Fall 2018

Courses and descriptions are subject to change. The most updated version can be found on our website: https://www.uky.edu/honors/courses
“The Individual and Society” is an intensive, interdisciplinary seminar that will focus on the relationship of the individual to society. Students will examine human thought and imagination from various perspectives, including philosophy, history, literature, science, religion, and art. We will pay particular attention to how the main branches of academic inquiry—humanities, natural sciences, social sciences, and arts and creativity—address the relationship between individuals and the social worlds in which they find themselves. The course will emphasize the development of analytical reading, writing, and speaking skills. It will be writing-intensive; you will produce a minimum of 20-25 pages of writing over the course of the semester, and will complete at least one assignment that includes a formal revision process. It will also be discussion-intensive; from time to time you will be asked to help lead class discussion, and you are expected to contribute to that discussion regularly.

This course is required for, and open only to students who entered the Lewis Honors College after Fall 2018.

Available Sections:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Days, Time, Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 101-001</td>
<td>Dr. Eric Welch</td>
<td>M, W, F 9:00-9:50 LWS 134</td>
</tr>
<tr>
<td>HON 101-002</td>
<td>Dr. Dustin Faulstick</td>
<td>M, W, F 9:00-9:50 LWS 135</td>
</tr>
<tr>
<td>HON 101-003</td>
<td>Dr. Eric Welch</td>
<td>M, W, F 11:00-11:50 LWS 133</td>
</tr>
<tr>
<td>HON 101-004</td>
<td>Dr. Kenton Sena</td>
<td>M, W, F 1:00-1:50 LWS 133</td>
</tr>
<tr>
<td>HON 101-005</td>
<td>Dr. Daniel Kirchner</td>
<td>M, W, F 2:00-2:50 LWS 135</td>
</tr>
<tr>
<td>HON 101-006</td>
<td>Dr. Kenton Sena</td>
<td>M, W, F 3:00-3:50 LWS 133</td>
</tr>
<tr>
<td>HON 101-007</td>
<td>Dr. Zada Komara</td>
<td>M, W, F 4:00-4:50 LWS 134</td>
</tr>
<tr>
<td>HON 101-008</td>
<td>Dr. Tara Tuttle</td>
<td>M, W, F 4:00-4:50 LWS 135</td>
</tr>
<tr>
<td>HON 101-009</td>
<td>Dr. Ryan Voogt</td>
<td>T, Th 2:00-3:15 LWS 135</td>
</tr>
<tr>
<td>HON 101-100</td>
<td>Dr. Timothy Minella</td>
<td>T, Th 8:00-9:15 LWS 133</td>
</tr>
<tr>
<td>HON 101-011</td>
<td>Dr. Tara Tuttle</td>
<td>M, W, F 3:00-3:50 LWS 134</td>
</tr>
<tr>
<td>HON 101-012</td>
<td>Dr. Timothy Minella</td>
<td>T, Th 4:00-5:15 LWS 133</td>
</tr>
<tr>
<td>HON 101-013</td>
<td>Dr. Dustin Faulstick</td>
<td>M, W, F 10:00-10:50 LWS 136</td>
</tr>
<tr>
<td>HON 101-014</td>
<td>Dr. Zada Komara</td>
<td>M, W, F 11:00-11:50 DON 005</td>
</tr>
<tr>
<td>HON 101-015</td>
<td>Dr. Daniel Kirchner</td>
<td>M, W, F 12:00-12:50 LWS 136</td>
</tr>
</tbody>
</table>
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.

All HON 151 Courses fulfill UK Core Inquiry in the Humanities Requirements

HON 151-001
Science, Ethics and Society
Dr. Isabel Mellon and Sara Rosenthal
T, Th 1:00-2:15 LWS 133

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 through-out 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 through-out 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 through-out the world? What are the positive and negative implications of this?

