Courses and descriptions are subject to change. The most updated version can be found on our website: https://www.uky.edu/honors
HON 101
Honors Foundations: Knowledge and Society

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

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

HON 151: Honors In Humanities

Whatever the topic, the Honors Humanities courses reflect on the human condition through works of art and literature (including folklore and film), philosophical and religious contemplation and argumentation, and historical narrative. They undertake interdisciplinary investigations of significant intellectual and cultural issues of our past and present (and thus of our future) and are designed to stimulate individual thought as well as develop writing, critical thinking, and small-group discussion skills. May be repeated up to six hours under a different subtitle.

Eating is our most basic and common ethical action, and yet, despite our familiarity with the notion that “we are what we eat”, decisions about what we eat are rarely evaluated in ethical terms. In this course, we will consider the question of the role our values ought to play in decisions about what we eat, and the sorts of implications those decisions have to shape the world around us. Our approach will be critical: we will learn the standard ethical theories and then look at the data provided by various reports about our food, its production, consumption and associated effects and implications.

• What do the ethical theories have to contribute toward evaluating our food systems?
• Do they offer frameworks for arguing that we ought to think about our food in a particular way?
• Do they require changes in our production and/or consumption of food?

HON 151-002
Jerusalem Through The Ages
Dr. Eric Welch
M, W, F 1:00-1:50 LWS 134

As a prominent site in the religious and cultural histories of Judaism, Christianity, and Islam, Jerusalem is uniquely situated as one of the world’s most sacred cities. For more than 3,000 years, this city has been a focal point of religious and political activity. Through the critical reading of historical and religious texts, and archaeological data, this course will explore the historical development of Jerusalem as a sacred place in Judaism, Christianity, and Islam and evaluate the competing narratives surrounding its identity. For example, How does an insignificant village on a tiny hill become the focal point of modern religious and political tension? Jerusalem has been inhabited for more than 6,000 years and today is recognized as one of the most sacred cities in the world. How did this ancient city grow to have such significance? In this course, we’ll explore the historical development of Jerusalem from its founding until the 21st century. By analyzing historical and religious texts, archaeological remains, and the art and architecture of Jerusalem we’ll explore what we can know about Jerusalem’s history and how this knowledge can inform our understanding of the religious and political conflicts seen today. During the course of the semester, students in Jerusalem Through the Ages will consider the following questions:

• How and when did Jerusalem become a political and religious epicenter for Judaism, Christianity, and Islam?
• What kind of evidence is there for reconstructing Jerusalem’s history and how do we evaluate the different kinds of evidence?
• Why does there always seem to be conflict in Jerusalem and where does it come from? Is there a solution?
• How does the media talk about Jerusalem today and how do we evaluate accounts in the media?
• What do we think about the issues surrounding Jerusalem and how do we talk about them in an informed manner?

HON 151-003
Medicine in World History
Dr. Timothy Minella
T, Th 11:00-12:15 DON 003

This course examines the world history of medicine from ancient times to the present. From our modern perspective, it is common to judge medical practices of the past (and of some societies) as ineffective at best and harmful at worst. Instead of adopting this presentist perspective, we will seek to understand medicine in historical context. In analyzing medicine historically, we will gain a broader perspective from which to examine critically the practices of medicine in the present. Topics will include theories of disease; the concept of power in medical treatment; the relationships between medicine and other sciences; gender and race in the practice of medicine; and the professionalization of medicine. Guiding questions for this course include:
• How has the practice of medicine changed over time, and why?
• What are the relationships between culture and medicine?
• In comparing the practices of medicine of different cultures and civilizations, what are the important similarities and differences, and what explains these similarities and differences?
• How has the relationship between medicine and the other sciences changed over time, and why?
• How has the practice of medicine reflected and constructed notions of race and gender throughout history?

HON 151-004
Early Modern Revolutions
Dr. Johnathon Glixon
M, W, F 10:00-10:50 LWS 135

Much of the way we look at the world today in the 21st century can be traced to revolutions that occurred in Europe and America in the period from about 1600 to 1850. Some of these, of course, were political and military, such as the American and French Revolutions, but there were also revolutions in science, philosophy, economics, society, art, architecture, and music. We will explore these through study of writings (including philosophy, science, drama, and poetry), works of art, and musical compositions, by people as diverse as Galileo, Jefferson, Mozart, Darwin, and Marx.

• How did our modern understanding of science and the scientific method arise?
• What were the philosophical underpinnings of the American system of government and concepts of liberty and freedom?
• What factors led to the political and economic conflicts of the 20th century?
• What does literature of the early modern period reveal about the development of today’s society?
• How did music, art, and architecture reflect and react to the dramatic changes that occurred during the early modern period?

