HONORS PROGRAM INFORMATION Fall 2015

For Admitted Honors Program Students:

- You must register for an Honors course – HON 151, 152, 251, or 252 or an Honors section in a department for Fall 2015; please be aware that space is limited in each section, so be prepared to register for any of them.
- For students in Global Scholars and Social Enterprise pathways, you will take a lower-level HON seminar in the Fall semester of your first-year only, and for students in the SEAM pathway, you will take a lower-level HON seminar in either the Fall or the Spring semester of your first-year.
- When making course selections, choose a 1st, 2nd, and 3rd option. If your preferred course is full you can register for your second or third choice.
- You must register for an accelerated Composition and Communication course (WRD 112 or CIS 112) for Honors students in either your Fall or Spring semester of your first year unless you have already met the Composition and Communication I and II requirements. If you have partially met this requirement with previously earned credit, please check with your advisor about the appropriate course.
- Your major advisor can help you select which course will be a good fit for you; however, we remind you that the intent of ALL Honors courses are to teach you to be a scholar, a critical thinker, and an effective communicator. For that reason, any available section will give students the same outcome.
- The printed schedule book may not have the full list of available sections, since the program creates additional sections as necessary. When you register on myUK, you can view available course sections under “Course Catalog” first to see what, if any, additional sections of Honors have been added since the schedule book was printed.
- If you need assistance, you can consult your major advisor. You are also more than welcome to call the Honors Program office at 257-3111 to get help.
- All incoming students will receive a letter by the end of June with information regarding summer reading and orientation activities.
- All first-year Honors students need to meet with one of the Honors advisors during their first semester on campus; more info will be forthcoming (check your UK email, please!).

For Students Interested in Joining the Honors Program:

- Students who have not applied for and been admitted to the Honors Program may not register for an Honors course.
- Interested students who have not yet applied for the Honors Program may apply after their first semester at UK to begin the program in Spring 2016; we have many students who begin the program later and the flexibility of the program enables students to complete it successfully without adding time to degree.
FIRST YEAR COURSES
These courses count toward the first-year Honors requirement and are limited to ONLY first-year students in the Honors Program. Also, see “Departmental Honors Courses” for additional first-year options.

HON 151-001
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: When All the World Was a Stage: Restoration and Eighteenth-Century Drama
David Wilke
MWF 9:00-9:50 am
Central Residence Hall II 001

The course takes as its point of departure an ironic remark by the contemporary playwright Sir Tom Stoppard: “The Role of the Theatre is much debated (by almost nobody of course)....” So, then, would there have been a time in which the role of the theatre was, indeed, much debated? The happy answer is yes, the Period of Restoration & Eighteenth-Century England. For the Restoration of Charles II heralded the reopening of the English stage following an 18-year hiatus. By order of Parliament the stages had closed, in 1642, a mere 26 years after the death of Shakespeare. Thus, for London society after 1660, the role of the theatre often enough occupied...center stage. This course will run the range of élite discussions about the English stage during the era 1660-1798. Students will read, discuss, & write about four complete plays—John Dryden’s *Marriage A-la-Mode* (1671), John Gay’s *The Beggar’s Opera* (1728), Henry Fielding’s *The Tragedy of Tragedies* (1731), & Richard Sheridan’s *The Critic* (1779)—as enriched by a wealth of other, short- and medium-length contemporary writings about everything imaginable concerning the theatre.

Required text: a customized reader taken from the pages of Geoffrey Tillotson, et al., eds., *Eighteenth Century English Literature*
Recommended text: Richard W. Bevis, *English Drama: 1660-1789*

HON 151-002
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: Music and War in the Twentieth Century
Ben Arnold
MWF 10:00 – 10:50 am
Central Residence Hall II 003

This course offers students the opportunity to experience a history of music as it relates to war. In this course we examine the changing face of war and the music associated with it in the past century. After a brief overview of the early battle pieces from the Renaissance to the American Civil War, we focus on music of the Twentieth Century: the horrors of the two World Wars, the Holocaust, the Vietnam War, and even more recent wars, conflicts, and threats of nuclear annihilation. It is in the past one hundred years in which the enormous destruction and loss of life have elicited the most powerful artistic musical statements as a result of war. We examine composers’ responses to war and its atrocities not only in
“art” music, but also in popular music, particularly the patriotic music of the world wars and the protest movement of the Vietnam War and later conflicts.

