HONORS
course descriptions

Fall 2024

Courses and descriptions are subject to change.

Updated April 19, 2024

QUICK REFERENCE GUIDE

UK CORE: HUMANITIES
HON 151-001: Ethics of Food
HON 151-002: TBD
PHI 100-010: Honors Introduction to Philosophy: Knowledge and Reality

UK CORE: STEM
HON 152-001: The Lexington Ecosystem
HON 152-002: What is Possible: Development of Biotechnology
HON 152-003: Sex and Society
HON 152-004: Addiction is a Chronic Disorder
HON 152-005: Psychosocial Influences on Health
HON 152-006: Medicine Cabinet Science

UK CORE: SOCIAL SCIENCES
HON 251-001: Happiness & Wellbeing
HON 251-002: Encountering Appalachia
HON 251-003: Geopolitics and Business in Dune
HON 251-004: Dark Side of the Internet
HON 251-006: Artificial Intelligence (AI), Ethics and Society
HON 251-007: Happiness & Wellbeing
HON 251-008: Technology and the Human Experience

UK CORE: ARTS AND CREATIVITY
HON 252-001: Short Form Literature and the Art of Meaning
HON 252-002: Graphic Narratives and the Art of Storytelling
HON 252-003: Creative Fielding: Expanding Research through Making
DES 100-006: Design in Your World
ENG 107-014: Introduction to Creative Writing
ENG 180-005: Great Movies: Tech Transformations in Film
LIN 200-003: How to Create Your Own Language
MCL 311-001: Autobiography and World Literature

UK CORE: US CITIZENSHIP
UKC 383-001/HON 201-001: Media and Civil Society

UK CORE: GLOBAL DYNAMICS
ANT 242-001: Honors Origins of New World Civilization
PLS 103-004: Honors Plants, Soils, and People: A Global Perspective

HON 201 HONORS SEMINAR
HON 201-001: Media and Society (future UKC 383, UKC citizenship)
HON 201-003: From Pain to Value: A Hands-on Entrepreneurial Experience

HON 301 ADVANCED SEMINAR
HON 301-002: The Holocaust
HON 301-004: Hillbilly Horror
HON 301-005: Disease Research
HON 301-006: Business Models for Innovation
HON 301-007: The Witch

SERVICE LEARNING
HON 100-001: Service Learning for Singletary Scholars
HON 394-002: Applying Real World Project Management in Service to a Nonprofit

HONORS COURSE SECTIONS IN THE DEPARTMENTS
AER 220-002: Honors Engineering Thermodynamics 1 (cross-listed with ME 220)
BIO 303-001: Honors Introduction to Evolution
EM 221-003: Honors Statics
ENG 337-001: Honors Literature and Genre
HHS 350-001: Honors Health Policy and Politics
ME 220-002: Honors Engineering Thermodynamics 1 (cross listed with AER 220)
PGY 412G-002: Honors Principles of Human Physiology

Foundational Seminar

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.

HON 140-001	TR 11:00-12:15	Dr. Tara M. Tuttle
HON 140-002	TR 2:00-3:15	Dr. Tara M. Tuttle
HON 140-003	MWF 10:00-10:50	Dr. Dustin Faulstick
HON 140-004	MWF 11:00-11:50	Dr. Dustin Faulstick
HON 140-005	MWF 10:00-10:50	Dr. Daniel Kirchner
HON 140-006	MWF 11:00-11:50	Dr. Daniel Kirchner
HON 140-007	TR 9:30-10:45	Dr. Ryan Voogt
HON 140-008	TR 11:00-12:15	Dr. Ryan Voogt
HON 140-009	TR 9:30-10:45	Dr. Sherelle Roberts
HON 140-010	TR 12:30-1:45	TBD
HON 140-011	MWF 10:00-10:50	Dr. Zada Komara
HON 140-012	MWF 12:00-12:50	Dr. Zada Komara
HON 140-013	MWF 12:00-12:50	Dr. Kenton Sena
HON 140-014	MWF 1:00-1:50	Dr. Kenton Sena
HON 140-015	TR 9:30-10:45	Dr. Nazmus Sakib
HON 140-016	TR 12:30-1:45	Dr. Nazmus Sakib
HON 140-017	TR 2:00-3:15	Dr. Jena Seiler
HON 140-018	TR 3:30-4:45	Dr. Jena Seiler
HON 140-019	TR 11:00-12:15	Dr. Julie Boutwell-Peterson
HON 140-020	TR 12:30-1:45	Dr. Julie Boutwell-Peterson
HON 140-021	TR 2:00-3:15	Dr. Sherelle Roberts
HON 140-022	TR 3:30-4:45	Dr. Sherelle Roberts

