HONORS PROGRAM INFORMATION Fall 2016

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.

- **Pathway Honors Students:** 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, 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, and for students in the Scholars in Nursing Pathway, you will take a lower-level HON seminar in the Fall semester and a lower-level HON seminar or an Honors section in a department in the Spring semester.

- 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 may 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 2017; 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.
FALL 2015
HONORS COURSE DESCRIPTIONS

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: First, and Foremost, a Recreation: Restoration and Eighteenth-Century Drama
David Wilke
MWF 9:00-9:50 am
Central Residence Hall II 001

Although the period of the English Restoration and, especially, the English 18th-Century is not known for its stage prowess, the period in question (1660-1779) did afford at least a handful of remarkable plays. We'll read four of them, seeking therein to identify what made them, as literary works, stand out in their own era and, in all but one case, altogether transcend it. The play from the Restoration is John Dryden's tragedy All For Love (1668); the three plays from the eighteenth-century--comic burlesques all, and all belonging to the Ages rather than their own age alone--are John Gay's The Beggar's Opera (1728), Henry Fielding's The Tragedy of Tragedies (1731), and Richard Brinsley Sheridan's The Critic (1779). In order to show that the Muse inspiring the best writing for the eighteenth-century English stage has not departed, we shall read & discuss a fifth play, Sir Tom Stoppard's The Real Inspector Hound (1968), itself a worthy successor to Sheridan's The Critic.

- What are the characteristic features of Restoration drama (whether comedy, tragedy, or tragi-comedy) if Dryden's tragedy All for Love represents some of the very best writing for the stage that the period (itself describing the years 1660-1700) had to offer?
- What difference does Gay's employment, throughout, of mock-heroic & mock-pastoral make for an appreciation of The Beggar's Opera? Is The Beggar's Opera indeed a comic burlesque (comic treatment of the stage) or might it, in some significant sense or senses, be considered an inventive form of tragi-comedy?
- What might Monty Python owe to Fielding's The Tragedy of Tragedies, though it antedates Python's work by almost 250 years? In what respects might a particular play be said to belong to the Ages?
- In what sense or senses might Sheridan's The Critic be taken to illustrate Shakespeare's adage (from As You Like It) that "all the world's a stage"?
- If the contemporary play The Real Inspector Hound is, as the instructor would initially urge, indeed a worthy successor to The Critic, despite the intervention of 190 years, what are their common achievements? Or, what might both plays be said to bring to the table?
In this course we will examine the transformations of the West’s foundational myth of its conflict with the East, the Trojan War. In particular, we will focus on how the myth embodies fundamental aspects of western culture, both the desirable and despicable aspects. We will begin by considering permutations of the myth in the literature and art of the world of ancient Greece and Rome. We will discuss what the myth teaches about war and how to look at it. We will problematize that vision by reading it “against the grain”, from the perspective of the defeated and conquered as well as the victors. Finally, we will consider the reception of Trojan War in America in the 20th and 21st centuries and seek out its relevance to us in our era of perpetual war.

The structure of this course is a seminar, so students will learn through active discussion of the assigned readings and through the individual, group, and “sandbox” projects and assignments.

- What are the "western" cultural values embedded in the myth of the Trojan War?
- How have they changed or evolved as the myth has been retold generation after generation?
- What does this myth teach us about the role played by war in human societies?
- What does this myth have to say about the victimization of women and children in war?
- How is the myth of the Trojan War relevant to Americans today?

Long before the appearance of the dialectical materialism of Karl Marx the Mediterranean world would witness the rise of the elemental materialism of Empedocles & the atomistic materialism of Democritus, themselves "schools" spawned in part by an even earlier "abstract materialism" propounded by the very first Greek philosophers. Meanwhile, the earliest Greek physicians, or Hippocrates, would borrow heavily from the concepts of Empedocles while adopting rhetorical techniques evolved by the Sophists, themselves having borrowed from the Eleatics, a gaggle of Greek philosophers whose aim had been to refute the earliest, or "abstract," materialists! We'll untangle all the threads, learning thereby to appreciate the pioneering character of Hellenic thought and aiming, above all, to determine how it was possible for the first truly remarkable work of medicine--the Alexandrian or Hellenistic treatise "Heart"--to have emerged from such a conceptual morass. The course will seek to explore answers to these questions:

- Can there be more than one investigatory method counting as "rational"? If so, how many?
- What is the relation of the philosophical act of refutation, as practiced by the Eleatics, to the rhetorical art of persuasion, as practiced by the Sophists?
- Did early Greek, or Hippocratic, medicine do anything more than simply join Empedocles' materialism to the Sophists' art of persuasion? Like what?
How does the Alexandrian medical treatise "Heart" differ from the other, earlier Hippocratic writings?