**HON 151-003**  
UK Core Fulfilled: Inquiry in the Humanities  
*Honors in Humanities: Jews and Christians in Medieval Europe*  
Jonathan Glixon  
TR 9:30-10:45 am  
Central Residence Hall II 001

A discussion-based investigation of the complex and often troubled relationship between Christians and Jews in Europe from the beginnings of Christianity through the Reformation. We will examine original sources (in English translation) by both Jewish and Christian authors. We will be considering political/legal documents, religious texts, literary texts, and visual representations, as well as selected secondary materials.

**HON 151-004**  
UK Core Fulfilled: Inquiry in the Humanities  
*Honors in Humanities: Science, Ethics, and Society*  
M. Sara Rosenthal and Isabel Mellon  
TR 2:00 – 3:15 pm  
Central Residence Hall II 003

This course is designed to facilitate critical thinking about the ethical, legal and social implications (ELSI) of seminal scientific discoveries. The course will focus on how major events in science history affected individuals and society from a broad spectrum of scientific disciplines, including biomedical science, chemistry, physics, engineering, computer science, and aerospace. The course will begin with the discovery of the Printing Press – which enabled scientific publications and data sharing; and continue on through major events of the 19th and 20th centuries, including: Darwin’s Theory of Evolution; Einstein’s Theory of Relativity; the Atomic Bomb; the Moon Landing; the PC revolution and the Internet; and Cloning. The course continues into the 21st century by examining the engineering failures of 9/11, which profoundly affected world history to date; the impact of social media and smart phones; as well as understanding the science behind climate change and political will. Students will see how closely science, politics, religion, society, and ethical and legal issues are entangled. Students will be provided with a range of multimedia links to documentaries, readings and web-based materials to examine these issues from a range of perspectives, including current debates on evolution versus creationism – a debate that has been raging since the 19th century. Students will emerge from this course with a 360-degree perspective on these issues; some students may find the discussions completely shift their understanding of how to think critically about the role of science in world events. The course will be based on student participation in guided discussions.

**HON 151-005**  
UK Core Fulfilled: Inquiry in the Humanities  
*Honors in Humanities: Eugene O’Neill*  
Herman Farrell III  
TR 3:30 – 4:45 pm  
TBD
A dramatic literature course that explores the life, legacy and work of the renowned playwright Eugene O’Neill, winner of 4 Pulitzer Prizes and the Nobel Prize for Literature. The course will examine the biography, plays, short stories, poetry, drafts, notes, letters of America’s renowned dramatist as well as the literary criticism of O'Neill’s canon.

**HON 152-001**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences  
*Honors in Natural, Physical and Mathematical Sciences: The Fingerprints of Evolution on Human Health*  
Francisco Andrade  
MWF 8:00 – 8:50 am  
Central Residence Hall 001

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: there will be no formal lectures. Before each class, you 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 group discussions and the completion of writing assignments in which you develop some of the topics in more depth.

**HON 152-002**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences  
*Honors in Natural, Physical and Mathematical Sciences: Cell Injury and Disease in Humans*  
Florin Despa and Sanda Despa  
MWF 9:00 – 9:50 am  
Central Residence Hall 003

This seminar focuses on molecular forces and interactions occurring in biological calls, with an emphasis on their nature in mechanisms underlying disease. The course will help students integrate basic concepts from biology, physics and chemistry in more complex settings, such as molecular and biological systems and the cellular bases of human disease. Hands on activities will include research and presentation for a group research project (as a starter for a debate/discussion on the topic) and two writing assignments.

**HON 152-003**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences  
*Honors in Natural, Physical and Mathematical Sciences: The Science, Public Policy, Law, and Ethics of Drug Development and Human Health*  
Rolf Craven and Michael Kilgore  
TR 9:30 – 10:45 am  
Central Residence Hall 003