UK Core: Inquiry in the 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: The Ethics of Food - "Eat Your Values"
Dr. Daniel Kirchner | MWF 1:00-1:50

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

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

PHI 100-010: Introduction to Philosophy: Knowledge and Reality
TBD | TR 9:30-10:45

An introduction to philosophical studies with emphasis on issues of knowing, reality, and meaning related to human existence.

UK Core: Inquiry in the Natural, Physical, and Mathematical Sciences

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: The Lexington Ecosystem
Dr. Kenton Sena | MW 3:00-4:15

You may think of ecosystems as pristine natural environments relatively unimpacted by human development and civilization, but ecosystems are everywhere! In this course, we will explore our own campus and city as an ecosystem. We will start with some introductory ecology to lay a conceptual foundation, then explore some of the unique environmental pressures experienced in urban ecosystems. Throughout this course, we will draw from areas outside the natural sciences, such as landscape architecture, urban planning, and social sciences, to think creatively about cities in general, and our city in particular. We will also explore our city as an ecosystem through research- and service-learning, working alongside campus and community leaders to restore and cultivate beauty in our urban spaces

HON 152-002: What is Possible: Development of Biotechnology
Dr. Luke Bradley | TR 2:00-3:15

Due to an amazing increase in the basic understanding of how living cells and organisms function, biotechnology is playing an emerging role in many aspects of our daily lives (including in agriculture, medicine, biofuels, and industry). This introductory course (open to all majors) explores the multi- collaborative nature, thought processes, creativity and risk taking that led to both discoveries in basic sciences (i.e. the tool kit) and advances in biotechnology, while also looking towards addressing the growing challenges of tomorrow, by addressing the following questions:

- How were some of the breakthroughs in science made? What were their implications (how did they change the field)?
- What components are necessary for the development of a biotechnology from a discovery in the lab?
- What role(s) does communication play in science and biotechnology?
- What are the current challenges and issues in biotechnology? How can some of these challenges be addressed?
- What are some of the challenges that you envision being addressed by biotechnology?
- What is the limitation(s)? What is possible?

HON 152-003: Sex and Society
Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge | TR 12:30-1:45

Aldous Huxley's 1931 novel Brave New World, set 5 centuries in the future, described fantastical technological interventions in human development and selection. Just a little more than 80 years later, however, our modern society is almost there to mirror Huxley's vision. Recent technical advances in reproductive medicine now force each of us to make decisions about what limits, if any, to place on them as well as wrestle with the political challenges, ethical dilemmas, and societal impacts that flow from them.

Among the many exciting topics we will explore and deliberate on are:
- How many ways can a baby be conceived and what rights do a baby and its parents have (who is more important, a pregnant woman or her embryo/fetus)?
- Is having a child a human right, and if so should any limits be placed on development of new infertility treatments or use of existing technologies?
- How do the different forms of contraception work, and do differences in the mechanism affect their effectiveness or acceptability for use?
- Are genetic counseling and prenatal genetic diagnosis valuable tools to reduce human suffering or a cover for eugenics?
- What are the pros and cons of gene editing, therapeutic cloning, and human cloning for our society?
- Which plays more of a role, nature or nurture, in intersex, transgender, and sexuality?
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HON 152-004: Addiction is a Chronic Disorder
Dr. Amanda Fallin-Bennet and Dr. Alex Elswick | TR 11:00-12:15

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

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

HON 152-005/BSC 152-001: More than Medicine: How Psychological, Social and Behavioral Factors Impact Health
Dr. TK Logan | TR 3:30-4:45

The U.S. has the best- and most expensive- medical treatments in the world, yet Americans have shorter life expectancies and higher infant mortality rates than most other developed nations. The failure to consider the social, psychological, and behavioral causes of health can and does cost lives. This course explores questions such as "What is health?" "How does stress get under our skin?" "Is your zip code a better predictor of health than your genetics?" "How are we treated differently by doctors depending on our gender, race, or age?" and "Why is it so hard to change our individual behavior?" We will use discussions, case studies, research literature, news articles, and videos to introduce students to the social determinants of health and to identify strategies to reduce health disparities.

