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.

Courses and descriptions are subject to change. The most updated version can be found on our website: https://www.uky.edu/honors
"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*

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<tr>
<th>Available Sections:</th>
<th>Available Sections:</th>
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<tbody>
<tr>
<td>HON 101-001 TBD M, W, F 9:00-9:50 LWS 134</td>
<td>HON 101-009 Dr. Zada Komara M, W, F 2:00-2:50 LWS 133</td>
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<tr>
<td>HON 101-002 Dr. Tara Tuttle M, W, F 9:00-9:50 LWS 135</td>
<td>HON 101-010 Dr. Kenton Sena M, W, F 3:00-3:50 LWS 133</td>
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<tr>
<td>HON 101-003 Dr. Zada Komara M, W, F 10:00-10:50 LWS 133</td>
<td>HON 101-011 Dr. Timothy Minella T, Th 9:30-10:45 LWS 135</td>
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<td>HON 101-004 Dr. Dustin Faulstick M, W, F 10:00-10:50 LWS 134</td>
<td>HON 101-012 Dr. Timothy Minella T, Th 2:00-3:15 LWS 135</td>
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<td>HON 101-005 Dr. Dustin Faulstick M, W, F 11:00-11:50 LWS 134</td>
<td>HON 101-013 Dr. Ryan Voogt T, Th 2:00-3:15 LWS 135</td>
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<td>HON 101-006 Dr. Kenton Sena M, W, F 12:00-12:50 LWS 133</td>
<td>HON 101-014 Dr. Tara Tuttle M, W, F 11:00-11:50 DON 001</td>
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<td>HON 101-007 Dr. Daniel Kirchner M, W, F 12:00-12:50 LWS 134</td>
<td>HON 101-015 Dr. Ryan Voogt T, Th 9:30-10:45 LWS 134</td>
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<tr>
<td>HON 101-008 Dr. Eric Welch M, W, F 10:00-10:50 LWS 134</td>
<td>HON 101-016 TBD M, W, F 3:00-3:50 LWS 133</td>
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<td>Dr. Timothy Minella</td>
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<td>Dr. Eric Welch</td>
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**HON 100-001**  
**Service Learning for Singletary Scholars**  
**Dr. Daniel Kirchner**  
**M, W, F 3:00-3:50 LWS 136**  
*PreRequisite: Must be a first-year Singletary Scholarship recipient*

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.

HON 151-001
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 151-004
Science, Ethics and Society
Dr. Isabel Mellon and Sara Rosenthal
T, Th 2:00-3:15 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 throughout history. Students will participate in guided discussions to address a multitude of questions including the following:

- What are the essential foundations and methods used in scientific discovery? How do they differ from practices used in other disciplines such as religion or the arts?
- How have seminal scientific discoveries positively and negatively impacted societies? How have societies attempted to balance this 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 throughout the world? What are the positive and negative implications of this?
Representations of the Appalachia region in literature, art and pop culture have historically shifted between hyperbol- ic, 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, film 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.
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?

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?
What is Possible: Development of Biotechnology
Dr. Luke Bradley
T, Th 3:30-4:45 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?

Climate Change: Scientific Evidence, Biological Impacts, and Societal Responses
Dr. Nicholas Teets
T, Th 12:30-1:45 LWS 134

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

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

Sex and Society
Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge
T, Th 2:00-3:15 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 dilem-
mas, 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 152-007
Honors You, Me, Myself & I: Psychosocial Influences on Health
Dr. Mitzi Schumacher
T, Th 9:30-10:45 DON 5

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

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

HON 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 251-002
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 251-003  
Visual Art and the Law  
Dr. Michael D. Murray  
T, Th 9:30-12:15 LWS 136

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 251-005 and 006  
Purpose, Meaning 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 increase 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?

**Departmental Honors Courses that Satisfy UK Core Inquiry in the Social Sciences**

**ANT 101-007**
*What Makes Us Human?: Introduction to Anthropology for Honors Students*
Dr. Monica Udvardy
T, Th 9:30-10:45 Lafferty Hall 0201C

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.