HON 151-002
Early Modern Revolutions
Dr. Johnathon Glixon
M, W, F 10:00-10:50 LWS 133

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 151-003  
Music and Interdisciplinary Studies  
Dr. Michael Baker  
M, W, F 10:00-10:50 LWS 134

This course focuses on interdisciplinary connections between music and various artistic, scientific, and cultural areas of study. Each week will involve a guest lecturer from the university faculty on the week’s topic, and the class will be team taught between the host instructor and the guest lecturer. Assignments will involve in-class participation and discussions, further research on topics that arise during the team-taught lessons, short reaction essays summarizing and reviewing the week’s discussions, and a capstone essay and in-class presentation.

Prerequisite: completion of MUS 174 (music theory for non-music majors), or equivalent working knowledge of basic musicianship, or consent of instructor.

HON 151-004  
Global Shakespeare  
Dr. Joyce MacDonald  
T, Th 11:00-12:10 LWS 136

In act three of Julius Caesar, Shakespeare's Cassius wonders about the historical impact of Caesar's assassination: “How many ages hence/Shall this our lofty scene be acted over/In states unborn and accents yet unknown?” It's true that more than 400 years after Shakespeare's death, we're still acting out his lofty scenes, but HON 151 is more interested in the second half of Cassius’ question. Shakespeare's plays have been produced on every continent except Antarctica, in dozens of languages, and in a range of worldwide cultural contexts. What is there about these plays that make them such rich raw material for continuing international encounters? Reading three or four Shakespeare plays and examining a selected range of their modern global adaptations, we will be guided by questions including:

- What are some of the means through Shakespeare’s plays have been transmitted across the world?
- How can we theorize Shakespearean adaptation?
- When global authors adapt Shakespeare to their own cultures, are there particular aspects of the plays we can see them working on?
- How do questions about racial identity figure in global Shakespeare?
- Why does Shakespeare in particular stimulate worldwide response, when other canonical writers have not, or at least have not to the same degree?

HON 151-005  
Jerusalem through the Ages  
(Formerly Humanities and/in the World)  
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 151-006
Gender and Genesis
Dr Tara Tuttle
M, W, F 12:00-12:50 LWS 133

Religious narratives sometimes become embedded in a culture in ways that shape the experiences of those both inside and outside the religious communities from which they came. The tale of Adam and Eve is one such story. It has been used in wildly divergent ways over centuries to explain, justify, or resist beliefs about gender and the social practices resulting from those beliefs. Writers of political, religious, historical, and literary texts have challenged or defended gender-based customs by wielding scripture, particularly references to Genesis 1-3, in their assertions. Examining selected texts from early Christian writers such as Tertullian and Augustine, Reformation figures Calvin and Luther, abolitionists Sarah Grimké and Elizabeth Cady Stanton, contemporary theologians Riffat Hassan and Phyllis Trible, and poets and novelists possibly including Milton, Hurston, Hemingway and Morrison, we will discover and discuss real and imagined communities using this religious narrative to interpret their societies or to advocate for better ones. We will also consider how the story of Adam and Eve is still used in ongoing debates about divisions of labor, civil rights legislation, relationships and identities, particularly that of nonbinary, gender-nonconforming, and/or LGBTQIAP+ persons. Our collective inquiry will address the following questions:

- What do we know about gender and how do we know it?
- How do religious beliefs about gender shape communities?
- How does adherence to religious and social beliefs about gender affect inclusion in or exclusion from communities?
- How have understandings of Genesis 1-3's implications for gender norms changed over time?
- What may we glean from our investigations of these changes as we navigate gender in our own lives?

HON 151-008
Natural History and the Other
Dr Timothy Minella
T, Th 12:30-1:45 LWS 114

How did human beings in the past attempt to make sense out of the bewildering diversity of animals, plants, people, and nonliving things on earth? This course examines practices of natural history from a variety of perspectives. We will study the various systems created to classify living and nonliving things. Next, we will analyze how naturalists in the past dealt with wondrous and bizarre things found in nature. We will also see how European practices of natural history relied on the expertise of non-European peoples, including Africans and Native Americans. Their knowledge of local plants and animals proved crucial in constructing natural historical knowledge. We will examine how natural history contributed to the construction of race and gender. Finally, we will analyze natural history as a tool of empire.