The objective of the course is to enter into a journey that will explore how science, policy, law, public opinion and ethics drives, or hinders, drug discovery and the advancement of human health. Students
will gain insights into the science of drug development from conception of a scientific idea and funding of the work through chemical development of a drug. This will include examining the steps in drug trials, the FDA review process, marketing of drugs and safety reviews. Using inquiry based discussion and research, we will examine how government, industry and philanthropy support basic scientific research and how individuals and society influences each. This course will also explore the ethical challenges of drug development and the societal and psychological factors that determine whether a drug can effectively treat a disease or condition. We will also probe the scientific rationale and appropriateness for other approaches to improve human health including examination of the use of the human genome, genetic therapy, nutraceuticals and behavior. Students will conduct investigative research on assigned steps in this process. In addition to written reports, students will work in small teams to prepare oral (PowerPoint) presentations of their findings to the class. This presentation will form the basis for class-wide discussions to probe the implications of their findings and stimulate critical thinking. This format will allow students the opportunity to share their findings freely and openly, discuss their ideas and thoughts and encouraging mutual respect for shared, and disparate, ideas.

HON 152-004
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences
Honors in Natural, Physical and Mathematical Sciences: Getting at Life's Mechanisms
Michael Mendenhall
TR 12:30 – 1:45 pm
Central Residence Hall 001

Admission policies to health-oriented professional and graduate schools are changing with greater emphasis on prior exposure to biochemical principles. The MCAT, the exam used by most medical schools to rank applicants, will soon include a section on biochemistry. To be ready, students will need to complete pre-requisites earlier. This course will survey core principles of biology, chemistry, and physics in an integrative discussion and problem-based approach that will prepare the serious student for the upper level classes needed for a productive career in the health sciences. We will examine how these principles have led to our current understanding of the working of life’s fundamental processes and how they go awry in disease. Each week, we will also explore the modern status of scientific inquiry and how it impacts and is impacted by the current political, cultural, and natural environment.

HON 152-005
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences
Honors in Natural, Physical and Mathematical Sciences: Development of a Biotechnology: Protein Design and Engineering
Luke Bradley
TR 2:00-3:15 pm
Central Residence Hall II 005

Today, biotechnology is present in many aspects of our daily lives and will continue to play a major role in meeting the growing challenges of tomorrow (including in agriculture, medicine, biofuels, and industry). The objective of this course is to learn how biotechnology, from the advances in basic sciences to its application and implementation, has been developed. Using selected readings and discussions, students will gain an appreciation of the multi-collaborative, creative nature and thought processes of biotechnology, including the importance of communication amongst groups with diverse expertise and backgrounds, including (and importantly) the general public.
HON 152-006
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences
Honors in Natural, Physical and Mathematical Sciences: Invention and Its Effects on Society
Charles May
TR 3:30 – 4:45 pm
Central Residence Hall 003

How would you like to take a journey in time? We will begin with the development of the aqueduct by Rome and using the book Pompeii look at how this invention affected the society in the first century A.D. From there we will move forward in time 600 hundred years to look as how a woodworker would develop the solution to the most important problem of that time, finding Longitude. And finally we will fast forward to today and look at how Nanotechnology is impacting the very way we live. We will also use this as a springboard to look into the future and how Nanotechnology will impact the research of today and the product development of tomorrow. Along the way we will discuss how each of these inventions affected the society (in the case of the Aqueduct and Chronometer) and how it will affect our society (Nanotechnology). Up on completion of this class you will have a better understanding of how invention has changed the world in which we live and how it will change the future.

HON 152-007
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences
Honors in Natural, Physical and Mathematical Sciences: Drugs, Environment, and Our Health
Hollie Swanson and Ok-Kyong Park-Sarge
MW 11:00 am – 12:15 pm
Central Residence Hall 005

When we hear about chemicals called endocrine disruptors that are in the water that we drink, it is hard to know what to believe. What are endocrine disruptors? Are they something we should really worry about? Just how safe is the water that we drink? These are some of the questions that we will start to answer in this course. We will first meet some of the people in Central Kentucky who are trying to make sure that our drinking water is safe. We will then learn about endocrine disruptors and how they may affect our bodies. Finally, we will examine different consumer products and industry practices including fracking and determine whether or not they contribute to the presence of endocrine disruptors in our drinking water.