Is the Alexandrian medical treatise "Heart" rational? Were the abstract materialists, Eleatics, Empedoclean materialists, Sophists, & Hippocratic physicians rational?

HON 151-004
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: Jews and Christians in Medieval and Renaissance Europe
Jonathan Glixon
TR 9:30 – 10:45 am
Central Residence Hall II 001

Christianity traces its origins to Judaism, but for most of the two millennia that followed, as Christians came to dominate Europe, and Jews remained a small minority, relationships between the two groups were at best strained, and often violent. This seminar is 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, considering political and legal documents, religious texts, literary texts, and visual representations, as well as selected secondary materials.

- What are the basic principles of Judaism and Christianity, and how do they relate to each other?
- What was the legal situation of the Jewish minority within Christian Europe?
- Why and how were European Jews persecuted, how did they react, and why was the situation better in some places than in others?
- What did Christian theologians have to say about Judaism, and vice versa?
- What can we learn from the troubled Jewish-Christian relationships of the past that might help us understand interfaith conflicts today?

HON 151-005
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: Music and War in the Twentieth Century
Ben Arnold
TR 11:00 am – 12:15 pm
TBD

This course offers students the opportunity to experience a history of music as it relates to war. We examine the changing face of war and the music associated with it during the past 100+ years, particularly the horrors of the two World Wars, the Holocaust, the Vietnam War, and the threats of nuclear annihilation. 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. The following are a few of the numerous questions we will consider in the course:

- What is the role of music in society during the time of war and, as well, upon composers’ subsequent reflections that result in war-related compositions? Why have composers written over thousands of compositions on the subject of war?
- What are the essential characteristics in music to create effective artistic statements related to the concept of war? How do we evaluate the quality and effectiveness of these compositions?
How are war-related ideas best communicated via the arts, particularly in music? Is music the best vehicle to express views of war in society or are some of the other arts areas more effective?

What happened during World War I and II to forever change music related to war?

What are the factors that led to the large number of anti-war/protest songs written during the 1960s and 1970s in the U.S.? What impact did these songs and musicians have on the war at the time?

HON 151-006
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: Science, Ethics, and Society
Isabel Mellon and M. Sara Rosenthal
TR 2:00 – 3:15 pm
Central Residence Hall II 005

This course will facilitate critical thinking about the scientific foundations and ethical, legal and social implications (ELSI) of seminal scientific discoveries. It follows the historical progression of science and will begin with the discovery of the Printing Press – which enabled scientific publications and data sharing; and continues on through major scientific discoveries of the 19th, 20th and 21st centuries. Students will see how science has been closely entangled with political, religious, societal, ethical and legal issues and how this has impacted world events throughout history. Students will participate in guided discussions to address a multitude of questions including the following:

- What are the essential foundations and methods used in scientific discovery? How do they differ from practices used in other disciplines such as religion or the arts?
- How have seminal scientific discoveries positively and negatively impacted societies? How have societies attempted to balance this throughout history?
- Have scientists or contributors to seminal discoveries been recognized for their contributions? Why or why not? How has gender, politics and religion played roles in this?
- How have seminal scientific discoveries advanced the success of the human race? How have they threatened it? How have they impacted the human perspective of its place in the universe?
- How have scientific discoveries impacted how people are connected to and are dependent on each other throughout the world? What are the positive and negative implications of this?
HON 151-007
UK Core Fulfilled: Inquiry in the Humanities
Honors in Humanities: Understanding 9/11
M. Sara Rosenthal
TR 3:30 – 4:45 pm
Central Residence Hall II 005

This course is designed to facilitate critical thinking about the historical, socio-political, ethical, legal and cultural implications of 9/11. The course will begin with covering the events of September 11, 2001, and then will explore the pre-9/11 world, examining precursors to the attack. Next, the course will explore the post-9/11 world (from September 12, 2001 to the formation of ISIS) from a wide variety of disciplines and perspectives. The goal of the course is to explain our complex world, and will be largely based on student participation in guided discussions. The course will examine a multitude of questions including:

- How did the events of 9/11 change the world and how can students make sense of 15 years of continuous war and a destabilized Middle East
- How does 9/11 indirectly (or directly) impact individual students’ lives?
- What are the multiple disciplines impacted by 9/11, including journalism, government, aviation, economics, engineering, and technology? How have multiple disciplines been most impacted or threatened?
- What are the cultural and diversity issues associated with 9/11?
- What are the international consequences of 9/11?

