According to the PEW Research Center, Hispanics accounted for more than half of the overall population growth in the US last year. Recent census data indicates that Hispanics number more than 56 million in the US and are the second largest racial or ethnic minority group in the county. While some US Latino culture and literature has slowly been recognized and incorporated into mainstream US culture in the past few decades, recent political and social rhetoric has served to reinscribe lines that were beginning to blur. This course explores the long history and recent influence of the Latino population of the United States and asks:

- What is Latino? Chicano? Hispanic?
- What is an immigrant? DACA? ICE?
- How is the Latino (Latina/Latinx) cultural experience revealed through their literature?
- How can we “read” other forms of Latino artistry as alternative “texts”?
- What is the Latino population like here in Lexington and in Kentucky?

Popular culture is a term that is both difficult and simple to define. We know it when we see it, but we struggle to assign meaning to it. It is also a term that has come to encompass a wide variety of ideas, media, norms, and values. In this course, we will examine the myriad elements of popular culture with a critical eye. From Twitter to fashion, from street art to The Walking Dead, we will seek to uncover the meaning in the messages we encounter in popular culture, and especially in media. Popular culture is a dynamic and evolving entity, and we will treat it as such. Throughout the semester, we will continually re-evaluate our conceptions of what constitutes popular culture and what it means to us as citizens. This course will challenge you to think more critically about the world around you. It will provide you with a new vocabulary with which to analyze the artifacts of popular culture. Finally, and most importantly, this course will make you a better consumer and producer of information. A few of the big-picture questions we will investigate in this course:

- How does something become a part of popular culture?
• How does popular culture inform political culture?
• How do we, as consumers and producers of popular culture, contribute to or resist cultural norms, practices, and values?
• What strategies of critical inquiry are best suited to effecting political/social change?
• What role does the criticism of popular culture play in our lives? Does it have noticeable impacts?

HON 151-003: Travel: A Guided Tour
Randall Roorda
TR 11:00-12:15am
Lewis Hall, Room 133
UK Core Fulfilled: Inquiry in the Humanities

During your time at UK you’ll be exhorted to study abroad, a reputedly life-changing experience. You may select a major to find work conducing to prosperity enabling you to take momentous, elaborate vacations. Your work may itself depend on travel and tourism, touted as one of the world’s largest industries, encompassing high commerce and falafel-stuffing alike. It may dawn on you how the whole planet has come to be construed as a ranked set of destinations, with your life a contest scored by the number and status of those you visit, as if it were one of those maps bristling with pushpins hung by the toilets in a tourist restaurant. How are you to comprehend and participate in this dispensation? Where did it come from? Where is it headed? What itinerary can you plot for your longings? In this course we’ll inquire and insert ourselves into this picture, taking travel as a topic, a key term, and an activity characterized by movement and discovery. We’ll pose such questions as these:

• How has travel unfolded as a theme, term, and phenomenon in history and culture (over the last two or three centuries, especially), in relation to such notions as tourism, leisure, explorer, adventure, authenticity, the exotic, experience, and home?
• What do we mean when we talk about travel writing? How do episodes of travel get imagined, initiated, conducted, converted into texts, and transmitted to others in social situations?
• How do preformed expectations direct and inform travel experience, considering that travel is supposed to confound expectations? How do we finesse this conundrum?
• Do you suppose there’s a place that’s your own true home, only you haven’t been there yet?
• Where did you go during summer vacation? Where do you want to go next? How can you be in two places at once when you’re not anywhere at all?

I’m hoping for a course akin to a good trip: active, stimulating, diverting, out of the ordinary; its itinerary sketched out but open-ended and subject to change; stressful and disorienting at times yet finally eye-opening, mind-expanding, memorable and fun.

HON 151-004: Witnessing World War II
Phil Harling
TR 2:00-3:15pm
Lewis Hall, Room 133
UK Core Fulfilled: Inquiry in the Humanities

This seminar focuses on diaries and recollections of the Second World War, the seminal episode of the murderous 20th century. A truly global conflict that left at least 55 million people dead in its wake, World War II left an indelible imprint on the memories of everyone who was old enough to be aware at the time. The War
is also focal point for highly controversial collective memories – memories of the Holocaust, of the routine aerial bombardment of civilian populations by all the major belligerents, of ruthless combat violence (particularly in the Pacific and on the Eastern Front in Europe), and much else besides. Memories of World War II are very often memories of survival, and the ethical dilemmas posed by the imperative to survive in extreme situations. Course readings and films will focus on memories of survival and its ethical complexities. Here are some of the questions we’ll explore:

- Why was the Second World War so massively destructive?
- What was it like to be involved in the fighting?
- What was it like to be a civilian, and how and why did the civilian experience vary so much from place to place?
- What did it take to survive the greatest conflict in human history?
- What were some of the ethical compromises that people had to make in order to survive?
- Did anything good come from this conflict – for individuals or for societies?

HON 151-005: History and Digital Storytelling
Kathi Kern
TR 3:30-4:45pm
Jacobs Science Building (JSB), Room 231
UK Core Fulfilled: Inquiry in the Humanities

Is history “boring”? The sensational popularity of the Broadway musical, *Hamilton*, raises the issue of how we might creatively narrate history to engage contemporary audiences. Set to rap and pop lyrics, the story of the “founding father without a father” has insinuated itself into the historical consciousness of a new generation of students. In this course, students will explore the Hamilton phenomenon and consider the ways in which historical narratives can be reinvigorated and reinterpreted using new strategies, including podcasts, games, animations and digital stories. We will spend the first part of the semester honing our skills as analysts of historical narratives and the bulk of the semester creating our own digital work based on original research.

- Is there space for imagination and creativity in the field of history, known for its reliance on facts, evidence, and the construction of arguments?
- What role does perspective play in the historical narratives we create?
- Economy—keeping media short in duration and not overwhelming the viewer—is a key concept in digital storytelling. Can historical narratives be economical without losing their complexity?
- Can authoring history in new digital forms enable us to reach new audiences or to reinvigorate interest in the past?

