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# UK CORE: HUMANITIES

## HIS 121-001: War and Society, 1914-1945

Dr. Karen Petrone

TR 11:00-12:15

"Total war" in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of "total" warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as: the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.

## HON 151-001: Writing Place: Paris and U.S. Creativity

Dr. Dustin Faulstick

MWF 11:00-11:50 LWS 134

Ernest Hemingway famously called Paris “a moveable feast.” Gertrude Stein called it her “hometown,” claiming, “Paris is where the twentieth century was.” Josephine Baker said she “had been suffocating in the United States,” but that she “felt liberated in Paris.” And Langston Hughes recalls, after his first French meal, “I began to like Paris a little, and to take it personally.” In this course, we will explore the appeal of Paris, France by reflecting on cultural differences regarding work, race, religion, gender, and the arts, and reading several literary texts by American writers, including texts from, in addition to the above authors, Edith Wharton, Jean Rhys, Richard Wright, Scott Fitzgerald, James Baldwin, and Ta-Nehisi Coates. Course discussions and assignments will consider the role Paris played in the development of these texts and how the city contributed to the personalities of US writers and artists.

The following questions will help to guide our conversations:

• What about Paris contributed to the production of famous literary works like The Age of Innocence, The Sun Also Rises, “Babylon Revisited,” and Giovanni’s Room?

• How does proximity to other arts—painting, and music especially—influence literature?

• How does literary travel writing help us to consider world circumstances—historical, social, and intellectual—that made Paris so attractive to American writers and artists?

• What role did Catholic Modernism—which was an attempt to reconcile Catholicism with modern culture and was especially prominent in France—play in the early 20th century?

• How can considering cultural differences between France and the United States help us to reflect on our own lives and the lives of others, and ultimately add to human flourishing?

## HON 151-003: Music and Interdisciplinary Studies

Dr. Michael Baker

MWF 12:00-12:50

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: History of Russian Art

Dr. Elena Iushkova | T-Th 11:00-12:15

As one of the largest countries in the world, Russia plays a significant role on the global stage. In this course, the attendees will learn about Russia through its art: from ancient Byzantine icons to the revolutionary avant-garde paintings of the early 20th century, from monumental cathedrals of the 9-11th centuries to contemporary skyscrapers of the Moscow-city, from realistic art of the 19th century to ironic installations of the late socialist era, from socialist realism to Pussy Ryot provocations… The course will cover the rich palette of the Russian art history and will offer an opportunity to engage with one of the world's most vibrant artistic traditions.

Students will explore the following questions:

1. How is Russian art unique?

2. How has Russian culture been influenced by European culture? What other competing influences can we find?

3. How has Russian art enriched world culture? Where do we see its influences today?

The creative assignments will include preparing a virtual exhibition of Russian painting, making an art-object in a style of Russian Avant-garde, a virtual tour through the Tretyakov Gallery in Moscow/Russian Museum in St. Petersburg and more.

## HON 310-001: 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 310-002: Values: an Inquiry

Dr. Daniel Kirchner

MWF 1-1:50 LWS 136

This course will be an inquiry into the values that underpin human activities across disciplines, genres, cultures, histories, and systems. The aim of the course is to engage each student in the process of developing a method of inquiry toward understanding the values in the *negative space* (the area around and between a subject) that supports human activities. The process consists broadly in reverse engineering systems in ways that allow us to reveal and evaluate the values that produce them. We will start from where we are, with an initial discussion of values as pluralistic and pervasive, by practicing ways of identifying the frameworks of meaning that scaffold a variety of human works, including children’s literature, art and music, message sticks, concepts, traditional ecological knowledge, organizations, policies, institutional practices, and others. We will include consideration of the ways our attention is driven by various social factors, and how to train it to perceive details and context commonly overlooked. The approach will be “hands-on” with students working collaboratively to interpret, model and evaluate the value-frameworks they discover from their own perspectives and experiences. As we extend our inquiry, students will be expected to apply what they have learned to a larger scale project that engages with practices/history/systems in their own particular discipline.

## HON 310-003 and -004: Environmental Ethics

Dr. Daniel Kirchner

MWF 10:00-10:50, 11:00-11:50; 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 perspectives.