HON 151-006
Music and War Since 1900
Dr. Ben Arnold
T, Th 12:30-1:45 LWS 135

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 100+ years. After a brief overview of the early battle pieces from the Renaissance to the American Civil War, we focus on music of the last and current centuries: the horrors of the two World Wars, the Holocaust, the Vietnam War, and even more recent wars, conflicts, 9/11, and threats of nuclear annihilation. It is in the era since World War I in which the enormous destruction and loss of life have elicited the most powerful artistic musical statements because 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.

• 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 and its related terror and destruction? 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 social, cultural, and artistic changes occurred during World War I and II to forever change music and its relationship 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 151-007
Strangers with Cameras: Appalachia Representation in North American Media
Dr. Chelsea Brislin
M, W 3:00-4:15 BE 191

Representations of the Appalachia region in literature, art and pop culture have historically shifted between hyperbolic, colorful caricatures to grotesque, sensationalized, black and white photography. This wide spectrum of depictions continually resonates within the North American psyche due to its shared commonality of Appalachia as the cultural “other.” This othering frequently leaves audiences with a kind of relief that this warped representation of backwards, rural poverty is not their own progressive, present-day reality. Countless artists have exploited the region in order to show the impoverished side of rural Appalachia and spin a failed capitalistic way of life into a romanticized, intentional “return to the frontier.” Through analyzing a selection of works within literature, fine art/photography, and television one can begin to broadly define what many Appalachians feel is lacking from their own narrative within pop culture. Something as simple as the angle of a camera can dramatically affect the way a viewer experiences a photograph and its subject. Furthermore, the chosen narrator of a novel can make the difference for a reader between a compassionate portrayal of a region previously unknown to them, and one that enforces the existing stereotype of Appalachia. This course will broach the subject of responsibility in the context of Appalachian cultural representation, as well as how individual artistic motivations and decisions can have negative, far-reaching consequences for the Appalachian region.

• Examine and criticize Appalachian representations across a variety of mediums
• Compare and contrast different kinds of representations, identify thematic connections/divergences
• Articulate the importance of cultural representation within an Appalachian context
• Consider the larger implications of media representations of the Appalachian region

Students will be asked to do flash analysis assignments, a number of papers, a presentation and a comprehensive final exam with a research component.
HON 152: Honors In Natural, Physical and Mathematical Sciences

A hands-on, science course for Honors student in which they ask a question requiring scientific analysis, develop a related experimentation regimen, collect data, dot he experimentation, analyze the results, draw conclusions and appropriately disseminate the results. Students will directly experience the scientific process to learn how scientists work. All HON 152 courses satisfy UK Core Inquiry in the Natural, Physical and Mathematical Sciences.

HON 152-001
Restoration Ecology in the Commonwealth
Dr. Kenton Sena
M, W, F 2:00-2:50 LWS 133

Healthy ecosystems provide critical services, such as clean air and water, recreation opportunity, and wildlife habitat. Unfortunately, in post-industrial societies, many ecosystems have been severely degraded by decades of destructive resource extraction and poor management. Kentucky is home to a variety of valuable ecosystem types, including forests, streams, wetlands, and grasslands. Each of these ecosystem types have been impacted by various stressors over time—surface coal mining, agriculture, urbanization, invasive species, etc. However, each of these ecosystems can be restored through intentional human intervention. We will start with an introduction to healthy ecosystems, as well as their stressors and threats. Then, we will delve into the theory and practice of ecological restoration. Topics will include:

- How do the ecosystems across Kentucky vary?
- What are the social and economic priorities for ecological restoration? Who are the stakeholders?
- How do we know which sites can be restored and how do we decide what sites should have the highest priority?
- What are the goals for ecological restoration?
- How would we decide if the restoration was successful?

HON 152-002
Addiction is a Chronic Disorder
Dr. Amanda Fallin-Bennet and Dr. Alex Elswick
T, Th 11:00-12:15 LWS 133

This course will cover a wide spectrum of topics linked to substance use disorder and recovery. While addiction is a chronic relapsing brain disorder, we have for too long treated addiction as an acute condition. This introductory course covers addiction models, including the medical/disease, psychological, moral, sociocultural, and biopsychosocial models. Students will also explore harm reduction and abstinence philosophies to drug and alcohol use. In addition, students will consider the interplay between identity (e.g, race, socioeconomic status, gender) and addiction related outcomes (e.g, stigma, access to treatment). In addition to discussing evidence based methods for prevention and treatment, we will discuss the recovery movement and
its implications for reducing addiction-related stigma. Topics explored in this course relate to the following questions:

- What is addiction? How does the definition change based on your frame for understanding addiction (e.g., the medical/disease, psychological, moral, sociocultural, or biopsychosocial model)?
- What is sobriety? What is the goal of addiction treatment? How does this change based on your overall philosophy (e.g., harm reduction or abstinence)?
- What is harm reduction? What are the main ethical questions surrounding harm reduction initiatives (e.g., Housing First Initiatives, syringe exchange programs, supervised injection sites, or “wet” houses)?
- What are “out of the box” ways to prevent drug and alcohol use among youth and young adults?
- Why is addiction a stigmatized medical condition? How does language impact stigma?
- What is the recovery movement? The relapse rate among individuals with substance use disorders remains high for up to three years. As a society, why do we focus so little on sustained recovery from addiction?