- How have the various classification schemes for living and nonliving things reflected and/or shaped the values of human societies?
- How have people defined particular things as wondrous or bizarre, and what role do these things play in scientific practice?
- How have various peoples, including marginalized groups, contributed to natural historical knowledge?
- How has natural history contributed to the construction of categories such as race and gender?
- How have individuals and states used natural historical knowledge to expand their power and reach?
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, design the 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 fulfill the UK Core Requirement: Intellectual Inquiry in the Natural, Physical and Mathematical Sciences

HON 152-001
Sex and Society
Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge
T, Th 12:30-1:45 LWS 134

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 152-002
Honors Pharmacology
Dr. Rolf Craven and Dr. Michael Kilgore
T, Th 9:30-10:45 LWS 134

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?
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?

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?
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 exposures, 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?
• How do societal behaviors and individual lifestyle choices impact the current and future health of Kentuckians, Americans and other populations?
• What are the roles of individuals 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?

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?

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?
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.

All HON 251 courses fulfill the UK Core Requirement: Intellectual Inquiry in the Social Sciences

HON 251-001
Exploring Health and Healthcare
Dr. Thomas Wallace
T, Th 3:30-4:45 LWS 134

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 251-002
Understanding 9/11
Dr. Sara Rosenthal
T, Th 2:30-3:45 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?
Is the Internet good for us? More people watch events through their phone, then watch the event with their own eyes. Social media addiction is now a real psychological diagnosis. With any innovation, especially when it hits critical mass, it is imperative that the innovation is examined through a critical lens to identify and then work to reduce the risks that come with the benefits. Not only will this course examine obviously relevant course such as bullying, social media addiction, and decreased human to human interaction, it will cover topics that don't get as much attention such as long-term psychological and communication impacts on happiness and contentment, information overload, and global data warehousing. To take the theoretical and research discussions into a more practical application, students will collaborate with an organization to develop a campaign or a program to shed light on the risks of the internet while provide prescriptive, healthier ways to use the Internet.

This course examines some of the largest instances of mass murder and genocide in 20th C. Europe using sociological, psychological, and historical approaches. Beginning with an in-depth study of the event that most directly led to the term and crime known as “genocide,” the Holocaust, this course presents students with other major atrocities for analysis, including the Armenian genocide, the Holodomor (Soviet-Ukrainian famine), and the Bosnian massacres during the Yugoslavian wars. In this course, students investigate and debate what led to these atrocities and consider the aftermath, including the place of assigning blame or pursuing justice, the politics of categorizing these as genocides, and reconciliation.

Appalachia, the largely rural region stretching from New York to Mississippi, has been portrayed as a region apart from the rest of America for over 100 years: a “strange land full of peculiar people” living in opposition to the progressive world. Stereotypes about whiteness, poverty, drug addiction, slovenliness, mental illness, laziness, incest, provincialism, religious fundamentalism, and general hillbilly-bashing abound, and have deeply affected how we have constructed and treated the region. We have witnessed a revival of these malicious portrayals since the last Presidential election through “Trump Country” narratives, which often feature material conditions in Eastern Kentucky and West Virginia as proof of cultural deficiency. Material culture (the artifacts of human social life) has been used both overtly and subtly to construct Appalachian backwardness, and to reify it in public discourse. Studying material culture offers us a unique way to challenge hegemonic discourse like persistent stereotypes, to explore diversity, and to offer alternate narratives. This class challenges what we think we know about Appalachia, and what Appalachia knows of itself, by studying materiality in both the past and present. We will explore the region and her representations through cross-disciplinary analyses involving archaeology, cultural anthropology, architecture, folklore, history, geography, sociology, modern material culture studies, visual rhetoric, and more. Material culture is all around us, from our hairstyles to our houses. It may openly confront us, but often retreats to the margins of our consciousness, giving it subtle power to shape our perceptions, actions, and selves. This class explores how material culture is entangled in our lives though regional case studies: how we shape materials, how they shape us, how we use them in representations, and how we can mobilize material culture to change the world.
• How is material culture deeply embedded in our lives and the construction of our selves and societies? How does it act in a complex network of people and things that constitutes culture?
• How do various social sciences study material culture in the past and present?
• What is the role of material culture in popular and scholarly representations of Appalachia as a deviant region? How do material analyses challenge deeply entrenched narratives?
• How are race, gender, class, age, sexuality, geography, and other facets of intersectional identity entangled with portrayals of Appalachia through the material world?
• How can we critically think through things toward emancipatory aims, in Appalachia and beyond? What radical approaches to material analysis and material discourse about Appalachia and other marginalized groups of people and regions can we develop as a class?
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.