HON 152-006: Medicine Cabinet Science
Dr. Frank Romanelli | TR 9:30-10:45

Medicine Cabinet Science (MCS) will bring the fundamentals of pharmacology to life by diving into common items found within a medicine cabinet. Are there differences between Aspirin and Tylenol®? How do antacids work? Do I really need to take a multivitamin every day? Learn how common drugs work and discover fundamental concepts and theories related to pharmacology. By better understanding the mechanisms behind drug actions the learner will also gain a better understanding of human physiology and pathophysiology.

Guiding Questions:

- How do common medications correct or attempt to correct various pathophysiologic conditions?
- How do medications mitigate pathology without producing significant adverse effects?
- How and why are prescription medications different than non-prescription medications?
- Why are some conditions able to be managed by drug therapy and others are not?
- Are all drugs created equal in terms of effects, absorption, distribution, metabolism, and elimination?

UK Lewis Honors College

UK Core: Inquiry in the 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 and 007: Happiness and Well-Being
Dr. Laura Bryan | TR 12:30-1:45, 3:30-4:45

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 the 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?

HON 251-002: Encountering Appalachia
Dr. Zada Komara | MWF 11:00-11:50

Appalachia is in many ways an imagined place. The region is 'made' through films, television shows, photographs, novels, comics, TikToks, 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, and/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 backwards 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 disabled 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, Instagram accounts, video games, bodies, buildings, and landscapes. Projects include multi-media reflections, video and photographic documentary work, oral history, art, and a mini-ethnography.

HON 251-003: Geopolitics and Business in Dune
Dr. Nazmus Sakib | TR 11:00-12:15

In this course, students will critically engage with and evaluate how geopolitics affects business through the lens of the Dune movie and novel series. Familiarity with the Dune universe 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 foreseeable future real-world principles of war, trade, energy, environment, strategy, political risk, and so on. We will read some path-breaking research in geopolitics, political risk, and international business strategy, 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, the geopolitical risks of doing business, 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 governments and businesses respond to unpredictable yet high-impact geopolitical events, how trade and wars can be connected, mediation, negotiation, and the role of domestic politics. One of the outcomes of this course will be a policy brief on the geopolitical risks of doing business in a certain country of your choice.

HON 251-004: "The Dark Side of the Internet"
Dr. Kimberly Stolzfus | TR 2:00-3:15

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 251-006: Artificial Intelligence (AI), Ethics and Society
Dr. M. Sara Rosenthal | TR 2:00-3:15

Artificial Intelligence (AI) sounds like something "new", but it is as old as the field of computer science and machine learning – which goes back to the work of Alan Turing in the 1940s. The threat of AI has already been imagined by science fiction, but such threats were ignored until we lost the ability to control this technology. For example, the algorithmic social media industry has already hijacked and negatively affected the childhoods of two generations: Gen Z (born 1995-2009) and Gen Alpha (born 2010-2024). AI has already fundamentally altered and upended epistemic integrity – what we call "shared facts" or "shared truth" or "shared reality" – to the point of influencing outcomes of elections and democracies overall. AI is predicted to soon become so ubiquitous that the children of Millennials, Gen Zs and even Gen Alphas – currently named "Generation Beta" (born 2025-2039) -- may be living their daily lives with mostly non-human, or artificially human colleagues, service professionals and healthcare professionals. Already, we have introduced non-human companions, caregivers, and romantic partners into our environment without examining the ethical, legal and social implications. In 2023, a growing chorus of tech insiders began warning that AI is now an out-of-control technology with the proliferation of generative artificial intelligence – used for popular chatbots like ChatGPT. AI pioneers see AI as transformative as the atomic bomb or the web browser in the early 1990s, which could also lead to positive breakthroughs in drug research and education. However, like the atomic bomb in the 1940s or the internet of the 1990s, the Frankenstein factor is upon us, and