HON 152: Honors in Natural, Physical and Mathematical Sciences

HON 152-001: Fingerprints of Evolution on Human Health
Francisco Andrade
MWF 8:00-9:00am
Lewis Hall, Room 133
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

- Why do we get fat and develop diabetes?
• How do microbes become resistant to antibiotics?
• What is it about the way we are that makes us sick?

These are some of the issues we will explore in this course. We will study human health and disease from an evolutionary perspective: how we have adapted and co-exist with our environment, how our “design flaws” explain the prevalence of certain diseases. The class is organized around group discussions of specific topics, and hands on activities that illustrate important points: there will be no formal lectures. Before each class, students will be expected to study basic evolutionary processes and their consequences on common human conditions and diseases, for example, obesity, metabolic disorders, autoimmunity, infectious disease, cancer and aging. This will be done with video presentations, selected readings from books, reviews, primary literature, or any other material I find interesting and relevant. Learning and class performance will be evaluated by participation in the discussions and the completion of writing assignments in which students develop some of the topics in more depth.

HON 152-002: Climate Change: Scientific Evidence, Biological Impacts, and Societal Responses
Nicholas Teets
MWF 9:00-10:15am (PART OF TERM COURSE 2/18/17 – 4/27/17)
Lewis Hall, Room 134
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

Anthropogenic climate change is one of the biggest challenges of the 21st century. Humans are dependent on countless plants, animals, and microbes for survival, and rapid climate change is threatening both natural and agricultural ecosystems. This course addresses the scientific basis for climate change, its impacts on organisms and ecosystems, and the consequences of climate change for human societies. In addressing these topics, students will be exposed to basic principles of biology and enhance their scientific literacy. Specific questions addressed in the course include:

• How fast is climate changing, and is it something to be worried about? Also, is climate changing in Kentucky, or just certain places in the world?
• Are humans causing climate change, or is it simply a result of natural global climate cycles?
• What are the basic building blocks of living things, and how are these building blocks affected by changes in temperature?
• How do various organisms respond to rapidly changing environmental conditions, and how do these responses cascade through entire ecosystems?
• How does climate change impact human societies? Is it possible to slow or stop climate change through policy change? What are the political and economic challenges associated with climate mitigation and adaptation?

HON 152-003: Human Aging: The Ticking Biological Clock Within
Melinda Wilson
MWF 11:00-11:50am
Lewis Hall, Room 134
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

What makes our biological clock tick? This course will help both science and non-science majors explore the basic mechanisms of human aging and the consequences of aging relative to human disease. We will also address the effect of an aging population in the practice of medicine. The following are just a few of the many
questions we will explore:

- Why do we age? Why do some animals live for hours while others live for decades?
- Is there really a fountain of youth?
- What is the effect of the aging population in society?
- Can we slow down the aging process?
- Do we even want to slow the aging process?

**HON 152-004: You, Me, Myself, & I: Psychosocial Influences on Health**
Mitzi Schumacher  
TR 9:30-10:45am  
Lewis Hall, Room 134  
*UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences*

This interdisciplinary course focuses on how psycho- (individual thought and behavior) social (interactions with others) factors influence health and wellbeing. Psychosocial factors are broadly defined to include cognition, attributions, beliefs, personality, self-concept, social support, habits, behavior change, mindfulness, stress, and decision making. Likewise, health and well-being are broadly defined to include dementia, depression, coronary heart disease, rehabilitation after traumatic injuries, addiction, obesity, and mortality. Putting them together, examples of course topics include cognitive evidences of dementia, attributions causing depression, personality links to coronary events, beliefs promoting placebo effects, and behavioral change for smoking cessation. Concepts are introduced via charts with definitions and applications; quizzes are based on detecting the concepts in illustrative narratives. For those interested in pursuing careers in the health care professions it provides a basic understanding of the behavioral concepts that are included in professional school admissions tests as well as board certification tests. This course will answer questions such as:

- What is Medical Behavioral Science?
- What behavioral concepts are most useful to health care professionals?
- How do narratives illustrate these concepts in patient and physician behavior?
- What impact does this have on the health and well-being of society?
- How can we use them to improve our own health?

**HON 152-005: Explorers, Science, and Society - Investigations of the Natural World**
Mike McGlue  
TR 11:00-12:15am  
Lewis Hall, Room 134  
*UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences*

Much of what we know about the geology and physical geography of Earth is owed to early naturalists who were bold enough to probe beyond the boundaries of published maps and explore the diverse natural landscapes of our planet. In this course, we will examine a remarkable suite of explorers and adventurers who pushed the physical, technological, and scientific limits of their time to discover previously unknown (but now famous) environments and geological features of Earth’s oceans and landmasses. We will cover expeditions made to far-away places like the Nile River, the Amazon Basin, Mount Everest, the Gobi Desert, Antarctica’s ice sheets, and the Northwest Passage, but we will also endeavor to develop a sense of place through detailed analyses of explorers and expeditions made within Kentucky (e.g., the Cumberland Gap and Lewis and Clark’s
Corp of Discovery Expedition). Topics explored in this course will relate to the following questions:

- What makes an explorer? What common traits do successful explorers share? What defines success for exploration?
- What factors (e.g., intellectual, scientific, political, economic, military, religious) motivate exploration to new regions? Does common ground exist for the motives underpinning expeditions that led to milestone achievements in Earth and environmental science?
- How does our planet work? What are the geosphere, hydrosphere, atmosphere, and biosphere, and how do these Earth systems interact to form mountain belts, ice sheets, major rivers, deserts, oceans, and wetlands?
- How do Earth’s natural resources form? What role did natural resources (water, gold, oil) play in exploration?
- What is a “sense of place”? How do meanings and attachments to places influence explorers and exploration?

