

UK Lewis

Honors College

University of Kentucky



Honors Course Descriptions

Spring 2023

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 10.17.22

QUICK REFERENCE GUIDE

UK CORE: Humanities

HON 151-001 Justice: Great Books and Authors
HON 151-003 Music and Interdisciplinary Studies
HON 151-004 Enemies of Ancient Israel
HON 151-005 21st Century Death and Dying
PHI 100-007H Know Thyself: Philosophy Through the Self
ENG 230-001 Minority Literature

UK CORE: Natural Sciences

HON 152-001 Cell Injury and Human Disease
HON 152-002 Appalachian Natural History

UK CORE: Social Sciences

HON 251-001 Sociocultural Dimensions of Health and
Medicine
HON 251-002 Asia: The Next Theater of Great Power
Politics
HON 251-003 The Dark Side of the Internet: Ethics in a
Digital Age
HON 251-004 Happiness and Well-Being
HON 251-005 Happiness and Well-Being

UK CORE: Arts and Creativity

HON 252-001 Short-Form Literature and the Art of
Meaning
HON 252-002 Gender, Sexuality, and the Spiritual
Memoir
HON 252-003 Creating Nature
HON 252-004 Creativity
ENG 107-012 Introduction to Creative Writing

UK CORE: Inquiry in US Citizenship

EPE 301-010 Honors Education and American Culture

UK CORE: Inquiry in the Global Dynamics

MUS 330-001 Honors Music in the World – Global K-pop
PHI 343-001 Asian Philosophy
PLS 103-003 Honors Plants, Soils, and People: A Global
Perspective

Honors Seminars

HON 301-001 Evolution of Scientific Thought Regarding
Infectious Diseases
HON 301-002 Manliness in History and Modern Culture
HON 301-003 Environmental Ethics
HON 301-004 Alternative Futures: Contemporary
Dystopian Fiction
HON 301-005 The Ecology of Middle-earth:
HON 301-006 Shadowing and the Culture of Medicine
HON 301-007 Pseudoscience and Society: Archaeology
to (Crypto)Zoology
HON 301-008 Issues in Global Health
HON 301-009 Regional Conflicts and Histories: Europe
Since 1989
HON 393-001 Honors Leadership and Service Hcats—for
Honors Ambassadors only.
HON 393-002 (003, 004, 005) Honors Leadership and
Service P Mentors—for Honors Peer Mentors only
HON 394-001 Applying Real World Project Management
in Service to a Nonprofit (counts toward Experience
req)

BIO 303-008H Introduction of Evolution
BIO 199-002H Research Experience in Biology
BTH 405-001 Bioethics on Film
MA 322-008 Honors Matrix Algebra
MGT 390-001 Leadership Assessment and Development
PGY 412G-002 Honors Principles of Human Physiology

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. Tara Tuttle
TR 11:00-12:15 LWS 135

HON 140-003
Dr. Zada Komara
MWF 11:00-11:50 LWS 133

HON 140-005
Dr. Kenton Sena
MWF 2:00-2:50 LWS 135

HON 140-006
Dr. Austyn Gaffney
TR 11:00-12:15 DON 001

HON 140-007
Dr. Austyn Gaffney
TR 3:30-4:45 LWS 135

HON 140-008
Dr. Timothy Minella
TR 9:30-10:45 LWS 135

HON 140-009
Dr. Ryan Voogt
TR 2:00-3:15 LWS 134

HON 140-010
Dr. Dustin Faulstick
MWF 10:00-10:50 LWS 134

HON 140-011
Dr. Eric Welch
MWF 11:00-11:50 LWS135

HON 140-012
Dr. Zada Komara
MWF 12:00-12:50 LWS 135

HON 140-014
Dr. Daniel Kirchner
MWF 1:00-1:50 LWS 136

HON 140-015
Dr. Nazmus Sakib
MWF 9:00-9:50 LWS 135

HON 140-016
Dr. Nazmus Sakib
MWF 10:00-10:50 DON 001

HON 140-017
Dr. Dustin Faulstick
MWF 11:00-11:50 LWS 134

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.



