Honors Course Descriptions

Spring 2022

Courses and descriptions are subject to change. The most up to date pdf can be found at https://www.uky.edu/honors/honors-course-descriptions

Updated 10.7.21
HON 140
Honors Foundations: Knowledge and Society

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

HON 140-001
Dr. Eric Welch
MWF 9:00-9:50 LWS 133

HON 140-002
Dr. Kent Navalesi
MWF 10:00-10:50 DON 001

HON 140-003
Dr. Daniel Kirchner
MWF 11:00-11:50 LWS 133

HON 140-004
Dr. Dustin Faulstick
MWF 11:00-11:50 LWS 134

HON 140-005
Dr. Kent Navalesi
MWF 12:00-12:50 DON 001

HON 140-006
Dr. Rebecca Gayle Howell
MWF 12:00-12:50 LWS 133

HON 140-007
Dr. Kenton Sena
MWF 12:00-12:50 DON 003

HON 140-008
Dr. Kenton Sena
MWF 1:00-1:50 LWS 133

HON 140-009
Dr. Zada Komara
MWF 1:00-1:50 LWS 135

HON 140-010
Dr. Zada Komara
MWF 2:00-2:50 LWS 135

HON 140-011
Dr. Timothy Minella
TR 9:30-10:45 LWS 133

HON 140-012
Dr. Ryan Voogt
TR 2:00-3:15 LWS 133

HON 140-013
Dr. Timothy Minella
TR 2:00-3:15 LWS 135

HON 140-014
Dr. Nazmus Sakib
MWF 9:00-9:50 LWS 134

HON 140-015
Dr. Nazmus Sakib
MWF 10:00-10:50 LWS 133
**HON 100-001**  
**Service Learning for Singletary Scholars**  
*Dr. Daniel Kirchner*  
W 3:00-3:50 LWS 136

*Pre-requisite: 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.

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**HON 151: Honors In Humanities**

Honors Humanities courses vary in topic by professor and are announced prior to course registration. These courses engage students in the analysis and interpretation of the human experience in various cultures and time periods. These courses feature elements of Honors pedagogy such as sustained interdisciplinary analyses of art, historical documents, literature, philosophical and other texts; class discussions of assigned primary materials and peer-reviewed texts; and the encouragement of students to be active collaborators in the knowledge constructed by the course. May be repeated up to six hours under a different subtitle. This course fulfills the UK Core requirement for Intellectual Inquiry in the Humanities. Prereq: Lewis Honors students only.

**HON 151-001**  
**Justice: A Tour Through Great Books and Authors**  
*Dr. Timothy Minella*  
TR 11:00-11:50 LWS 133

What is justice? Does might make right? Are we ever justified in disobeying lawful authority? How does one live justly? We will explore these questions by discussing some of the most important statements in philosophy, literature, and politics on the concept of justice. Students will read a variety of classic texts, which may include Plato’s Republic, Shakespeare’s King Lear, Hobbes’s Leviathan, King’s “Letter from a Birmingham Jail,” and Ellison’s Invisible Man. This course will be conducted in a seminar style with numerous class discussions. Students will write several papers that analyze the assigned texts in detail.
Europe and the Mediterranean basin underwent dramatic social, political, religious, and cultural changes from the third to the eighth century CE, a transitional period between classical antiquity and the Middle Ages called “Late Antiquity.” Christianity — once a dissident, oppressed movement — became the official religion of the Roman Empire and the dominant cultural force in what would become European Christendom. In the west, a unified empire gave way to various barbarian kingdoms which adapted Greco-Roman culture and institutions to Germanic social structures and customs. While Roman governance and urban life deteriorated in the west, in the east it lived on as the Byzantine Empire, where emperors ruled with unprecedented divine authority. Finally, Christian dominance of the Mediterranean basin came to an end with the rise and spread of Islam in the seventh century; along with new religious ideas, this movement brought new legal systems, social structures and literary traditions.