experts fear we are releasing something dangerous without any oversight or regulation where misuse of AI -- and risks to humanity as we know it -- is more likely than responsible application. According to the National Endowment for the Humanities: "AI is one of the most powerful technologies of our time and will have profound consequences for civil rights and civil liberties, safety and security and democratic values. Questions about the ethical, legal, and social implications of AI are fundamentally rooted in the humanities, which include ethics, law, history… [and] sociology. [We must] anticipate and mitigate harm as well as understand the distribution of likely benefits." This course is a response to an urgent "Call for AI Ethics" by numerous experts, educators, and federal agencies.

HON 251-008: Technology and the Human Experience
Dr. Joe Martin | MWF 1:00-1:50

The rapid and continued adoption of new communicative technologies has fundamentally reshaped societies and the people living in them. While innovations like pharmaceuticals are tested on small populations before widespread distribution, new communication technologies, both hardware and software, often see global utilization before researchers can fully understand their effects. Utilizing personal reflection and scientific research, this course seeks to promote deeper and better informed understandings of the social, psychological, and physiological effects of the current technological landscape.

UK Lewis Honors College

UK Core: Inquiry in Arts and Creativity

The creative process and its products and results are the focus of these Honors courses and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.

HON 252-001: Short-Form Literature and the Art of Meaning
Dr. Dustin Faulstick MWF 12:00-12:50

The twentieth century saw major historical, economic, scientific, religious, and political events shape the creation of literature and the arts. Turn-of-the-century scientific discoveries had many people wrestling with meaninglessness, which was accelerated by World War I. Some artists tried to replace, repair, or revive traditional sources of meaning, while others abandoned the idea of inherent meaning altogether. Our course follows literary responses to the twentieth century by authors born in the United States and examines the relationships between US authors and other forms of art—especially painting and jazz. A creative component 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: Graphic Narratives and the Art of Storytelling
Dr. Julie Boutwell-Peterson | MW 3:00-4:15

In the past few decades, graphic narratives have exploded on the literary scene—proving how the medium is not only useful for kids' comic books but also for exploring a plethora of serious issues, especially historical trauma and personal narratives. In Graphic Women, Hilary Chute claims the genre is particularly suited for memoirs due to its ability to echo the way recollection unfurls in the human brain. She writes, "The art of crafting words and pictures together into a narrative punctuated by pause or absence, as in comics, … mimics the procedure of memory" (4). In Understanding Comics, Scott McCloud notes the "interdependent" relationship between words and pictures where the two elements "go hand in hand to convey an idea that neither could convey alone" (155). In other words, graphic narratives are the epitome of hybrid texts, mixing art and language to deepen the meaning and effect of the story. This class will explore a variety of graphic narrative forms and genres—including memoir, biography, and symbolic fantasy. We will learn the elements that make up graphic narratives—panels, frames, gutters, page layouts, word balloons, captions, sound effects, graphic weight, and motion lines—and consider how each element contributes to the meaning and effect of the story. We will also consider how best to "read" this genre—even, or perhaps especially, pages that have no words. Along the way, we will discover how readers can find healing and gain powerful new perspectives to both historical and personal events in this remarkably compelling literary genre. Throughout the semester, class time will be devoted to practicing the art of the comic, and at the end of the semester, you will create your own complete graphic narrative. No drawing skills are required–only a willingness to try something new and expand your creative horizon!

HON 252-003: Creative Fielding: Expanding Research through Making
Dr. Jena Seiler | TR 11:00-12:15

This course introduces students to creative research practices—including sketching, photographing, audio recording, and filming—that bring students outside of the classroom to investigate and reflect on their immediate surroundings—natural, built, and social—and to extend their own research through making. Students will be asked to produce creative projects that engage research sites and topics by attending to the real and the imagined; the concrete and the abstract; the personal and the collective; the material and the intangible; and the intellect and the senses. To ground and support students' creative exploration, the course features creative demonstrations, site visits, guest lectures, readings, screenings, and presentations.