**HON 152-003**  
**Drug Development: Pharmacology and Human Health**  
Dr. Rolf Craven and Dr. Michael Kilgore  
T, Th 9:30-10:45 LWS 133

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 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? How do we best address the current opioid epidemic? What are the causes?
- How were the current laws regarding drug prices established? How did the major players’ tactics evolve, and are they still regulating drug policies in the health care debate?

**HON 152-004**  
**What is Possible: Development of Biotechnology**  
Dr. Luke Bradley  
T, Th 3:00-4:15 LWS 134

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 152-005
Sex and Society
Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge
T, Th 12:30-1:45 DON 001

Aldous Huxley’s 1931 novel Brave New World, set 5 centuries in the future, described fantastical technological interventions in human development and selection. Just a little more than 80 years later, however, our modern society is almost there to mirror Huxley’s vision. Recent technical advances 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 topics 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)?
- Is having a child a human right, and if so should any limits be placed on development of new infertility treatments or use of existing technologies?
- How do the different forms of contraception work, and do differences in the mechanism affect their effectiveness or acceptability for use?
- Are genetic counseling and prenatal genetic diagnosis valuable tools to reduce human suffering or a cover for eugenics?
- What are the 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 152-006
Honors You, Me, Myself & I: Psychosocial Influences on Health
Dr. Mitzi Schumacher
T, Th 9:30-10:45 DON 001

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

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

HON 251: Honors In Social Sciences

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

HON 251-001
Understanding 9/11
Dr. Sara Rosenthal
T, Th 12:30-1:45 LWS 133

This course is designed to facilitate critical thinking about the historical, socio-political, ethical, legal, social 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 ISIS and continuing post-9/11 conflicts) 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 primary sources and student participation in guided discussions. The course will examine a multitude of questions including:

- How did the events of 9/11 change the world?
• How can students make sense of 17 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, 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 251-002
Visual Art and the Law
Dr. Michael D. Murray
T, Th 11:00-12:15 LWS 135

This course will examine from a legal, historical, and ethical perspective the intersection of visual art and the law, both historically and in contemporary society. The material is divided into three main topic areas: intellectual property issues (copyright, trademark, moral rights, and right of publicity), First Amendment and freedom of expression issues (protest art, censorship of obscenity and pornography, and private and indirect censorship), and transnational and international law issues (international movement of art in peacetime and wartime, and preservation and restoration of art and cultural property). The course will involve intensive discussion of the problems of working artists and art institutions in dealing with government, the courts, and with constituents in the art world, such as clients, galleries, and museums. The course will require research and a written and oral report on a current issue regarding visual art, and a final exam or final writing project. From time to time students will be asked to help lead class discussion, and all students will be expected to contribute to class discussions regularly. Guiding questions include:

• How should one define “art”?
• What do originality and creativity mean in the law of copyright?
• When should copying be labeled as infringement and when should it be “fair use”?
• What are the boundaries regarding the use of a person’s name, image, or likeness in art or other media?
• What are moral rights, and how do they protect the integrity of art and the attribution rights of artists?
• How does the First Amendment protect the freedom of speech, and when is censorship permitted?
• When is it necessary to return items of cultural property or cultural heritage to their nation and culture of origin?

HON 251-003 and HON 251-004
Happiness and Well-Being
Dr. Laura Bryan
M, W, F 10:00-10:50 LWS 136
M, W, F 12:00-12:50 LWS 135

This course introduces you to the study of positive experience, specifically, the strengths and virtues that enable individuals to thrive, whose lives have meaning and purpose. You will learn about important research that can change your own life for the better. You will also learn concrete steps on how to flourish and in-
crease your well-being. More specifically, this course will include a review and analysis of the historical and philosophical foundations of positive psychology along with a review of this discipline’s contributions to traditional research and practice areas in psychology. We will explore the research and applications of topics such as human strengths and virtues (e.g. integrity, altruism, hope, gratitude, wisdom, courage), positive affect (e.g., happiness, love, friendship), resilience, coping, workplace implications, and well-being. Positive psychology uses scientific methods to study these various aspects of positive human experience and positive human functioning scientifically. A special feature will be exploring how positive psychology principles can enhance planning for one’s own professional development. The course will explore the following questions:

- What are the theoretical and philosophical underpinnings of positive psychology?
- In what ways does the science of positive psychology depart from traditional psychology?
- How does positive psychology address the following questions?
  - What makes life worth living? What is meaning and purpose?
  - What does well-being consist of?
  - What does it mean to live a good life? How can we live our lives well?
- Within the context of this science, what is it that non-oppressed (free) people choose to do?
  - Can we generate our positive emotions and cultivate well-being?
  - Can we become skilled at capitalizing on your strengths?
  - Can we become more resilient?
- How can positive psychology help us plan our own professional development?