## HON 310-005: Genesis and Gender

Dr. Tara Tuttle

MW 3:00-4:30

Religious narratives sometimes become embedded in a culture in ways that shape the experiences of those both inside and outside the religious communities from which they came. The account of Adam and Eve described in the first three chapters of the book of Genesis is one such story that has been deployed in divergent ways over centuries to explain, justify, or resist beliefs about gender. Writers of political, religious, historical, and literary texts have challenged or defended gender-based customs by wielding Genesis 1-3 in their assertions. Examining selected texts from early Christian writers such as Tertullian and Augustine, Reformation figures Calvin and Luther, abolitionists Sarah Grimké and Elizabeth Cady Stanton, anthropologist and creative writer Zora Neale Hurston, contemporary theologians Riffat Hassan and Phyllis Trible, and poets and novelists possibly including Milton, Hemingway, and Morrison, we will discover and discuss real and imagined communities that used this religious narrative to interpret their societies or to advocate for better ones. We will adopt an intersectional approach and consider also how messages about race, ethnicity, and sexuality have been shaped by interpretations of Genesis 1-3, and we will consider how these verses still appear in ongoing debates about divisions of labor, civil rights legislation and activism, reproduction, relationships, and identities, including nonbinary, gender-nonconforming, and/or LGBTQIAP+ persons. Our collective inquiry will address the following questions: What do we know about gender and how do we know it? How do religious beliefs about gender shape communities? How have understandings of Genesis 1-3’s implications for gender norms changed over time?

## HON 310-006: Shadowing and the Culture of Medicine

Dr. Claire Clark

TR 11:00-12:15 LWS 133

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.

# UK CORE: STEM

## HON 152-001: Appalachian Natural History

Dr. Kenton Sena

MWF 12:00 - 12:50 PM, LWS U133

The Appalachian region is home to one of the most biodiverse temperate forests in the world. These rich forests support diverse human and wildlife communities, serve as the water source for much of the eastern US, and store tremendous quantities of carbon. The Appalachian region also holds valuable natural resources, primarily coal and timber, which have further structured the region's socio-ecological landscape. This class will explore the rich natural history of the Appalachian region, including the geological, climatic, ecological, and human cultural factors that structured the rich plant and animal communities present in this region today. We will also consider the legacies of resource extraction in the region and participate in a tree-planting event on a surface mined site in eastern Kentucky.

## HON 152-002: Environmental Toxicology in the Commonwealth and Beyond

Dr. David Orren

TR 2:00-3:15

This course is focused on environmental toxicology with respect primarily to human health, although broader effects of certain toxic insults on ecosystems will be covered. The format of this course places a strong emphasis on reading general and more technical or scientific literature regarding historical and current toxicological issues to facilitate open and detailed discussions of the multiple aspects (scientific, environmental, and economic) related to these issues.

# UK CORE: SOCIAL SCIENCES

## HON 251-001: Happiness & Wellbeing

Dr. Laura Bryan

TR 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 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: Power Politics in Asia

Dr. Nazmus Sakib

TR 11:00-12:15

The terms “pivot to Asia” and “America’s Pacific Century” have been used in the US 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 now conflict-ridden Middle East, and great power politics as seen from the margins by “smaller” nations. Topics include these nations’ foreign policies vis a vis the US foreign policy; wars in the region, 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 / 251-004: Psychology, Politics, and Society

Dr Sherelle Roberts

TR 12:30-1:45, 2:00-3:15 | LWS 133

Political Psychology and Society explores the intersection of psychology and politics, examining how cognitive processes and biases influence political beliefs and behaviors. Students will delve into themes such as information processing, cognitive bias, dehumanization, the impact of media on political attitudes, psychological aspects of crime and punishment, and the cognitive underpinnings of fiscal decision-making. Through lectures, discussions, and class activities, students will gain insights into the psychological mechanisms driving political dynamics and decision-making.

## HON 251-005: Sociocultural Dimensions of Health and Medicine: A Primer for Future Practitioners

Dr. Terry Stratton

TR 9:30-10:45

Along with physiological and biological factors – cultural values, attitudes, and belief systems play important roles in shaping our definitions of “normal” human function. 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.

For those pursuing health professions careers, this course introduces learners to social “structural” forces which impact our perceptions of health and illness and the larger social contexts in which related behaviors occur - concepts now included in many professional school admissions tests and board certification exams.

Broadly speaking, course content will address the following questions:

* How does “health” become culturally defined? What is “normal”?
* From what sources do individuals get health information?
* Why are certain behaviors classified as illness or deviance?
* What factors influence individual health behaviors?
* Why do health disparities exist among social groups?
* What roles do the health professions play in shaping behaviors?