HON 251-001
UK Core Fulfilled: Inquiry in the Social Sciences
Honors in Social Sciences: Philosophical Analysis of the Surgically- and Biologically-Divided Brain
David Wilke
MWF 10:00-10:50 am
Central Residence Hall II 001

There are many ways intelligibly to conceive of the human brain as divided; we’ll consider three. First, and according to Freud, psychic functions—themselves brain-derived—appear, often enough, to be at cross-purposes with one another, whereby even the most balanced among us sometimes betray features of the psychopathological. Second, and according to sleep researcher Penelope Lewis, the phenomenon of sleep describes brain functions strikingly different from those that characterize “wake” (waking experience), yet here the divided functions appear to satisfy common aims, especially the preservation of memory. Third, the pioneering split-brain researcher Michael Gazzaniga shows that the
left and right cerebral hemispheres are able to function quite independently of each other, albeit in ignorance of the functioning of the opposite hemisphere. But such divisions raise many a philosophical question: is the Freudian subject suffering from momentary forgetfulness (e.g., looking for one’s eyeglasses while wearing them) in the same case as the split brain patient whose left hand quite literally doesn’t know what its right hand is doing? Does the (organic) function of sleep in preserving memory have anything to do with the (psychical) retrieval of memory during sleep? Why do not split-brain patients have a sense of themselves as divided rather than unified? Can we be sure that the brain, divided or no, understands...itself? And to what extent (if any) is the distinction between (1) the brain and (2) the rest of the body in need of review? These are but some of the conundrums to which we shall devote attention.

**Required texts:**
Sigmund Freud (ed. James Strachey), *The Psychopathology of Everyday Life*
Penelope Lewis, *The Secret World of Sleep*
Michael S. Gazzaniga, *Who’s in Charge? Free Will & the Science of the Brain*

**HON 251-002**
UK Core Fulfilled: Inquiry in the Social Sciences
*Honors in Social Sciences: Gendered Violence Through the Lens of Social Scientists*
Kay Woods
MWF 11:00-11:50 am
Central Residence Hall II 001

Because the scope of violence is so broad, this course introduces students to the spectrum of violence as addressed by Social Science disciplines. Violent acts perpetrated by individuals who are influenced by political, social, and economic institutions are examined in the context of the physical events and circumstances surrounding them. Furthermore, because violence occurs within socially constructed race, ethic, sexual, and class specificities as well as historical contexts, this course explores how these forces shape the way our society responds to such violence, both domestically and globally. Options for resistance and positive actions available to victims as well as society at large are critically evaluated for their usefulness in addressing violence in particular cultures. Additionally, aesthetics, cultural traditions, and human creativity are factored into the equation when identifying the causes and scope of violent acts and in creating solutions for curtailing violent behavior. Although much of our reading focuses on American society, discussion and/or research is not limited to our national scene. It is important that we, as citizens, not limit our concerns only to our corner of the world.

**HON 251-003**
UK Core Fulfilled: Inquiry in the Social Sciences
*Honors in Social Sciences: Citizen Kentucky*
Buck Ryan
TR 11:00 am - 12:15 pm
Central Residence Hall II 001

This course fulfills an Intellectual Inquiry (Social Sciences) requirement as part of the UK Core. Students in "Citizen Kentucky: Journalism and Democracy" will organize Constitution Day at UK 2015, which will open with apple pie, lemonade, and remarks by UK President Eli Capilouto, if tradition holds true. The focus of Constitution Day, a civic education event, will be the Kentucky governor's race, a political
contest that has already drawn national attention. Students will be involved in promoting a KET program, "Ballot Bomb: Exploring the Young Voter Explosion," which features UK's Honors Program. They will create a voter's guide and play host to their invited guests: candidates, journalists, civic leaders, students (college, high school and middle school), faculty and celebrities, such as Henry Clay, an actor from the Kentucky Humanities Council's Chautauqua Series. As part of a research study on young voters, students will ponder whether UK is "Bowling Alone," a reference to one of the required books by Harvard political scientist Robert Putnam. Students will conduct quantitative and qualitative research in class projects ranging from a content analysis of newspaper headlines to a focus group with young readers. Working with the professor as part of a team project, they will learn how to write a winning research abstract like the ones accepted by the National Conference on Undergraduate Research in 2014 and 2015. Here is where teaching, research, and public service meet at an intersection of the public good. Join the fun!