HON 152-001
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

Viability and function of biological cells are sustained by molecular forces and interactions. Alterations in these mechanisms can lead to cell injury and ultimately to human disease. This course focuses on understanding the nature and mechanisms of cell injury in disease. Topics explored in this course relate to the following questions:

- What molecular forces and interactions underlie cell function?
- How does the structure govern function in proteins and cells?
- Which are the basic mechanisms of cell injury, self-repair, adaptation and point of no return?
- Why do diabetes, heart disease and brain disorders co-occur?
- Can repairing injured cells cure the disease?
**HON 152-002**  
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences  
*Honors in Natural, Physical and Mathematical Sciences: The Structures and Properties of Crystalline Materials*  
Beth Guiton  
TR 9:30 – 10:45 am  
TBD

An introduction to the atomic structure of crystalline materials, and to research ideas and methods. Group projects to discover the atomic structure of crystals will be used as the vehicle to learn key materials chemistry concepts and research techniques. Among the questions we will consider, are:

- What is this unknown powder? How do I design and conduct a research project to identify my unknown crystal?
- Why do crystals have different shapes, colors, and properties?
- Why do atoms arrange themselves into vast, ordered arrays, and what does a crystal look like on the atomic scale?
- What happens when we shine light on a crystal, or bombard it with x-rays or high energy electron beams?
- How can I become involved in scientific research as an undergrad, and why might I want to?

**HON 152-003**  
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  
TR 9:30 – 10:45 am  
Central Residence Hall 003

Every day we may be exposed to chemicals that can affect our health. Some of these chemicals are called endocrine disruptors because they can affect our fertility and our ability to reproduce. They may also increase our risk of developing breast or prostate cancer. Another group of chemicals, like mercury or lead may be toxic and impair our brain function. Finally, chemicals like chlorine and pharmaceutical drugs are known to be beneficial to our health, but should we want them to be present in the water that we drink? We will consider the overall risks and benefits of the presence of these chemicals in our environment by addressing a number of questions.

- What exactly are endocrine disruptors? How and when are we exposed to endocrine disruptors?
- How do scientists study endocrine disruptors? What types of experiments do they perform?
- How do these studies help us decide whether or not we should worry about endocrine disruptors in our air, water or food?
- How do chemicals like mercury and lead get into our water? Do they cause brain defects?
- Should we worry about the presence of pharmaceutical drugs in our water supply? How would we know that they are in our water supply?
HON 152-004
UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences
Honors in Natural, Physical and Mathematical Sciences: Environmental Toxicology and Human Health in the Commonwealth and Beyond
David Orren and Amrita Machwe
TR 11:00 am – 12:15 pm
Central Residence Hall 003

Since the Industrial Revolution began, humankind has increasingly implemented technologies that, on average, have created economic and lifestyle benefits for populations worldwide. However, side effects of these advances have also contributed to environmental changes with negative consequences on humans and other organisms. This course explores relationships between environmental issues, their toxicological effects and human diseases. We will examine different and evolving perceptions about the importance of a healthy environment, and discuss the conflicts between environmental preservation, economic development and growth, and individual and collective rights. Within this framework, topics particularly relevant to Kentucky’s environment and health concerns will be emphasized.

- Which historical incidents prompted awareness of the effects of pollution on human health?
- What methods do researchers use to determine relationships between environmental exposures and (adverse) health effects?
- What are the major environmental challenges with respect to the current and future health of Kentuckians and other populations?
- What are the roles of individuals, societies and governments in balancing the economic and lifestyle benefits of technological advances with environmental concerns?
- What can and should be done about environmental issues that affect human health?

HON 152-005
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 12:30 – 1:45 pm
TBD

Many of the deadliest diseases in human history can now be cured or at least improved by drugs. Antibiotics, for example, have had a huge impact on the human condition. In some cases, though, new drug development has led to important ethical challenges that will have an increasing impact in the future. This course is based on students exploring how drugs work, critically evaluating how they are marketed and discussing the implications for society now and in the future. This course changes each year, and in some cases each day, based on the hot topics in our world, but these are some themes that we will discuss:

- How much should a new drug cost if it can save someone’s life? How do you weigh a company’s need to make a profit with people’s ability to afford it?
- Should there be limits on a company’s ability to market drugs, for example for ADHD, and who should enforce those limits?
Should marijuana be legalized in Kentucky? What were the circumstances under which it became illegal originally? What are the societal benefits and consequences of our current drug enforcement of laws?

How were the current laws regarding drug prices established? How did the major players’ tactics evolve, and how are they contributing to the drug policies in the health care debate?

**HON 152-006**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Human Aging: The Ticking Biological Clock Within*

Melinda Wilson

TR 12:30 – 1:45 pm

Central Residence Hall 005

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?
- Can we slow down the aging process?
- Do we even want to slow the aging process?