**HON 152-006: Frankenstein to Frankenfoods: Societal Impacts of Genetic Mutation**

Bruce Webb and Nancy Webb
MW 4:00-5:15pm
Funkhouser Building (FB), Room 306B
*UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences*

Technical advances in molecular biology including the ability to sequence and modify the genetic code have already revolutionized the way we produce our food and diagnose and treat human diseases. This course focuses on understanding DNA and genetics, as well as the impacts (both real and imagined) of biotechnology on agriculture and medicine. An important course objective is to empower students from all majors to make informed decisions about how we as a society should move forward in the era of recombinant DNA. Some of the topics and concepts that will be discussed:

- How does natural genetic variation influence our identity and susceptibility to disease?
- How common are genetic mutations and how do they occur?
- What were the major scientific advances that led to the era of recombinant DNA?
- How are genetically modified crops produced, and what are the benefits and risks?
- What are the pros and cons of human gene sequencing, human gene therapy, and human genome editing for the individual and society?

**HON 251: Honors in Social Sciences**

**HON 251-001: International Conflict in the Modern World**

Dan Morey
MWF 1:00-1:50pm
Lewis Hall, Room 133
*UK Core Fulfilled: Inquiry in the Social Sciences*

International conflict is prevalent in the modern world, from terrorism to war to genocide. Despite the importance of these events, our ability to explain and predict such acts remains limited. This course will help students differentiate between various forms of international conflict and explore explanations for why
different forms of violence continue to occur today. This course will have a strong hands-on component. We will not just read what scholars have to say but instead interact directly with data on different forms of international violence. Students will also have the opportunity to test their own arguments regarding why international conflict occurs. Types of questions we will explore:

- What is the difference between war and terrorism?
- Why do people join terror groups?
- Why do states refrain from using nuclear weapons?
- Did Hitler really cause the Second World War?

HON 251-002: The Enemy Within: Culture and Human Health
H. Jean Wiese
TR 8:00-9:15am
Lewis Hall, Room 133
UK Core Fulfilled: Inquiry in the Social Sciences

This seminar will acquaint students with the major social, cultural, and behavioral phenomena that affect our reactions to variations in our health. Students will move from a knowledge of basic human universal psychological processes to the social and cultural factors shaping our perceptions of health. With this conceptual foundation, the rest of the semester will be spent investigating the impact of culture on health and health care. Concurrent with the conceptual material the use of Rapid Appraisal (RA) will be introduced and mastered. Four-student teams will select a condition/issue from a list of social/health issues immediate to their living group (dorm, apartment complex, fraternity/sorority house), e.g., intimate partner violence/date rape, drugs, alcohol, etc. These teams will then spend the rest of the semester researching/discussing their topic and conducting a Rapid Appraisal of it in a particular setting, and writing a “scope/solution” paper. Each team's product will be discussed and appraised by the rest of the group. Assessment will focus on application and synthesis of concepts, with writing the focus of examinations and papers. The following are some of the questions we will explore:

- How do we decide whether we are healthy/ill?
- 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 251-003: A World of Migrants
Mitchell Snider
TR 9:30-10:45am
Lewis Hall, Room 135
UK Core Fulfilled: Inquiry in the Social Sciences

This course analyzes human migration in the contemporary world. It considers how migration emerges out of specific historical and geopolitical contexts. It focuses on current events such as the multiple and growing crises involving refugees, the complex and often contradictory characteristics of immigration politics in the United States, the impressive breadth and differentiation of migrant networks throughout the world, as well as how migrants experience and participate in the ‘global economy’. Through this course, students will better understand how refugee movements, labor migration, human smuggling, and immigration policies fit within current geopolitical contexts. The geographic focus of the course is global and will therefore highlight
regional differences, types of migration, varying motivations for migration, as well as unique supranational, state, regional, and local responses to migration. Questions that this course will analyze include:

- How can geographic and historical perspectives inform our understandings of migration today?
- What do the different responses to migration look like coming from, for example, nation-states, supranational organizations, or non-governmental actors?
- How does migration affect destination countries?
- How does outward migration affect migrants’ places of origin?
- What do immigrants tell us about migration today?

Jamie Nicholson
TR 11:00-12:15pm
Miller Hall (MH), Room 101
UK Core Fulfilled: Inquiry in the Social Sciences

From Raging Bull and Rocky to Field of Dreams and Bull Durham, sports films are some of the most enduring and beloved in all of American cinema.

- What do these movies, and their persistent popularity, tell us about American society and culture?
- What values do they espouse and reflect?
- Are those values distinctly American or are they more universal?
- How does the transformative power of sports, celebrated in so many films, compare to reality in America both on and off fields of play?
- How do these films reflect changes in American society and culture in the last fifty years?

Given sports’ prominent place in American society and culture, as well as their ever increasing economic significance, these are important questions. The content and approach of this interdisciplinary course will borrow from a range of social science disciplines, as students use film as a window through which to view and explore deeper questions concerning power, opportunity, race, class, gender, and violence in America.

HON 252: Honors in Arts & Creativity

HON 252-001: Wonder Women and Girls Who Kick Ass
Jeorg Sauer
MWF 10:00-10:50am
Lewis Hall, Room 135
UK Core Fulfilled: Inquiry in the Arts and Creativity

Linda Nochlin once wrote an essay “Why Have There Been No Great Women Artists?” that analyzed the historical context for why critics have considered women artists lesser or inferior in the art world. Laura Mulvey and John Berger problematized “the gaze” that objectifies women in art. And yet, in the past two decades, women comix artists/writers have emerged in full force, creating women superheroes, strong female characters, feminist voices, and women’s work. The outcry of women readers for more comics that portray women in a variety of genres has seemingly culminated in an outpouring of more works by women, for women, about women. This course looks to examine the roots of this in our culture as well as the comix
industry. We will ask some of the following questions to guide us in our comic book adventures:

- Why now?
- Why are women more readily portrayed now and no longer dismissed as inferior characters?
- Where is Wonder Woman and is she even relevant? Who are some of the emerging artists and how are they changing the comix narrative?
- How do men portray women in comics? Is it the same? Can we tell the difference?

These questions are just the beginning as we look at issues of body politics, controversies in character development and storyline, and an industry that has traditionally ignored a large population of women readers.