All HON 252 courses fulfill the UK Core Requirement: Intellectual Inquiry in Arts and Creativity

HON 252-001
Shakespeare Aloud
Dr. Walt Forman
T, Th 9:30-10:45 LWS 133

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 252-002
From Eyeline to Skyline
Dr. Gregory Luhan
M, W, F, 11-11:50 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
Monsters and Modernity
Dr. Oliver Leaman
T, Th 12:30-1:45 LWS 136

Monsters play an intriguing role in modern culture and have a long historical pedigree. The course will look at how and why they are relevant today and will focus on Mary Shelly’s Frankenstein and linked texts. The creative project be based on the book and everyone will participate in one way or another. To become clearer on how to respond to the following issues:
• Why are we still interested in monsters?
• What is a monster?
• How relevant is the place of monsters in history to the modern notion?
• Is Mary Shelly’s Frankenstein a warning against modern science?
• Are monsters involved in helping us cope with fear?

HON 252-004
Performing Race in 21st Century USA
Dr. Nicole Martin
T, Th 12:30-1:45 LWS 135

Which came first: the raced body or the staged body? This course explores the dialogical, or co-constitutive, relationship between performance as an aesthetic practice and as an expression of everyday life. This course is invested in the politics of performance and will interrogate a range of texts to explore the role performance plays in shaping (un)raced identities in the United States. Over the course of the semester, students will gain the tools to analyze and deconstruct processes of racialization within various theatrical frames. Students will engage performance in both its text and embodied form through the lens of theatrical critic, practitioner, and scholar. Participants of this course will also consider the role archives and collective memory play in social constructions of race through performance. As such, students will also be asked to critically assess how cultural producers maintain or amend representative imaging of U.S. subject/citizens through the lens of race. The following lines of inquiry guide the trajectory of the semester:

• What are the sociocultural ideologies that affect the way (un)raced bodies are staged?
• How do different genres of performance inform our understanding of race?
• In what ways are ideas of class, sexuality, health, ableism and citizenship co-articulated with race in performance?
• How can performance be employed as a resistive practice for dominant ideologies on race?

HON 252-005
Art, 20th Century US Literature, and the Search for Meaning
(Formerly Parallels in 20th Century Arts, Literature and Sciences)
Dr. Dustin Faulstick
M, W, F, 3:00-3:50 LWS 135

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

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

An interdisciplinary seminar in the history of culture; topics will vary from semester to semester, but a substantial research essay is always required. This course will satisfy the Honors program requirement for Independent Study.

HON 301-001
Teams and Leadership
Dr. Kimberly Stoltzfus
T, Th 9:30-10:45 LWS 135

Have you heard that working on a team is the new way of work across all industries? However, according to a recent Higher Education report, only 37% of employers indicated that their new entry level employees were prepared by their university to work on teams. We have all been on a bad team. However, this course attempts to fill this gap and to teach the trade secrets on good teams. This is an advanced course designed that exposes students to essential theories about team management, highlights key factors that influence team effectiveness, develops skills in diagnosing opportunities and threats that face teams, and enhances teamwork experiences. Team management is learned through real world applications including a final project with a real client where students apply the skills and knowledge that are learned.

