."

Highlights:

- Curi-Cancha Nature Reserve
- Boruca Indigenous Reserve
- Quetzales National Park
- Monteverde

## HON 352: Navigating the Grand Tour

Dr. Jane Jensen

Dates: May 6 – 20, 2024

### Program Overview

International Travel Dates: May 6, 2024 (DEPART USA) Program Dates: May 7, 2024 - May 20, 2024

Notes: This program begins in London, United Kingdom on the afternoon of May 7th. If you will already be in London prior to the start of the program, please contact your program director for the date/time/location you will need to meet the group. Visit [Ea.Uky.edu](http://Ea.Uky.edu) for more information.

This course is an exploration of an idea—the Grand Tour—through creative inquiry and discussion of sociological practices of travel and continuing education. Participating students are asked to consider what it has meant in the past and what it means today to follow the path of the Grand Tour as an ideal and a real itinerary in the pursuit of a cosmopolitan education. A fundamental premise of this course is the notion that the Grand Tour and narratives of similar forms of student travel reveal social constructions of society including race, class, & gender, and that traditional narratives can be disrupted by foregrounding the counter-narratives of minority travelers and their allies. The theme of the 2024 program is therefore a retelling of the "Grand Tour" of Europe. We will follow the historic route from London through Paris to Florence and Rome while examining the ways that the curriculum of travel has changed over time and how mobility contributes to a global society. We situate our conversation in a larger global context and actively engage in questions of immigration and population mobilities. Travel is transformative: from what and to what?

Students will prepare for travel by reading a selection of Black Travel Writing and alternative histories of Americans traveling abroad, especially Igiaba Scego's recently published novel, *The Color Line*, based on the lives of sculptor Edmonia Lewis and abolitionist Sarah Parker Remond. This narrative, intertwined with historical pieces and current events will provide a kind of literary guidebook to our journey highlighting not only the experiences of black protagonists but also their complicated relationships with white allies and structural racism. We will follow the "beaten path" and use that itinerary as the "text" of our program in keeping with the tradition in Honors education of "city as text" or "place as text".



This course meets Honors requirements for three credit hours of experiential learning or a 300-level Honors Seminar. This course also meets UK Core requirement for Global Dynamics. Students may wish to add three additional credits of independent study with Dr. Jensen to be eligible for financial aid (six credits during summer term required for eligibility), while the only charge for credits will be the one-credit EAP 599. Please contact Dr. Jensen for more information about this option.

Highlights:

- Highlights for all participants include walking seminars in each city focusing on unusual museums and cultural sites.
- Explore the untold stories of African Americans and their allies finding freedom through travel: abolitionists in London, creatives in Paris, and activists challenging borders in Italy.
- Free time to create your own stories of cosmopolitan travel, building travel awareness and fieldwork skills.
- Wrap up in Rome with a final discussion of travelers past and present and their dreams for the Grand Tour. But this doesn't have to be the end. Students are strongly encouraged to plan a few more days...in Italy or heading to other easy-to-get-to-destinations around Europe.

PLS 103-003: Honors Plants, Soils, and People: A Global Perspective  
Dr. Timothy Phillips  
MWF 1:00-1:50

Few things are essential to human life, but food is one of them. What food people eat is determined by what they need to be healthy, what they want to eat (personal preference and culture), and what they have available or can afford to eat. Agriculture plays a vital role in human food security. Many experts feel the world is facing a food supply crisis. Knowledge and application of the principles of plant and soil sciences will have a dramatic effect on human food security, now and into the future, both locally and globally. However, these issues will also be impacted by future human population growth, urbanization, consumer preferences, human decisions regarding civic duties, and climate change.

Students successfully completing this course should leave with an understanding of the need to expand the world's food supply in sustainable ways, the basic principles of plant and soil science and their application to this problem, and their own potential role in determining our ability to meet this challenge. This course will examine and attempt to answer the following questions:

- What factors drive human population trends, and how can food production meet the needs of increasing numbers of people?
- How have human societies developed over the past 10,000 years from the beginning of the Agricultural Revolution up to the 21st century, and how has food availability affected the development process?
- What do people around the world eat, and why?
- What factors control crop growth and yield of food products, and how can these be managed to increase food availability?
- How are food security and the sustainability of food production being addressed around the world?