LIN 200-003: How to Create Your Own Language
Dr. Andrew Byrd | MWF 10:00 am – 10:50 am

In 1910, J.R.R. Tolkien began construction of a fictional language of the Elves, which ultimately resulted in the creation of at least fifteen different languages and dialects. Why would someone create their own language? And how would a person begin to even do so? In this course, we will answer both questions directly, addressing the impetus for language invention and the process by which one creates a language. By examining a variety of invented languages (such as Esperanto, Klingon, and Dothraki) and natural languages (such as Spanish, Swahili, and Chinese), we will examine how language works in general and the typical features found within the languages of the world. Throughout the course, students will work on their own languages in stages, concluding with a presentation of their work to the other students at the end of the semester.

MCL311-001: The World of Autobiography
Dr. Ioana Raluca Larco | MWF 10:00 am - 10:50 am

In this course, students will examine and compare literary autobiographical writings (defined broadly) from European, Asian, and North American historical traditions. Our inquiry will include theoretical issues such as accuracy (verisimilitude), gender, embodiment, self-construction in different historical and cultural contexts, the role of genre in self-expression, and the nature of memory and its role in creating life-narratives. In addition to teaching how to read and interpret autobiographies as literature, this course will actively engage students in the process of creating a literary self through assignments designed to expose them to various modes of and perspectives on self-narration.
Fulfills 3 credits for UKCore-Inquiry in Arts and Creativity. There are no prerequisites for this course.

DES 100-006: Design in Your World
Prof. Liz Swanson | MWF 12:00 – 12:50

Understanding how design unfolds from and informs culture, students garner appreciation for and creatively experiment with the embedded practice of design as a basic human response for inhabitation, work, play, and worship.

ENG 107-014: Introduction to Creative Writing (UK Core in Arts & Creativity)
Julia Johnson | TR 12:30-1:45

An introduction to the genres and craft of imaginative writing, including fiction, nonfiction, and poetry. Students will study, practice, and discuss writing in various modes through composition, peer critique, and research. This is anintroductory course in creative writing for the novice. Participants will examine, discuss, and put into practice how poetry and prose can communicate and express ideas and emotions. Classes will consist of large lectures and breakout discussion groups. Regular attendance, crafting, and reviews will be required in smaller groups. Some sessions will occur online.

ENG 180-005: Honors Great Movies: Tech Transformations in Film
Dr. Pearl James | MWF 1:00-1:50

This particular section of ENG 180 will introduce students to films that emerge from or portray innovative moments in film history, when filmmakers have exploited old technologies in new ways or adapted brand new technologies in cinematic art. We will consider both continuity and change as we consider how films of different historical and technological moments look and how they use various formal cinematic elements (cinematography, sound, *mise-en-scène*, CGI, editing) to tell their stories. We will consider several key technological pivot points and how they are portrayed at the moment and in retrospect: the transition to sound (*The Jazz Singer, Singin' in the Rain, The Artist*), the use of color (*Wizard of Oz and others*), the use of mobile cameras (*early examples plus The Gleaners and I, The Blair Witch Project*), and the invention of CGI (*Jurassic Punk*). We will consider the notion of film authorship as students work to become makers in elements of cinematic art. Students will produce short films and then work in groups to create a final film project that comment on our own unique technological moment, and will critique each others' work and integrate elements of others' critique in their final projects.

UK Lewis
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UK Core: US Citizenship

UKC 383-001, HON 201-001: Media and Civil Society
Dr. Sherelle Roberts | TR 11:00-12:15

Media and Civil Society is an examination of the impact of newspapers, radio, television, movies, and social media on the American information environment; from the founding to Fox News and the Boston Tea Party to TikTok. This course will examine the importance of facts, narrative storytelling, and a cohesive information environment to the success of America's democracy. We will examine historical and contemporary events through the lens of media across the political and social spectrum. You will learn about themes such as: media literacy, social contract theory, media bias, the role of media in social movements, information processing in the brain, misinformation/disinformation, and political satire.