This course will explore this period through the lens of late antique people’s interactions with religion in life’s significant and mundane affairs, including marriage, work, domestic life, education, sex, travel, community, sickness and death. We will also discuss the themes that emerge in our readings from Late Antiquity in the context of contemporary socio-religious issues, including separation of church and state, women’s and LGBTQ rights, religious/cultural pluralism and medical ethics, among others. In doing so, students will become acquainted with ancient and foreign religious concerns and explore the historical roots of questions still asked today. Some questions we will ask include:

- How did late antique people differentiate “religious” from “secular” matters?
- Was “popular religion,” or the religion of the lower classes, different from that of the elites?
- How did women fare in different religions? Was religion the deciding factor in their treatment?
- How did religious ideas influence people’s experience of embodiment - hunger, sickness, sexuality, etc.?

This course focuses on studying and articulating interdisciplinary connections between aspects of music and various artistic, scientific, and cultural areas of study. Following an opening unit that examines the nature of interdisciplinary and cross-domain learning, the course will examine many interconnections between 1) music and the other fine and performing arts, 2) music and STEM-related fields, and 3) music and other areas of the humanities. The course will feature occasional guest lecturers from the university faculty on a given topic, and class sessions will be team taught between the instructor and the guest lecturer. Given the subject matter, basic musicianship (ability to read and understand musical notation) is recommended, but not required for this course.

- What is the nature of interdisciplinarity?
- What advantages does adopting an interdisciplinary perspective provide to students, teachers, and professionals in various fields?
• What are the possible limitations of interdisciplinary studies?
• How can we rigorously evaluate the appropriateness and efficacy of interdisciplinary connections between different fields of study?
• What are some interdisciplinary connections between music and other areas of study?
• Why music? What is it about music that makes it a nexus of effective interdisciplinary comparison to many other fields of study, from physics to visual arts to language to narrative?

HON 151-004
Encountering Russia: History and Literature
Dr. Ryan Voogt
TR 9:30-10:45 LWS 134

In this core course in the humanities, students will be exposed to aspects of Russian culture and thought through history and literature from the 1800s and 1900s. In this course, students will encounter many of the revered Russian authors, the momentous aspects of history, and contemplate and discuss some prominent Russian historical and philosophical debates, ranging from intensely personal and worldview-focused to public ones like the complete reorganization of society under communism. It is expected that students will embrace sometimes longer, but pleasurable, reading assignments befitting some of the longer great novels assigned for the course.
HON 152: Honors In STEM

Honors STEM courses vary in topic by professor and are announced prior to course registration. These courses engage students in the scientific process within a given STEM topic, emphasizing scientific methods and fundamental scientific principles within a societal context and employing interdisciplinary approaches. These courses feature elements of Honors pedagogy such as classroom discussion, engagement with peer-reviewed literature, and active participation in the research process (including data collection and analysis, and/or extensive literature review and synthesis). May be repeated up to six credits under a different subtitle. This course fulfills UK Core requirement for Intellectual Inquiry in the Natural/Physical/Mathematical Sciences. Prereq: Lewis Honors students only

HON 152-001

Cell Injury and Human Disease
Dr. Florin Despa and Dr. Sanda Despa
MW F 9:00-9:50 LWS 135

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

- What molecular forces and interactions underlie cell function?
- How does the structure govern function in proteins and cells?
- Which are the basic mechanisms of cell injury, self-repair, adaptation and point of no return?
- Why do diabetes, heart disease and brain disorders co-occur?
- Can repairing injured cells cure the disease?

HON 152-002

The Anthropocene Human Impact on the Planet and our Future
Dr. Jason Unrine
TR 9:30-10:45 LWS 136

Human activities over the past four centuries have had such a profound impact on the earth’s systems, that some scientists have proposed that we have entered a new geologic epoch: The Anthropocene. Observed changes include alteration of the basic composition of the atmosphere and oceans, global climate change, global deposition of contaminants such as heavy metals, plastics, radionuclides, and organic chemicals, massive soil erosion, global deforestation, and mass extinctions, to name a few. The changes that are occurring are so profound and so rapid, that they mimic past catastrophic changes that have caused mass extinction events in Earth’s geologic history. This course will delve into the scientific methods and discoveries that led to our current understanding of global change. The course will draw on concepts and evidence from earth science, environmental chemistry, toxicology, epidemiology, ecology, paleontology, agricultural sciences, environmental engineering, and environmental policy.