HIS 121-001 H: War and Society

Dr. Jill Abney

TR 9:30-10:45

"Total war" in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of "total" warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.

PHI 343-001: Asian Philosophy

Dr. Eric C. Sanday

TR 9:30-10:45

In this seminar course, we will dig into questions of selfhood and community by way of major texts from the Hindu, Buddhist (Pali texts), Confucian, Daoist, and Zen traditions. We will be guided by two main ideas. First, we will pay special attention to the principle of "letting be" (*wu-wei*, lit. "in the absence of/without doing or exertion") as it crops up with different inflections in these historical contexts, and we will aim to distinguish this from the concept of "work" in the European tradition, including the idea of a "work ethic." Second, we will examine the power of the unexpected and the unfamiliar. We will be interrogating our own culturally specific assumptions about selfhood, life, and community through weekly writing exercises and intensive in-class discussion. The semester project could be a series of shows proposed to and hopefully aired on student radio station WRFL in which participants in PHI 343H provide live commentary in response to recorded or live interviews with Kentuckians of public or private note, a parent or even the Governor. Alternatively, the semester project could be an exhibit or a Tic-Tok channel of Asian art curated and explained by course participants. Student leaders will drive class discussion and decide the semester project.

## **HON 301 Advanced Seminar**

Honors Advanced Seminar courses vary in topic by professor and are announced prior to course registration. These courses are interdisciplinary, discussion-based seminars that offer intensive examination of topics related to the histories, cultures, and constructions of knowledge. Course format and work enhances critical and creative thinking skills by requiring students to be active collaborators in the knowledge constructed by the course and through innovative or experimental projects, assignments, or research that emphasizes the value of intellectual and cultural contributions to society. May be repeated under different subtitles to a maximum of 6 credits. Prereq: At least two lower-level Honors courses. Lewis Honors students only

### **HON 301-001: Manliness in History and Modern Culture**

**Dr. Timothy Minella**

**TR 12:30-1:45**

What has it meant to “be a man” in various time periods and cultures? This course will examine significant statements about manliness and masculinity throughout world history and in contemporary culture. This investigation will seek to shed light on recent developments relating to men, including the sharp decline in male college enrollment and the rise of “deaths of despair” in the American male population. Topics and authors may include Marcus Aurelius and Stoicism; Homer and the Greek concept of thumos; Black masculinities from Frederick Douglass to Malcolm X; chivalry in the Medieval period; physical fitness; the tension between manly assertiveness and self-control; and recent statements about manliness in the music of Kendrick Lamar and other popular media.

### **HON 301-002: Environmental Ethics**

**Dr. Daniel Kirchner MWF 1:00-1:50**

This course engages an inquiry into the historical, religious, philosophical, and scientific roots of the Western approach to nature, evaluates the ethical approaches to the environment that grow from those roots, and considers whether and how more fruitful interactions might be cultivated from other approaches.

- What is our current relationship with Nature?
- How do our values direct that relationship?
- Can we trace the sources of those values?
- What is the history of the kinds of inquiry that shape those values?

HON 301-003: Positive Psychology in the Workplace  
Dr. Laura Bryan | TR 3:30-4:15

This course is designed to give students theoretical, research, and practical knowledge of the science of positive psychology, and a positive view of human functioning, in the workplace. We will examine the scientific study of positive experiences in organizations that result in individual and collective flourishing, also known as positive organizational scholarship or positive organizational behavior. Relying on an interdisciplinary approach, we will learn how to design positive workplaces that can enable individuals, teams, and organizations to thrive. Topics may include well-being, strengths, gratitude, psychological capital, leadership, emotions, relationships, meaningful work, teams, organizational change, engagement, performance, and others related to positive workplaces. A special feature is the application of positive psychology principles to assess and improve your own flourishing in work. Upon successful completion of this course, students should be able to:

- Explain theory and research of positive psychology in the workplace;
- Critically analyze and effectively communicate key findings on research topics;
- Examine and compare the applications of positive psychology theory and research to the workplace;
- Determine strategies that will improve their own flourishing as well as change organizational conditions to enhance employees to thrive.

