

**FALL 2017**  
**HONORS COURSE DESCRIPTIONS**

**FIRST YEAR COURSES**

*These courses count toward the first-year Honors requirement. A maximum of 2 HON first year seminar courses can count toward completion of Honors requirements. Students exceeding 2 HON first year seminar courses may not apply those courses to upper-level Honors requirements. Also, see “Departmental Honors Courses” for additional first-year options.*

**HON 151-001**

UK Core Fulfilled: Inquiry in the Humanities

*Honors in the Humanities: Early Modern Revolutions*

Jonathan Glixon

MWF 10:00 – 10:50 am

Lewis Hall 134

Much of the way we look at the world today in the 21<sup>st</sup> century can be traced to revolutions that occurred in Europe and America in the period from about 1600 to 1850. Some of these, of course, were political and military, such as the American and French Revolutions, but there were also revolutions in science, philosophy, economics, society, art, architecture, and music. We will explore these through study of writings (including philosophy, science, drama, and poetry), works of art, and musical compositions, by people as diverse as Galileo, Jefferson, Mozart, Darwin, and Marx.

- How did our modern understanding of science and the scientific method arise?
- What were the philosophical underpinnings of the American system of government and concepts of liberty and freedom?
- What factors led to the political and economic conflicts of the 20<sup>th</sup> century?
- What does literature of the early modern period reveal about the development of today’s society?
- How did music, art, and architecture reflect and react to the dramatic changes that occurred during the early modern period?

**HON 151-002**

UK Core Fulfilled: Inquiry in the Humanities

*Honors in the Humanities: Music and War in the 20<sup>th</sup> Century*

Ben Arnold

MWF 11:00 – 11:50 am

Lewis Hall 135

HON 151 offers students the opportunity to experience a history of music as it relates to war. We examine the changing face of war and the music associated with it during the past 100+ years, particularly the horrors of the two World Wars, the Holocaust, the Vietnam War, and the threats of nuclear annihilation. We examine composers’ responses to war and its atrocities not only in “art” music, but also in “popular” music, particularly the patriotic music of the world wars and the protest movement of the Vietnam War. The following are a few of the numerous questions we will consider in the course:

- What is the role of music in society during the time of war and, as well, upon composers' subsequent reflections that result in war-related compositions? Why have composers written over thousands of compositions on the subject of war?
- What are the essential characteristics in music to create effective artistic statements related to the concept of war and its related terror and destruction? How do we evaluate the quality and effectiveness of these compositions?
- How are war-related ideas best communicated via the arts, particularly in music? Is music the best vehicle to express views of war in society or are some of the other arts areas more effective?
- What social, cultural, and artistic changes occurred during World War I and II to forever change music and its relationship to war?
- What are the factors that led to the large number of anti-war/protest songs written during the 1960s and 1970s in the U.S.? What impact did these songs and musicians have on the war at the time?

**HON 151-003**

UK Core Fulfilled: Inquiry in the Humanities

*Honors in the Humanities: Global Shakespeare*

Joyce MacDonald

TR 9:30 – 10:45 am

Lewis Hall 133

In act three of *Julius Caesar*, Shakespeare's Cassius wonders about the historical impact of Caesar's assassination: "How many ages hence/Shall this our lofty scene be acted over/In states unborn and accents yet unknown?" It's true that more than 400 years after Shakespeare's death, we're still acting out his lofty scenes, but HON 151 is more interested in the second half of Cassius' question.

Shakespeare's plays have been produced on every continent except Antarctica, in dozens of languages, and in a range of worldwide cultural contexts. What is there about these plays that make them such rich raw material for continuing international encounters? Reading three or four Shakespeare plays and examining a selected range of their modern global adaptations, we will be guided by questions including:

- What are some of the means through Shakespeare's plays have been transmitted across the world?
- How can we theorize Shakespearean adaptation?
- When global authors adapt Shakespeare to their own cultures, are there particular aspects of the plays we can see them working on?
- How do questions about racial identity figure in global Shakespeare?
- Why does Shakespeare in particular stimulate worldwide response, when other canonical writers have not, or at least have not to the same degree?