**HON 251-004**
**UK Core Fulfilled: Inquiry in the Social Sciences**
**Honors in Social Sciences: Exploring Health and Healthcare**
Thomas Wallace
TR 3:30 – 4:45 pm
Central Residence Hall II 005

This seminar will look at these forces involved in the delivery of health care. Articles, research, guest lecturers and visits to the provision of health care will assist us in the exploration of potential solutions and an increasing understanding of the complexities and potential solutions to maintaining health and providing health care in the United States. Other country's experiences will help us, along with exploration of the various forces within our country influencing our system.

**HON 251-005**
**UK Core Fulfilled: Inquiry in the Social Sciences**
**Honors in Social Sciences: Understanding Disease in Human Populations**
Douglas Scutchfield
R 3:00-5:30 pm
CPH 201

This course explores the determinants of health and disease in populations. It provides a history of health problems and traditional approaches to disease, measurement of health and disease as well as exploring the socio ecologic determinants of illness. It examines health disparities, an introduction to health policy and a brief consideration of international comparisons of health.

**HON 252-001**
**Honors in Arts & Creativity: Numb3rs & $ci3nc3 in the Arts**
Kay Woods
MWF 1:00-1:50 pm
Central Residence Hall II 001

Dr. Alan Lightman, author of the cult novel *Einstein’s Dreams*, states, “Science and art are two different ways of being in the world. Science is about questions that have answers. Art is about questions that do not. It is the lack of answers and the sense of being haunted by them that gives art its power.” This course explores the power of the arts inspired by science and mathematics. While the genre of plays,
film, music, art, and literature is substantial, the selections below provide an array of themes and
debatable issues as fodder for interesting and insightful discussions. Paintings and artists’ renderings in
these fields are no less limited. The selections for analysis and discussion should, likewise, provide
informative, lively and entertaining discourse. However, it is not enough to merely observe, analyze,
and pass judgment on others’ creative endeavors; one must try one’s hand at such creativity in order to
fully appreciate the contributions of “artistic science and math” or “scientific and mathematical art” —
whichever interpretation works best. The first half of the course will engage students in analyzing
creative works by placing them in historical and social context and discussing the validity of the science
and math incorporated into artistic works. Students will also be required to combine
scientific/mathematical thinking with an artistic endeavor. The second half of the course, while
continuing to explore combinations of arts and sciences, will focus students’ creativity toward an
original work of their own, culminating in an exhibit/performance of their efforts.

HON 251-002
Honors in Arts & Creativity: Numb3rs & $ci3nc3 in the Arts
Kay Woods
MWF 2:00-2:50 pm
Central Residence Hall II 001

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ways of being in the world. Science is about questions that have answers. Art is about questions that do
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continuing to explore combinations of arts and sciences, will focus students’ creativity toward an
original work of their own, culminating in an exhibit/performance of their efforts.

HON 252-003
UK Core Fulfilled: Inquiry in the Arts and Creativity
Honors in Arts & Creativity: Trick or Treat
Oliver Leaman
TR 9:30-10:45 am
Central Residence Hall II 005

Halloween is one of the major events in modern American culture, and it brings to the fore the issue of
how the macabre should be dealt with in modern culture. Although the ritual is dealt with in a
predominantly light way, it is based on a far grimmer series of beliefs and ideas, some of which perhaps
persist in different forms in contemporary society. Students will be required to create something to sum
up their ideas of how it is possible in modern times to deal with the grotesque and frightening. This could be anything capable of aesthetic meaning.

**HON 252-004**  
UK Core Fulfilled: Inquiry in the Arts and Creativity  
*Honors in Arts & Creativity: Parallel Visions in the Arts, Sciences, and Literature*  
Rayma Beal  
TR 12:30 – 1:45 pm  
Central Residence Hall II 003

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 an understanding of the interrelationships in literature, dance, theatre, visual art, architecture and physics through the lens of these elements is the primary goal of this course. Developing skills of personal creativity will be done through the creative dance process, attending live performances and seeing two different art museums along with writing critical analysis papers on these arts activities. A final creative group project will highlight the artistic changes and major influences that were developed by artists and scientists during different decades in the 20th century.