**HON 152-007**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Sex and Society*

Ok-Kyong Park-Sarge and Kevin Sarge

TR 2:00 – 3:15 pm

TBD

Aldous Huxley’s 1931 novel Brave New World described fantastical technological interventions in human development and selection over 5 centuries into the future. Just a little more than 80 years later, our modern society is almost there to mirror Huxley’s vision. Recent technical advancements in reproductive medicine now force each of us to make decisions about what limits, if any, to place on them as well as wrestle with the political challenges, ethical dilemmas, and societal impacts that flow from them. Among the many exciting questions we will explore and deliberate on are:

- How many ways can a baby be conceived and what rights do a baby and its parents have?
- Who is more important, a pregnant woman or her embryo/fetus?
- Are genetic counseling and prenatal genetic diagnosis valuable tools to reduce human suffering or a cover for eugenics?
- What are pros and cons of gene editing, therapeutic cloning, and human cloning for our society?
- Which plays more of a role, nature or nurture, in intersex, transgender, and sexuality?
**HON 152-008**  
**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 2:00 – 3:15 pm  
Central Residence Hall 003

The impact of invention on society will be studied beginning with the Roman Aqueducts, the solution to the Longitude issue of the 16th Century and ending with a discussion of Nanotechnology and how it currently affects us and how it will affect us in the future. In the course we will begin our journey in Ancient Rome with a discussion of how the aqueduct shaped and reshaped Roman Society. We will then stop in England in the 1600’s to see how an inventor used his background and developed an answer to the most difficult problem of his age: The ability to determine your longitude. Lastly we will determine what Nanotechnology is and how it will impact the future of Invention. We will do a project related to solar energy that will show you how useful and yet complex this form of energy can be. By the end of the course, students will be able to answer the following questions:

- What are the main methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience?
- How does Science interact with Society?
- In what way does invention change the society where discovered?
- How will Nanotechnology guide invention in the Future? How will I participate?
- What are the details of Nanotechnology produced Solar Energy and how do we optimize the current or voltage output for useful application?

**HON 152-009**  
**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 3:30 – 4:45 pm  
Central Residence Hall 001

What is possible? Due to an amazing increase in the basic understanding of how living cells and organisms function, biotechnology is playing an emerging role in many aspects of our daily lives (including in agriculture, medicine, biofuels, and industry). This introductory course (open to all majors) explores the multi-collaborative nature, thought processes, creativity and risk taking that led to both discoveries in basic sciences (i.e. the tool kit) and advances in biotechnology, while also looking towards addressing the growing challenges of tomorrow, by addressing the following questions:

- How were some of the breakthroughs in science made? What were their implications (how did they change the field)?
- What components are necessary for the development of a biotechnology from a discovery in the lab?
- What role(s) does communication play in science and biotechnology?
What are the current challenges and issues in biotechnology? How can some of these challenges be addressed?
What are some of the challenges that you envision being addressed by biotechnology? What is the limitation(s)? What is possible?

HON 251-001
UK Core Fulfilled: Inquiry in the Social Sciences
Honors in Social Sciences: Morality, Habit, and Health: Is Bad Behavior the Source of Bad Health?
Claire Clark
MWF 11:00-11:50 am
Central Residence Hall II 001

Eat and drink moderately. Meditate each morning. Bathe regularly (and privately).
On these prescriptions, ancient stoics, mainline Protestants, and many contemporary behavioral scientists agree. Historians have long argued that the rise of scientific medicine in the twentieth century displaced a “moral model” of health care in which sins caused sickness. Yet modern medicine has not eradicated one enduring question: is bad behavior the source of bad health? This course explores the long-lived association between our habits and our health. Along the way, we'll explore the following questions:

- What is health? Is health a universal good?
- What makes a behavior bad or good?
- Is “bad” behavior itself a form of disease?
- How does my society shape my habits?
- How do my habits shape my sense of self?

HON 251-002
UK Core Fulfilled: Inquiry in the Social Sciences
Honors in Social Sciences: Mad Men and the American Dream
James Nicholson
TR 11:00 am – 12:15 pm
Central Residence Hall II 005

Through a haze of cigarette smoke and lunchtime martinis, the recently concluded television series Mad Men depicts 1960s corporate America as a paradoxical place, where a person could rise from rags to riches, but where glass ceilings and other concealed constraints were also firmly in place. Building upon a close study of Mad Men, this course will encourage students to contemplate the meaning and significance of the elusive American Dream, and to explore other enduring elements of American identity explored in the series. Questions that we will endeavor to answer over the course of the semester will include the following:

- In what ways does Mad Men challenge nostalgic views of 1960s America as a simpler, happier, and more prosperous time than the present?
- What role has advertising played in shaping Americans’ individual and collective identities?
- What does Mad Men tell us about the nature and durability of the American Dream?
- What are the stakes for modern pundits and politicians who attempt to define that nebulous notion and work so hard to position themselves as its true protector?
- What do the varied paths taken by Mad Men’s characters to the top of the corporate ladder tell us about the nature of professional success in America, and what can we learn from the characters who failed to make it?
How will the election turn out? Obviously this is the big question of this course. But to answer this question, there are probably a few other questions we should ask & try to answer along the way…

- Who can vote & why does it matter?
- What campaign strategies will the candidates pursue & how effective will they be?
- Why do we even have political parties, anyway?
- Finally, all of this work will allow us to investigate a fundamental question about the philosophy of science: As social scientists, should our goal be to predict things or explain them?

This course is an inquiry into the forces that affect our health and the delivery of health care services, especially here in the United States. The United States has the most expensive health system in the world and yet ranks well below most developed nations in health outcomes.

In this course we will study and explore answers to the following questions:

- How has society has chosen to deal with these basic human issues - our health and preserving our health? This involves many moral and ethical choices.
- In the United States how do we deliver health care – its history, structure and relationships between healthcare facilities, services and personnel?
- What are the economic, financial and political forces affecting our health care system? Who are the stakeholders, and how do they influence the system?
- We are not unique in the United States in our struggles, as every country in the world has had to address this issue. How are they addressing these issues and what can the United States learn from their experiences?
- Given what we have learned, propose solutions for our healthcare crisis, and then how will we sell this to the stakeholders to accomplish change?

In this course we will stress the importance of critical thinking and researching facts, along with exploration of the various ways that issues are portrayed in the media, separating fact from fiction. One does not have to be a pre-healthcare student to learn critical skills and knowledge from this experience.
This course is built around frequent field trips and work experiences interspersed with student-led discussions. As a team we will investigate how what you eat gets to your plate, with a gradually broadening focus from natural resources (climate, water, soil, and insects) to food (horticulture, commodity crops, livestock) to administration (policy, marketing, distribution, and consumption). Among many more, we will address the following questions:

- What is a calorie, and is it relevant anymore? What is “healthy?”
- Why do you choose the food you do, and what impact does your choice have on farmers, the environment, and your body?
- Is agriculture old-fashioned or modern? Who grows the food you eat?
- Why are people hungry? Why are people obese? Is there any connection between these two health threats?
- Is humanitarian food aid benign? How is food a weapon?

What are the real causes of disease, and why is there so much disparity in manifestation of health and disease? You assume that cancer, heart disease and stroke are the major diseases of concern to the nation, is that so, or does the morbidity of mental illness outweigh the impact of physical disease? What is the answer to the question behind the question in decided disease causation and, as the result, the best intervention to control disease? We will consider, at least, the following questions.

- How can we best measure disease, and what does measurement allow us to understand about disease and health?
- Why does disease vary by geography, demographic variables, and racial and ethnic differences?
- Is there a role of design of physical space in the treatment and prevention of disease?
- How do our interpersonal relations influence disease and is there a way to use that knowledge for disease prevention?
- How does government go about dealing with disease, does provision of medical care really make a difference?
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 attempts to provide some answers, and is guaranteed to raise questions. Among the plethora of questions we will encounter, the following will definitely be considered:

- What is the rationale behind art-sci collaborations, how valuable are they, and to whom?
- What elements are crucial to successful art-sci collaborations? How do we evaluate success or failure of such collaborations?
- What possibilities do you see resulting from the interface of technology, digital art, the gaming industry, architecture, biological science, or endeavors in physics?
- Are art-sci methods compatible and able to generate new ideologies from the confluence of different strategies and processes? In essence, should art-sci be considered a “third culture” where distinction between art and science no longer makes sense?
- How are scientific ideas best communicated via the arts? Which medium do you find most effective? Why?
How are scientific ideas best communicated via the arts? Which medium do you find most effective? Why?

**HON 252-003**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Black Lives in the Archives*

Nazera Wright

TR 11:00 am – 12:15 pm

Central Residence Hall II 001

This course explores an emerging field within U.S. literary studies: black print culture. In his 2010 article “The Talking Book and the Talking Book Historian,” Leon Jackson argues that there exists a “failure to communicate” or “cross-pollinate” between book historians and scholars of African American literature (*Book History* 13 (2010): 252). Book history includes the field of black print culture studies, defined as the network of contributors beyond a single author that participated in the production and transmission of a text. We will read an interdisciplinary range of poems, manifestos, short stories, novels, and anti-lynching plays by black writers such as David Walker, Frederick Douglass, Frances E. W. Harper and Angelina Weld Grimké that were published in a variety of print sources—from black newspapers and magazines to advice columns and autograph books. Students will learn how to access and incorporate materials from the archive to enrich their own research projects.