**HON 252-002: Shakespeare Aloud**

Walter Foreman  
MWF 1:00-1:50  
Lewis Hall, Room 134  
*UK Core Fulfilled: Inquiry in the Arts and Creativity*

Exploring Shakespeare as a product of voice. We will use two plays, probably *The Winter's Tale* and *Twelfth Night*. We will read aloud in class, tinkering with rhythm, stress, and silence, and watch video and listen to audio versions to get a sense of how other people think the words should sound. (Grades will not be based on skill as actors but on enthusiasm and diligence in class participation and weekly exercises and on the writing and presentation of two longer projects.)

- How does the aural experience of Shakespeare's words provide a vital entry into the interacting emotions and arguments of his characters, their ideas and doubts, their desires and needs, their griefs and joys?
- How does the blank verse meter contain clues about how the characters who speak feel from moment to moment?
- How can our imaginations as readers (either silently alone or aloud in a group) bring the words on the page to life?
- How can the same string of words have such different yet responsible interpretations?
- What does all this have to do with Shakespeare's continuing appeal?

**HON 252-003: Parallels in 20th Century Arts, Literature and Sciences**

Rayma Beal  
TR 9:30-10:45am  
Bingham Davis House (BDH), Room 101  
*UK Core Fulfilled: Inquiry in the Arts and Creativity*

The 20th Century had major historical, economic and political events that impacted the development and creation of the arts and literature. Space, Time and Force/Energy were conceptual elements that are embedded in both the arts and sciences. Exploring and developing and understanding of the interrelationships in literature, dance, music, theatre, visual art, and physics through the lens of these elements is the primary goal of this course. Developing skills in personal creativity will be accomplished through the creative dance process, observation of live performances and art museums.
• What events in the 20th century contributed to the development of contemporary artistic movements? How did 20th century culture evolve from previous time periods?
• How can the elements of Space, Time, Force/Energy be related to 20th century literature, arts and sciences? What type of relationship between the author’s writings and the development of arts and science might be identified?
• What are the possibilities of dance, music, theatre, visual art, poetry and literature being related? How can physics and the arts be discipline specific yet share elements and concepts?
• How can attendance at dance and theatre performances along with art museums inform our ability to critically observe, assess and reflect on art?
• Is it possible for creating, performing and responding to the arts help inform our personal creativity? How can active participation in the "creative process" contribute to enhancing verbal and non-verbal communication?

**HON 252-004: Dance and the Screen**
Susan Thiel
TR 11:00-12:15am
Lewis Hall, Room 135

*UK Core Fulfilled: Inquiry in the Arts and Creativity*

This course introduces students to the analysis of dance made for the camera, film, dance seen on television as well as the dance documentary. Through screenings of movies, television and dance made for the camera, readings and discussion, students will be introduced to the aesthetic components, creative processes, historical, political, social and contemporary approaches to combining dance and the moving image. Race, gender, sexuality, oppression and class are just a few issues that will be explored in relation to the choreography made for the screen. Numerous dance genres will be examined. For a final project the students will work in groups to direct, shoot and edit a short dance in film project culminating with a creative process reflection paper. Students who take this course do not have to have previous dance training. The following questions will be considered:

• How is dance and its practice constructed for the screen as a form of self-discovered individual expression versus commercialism?
• How has dance on screen transformed throughout history?
• How does the storyline or narrative support the choreography, artistry and dance technique and vice versa?
• How does watching dance on the screen inform individual creativity? How can the examination of the creative process inspire and contribute to personal creative endeavors?
• How does dance convey a political, social and cultural commentary through film, television and dance made for the camera?

**HON 252-005: Travel: Thinking about Place, Change, and Getting Lost**
Oliver Leaman
TR 12:30-1:45pm
Lewis Hall, Room 134

*UK Core Fulfilled: Inquiry in the Arts and Creativity*

Travel is a significant aspect of modern life, and it is worth discussing its role today and in the past. It ranges from intercontinental journeys to strolling to school or work. We spend a lot of time and effort on it and yet
we seldom reflect on it. People have complex relationships to places and change, and these are often emphasized by the phenomenon of travel. Course members will read and analyze relevant books from a variety of countries and participate in a creative project that through the medium of language, sound, sculpture, photography, painting, movement or similar cultural activities explores some aspect of travel in its widest sense. These are the main issues to be discussed in the course:

- How do we experience travel in modern times?
- Is travel important for us?
- How has travel changed over time?
- Why don’t we like getting lost?
- How important are places to us? How important should they be?

**HON 252-006: Creative Nonfiction - Science and Nature Writing for Young Readers**
Harry LeVine  
TR 2:00-3:15pm  
Lewis Hall, Room 135  
*UK Core Fulfilled: Inquiry in the Arts and Creativity*

Effectively communicating the wonder of life and our universe to children requires special writing skills and a knack for explanation at just the right level for your audience. We will use the critique group peer process and etiquette to provide supportive suggestions in class to continually improve each student’s work-in-progress. Students will be guided through the writing process from conception, research, drafting, critiquing feedback and editing, to submission. Submitting to magazine and book publishers will be described and techniques suggested for writing competitive queries, proposals, and synopses to make your work stand out. Information about local, regional, and national resources to help your writing will be provided.

- How can creative storytelling be used to communicate complex concepts at an age-appropriate level?
- What is the K-12 Common Core Curriculum and how does it influence what and how you write for publication?
- Where do ideas come from and how can they be developed into an engaging story?
- Why is it important to have constant feedback on your work in progress?
- How can you make your queries, proposals, and synopses stand out to publishers?