Honors Courses Meeting UK Core 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 on the concept of justice in philosophy, literature, and politics. Students will read a variety of classic texts, which may include Plato's *Republic*, Shakespeare's *Merchant of Venice*, Hobbes's *Leviathan*, King's "Letter from a Birmingham Jail," and more. This course will be conducted in a seminar style with numerous class discussions.

HON 151-003
Music and Interdisciplinary Studies
Dr. Michael Baker
MWF 12:00-12:50 LWS 135

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 interdisciplinarity 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
Enemies of Ancient Israel
Dr. Eric Welch
MWF 1:00-1:50 LWS 135

An exploration of the social world of the Bible through its antagonists and their cultures. We will examine the so-called “bad guys of the Bible” using the lenses of history, archaeology, geography, and religion to better understand their cultures and how they are portrayed in the biblical text. Was Goliath really 9 feet tall? Was Jezebel actually that wicked? Who are all these “-ites,” like the Canaanites, Hittites, and Moabites? This class asks, “Who were these people and why were they considered enemies by the biblical writers?” During the course of the semester, students will:

- Acquire a working knowledge of the histories and cultures of various biblical antagonists.
- Critically engage a variety of primary sources to reconstruct the world surrounding various ancient Near Eastern cultures.
- Develop a greater understanding of how and why the biblical writers characterized their enemies.
- Apply their understanding of ancient characterizations of “the other” to representations in modern sources.
- Explore the broader humanistic significance of how humans recognize and report on their enemies.

HON 151-005
**21st Century Death and Dying:
The Role of Medicine in End of Life and How We Think about Death**
Dr. Caroline Buchanan
TR 9:30-10:45 LWS 133

This course is designed to encourage students to consider what it is like to die in our society, through learning how modern technology has radically changed the average end-of-life experience, as well as reading philosophical texts that explore the concept of death and its role in human experience. Students should be prepared to both learn about trends in medical care related to dying, and to reflect upon their own death and mortality in general.

PHI 100-007 H
Know Thyself: An Introduction to Philosophy Through the Self
Dr. Clare Batty
TR 9:30-10:45 CB 306

The Ancient Greek philosopher Socrates famously said that “to know thyself is the beginning of wisdom”. Throughout the history of philosophy, the concept of the self has occupied a central place in philosophical inquiry. This course is an introduction to philosophy that centers on questions of the nature of the self and its place in the world. In it, we will consider traditional philosophical questions about the self, but will situate these within the broader contexts of personal narrative and memoir. We will also consider how scientific research in psychology, psychiatry, and cognitive neuroscience connects to, and informs, answers to these important philosophical questions.

ENG 230-001 H
Introduction to Lit: Lit Across Borders
Dr. Geronimo Sarmiento Cruz
TR 12:30-1:45 CB 209

This course will provide an introduction to the study of ethnic minority literature by engaging with different genres and forms of writing from four of the most salient traditions: African American, Native American, Latinx, and Asian American literature. We will read poems, novels, short stories, plays, and essays to think about them collectively and learn how to perform literary analyses, close readings, and how to develop argumentative writing. Throughout the course we will reflect on what it means to share a past and how this past takes form in literature: How does our knowledge of a collective history shape our experience of the present? What does it mean to write literature as part of a minority? How is this sense of belonging to a minority reflected on the properties of a literary text?



Honors Courses Meeting UK Core 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

MWF 9:00-9:50, LWS 134

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 of cell injury and causative mechanisms in various diseases, including diabetes, cardiovascular disease, cancer, Alzheimer's disease (AD) and Parkinson 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?
- What are the basic mechanisms of cell injury, self-repair, adaptation and point of no return?
- Why aging-related diseases, such as diabetes, heart failure, cancer and AD co-occur?
- Can repairing injured cells cure the disease?