We will consider the following questions:

- What are the critical models and archival methods shaping the field of black print culture? What can we gain from examining the intersections between African American literature and print culture?
- Why were black newspapers one of the primary options available for black writers to publish their short stories and novels in the early decades of the nineteenth century?
- How do the format and layout patterns of African American literary texts published in black newspapers and magazines function as informational sources produced to mobilize black communities to fight for full citizenship rights, protect families and abolish slavery?
- How do specific themes found within print culture studies—questions of materiality, production, dissemination and consumption—teach us about early black print culture?
- How can we learn to conduct our own archival research by exploring the design, distribution, promotion, circulation and reception of African American writing published in nineteenth-century print and material sources?
**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  
Bingham-Davis House Room 101

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, 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 252-005**

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

Exploring Shakespeare as a product of voice. We will use two plays, probably King Lear and Twelfth Night. We will read aloud in class, tinkering with rhythm, stress, and silence, and watch video 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 252-006
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
Bingham-Davis House 101

Art and cultural property theft is reported to be fourth highest-grossing criminal industry worldwide, with as much as $6B worth of art being stolen every year. Art or cultural property crime is often represented romantically in popular culture—think of the gentleman burglar, the maniacal aesthete, the intrepid artifact hunter—but the reality of cultural property crime is far different from its representation. Our course examines the perception and representation of cultural property crime, surveying art heist or caper films (and other media) and investigating actual attempts to combat real crime. We focus on three broad topics of study: theft, looting, and forgery. Assignments will develop your understanding of and creative responses to cultural property crime and/or potential solutions to it.

- Why does art theft capture our imagination? What is the appeal of the heist film, the art history mystery?
- Why do certain forms of cultural property (from Old Master paintings to 21st century graffiti) command extraordinary prices? What’s the difference between the art market and the black market?
- Why might art historians, archaeologists, national governments, and private citizens view the trade in cultural objects differently?
- What role should museums, national governments, and private individuals play in the protection, ownership, or stewardship of cultural property? In other words, why should we care about art theft?
- What is the value of authenticity or originality? Can a forgery become an authentic artwork in its own right?

DEPARTMENTAL HONORS SECTIONS
These courses count toward Honors coursework requirements at any level.

BIO 198-001, 002, and 003 (2 credit hours; students are recommended to take BIO 199 in the spring)
Scholars Biology Research
David Weisrock
Times vary, see online course schedule.

*This is a two-credit hour course; students are strongly recommended to take BIO 199 in the spring semester for one credit hour along with another 3-credit hour Honors course to stay on track with Honors requirements.

Students learn how to critically read, interpret, understand, and discuss original (primary) scientific literature. Students are introduced to the fundamentals of hypothesis-testing, experimental design, scientific writing and communication, bioinformatics, and statistical analysis. These principles are put into action as students together develop a group research project designed to test a specific hypotheses, collect samples from locations around campus, and conduct state-of-the-art next generation DNA sequencing analysis. Students also
choose an individual topic of interest in current bioscience research and write a research paper and present a poster at the end of the semester on that topic.

**BIO 315-001**  
*Honors Introduction to Cell Biology*  
Rebecca Kellum  
TR 2:00 - 3:15 pm / M 9:00 - 11:50 am  
Biological Sciences 109 / Biological Sciences B0003

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. 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, the BIO scholars program, and Honors Program upper-level coursework requirements. It is open to students who have completed pre-BIO major requirements, BIO 2nd tier requirements, or have obtained instructor consent.*

**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 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 do chemists design experiments to investigate the behavior of matter in the universe?
- How do chemists interpret experimental data to gain a deeper understanding of the natural world?
- How do chemists design and prepare new materials with properties that can enhance or improve human life?
- How do chemists contribute to the solution of pressing societal problems, such as disease and pollution?
**CS 315-002**  
*Honors Algorithm Design and Analysis*  
Jerzy Jaromczyk  
TR 12:30 - 1:45 pm  
F. Paul Anderson Tower 263

CS 315 is open to students with special interest in algorithms and problem solving, to the students willing to meet strict requirements related to intense programming and project assignments, reading, and in-class presentations. The CS 315 Honors section offers the same curriculum as a regular section of CS 315 but is more challenging and demanding, and covers additional topics in greater depth.

The course will explore the following questions:

- What are algorithms and why they are essential to us?
- What are important computational problems, what algorithms behind them drive today's computers, your appliances, Internet searches, and social networks?
- How to design good -- correct and efficient -- algorithms and make them working for us?
- How to know if the algorithm is "fast enough" for our needs?
- What are hard computational problems and how to deal with them?