**HON 301: Honors Proseminar**

**HON 301-001: Psychology of Innovation**
Phil Kraemer  
MWF 10:00-10:50am  
Funkhouser Building (FB), Room 306A

Innovation is central to life in the 21st Century. It is a topic that reaches broadly and deeply into American culture, and it has profound significance for the entire global community. The process of Innovation affects economic, social, educational, and political institutions in ways that influence the lives of individuals and entire cultures. Despite its importance, this social phenomenon is just beginning to be rigorously scrutinized as a legitimate topic in psychology. There has been, however, considerable research into various components of innovation. For example, psychology features an expansive literature on how the human mind creates new ideas. Similarly, psychology and related disciplines have studied the process by which ideas diffuse across
populations, and there is an expansive literature on attributes of successful inventors and entrepreneurs. It is now possible to integrate this research agenda within a common framework that emphasizes how the mind works. This course will use that framework to explore the empirical and theoretical foundations of innovation as a social phenomenon. Beyond the core content, this course will enable students to acquire a richer perspective on their personal behavior, the behavior of others, and what it is to live within the innovation Zeitgeist.

- How does the mind create a new idea? What factors contribute to successful idea generation relevant to invention?
- How do ideas spread across a population? What factors promote or inhibit the diffusion of ideas? What role does social influence play in the spread of ideas? What determines which ideas get adopted?
- What do entrepreneurs do to foster innovation? What psychological variables distinguish successful entrepreneurs?
- What are the attributes of organizations that promote creative thinking, invention, discovery, and problem solving?
- How is innovation affected by social climate and the ecology of technology?

**HON 301-002: What Good Is College?**
Leon Sachs
TR 11:00-12:15pm
Whitehall Classroom Building (CB), Room 211

This course asks students to weigh the pros and cons of a college education. With skyrocketing tuition, crippling levels of student debt, rumors of low academic achievement, dubious cultural diversity on campus, unresponsive faculty and administrative bloat, it is imperative that students themselves be conversant on the state of the American university. The topic must not be the preserve of politicians and policy experts. It concerns anyone with a stake in the connections between egalitarian democracy, national security and the need for an educated citizenry. Our readings and discussions will be guided by the following questions:

- What is meant by the widespread claim that the university is in crisis?
- Does a broad liberal education still have a role in today’s society?
- Who are today’s college students and are they getting the education they want, need and expect?
- What will higher education look like in the future?
- Should students themselves be privy to these debates and what can students contribute to them?

**HON 301-003: Doctoring Undercover: Shadowing and the Culture of Medicine**
Claire Clark, PhD, MPH
TR 12:30-1:45pm
Lewis Hall, Room 133

- Does medicine have a culture?
- How do we become "acculturated" into the medical field?

This experiential learning course consists of three parts: 1) an interdisciplinary introduction to studies of the “culture” of Western medicine; 2) a placement at a shadowing site and three directed observational activities related to the historical, social, and interpersonal contexts that shape contemporary health care; and 3) a
unique contribution to a collaborative activity guide for other undergraduates who wish to shadow. In this writing intensive course, students learn to take an active role in the shadowing process by reflecting on their experiences and designing innovative educational materials for their peers. For those interested in pursuing careers in the health care professions, this course provides an opportunity to observe and analyze behavioral health concepts in clinical settings while also enhancing students’ application materials for professional school.

HON 301-004: Critical Editing and Publishing in the Digital Humanities
Trey Conatser
TR 2:00-3:15pm
Lewis Hall, Room 135

The term "digital humanities" can include a wide array of scholarly activity that involves the use of digital technologies in the service of humanistic inquiry. For this course, we'll focus on one of the more storied traditions in digital humanities: the production of an electronic edition that curates and takes a critical approach to a collection of textual artifacts. We'll begin with the library collections on campus, working with the physical artifacts themselves and learning about the methods of digitization for scholarly projects and publications. From there, we'll spend the majority of the semester encoding a selection of texts for digital processing as we research their historical and cultural contexts. The end product of this course will be a collaboratively produced, open access electronic edition published on the web, complete with the editorial apparatuses (e.g., introduction, explanatory annotations, contextual appendices) that we've come to expect of a critical, scholarly edition. The edition will primarily serve to make public a collection of texts from the library that will be of interest to scholars and community members in Kentucky and beyond. All students will be credited as editors in the final product.

This course does not require any previous experience with archival and editorial work, nor does it require any experience or facility with markup language and coding. This will be a team-based and project-based course; thus, the majority of the semester will be spent working together as a team to manage a complex digital humanities project and transform a selection of textual artifacts into a high-quality, critical electronic edition. Along the way, we'll explore questions such as:

- What is the role of the editor in the selection of and commentary on source material? How can the editor's work affect the meaning and reception of a text?
- How do the methods of digital reproduction, from image scanning to extensible markup language (XML), enable and constrain our understanding of texts—and, moreover, how do they transform those texts—that otherwise might not be available to a wide audience?
- How does the multidisciplinary and team-based nature of digital humanities work challenge the traditional solitary model of humanities scholarly production, and, thus, of traditional valuations of authorship, intellectual labor, and academic relevance?
- How do textual artifacts allow us to appreciate and better understand both their historical context and our current moment, and how might we best preserve and publicize those artifacts for a wide audience?
- What are the evolving best practices for encoding textual artifacts and producing electronic editions, and how can things like XML tags and stylesheet transformations profoundly affect the meaning and reception of texts?
HON 301-005: Ancient Monetary Interactions: Coins and Culture in the Mediterranean
Paolo Visona
TR 3:30-4:45pm
Lewis Hall, Room 133

By the 6th century BCE coins were minted in different metals and were used across the Mediterranean. As primary sources, coins provide essential information about the history and the economy of different cultures. This seminar will familiarize students with the methodology of numismatics, a multi-disciplinary science that studies coins as archaeological and historical documents, as well as works of art, to enhance our understanding of the ancient world. Our course will be focused on the coinages of the Greeks, the Phoenicians, the Carthaginians, the Etruscans, and the Romans, who used this medium as an expression of their identity and for trade, payments, propaganda, political and military advantage, in the period between c. 550 BCE and the fall of Carthage in 146 BCE. In particular, we will address the following questions:

- Which Greek and non-Greek currencies had the most significant impact on the economy and history of the Mediterranean before the Roman conquest?
- What can be learned about the Phoenicians’ cultural identity, history, and economy from the coinages of their cities?
- In what ways did the Carthaginians use coinage to interact with their Greek and Roman neighbors and rivals?
- How did the Etruscans develop their distinctive coinages?
- What were the non-economic functions of coins among different Mediterranean cultures?
- How did the Roman Republic use coinage as it became the dominant power in Italy and in the Mediterranean?