**PS 230-007**
*Introduction to International Relations*
Dr. Daniel S Morey
M, W: CB 118, F: Miller Hall 101, 1:00-1:50

An introduction to world politics, with an emphasis on conflict and compromise at the international level but also considering domestic political interactions with global consequences. Students learn how social scientists analyze international relations in a variety of policy areas, including both military/defense and economic.
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
The Revolution Will be Instagrammed? Documenting Activism on Social Media
Dr. Tara Tuttle
M, W, F 1:00-1:50 LWS 133

Social media technologies have become crucial tools in organizing and documenting social justice activism, including the dissemination of protest art (visual and textual), photography, video, and first-hand accounts of participation in social movements. Media outlets now frequently embed or link to content from social media users alongside the work of their journalists as posts go viral. In this course we will consider the ways in which the visual art, poetry, and literature of civic activism and social protest is created, shared, hosted and circulated online in a variety of social media platforms. We will consider the following questions:

- Do social media constitute a new form of public space?
- How does a perceived need to go viral affect grassroots organizing methods?
- How and why have institutions of the state attempted to suppress social media use during protest?
- What media literacy skills are needed to navigate contemporary social justice issues?
- What structures of power in looking and to-be-looked-at-ness are at work in the art and photos of protest circulated on social media?
- What social meanings of images are at play when activist work or protest art goes viral?
- How is activism understood as spectacle or performance when documented on social media?
- Does the proliferation of activist posts on social media indicate a deeper public engagement with social justice issues, or is it merely “slacktivism”?

HON 252-002
Performing Race in 21st Century USA
Dr. Nicole Martin
T, Th 11:00-12:15 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 252-003
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 252-005
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 252-006
Art in the Field: Experimental Documentary and Creative Research
Dr. Jena Seiler
T, Th 2:00-3:15 The 90 211

This course explores art as a tool for engaging and taking account of the world—as a way to get into the textures, histories, sensations, and forces that produce our social, cultural and political realities. Students will be introduced to theories and critical perspectives on experimental documentary and creative practices. Then, moving beyond the confines of the classroom, students will create personal projects that explore the city of Lexington and the surrounding region. These projects will incorporate digital media, including film and video, digital photography, and sound
recording. Through screenings, discussions, field trips, and workshops, students will develop a foundation for creative thought and critical making, as well as a framework for attending to the complexities of the social field in a responsive, thoughtful manner.

- How can creative research help us to take account of our contemporary conditions?
- What is the value of producing alternative visual and audio narratives in a world already saturated in media?
- How can art and field research connect us with the places we live and open us to the experiences of other people's daily lives?
- How can creative experimentation and sensorial experience expand our ability to attend to the present and think critically?

HON 252-007
Curiosity: What Is It and Why Does It Matter?
Dr. Phil Kraemer, Beth 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?

Courses that Satisfy UK Core Inquiry in the Global Dynamics

PLS 103-004
Honors Plants, Soils, and People: A Global Perspective
Dr. Timothy Phillips
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?

Courses that Satisfy UK Core Inquiry in the Community, Culture and Citizenship in US

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.
Honors Proseminar

An interdisciplinary seminar that offers an in-depth examination into a topic chosen by the instructor, related to history, culture, and constructions of knowledge. The format of the seminar is discussion-based and student-centered. Throughout the semester, students will be responsible for leading assigned discussion in collaboration with their peers and/or professor. This course enhances critical and creative thinking skills through specialized projects, research, written assignments, and/or oral presentations.

HON 301-001
Marxism and the Communist Experiment in Eastern Europe
Dr. Ryan Voogt
T, Th 11:00-12:15 DON 1

In this course, students explore Marx's communism as an ideology and in practice in the Soviet Union and Eastern Europe. They will consider questions such as: what was the initial appeal of communism, and did that change? What happens to idealism when confronted by complex realities? Did communists stop believing in communism? What is the relationship between communism as an ideology and the problem of power and societal control?