UK Lewis
Honors College

UK Core: Global Dynamics

PLS 103-004: Honors Plants, Soils, and People: A Global Perspective
Dr. Timothy Phillips | MWF 11:00-11:50

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?

ANT 242-001: Honors Origins of New World Civilization
Dr. Christopher A Pool | TR 11:00-12:15

This course discusses warfare, commerce, social organization, political diplomacy, disease, demographics, religion, and environmental degradation among the ancient peoples of the Americas as revealed by archaeological, art historical, and textual data. Students will gain an appreciation of the diversity of human life in the New World as well as an understanding of the tremendous cultural achievements of the Inca, the Aztec, the Maya, and their neighbors. We will use the concept of complexity as a framework for comparing different societies and for contextualizing the relevance of ancient civilizations for understanding global processes in the contemporary world.

HON 201: Honors Seminar
HON 201-003: From Pain to Value: A Hands-On Entrepreneurial Experience
Dr. Adrian Magendzo | TR 3:30-4:45

Like many other practical skills, the entrepreneurial process necessitates a foundational understanding of theory but predominantly relies on tacit knowledge acquired through hands-on experience. This course comprehensively covers a broad overview of the art and science of entrepreneurship, venture creation, and business start-ups through an experiential learning-by-doing approach. Throughout the course, students will work on developing a start-up, beginning with ideation, designing a validated business model, and finally pitching it to a group of investors for funding. **Fulfills 3 credits of the Honors experiential learning requirement OR the Honors elective credit OR honors lower-level courses.**

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 301-002: The Holocaust and Humanity
Dr. Ryan Voogt | TR 2:00-3:15

This course analyzes the events that resulted in the near destruction of Europe's Jews during the Second World War. Readings, discussion, and audio-visual materials pertain t o antisemitism, the development of Nazi policy against the Jews, "ordinary" people as perpetrators, Jewish reactions, and the response of non-Jews and of other governments to the Holocaust. While helping students to understand what happened, how it was that a group of people willingly and unwillingly came to participate in and desire the murder of another group, the course allows the historical events to confront us as a society and as individuals, to consider human nature and morality.

HON 301-004: Hillbilly Horror: The Rise of Appalachian "Monsters" in North American Media
Dr. Chelsea Brislin | MW 3:00-4:15

Appalachia has been viewed as the cultural "other" across North American media for decades. Following the release of the academy-award winning film Deliverance in 1972, there was a significant shift in how this representation manifested in pop culture. The tender-hearted, ignorant yet endearing "hillbilly" was replaced by a sinister, primitive, and predatory depiction that has continued to persist in film, television, and video games. The lore of the "Appalachian monster" has been seen across blockbuster powerhouses including "Wrong Turn," "The Hills Have Eyes," and the "X-Files," among others. How and why did the image of the hillbilly shift so dramatically at this time, and what are the ramifications for such a representation for the region? Find out in this course where we'll do a deep-dive into the persistent genre of "Hillbilly Horror."

NOTE: Some content in this course will include topics that students may find offensive and/or upsetting. I will provide you with advance notice about potentially disturbing content and I will ask all of you to help create an atmosphere of mutual respect and sensitivity. Please be aware that the subject matter of this course may not be a fit for everyone.

HON 301-005: Evolution of Scientific Thought Regarding Infectious Diseases
Dr. Beth Garvy | MWF 2:00-2:50

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 ofstudy 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 301-006 and MGT 390-003: Business Models for Innovation
Dr. Adrian Magendzo TR 3:30-4:45

A significant gap exists between innovation and developing effective business models, hindering entrepreneurs and managers from transforming innovations into viable commercial opportunities. This course explores the process of innovation, technology transfer, business model design, funding, and deployment in the market by establishing a start-up or by adoption by an established company. **Fulfills 3 credits of the Honors experiential learning requirement OR upper-level course OR elective.**

HON 301-007: The Witch
Dr. Tara Tuttle | MW 3:00-4:15

This class is an in-depth investigation into cultural constructions of the witch in literary history and popular culture. We will engage in explorations of the many intersections of gender, race, class, ability, sexuality, age, and embodiment, as well as ideas concerning syncretic religious traditions, healthcare, regional folkways, environment, and knowledge construction as they relate to conceptions of the witch. We will examine the ways witches are cast as transgressive, liminal, and powerful heretics or healers and the ways they are often perceived to be religious and cultural outsiders. Course texts will include diverse theological, epistolary, literary, legal, and political documents, and discussions will connect concepts of Othering, deviance, oppression, the monstrous feminine, power, and care.