HON 251-005
Awakening of the S.O.U.L of Free Enterprise
Dr. Patrick Walker
T, Th 2:00-3:15 LWS 134

What do farmers, rap musicians and artists have in common? Free enterprise traditionally encompasses systems in which private individuals and businesses organize, operate and compete for profit without interference by government beyond regulation necessary to protect public interests and balance the economy. Today, leading definitions of free enterprise have evolved and are influenced by traditional norms and contemporary notions derived from popular and hip-hop culture as business owners seek to maximize profits for external shareholders and multiple diverse stakeholders with varied interests and backgrounds. In recent years, controversy surrounding farmers who own their land subject to seed patents owned by the government, and rap musicians who write and perform their work subject to corporate dominance and restriction have been in the forefront of the American media. Students will create a free enterprise business model and blueprint for local, national and global profit maximization. The nature of the course by design includes broad topics and an interdisciplinary approach to exploring how free enterprise has evolved over time. Types of questions explored will include:

- What is a free enterprise and how has it influenced by popular and urban culture?
- How do individuals navigate social and political complexities to start their own businesses and compete?
- How do practitioners and advocates of free enterprise improve strategy, operations, unity and legal frameworks while embracing the business’ core values and freedom to create their “art”?
HON 251-006
Law, Ethics, and Entrepreneurship
Dr. Patrick Walker
T, Th 9:30-10:45 DON 003

How do entrepreneurs minimize conflicts in making decisions that are both legal and ethical as they maximize profit, comply with rules and regulations, and gain the trust of multiple stakeholders? This course addresses the legal and ethical issues most frequently encountered by entrepreneurs involved in start-ups and small, closely held or family businesses. Through the review of cased-based precedents, movie critiques, and documentaries, students will discuss and debate the intersection of law and ethics applicable to complex disputes involving entrepreneurs as they make ethically responsible and legally permissible decisions that balance the interests of all stakeholders. Topics include jurisprudence, choice of business form, legal aspects of raising capital, taxation, dispute resolution, contracts, agency, torts, and intellectual property. The nature of the course by design includes broad topics and an interdisciplinary approach to exploring how law, ethics, and entrepreneurship have evolved together over time. Types of questions explored will include:

• What legal and ethical issues confront entrepreneurs who focus on innovation and raising capital to finance their ventures?
• How do entrepreneurs utilize the law to capture and create value while addressing legal issues and managing risk?
• What challenges do cryptocurrency regulation, cybersecurity, fintech, global transactions, arbitration and privacy create in the licensing and managing of intellectual property portfolios for entrepreneurs?

HON 251-007
Reconsidering Progress and Poverty
Dr. Ryan Voogt
T, Th 2:00-3:15 DON 001

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

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

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**HON 252: Honors In Arts and Creativity**

The creative process and its products and results are the focus of these Honors courses, and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty. May be repeated up to six hours under a different subtitle.

**HON 252-001**  
Comedians and Comedy: History and Practice  
Dr. Nancy Jones  
T, Th 12:30-1:45 LWS 134

This course will explore the history and practice of comedy on stage and in film from Greece to present day. Through an investigation of the cultural necessity to react to the world we live in through the lens of laughter, students will learn the roots of comedy in order to explore and create their own work. Students will learn techniques for short form improvisation, and the course will culminate with students writing and creating short, filmed, “situation comedies” that represent their reaction to the world they live in.

• What is the cultural necessity for laughter/comedy?  
• How does a style of comedy reflect the challenges of a culture in any given epoch?  
• How has comedy evolved over your lifetime?  
• Which is more important: comedy or tragedy?  
• What are the techniques for and archetypes of comedy?  
• What makes you laugh out loud?

**HON 252-002**  
From Eyeline to Skyline  
Dr. Gregory Luhan  
M, W, F 11:00-11:50 LWS 136

This course examines the pre-modern and modern streetscape, city-scape, gathering spaces, transportation hubs (airports and train stations), and world's fair and biennale venues as critical departure points for understanding design culture, arts, and creativity. Particular emphasis will be on the urban artifacts of Europe,
United States, and Asia as seen through the lens of art, photography, and architecture of the time. The course will include discursive readings central to this topic. Assignments will develop a student’s ability to translate this knowledge to deepen their awareness of Kentucky’s own cultural landscapes. This class will include public art walking tours in Lexington, Frankfort, and Louisville and some possible field trips to art museums at UKY, Louisville and Cincinnati.