HON 301-002
Brain, Body and Mindfulness
Dr. Don Gash
M, W, F 11:00-11:50 LWS 135

Brain, Body and Mindfulness 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 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 behavior 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. Five workshops complement the classwork.

HON 301-009
Social Conflict, Resistance and Peacebuilding
Dr. Tara Tuttle
T, Th 11:00-12:45 LWS 133

These feel like particularly contentious times, but social conflicts and social movements with goals of justice are not new. In this course, we will examine a variety of social conflicts, both past and present and from different regions of the globe, and the creative, artistic, violent, and nonviolent strategies of response. Course readings and films will also ask us to explore varying understandings of justice, peace, and conflict resolution. We will consider how social movements are catalyzed, how leaders cultivate solidarity, and how groups confront and leverage power as they address issues of justice, peace, human rights, and conflict transformation. Students in the course will choose the social conflicts we investigate in the second half of the course as we search for patterns among social movements with outcomes that furthered peace and justice.
This course is designed to introduce the student to Thomas Merton. Merton, a 20th century Trappist monk in Gethsemani Abbey, close to Bardstown, who was a prolific writer, with over 70 books, a series of published journals and now published letters to numerous individuals around the globe. He is the topic of numerous books, thesis and dissertations and related material. The student will read many of Merton's works, and both discuss and write about them. There will also be field trips to the Abbey at Gethsemani and the Thomas Merton Center, if they can be arranged. At the completion of the course the student will be able to:

- Describe Merton's life history and the pivotal points in his life where he developed new directions in his writing and thoughts
- Describe Merton's writing as it relates to his developing notions of Catholicism, monastic life (specifically the OCSO), mysticism and basic theology
- Describe Merton's writings and thoughts on issues that faced the world during his life and continue to have relevance; war and peace, poverty, nuclear arsenals, racism
- Describe and defend his efforts to acquire and use ideas from other religions and his attitude toward and understanding of other religious experiences in his own life and thought
- Describe the Abbey of Gethsemani, and discuss the environment in which he wrote and lived
- Describe the resources available about Merton at the Thomas Merton Center at Bellarmine majors. The format includes interactive lectures, class discussion, and presentations. Five workshops complement the classwork.

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

- What are grace and predestination?
- What is sin?
- What are the roles of works and faith in salvation?
- What is nature of will, both divine and human?
Lactation is one of the most fascinating behaviors in the world for infant and mother survival. Enabling women to breastfeed is a public health intervention with wide-reaching global implications. How to be prepared to support a breastfeeding mother/infant dyad is essential. In this class, we will dive into all these fascinating topics using historical readings, current scientific literature, and discussions with world-renowned experts on human lactation from a variety of disciplines.
Honors Department 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.

**ANT 101-001**
What Makes Us Human: Introduction to Anthropology for Honors Students
Dr. Monica Udvardy
T, Th 2:00-3:15 Lafferty Hall 0201C
Fulfills UK Core Social Sciences

Anthropology’s focus is humankind, the unique species to which we all belong! The broadest of the liberal arts disciplines, anthropology studies humanity holistically, exploring our humanity deeply, broadly, and in all its facets. If you want an introduction to the fascinating diversity and complexity of our species, this is the course for you! More than any other major, anthropology offers the tools to understand cultural diversity, to dispel notions of racism and prejudice, and offers insights that prevent suspicion, distrust, and hatred of others. This course introduces you to the four sub-fields of Anthropology, which include Archaeology, Biological or Physical Anthropology, Cultural Anthropology, and Linguistic Anthropology. Dr. Udvardy brings in speakers from each of the sub-fields so that you gain first hand knowledge of the kinds of cutting edge research that anthropologists in these sub-fields conduct. We will also gain practical experience of what we learn through a field trip to an archaeological site or a venue where cultural diversity is apparent, and where students will see first hand what can be learned from Anthropology.

