



HONORS

course descriptions

Fall 2026

*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

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 examine the data from various reports on 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: 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 a growing consensus that, to succeed in the future, we will need 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 in 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: The Holocaust

Dr. Ryan Voogt

TR 2:00-3:15

This course analyzes the events that resulted in the near destruction of Europe's Jews during the Second World War. Readings, discussion, and audio-visual materials pertain to antisemitism, the development of Nazi policy against the Jews, “ordinary” people as perpetrators, Jewish reactions, and the response of non-Jews and of other governments to the Holocaust. While helping students to understand what happened, how it was that a group of people willingly and unwillingly came to participate in and desire the murder of another group, the course allows the historical events to confront us as a society and as individuals, and causes us to reflect upon human nature and morality.



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 310-001: Hillbilly Horror: The Rise of Appalachian "Monsters" in North American Media

Dr. Chelsea Brislin

W 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 persisted 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 of potentially disturbing content and 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.

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

Dr. Clare E. Batty

TR 12:30-1:45

The Ancient Greek philosopher Socrates famously said, "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, situating them 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

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 on fields outside the natural sciences, such as landscape architecture, urban planning, and the 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 are the limitations? What is possible?

HON 152-003: Sex and Society

Dr. Kevin D. Sarge

TR 12:30-1:45

Aldous Huxley's 1931 novel *Brave New World*, set 5 centuries in the future, described fantastical technological interventions in human development and selection. Just a little more than 80 years later, however, our modern society is almost there, mirroring 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 broad 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 regarding 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: Power of 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 region not only accounts for nearly half of the world’s population but also includes 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 251-002: Psychology, Politics, and Society

Dr. Sherelle Roberts

TR 12:30-1:45

Psychology, Politics, 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. Students will gain insights into the psychological mechanisms driving political dynamics and decision-making through lectures, discussions, and class activities.

HON 251-003/ICT 120: Technology & the Human Experience

Dr. Joe Martin

TR 9:30-10:45

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: Dark Side of the Web

Dr. Kim Stoltzfus

TR 2:00-3:15

Is the Internet good for us? More people watch events through their phone, then watch the event with their own eyes. Social media addiction is now a real psychological diagnosis. With any innovation, especially when it hits critical mass, it is imperative that the innovation is examined through a critical lens to identify and then work to



reduce the risks that come with the benefits. Not only will this course examine obviously relevant course such as bullying, social media addiction, and decreased human to human interaction, it will cover topics that don't get as much attention such as long-term psychological and communication impacts on happiness and contentment, information overload, and global data warehousing. To take the theoretical and research discussions into a more practical application, students will collaborate with an organization to develop a campaign or a program to shed light on the risks of the internet while provide prescriptive, healthier ways to use the Internet.

HON 330-001: Pseudoscience

Dr. Zada Komara

MWF 11:00-11:50

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.

UK CORE: ARTS AND CREATIVITY

DES 100-006: 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 107-015: Writing Craft: Introduction to Creative Writing

Dr. Erik Reece

TR 12:30-1:45

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 a discussion section. Offers credit for the UK Core requirement in Intellectual Inquiry in Arts & Creativity. Provides ENG minor credit.

ENG 180-009: Great Movies

Dr. Pearl James

TR 12:30-1:45

This particular section of ENG 180 will introduce students to films that emerge from or portray innovative moments in film history, when filmmakers have exploited old technologies in new ways or creatively adapted new technologies in cinematic art. We will consider how the creative process works, how filmmakers portray it, and how we can harness it ourselves. How do filmmakers adapt and exploit the basic elements of filmmaking (cinematography, sound, *mise-en-scène*, CGI, editing) and tell stories in new ways? We will consider several key technological pivot points, how they are portrayed at the moment and in retrospect: the transition to sound (*Singin' in the Rain*, *The Artist*), the use of lightweight, mobile cameras (*early examples plus The Gleaners and I*, *The Blair Witch Project*), and the invention of CGI (*Jurassic Park*). We will consider the notion of film authorship as students work to become makers in elements of cinematic art. **Students will produce short films and then work in groups to create a final film project. They will critique each others' work and integrate elements of others' critique in their final projects.**