**ENG 207-004**  
*Honors Beginning Workshop in Imaginative Writing*  
Julia Johnson  
TR 12:30 - 1:45 pm  
Oliver Raymond C053

This class is devoted to poetry writing by you and others. It is a workshop-based class. You will be given writing assignments and readings designed to unleash your creativity and spark your powers of observation, imagination, and memory. We will discuss the art and craft of writing poetry, and we will workshop one another's work with enthusiasm and care. We will read an extensive amount of work by modern and contemporary poets.

**HIS 121-001**  
UK Core Fulfilled: Intellectual Inquiry in the Humanities or Global Dynamics  
*Honors War and Society*  
Jeremy Popkin  
TR 2:00 - 3:15 pm  
Chemistry-Physics Building 211

The “total wars” of the first half of the 20th century exerted a profound impact on every aspect of society. 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 issues of nationalism and citizenship, the impact of total war on gender relations, the dividing lines between combatants and noncombatants and their erasure in total war, the relationship between war and the growth of government, the global reach of total war, and the memory of war.
MA 213-017 and -018
Honors Calculus III
Uwe Nagel
MWF 11:00 - 11:50 am and TR 12:00 - 12:50 pm/MWF 11:00 - 11:50 am and TR 1:00 - 1:50 pm
Classroom Building 110 and 341/Classroom Building 110 and 341

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 100-007
UK Core Fulfilled: Intellectual Inquiry in the Humanities
Honors Knowledge and Reality
Clare Batty
TR 11:00 - 12:15 pm
RRH 130

“The unexamined life is not worth living”, Socrates famously said. By doing philosophy, he thought, we examine life—our experience of the world and relationship to it. But, what exactly is philosophy? This introductory course in philosophy is your chance to learn what philosophy is and to start to think about, and ask, philosophical questions. The questions that we will consider concern the nature of the world and our knowledge of it. Among the questions that we will consider are:

- If everything in the world is determined by previous events, can we say that we ever act freely? If we cannot say that we do, should this bother us?
- Are you the same person today as the person who first visited the University of Kentucky as a prospective student? After all, you’ve no doubt changed a bit. Given that you have, what (if anything) makes you the same person today as you were then?
- Does God exist? What kinds of arguments can be provided for, or against, the existence of God?
- Do we know anything about the external world? How do we know, for instance, that we are not just dreaming everything that we claim to know about it? How do you know that you’re not in the Matrix?
- Is it ever okay to believe something on insufficient evidence? Are there rules about how we ought to adopt beliefs?
- Is my red your green? If we each have different experiences when we look at summer grass, what does this mean about the nature of colors? What are colors?
PHI 343-001
UK Core Fulfilled: Global Dynamics
Honors Asian Philosophy
Eric Sanday
TR 12:30 - 1:45 pm
F. Paul Anderson Tower 257

The religious and philosophical traditions in Asia offer some powerful insight into aspects of experience and culture that tend to be obscured or undervalued by life in the West. Challenging us to reexamine some of our most basic assumptions, our study of Hinduism, Confucianism, Buddhism, Daoism, and Zen Buddhism reconnects us to aspects of experience that are “there” but not adequately appreciated. Last fall, we spent seven hours at the Furnace Mountain Zen Center in guided meditation, focusing silently on the natural cycles of our bodies and the world around us. This class is discussion based, and students have in the past created podcasts based on their study. Some questions that have been raised in past semesters include:

- What are some alternate (i.e. non-Christian) ways to conceive of the “divine” as a transcendent source of being and value?
- How can the practice of concentrated non-achieving and “non-doing” help us inhabit our lives and the world more fully?
- What artistic and political possibilities are opened up when we attend to the excluded, ignored, devalued aspects of meaning?
- What habits characterize our moment-to-moment daily lives? What is their value?
- What is happiness?

PLS 103-004
UK Core Fulfilled: Global Dynamics
Honors Plant Soils and People, a Global Perspective
Tim Phillips
MWF 11:00 - 11:50 am
The 90 219

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?
WRD 410-001  
_Honors Rhetoric of Noir_  
Thomas Marksbury  
TR 9:30 - 10:45 am  
Classroom Building 213

We will study noir/hard-boiled film, fiction and television with an eye on at least describing the one genre with no fixed definition. Thematic sections will include: The Detective, Crazy Love and Femme Fatales, The Wrong Man, The Plot Unravels, and Hollywood in the Shadows. More readings will come from the likes of Patricia Highsmith, Raymond Chandler, Jim Thompson, and Elmore Leonard. Expect intense and wide-ranging discussion, two shortish papers, two exams, and a longer final project, which might take the form of criticism, fiction, some hybrid of the two, or even a short film of your own.