## HON 251-006: Modern Material Culture and the Archaeology of Us

**Dr. Zada Komara**

MWF 10:00-10:50 | DON 003

Material culture—the human-crafted physical component of everyday social life—is all around us. The giant

buildings that loom on campus, the foods you eat, and your hairstyle are all entangled in the constitution of your social worlds. You use material things to negotiate your desires and your development of self, but these things are not flat reflections of pre-existing identities or the fabric of our society. We worry in the age of consumer goods that embracing material culture renders us shallow or powerless, but this class probes everyday objects to analyze how they are integral to the fundamental experience of being human. We will probe the technological, social, and ideological meanings caught up in material things, the politics of culture embedded in their use, and the way in which they shape who we are and who we wish to be. We will consider material culture from all over the world, including Barbie dolls, bumper stickers, the H2 Hummer, vintage clothing, bottled water, anti-homeless park benches, graffiti, tattoos, Tupperware, Coca Cola, and the ruins of atomic testing sites, among many other material forms. Material culture is an excellent entry into exploring gender, race, class, sexuality, age, occupation, and all other facets of human social life. This is a class about “stuff” exploring the stuff of humanity, from the intimate scale to beyond.

* What is material culture?
* How have we studied “the material” in the social sciences, philosophy, literature, the arts, and other forms of inquiry?
* How is material culture entangled in the active constitution of self and society?
* How has the rise of modern consumer goods changed the way we negotiate our identities?
* What can we learn from an “archaeology of us?”

# UK CORE: ARTS AND CREATIVITY

## 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 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: Peacebuilding and the Arts

Dr. Tara Tuttle

TR 2:00-3:15

Building peace in our communities requires creative thinking. In this course, we will examine a variety of social conflicts, both past and present, from different regions of the globe, and the creative, artistic strategies of response. Course readings and films will ask us to explore varying understandings of justice, peace, and conflict transformation and the roles of creativity in those endeavors. We will consider how social movements are catalyzed, how leaders cultivate solidarity, how peacebuilders deploy creativity, how artists respond, and how groups confront and leverage power as they address issues of justice, peace, human rights, and conflict transformation. Students in the course will select some of the artistic approaches to conflict and justice we will investigate in the second half of the course as we search for patterns among social movements with outcomes that further peace. We will consider the following questions: How is peace defined and by whom? How have groups and individuals employed creative strategies to combat injustice? What kinds of practices create enduring peace? What is the role of writers, artists, and other creators in conflict transformation and peacebuilding? What patterns do we detect among peacebuilding, conflict transformation, and justice promotion efforts with successful outcomes?

## HON 252-003 / 252-004: Moving Images: Intersections of Art, Experimental Film, and Home Movies

Dr. Jena Seiler

MWF 12:00-12:50, 1:00-1:50; DON 001

This course creatively and conceptually explores moving image practices and the relationship between art, experimental film, and home movies. Specifically, the course will focus on the creative and experimental potential of home movies. Throughout the course, students will be asked to respond to moving image works, engage with concepts, explore their own relationship to the medium and topic, and create their own moving image projects. These projects will require students to rework existing footage and create original footage. To support students in their creative endeavors, the class introduces students to a variety of works by artists and filmmakers and to techniques for filming and editing their own works.

## HON 252-005: Truth, Memory, and Imagination: Finding Your Voice through Creative Writing

Dr. Julie Boutwell-Peterson

TR 11:00-12:15

This class will introduce students to the craft of short-form fiction and creative nonfiction. We will begin the semester by focusing on our own unique writing voices by studying specific ways contemporary writers bring a story to life, including the use of imagery, point-of-view, plot structure, subtext, and setting. Students will apply these techniques to their own short story before we move into a study of the growing genre of creative nonfiction. Here we will apply all we’ve learned about good creative writing to the fine art of truth-seeking and truth-telling as we explore memories, experiences, and personal interests. The class is organized as a hands-on, workshop-based course with the goal of developing skills in contemplative reading, craft and technique, and creativity. The class aims to challenge students’ perceptions, assumptions, imaginations, and reading/writing abilities. Along the way, we will ask ourselves:

* What is imagination—where does it come from and how do I get more of it?
* How can I develop and nurture my unique writing voice?
* What is the connection between imagination and memory?
* What is the nature of truth?
* What is the nature of memory?
* What is contemplative/interactive reading and how might practicing it change our relationship with a text, ourselves, and the world?