We will pose questions such as, what are the nature and rate of the changes underway and how does this compare to pre-human epochs? Does humanity have the capacity to slow and eventually reverse these changes? Second, if these changes cannot be reversed, what are the implications for humans and the biosphere as a whole? The course will not be all doom and gloom. We will ask what solutions we can propose to mitigate or reverse global change and highlight success stories. Students will adopt an interdisciplinary perspective to clearly define the role that science plays in problem formulation and generation of solutions.
The Appalachian region is home to one of the most biodiverse temperate forests in the world. These rich forests support diverse human and wildlife communities, serve as the water source for much of the eastern US, and store tremendous quantities of carbon. The Appalachian region also holds valuable natural resources, primarily coal and timber, which have further structured the region's socio-ecological landscape. This class will explore the rich natural history of the Appalachian region, including the geological, climatic, ecological, and human cultural factors that structured the rich plant and animal communities present in this region today. We will also consider the legacies of resource extraction in the region and participate in a tree-planting event on a surface mined site in eastern Kentucky.
HON 201: Honors Seminar

Honors Seminar courses vary in topic by professor and are announced prior to course registration. These courses are interdisciplinary, discussion-based seminars that offer an examination or survey of topics related to the histories, cultures, and constructions of knowledge. Course format and work encourages critical and creative thinking skills by requiring students to be active collaborators in the knowledge constructed by the course and through innovative or experimental projects, assignments, or research that emphasizes the value of intellectual and cultural contributions to society. May be repeated under different subtitles to a maximum of six credits. Prereq: Lewis Honors students only

HON 201-004
Introduction to Appalachian Health
Dr. F. Douglas Scutchfield
In Person TBA

This course will examine the health problems and some of the health infrastructure of Appalachia generally and Kentucky specifically. It will examine the contributions of medical care, health behavior, social determinants of health and special health problems in Appalachia. It will also provide some ideas for how best to address the health problems of the region.

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. Prereq: Lewis Honors students only.

HON 251-001
The Enemy Within - Culture and Human Health
Dr. Terry Stratton
TR 9:30-10:45 DON 001

This seminar will acquaint students with the major social, cultural, and behavioral phenomena that affect our reactions to variations in our health. Students will move from a knowledge of basic human universal psychological processes to the social and cultural factors shaping our perceptions of health. With this conceptual foundation, the rest of the semester will be spent investigating the impact of culture on health and health care. Concurrent with the conceptual material the use of Rapid Appraisal (RA) will be introduced and mastered. Four-student teams will select a condition/issue from a list of social/health issues immediate to their living group (dorm, apartment complex, fraternity/sorority house), e.g., intimate partner violence/ date rape, drugs, alcohol, etc. These teams will then spend the rest of the semester researching/discussing their topic and conducting a Rapid Appraisal of it in a particular setting, and writing a “scope/solution” paper. Each team’s product will be discussed and appraised by the rest of the group. Assessment will focus on application and synthesis of concepts, with writing the focus of examinations and papers. The following are some of the questions we will explore: How do we decide
whether we are healthy/ill?

- Why is “normal” health culture-specific?
- How does culture influence human perception?
- How does culture contribute to disparities in health?
- How can Rapid Appraisal be used to assess a health issue?