**HON 151-004**

UK Core Fulfilled: Inquiry in the Humanities

*Honors in the Humanities: Rhetoric, Reality, and Representation in the Classics*

David Olster

TR 11:00 am – 12:15 pm

Patterson Office Tower OB3

This course employs classical literature to explore several issues of reading and writing that transcend the time period:

- How do texts convey knowledge?
- How do authors control texts in order to manipulate their audience?
- How do readers defend themselves against authorial control (and for that matter against all authoritarian control of knowledge)?

If you are interested in these problems, and acquiring the reading and writing skills that allow you address these issues, then you might find this course useful. The course emphasizes strategies of reading and writing that are useful and applicable in every class that you take that requires you to read and write (which is everything in the humanities and social sciences). There are no tests, just texts, those you read and those created by you. If you seek some tools that will provide with a means of both writing A papers and undermining authority, then this class is for you.

### **HON 151-005**

UK Core Fulfilled: Inquiry in the Humanities

*Honors in the Humanities: Science, Ethics, and Society*

M. Sara Rosenthal and Isabel Mellon

TR 2:00 – 3:15 pm

Lewis Hall 135

This course will facilitate critical thinking about the scientific foundations and ethical, legal and social implications (ELSI) of seminal scientific discoveries. It follows the historical progression of science and will begin with the discovery of the Printing Press – which enabled scientific publications and data sharing; and continues on through major scientific discoveries of the 19th, 20th and 21st centuries. Students will see how science has been closely entangled with political, religious, societal, ethical and legal issues and how this has impacted world events through-out history. Students will participate in guided discussions to address a multitude of questions including the following:

- What are the essential foundations and methods used in scientific discovery? How do they differ from practices used in other disciplines such as religion or the arts?
- How have seminal scientific discoveries positively and negatively impacted societies? How have societies attempted to balance this through-out history?
- Have scientists or contributors to seminal discoveries been recognized for their contributions? Why or why not? How has gender, politics and religion played roles in this?
- How have seminal scientific discoveries advanced the success of the human race? How have they threatened it? How have they impacted the human perspective of its place in the universe?
- How have scientific discoveries impacted how people are connected to and are dependent on each other through-out the world? What are the positive and negative implications of this?

### **HON 152-001**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Cell Injury and Human Disease*

Florin Despa and Sanda Despa

MWF 9:00-9:50 am

Lewis Hall 134

Viability and function of biological cells are sustained by molecular forces and interactions. Alterations in these mechanisms can lead to cell injury and ultimately to human disease. This course focuses on understanding the nature and mechanisms of cell injury in disease. Topics explored in this course relate to the following questions:

- What molecular forces and interactions underlie cell function?
- How does the structure govern function in proteins and cells?
- Which are the basic mechanisms of cell injury, self-repair, adaptation and point of no return?
- Why do diabetes, heart disease and brain disorders co-occur?
- Can repairing injured cells cure the disease?

### **HON 152-002**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Sex After 1978*

Rita Basuray

MWF 11:00 – 11:50 am

Whitehall Classroom Building 336

Human reproduction experienced a major change in 1978, with the first success of in vitro fertilization (IVF). Now about 1% of the world population is made up of IVF babies. This course will cover a large spectrum of topics linked to reproductive physiology and examine how IVF influenced human fertility. Leading to IVF, students will also examine social, cultural, legal or political aspects of gender, sex and reproduction. In addition, this course will also cover contemporary issues such as other assisted reproductive technologies, sexually transmitted diseases, birth control, research ethics linked to reproduction and much more.

- How does one define sex, gender or reproduction?
- Is there a relationship between anatomy, physiology or psychology of human reproduction?
- Has our understating of fertility and infertility affected our emotional, ethical, moral, societal, legal or political outlook?
- How can one learn from the ethics of past reproductive research?
- How can one learn to think out of the box through an active Team Based Learning used in this course?