Hands-on activities will include working with diagnostic charts of animal models of diseases, analyses of research data and papers, presentation of a group research project (selected from several given topics) and two writing assignments.

HON 152-002

Appalachian Natural History

Dr. Kenton Sena

MWF 12:00-12:50 LWS 134

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.

Guiding Questions:

- Why is Appalachia so ecologically diverse?
- How have historical processes, such as geology and climate, shaped Appalachian ecosystems?
- How have historical and present-day human communities influenced Appalachian ecosystems?
- Which Appalachian species or ecosystems spark your curiosity?
- What is the future of Appalachia? How might our choices today affect Appalachia's future?



Honors Courses Meeting UK Core 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, BSC 251

Sociocultural Dimensions of Health and Medicine: A Primer for Future Practitioners

Dr. Terry Stratton

TR 9:30-10:45 DON 001

Often hailed as the penultimate exemplar of objective science, the application of modern biomedicine occurs in a complex environment of subjectively competing forces, interests, and realities. Along with physiological and biological factors - cultural values, attitudes, and belief systems play an important role in shaping our notions of illness and health. This seminar will acquaint students with the major social, cultural, and behavioral phenomena that guide and influence health-related behaviors and outcomes – including our perceptions of what constitutes health and illness. Central to these discussions will be the notion of “social structure” – which includes the overarching “matrix” of cultural, political, and economic forces which guide (often implicitly) our actions, behaviors, and responses to health and illness.

- 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

Asia: The Next Theater of Great Power Politics

Dr. Nazmus Sakib

MWF 12:00-12:50 DON 003

The terms "pivot to Asia" and "America's Pacific Century" have been used in American foreign policy to acknowledge that the Asia Pacific region will be a critical geopolitical theater in the coming years. The Asia Pacific not only has nearly half of the world's population, but it also has three of the world's five largest economies. This course examines issues in international relations that are unique to Asia, elaborating on the region's diplomatic, trade, and cultural relations with the rest of the world. This course will specifically address China's rise, India's assertive positions, the meaning of the "pivot" from the Middle East, and great power politics as seen from the margins by "smaller" nations. Topics include: the history and evolution of these nations' foreign policies; the analytical framework of policy-making processes, particularly in dealing with foreign and security affairs; foreign relations with both developed (e.g., the US) and developing nations; a thriving economy and integration into the global economy; political risks of doing business in the region.

HON 251-003
The Dark Side of the Internet: Ethics in a Digital Age
Dr. Kimberly Stoltzfus
TR 12:30-1:45 DON 003

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 251-004, 251-005
Happiness and Well-Being
Dr. Laura Bryan
004: TR 12:30-1:45 LWS 135,
005: TR 3:30-4:45 LWS 133

This course introduces you to the study of the good life, specifically, an in-depth focus of the science of happiness and well-being, also known as positive psychology. We will examine how we can foster happiness, such as the strengths and virtues that enable individuals to thrive, whose lives have meaning and purpose. We will explore topics such as flow, mindfulness, hope, optimism, compassion, love, and resilience. We will also examine factors that enhance well-being for individuals and within relationships, workplaces, and the community. Throughout the course we will engage in practical activities to enhance well-being, which will also inform our theoretical and empirical understanding of important questions in positive psychology.

Examples of questions we will consider include the following:

- Why a science of happiness and well-being, i.e., positive psychology?
- What are the theoretical underpinnings of positive psychology?
- How does positive psychology address the following questions:
 - What makes life worth living? What is meaning and purpose?
 - What leads to happiness? What does not lead to happiness?
 - How can we achieve well-being throughout our lives?
- How can positive psychology help us create flourishing lives?