HON 301-006: Varieties of Christian Salvation
David Olster
WED 2:30-5:00pm
Lewis Hall, Room 134

Christianity is divided into many competing denominations that all claim to offer the correct understanding of the relationship of God and human beings, and the means and manner by which human beings achieve the goal of salvation. Varieties of Christian Salvation is a class that examines this diversity of views about how Christians achieve salvation beginning with Paul and continuing through such important theologians as Augustine, Aquinas, Luther and Wesley. This is not a Sunday school class however, nor is it a class to determine which theologian is correct. Rather, the class will consider how theological constructions of salvation reflect their place and time, and how Christianity is an evolving and dynamic religion that adapts and adopts contemporary cultural norms. Questions that the course will consider are:

- What are grace and predestination?
- What is sin?
- What are the roles of works and faith in salvation?
- What is nature of will, both divine and human?
Honors Department Sections

**BIO 199 sections 037-072 (1cr): Honors Research Experience in Biology**
(any section with “Honors” in course title)
TBD Professor
TBD Location/Day/Time

BIO 199 engages students early in their academic career in an active research environment. This course is designed to provide first year students an opportunity to participate in small group-based (ideally 10-12 students per group) research projects to gain research experience while working with a faculty member or several co-instructing faculty members in UK STEM departments such as those in the colleges of A&S, medicine, agriculture and engineering. Each student will select a research project from a list of pre-arranged projects. *Please note that this is a one-credit hour course that is typically paired with BIO 198 in fall and only counts towards 1 credit honor of Honors coursework.*

**BIO 315-001/-002: Honors Introduction to Cell Biology**
Rebecca Kellum
-001: TR 11:00-12:15pm (Lec) / M 9:00-11:50am (Lab)
-002: TR 12:30-1:45pm (Lec) / M 1:00-3:50pm (Lab)
Biological Sciences Bldg (BS), Room 109

The structure and function of the cells will be considered. Emphasis will be placed on the ultrastructure of cell organelles and the molecules that compose them as a framework for understanding the mechanisms of cell activity. Weekly hands-on laboratory exercises will reinforce concepts and utilize experimental methods discussed in lecture. Class size will be limited to 20 students to encourage class discussion during regular lecture periods and during those devoted to discussions of primary literature articles. Some of the questions addressed by the course include:

- What components make-up cells?
- How is a cell able to maintain order in a universe naturally moving towards a state of disorder?
- How does the cell regulate its own reproduction?
- How do specific cell types carry out their distinct activities in a multicellular organism?

Research article discussions will reinforce concepts and illustrate how some of these questions have been, and continue to be, addressed. *This course counts toward BIO 2nd tier core requirement and the BIO scholars program. It is open to students who have completed pre-BIO major requirements, BIO 2nd tier requirements, or have obtained instructor consent.*

**CHE 107-005: Honors Chemistry II**
TBD Professor
TBD Location/Day/Time
Jacobs Science Building (JSB), Room 121

A continuation of CHE 105. A study of the principles of chemistry and their application to the more important elements and compounds. Prereq: CHE 105 or CHE 108 or CHE 110 (with a C or better in any one of these prereqs).
• What natural forces cause matter to act as it does?
• How have experiments led to our current understanding of the behavior of matter in the universe?
• How do chemists interpret experimental data to gain a deeper understanding of the natural world?
• What properties of substances help us understand how they can enhance or improve human life?
• How do chemists contribute to the solution of pressing societal problems, such as disease and pollution?

**CPH 350-002: Honors Introduction to Health Care Organization and Policy**

*Ty Borders*
TR 9:30-10:45am
Location TBD

This introductory course exposes students to the various components of the health care system and its history, current status, proposed policy solutions, and expanding focus on improving population health. The Honors section differs by requiring students to critically evaluate scholarly articles on health care and population health, interpret population health and health care data, and engage in discussion of readings with colleagues during class. It addresses the following health care delivery, management, and policy issues:

• What are the historical and current trends in population health within the United States?
• How is the health care system organized across hospitals, clinics, professional groups, insurers, and government?
• How do the accessibility, quality, and costs of care compare between the United States and other nations?
• What initiatives are being taken to attempt to improve the performance of the health care system?
• How is American health policy shaped by diverging consumer, provider, insurer, and governmental interests?

**HIS 330-001: Honors Western Religious Thought**

*David Hunter*
TR 2:00-3:15pm
Lewis Hall, Room 136

The aim of this course is to introduce students to some of the fundamental writings of the Christian intellectual tradition. From its beginnings Christian thinkers have grappled with profound questions about the nature of God, the world, and human nature. Although it was born in the Middle East, the Christian movement soon absorbed many of the currents of thought prevalent in the Greco-Roman world (e.g., Platonic philosophy) and produced the unique synthesis of classical and Christian culture that has characterized the Western world. In this course we will read and discuss the writings of Christian philosophers, monks, and mystics from the ancient, medieval, and early modern periods: Augustine of Hippo, Pseudo-Dionysius, Anselm of Canterbury, Peter Lombard, Thomas Aquinas, Dame Julian of Norwich, Erasmus, and Martin Luther. We will explore the following questions:

• How do the different authors conceive of the nature of God?
• Is knowledge of God even possible and, if so, how do these writers think it is attained?
• How have historical factors (e.g., social location, gender identity, occupation, personal history) shaped the particular questions and perspectives of these authors?
• How do the different authors conceive of the relation between religious belief and the exercise of human reason in acquiring knowledge of God and the world?
• What notions of human failing or inadequacy (“sin”) does the author seem to be operating with, and to what extent does he or she believe it can be overcome?