**A&S 321/500**
BIOART: Creativity and Experimentation in Art and Science
Dr. Ashley Seifert and Dr. Joe Davis
M 1:00-3:00, and W 1:00-4:00

This seminar will explore how scientists and artists use similar techniques and experimentation to stoke creativity. Emphasis will be placed on development of artistic frameworks that engage scientific tools, and on the importance of creative thinking while engaging with scientific problems. Class meetings will include weekly thematic lectures and weekly studio-lab sessions. Participation in BIOART will also feature guest lectures by renowned scholars, such as George Church, Oron Catts, Natalie Jeremjenko, Roger Malina, Guenter Seyfreid (confirmed), and Nick Bostrom, as well as trips to museums and field sites around Ohio and Kentucky. Enrollment will be limited to 10 Honors students.

**BIO 198/9**
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, medicine, agriculture and engineering. Each student will select a research project from a list of pre-arranged projects.
The structure and function of the cells will be considered. Emphasis will be placed on the ultrastructure of cell organelles and the molecules that compose them as a framework for understanding the mechanisms of cell activity. Weekly hands-on laboratory exercises will reinforce concepts and utilize experimental methods discussed in lecture. Class size will be limited to 20 students to encourage class discussion during regular lecture periods and during those devoted to discussions of primary literature articles. Some of the questions addressed by the course include:

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

Research article discussions will reinforce concepts and illustrate how some of these questions have been, and continue to be, addressed.

This course counts toward BIO 2nd tier core requirement and the BIO scholars program. It is open to students who have completed pre-BIO major requirements, BIO 2nd tier requirements, or have obtained instructor consent.

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?

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, reha-
bilitation 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?

CS 315-002
Algorithm Design and Analysis
Dr. Jerzy Jaromczyk
T, Th 12:30-1:45 TBD

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 130-003
Honors Literary Encounters: Twice-Told Tales
Dr. Marion Rust
T, Th 11:00-12:15 Whitehall 215
Fulfills UK Core Arts and Creativity

Every narrative act begins in response, but only a few acknowledge the debt. This course examines contemporary narratives (both prose and poetry) that rewrite other works, along with the works that they rewrite. Focusing on late 20th- and early 21st-century publications in tandem with their points of departure, our reading list will look something like this: Michael Cunningham’s The Hours with Virginia Woolf’s Mrs. Dalloway; Kate Tempest’s Hold Your Own with accounts of the ancient Greek mythological figure Tiresias; Ta-Nehisi Coates’ Between the World and Me with James Baldwin’s The Fire Next Time; and Claudia Rankine’s Citizen: An American Lyric with “Situation videos” such as “In Memory of Trayvon Martin,” created in collaboration with her husband John Lucas. We will also view Kate Tempest’s hip-hop performances, the film The Hours (starring Nicole Kidman as Virginia Woolf), and other relevant visual media. Literary appropriation invites the following questions, among others:

- What do Sophocles, Baldwin and Woolf offer their posthumous collaborators in the way of motivation?
- In what spirit does the response proceed: homage, revision, condemnation, collaboration, elaboration?
What aspects of the original does the twice-told tale highlight, what does it obscure, and why?
Does its commentary extend to stylistic mimicry, amplification or echo?

These are a few of the issues we will explore in the service of becoming self-aware, informed and articulate readers. In addition, we will use the twice-told tale to reflect upon the myriad forms that criticism can take. In that spirit, one of the written assignments offers you the option of writing a twice-told tale of your own in response to an assigned text. Students leaving this course can expect to have developed greater sensitivity to the act of narrative interpretation and an enhanced ability to reflect upon that act. They will be aware of the importance of intertextuality: the explicit or implicit indebtedness of any single literary work to the world of words that swirls around it. Finally, they will have improved their skill at both spoken and written literary and cultural analysis.