Honors Courses Meeting UK Core 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

Short-Form Literature and the Art of Meaning

Dr. Dustin Faulstick

MWF 12:00-12:50 LWS 134

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 all together. Our course follows literary responses to the twentieth century by authors born in the United States and examines the relationships between US authors and other forms of art—especially painting and jazz. A creative component of the course invites students to adapt the artistic styles and strategies advocated by our course authors to produce artworks 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 252-002

Writing the Sacred Self: Gender, Sexuality, and the Spiritual Memoir

Dr. Tara Tuttle

MW 2:00-3:15 DON 001

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 the writers negotiate religious or spiritual beliefs and practices that inform and/or contradict their own understandings of gender, sexuality, identity, partnership, equality, divinity, transgression, and possibility. Course readings may include some of the following texts: *Meeting Faith: The Forest Journals of a Black Buddhist Nun* by Faith Adiele, *The Cloister Walk* by Kathleen Norris, *Sissy: A Coming of Gender Story* by Jacob Tobia, *Boy Erased: A Memoir of Identity, Faith, and Family* by Garrard Conley, *Little X: Growing Up in the Nation of Islam* by Sonyrea Tate, *Like Me* by Chely Wright, *Rainbow in the Word: LGBTQ Christians' Biblical Memoirs*, *I Can't Date*

Jesus: Love, Sex, Family, Race, and Other Reasons I've Put My Faith in Beyoncé by Michael Arceneaux, and *Dance of the Dissident Daughter* by Sue Monk Kidd.

- 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?

HON 252-003
Creating Nature
Dr. Austyn Gaffney
TR 2:00-3:15 Lewis 135

What is nature? In this course, we'll explore how western culture invented the concept of nature, and what this means for those of us living between the natural world and the built environment that surrounds us. Through a history of nature writing, we'll explore how humans have isolated ourselves as separate entities, apart from the “natural” world, and how writers, historians, and creative thinkers are pushing us to reconsider this disconnect by deconstructing the binary of outside versus in. During the course, we'll each identify one aspect of “nature” to notice and catalogue, as a way of documenting and becoming more attuned to the places, creatures, and other living organisms outside of ourselves.

As a class, we will trace environmental literature and nature writing from a variety of writers – poets, essayists, historians, journalists, memoirists, novelists – that claim a variety of identities. We'll ask questions such as:

- How did we invent nature? How did we create the built environment?
- How has environmental literature informed and interacted with these inventions?
- What role do humans play in the natural world?
- How do we as humans connect to the natural world?
- What individual and communal relationships are we seeking with the natural world and how can we use creative writing and thought to further explore these connections and intersections?

HON 252-004
Creativity
Dr. Hannah Roehl
MW 4:00-5:15 LWS 135

We live during a time in which there is a social premium on knowledge, creativity, invention, and discovery. Curiosity is at the center of all of these. It is at the center of failure. It is at the center of growth. It is fundamental to our ability to adapt. While an innate quality, curiosity can wither in us and our societies when not fostered.

This course will explore the role of curiosity in higher education and life-long learning, preparing a student for a meaningful career and a life well lived. We will consider curiosity from a psychological discipline perspective and consider elements such as creativity, critical thinking, social and life sciences, education, humanities and the arts, politics, economics, and cultural history. The goal of this course is to help us understand curiosity broadly and deeply, and how we can foster it in ourselves and others.

ENG 107-012
Introduction to Creative Writing
Dr John Duncan
MWF 10:00-10:50, CB 217

An introduction to the genres and craft of creative writing, including fiction, nonfiction, and poetry. Students will study and practice writing in various modes through composition, peer critique, and research. Lecture or lecture with discussion section.



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 Dickey Hall 129

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
Honors Music in the World – Global K-pop
Dr. Donna Kwon
TR 11:00-12:15

MUS 330 or Music in the World is a course that will be taught under the subtitle of “Global K-pop,” taking 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. For example, we will explore the influence of Japanese *enka* in colonial Korea, and Idol pop and the targeting of youth culture through animé and video games in later twentieth century Japan. We will also explore the gamut of responses to the Korean wave (hallyu) in Japan, China, and the US in tension with the targeted marketing of Korean idols throughout East Asia and beyond. Looking westward, the course will explore the role of European and American producers and composers of K-pop as well as influential models such as the history of boy groups and girl groups in the US. In addition, we will explore the performance of gender, and the dynamics of fandom and other K-pop adjacent practices in the US. This class will make use of a plethora of texts, music, and video examples and will hone cultural analysis skills, especially in regard to the representation of nationality, ethnicity, race, gender, politics and sexuality.