## HON 252-006: Graphic Narratives and the Art of Storytelling

Dr. Julie Boutwell-Peterson

TR 12:30-1:45

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, autobiographical journalism, symbolic fantasy, and data collecting. 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.

# UK CORE: US CITIZENSHIP

## HON 360-001: Language in US Society

Dr Josef Fruehwald

TR 12:30-1:45 | DON 005

This course in an introduction to the linguistic diversity of the United States and the role of language in the production and negotiation of various forms of social difference (e.g; ethnicity, gender, region, etc.). Topics include, the role of language is the formation of social identity categories, social issues related to non-standard English dialects, and multilingualism in American society. Emphasis will be given to questions of power and resistance related to language use in the contexts of government, education and business.

## HON 360-002: Who Can Say What? Inquiry, Inclusion, and University Citizenship

Dr Leon Sachs

TR 9:30-10:45 | LWS 136

This seminar probes the relationship between a college education and democratic society through the lens of debates about free speech and inclusive learning on a multicultural campus. Students will evaluate existing (and develop their own) solutions to the supposed conﬂict between speech, inquiry and inclusivity. They will also study habits of mind and communication—such as intellectual humility and generosity, depersonalization, and good-faith acceptance of dissent and complexity--that some believe will help depolarize the college campus and make college a true training ground for democratic citizenship.  Together, the class will address questions like these:

* What, if anything, does higher education contribute to American democracy?
* Why are so many media outlets and state legislatures squawking about free speech on campus?
* Can college students do anything to reduce political polarization?
* Can intellectual discomfort be comforting?
* What does constructive dialogue look like (and how could it help you land a job)?

# UK CORE: GLOBAL DYNAMICS

## HIS 121-001: War and Society, 1914-1945

Dr. Karen Petrone

TR 11:00-12:15

"Total war" in the 20th century exerted a profound impact on social relations in a great many ways. This course provides you with the opportunity to think long and hard about the social impact of "total" warfare, from a transnational perspective. We will explore a number of social and cultural themes as they relate to the two World Wars, such as: the impact of total war on gender relations; military technology and ethics; the demonization of the enemy; war-time propaganda; the roots of the welfare state within the warfare state; and the postwar efforts to come to terms with the atrocities of total war.

## HON 350-001: Europe since 1989

Dr. Ryan Voogt

TR 11:00-12:15

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 will look at the major conflicts of the recent decades—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.

## HON 350-003: History of Modern Dance

Dr, Elena Iushkova | T-Th 2:00-3:15

Dancing the American Constitution or the Russian Revolution? A century ago, dancers convinced audiences that it was not only possible but quite breathtaking to use dance to illustrate political ideology. Challenging the canons of classical ballet and social dances at the beginning of the 20th century, pioneers of modern dance such as Loie Fuller, Isadora Duncan and Ruth St. Denis opened new horizons for the art of dance. Later, Martha Graham, Doris Humphrey, Katherine Dunham, Charles Weidman and many other innovators experimented with the human body and rhythm, music and its absence, socially and politically charged narrative and abstraction, created and taught new kinds of movement technique and original theories of dance.

Modern dance revolutionized the world of performing arts both in Europe and the United States.

Students will explore the following questions:

- What are the origins and some of the driving social forces behind modern dance?

- How did dance become political?

- When did dance become "modern," and what traditions was it responding to?

- How did modern dancers and choreographers challenge traditional dance forms?

- What are some of the major differences between American and European modern dance?

Students will explore how social, political, and cultural shifts influenced modern dance.

They will participate in engaging discussions, view video performances, examine critical choreographies that have defined modern dance, will attend live performances and even experiment with moving their own bodies.

## PLS 103-003: Honors Plants, Soils, and People: A Global Perspective

Dr. Katsutoshi Mizuta

MWF 1:00-1:50

Only a few things are essential to life, and food is one of them. What people eat is about 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 will leave with an understanding of the need to sustainably expand the world's food supply, 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.