**MA 213-009/-010: Honors Calculus III**

TBD Professor

-09: MWF 11:00-11:50am (Lec) / TR 10:00-10:50 (Rec)
-010: MWF 11:00-11:50am (Lec) / TR 11:00-11:50 (Rec)

TBD Location

MA 213 Honors is a third-semester calculus course for students who are interested in mathematics and how it is used to solve problems in other disciplines. This course includes the topics which appear in MA 213, such as vector calculus and integration and differentiation of functions of several variables. The main goal of the course is to study extensions of the Fundamental Theorems of Calculus to functions of more than one variable. We will include applications to biology, chemistry, environmental sciences, population studies, number theory and physics. The course will meet for three lectures and two recitation sessions each week. We assume the complete material covered in Calculus I and II and that it was covered well. We will cover similar material to what is in MA 213, but will cover some topics more deeply and some topics that are not addressed in the regular sections of MA 213.

**MCL 335-001: Honors Democracy – Ancient & American**

James A. Francis

TR 11:00-12:15

TBD Location

*UK Core Fulfilled: Community, Culture & Citizenship in the USA*

This course asks students to think critically about the concept of democracy by close examination of the first flowering democracy in ancient Athens, its ancient critics, and comparison to their own experience of contemporary American democracy. Fundamental issues that will engage the students’ discussion and writing include: socioeconomic class, individual rights, the scope of government, justice, and democracy and imperialism. Students will develop and articulate their own evaluation of the advantages and disadvantages of democratic government.

• What historical and social dynamics led to the institution of the democracy at Athens?
• Democracy implies equality in some fashion, but what can equality mean in any given society?
• What are the advantages and disadvantages of democratic government, both in antiquity and in contemporary America?
• Are democracies inevitably doomed to degenerate and fail?
• What problems of socioeconomic class, justice, and imperialism occur in Greek and American democracy?

**MUS 335-001: Honors Exploring World Music and Ethnomusicology**

Donna Kwon

TR 11:00-12:15pm

Fine Arts, Room 107

*UK Core Fulfilled: Global Dynamics*
This course will employ some of the basic concepts and methodologies of ethnomusicology while engaging with the styles and practices of various musical cultures around the world, including that of Bali, Native America, the Hispanic Caribbean, and Africa. We will interpret and analyze musical meaning in our own lives as well as across cultures and modes of participation through Tom Turino’s approach to Peircean semiotics in music. Over the course of the semester, we will work on a local music ethnography project by employing research methodologies common in ethnomusicology such as participant-observation, conducting interviews, collecting audio and visual data, and field note taking. The final project will explore multiple modes of ethnography such as writing, audio and video editing, and performance. Whenever possible, we will embody the music through in-class singing, playing, and dancing. This class is designed for more advanced students (sophomores and above) with some musical background. Some questions we will reflect upon throughout the course include:

- What is the role and meaning of music in your life? How does this compare to other world musical cultures introduced in this class?
- What do you and others value in a musical experience and why? How does this fit into Tom Turino’s four fields of music-making: participatory, presentational, live recorded sound and studio audio art?
- What is the role of music in political or social movements? And how does music become imbued with power to resist or to bolster a given ideology or agenda?
- What is the spectrum of musical meaning in different cultures in relation to religion, spirituality, politics, and other culturally-specific factors?
- How have musical cultures been impacted by social changes, modernization and globalization?

PGY 412G-002:  Honors Principles of Human Physiology
Ok-Kyong Park-Sarge
WF 1:00-2:50pm
William R. Willard Medical Education Building (MN), Room 505

Principles of Human Physiology is a 4 credit course designed for students who are aspiring professionals in Health Sciences and who are interested in an in depth exposure to human physiology. The objective of this course is to provide understanding of 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. The emphasis is on basic principles with a focus on concepts and problem solving skills. With this knowledge a student should be able to form a general understanding of how the body functions in health and disease. The Honors section of the course is designed to guide and challenge students to acquire critical thinking skills through the flipped classroom approach that allows students to review fundamental human physiological concepts and apply them to real-life scenarios. Through interactive group discussion formats, students will advance their critical thinking and problem solving skills by tackling complex questions and clinical case studies.

PHI 305-001:  Honors Health Care Ethics
Rebecca Yarrison
TR 12:30-1:45pm
Whitehall Classroom Building (CB), Room 240

In this course, we will discuss and critically analyze ethical issues that are faced daily by health care professionals and consider how key ethical theories play out in the clinical setting. Instead of digging deeply into any one issue, we will explore the key philosophical arguments and consensus positions of a variety of clinical topics and will consider how this affects patient care via discussion of actual cases. We will address
such questions as:

- How should health care professionals resolve the ethical issues they face when providing care? What ethical theories, principles or frameworks can be applied to these problems?
- How do we distinguish good arguments from bad arguments in medical ethics?
- What challenges do clinicians encounter related to informed consent, surrogate decision making and advance directives despite strong ethical consensus in these areas?
- For controversial issues such as conscientious objection, brain death and medical futility, what arguments and reasons support alternative options for resolving these cases?
- Is there a right to healthcare? If so, what limitations are there on what healthcare we have a right to?

**PLS 103-004: Honors Plants, Soils, and People: A Global Perspective**

Todd Pfeiffer  
MWF 1:00-1:50pm  
Cooper Building (TPC), Room 113  
*UK Core Fulfilled: Global Dynamics*

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?