PLS 103-003
Honors Plants, Soils, and People: A Global Perspective
Dr. Timothy Phillips
MWF 1:00-1:50 Thomas Poe Cooper Building 113

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?

PHI 343-001
Asian Philosophy
Dr. Eric C. Sanday
TR 9:30-10:45, POT OB3

An introduction to the main concepts, assumptions, problems and texts of one or more Asian philosophical traditions, such as Hinduism, Buddhism, Taoism, and Confucianism.



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 DON 001

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 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. Guiding questions for the course are:

- What are the facts related to the discovery of this infectious agent?
- Were there ethical issues surrounding the discovery?
- How was society impacted by the discovery?
- What are the implications for the discovery in today's world?

HON 301-002

Manliness in History and Modern Culture

Dr. Timothy Minella

TR 2:00-3:15 LWS 133

What has it meant to “be a man” in various time periods and cultures? This course will examine significant statements about manliness and masculinity throughout world history and in contemporary culture. This investigation will seek to shed light on recent developments relating to men, including the sharp decline in male college enrollment and the rise of “deaths of despair” in the American male population. Topics and authors may include Marcus Aurelius and Stoicism; Homer and the Greek concept of *thumos*; Black masculinities from Frederick Douglass to Malcolm X; chivalry in the Medieval period; physical fitness; the tension between manly assertiveness and self-control; and recent statements about manliness in the music of Kendrick Lamar and other popular media.

HON 301-003

Environmental Ethics

Dr. Daniel Kirchner

MWF 2:00-2:50 LWS 136

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?

HON 301-004
Alternative Futures: Contemporary Dystopian Fiction
Dr. Chelsea Brislin
MW 3:00-4:15 BDH 101

Recently there has been collective, renewed interest in stories of dystopian futures--a trend reflected in the world of contemporary literary fiction. Through this course, students will work through novels such as *Station Eleven* by Emily St. John Mandel, *The School for Good Mothers* by Jessamine Chan, and *Leave the World Behind* by Rumaan Alam, among others. Taking a close look at the various approaches of these narratives/authors, students will begin to learn what purpose dystopian 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?

HON 301-005
The Ecology of Middle-earth:
Environmental themes in J. R. R. Tolkien's *The Lord of the Rings*
Dr. Kenton Sena
MWF 3:00-3:50 LWS 135

In this course, students will critically engage with themes of ecology and environment as presented in texts from the legendarium of J.R.R. Tolkien, creator of Middle-earth. (Familiarity with *The Lord of the Rings* is not a prerequisite— students of any degree of familiarity with Tolkien's work are welcome to join.) We will read *The Lord of the Rings* over the course of the semester, alongside selected works of Tolkien criticism. We will also consider how Tolkien's perspective can inform our own engagement with the environment, especially through environmentally relevant service. The major products of the course will be a critical manuscript evaluating Tolkien's presentation of environmental themes, as well as a creative reflection project. Students will be strongly encouraged to submit their critical work to an appropriate peer-reviewed journal (e.g., *Mythlore*, *Journal of Tolkien Studies*, etc.)

Guiding Questions:

- How does J.R.R. Tolkien portray the natural world in his texts?
- How does Tolkien's portrayal of environment intersect with other themes (e.g., "good vs. evil," race, gender, duty, privilege, etc.)?
- What does Tolkien's work suggest about what it means to be fully human with respect to the environment (e.g., "stewardship")?
- How does Tolkien's perspective compare, contrast, etc. with modern environmental perspectives? With historical environmental perspectives?
- How does Tolkien's perspective inform your own experience of the environment?

