



HONORS

course descriptions

Fall 2025

*Courses and descriptions are subject to change.

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UK CORE: HUMANITIES

HON 151-001: Food Ethics

Dr. Daniel Jacob Kirchner

MWF 1:00-1:50 LWS 136

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 provided 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?

HON 151-002: History of Russian Art

Dr. Elena Iushkova

TR 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 Riot provocations... The course will cover the rich palette of 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 paintings, 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 151-003: American Literature and Citizenship in the US

Dr. Jennifer Murray

TR 12:30-1:45

Immigration and the ethnic and cultural makeup of the United States have long been matters of debate. Who belongs and who doesn't have been at issue since the earliest days of the republic. This UK Core course examines citizenship and belonging through conceptions of race, class, gender, ability, and national origin as modes of inclusion or exclusion from full participation in American society. Our reading list will present multiple perspectives of what it means to (try to be) an active member of society and what obstacles one may face in doing so. The literature--stories, poems, plays, essays, and political writings--we read will offer a backdrop of voices through which we will begin to consider the many and varied ways in which individuals experience life in America and how to add ours to the chorus.

HON 151-004: Living with Generative AI

Dr. Trey Conatser & Dr. Jill Abney

TR 9:30-10:45

Artificial intelligence (AI) seems to be everywhere, from TikTok feeds to Google search results. Depending on who you ask, we might stand on the brink of beneficent superintelligence, face yet another overhyped technology, or risk falling into a techno-dystopia. Regardless of the outcome, there is an increasing consensus that to be successful in the future, we will need to be able to engage with AI strategically and critically. Students in this course will grapple with this emerging and

disruptive technology as it continues to evolve rapidly. In addition to examining AI as a cultural technology, students will develop hands-on skills in service of critical and ethical literacies that transfer across a wide range of professional settings. Throughout the semester we will study different aspects and use cases of generative AI in the context of theoretical, empirical, and creative scholarship across a wide range of humanities disciplines with the goal of better understanding what AI means for us and our futures.

- How can we contextualize generative AI as a larger sociocultural phenomenon in addition to being a technological development?
- How does generative AI challenge or change our understanding of selfhood, creativity, authorship, voice, and agency?
- What is the role of the human as generative AI technologies are able to engage more complex tasks in more sophisticated ways?
- How will generative AI change the work and meaning of our careers and areas of study?

HON 310-001: Sports and the Cultural Imagination

Dr. Dustin H. Faulstick

MW 3:00-4:15

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

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

HON 310-002: The Witch

Dr. Tara M. Tuttle

MW 3:00-4:15

This class is an in-depth investigation into the 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.

HON 310-003: Dystopian Fiction

Dr. Chelsea Leigh Brislin

MW 3:00-4:15

Recently, there has been collective, renewed interest in stories of dystopian futures--a trend reflected in the world of contemporary literary fiction. Through this course, students will work through novels such as *Station Eleven* by Emily St. John Mandel, *The School for Good Mothers* by Jessamine Chan, and *Leave the World Behind* by Rumaan Alam, among others. Taking a close look at the various approaches of these narratives/authors, students will begin to learn what purpose dystopian novels serve in contemporary society, particularly in a time of crisis such as the COVID-19 pandemic and our national reckoning with our nation's history of exclusion and racism.

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

PHI 100-009: Introduction to Philosophy: Knowledge and Reality

Dr. Clare E. Batty

TR 9:30-10:45

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

UK CORE: STEM

HON 152-001: The Lexington Ecosystem

Dr. Kenton Sena

MW 3:00-4:15 PM, LWS U133

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 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 (are) the limitation(s)? What is possible?

HON 152-003: Sex and Society

Dr. Kevin D. Sarge

TR 12:30-1:45 Pm

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 the development of new infertility treatments or the use of existing technologies?
- How do the different forms of contraception work, and do differences in the mechanism affect their effectiveness or acceptability for use?
- Are genetic counseling and prenatal genetic diagnosis valuable tools to reduce human suffering or a cover for eugenics?
- What are the pros and cons of gene editing, therapeutic cloning, and human cloning for our society?
- Which plays more of a role, nature or nurture, in intersex, transgender, and sexuality?

HON 152-004: Addiction is a Chronic Disorder

Dr. Alexander Clayton 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., Housing First Initiatives, syringe exchange programs, supervised injection sites, or “wet” houses)?
- What are “out of the box” ways to prevent drug and alcohol use among youth and young adults?
- Why is addiction a stigmatized medical condition? How does language impact stigma?
- What is the recovery movement? The relapse rate among individuals with substance use disorders remains high for up to three years. As a society, why do we focus so little on sustained recovery from addiction?