HON 301-002
Sports and the Cultural Imagination
Dr. Dustin Faulstick
T, Th 11:00-12:15 DON 3

Yusef Komunyakaa's basketball-inspired poem, aptly titled “Slam, Dunk, & Hook,” ends with these lines: “we knew we were / Beautiful & dangerous.” This course examines sports through the artifacts of literature and film, and the lenses of sociology, philosophy, public health, politics, and economics. Like Komunyakaa's poem suggests, we'll consider the multifaceted influence—sometimes beautiful, sometimes dangerous—that sports exert in the twenty-first century cultural imagination. As both an imitation and purveyor of culture, sports extend into areas we might not immediately recognize and offer insights into our values and our lives. We will work to uncover these insights in a seminar setting by engaging course texts and considering our own positive and negative experiences with sports. The following questions will help to guide our conversations:

- How do sports intersect with social issues like race, class, gender, and masculinity?
- What physical and psychological health issues should interest people invested in sports?
- How have spectator sports gained prominence in the realms of politics and economics?
- What positive human characteristics—such as teamwork, passion, and meaning—are reflected in and encouraged by sports?
- What negative human characteristics—including violence, tribalism, and corruption—are reflected in and encouraged by sports?
- Can we push sports toward their positive elements while avoiding their negative ones? How might someone do so in her own life and as a recommendation for others?

HON 301-003
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 301-004
Pseudoscience: Bad Inquiry from Alt-Health to Genocide
Dr. Zada Komara
M, W, F 11:00-11:50 LWS 133

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? Fantastical 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.

HON 301-005
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 301-006
Early Jewish Christian Reading of Scripture
Dr. DM Olster and Dr. Christian Brady
T, Th 3:30-4:45 LWS 136

Depending on your point of view, the revelatory books from Genesis to Malachi can be called the Jewish Scriptures or the Old Testament. The disagreement over the name of this collection of texts is only one aspect of what has been a contest for ownership over which Jews and Christians have struggled as both religions have sought to claim these revelatory texts for their own. This class aims to introduce elements of this historical dialogue between Jews and Christians over some of the critical biblical, legal and interpretive issues that divide them. Students will read both Christian and Jewish writings that focus on their divergent understandings of these texts from a period where Christians and Jews were both, to a greater or lesser degree, active proselytizing religions operating within a broader pagan religious culture. Students will learn that there is no single “right” or “literal” understanding of these texts, but that Jews and Christians each possess an intellectual apparatus and interpretive lens that legitimates their own understanding. Hopefully, students will finish the class with a heightened awareness of the diversity of religious traditions and a greater tolerance of that diversity.

HON 301-007
Terrorism: Understanding and Analyzing Actual and Potential Terrorist Attacks
Dr. Kimberly Stoltzfus
T, Th 3:30-4:45 JBS 103

In this pro-seminar we examine modern, unprecedented forms of global, networked, and “dark” terrorism and the groups and organizations that specialize in it. Extensive time will be spent discussing historical, legal, psychological, sociological, organizational, and communication research with primary focus in the Middle East, Europe, Africa, Asia and the United States. However, a majority of the course will focus on learning and applying organizational science to equip students to analyze current terrorist organizations to get a sense of the work done “behind the scenes” to thwart potential attacks.

HON 301-008
Leadership in a Global Society
Dr. Laura Bryan
M, W, F 2:00-2:50 DON 001

Whether at home, college, work, your community, or our society, leadership matters! Who is an effective leader? Why? This course introduces you to the study of leaders in today’s world. You will examine the construct of leadership and learn the research on leadership effectiveness. You will also learn strategies on how to become a better leader. More specifically, we will review the historical underpinnings of leadership, and analyze and integrate various theoretical approaches including traits, behaviors, and other perspectives, such as transformational leadership and authentic leadership. We will also explore the impact of the situation on leadership, the role of followers, and the implications of neuroscience research findings. Upon review of the literature on positive leadership development, we will explore how you can improve your leadership. The course will address the following questions:

- What is meant by effective leadership? Are all effective leaders also positive leaders?
- How do leaders impact individuals, groups/teams, organizations, cultures, and societies?
- Is a person born as leader? Are there leadership traits?
- Do all effective leaders exhibit the same behaviors?
How does a situation define a leader?
What have neuroscientists discovered about the connections between the brain and leadership?
Is effective leadership the same across different cultures?
Are management and leadership the same constructs?
What are strategies for positively developing leaders?
How can you improve your leadership approach?

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 curses are typically available to Honors students at any level, unless there is an established prerequisite for the course.