## MUS 335-001: Exploring World Music and Ethnomusicology

Dr Donna Kwon

T/Th 11:00am – 12:15pm | FA 107C

This course will explore world music and learn some of the basic concepts and modes of ethnomusicological study. The course will culminate in a group musical ethnography project that involves engaging with and documenting a local musician, scene or soundscape in the bluegrass region. We will employ ethnomusicological methodologies such as participant-observation, site-specific fieldwork, research and presentational ethnography. addition to these local musical scenes that we will explore through group work, we will also examine a few case studies of several global world music traditions through the frame of Thomas Turino’s four fields of music-making: *participatory*, *presentational*, *high fidelity* and *studio audio art*. The following questions will guide our conversations:

* What is the meaning of music in our lives?
* What kind of musical research is afforded through ethnographic methodology?
* What is “world music” and what kinds of “world music” in Lexington? Is this world music reflective of the cultural diversity of the region?
* What kinds of music are seen to represent this region? What is included and excluded in this discourse?
* In the realm of music-making in this region, how are local communities impacted by national and global trends and policies and how does the local impact the global and vice versa?

## PHI 343-001: Asian Philosophy

TR 9:30-10:45

We will be reading major texts from the Hindu, Buddhist (Pali texts), Confucian, Daoist, and Zen traditions and using them as a basis for dialogical engagement with one another in seminar style environment. Discussions of cultural difference and historical change will key from the overarching theme of “letting be” (*wu-wei*, lit. “in the absence of/without doing or exertion”) as it crops up in these texts. Special attention will also be given to the themes of friendship and duty.

# HON 301 ADVANCED SEMINAR

## HON 301-001: Urban Restoration Ecology

Dr. Kenton Sena

MW 3:00 - 4:15 PM, LWS U136

Restoration Ecology as a discipline is interested in restoring ecosystems that have been impaired by some action or other—typically anthropogenic in nature. A key driver of anthropogenic land-use change and ecosystem impairment in our time is urbanization. Human population trends project that the global and US populations will continue to concentrate in urban areas—urban areas will only increase in ecological importance over time. This course will explore restoration ecology in an urban setting, using Lexington as our living laboratory. We will explore examples of forest restoration, stream restoration, wetland creation, low impact development, and other aspects of urban restoration. The course will include significant experiential components, including research- and service-learning projects, with project sites located on campus and elsewhere in Lexington.

## HON 301-002 / 301-003: Pseudoscience and Society

Dr. Zada Komara

MWF 11:00-11:50, 12:00-12:50; DON 003

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. This interdisciplinary 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.

## HON 301-005: Health in Appalachia

Dr. Kevin Sarge and Dr. Ok-Kyong Park-Sarge

TR 12:30-1:45 Donovan Hall Room 001

Everyone is entitled to the right to health and to attain their highest level of physical and mental wellness. Therefore, health equity is essential for the fair and just opportunity for everyone’s right to health. This course will engage students to examine what is known about health and wellness in Appalachia, identify factors that influence health equity in this region, and explore creative solutions that could contribute to health and wellness equity in Appalachia. Among the many important questions we will explore and deliberate on are:

• How is one’s happiness (physical and mental wellbeing) measured?

• What health conditions are disproportionately associated with the Appalachian community?

• What factors contribute to development of the identified health conditions?

• What is the status of health equity in Appalachia and what factors and barriers may contribute to differences in Appalachian health equity?

• What are possible relations between economics/business and health inequity in the Appalachian community?

• What are ethical issues underlying health inequity in the Appalachian community?

• How could health equity be achieved for the Appalachian community?

## HON 301-006: Teaming: A New Way to Work

Dr. Gretchen Gogesch

TR 9:30-10:45

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

## HON 301-007: Counterterrorism

Dr. Kimberly Stoltzfus

TR 2:00-3:15

Every September we are reminded in this country of the devastation and horror that was 9/11.  Like those that experienced this tragedy, you may have questions like what motivates people to engage in terrorism?  And, further, how are terrorist plans and organizations dismantled to maintain peace and security?  In this proseminar, we examine the history of terrorism against the current unprecedented form of global, networked terrorism; and the groups and organizations that specialize in it. The communicative and organizational systems of terrorism serve as the context for discussions, readings and videos. Although we will focus primarily on Foreign Terrorist Organizations (FTOs) identified by the United States (U.S.). such as those in the Middle East, Europe, Africa, Latin America and Asia, we also will take time to consider how what we learn informs conceptualizations of domestic terrorism. Early in the class, we will set the blueprint for the class by evaluating research in international relations, history, law, and psychology – to define terrorism. Most weeks, however, we will focus on learning and applying organizational science to terrorist organizational systems and activities. This knowledge we obtain and scrutinize will be assessed via a patented methodology that unravels the causes of organizational success or failure – and will equip you to analyze the current state of terrorism, and the ways in which terrorism can be thwarted.  The final project for this course is team-based research, analysis and de-briefing of a counter-terrorism strategy for a real-world terrorist organization – much like what are presented at Homeland Security or the FBI.