HON 301-004: Counter-Terrorism  
Dr. Kimberly Stoltzfus  
TR 2:00-3:15

Every September we are reminded in this country of the devastation and horror that was 9/11. Like those who experienced this tragedy, you may have questions like what motivates people to engage in terrorism. And, further, how are terrorist plans and organizations dismantled to maintain peace and security? In this proseminar, we examine the history of terrorism against the current unprecedented form of global, networked terrorism; and the groups and organizations that specialize in it. The communicative and organizational systems of terrorism serve as the context for discussions, readings, and videos. Although we will focus primarily on Foreign Terrorist Organizations (FTOs) identified by the United States (U.S.) such as those in the Middle East, Europe, Africa, Latin America, and Asia, we also will take time to consider how what we learn informs conceptualizations of domestic terrorism. Early in the class, we will set the blueprint for the class by evaluating research in international relations, history, law, and psychology – to define terrorism. Most weeks, however, we will focus on learning and applying organizational science to terrorist organizational systems and activities. This knowledge we obtain and scrutinize will be assessed via a patented methodology that unravels the causes of organizational success or failure – and will equip you to analyze the current state of terrorism – and the ways in which terrorism can be thwarted. The final project for this course is team-based research, analysis, and de-briefing of a counter-terrorism strategy for a real-world terrorist organization – much like what is presented at Homeland Security or the FBI.

HON 301-005: The Witch  
Dr. Tara Tuttle  
TR 2:00-3:15

This class is an in-depth investigation into cultural constructions of the witch in literary history and popular culture. We will engage in explorations of the many intersections of gender, race, class, ability, sexuality, age, and embodiment, as well as ideas concerning syncretic religious traditions, healthcare, regional folkways, environment, and knowledge construction as they relate to conceptions of the witch. We will examine the ways witches are cast as transgressive, liminal, and powerful heretics or healers and the ways they are often perceived to be religious and cultural outsiders. Course texts will include diverse theological, epistolary, literary, legal, and political documents, and discussions will connect concepts of Othering, deviance, oppression, the monstrous feminine, power, and care.

HON 301-006: Alternative Futures: Contemporary Dystopian Fiction  
Dr. Chelsea Brislin  
MW 3:00-4:15

Recently there has been collective, renewed interest in stories of dystopian futures--a trend reflected in the world of contemporary literary fiction. Through this course, students will work through novels such as *Station Eleven* by Emily St. John Mandel, *The School for Good Mothers* by Jessamine Chan, and *Leave the World Behind* by Rumaan Alam, among others. Taking a close look at the various approaches of these narratives/authors, students will begin to learn what purpose dystopian novels serve in contemporary society, particularly in a time of crisis such as the COVID-19 pandemic and our national reckoning with our nation's history of exclusion and racism.

- Why has there been a resurgence of interest for dystopian fiction in our nation's current moment? What does this say about the issues our country is grappling with?
- How and why have authors and other creatives offered up these alternative futures? Are they to serve as cautionary tales? Or are they more reflective of the realities faced by those navigating the world as it exists now without the protection of privilege?
- What purpose do dystopian narratives serve for those who read them? Is the intention of the author always aligned with the impact of the narrative for audiences?

HON 301-007: The Ecology of Middle-earth: Environmental themes in J. R. R. Tolkien's The Lord of the Rings  
Dr. Kenton Sena  
TR 3:30-4:45

In this course, students will critically engage with themes of ecology and environment as presented in texts from the legendarium of J.R.R. Tolkien, creator of Middle-earth. (Familiarity with The Lord of the Rings is not a prerequisite— students of any degree of familiarity with Tolkien's work are welcome to join.) We will read The Lord of the Rings over the course of the semester, alongside selected works of Tolkien criticism. We will also consider how Tolkien's perspective can inform our own engagement with the environment, especially through environmentally relevant service. The major products of the course will be a critical manuscript evaluating Tolkien's presentation of environmental themes, as well as a creative reflection project. Students will be strongly encouraged to submit their critical work to an appropriate peer-reviewed journal (e.g., Mythlore, Journal of Tolkien Studies, etc.)

Guiding Questions:

- How does J.R.R. Tolkien portray the natural world in his texts?
- How does Tolkien's portrayal of environment intersect with other themes (e.g., "good vs. evil," race, gender, duty, privilege, etc.)?
- What does Tolkien's work suggest about what it means to be fully human with respect to the environment (e.g., "stewardship")?
- How does Tolkien's perspective compare, contrast, etc. with modern environmental perspectives? With historical environmental perspectives?
- How does Tolkien's perspective inform your own experience of the environment?