HON 252-001: Short Form Literature and the Art of Meaning

Dr. Dustin Faulstick | MWF 12:00-12:50

The twentieth century saw major historical, economic, scientific, religious, and political events shape the creation of literature and the arts. Turn-of-the-century scientific discoveries left many people wrestling with meaninglessness, a struggle that World War I accelerated. 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. It examines the relationships between US authors and other art forms—especially painting and jazz. A creative component of the course invites students to adapt the artistic styles and strategies our course authors advocate to produce their own artworks. 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 observe, assess, and reflect on art closely?
- 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: Love, War, Adventure: Stories of Conflict and Courage

Dr. Laura Manning

MWF 10:00-10:50

Love, War, Adventure: Stories of Conflict and Courage asks students to apply their academic training and experience to consider the cultures of ancient Greece and Rome, their influence on later Western culture, and the New World as expressed through their literature. Through epic poetry, satire, letters, histories, utopias, and accounts of travel and encounter, students will explore how authors from Homer and Vergil to Landívar and Swift portrayed conflict, heroism, identity, and moral order in their worlds. In collaborative conversations, students will explore how our understanding of literature shapes our perceptions of the people it represents. Students will reflect on the implications of choices made by authors and translators, and consider what "lost in translation" means and whether – and how – what is lost in translation might be recovered across time, place, and language.

Guiding Questions:

- What is literature, and who decides? What distinguishes literary writing from other writing? Can literature represent truth?
- How does literature represent a culture's views on the value and purpose of the human quest for meaning in life?
- What ethical and artistic questions arise in a case where an author uses a real person as a literary character?
- How do the personal and ethical dilemmas faced by literary characters reflect a culture's views on what it means to be human, and what it means to live well?

HON 252-003: 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 252-005: Autobiography

Dr. Matthew Wells

TR 2:00-3:15

In this course, students will examine autobiographical writing from European, Asian, and North American authors. As we learn to interpret autobiographies, we will use these authors as models for our own autobiographical writing through creative writing exercises designed to engage with the stylistic elements we find in their work. The class is thus an opportunity to learn and grow as a writer and learn tools for close reading that will carry forward into your college career and beyond. Topics will include issues such as memory, truth, gender, embodiment, cross-cultural competency, Narrative Medicine, trauma, and mental health.

HON 302-001: Creative Entanglements

Dr. Jena Seiler

TR 11:00-12:15

Drawing on the concept of entanglement developed by 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 develop and extend their creative skills, introduce them to thinkers and artists whose work offers an entangled understanding of the world, and take them out of the classroom to visit exhibitions, archives, sites, and environments.

The following questions will help to guide our conversations:

- How can art help us apprehend the material and transitory environment?
- How can we employ aesthetics to address catastrophe ethically?
- What new insights can an interdisciplinary approach to research furnish, and how can it deepen our understanding of a topic?
- How can making together serve as a strategy for building community?
- Can the concept of entanglement prompt new ways of seeing and doing?

LIN 200-001: Create Your Own Language

Dr. Andrew Byrd

MWF 10:00-10:50

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 of creating 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: Free Speech on Campus

Dr. Leon Sachs

TR 9:30-10:45

This seminar probes the relationship between a college education and a 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

HON 350-001: Counterterrorism

Dr. Kim Stoltzfus

TR 3:30-4:45

Every September, we are reminded in this country of the devastation and horror that was 9/11. Like those who 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 will also 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 organizations and their systems and activities. This knowledge we obtain and scrutinize will be assessed using 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 to thwart it. 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 is presented at Homeland Security or the FBI.

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

Dr. Timothy D. Phillips

MWF 11:00-11:50

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 preferences and culture), and what they have available or can afford. 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 affected by future population growth, urbanization, consumer preferences, decisions about civic duties, and climate change. Students successfully completing this course will leave with an understanding of the need to expand the world's food supply sustainably, 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.

UK CORE: QUANTITATIVE FOUNDATIONS

PHI 120-006: The Art of Thinking: An Introduction to Logic

Dr. Timothy Sundell

TR 2:00-3:15

A course that treats argumentation, syllogistic, and sentential logic. The focus will be on the use of formal methods in the construction and criticism of actual arguments, with the aim of inculcating standards of sound reasoning, e.g., clarity, consistency, and validity. Credit is not given to students who already have PHI 320 credit.