HON 152-005: 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.

UK CORE: SOCIAL SCIENCES

HON 251-001: Ritual, Myth, & Magic

Dr. Zada L. Komara

MWF 11:00-11:50

Sex, birth, death, and burial. Sorcery, shamanism, and spirit possession. Animism, cannibalism, and sacrifice. Mythology, drugs, rites, and reincarnation. These topics titillate the Western mainstream. “Witchcraft!,” we whisper, in equal parts fascination and disgust. “Can you imagine?!” salacious documentaries about ancient Mayan sacrifice ask. “Not in God’s house!,” watchdogs cry. But consider: ritual, the repetitive, culturally mediated behavior that constitutes religious practice and paces our daily social lives, shares common elements across the world and throughout history. Ritualistic practices always include rites of birthing, coming of age, eating, sex, marriage, kinship, music, art, appeals to the supernatural, religious artifacts, dying, and treatment of the dead. Taking Communion in a Catholic church and consulting the poison oracle through Azande witchcraft both do similar things: they insure proper cosmological balance and spirituality, solidify group cohesion and reproduce group beliefs, revere the supernatural, and craft and reify power dynamics. From witch’s brews to shamans’ rituals, from priests’ incantations to the faith healer’s illusions, all magical and religious practices seek to influence events and evoke the supernatural. Our desires to cure, succeed, love, communicate with the great beyond, connect to ancestors, and even take revenge are ritualized. We perform culturally specific rituals that craft the very fabric of the social world, from mundane daily habits like saying grace at dinner to formal practices like pallbearing at a funeral. But how? This course explores ancient and contemporary religions in terms of beliefs, behaviors, and physicality to answer. We will investigate how religions mediate many things through practice: identities like gender, age, and sexuality; immanence and transcendence; life and death; continuity and change; power and powerlessness; the local and the global; the natural and the supernatural. We ask how our shared stories, practices, and material culture shape religion as it simultaneously shapes them. How does the practice of religion through mythologies, rituals, and interaction with the supernatural build both the spiritual and the social world?

HON 251-002: Reconsidering Progress

Dr. Ryan Voogt

TR 2:00-3:15

Since the 1950s, happiness in the US has been steadily declining, which begs the question: are we progressing if we are not enjoying life as much? In this class, you will investigate conceptions of progress —how they have and can be defined. For example, progress could be considered not just economically or technologically but in terms of environment, community life, and politics. We will ask whether studying “human nature” can give us clues into what philosophers have called “human flourishing.” Along the way, the basics of social science will be introduced, and you will learn how to read its research and understand its benefits and limits. We will also explore other disciplines and approaches to considering what we should seek as “good” and avoid as “bad.” This course will feature trying some things the old-fashioned way, reflection and contemplation, group brainstorming, and writing. No prior knowledge of social science expected.

- Have you ever wondered if society is orienting itself in the right way? Are we pursuing what’s actually good for us?
- Have other times or places figured out what makes for a good life, and we’ve forgotten or ignored them?
- Have we considered progress and poverty mainly in terms of economics, when really it takes more than money to make us satisfied—and what is that “more”?

HON 251-003: Technology and the Human Experience

Dr. Joe C. 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.

HON 251-004: Happiness and Well-Being

Dr. Laura Bryan

TR 2:00-3:15

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 251-005: Your Brain on Art

Dr. Bree Humburg

TR 3:30-4:45

HON 251-006: Music and Politics

MWF 1:00-1:50

This course will focus on the intersection of music and politics. Students will examine how music changes attitudes in society and shapes culture. Special attention will be paid to how music becomes a form of political power, and how it exists as both a commentary on power and as a mirror of political and cultural change. This course will utilize a variety of sources: books, films, discussion activities, and music - to identify ways in which music can be a tool for activism and a catalyst for change in society.

UK CORE: ARTS AND CREATIVITY

DES 100-006 | HON 252-006: Design in Your World

Dr. Elizabeth 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: Writing Craft: Introduction to Creative Writing

TBD

TR 3:30-4:45

An introduction to the genres and craft of creative writing, including fiction, nonfiction, and poetry. Students will study and practice writing in various modes through composition, peer critique, and research. Lecture or lecture with discussion section. Offers credit for the UK Core requirement in Intellectual Inquiry in Arts & Creativity. Provides ENG minor credit.