**HON 252-005**  
UK Core Fulfilled: Inquiry in the Arts and Creativity  
*Honors in Arts & Creativity: Shakespeare Aloud*  
Walter Foreman  
TR 2:00-3:15 pm  
Central Residence Hall II 001

Though Shakespeare designed his plays to be spoken and understood aloud, two of his longtime partners in the theater business also believed them valuable texts for private reading, so they published a collected edition several years after their friend's death. This course is founded on the notion that private reading of Shakespeare's plays (whether silent or—as would have been far more common in Shakespeare's day than in ours—aloud) and communal reading and speaking aloud (and thus listening)—are mutually illuminating and provide a way into a capacious understanding and appreciation of the interacting emotions and arguments of the characters, their ideas and doubts, their desires and needs, their griefs and joys. We will look at how different oral performances find different meanings in the same words (and works). We will use two plays, probably *King Lear* and *Twelfth Night*. We will read Shakespeare's words in class, tinkering with rhythm, stress, and silence, and we will watch video versions of our plays to get a sense of how other people think they should sound. We will *play*, as many mammals do in order to learn how to live. The aim of the course is not to produce actors for public consumption but to provide readers with a more vital connection to Shakespeare's words. (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.)

**HON 252-006**  
UK Core Fulfilled: Inquiry in the Arts and Creativity  
*Honors in Arts & Creativity: Theft, Looting, Forgery: Issues in Art and Cultural Property*  
Lisa Broome  
MW 2:00-3:15 pm
“Theft, Looting, and Forgery” will survey longstanding issues in the worlds of art and cultural property. We will examine the perception and representation of cultural property crime, using art heist or caper films, mystery novels, and other media, and we will examine the reality of late-day cultural property crime (Iraq, Syria, Indonesia) and attempts to combat it, using, for example, documents from the international legal landscape (e.g., 1954 Hague Convention & 1970 UNESCO Convention). We will begin with a brief introduction to evolution of cultural property crime and the contemporary art world, and then turn our attention to categories of crime: theft, looting, and forgery.

**HON 252-007**  
UK Core Fulfilled: Inquiry in the Arts and Creativity  
*Honors in Arts & Creativity: Gastronomy*  
Bob Perry  
W 3:00 – 7:00 pm  
Erickson Hall 200/201  
*Note: This course meets from September 2nd – November 11th*

Each week students will be assigned readings on topics related to local food systems. They will prepare questions for an expert in the assigned topic who will be their dinner guest. Utilizing a “CSA” share of vegetables from the UK Sustainable Agriculture program and locally sourced meats and value added products, the students will learn to prepare a complete meal and discuss the topics with the expert guest(s) over dinner. Field trips will include meat processing, vegetable production and cheese making.

**DEPARTMENTAL HONORS SECTIONS**  
*These courses count toward Honors coursework requirements at any level for students entering the program since Fall 2012.*

**ANT 101-001**  
UK Core Fulfilled: Intellectual Inquiry in the Social Sciences  
*Honors Introduction to Anthropology*  
Monica Udvardy  
TR 2:00-3:15 pm  
Lafferty Hall, Room 201C  

*What does it mean to be human? How do we differ from other animal species, and how are we similar? What do all members of the species homo sapiens share in common, how do we differ, and why? These are central questions of Anthropology, the discipline that specializes in the study of humankind in all times and places.*

These and many other anthropologically-related questions are considered in this course. It will introduce you to the discipline of anthropology as it is practiced in North America. With its four sub-fields of Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistic Anthropology, it approaches the study of humankind more broadly than any other discipline. Its ultimate goal is to help you learn to think anthropologically, which is to think holistically, universally, and critically. But what advantage is there to gaining and anthropological perspective on the human condition? There are many reasons, but perhaps most important is that thinking anthropologically helps us avoid misunderstandings that fuel suspicion, distrust, and even hatred of others. In an increasingly globalized
world, learning to understand and respect human differences will help us realize that we are, after all, all human.

**CHE 107-003**  
*Honors Chemistry II*  
Lisa Blue  
MWF 10:00 – 10:50 am  
Chemistry-Physics Building 222

A continuation of CHE 105. A study of the principles and their application to the more important elements and their compounds. Not open to students have completed only CHE 104, but is open to students who have completed both CHE 104 and CHE 108.

**CS 315-TBD**  
*Honors Algorithm Design and Analysis*  
Jerzy Jaromczyk  
TBD  
TBD

**HIS 121-TBD**  
UK Core Fulfilled: Intellectual Inquiry in the Humanities or Global Dynamics  
*Honors War and Society*  
Jeremy Popkin  
TR 2:00 – 3:15 pm  
TBD

“Total war” in the 20th century exerted a profound impact on society in all the countries that were involved in it and affected 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, including the meaning of “total war,” the impact of war on gender and class relations, and the issue of postwar memory.