HON 301 ADVANCED SEMINAR

HON 301-001: History of Infectious Disease

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 before or during class, which will serve as the basis for each discussion topic. Students will discuss the challenges faced by 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 are interested in infectious diseases and/or history. Questions considered include:

- How did key historical events lead to the acceptance of Germ Theory?
- How are hypotheses formulated and approaches designed to test the hypotheses?
- What technological breakthroughs have driven the 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: Creative Entanglements

Dr. Jena Seiler

TR 11:00-12:15

Drawing on the concept of entanglement developed by 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 develop and extend their creative skills, introduce them to thinkers and artists whose work offers an entangled understanding of the world, and take them out of the classroom to visit exhibitions, archives, sites, and environments.

The following questions will help to guide our conversations:

- How can art help us apprehend the material and transitory environment?
- How can we employ aesthetics to address catastrophe ethically?
- What new insights can an interdisciplinary approach to research furnish, and how can it deepen our understanding of a topic?
- How can making together serve as a strategy for building community?
- Can the concept of entanglement prompt new ways of seeing and doing?

SERVICE LEARNING and EXPERIENTIAL LEARNING

HON 100-001: Service Learning for Singletary Scholars

Tony Colella

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 relationships with students, faculty, and staff.

HON 201-001: Future of College Athletes

Dr. Kwame Agyemang

W 5:00-6:30 | LWS U135

College athletics have undergone significant structural changes in recent years. Name, Image, and Likeness. Collectives. Revenue sharing. Conference realignment. Growing TV and media rights contracts. Pressure to stay ahead of the pack in important areas such as digital marketing and the gameday fan experience. This constantly evolving college sports model impacts all NCAA member institutions, especially those in power conferences such as the SEC.

In this one-credit-hour Honors College Forum, students will get to learn more about the past, present, and future of college athletics in the United States. Half of the class will be conducted on Zoom in plenary sessions with honors students from other SEC institutions, where students will learn about today's college sports model through a variety of professional perspectives, with a focus on recent legal and policy changes that have significantly reshaped the college sports landscape. The other half of the class will be conducted on campus, where students will learn more about athletics operations at their own institution. Any honors student interested in college sports is highly encouraged to enroll in this class.

HON 394-001: Honors Service Learning: Singletary

Tony Colella

W 4:00-4:50

Pre-requisite: Must be a first-year Singletary Scholarship recipient. This course is designed to continue the leadership development of Singletary Scholarship recipients.

More specifically, this course is the third step in the Singletary Experience, a 3-course sequence designed to build leadership skills and capacity to excel, both personally and professionally, as citizen leaders in an ever-changing society and world, with an emphasis on whole-person growth. These courses offer an extensive examination of leadership and will provide opportunities to enhance self-awareness and capacity for effective service leadership.



HONORS COURSE SECTIONS IN THE DEPARTMENTS

BIO 198-001 – 004: Scholars' Biology Research

Dr. Emily K. Croteau

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 read, interpret, understand, and discuss original literature critically. Students will learn 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 skills needed to participate in and succeed in an upper-level research experience. The course substitutes for BIO 155 for BIOLOGY majors

BIO 303-007 Introduction to Evolution

Dr. Philip Skipwith | TR 2:00-3:15, Lecture

Dr. Madhu Srinivasan | T 11:00-12:50, Recitation

This course covers topics in evolution, concentrating on the Darwinian theories of evolution, including descent with modification, natural selection, and sexual selection. Topics will include: patterns of evolution, the genetic source of variation, measuring evolution, adaptation, speciation, human evolution, 'evo-devo', and evolutionary medicine.

BIO 350-005: Animal Physiology

Dr. Devraj Singh | MW 3:00-4:15, Lecture

Dr. Melody Danley | M 9:00-11:50, Laboratory

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, the peripheral and central nervous systems, and endocrine function, emphasizing homeostasis. Lecture, 3 hours; laboratory, 3 hours.

CHE 230-004: Organic Chemistry I

Dr. Ashley Steelman

TR 9:30-10:45

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 be able to analyze organic compounds and predict the outcomes of reactions, even those that have not been explicitly 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 explore how organic compounds are part of our everyday lives and how they can be used 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.

S 350-201: Health Policy and Politics

Dr. Kathryne 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 is therefore unlikely 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 accompanying readings before class. During in-person class time, students will engage in critical thinking exercises that include quizzes, group discussions, problem sets, and case studies.

PHI 334-002: Business Ethics

Dr. Katherine Chambers

TR 12:30-1:45

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