ENG 130-005: Literary Encounts: Disasters

Dr. Jill Rappoport

TR 2:00-3:15

Reading, at times, offers a welcome escape from life's ups and downs, solace in a tale that ends happily ever after, the pleasure of fantasy, or relief that a narrative is, after all, neither real nor one's own. But literature also records and shapes our perception of disasters, both in the moment and in the years that follow, offering us, if not always comfort, at least new perspectives, understanding, and aesthetic experiences. This multi-genre course will use the theme of "disaster" to focus our discussion while also introducing you to ways of appreciating, thinking critically, and writing thoughtfully about a range of poetry and fiction. After completing this course, you will understand the fundamentals of close reading skills, be able to analyze a literary passage, and write a sustained and supported argument about a literary text. Reading literature that explores disturbing and, yes, disastrous events, we will examine how authors have presented disaster in varied forms—personal and interpersonal; local, national, and even planetary; religious and secular—and attempt to find meaning and inspiration in their accounts of introspection, natural disaster, war, and even death.

MCL 311-001 | HON 252-005: World of Autobiography

Dr. Matthew V. Wells

TR 2:00-3:15

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.

HON 252-002: Experimental Nonfiction: Seeking the Truth through Fragmented and Hybrid Writing

Dr. Julie Boutwell-Peterson

MW 3:00-4:15

Creative nonfiction lies at the intersection of critical and creative thinking. It is a versatile and experimental literary genre that allows writers to delve deeply into their own experiences and/or explore a topic that especially interests them.

In this class, we will experiment with a variety of creative nonfiction forms, including the hermit crab essay, the braided essay, the historical imagination essay, fragmented writing, memoir, and hybrid texts. During the semester, students will write three creative nonfiction essays, submit weekly reading responses or creative pastiches, and participate in small-group critique workshops. Our readings will hail from a range of subject areas—from science to history, psychology to human rights. Together, we will discover how creative nonfiction can address the key issues of the 21st century through unique—

and often unexpected—writing styles and forms.

- Along the way, we will ask:
- What is the nature of truth?
- How can writing about important life events help us process them in healing ways?
- How can we approach writing as “inquiry” rather than as “answer”?
- How might writing about our topic from a creative perspective change the way we understand it?
- What is contemplative/interactive reading, and how might practicing it change our relationship with a text, ourselves, and the world?

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 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.

HON 252-004 | LIN 200-003: Create Your Own Language

Dr. Brenna R. Byrd

MWF 11:00-11:50

In 1910, J.R.R. Tolkien began the 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 languages in stages, concluding with a presentation of their work to the other students at the end of the semester.

UK CORE: US CITIZENSHIP

HON 360-001: Media and Civil Society

Dr. Sherelle Angelique Roberts

TR 2:00-3:15

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 of 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.

HON 360-002: Language in US Society

Dr Kevin McGowan

TR 12:30-1:45

This course is 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 in 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.

UK CORE: GLOBAL DYNAMICS

HON 350-001: Middle East and South Asia: Politics and Society

Dr. Nazmus Sakib

TR 11:00-12:15

Have you ever wondered why the Middle East and South Asia are so frequently in the news? Why do conflicts in these regions have global ripple effects? How do history, politics, and religion shape everyday life in these areas? This course invites you to explore these critical regions by examining their political and social landscapes in depth.

The Middle East is one of the most politically complex and conflict-prone regions in the world. Despite being the focus of intense global debate, it remains widely misunderstood. We will examine key issues such as domestic politics, diplomacy, conflicts, religious and civilizational legacies, and economic development. We'll cover major events like the Israeli-Palestinian conflict, the wars in Afghanistan and Iraq, and the Arab uprisings.

South Asia, one of the most densely populated regions on the planet, has long been a theater of geopolitical tensions—most notably between India and Pakistan, two nuclear-armed rivals. Additionally, the evolving power struggle between India and China adds new layers to the region's strategic importance.

By the end of the course, you will have a deeper understanding of the historical and contemporary forces shaping these regions and their impact on international relations.

HON 350-002: Modern Dance

Dr. Elena Iushkova

TR 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?

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 bodies.

PLS 103-004: Honors Plants, Soils, and People: A Global Perspective

Dr. Timothy D. Phillips

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 potential role in determining our ability to meet this challenge.

Students may not receive credit for both this course and PLS 104.