## HON 301-008: Introduction to International Business

Dr. Adrian Magendzo

T 3:30-6:00

This course focuses on the management of international business, investigating the effects of differences in national requirements, and cultural expectations on management. Meets with MGT 309-004. Students in this course can do an embedded Study Abroad over Spring Break to Costa Rica and visit businesses, natural areas, and cultural sites. Applications for the Ed Abroad component are due Nov. 15, 2024.  Seats are limited. Apply now at <https://ea.uky.edu>

## HON 301-016: Creative Entanglements

Dr. Jena Seiler

MW 3:00 pm - 4:15 pm LWS 133

Drawing on the concept of entanglement developed in the work of anthropologists, philosophers, and artists, this course begins with the premise that materials, bodies, and spaces are in flux and interconnected. Students will be invited to creatively explore these entanglements through their own research and creative projects. The class will help students to develop and extend their creative skills, introduce students to thinkers and artists whose work offers an entangled understanding of the world, and take students out of the classroom to visit exhibitions, archives, sites, and environments.

# SERVICE LEARNING and EXPERIENTIAL LEARNING

## HON 100-001: Service Learning for Singletary Scholars

Dr. Laura Bryan

W 3:00-3:50

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, leveraging each scholar's leadership capabilities as directed through their academic interests and service. Through guest lectures, discussions, and out-of-the classroom assignments, HON 100 helps first-year 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 relationship with students, faculty, and staff.

## HON 201-001: From Pain to Value: A Hands-On Entrepreneurial Experience

Dr. Adrian Magendzo

TR 12:30-1:45

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 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.

## HON 390-002: Encountering Immigrant and Refugee Lives

Dr. Julie Boutwell-Peterson

MW 3:00-4:15

When John F. Kennedy wrote *A Nation of Immigrants* in 1958—a book that outlines how U.S. immigrants contribute to the economic, innovative, and technological success of the United States—he could not have known how relevant his book would be 65 years into the future. In today’s political rhetoric, the fear of immigrants and refugees has reached a new fervor. But if it is true that the U.S. is a “nation of immigrants” and if our own relatives were immigrants to the U.S., how do we make sense of the tirade against immigrants today? Set up as an experiential learning course (in which you will meet and spend time with immigrants and refugees living in Lexington), this class will give students a chance not only to think, talk, and write intelligently about the topic but also to gain new insight into the multicultural world that is the United States. Through the course of the semester, we will consider these questions: What are our own immigration roots? How has the U.S. treated immigrants and refugees in the past? How does the U.S. immigration system work? Who is allowed in and who is kept out? What issues do immigrants and refugees face once they arrive? How and why do governments try to control their borders? How do the current immigration laws affect individual lives? What might be the best way forward for U.S. immigration policy? We will meet together in class, but we will also reserve some class time for meeting off-campus with immigrants and refugees several times a month.

# HONORS COURSE SECTIONS IN THE DEPARTMENTS

## BIO 199: Research Experience in Biology

Participation in biological research under the direction of a faculty mentor in Biology or a related field. A research contract signed by the student and faculty mentor must be approved by the Director of Undergraduate Studies in Biology. Offered pass/fail only.

BIO 199-002, Asynchronous. 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 199-004, M 2:00-3:50. Course topic: Explorations of Environmental DNA. This section of BIO 199 requires prior enrollment in BIO 198. Students must contact Dr. Emily Croteau, emily.croteau@uky.edu, to receive permission to register for the course. Students can register only after receiving permission from the course instructor.

## BIO 315-005: Introduction to Cell Biology

TR 9:30-10:45 Lecture, Dr. Chintan Kikani

W 9:00-11:50 Laboratory, Dr. Peter Mirabito

The structure and function of cells will be considered. Emphasis will be placed on the ultrastructure of cell organelles in plants and animals as a framework for understanding the compartmentalized nature of cell activity. Lecture, 3 hours; laboratory 3 hours/weekly.