HON 301-008: Shadowing and the Culture of Medicine  
Dr. Claire Clark  
TR 9:30-10:45

What is medical culture, and how do we become accustomed to it? Shadowing is both an orientation to the "culture of medicine" and a guide for aspiring physicians who hope to make that culture more equitable and just. We prepare to shadow with an interdisciplinary introduction to humanistic critiques of Western medical culture, including insights from the history of medicine, narrative medicine, and the visual arts. Next, we observe clinical settings through a series of creative and directed exercises that help us attend to social determinants of health. We reflect on our observations by writing personal statements that place our clinical experiences in cultural and structural context. Finally, we respond by identifying methods for taking action and affecting structural change in healthcare.

HON 301-009 (MGT 309-003): Introduction to International Business  
Dr. Adrian Magendzo  
T 3:30-6:00

No course description provided. Please contact the instructor for details!



HON 301-011: Health and Appalachia  
Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge  
TR 12:30-1:45

Everyone is entitled to the right to health and to attain their highest level of physical and mental wellness. Therefore, health equity is essential for the fair and just opportunity for everyone's right to health. This course will engage students to examine what is known about health and wellness in Appalachia, identify factors that influence health equity in this region, and explore creative solutions that could contribute to health and wellness equity in Appalachia. Among the many important questions we will explore and deliberate on are:

- How is one's happiness (physical and mental well-being) measured?
- What health conditions are disproportionately associated with the Appalachian community?
- What factors contribute to development of the identified health conditions?
- What is the status of health equity in Appalachia and what factors and barriers may contribute to differences in Appalachian health equity?
- What are possible relations between economics/business and health inequity in the Appalachian community?
- What are ethical issues underlying health inequity in the Appalachian community?
- How could health equity be achieved for the Appalachian community?

HON 301-012 (MGT 390-002): Teaming: A New Way to Work  
Dr. Gretchen Gogesch  
TR 9:30-10:45

Teaming is a way to get work done while figuring out how to do it better; it's executing and learning at the same time.

Employees and organizations that learn how to "Team" well - by drawing from project management and leadership principles - can accelerate problem-solving and build new competencies. Individuals acquire knowledge, build new skills and new networks. In this class, you will learn to "Team" well by executing a service project in which you'll apply class concepts as you learn them, in real-time. You'll practice skills of project management - scoping out the problem to be solved, structuring the group, and sorting tasks - and of team leadership, emphasizing purpose, building psychological safety, and embracing failure and conflict as powerful learning tracks. You'll explore a broad mix of tools: the latest research in Teaming, leadership, and neuroscience, the portfolio of Ensemble skills as practiced in improvisational music and theater performance, and you'll encounter technology platforms transforming team communication and performance today. The content is diverse and experiential. This learning journey will build tangible skills valued in today's workplace, enabling you to bring your best self to confidently tackle challenges and make meaningful contributions in current, and future, positions.

## **Service Learning**

A service- or community-based experience in the field under the supervision of a faculty member. May be repeated to a maximum of 30 credits. HON 399 courses will count towards the six hours of required Honors Experience.

### **HON 100-001: Service Learning for Singletary Scholars**

**Dr. Laura Bryan**

**W 3:00-3:50**

Pre-requisite: Must be a first-year Singletary Scholarship recipient.

This course is designed to introduce first-year Singletary Scholarship recipients to the scholarly life of the University and to organize and execute community service as a cohort. Through guest lectures, discussions, and out-of-class assignments, HON 100 helps first-semester Singletary scholars gain an early understanding of opportunities at a research university; increase awareness and use of campus resources; reflect on community issues that they can address using the skills and talents specific to their cohort; and form beneficial relationships with students, faculty, and staff.

### **HON 394-001: Applying Real World Project Management in Service to a Nonprofit**

**Dr. Kim Stoltzfus**

**TR 3:30-4:45**

Students will participate in organized service-learning projects – funded, developed, and implemented by the students - that meet identified community assets and needs. To equip the students, course content includes lessons on project management, team leadership, -building and -dynamics, and problem-solving. This course will also cover key knowledge of the context – non-profit organizations – which are often considered the most complex organizations as they have to manage a double bottom line, fiscal performance as well as positive social impact. These organizations require exceptional leader intelligence and commitment in addition to a passion to serve those in need. In teams and with the non-profit point of contacts (and with the professor as a guide), the students will have the opportunity to develop and implement a small-scale (\$100 cost limit) capacity-building solution to better serve a nonprofit's mission. Students will have an opportunity to integrate meaningful community service with reflection and in-class instruction to reinforce ideas of civic and social responsibility while at the same time strengthening our community. The content of this course can be used for any major and career with the aim of deepening student understanding of how their skills and knowledge can apply to service.