HON 251-002
Encountering Appalachia
Dr. Zada Komara
MWF 10:00-10:50 DON 003

Appalachia is in many ways an imagined place. The region is ‘made’ through films, television shows, photographs, novels, and material objects. This economically, geographically, and socially diverse region stretching from New York to Mississippi is a land of imagination, a playground for hopes, desires, romanticization, condemnation, and exploitation. The relationship between representation and place is dialectical: we make representations of Appalachia as representations of Appalachia make the region. Representations can thus manifest a region of diversity, agency, empowerment, nuance, and even contradiction, or they can manifest a region of homogeneity, oppression, fatalism, stagnation, resignation, and despair. The majority of popular representations have constructed Appalachia through the latter. We encounter Appalachia through poverty photos, ‘hillbilly’ reality television shows, horror movies, graphic novels, theme parks, and folk life exhibitions which have largely represented Appalachia as a cultural “other,” a simultaneously back-wards yet potentially transgressive anomaly existing in opposition to the American mainstream. “Othering” the region’s people and places allows us to construct a land of inferiority, exceptionalism, and spectacle. But Appalachia must be encountered and thus constructed differently through this very same media. A crowdsourced documentary photo of a Black poet performing in rural West Virginia asks us to explore our assumptions that the region is white and uneducated. Indigenous foods on the menu of a four-star restaurant prod us to unpack the region’s ancient roots and contemporary changes. A graphic novel about a dis-abled teenager and his non-binary friend manifest the real, complex, vibrant humanity we often deny the region. This course asks us to analyze how we know Appalachia by encountering representations ranging from the stereotypical to the radical. We will explore motivations and envision transformations through an interdisciplinary social science lens. We will perform visual, textual, and material analyses on a variety of media, including TV shows, movies, documentaries, photojournalism, art, graphic novels, video games, bodies, buildings, and landscapes. Projects include multi-media reflections, video and photographic documentary work, oral history, art, and a mini-ethnography.

Course goals:

- Deconstruct representations of Appalachia’s people and places across many media, from popular to scholarly.
- Explore thematic elements in Appalachian representations through interdisciplinary perspectives, including the visual arts, literature, geography, anthropology, sociology, folklore, and popular culture studies.
- Consider the implications of representation at large, particularly how media relates to identity, memory, agency, power, culture, history, and place around the globe.
In this course, students will critically engage and evaluate issues in peace science and international political economy through the lens of the Dune novel series (full familiarity with all Dune books is NOT a prerequisite—students of any degree of familiarity with the Dune world are most welcome to join). Frank Herbert’s fictional intergalactic universe—set in roughly 20,000 years in the future—closely resembles the past, present, and the foreseeable future real-world principles of war, trade, and peace. We will read some path-breaking research in peace science and international political economy, then compare how the same principles apply in the Galactic Padishah Empire and beyond. In many respects, this course serves as a gateway to studying international diplomacy, free trade, economic statecraft, and peacemaking through a pop culture lens. Topics covered in this course include why states go to war, why trade happens, how trade and wars can be connected, bargaining (war, war termination, and crises), settlements and the durability of peace, mediation, negotiation, peacekeeping, and the role of domestic politics. One of the outcomes of this course will be a short work of fiction that critically engages with the real-world principles of peace science and/or international political economy.

- What are the theories, methods, and data in peace science, conflict resolution, and international political economy?
- How do the fundamental principles of war, peace, and trade evolve across time?
- What impact does the peace science tradition have on foreign policymaking and conflict resolution?
- What could be the future of peace and what role can the co-creators of knowledge play in that process?
- In what ways can fictional works like Dune inform us about social interactions in a complex context like international relations? Is it useful?

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

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

HON 251-005
The Dark Side of the Internet: Ethics in a Digital Age
Dr. Kimberly Stoltzfus
TR 12:30-1:45 LWS 135

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.
HON 252: Honors In Arts and Creativity

Honors Social Sciences courses vary in topic by professor and are announced prior to course registration. The courses engage students in the exploration of relationships between individuals and society and how scholars have come to understand these relationships using conceptual models and processes of inquiry. This interdisciplinary course will focus on the subjective, communal, and structural aspects of society, with the goal of helping students to critically enhance their understanding of the complex and diverse phenomenon that is human social life. These courses employ Honors pedagogy by inviting students to be active collaborators in knowledge construction through class discussion, engagement with peer-reviewed literature, innovative or experimental projects and active participation in the research process (including data collection and analysis, and/or extensive literature review and synthesis). May be repeated up to six hours under a different subtitle. This course fulfills UK Core requirement for Intellectual Inquiry in the Social Sciences. Prereq: Lewis Honors students only.