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Teaming is a way to get work done while figuring out how to do it better; it's executing and learning at the same time. Employees and organizations that learn how to "Team" well - by drawing from project management and leadership principles - can accelerate problem-solving and build new competencies. Individuals acquire knowledge, build new skills and new networks. In this class, you will learn to "Team" well by executing a service project in which you'll apply class concepts as you learn them, in real-time. You'll practice skills of project management - scoping out the problem to be solved, structuring the group, and sorting tasks - and of team leadership, emphasizing purpose, building psychological safety, and embracing failure and conflict as powerful learning tracks. You'll explore a broad mix of tools: the latest research in Teaming, leadership, and neuroscience, the portfolio of Ensemble skills as practiced in improvisational music and theater performance, and you'll encounter technology platforms transforming team communication and performance today. The content is diverse and experiential. This learning journey will build tangible skills valued in today's workplace, enabling you to bring your best self to confidently tackle challenges and make meaningful contributions in current, and future, positions.

Service Learning

A service- or community-based experience in the field under the supervision of a faculty member. HON 100 will count toward the Honors elective. All other courses will count toward either Honors experience OR the Honors elective. Please review the pre-Approved Honors Experience course list for experiential courses in the departments.

HON 100-001: Service Learning for Singletary Scholars
Dr. Laura Bryan | W 3:00-3:50

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

HON 394-001: Service Learning for Singletary Scholars
Dr. Laura Bryan | W 4:00-4:50

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

HON 394-002: Applying Real World Project Management in Service to a Nonprofit
Dr. Kim Stoltzfus | TR 3:30-4:45

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 the 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 Courses in the Departments

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.

AER 220-002, ME 220-002: Honors Engineering Thermodynamics I
Dr. Farzad Taghaddosi | MWF 12:00-12:50

Fundamental principles of thermodynamics.

BIO 303-001: Honors Introduction to Evolution
Dr. Rosana Zenil-Ferguson | Lecture: TR 9:30-10:45 Recitation: W 9:00-10:50

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, the genetic source of variation, measuring evolution, adaptation, speciation, human evolution, "evo-devo", and evolutionary medicine. Taught on campus (lecture, three hours; recitation, three hours) or online. Prereq: BIO 148, BIO 152 and BIO 155 or equivalent.

EM 221-003: Honors Statics
TBD | MWF 10:00-10:50
Study of forces on bodies at rest. Vector algebra; study of force systems; equivalent force systems; distributed forces; internal forces; principles of equilibrium; application to trusses, frames and beams; friction.

ENG 337-001: Honors Literature and Genre
Dr. Peter J. Kalliney | TR 9:30-10:45

An advanced course exploring one or two literary genres or formal categories. It focuses on analyzing the parameters and practices of a broad generic category (e.g. the short story; lyric poetry; epic and mock-epic; autobiography; the bildungsroman; protest literature) or a genre specific to a particular period (e.g. mid-century American crime novels; Elizabethan songs and sonnets; Victorian drama). May be repeated up to 9 hours under different subtitles. Open to students from any major. Provides ENG Major Elective credit and ENG minor credit. May fulfill ENG Early Period requirement depending on the course: see departmental listings for different offerings per semester.

PGY 412G-002: Honors Principles of Human Physiology
Dr. Ok-Kyong Park-Sarge | MW 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.

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This course will address the development of the past and current US health policies within the context of historical, economic, cultural, and political environments. The political process and the roles and responsibilities of the executive, legislative, and judicial branches of government will be examined. The power and influence that politics, money, the media and special interest groups have had, and continue to have, upon the development of national and state health policies will be discuss and analyzed. This course is a Graduation Composition and Communication Requirement (GCCR) course in certain programs, and hence is not likely to be eligible for automatic transfer credit to UK.

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