HON 252-003
Curiosity: What Is It and Why Does It Matter?
Dr. Phil Kraemer and Dr. Hannah Ruehl
T, Th 3:30-4:45 LWS 135

We live during a time in which there is a social premium on knowledge, creativity, invention, and discovery. From the quotidian to the extraordinary, from what individuals do in their daily lives to the complex political and economic interactions among nations, we are influenced by and dependent upon knowledge to a degree never before experienced. Consequently, formal education, as our primary source of knowledge, has become a critical foundation for college students to create a productive, meaningful, and happy life in the 21st Century. Of the many factors that are essential to knowledge development and success in formal education, a concept that has not received sufficient attention from parents, educators, or employers is curiosity. As a psychological concept and as an educational principle, curiosity has only recently begun to draw the attention of scholars. In contrast, creativity, with which curiosity is fundamentally linked, has garnered considerable attention from researchers and educators. To that end, this Honors course will emphasize curiosity as it relates to the ways in which higher education prepares a student for a meaningful career and a life well lived. We will consider curiosity from multiple disciplines and perspectives including social and life sciences, education, humanities and the arts, information literacy, media studies, politics, economics, and cultural history. Particular emphasis will be upon the relationship between creativity and curiosity, which are functionally connected and share common cognitive processes. The goal of this team-taught course is to understand broadly and deeply what curiosity is, why it matters to people and societies, and how it can be cultivated to enhance a student's university education. Along with group work and class exploration, this course will include a significant individual research project. Guiding questions will include:

• How does curiosity relate to creativity and knowledge?
• How does curiosity develop?
• How does curiosity matter for leadership and democracy?
• In what ways does curiosity affect educational success and professional accomplishment?

HON 252-004
Writing Place: Paris and US Creativity
Dr. Dustin Faulstick
M, W, F 11:00-11:50

Ernest Hemingway famously called Paris “a moveable feast.” Gertrude Stein called it her “home town,” claiming, “Paris is where the twentieth century was.” Josephine Baker said she “had been suffocating in the United States,” but that she “felt liberated in Paris.” And Langston Hughes recalls, after his first meal, “I began to like Paris a little, and to take it personally.” In this course, we will explore the appeal of Paris,
France by reflecting on cultural differences regarding work, race, gender, and the arts, and reading several literary texts by American writers, including texts from, in addition to the above authors, Edith Wharton, Jean Rhys, Richard Wright, Djuna Barnes, F. Scott Fitzgerald, James Baldwin, and Ta-Nehisi Coates. A creative component of the course invites students to adapt the artistic styles and strategies advocated by course authors to produce their own literary artworks. The following questions will help to guide our conversations:

- What about Paris and traveling contributed to the production of these literary works?
- How does proximity to other arts—painting, dancing, and music especially—influence literature and creativity?
- What can visiting an art museum, listening to a piece of music, and reading—briefly—in another language contribute to our ability to closely observe, assess, and reflect on art?
- How can considering cultural differences between France and the United States help us to reflect on our own lives and the lives of others, and ultimately add to human flourishing?
- How does creating our own poems and short stories—imitating the styles of famous authors—aid in understanding literary complexity and the processes of creation?

HON 252-005
The Lexington Text
Dr. Rebecca Gayle Howell
M, W 3:00-4:15 LWS 133

In 1775, upon receiving news of the “shot heard round the world,” William McConnell named his pioneer camp “Lexington,” for the city that began our American Revolution. It would not be long before Lexington, Kentucky became known colloquially as “The Athens of the West,” being seen as both wild frontier and cultural epicenter, the very edge of the country’s intelligentsia. This course will be one part seminar, one part experiential learning, as we let Lexington be our map to the intersectionality between culture, place, and responsibility. Texts will include those by Lexington-rooted thinkers—such as William Wells Brown, The Black Madonna (Marea Stamper), Ralph Eugene Meatyard, Nikky Finney, Robert Morgan, Carolyn Reading Hammer, John James Audubon, Robert Beatty—and our sessions will be held in both our classroom and at various onsite locations. Our questions include:

- How does a frontier sensibility still inform Lexington’s imagination?
- How did Central Kentucky’s history with enslavement influence its unique artistry? How does it still?
- Where does “Appalachia” begin? Is Lexington removed or a part of the region and to what effect?
- What led Lexington to become a pioneering force for LGBTQIA+ rights in the South?
- Does a relationship exist between the realities of place (land, landscape, climate) and the making of human culture?
- How is localism a useful lens by which to newly envision national concerns

HON 252-006
Writing Global Appalachia
Dr. Rebecca Gayle Howell
M, W, F 12:00-12:50  LWS 133
In 1974 Immanuel Wallerstein established “World Systems Theory,” an ordering that divided the world economies—not in first, second, and third worlds—but in what he called the center, semi-periphery, and periphery. These designations still provide a useful metaphor of how resources are extracted and distributed on the global scale: the semi-periphery and periphery being regions from which the center draws its needs. Taking as our foundation the idea that Central Appalachia is a region of the semi-periphery, our concern is with the interconnected imaginary of such places. Together we will read leaders in the Appalachian literary movement, like James Still, Crystal Wilkinson, and Gurney Norman, alongside writers like James Joyce, Gabriel García Márquez, and Forough Farrokhzad, asking questions about how imagination is seeded in place.