**MA 213-017 and 018**  
*Honors Calculus III*  
TBD  
MWF 11:00-11:50, TR 10-10:50 (017) and 11:00-11:50 (018)  
TBD

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.
**PHI 343-TBD**
UK Core Fulfilled: Global Dynamics  
*Honors Asian Philosophy*  
Eric Sanday  
TR 12:30 – 1:45 pm  
Whitehall Classroom Building, Room 241

In this course we will study the many sides of the powerful guiding principle of "letting be" (wu-wei) as it crops up in contexts ranging from the *Upanishads* to Confucian and post-Confucian philosophy, Daoism, Buddhism, and Zen. Our aim will be to consider just what is demanded by this wisdom of "letting-be" at the level of personal identity, interpersonal experience and obligation, and our relation to the nature of reality itself. The focus in the Honors section of this course will be on generating, articulating, and testing ideas in a context of collaborative inquiry and discussion. Toward that end we will read primary sources, and students will learn to incorporate textual specifics into classroom discussion. Weekly writing assignments will be combined with intensive group analysis and discussion of student work, and toward the end of the semester you will explore an idea of your choosing through visual and philosophical analysis of a work of art in the Asian tradition. Our aim in this course is not only to understand “letting be” in the diverse context of Asian thought but to discover what focused discussion and independent writing can teach us about acting in accord with this principle.

**PLS 103-004**
UK Core Fulfilled: Global Dynamics  
*Honors Plant Soils and People, a Global Perspective*  
Tim Phillips  
MWF 11:00-11:50 am  
TBD

Only a few things are essential to life, and food is one of them. What people eat is about 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. In this honors section students will read beyond the textbook to develop their understanding of the historical and current world food situation. Students successfully completing this course should leave with an understanding of the need to sustainably expand the world’s food supply, 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.

**SOC/CLD 360-401**
UK Core Fulfilled: Community, Culture, and Citizenship in the USA  
*Honors Environmental Sociology*  
Shaunna Scott  
T 6:00-8:30 pm  
TBD
This course will focus on understanding, developing and implementing pragmatic, sociologically-informed solutions to environmental problems, with an emphasis on eastern Kentucky’s transition to a post-coal economy. Our course theme comes from the sub-title of our required textbook: “Pragmatic Solutions to Environmental Issues.”

Our class will collaborate with residents of Elkhorn City in Pike County, Kentucky, as they seek to build upon local natural and cultural assets (existing trails, natural scenery, local play house, music and food) to build a healthier, more sustainable post-coal economy in the area. There will be opportunities to travel to eastern Kentucky for community meetings, presentations, and/or development projects.

This course fulfills the UK General Education U.S. Citizenship requirement.

**STA 210-TBD**
**UK Core Fulfilled:** Statistical Inferential Reasoning
*Honors Introduction to Statistics*
William Rayens
TR 11:00 am – 12:15 pm
Multi-Disciplinary Science Building, Room 333

The goal of this course is to help students develop or refine their statistical literacy skills. Both the informal activity of human inference arising from statistical constructs, as well as the more formal perspectives on statistical inference found in confidence intervals and hypothesis tests are studied. Throughout, the emphasis is on understanding what distinguishes good and bad inferential reasoning in the practical world around us.

**WRD 401-001**
*Honors Special Topics in Writing: Horror*
Thomas Marksbury
MWF 12:00-12:50 pm
Barker Hall, Room 301

An intensive examination of the horror genre in eight modalities: primarily fiction, film, and television, but also interactive games, radio serials, comic books and graphic novels, soundtracks, and music videos. Not a historical survey, although our texts will come from such various times and places as 1920's Germany (Nosferatu), 1960's Sweden (Persona), and, predominately, America after WWII. The focus will be on narrative and rhetorical strategies, aesthetics, and ideology, and how these factors shift across the various modes. Units would include A Taxonomy of the Monster; Art-Horror, Literary Adaptation and Parody; Gender, Race, and Class as Context and Subtext; the Human as Ultimate Monster, and the portmanteau film as cultural receptacle. Emphasis on critical thinking, synthesis, and analysis, interdisciplinary content, writing and discussion intensive