### **HON 152-003**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Drugs Development: Pharmacology and Human Health*

Michael Kilgore and Rolf Craven

TR 9:30 -10:45 am

Funkhouser Building B9

Many of the deadliest diseases in human history can now be cured or at least improved by drugs. Antibiotics, for example, have had a huge impact on the human condition. In some cases, though, new drug development has led to important ethical challenges that will have an increasing impact in the future. This course is based on students exploring how drugs work, critically evaluating how they are

marketed and discussing the implications for society now and in the future. This course changes each year based on the hot topics in our world, but these are some themes that we will discuss:

- How much should a new drug cost if it can save someone's life? How do you weigh a company's need to make a profit with people's ability to afford it?
- Should there be limits on a company's ability to market drugs, for example for ADHD, and who should enforce those limits?
- Should marijuana be legalized in Kentucky? What were the circumstances under which it became illegal originally? What pressures are caused by enforcing the current laws?
- How do drugs influence athletic performance? Is it possible to regulate them uniformly to make competition fair?
- How were the current laws regarding drug prices established? How did the major players' tactics evolve, and are they still regulating drug policies in the health care debate?

### **HON 152-004**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Developing a Biotechnology*

Luke Bradley

TR 11:00 am – 12:15 pm

Lewis Hall 134

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

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

### **HON 152-005**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Drugs, Environment, and Our Health*

Hollie Swanson

TR 12:30 – 1:45 pm

Lewis Hall 134

Every day we may be exposed to chemicals that can affect our health. Exposure to these chemicals can occur when we consume food and beverages, use personal care products, breathe air or drink water. Some of these chemicals are called endocrine disruptors because they can affect our fertility and our ability to reproduce. They may also increase our risk of developing breast or prostate cancer. Another

group of chemicals, like mercury or lead may be toxic and impact our brain function. Finally, chemicals like chlorine and pharmaceutical drugs are known to be beneficial to our health, but should we want them to be present in the water that we drink? We will consider the overall risks and benefits of the presence of these chemicals in our environment by addressing a number of questions.

- How do we know when exposures to these chemicals are a hazard to our health?
- What exactly are endocrine disruptors? How and when are we exposed to endocrine disruptors?
- How do scientists study endocrine disruptors? How do these studies help us make decisions about our health?
- How do chemicals like mercury and lead get into our water? Do they cause brain defects?
- Should we worry about the presence of pharmaceutical drugs in our water supply? How would we know that they are in our water supply?

### **HON 152-006**

UK Core Fulfilled: Inquiry in the Natural/Physical/Mathematical Sciences

*Honors in Natural, Physical and Mathematical Sciences: Environmental Toxicology and Human Health in the Commonwealth and Beyond*

David Orren and Amrita Machwe

TR 2:00 – 3:15 pm

Multi-Disciplinary Science Building 206

Since the Industrial Revolution began, humankind has increasingly implemented technologies that, on average, have created economic and lifestyle benefits for populations worldwide. However, side effects of these advances have also contributed to environmental changes with negative consequences on humans and other organisms. This course explores relationships between environmental exposures, their toxicological effects and human diseases. We will examine different and evolving perceptions about the importance of a healthy environment, and discuss the conflicts between environmental preservation, economic development and growth, and individual and collective rights. Within this framework, topics particularly relevant to Kentucky's environment and health concerns will be emphasized.

- Which historical incidents prompted awareness of the effects of pollution on human health?
- What methods do researchers use to determine relationships between environmental exposures and (adverse) health effects?
- How do societal behaviors and individual lifestyle choices impact the current and future health of Kentuckians, Americans and other populations?
- What are the roles of individuals and governments in balancing the economic and lifestyle benefits of technological advances with environmental concerns?
- What can and should be done about environmental issues that affect human health?

### **HON 251-001**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: The Courtroom in American Film*

Jamie Nicholson

MWF 10:00 – 10:50 am

Lewis Hall 133

From *12 Angry Men* and *Inherit the Wind* to *a Few Good Men* and *My Cousin Vinnie*, American courtroom dramas have produced some of the most iconic and memorable moments in cinema. This course will take an interdisciplinary approach to an examination of the portrayal of the American legal system in Hollywood films, using some of the most famous and influential American legal dramas as a jumping-off point for an exploration of the relationship between Americans and their legal system, and for deeper conversations at the intersection of law and society on topics including power, race, class, gender, sexuality, truth, and justice in America.

Questions to be addressed by this course will include:

- How is our collective understanding of the American legal system shaped by and reflected in Hollywood films?
- How is reality obscured by those cinematic depictions?
- How do these films instill faith in the rule of law in America?
- How have cinematic depictions of the American legal system changed over time?
- What do those changes tell us about Americans' evolving understanding of, and relationship to, that system?