- How is literature of the semi-periphery distinct?
- When reading globally, do economic identities supersede other markers, like nationality?
- Do these writers share techniques, despite their differing influences?
- How (and why) is “landscape” understood as a character among storytellers of these regions?
- How do such writers concern themselves with the spirit of exploitation? The spirit of neighborliness?

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Honors sections that satisfy UK Core Inquiry in Composition and Communication I and II*

CIS 112-007
Accelerated Composition and Communication II
Terrell K Frey
M, W, F 11:00-11:50 TBD

CIS 112-011
Accelerated Composition and Communication II
Meredith Annette Garrison
M, W, F 1:00-1:50 TBD

Composition and Communication 112 is an accelerated version of the standard two-semester composition and communication sequence. It focuses on integrated oral, written, and visual communication skill development and emphasizes critical inquiry and research. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and use interpersonal skills to work effectively in groups (dyads and small groups)
WRD 112-001
WRD Accelerated Composition and Communication II
TBD
M, W, F 1:00-1:50 TBD

WRD 112-004
WRD Accelerated Composition and Communication II
TBD
T, Th 9:30-10:45

WRD 112 is an accelerated version of the Composition & Communication II UK Core requirement. WRD 112 focuses on integrated oral, written, and visual communication skill development and emphasizes critical inquiry and research. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and use interpersonal skills to work effectively in groups. Same as CIS 112.

*All sections of CIS 112 and WRD 112 will satisfy Honors Composition and Communication requirements. All Honors students will recieve overrides to be register until all sections are full

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Courses that satisfy UK Core Inquiry in US Citizenship

SW 325-002
Honors Social Justice Foundations
Dr. Diane Loeffler
T, Th 12:30-1:45 TBD

This course will examine social justice from the broad perspective that all people are deserving of opportunities, rights, protections, obligations and social benefits. Definitions, theories and perspectives as the relate to the context and impact of power, oppression and privilege will be examined within both historical and contemporary lenses. This course will require students to examine personal and professional values and ethics related to social justice as well as how those influence our ability to be change agents for social justice.

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Courses that satisfy UK Core Inquiry in the Global Dynamics

HIS 121-001
Honors War and Society, 1914-1945
Dr. Jill Abney
TBD

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:

• Nationalism & citizenship: Who belongs to the war-time nation/empire? Who is excluded? What forms do inclusion and exclusion take?
• Impact of total war on gender relations: women/work/citizenship
• Dividing lines between combatants and non-combatants, and particularly how and why these are effaced – most notably during World War II, but also during World War I
• Why war becomes so much more deadly: technology and ethics; demonization of the enemy; dehumanization of minority populations who are excluded from the nation; ethnic cleansing, genocide and the collapse of multi-ethnic states

PLS 103-004
Honors Plants, Soils, and People: A Global Perspective
Dr. Timothy Phillips
M, W, F 11:00-11:50 TBD

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

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

This course will examine and attempt to answer the following questions:

• What factors drive human population trends, and how can food production meet the needs of increasing numbers of people?
• How have human societies developed over the past 10,000 years from the beginning of the Agri-
cultural 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?

Honors Proseminar

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

HON 301-001
The Manifesto
Dr. Tara M. Tuttle
M, W, F 1:00-1:50 LWS 133

A manifesto is a declaration of goals, policies, or beliefs often intended to provoke new ways of thinking or being. Julian Hanna claims that “Manifestos are repositories of a kind of magic and madness that does not exist in any other genre.” In this course we will examine the many forms of the manifesto by conducting close readings of a wide variety of manifestos from social justice, political, and artistic movements, investigating the impact of these texts upon the communities they target, and evaluating the evolution of the manifesto over time. After deep engagement with diverse texts, students will author their own manifestos in response to their concerns about contemporary social issues and reflect upon the choices they make in structuring their manifestos. In this course, we will pursue the following lines of inquiry:

• What discernible patterns in structure and purpose emerge from our analyses of manifestos?
• How has the form changed over time?
• Why and how does this form of writing lend itself to the promotion of cultural change?
• How do manifesto authors employ effective strategies of persuasion?
• How do technological developments shape the form, reach, and impact of the manifesto?
Do you care if your aunt believes the Earth is flat, based on her misunderstanding of physics and a love for online conspiracy forums? What about if white supremacists misuse archaeological data to espouse a “whites-first” narrative about the settlement of the New World that calls for the genocide of Native Americans and other people of color? Fantastic beliefs—those based on pseudoscientific data and inquiry—range on a spectrum from silly to downright harmful. All of these beliefs have ramifications for our social worlds. We care about pseudoscientific modes of inquiry and the circulation of pseudoscientific claims because they often disempower and harm our fellow humans. This seminar investigates pseudoscientific knowledge claims that have negative consequences on social groups and their worlds, both in historic and contemporary contexts. We will guide our analyses through social scientific inquiry (what are the effects, and why do we care). We will also evaluate the presenters of pseudoscientific information, their platforms for presenting knowledge claims to the public, and the validity of these claims themselves using the Scientific Method and discourse analysis. We will cover a broad range of topics, including lost civilizations, flat Earth, ancient astronauts, Afrocentric hyperdiffusionism, astrology, anti-vaxxing, climate change denial, biodynamic agriculture, homeopathic medicine, psychics, colonics and detoxification, faith healing, sexual conversion therapy, neuro-linguistic programming, phrenology, Aryanism and melanin theory, Holocaust denial, and intelligent design. Pseudoscientists promote their claims for a variety of agendas, such as fanaticism, financial gain, fame, nationalism, racism, sexism, homophobia, romanticism, and plain old good intentions. It’s our agenda in this course to become critical consumers of information and better citizens of humanity by deconstructing pseudoscientific claims and their complex social impacts. Tin foil hats optional.