HON 252-001
The Ethics of Swagger
Dr. Dustin Faulstick
MWF 12:00-12:50 LWS 134

In his book *The Ethics of Swagger*, Michael Hill shows how prizewinning writers employed their aesthetic talents to achieve ethical ends. Aesthetic beauty, Hill argues, has the potential to catalyze readers toward social justice and political change. This course follows Hill’s lead in considering prizewinning fiction and nonfiction—alongside other works of art—directed toward improving the world. In particular, we will think about how art and creativity might help to provide more people more opportunities for justice and flourishing. A creative component of the course invites students to adapt the artistic styles and strategies advocated by course artists to produce artworks of their own. The following questions will help to guide our conversations:

- What role has the traditionally conservative category of aesthetics played in progressive movements for social action?
- What world circumstances influence the action of an artwork even when those circumstances are not referenced explicitly by the work?
- How does thinking about the fictional lives of characters help us to reflect on our own lives and the lives of real people?
- How does creating our own works of art—imitating the styles of famous artists—aid in understanding the processes of creation?
- How might we create our own artworks to address injustice in the world?

HON 252-002
Twentieth Century Poetic Aesthetics
Dr. Dustin Faulstick
MWF 10:00-10:50 DON 001

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 and examines the relationships between literary authors and other forms of art—especially painting and music. A creative component of the course invites students to
adapt the artistic styles and strategies advocated by our course authors to produce 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 reading about brain cognition contribute to our ability to closely observe, assess, and reflect on art?
- How does creating our own poems—imitating the styles of famous authors—aid in understanding literary complexity and the processes of creation?

**HON 252-003**  
Creative Nonfiction- Science and Nature Writing for Young Readers  
Dr. Harry Levine III TR 2:00-3:15

Effectively communicating the wonder of life and our universe to children requires special writing skills and a knack for explanation at just the right level for your audience. We will use the critique group peer process and etiquette to provide supportive suggestions in class to continually improve each student’s work-in-progress. Students will be guided through the writing process from conception, research, drafting, critiquing feedback and editing, to submission. Submitting to magazine and book publishers will be described and techniques suggested for writing competitive queries, proposals, and synopses to make your work stand out. Information about local, regional, and national resources to help your writing will be provided.

- How can creative storytelling be used to communicate complex concepts at an age-appropriate level?
- What is the K-12 Common Core Curriculum and how does it influence what and how you write for publication?
- Where do ideas come from and how can they be developed into an engaging story?
- Why is it important to have constant feedback on your work in progress?
- How can you make your queries, proposals, and synopses stand out to publishers?

**HON 252-004**  
Arts & Creativity in Peacebuilding and Social Justice  
Dr. Tara Tuttle  
MWF 10:00-12:50 LWS 136

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. We will consider the following questions:

- How is peace defined and by whom?
- How have groups and individuals employed creative strategies to combat injustice?
- What kinds of practices create enduring peace? What role does the creative imagination play in the building of peace?
- What is the role of writers, artists, and other creators in conflict transformation and peace-building?
- What patterns do we detect among peacebuilding, conflict transformation, and justice promotion efforts with successful outcomes?

In 1935, the United States federal government offered a most unusual relief response to The Great Depression: it hired artists. Photographers and writers were employed to travel the country and “document” the hidden, personal suffering of The Depression, especially in rural areas, especially throughout the South. Why was this a worthy investment in such an austere time? Because it allowed the American people to be-come well informed, not just with quantitative, but with qualitative data, with human experience, thereby invoking empathy and unity on a national scale. And so, an art form was born. In this class we will follow the form as it is developed throughout the 20th and 21st centuries, while applying both critical and creative practice to our study. Together we will ask questions about the power of words and pictures, the risks and responsibilities of representation, as well as how to see and share the stories that build our lives, our communities, and our civic selves.