HON 301-006
Shadowing and the Culture of Medicine
Dr. Claire Clark
TR 9:30-10:45 DON 003

What is medical culture, and how do we become accustomed to it? Shadowing is both an orientation to the “culture of medicine” and a guide for aspiring physicians who hope to make that culture more equitable and just. We prepare to shadow with an interdisciplinary introduction to humanistic critiques of Western medical culture, including insights from the history of medicine, narrative medicine, and the visual arts. Next, we observe clinical settings through a series of creative and directed exercises that help us attend to social determinants of health. We reflect on our observations by writing personal statements that place our clinical experiences in cultural and structural context. Finally, we respond by identifying methods for taking action and affecting structural change in healthcare.

HON 301-007
Pseudoscience and Society: Archaeology to (Crypto)Zoology
Dr. Zada Komara
MWF 10:00-10:50 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? Maybe not. But what about if white supremacists misuse archaeological data to espouse a “whites-first” narrative about the settlement of the New World that demands the genocide of Native Americans? Fantastic beliefs- those based on pseudoscientific data and inquiry- range on a spectrum from silly to downright harmful. All of these beliefs have ramifications for our social worlds. Social scientists care about pseudoscientific modes of inquiry and the circulation of pseudoscientific claims because they often disempower and harm our fellow humans. A recent study by North Carolina State University researchers (McLaughlin 2017) found that humanities courses that teach critical thinking skills significantly reduce students’ beliefs in pseudoscientific claims. Humanities courses offer historical and cultural perspectives that allow us to evaluate the contexts of knowledge claims and their political implications. This, in the era of “alternative facts” and “fake news,” is more important than ever.

This interdisciplinary science and humanities seminar investigates how pseudoscientific knowledge claims have negative (and often unforeseen) consequences on social groups and their worlds, both in historic and contemporary contexts. For example, pseudoscientific claims often intersect with environmental injustice, racism and racial violence, sexism and misogyny, and imperialism and settler colonialism. Pseudoscientists and their devotees often seek to accomplish just the opposite through their inquiry and action, however, and unpacking the social effects of their knowledge claims is a complex and nuanced task. We want to rise to this challenge! We will guide our analyses using social scientific inquiry, asking, “what are the effects of pseudoscientific paradigms, and why do we care?” We will evaluate the presenters of pseudoscientific information, their platforms and strategies for presenting knowledge claims to the public, the culture surrounding pseudoscientific paradigms, and the validity of these claims themselves. We will focus on several case studies, including ancient astronauts, Afrocentric hyperdiffusionism, scientific racism and eugenics, anti-vaxxing, climate change denial, homeopathic and naturopathic medicine, Covid-19 conspiracy theory, AIDS denialism, and gay conversion therapy. Pseudoscientists promote their claims for a variety of agendas, such as fanaticism, financial gain, fame, nationalism, bigotry, romanticism, and plain old good intentions and a desire to believe. Our agenda in this course is to become critical consumers of information and better citizens of humanity by deconstructing pseudoscientific claims and their complex social impacts, including the meaningfulness of these claims to their supporters. Willingness to respectfully analyze biases (your own and others’) required. Tin foil hats optional.

Guiding Questions

1. Why is pseudoscience so darn attractive to believers?
2. How have pseudoscientific beliefs evolved since the rise of Western science in the 19th Century?
3. How do notable pseudoscientific paradigms from the 1800s to the present subvert, ignore, or appropriate scientific consensus?

4. How do notable pseudoscientific paradigms from the 1800s to the present intersect with systemic social inequality?
5. What strategies do pseudoscientists use to sell a “bad” argument?
6. How can we engage with pseudoscientific beliefs and their adherents with an eye toward social and environmental justice?
7. How does increasing our scientific literacy enable good praxis?

HON 301-008

Issues in Global Health

Dr. Samuel Matheny

M 3:00-5:30 LWS 133

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.