**SOC 305-001: Honors Contemporary Sociological Theory**

Edward Morris  
MWF 10:00-10:50am  
Jacobs Science Building (JSB), Room 213

“Theory” comes from a Greek word meaning “to look” or “to see.” Sociological theories use a particular lens to clarify our vision and understanding of social processes. Different theories bring the social world into focus in different ways, providing us with different interpretations of it. This course will introduce some of the major contemporary theoretical perspectives in sociology, including: Structural-Functionalism, Post-Marxist Critical
Theory, Symbolic Interactionism, Rational Choice Theory, and Post-Modernism. We will engage with the work of theorists such as Erving Goffman, Michel Foucault, Jean Baudrillard, Pierre Bourdieu, Jurgen Habermas, Judith Butler, and Patricia Hill Collins, among others. To explore these perspectives, we will examine the contributions of several theorists through both primary and secondary source readings. We will identify the central assumptions, strengths, and limitations of each theory we explore. We will strive to develop the ability to evaluate and discuss these theories critically, and apply theoretical concepts to current social problems and issues. Questions covered may include:

- What is a theory? What is a sociological theory? How do we evaluate theories?
- What arguments have emerged across recent theoretical developments in the study of society? How have these debates shaped the understanding of society?
- How does a person’s personal experience and social position shape the theory they develop about the social world?
- How can sociological theories help us make sense of current developments and debates in society, such as social media, inequality, social protests, “fake news,” crime, and other issues?

**SOC/CLD 380-001: Honors Globalization in Cross-Cultural Perspective**
Karen Rignall
TR 9:30-10:45am
Funkhouser Building (FB), Room 307B
UK Core Fulfilled: Global Dynamics

We hear the term “globalization” so frequently in the media and our college classrooms that its meaning might seem self-evident: the process of becoming global. This class will challenge us to think critically about globalization as a set of economic, social, and political processes. We will start with a historical perspective on globalization and examine its many forms. Using case studies that span everything from Japanese Hip-Hop to global food insecurity, we will investigate the problems and possibilities of globalization. We will also hear the voices of people affected by globalization, making these abstract concepts and processes real through those people’s daily lived experiences. You will never think of the term “globalization” in the same way again.

- What distinguishes the current wave of globalization from previous ways of “living globally”?
- What are the policies and processes that have shaped the direction globalization has taken?
- Why do we assume that globalization is inevitable?
- How do global market forces define everyday life for ourselves and others?
- Why is global economic development uneven, producing opportunity for some and poverty for others?

**SW 325-002: Honors Social Justice Foundations**
Diane Loeffler
TR 12:30 – 1:45 pm
Whitehall Classroom Building, Room 204

This course will examine social justice from the broad perspective that all people are deserving of opportunities, rights, protections, obligations and social benefits. Definitions, theories and perspectives as they relate to the context and impact of power, oppression and privilege will be examined within both historical and contemporary lenses. This course will require students to examine personal and professional values and ethics related to social justice as well as how those influence our ability to be change agents for social justice.
WRD 410-001: Honors Studies in Popular Culture: The New Television
Thomas Marksbury
MWF 10:00-10:50am
Whitehall Classroom Building, Room 203

In the last twenty-five years, television has arguably eclipsed film as the locus of visual narrative. Stories no longer need to limit themselves to one or two hours; long form narrative allows for more detail, deeper characterization, free play with chronology, and labyrinthine plots we haven't seen since the nineteenth century novel. As modalities, platforms and demographics have splintered in a thousand direction, the new television also appears to be much more conscious of and courageous about race, gender, class, and sexuality.

This course will investigate some of the most recent developments in TV programming as well as several of their most important predecessors, for the most part in pairings of full seasons or entire mini-series based on genre. We open with two contemporary variations on the noir detective, True Detective and Jane Campion’s Top of the Lake. Then we'll leap into two variations on the long moribund but never quite finished wester, in terms of its revisionist past (Deadwood) and its postmodern future (WestWorld). If Mad Men critiques the golden age of white patriarchy, Dear White People shifts that paradigm to the current moment.

We'll look at crime and punishment through the respective lenses of Breaking Bad and Big Little Lies. I also hope to build two smaller units on comedy (episodes of Curb Your Enthusiasm, Girls, and Master of None) and horror (isolated stories from American Horror Story, Black Mirror, and Room 104). Questions to consider:

- How have advances in media platforms allowed for more diversity in terms of audience, content, and aesthetic approaches?
- What are the outside limits of the anti-hero trope, and why does this still seem like a get out of jail for free card limited to mostly middle aged white heterosexual men?
- What are the relative strengths and weaknesses of the long-range narrative form?
- To what extent is this supposedly "new" medium merely throwing off shinier, more sophisticated reworkings of what classic TV already gave us—is a dystopian plot based on digital social media markedly different than a Twilight Zone storyline which uses a land based telephone line instead?
- In contrast to the auteur theory of film (where the director is assumed to be the primary creator and her signature the measure of the text), why do the visionaries of new TV, from Milch, Gilligan, and Weines to Shonda Rhimes—tend to be producers?

Expect loads of content, lively discussion, two 7-8 page essays, two exams (each of which will have an in class and a take home essay component), and a creative final project.

HONORS EXPERIENCE COURSES

HON 399-001: The $100 Solution
Professor TBD
MW 4:00 – 5:15pm
Lewis Hall, Room 133
What can you do with $100? Buy a new pair of jeans? Enjoy 2 nice dinners out with friends? Make a lasting difference in a community agency? This semester, the goals of this course will be two-fold. First, you will learn by doing – spending 15 hours in a local community agency (chosen from a list I provide). You will ultimately create a project that can make a difference in this agency – for $100 or less. Second, nonprofits typically serve a particular need or population. We will explore in depth these issues together. Much like a “choose your own adventure” book from childhood, you will play a big part in determining what we study and what your group’s project will be to create a lasting impact in your organization. (Open to Honors students at any level for Honors Experience credit.)

HON 399-002: Honors Internship Credit (spring semester)
Restricted to students who have been given a position as one of the following Honors internships:
- Residential College Peer Mentors (1cr)
- Residential College Senior Peer Mentors (1cr)
- Singletary Scholars Peer Instructors (1cr)
- Honors College Ambassadors (1cr)

HON 395: Honors Independent Undergraduate Research
Approved Research Proposal Required: http://www.uky.edu/academy/HON395

HONORS CAPSTONE

HON 398: Honors Capstone
Approved Research Proposal Required: http://www.uky.edu/academy/capstone
Many majors have an existing pre-approved capstone course in their major department that makes enrollment in HON 398 unnecessary. See details here.