- Is a documentary work of art “news”? “truth”? “fact”? Why? Why not?
- How do pictures tell stories? How does the story change, depending on who is behind the camera/pen and what they choose to leave in and out of the story?
- Why were rural spaces and Southern spaces so essential to the development of this form? Why is “place” such a key character in this kind of storytelling?
- How is the internet and especially social media changing the form?
- How can the documentary arts teach us to responsibly engage stereotypes? cultural gaze? the imagination?
- How can creative research techniques support your primary field of study? Your personal mission statement?

In this course we will investigate the literary form of the spiritual memoir as a vehicle for understanding and forming gender and sexual identities, briefly tracing the genre’s history and conventions, as well as deeply engaging with examples from contemporary U.S. writers of a variety of faith traditions. We will examine how

- How have human beings used creative nonfiction to help forge their identities and to make sense of encounters with the divine?
- How have human beings used memoir to navigate conflicting messages about gender and sexuality?
- What are the patterns of spiritual storytelling, religious testimony, conversion narrative and how do they influence assessments of religious or spiritual experience?
- What is the role of writing in the formation of gender, sexual, and spiritual identities and “coming out” as a particular identity?
Courses that Satisfy UK Core Inquiry in US Citizenship

EPE 301-010
Honors Education and American Culture
Dr. Eric Weber
TR 11:00-12:15 Location TBD

This course is designed for students from any major who are interested in questions about the nature and aims of education in American culture, as well as the history and present conditions of educational policy and its implementation. Assigned course materials will review what various thinkers and figures have taken to be the purposes and best practices of education. Controversies covered in the course will include challenges posed by race, gender, and socio-economic differences, conflicts about religion and secularism in schools, disagreements about standards, testing, and vocational education, approaches to school discipline and the so-called “school-to-prison pipeline,” as well as the overarching theme of social mobility in democratic societies, which appears to be in decline today. The course requires field experience in the form of observations of education in action. Assignments will involve both scholarly research, analysis, and argumentation and the writing of public statements in accessible, plain language about research findings to enrich debate.

Courses that Satisfy UK Core Inquiry in the Global Dynamics

MUS 330-001 (GD)
Music in the World: Global K-Pop
Dr. Donna Kwan
TR 11:00-12:15 Location TBD

This course will take into consideration not only the global influences that have shaped K-pop, but also its global reach. The goal of this class is to better understand the dynamic flows of globalization through the lens of Korean popular culture. In addition to examining the historical development of Korean popular music from the early twentieth century to the latest hits, we will also explore various interconnected trends and genres in Asia and the US as they relate to Korean popular music. We’ll explore questions like:

- What is K-pop and how did it become popular globally?
- What can we learn from studying K-pop as a case study of globalization and hybridity?
- What global and local histories and other phenomena contributed to the current global success of K-pop?
- What are the various genres of Korean popular music from 1900 to the present and how do these earlier genres relate to K-pop today?
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?
HON 301 Advanced Seminar

Honors Advanced Seminar courses vary in topic by professor and are announced prior to course registration. These courses are interdisciplinary, discussion-based seminars that offer intensive examination of topics related to the histories, cultures, and constructions of knowledge. Course format and work enhances critical and creative thinking skills by requiring students to be active collaborators in the knowledge constructed by the course and through innovative or experimental projects, assignments, or research that emphasizes the value of intellectual and cultural contributions to society. May be repeated under different subtitles to a maximum of 6 credits. Prereq: At least two lower-level Honors courses. Lewis Honors students only

HON 301-001  
Evolution of Scientific Thought Regarding Infectious Diseases  
Dr. Beth Garvy  
MWF 11:00-11:50 LWS 135