HON 301-009

Regional Conflicts and Histories: Europe Since 1989

Dr. Ryan Voogt

TR 11:00-12:15 LWS 134

This course helps students discover how understanding a region’s conflicts and socio-political issues requires knowledge of its history at the intersection of such global issues as economics, politics, and social movement(s). This course will consider aspects of identity, nation, and statecraft and how those intersect with minoritized and/or marginalized groups (e.g. ethnic, racial, or religious minorities, immigrants, refugees, etc); it look at the major conflicts of the recent decades—be they traditional wars, economic tumult, or societal tensions—to teach global awareness and understanding; last, the course will consider societal movements and invite students to question their “home” (e.g. U.S.) places, peoples, cultures, and norms of society. Topics will include the transition from communism in Eastern Europe, the Yugoslav wars and Bosnian genocide, the expansion of the EU, Putin’s geo-politics and invasions, energy security, refugees/immigration, islamophobia and racism, as well as those chosen by the students in the course, who will identify places and topics of interest within Europe’s last 30 years, and engage in the research and presenting of this material to the class.



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 DON 003

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.

Honors Departmental Sections

Honors Department Sections are taught by professors in their own departments and are typically more focused within the discipline and may have prerequisites or an assumed prior knowledge within the field. These courses are crafted to fulfill or complement major or minor requirements, but do not fulfill UK Core requirements.

BTH 405-001

Bioethics on Film

Dr. M. Sara Rosenthal

M 10:00-11:50

This 3-credit course uses a variety of films (some documentaries) to examine core bioethics issues and principles comprising Autonomy, Beneficence, Non-Maleficence and Justice. Core concepts in Medical Professionalism and Medical Humanism will also be explored. The films selected help to illustrate complex bioethics issues within our current social and medical constructs.

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.

BIO 303-008 H

Introduction of Evolution

Dr. Philip Lee Skipwith

W 2:00-3:50, TR 11:00-12:15

This course covers topics in evolution, concentrating on the Darwinian theories of evolution including descent with modification, natural selection, and sexual selection. Topics will include: patterns of evolution, macroevolution, the fossil record, the genetic source of variation, measuring evolution, adaptation, speciation, and human evolution.

BIO 325-001 H
Honors Ecology
Dr. Joseph Burger, Dr Kay Shenoy
M 9:30-12:20, TR 2:00-3:15

This course introduces the scientific study of relationship between organisms and their environment. The course is structured around levels of organization from physiological ecology to individuals, populations, communities, ecosystems, landscapes, regions, and the biosphere. Students will be expected to develop a solid knowledge base and understanding of key concepts and issues in contemporary ecology; to become familiar with how ecological understanding is attained by researchers; and to see how ecological knowledge and methods can be used to address important societal problems. Lecture, three hours per week; laboratory, an average of three hours per week.

BIO 199-002 H
Research Experience in Biology
Dr. Kay Shenoy

Participation in biological research under the direction of a faculty mentor in Biology or a related field. Dr. Shenoy is not the research mentor for this section of BIO 199. Students must identify research mentors for themselves; follow instructions on the Biology Department website: <https://bio.as.uky.edu/bio-199-freshman-sophomore-research>. A research contract (webform found on the Biology Department website) signed by the student and faculty mentor must be approved by the Director of Undergraduate Studies in Biology. Offered pass/fail only. Controlled enrollment: Registration will be allowed after the contract is approved.

BIO 325-001 H
Honors Ecology
Dr. Joseph Burger, Dr Kay Shenoy
M 9:30-12:20, TR 2:00-3:15

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MA 322-008 H
Honors Matrix Algebra and its Applications
Dr. Benjamin Braun
MWF 10:00-10:50 CB 307

Algebra of matrices, elementary theory of vector spaces and inner product spaces, the solution of simultaneous linear equations using Gaussian elimination and triangular factorization. Orthogonal projections, pseudo inverse and singular value decomposition, least squares approximation. Determinants, eigenvalues and eigenvectors, diagonalization. MA 322 008 is an honors section and students must have scored a 4 or better on the AP Calculus BC exam or an A or B in MA 114. Contact Dr. David Royster (david.royster@uky.edu) for permission to register.