## Honors Departmental Sections

Honors Department Sections are taught by professors in their own departments and are typically more focused within the discipline and may have prerequisites or an assumed prior knowledge within the field. These courses are crafted to fulfill or complement major or minor requirements, but do not fulfill UK Core requirements.

BTH 405-001 H: Bioethics on Film  
Dr. M. Sara Rosenthal  
M 10:00-11:50

This 3-credit course uses a variety of films (some documentaries) to examine core bioethics issues and principles comprising Autonomy, Beneficence, Non-Maleficence and Justice. Core concepts in Medical Professionalism and Medical Humanism will also be explored. The films selected help to illustrate complex bioethics issues within our current social and medical constructs.

BIO 199-002 H: Research Experience in Biology  
Dr. Kay Shenoy

Participation in biological research under the direction of a faculty mentor in Biology or a related field. Dr. Shenoy is not the research mentor for this section of BIO 199. Students must identify research mentors for themselves; follow instructions on the Biology Department website: <https://bio.as.uky.edu/bio-199-freshman-sophomore-research>. A research contract (webform found on the Biology Department website) signed by the student and faculty mentor must be approved by the Director of Undergraduate Studies in Biology. Offered pass/fail only. Controlled enrollment: Registration will be allowed after the contract is approved.

BIO 303-008 H: Introduction of Evolution  
Dr. Philip Lee Skipwith  
W 2:00-3:15, TR 11:00-12:15

This course covers topics in evolution, concentrating on the Darwinian theories of evolution including descent with modification, natural selection, and sexual selection. Topics will include: patterns of evolution, macroevolution, the fossil record, the genetic source of variation, measuring evolution, adaptation, speciation, and human evolution.

BIO 325-001 H: Honors Ecology  
Dr. Joseph Burger, Dr Kay Shenoy  
M 9:30-12:20, TR 2:00-3:15

This course introduces the scientific study of relationship between organisms and their environment. The course is structured around levels of organization from physiological ecology to individuals, populations, communities, ecosystems, landscapes, regions, and the biosphere. Students will be expected to develop a solid knowledge base and understanding of key concepts and issues in contemporary ecology; to become familiar with how ecological understanding is attained by researchers; and to see how ecological knowledge and methods can be used to address important societal problems. Lecture, three hours per week; laboratory, an average of three hours per week.

HHS 453-001: Honors Cultural Competencies in Healthcare  
Dr. Christy Brady  
TR 12:30-1:45

This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed. For HHS and CLM majors.

MA 322-008 H: Honors Matrix Algebra and its Applications  
TBD  
MWF 10:00-10:50

Algebra of matrices, elementary theory of vector spaces and inner product spaces, the solution of simultaneous linear equations using Gaussian elimination and triangular factorization. Orthogonal projections, pseudo inverse and singular value decomposition, least squares approximation. Determinants, eigenvalues and eigenvectors, diagonalization. MA 322 008 is an honors section and students must have scored a 4 or better on the AP Calculus BC exam or an A or B in MA 114. Contact Dr. David Royster (david.royster@uky.edu) for permission to register.

CHE 107-003 H: Honors General Chemistry II  
Instructor TBD  
MWF 1:00-1:50

A continuation of CHE 105. A study of the principles of chemistry and their application to elements and compounds.

PGY 412G-002 H: Honors Principles of Human Physiology  
Dr. Park-Sarge  
MW 1:00-2:50

The objective of this course is to provide the basic physiological mechanisms of human body function and physiological integration of the organ systems to maintain homeostasis. Students will be learning what the different organ systems do and how they do it. With this knowledge, a student should be able to form a general understanding of how the body functions in health and disease. The general purpose of the lectures is to reinforce and expand upon the material presented in the text, with a focus on concepts and problem-solving skills. Lectures will be further developed with reading assignments and discussion.