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, medicine, agriculture and engineering. Each student will select a research project from a list of pre-arranged projects.

BIO 304-003/004
Honors Principles of Genetics
Dr. Jared Famulski and Dr. Emily K. Croteau
Lecture: M, W, F 1:00-1:50 Thomas Hunt 116
Laboratory: T 2:00-4:50 or Th 9:00-11:50 Thomas Hunt B0008

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. Rebecca Kellum
Lecture: T, Th 2:00-3:15 Thomas Hunt 109
Laboratory: M 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?

**BSC 152-001**
**Honors You, Me, Myself & I: Psychosocial Influences on Health**
Dr. Mitzi Schumacher
T, Th 9:30-10:45 DON 5

This interdisciplinary course focuses on how psycho- (individual thought and behavior) social (interactions with oth-
ers) 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 defi-
nitions 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 152-007

**CPH 320-002**
**Honors Fundamentals of Environmental Health**
Dr. Nancy Johnson
T, Th 2:00-3:15 TBD

This course will provide an overview of the physical factors that influence human health, including hazards from un-
sanitary water, polluted air, traumatic injury hazards, toxins, radiologic risks, and other features of the natural and hu-
man made environment that can kill, injure, maim, and cause disease in human populations. Special focus is given to
understanding the relationships between biological, chemical, and other factors that produce unhealthy environments
that sicken individuals throughout their lifespan. Additional topics include the important influence of environmental
hygiene, restaurant inspections, occupational safety and health issues, clean water standards, air pollution regulations,
and other laws and regulations that protect the health and safety of human populations.

- Why is it that raising awareness and education often seem fruitless in altering population health?
- How can I learn to ask questions critical to averting environmental health disasters?
- Which population factors influence the impact of environment on health status?

**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  
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

HIS 355-001  
Gender and War  
Dr. Francie Chassen-Lopez  
T 5:00-7:30 PM Whitehall 215

Despite the fact that throughout history, war has been considered a masculine activity, women, their labor and their bodies, have always been central to war making. They have stepped in as family providers, fundraisers, propagandists, couriers, spies, and informers. They have accompanied the troops as nurses, cooks, laundresses, seamstresses, and prostitutes. And, a very few shouldered arms and fought on the battlefield, often disguised as men. Yet paradoxically as war opened new spaces for women, the rhetoric of war has tended to exaggerate traditional gender roles: men demonstrated their masculinity by defending women, family, and nation on the battlefield while women were relegated to the home front as patriotic and sacrificing mothers. Representative of the nation, women’s bodies emerged as parallel battlefields where rape symbolized victory and possession. The realities of war generated considerable ambivalence and anxiety for both men and women. Consequently, in peacetime, women were often situated as the victims of war while their contributions to the war effort were erased in the historical narrative to insure their ongoing subordination in patriarchal society. This course will examine women’s roles in wartime, beginning with the French Revolution and ending with the 21st century. Using testimonies, interviews, and other primary sources in addition to scholarly studies, documentaries, and film, we will focus on three main issues: 1) What has been the concrete impact of war on women, men, and families, gender roles and gender relations over time and in distinct cultures? 2) What has been the role of gendered metaphors and symbols as weapons in the war of words? and 3) How have wars also played out as physical and ideological battles over women’s bodies?

PGY 412G-002  
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.

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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. Bioethics
2. Medical Behavioral Science

More to come!
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
Lewis Honors College in Partnership with UK’s Department of Behavioral Science offers

Designed to provide students with an in-depth study of Medical Behavioral Science concepts, offer experiential learning activities, and prepare students for successfully managing both the intellectual and interpersonal demands of medical training.

**Requirements**
BSC 152, 251, 301 and one approved elective

**Recognition**
Undergraduate Certificate in Medical Behavioral Science with recognition on your transcript

**Questions to be Answered**
- 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 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?

**Certificate Courses**
BSC 152 You, Me, Myself and I: Psychosocial Influences on Health
BSC 251 The Enemy Within: Culture and Health Behavior,
BSC 301 Doctoring Undercover: Shadowing and the Culture of Medicine

For more information
Claire D. Clark, PhD, MPH Certificate Program Director Department of Behavioral Science claire.clark@uky.edu or your Honors advisor.