HON 301-001: Disease Research

Dr. Beth A. 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 ways antibiotics are being used helpful or harmful? How has conflict contributed to infectious outbreaks? This class is appropriate for students in any field of study who have an interest in infectious diseases and/or history. Questions considered include:

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

HON 301-002: 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 301-003: Crisis Management

Dr. Kim A. Stoltzfus

TR 3:30-4:45

This course considers the communication and organizational responses to crises affecting the world, including health issues like the COVID-19 pandemic, cyber hacks of large amounts of consumer data, product tampering and massive product recalls, and even corporate scandals. Without a doubt, crises challenge individuals and organizations to respond, often creatively, to high-stakes and novel circumstances. In the modern world, where communication is expected to be gathered, processed, and disseminated quickly, a wider spectrum of organizational members may be involved in identifying potential crises, managing crises, and even informing target audiences about a crisis. Through the study of actual crises and of conceptual frameworks for understanding the dynamics of crises, this course takes an organizational perspective on crisis management. It focuses on understanding how specifically communication throughout an organization can prevent, cause, accelerate, and assist in recovery from a crisis event. It examines the ethical implications of crisis planning and response including consideration of the most vulnerable populations in a crisis.

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 Market Needs 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 394-001: Honors Service Learning: Singletary

Dr. Laura Leigh 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 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 390-002: 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.**

HONORS COURSE SECTIONS IN THE DEPARTMENTS

BIO 198-001 – 004: Scholars Biology Research

Dr. Emily K. Croteau

TR 9:30-10:45am

Biology 198 is one of the Scholars courses for biology majors in the Department of Biology Scholars Program. This course is designed to provide a solid introduction to 21st century bioscience research. Students will learn how to critically read, interpret, understand and discuss original literature. Students will learn how to discuss data and information from the original literature appropriately, develop reasonable hypotheses from current 21st century bioscience problems and provide plausible conclusions and presentations regarding those problems using original information and data. Lastly, the course is designed to equip students with the necessary skills to participate and succeed in an upper-level research experience. The course substitutes for BIO 155 for BIOLOGY majors

BIO 425-003: Biology Seminar: Reproductive Biotechnology: Fear, Wonder, and Science

Dr. Ashley W. Seifert

M 4:00-4:50

This seminar develops effective analysis, presentation, and discussion skills required of Biology majors by exploring various life science topics of interest to faculty and students. Satisfies seminar requirements for Biology majors and can be repeated for a maximum of two credits under a different subtitle. 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.

CHE 230-004: Organic Chemistry I

Dr. Ashley Steelman

TR 9:30-10:45am

This course is the first part of a two-part introduction to the fundamental principles of organic chemistry, the chemistry of the compounds of carbon. The content of this course can be classified as structure, reactivity, and synthesis. You will learn how atoms are joined together in organic compounds, how we represent the structures of organic compounds, how organic compounds' structures affect their properties, and how organic compounds undergo functional group transformations. Upon completing the course, students will have the ability to analyze organic compounds and predict the outcome of reactions, even ones that have not explicitly been discussed. Students will have a better understanding of how organic chemistry relates to health, energy, and the world we live in.

Students will participate in a semester-long research project exploring the properties and synthesis of an organic compound related to their future field of study. We will work to explore how organic compounds are a part of our everyday lives and how they can be utilized in our future fields of study.

EM 221-003: Statics

TR 3:30 – 4:45

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.

HHS 350-001: Health Policy and Politics

Dr. Kathryn P. Goldey

MW 11:00-11:50

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

discussed 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.

PGY 412G-002: Honors Principles of Human Physiology

Dr. Gregory Graf

Dr. Brian A Jackson

MW 1:00-2:50

Honors Principles of Human Physiology is a 4-credit course designed for students pursuing degrees in health sciences, preparing for professional programs in healthcare-related fields, and others interested in an in-depth study of human physiology. The objectives of this course are for students to develop a fundamental understanding of physiological principles, fundamental mechanisms of human body function, and the physiological integration of organ systems that work cooperatively to maintain homeostasis. Following an introduction to physiological principles and cellular physiological processes, students will learn the structural and functional elements of each organ system and how they mechanistically contribute to the regulation of physiological functions including, but not limited to the maintenance of blood pressure, ion and fluid balance, motion and movement, sensory perception, energy balance, and reproduction. With this knowledge, students will be challenged to form a general understanding of how the body functions in healthy and diseased states. The course employs a flipped classroom model in which students are assigned lectures with accompanied readings prior to class time. During in-person class time, students will engage in critical thinking exercises that include quizzes, group discussions, problem sets, and case studies.

PHI 334-001: Business Ethics

Dr. Patrick Daniel Skeels

MWF 10:00-10:50

An introduction to moral problems that arise in contemporary business practice and the ethical frameworks proposed to resolve them. Topics will include areas such as truth-telling and integrity; social responsibility; property rights and their limitations; and justice in personnel and labor practices.