The goal of this course is to introduce students to the scientific method through the historical context of solving some of the great infectious disease mysteries from the past 200 years. Students will be given short articles or book chapters, videos, or other media to review prior to or during class that will be the basis for each discussion topic. Students will discuss the challenges that existed for investigators at various points in history, and define the thought process that led to breakthroughs in our understanding of the causes of human bacterial and viral infections. Along the way, students will be introduced to important ethical questions in science including: Who should get credit for scientific discoveries? Should experiments be performed on people without their consent? Should public health measures such as isolation or vaccination be forced upon individuals for the greater good? Are the way antibiotics are being used helpful or harmful? How has conflict contributed to infectious outbreaks? This class is appropriate for students in any field of study who have an interest in infectious diseases and/or history. Questions considered include:

- How did key historical events lead to acceptance of Germ Theory?
- How are hypotheses formulated and approaches designed to test the hypotheses?
- What technological breakthroughs have driven discovery of bacteria and viruses?
- How has scientific communication changed and how have these changes effected scientific and societal thought about infectious diseases?
- What issues have driven social policy surrounding infectious diseases?
- What are the current scientific and societal issues surrounding emerging infectious diseases?

HON 301-002  
Environmental Ethics  
Dr. Daniel Kirchner  
MWF 2:00-2:50 LWS 133

This course engages an inquiry into the historical, religious, philosophical, and scientific roots of the Western approach to nature, evaluates the ethical approaches to the environment that grow from those roots, and considers whether and how more fruitful interactions might be cultivated from other approaches.

- What is our current relationship with Nature? How do our values direct that relationship? Can we trace the sources of those values?
- What is the history of the kinds of inquiry that shape those values?
• How well do the ethical theories that emerge from the historical, philosophical, religious, and scientific approaches address ongoing environmental challenges? What are the limitations of these theories?
• Are there other approaches that might do better? What values do they require? How might we reconfigure those values?

HON 301-003
Exploring Health and Healthcare
Dr. Wallace
TR 3:30-4:45 LWS 135

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
Autobiography and the American Idiom: A Workshop
Dr. Rebecca Gayle Howell
Thursday 3:00-5:30 LWS 133

In the early United States, writers too often emulated European idioms, in which the subject was quite distanced from the writer. But in the 20th century U.S. writers changed the game for English-language lit everywhere, because we started to prioritize the individual's experience, the story of the "I," as itself a worthy subject, the life lived as itself a work of art. In this writing workshop we will explore what we can learn from writing our own stories, our own experiences, into literature. Students will write and review new work every week, engaging hybrid forms that draw from each of the major genres: creative nonfiction, poetry, and fiction. We will also study major autobio books by young U.S. writers—such as those by Jake Skeets, Maggie Nelson, Ocean Vuong, Javier Zamora, Kiese Laymon, Carmen Maria Machado, and Jenn Shapland—asking essential questions about how stories are created through the self, and how, in fact, the self is created through the stories we tell.
“THAT BELONGS IN A MUSEUM!” For the last four decades, the Indiana Jones movies have been inextricably linked with the world’s perception of archaeology. Part-time professor, part-time action hero, Harrison Ford’s Indiana Jones has glamorized the life of the academic archaeologist as one of fortune, glory, and adventure. But how much of this legacy is true and to what extent are these representations of archaeology problematic? This course will explore the historical contexts of the movies, the world they proport to represent, and the histories of the regions and artifacts that serve as the focal points of the films. Additional consideration will be given to the ways in which the Indiana Jones franchise intersects with conversations surrounding archaeological ethics and contemporary issues related to cultural heritage practices. Students can expect critical engagement of the Indiana Jones movies, complementary scholarly readings, and guest lectures from active archaeologists.

Recently there has been collective, renewed interest in stories of alternative, dystopian futures—a trend reflected in the world of contemporary fiction. Through this course, students will work through novels such as Station Eleven by Emily St. John Mandel, The Office of Historical Corrections by Danielle Evans, and Leave the World Behind by Rumaan Alam, among others. Through taking a close look at these works, students will learn what purpose these novels serve in contemporary society, particularly in a time of crisis such as the COVID-19 pandemic and our national reckoning with our nation’s history of exclusion and racism.