- Why and how do style, attitude and tone shape our notions of noir so much more than content? By no means is every detective or gangster story noir, but we have copious examples of noir westerns, horror, science fiction, and even musicals.
- How does noir illustrate the evolution of genre, from origin stories to classic periods to baroque variations to parody and then reinvention, rising again as neo-noir in such different forms as homage, revision, and even deconstruction?
- Although such concepts as irony, cynicism and maybe even nihilism obviously apply to this work, if we dig down deep enough is it possible to locate the “soft-boiled” beneath the hardest crust, including such unusual suspects as loyalty, courage, compassion, and even—gulp—earned sentiment?
- What are the connections between pulp fiction and “real” literature? Faulkner and Hemingway both influenced and were in turn influenced by the form. Camus and Sartre famously almost made a religion out of it. How does noir help us to chart this rich and complex interplay between supposedly “high” and “low” art forms?
- Since noir tends to emphasize such presumably unattractive emotions and psychological states as anxiety, paranoia, claustrophobia, and even despair, why does it so so with such glory and grace and grandeur? For such a “retro” form, why does it exert such a powerful hold on us even today?

**PROSEMINARS**

These courses count toward Honors upper-level coursework requirements (first-year students may not register for them except by special permission of the Honors Program).

HON 301-001  
_Brain, Body, and Mind_  
Don Gash  
MWF 11:00 – 11:50 am  
Central Residence Hall II 003

_Brain, Body and Mind_ explores the nature of the mind and its intricate relationship with the brain and body. Five questions are investigated to examine the neurobiology of being human.

- What is unique about the human brain?
- What does visualizing sites and activities in the brain during conscious and unconscious states and in health and disease tell us about the mind?
● How do genes, neurons and sensory experiences interact for learning and memory?
● How are emotions, feelings, reason and creativity related?
● What are important practices for enhancing brain fitness and function?

A general introduction to each topic is presented to make the material accessible to undergraduates in all majors. The format includes interactive lectures, class discussion, and presentations. Four laboratory experiences and one workshop complement the classwork.

**HON 301-002**  
*Positive Authentic Leadership*  
Karen Stefaniak  
MWF 12:00 – 12:50 pm  
Central Residence Hall II 001

Positive Organizational Scholarship is a research based interdisciplinary approach to leading and living in informal and formal organizations that draws from a full spectrum of organizational theories, contemporary leadership theories, sociology, complexity science, positive psychology, and appreciative inquiry. In this course, students will answer the following questions:

● What are the core concepts of Positive Organizational Scholarship?
● How has leadership theory evolved through the years?
● How does Positive Organizational Scholarship inform leadership and a healthy environment for work and play?
● How do high quality relationships influence leadership, followership, and a healthy work and play environment?
● What is my leadership philosophy?

**HON 301-003**  
*Babies Are Not Pizzas: The Science of How Babies are Born, Not Delivered*  
Rebecca Dekker  
TR 9:30 – 10:45 am  
TBD

The language of childbirth contains many paternalistic terms that indicate the power differential between doctors and pregnant women. The physician “delivers” the baby, women are “not allowed” to eat or drink during labor, their labors “fail to progress,” their pelvises are “insufficient,” and their babies are “too big.” In this class, we will use historical readings, current research, and discussions with experts to explore these questions:

● Where did this medical paradigm of birth come from?
● Is childbirth a normal life event or an illness?
● How does midwifery care differ from obstetrical care?
● What does research support as the safest way to give birth?
● What are the human and legal rights of birthing families?
Many students (and faculty) feel “theory” is mere verbal calisthenics that mean little or as Pierre Bourdieu explained, gibberish designed to intimidate students and colleagues through what Michel Foucault called “terroristic obscurantism.” And there is some truth in this. But, on the other hand, theory opens new avenues of understanding for although Foucault said that knowledge is power, in fact, the power is not the knowledge itself, but the tools of interpreting it. Students need to acquire these tools not only to challenge authority, but to acquire authority. Humanists and social scientists might find this course invaluable for their disciplines, but in the end, theory is about intellectual self-sufficiency and independence and that goal is not limited by major.

- What is theory, above all, its goals and possibilities?
- How wide are the varieties of socio-political theory?
- How many different definitions of culture are there and how does each of them change our frame of understanding ourselves and the world around us?
- How can we use socio-political theory not only to interpret social and political movements and actions, but also how can we apply theory to real world social and political activity?
- How can we apply socio-political theory to our own disciplinary and intellectual interests?

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, 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.

- 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?
- Are today’s college students 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?