ENG 342-001
Shakespeare
Dr. Emily Shortslef
T, Th 2:00-3:15 Whitehall 215

An introductory survey of Shakespeare’s plays with a thematic focus on complicated relationships (between friends, family, lovers, enemies, and strangers). We’ll explore acts of trust, betrayal, and forgiveness, kindness and cruelty, in plays that span Shakespeare’s career and cover the range of dramatic genres in which he wrote. At the same time, we’ll examine how Shakespeare’s use of language (especially figurative language) creates meaning; discuss the theatrical cultures and social worlds in which these plays were written and have been performed; and think about the exciting interpretive possibilities of performance—all questions having to do with the relationship these plays have with their audiences, in Shakespeare’s time and now. This course will introduce students to Shakespeare’s work in its historical and dramatic contexts; foster the development of a critical vocabulary and set of strategies for analyzing complex texts; and help students to develop close reading and critical writing skills. Texts likely to be studied include Hamlet, Othello, and Twelfth Night.

HIS 121-001
Honors War and Society, 1914-1945
Dr. J. D. Popkin
T, Th 2:00-3:15 Whitehall 209

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
- War-time government as “big government”: propaganda; the restriction of civil liberties; economic intervention; warfare and welfare
- The global reach of total war: the geopolitical claims of rival empires; total war and the rise and fall of empires
- Warfare and public memory: Coming to terms (or not) with the enormities of total war
**HIS 355-003**  
*Honors Modern Women in Japan: Citizenship, Equality and Peace*  
Dr. Akiko Takenaka  
T, Th 2:00-3:15 TBD

This course covers the history of women’s activism in 20-21C Japan. Readings will include writings by and interviews with the activists (in translation) as well as historiographical and analytical secondary sources. Topics covered will include suffrage and citizenship, gender equality, welfare for mothers and children, women’s liberation movement, and anti-war activism. The latter half of the course will place an emphasis on the impact of U.S. Cold War on peace activism and gender relations in Japan.

**HIS 355-004**  
*Honors Digital History and Apartheid in South Africa*  
Dr. Stephen Davis  
T, Th, 12:30-1:45 TBD

This course will familiarize students with apartheid, the all-encompassing form of racial and economic segregation implemented in South Africa during the latter half of the 20th century. In many ways this is a conventional history course where we will read and discuss relevant readings and conduct research that synthesizes secondary sources, but we will depart with convention on several ‘digital lab days’ where students will work both individually and in teams to address various controversies, problems or unanswered questions using various types of primary sources. In particular, we will use concept mapping platforms to gain deeper insight into testimonies of victims of human rights abuses, find ways to decode the spatial and visual dynamics of urban segregation using mapping software, and understanding the shifting demands of resistance politics through textual and lexicographic comparisons of Nelson Mandela’s many autobiographies. These digital explorations will be framed within a chronological superstructure of readings that give context to these sources by explaining the origins, implementation, and dissolution of the apartheid system. This course will not only give students the opportunity to learn about South Africa’s past, but also to participate in the production of historical knowledge through interpretation and analysis of primary sources using innovative computational technologies.

**PGY 412G**  
*Honors Principles of Human Physiology*  
Dr. Ok-Kyong Park-Sarge  
W, F 1:00-2:50 Nursing 214

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.
PHI 100-005  
Honors Knowledge and Reality  
Dr. Claire Batty  
M, W, F 12:00-12:50 POT OB3  
Fulfills UK Core Humanities

This course is an introduction to philosophy. It focuses on two main subfields of philosophy: metaphysics and epistemology. **Metaphysics** is the area of philosophy that deals with the question: what is there and what is it like? Some of the questions we will consider are:

- If everything in the world is determined by previous events, can we say that we ever act freely? If we can't, should this worry us?
- Are you the same person today as the person who first visited the University of Kentucky as a prospective student? If so, how so?

**Epistemology** is the area of philosophy that deals with the question: what is the nature of knowledge and reasonable belief? Some of the questions we will consider are:

- Are there rules about how we ought to adopt beliefs? Do you always need to believe something on evidence?
- Would it be wrong to believe something on insufficient evidence?
- What is knowledge? Why is knowledge valuable?