- Why has there been a resurgence of interest for dystopian fiction in our nation's current moment? What does this say about the issues our country is grappling with?
- How and why have authors and other creatives offered up these alternative futures? Are they to serve as cautionary tales? Or, are they more reflective of the realities faced by those navigating the world as it exists now without the protection of privilege?
- What purpose do dystopian narratives serve for those who read them? Is the intention of the author always aligned with the impact of the narrative for audiences?

Pre-health professions students are typically educated in basic biological and health sciences. As a complement to traditional health science coursework, applicants to medical, nursing, physician assistant, or public health programs are often encouraged to shadow practitioners, with the hope that formal observation will introduce students to the culture and practice of health care. Yet the shadowing experience varies widely from practitioner to practitioner and institution to institution; resources that guide students and structure the experience are scarce. Together, members of this class will work on filling this gap.

This course consists of three parts. First, we’ll become acquainted with the academic literature—sociological,
historical, and anthropological—about the culture and practice of western medicine. We’ll learn how today’s medical system developed and how its culture has been studied. Second, each student in the class will receive a semester-long site placement where they will shadow a health practitioner and observe the institutional dynamics in which professionals work. Third, the class as a whole will draw on established social science research techniques and their fieldwork experiences to develop a collaborative curricular guide for other undergraduates who wish to shadow.

Our ultimate goals are for each student to leave the class with 1) a deeper understanding of the historical, social, and interpersonal contexts that shape contemporary health care and 2) a concrete contribution to an original inquiry-based shadowing guide for fellow undergraduates.

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**Honors Service Learning and Community Engagement**

A service- or community-based experience in the field under the supervision of a faculty member. May be repeated to a maximum of 30 credits. HON 399 courses will count towards the six hours of required Honors Experience.

**HON 394-001**  
Applying Real World Project Management in Service to a Nonprofit  
Dr. Kim Stoltzfus  
TR 11:00-12:15 LWS 134

Students will participate in organized service-learning projects – funded, developed, and implemented by the students - that meet identified community assets and needs. To equip the students, course content includes lessons on project management, team-leadership, -building and -dynamics, and problem solving. This course will also cover key knowledge of the context – non-profit organizations – which are often considered the most complex organizations as they have to manage a double bottom line, fiscal performance as well as positive social impact. These organizations require exceptional leader intelligence and commitment in addition to a passion to serve those in need. In teams and with non-profit point of contacts(and with the professor as a guide), the students will have the opportunity to develop and implement a small-scale ($100 cost limit) capacity-building solution to better serve a nonprofit’s mission. Students will have an opportunity to integrate meaningful community service with reflection and in-class instruction to reinforce ideas of civic and social responsibility while at the same time strengthening our community. The content of this course can be used for any major and career with the aim of deepening student understanding of how their skills and knowledge can apply to service.
This course is intended as a companion course for those who are working with the Salvation Army Clinic program in Kentucky. It will examine the character and issues inherent in dealing with homeless populations of individuals and families both nationally and locally. It will consider the impact of homelessness and its contribution to disease, the epidemiology of disease in this population and programs and activities to attempt to deal with the health problems of homeless populations.
Honors Departmental Sections

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

BIO 315-001
Introduction to Cell Biology
Dr. Edmund Rucker
Lecture: TR 12:30-1:45 Thomas Hunt 109 Laboratory: M 9:00-11:50 Thomas Hunt B0003

A course agreement for this class has already been approved. Contact Dr. Rucker and your Honors Advisor to inform them that you would like to participate in the group Honors Course Agreement.

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?

PGY 412G-002
Honors Principles of Human Physiology
Dr. Ok-Kyong Park-Sarge
WF 1:00-2:50

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.
An examination of fundamental questions in metaphysics, epistemology, and value theory through a comparison of works of philosophy and science fiction. Questions will be discussed such as: Can there be time travel? Can computers think? Can there be non-human persons, and if so, how would we identify them? Can there be ways of knowing that are radically different from our own, and what might they be like? How much can a person change while remaining the same person?