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

- Explain theory and research of positive psychology in the workplace;
- Critically analyze and effectively communicate key findings on research topics;
- Examine and compare the applications of positive psychology theory and research to the work-
place;

- Determine strategies that will improve their own flourishing as well as change organizational conditions to enhance employees to thrive.

HON 301-004
The New CEO: Chief Entrepreneurial Officer
Dr. Patrick Walker
T, Th 11:00-12:15 LWS 134

Corporations today don’t need a traditional Chief Executive Officer. Instead, the best companies are hiring a Chief Entrepreneurial Officer. This course examines how the “New CEO” reinvents, innovates, and drives an entrepreneurial culture from within a corporation. Topics include an examination of the best practices of “traditional CEOs” and the “New CEO” as they maximize profit, guide and support entrepreneurial decision-making by executive leadership and boards of directors, establish and maintain an innovation culture, and create value for local, national and global stakeholders. Students will develop a proposal that demonstrates how the “New CEO” adopts, energizes and leads organizational entrepreneurial practices, harnesses the power of legal strategy, creates significant sustainable growth across multiple divisions and organizational units, and manages corporate communications, marketing, and business operations to strengthen entrepreneurial initiatives internally and externally. The nature of the course by design includes broad topics and an interdisciplinary approach to exploring how traditional CEO leadership models have evolved over time. Types of questions explored will include:

- How do “traditional Chief Executive Officers” differ from the “new Chief Entrepreneurial Officer”?
- Who leads innovation inside of companies while creating and defending processes, incentives, and metrics that encourage radical ideas and find new areas for growth?
- How can entrepreneurial executives help large companies reinvent themselves as they transition from success to significance?
- What data and metrics are used to measure the combined effectiveness and efficiency of profit maximization and entrepreneurial corporate-driven community citizenship?

HON 301-007
Exploring Health and Healthcare
Dr. Thomas Wallace
T, Th 3:30-4:45 LWS 133

One basic need we all have is health and care to maintain and regain health. However, as a society, how we deliver this is very complex and involves many moral and economic choices. In the US, we have struggles on how to deliver health care to our citizens. However, we are not unique, as every country in the world has had to address this issue. The delivery of health care involves defining health, understanding the delivery of healthcare, moral choices, and an understanding of the ethical, economic, legal and political forces that control it. 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. During this course we will explore what health means, how we utilize services to improve our health, and how those health services are delivered in the United States. We will explore the forces affecting health care delivery, including moral hazard, special interests, economics, bioethics and their interaction. We will also explore International experiences to see what we can learn from the good and bad experiences that other countries have. We will then look into the future using the perspectives we have learned to see how we can influence the course of health and health care here in the United States.

HON 301-008
Science and Ethics on Film
Dr. M Sara Rosenthal
T, Th 2:00-2:15 LWS 133

This 3-credit course uses a variety of films (some documentaries) to examine core research ethics issues and principles comprising Respect for Persons, Beneficence and Justice. Core concepts in Scientific Integrity, Researcher Integrity, Collegiality and Professionalism and will also be explored. The course will be structured thematically featuring key research ethics case studies on film, or films based on actual cases. Each film will be discussed in class using instructor-guided seminar style discussions; there will be reflective writings on each thematic section. Students will have the option of either a final paper or presentation surrounding one of the films discussed in class.

Honors Departmental Sections

Honors Department Sections are taught by professors in their own departments. These classes have been enhanced for Honors students through increased interdisciplinary content, use of primary materials, writing and discussion intensity, incorporation of independent research, or other elements that aim to deeply develop critical and analytical skills. These courses are typically available to Honors students at any level, unless there is an established prerequisite for the course. These courses are crafted to fulfill or complement major or minor requirements, but do not fulfill UK Core requirements.

BIO 198
Honors Biology Research
All Sections

BIO 198/9 engages students early in their academic career in an active research environment. This course is designed to provide first year students an opportunity to participate in small group-based (ideally 10-12 students per group) research projects to gain research experience while working with a faculty member or several co-instructing faculty members in UK STEM departments such as those in the colleges of A&S,
A study of the physical and chemical aspects of the genetic material and their relationship to the expression and inheritance of the phenotype. Lecture, three hours; laboratory, three hours per week.