In examining these questions, we will draw on readings by important figures in the history of philosophy as well as contemporary authors.

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PHI 130-003  
Honors Morality and Society  
Dr. Arnold Farr  
TBA  
Fulfills UK Core Citizenship

Morality is often taken lightly since most of us think that we know what is morally right. However, if we were asked to explain why we believe as we do, most of us would find ourselves in a very difficult position. Moral decisions are probably the most important, yet, most difficult decisions that we will ever have to make. The objective of this course is not to teach students how to make moral decisions; instead, it is to make the student more familiar with the kind of reasoning that supports moral decision-making and the kinds of issues which complicate the process. In this course we will discuss several moral theories and ways in which they may be applied. We will also examine the issue of justice and its relation to morality. We will focus on the relationship between rights and recognition in the formation of theories of justice.

This course has a significant social component since our views about morality have a great impact on our social relations. To this end we will also examine issues of class, race and gender as well as the intersubjective nature of moral thinking. We will also spend quite a bit of time examining the relationship between moral duty and social/political responsibility.

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PHI 300-001  
The Interplay of Science and Religion  
Dr. Julia Bursten and Dr. Phil Crowley  
T. Th 12:30-1:45 Whitehall 246

Where do we look for meaning in the world around us? Science offers one set of answers, and different religious teachings offer others. Can evolutionary biologists be Christians? Is there a scientifically observable benefit to prayer? Is “creation science” science? Why are some religions friendlier to science than others? What counts as dying, and when does life begin? What does the Bible have to say about man-made climate change? In this class, co-taught by a philosopher and a biologist, students will explore answers to these questions and more as they seek to understand the many and varied relationships between scientific and religious ways of thinking. Students will survey a variety of religious beliefs and practices as they examine scientific and religious perspectives on topics including evolution, the boundaries of life, climate science, life on other planets, and meditation and prayer. This class will include field trips to regional sites of scientific and religious interest.
PHI 305-001  
Honors Health Care Ethics  
Dr. Rebecca Yarrison  
M, W, F 3:30-4:45 Science Building 103

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

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

PLS 103-004  
Honors Plants, Soils, and People: A Global Perspective  
Dr. Todd Pfeiffer  
M, W, F 11:00-11:50 The 90 219  
Fulfills UK Core Global Dynamics

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

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

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

- What factors drive human population trends, and how can food production meet the needs of increasing numbers of people?
- How have human societies developed over the past 10,000 years from the beginning of the Agricultural Revolution up to the 21st century, and how has food availability affected the development process?
- What do people around the world eat, and why?
- What factors control crop growth and yield of food products, and how can these be managed to increase food availability?
- How are food security and the sustainability of food production being addressed around the world?
SW 325-002
Social Justice Foundations
Dr. Diane Loeffler
T, Th 12:30-1:45 Whitehall 238
Fulfills UK Core Community, Culture and Citizenship

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.

WRD 410-002
Hollywood Eats Itself
Dr. Thomas Marksbury
T, Th 11:00-12:15 Thomas Poe Cooper 113

From the beginning, Hollywood was self-conscious about the lure of its often destructive and always reflexive mythology. What could be more natural than cannibalizing itself for source material? Movies about movies seem to revel in their own dark glamour, daring us to believe that only Hollywood would dare to show the rest of us back in flyover country what a special circle of hell Hollywood really is. We will be thinking about genre and gender, industry and art, Cold War paranoia, the feeding cycle of producers, actors, directors and writer, celluloid immortality and virtual death, with comic mayhem and tragic hijinks along the way.

Films run from the ur-text A Star is Born to such noir classics as Sunset Boulevard and In A Lonely Place to revisionist approaches like Barton Fink and The Player, culminating in such recent deconstructions a Mullholland Drive and Tropic Thunder. Books include The Day of the Locust, Suspects, and Zeroville. Expect loads of content, a little theory, lively discussion, two 7-9 page essays, two exams, and a final creative project.