## BIO 350-005: Animal Physiology

TR 9:30-10:45 Lecture, Dr. Devraj Singh

W 3:00-5:50 Laboratory, Dr. Melody Danley

An introduction to the basic principles of animal physiology. An elementary discussion of the major vertebrate organ systems including nutrition, metabolism, respiration, circulation, excretion, muscle contraction, peripheral and central nervous system, and endocrine function emphasizing homeostasis. Lecture, 3 hours; laboratory, 3 hours.

## CHE 107-003: General Chemistry II

MWF 1:00-1:50

A continuation of CHE 105. A study of the principles of chemistry and their application to elements and compounds.

## CHE 565-002: Environmental Chemistry

Dr. Marcelo Guzman

MWF 11:00-11:50

A study of the sources, reactions, transport, effects, and fates of chemical species in the atmosphere, hydrosphere, lithosphere and biosphere.

## CIS 300-013: Strategic Business and Professional Communication

MW 11:00-11:50

This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology- driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviews skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g. websites, blogs, social media outlets, email messages, and webinars). 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.

## ECO 201-006 Principles of Economics I: Market Failures, Nonprofits, and Social Impact

Dr. Gail Hoyt

12:30-1:45

This course offers an engaging introduction to how markets function, examining the behavior of consumers and firms, and the impact of supply and demand on prices. You’ll delve into pressing issues like environmental damage, poverty, income inequality, and monopoly power, while also exploring the role of government in addressing these market failures. Through group projects with local nonprofits, you’ll apply economic theory to real-world challenges and see firsthand how economics can drive positive change. Our discussions will be enriched by diverse resources—news articles, podcasts, and guest speakers—that bring current economic issues to life. By the end of the course, you’ll have the tools to analyze economic decisions, understand the broader impact of policies, and explore the powerful connection between economics, policy, and nonprofit work.  Course work includes 3 exams, homework and short writing assignments based on lecture and readings, daily activity credit for in-class work, and a group community partnership project.

## HHS 453-001: Cultural Competencies in Healthcare

Dr Christy Brady

TR 9:30-10:45

This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed. 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.

## GWS 506: History of Sexuality, from Plato to Playboy

Dr. Elizabeth Williams

TR 11:00-12:15

In his foundational text The History of Sexuality, Vol. 1, the theorist Michel Foucault referred to sexuality as “an especially dense transfer point for relations of power.” Sexuality is a language through which a huge variety of identities—racial, religious, gendered, national, ethnic—are mediated. In this class, we will learn how sexuality was constructed in Europe and the US from the ancient world to the present day. In the process, we will explore a number of questions about both the nature of sexuality and its role in the operation of power and resistance. How did biological sex come to be understood in binary terms in the West? How has same-sex love been understood in various times and locations? How did sexuality influence the development of the idea of “race”? Can sexuality act as a site of resistance? If so, under what conditions, and for whom?

## HIS 511: Barbarians

Dr. Abigail Firey

TR 3:30-4:45

For centuries, historians have described “the Fall of Rome” as the result of “Barbarian invasions”, and the post-Roman polities as “Barbarian kingdoms” with “Barbarian laws”. Yet the evidence tells a very different story. This course proposes that we must examine the opposition of “barbarism” and “civilization” if we are to understand most of the depictions – both scholarly and popular—of early medieval Europe. It argues that we have inherited a complex legacy of ideas that shape the ways in which we think about cultures, peoples, borders, religion, economies, law, and social organization. Therefore, the first part of the course is devoted to exploring some of that legacy in a broader context, before we turn our attention to post-Roman Europe. Readings range from studies of the French in Indochina and Africa to eighteenth-century and nineteenth-century ideas about the purpose of the state. We then pursue the application of ideas about “barbarism” and “civilization” in the classic narrative of the Fall of Rome and its causes. Finally, in the last unit of the class, we examine recent scholarship on the populations or regions of Europe in the early middle ages: Franks, Lombards, Visigoths, Anglo-Saxons, Vikings. Exploration of the material in this seminar-style class is very collaborative: activities include discussion and discussion posts, collaborative annotation of readings, and occasional, short papers.

## MA 322-008 Matrix Algebra

MWF 10:00-10:50

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.

## PGY 412G-002: Honors Principles of Human Physiology

MW 1:00-2:50

The objective of this course is to provide 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 do it. With this knowledge a student should be able to form a general understanding of how the body functions in health and disease. The general purpose of the lectures is to reinforce and expand upon the material presented in the text, with a focus on concepts and problem solving skills. Lectures will be further developed with reading assignments and discussion.