BIO 315-001
Honors Introduction to Cell Biology
Dr. Edmund Rucker and Dr. Elizabeth Marie Duncan
Lecture: M, W, F 10:00-10:50 Thomas Hunt 108
Laboratory: Th 9:00-11:50 Thomas Hunt 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. Class size will be limited to 20 students to encourage class discussion during regular lecture periods and during those devoted to discussions of primary literature articles. Some of the questions addressed by the course include:

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

BIO 325-001
Honors Ecology
Dr. Phil Crowley
T, Th 2:30-5:20 TBD

Ecology is an integrative science that will draw upon and expand your understanding of biology, chemistry, physics, mathematics, the social sciences—and, yes, the humanities. Ecologists (and ecology students) are hands-on with nature, applying a broad array of tools (PCR to remote sensing to models) and concepts (optimization to fractals to metapopulations) for making sense of our natural world. This course will fully integrate readings, discussions, classroom sessions, field and lab experiments, modeling, and data analysis. By the end you will have a strong grasp of what we are learning about ecological systems and how we go about it. Key questions addressed by the course are:

- What are the central principles of ecology?
• How do hypotheses arise from models in science?
• How can we understand nature at large scales of space and time?
• What are the primary methods and procedures for the rigorous study of ecological systems?
• What is the relationship between ecology and evolution?

BSC 152-001*
Honors You, Me, Myself & I: Psychosocial Influences on Health
Dr. Mitzi Schumacher
T, Th 9:30-10:45 DON 001

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

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

*Cross-listed with HON 152-006

CS 315-001
Algorithm Design and Analysis
Dr. Jerzy Jaromczyk
T, Th 12:30-1:45 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?

EM 221-003
Honors Statics
Dr. Christine Goble
M, W, F 10:00-10:50 F. Paul Anderson Tower 259

Study of forces on bodies at rest. Vector algebra; study of force systems; equivalent force systems; distributed forces; internal forces; principles of equilibrium; application to trusses, frames and beams; friction

PGY 412G-002
Honors Principles of Human Physiology
Dr. Ok-Kyong Park-Sarge (Lead Instructor)
W, F 1:00-2:50 TBD

Honors Principles of Human Physiology is a 4 credit course designed specifically for students of the Health Sciences and others who are interested in an in depth exposure to human physiology. The objective of this course is to provide understanding of the basic physiological mechanisms of human body function and physiological integration of the organ systems to maintain homeostasis. Students will be learning what the different organ systems do and how they contribute to the body's homeostasis. With this knowledge a student is challenged to form a general understanding of how the body functions in health and disease. Students will be guided and challenged to acquire critical thinking skills through the flipped classroom approach that allows students to review fundamental human physiological concepts and apply them to real-life scenarios. Students will further advance their critical thinking and problem solving skills through interactive group discussion formats in tackling complex questions and clinical case studies.
Honors Focus

Honors Focus details are provided to help students select the best way to focus their Honors coursework, which may be based on major, minor, certificates or program interests.

Contents:

1. Medical Behavioral Science
2. Bioethics

More to come!
The UK College of Medicine Department of Behavioral Science offers both an undergraduate certificate and an honors focus in medical behavioral science. The programs are designed to provide students with an in-depth, interdisciplinary learning experience in the behavioral sciences that prepares them for managing the intellectual and interpersonal demands of medical training.

Upon completion of the program’s core courses, students will be able to answer the following questions:

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

### Core Courses in Medical Behavioral Science

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### The Undergraduate Certificate in Medical Behavioral Science:
- Is open to undergraduate students throughout the University of Kentucky
- Requires an elective course in addition to the three core courses
- Will appear on your undergraduate transcript

### The Honors Focus in Medical Behavioral Science:
- Is open to students in the Lewis Honors College
- Requires the completion of three core courses
- Will be documented with a certified letter from the program director

For more information, contact the program director, Claire Clark, PhD:
859.257.2513 | claire.clark@uky.edu | behavioralscience.med.uky.edu
Lewis Honors College in Partnership with UK’s Program for Bioethics offers

Honors Focus in Bioethics

Requirements
Complete three honors Bioethics Honors courses and a Bioethics project as course conversion or capstone course

Recognition
Letter of Completion from the Program for Bioethics

For more information
Dr. Rosenthal, Director of the Program for Bioethics, at m.sararosenthal@uky.edu or your Honors advisor.

Bioethics Honors Courses

Fall Courses
- HON 151 Science, Ethics and Society, Drs. Mellon and Rosenthal

Spring Courses
- PHI 305 Healthcare Ethics, Dr. Yarrison
- HON 151 Technology in Death and Dying: Modern Medicine and the Philosophy of Death, Dr. Buchanan

Under Development
- Bioethics on Film, Dr. Rosenthal
- Women, Ethics and Society, Dr. Rosenthal
- The Ethics of Personhood: Philosophy, Medicine, and the Law, Dr. Buchanan