### **HON 251-002**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: Morality, Habit, and Health*

Claire Clark

MWF 1:00-1:50 pm

Lewis Hall 134

Eat and drink moderately. Meditate each morning. Bathe regularly (and privately). On these prescriptions, ancient stoics, mainline Protestants, and many contemporary behavioral scientists agree. Historians have long argued that the rise of scientific medicine in the twentieth century displaced a "moral model" of health care in which sins caused sickness. Yet modern medicine has not eradicated one enduring question: is bad behavior the source of bad health?

This course explores the long-lived association between our habits and our health. Along the way, we'll explore the following questions:

- What is health? Is health a universal good?
- What makes a behavior bad or good?
- Is "bad" behavior itself a form of disease?
- How does my society shape my habits?
- How do my habits shape my sense of self?

### **HON 251-003**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: The Origins of Activism: Political and Social Dissent in the Early Modern Anglo-American World*

Jane Calvert

TR 2:00 – 3:15 pm

McVey Hall 72

The most significant movements for political rights and social reform in American history—including religious freedom, women’s rights, the abolition of slavery, and the Civil Rights movement—had their origins before the United States existed. This course will explore the ideas and practices of the seventeenth and eighteenth centuries in England and America that gave rise to the earliest movements for political rights and social justice in American history. We will examine various groups’ underlying motives, their assumptions about the role of government in the lives of individuals, and the rights and responsibilities of people in relation to one another and their governments.

We will consider the following questions:

- What motivated individuals to attempt to reform society?
- How did these people(s) engage with and dissent from society and government and what philosophies or beliefs shaped their engagement?
- How did the objects of the reform or dissent respond? And how, in turn, did the reformers/dissenters respond?
- What lessons from these early reformers/dissenters are applicable to contemporary American society?

**HON 251-004**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: Understanding 9/11*

M. Sara Rosenthal

TR 3:30 – 4:45 pm

Lewis Hall 135

This course is designed to facilitate critical thinking about the historical, socio-political, ethical, legal, social and cultural implications of 9/11. The course will begin with covering the events of September 11, 2001, and then will explore the pre-9/11 world, examining precursors to the attack. Next, the course will explore the post-9/11 world (from September 12, 2001 to the formation of ISIS) from a wide variety of disciplines and perspectives. The goal of the course is to explain our complex world, and will be largely based on primary sources and student participation in guided discussions. The course will examine a multitude of questions including:

- How did the events of 9/11 change the world?
- How can students make sense of 16 years of continuous war and a destabilized Middle East?
- How does 9/11 indirectly (or directly) impact individual students’ lives?
- What are the multiple disciplines impacted by 9/11, including journalism, government, aviation, and technology? How have multiple disciplines been more impacted or threatened?
- What are the cultural and diversity issues associated with 9/11?
- What are the international consequences of 9/11?



### **HON 251-005**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: Exploring Health and Healthcare*

Thomas Wallace

TR 3:30 – 4:45 pm

Lewis Hall 133

This course is an inquiry into the forces that affect our health and the delivery of health care services, especially here in the United States. The United States has the most expensive health system in the world and yet ranks well below most developed nations in health outcomes.

In this course we will study and explore answers to the following questions:

- How has society chosen to deal with these basic human issues - our health and preserving our health? This involves many moral and ethical choices.
- In the United States how do we deliver health care – its history, structure and relationships between healthcare facilities, services and personnel?
- What are the economic, financial and political forces affecting our health care system? Who are the stakeholders, and how do they influence the system?
- We are not unique in the United States in our struggles, as every country in the world has had to address this issue. How are they addressing these issues and what can the United States learn from their experiences?
- Given what we have learned, propose solutions for our healthcare crisis, and then how will we sell this to the stakeholders to accomplish change?

In this course we will stress the importance of critical thinking and researching facts, along with exploration of the various ways that issues are portrayed in the media, separating fact from fiction. One does not have to be a pre-healthcare student to learn critical skills and knowledge from this experience.

### **HON 251-006**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors in Social Sciences: Cultures of Science, Technology, and Medicine*

Erin Koch

TR 12:30 – 1:45 pm

Lewis Hall 135

Science, technology and medicine are dynamic fields of interaction that are deeply embedded within culture, history, and society. In this course we will engage with the multidisciplinary field of Science and technology Studies (STS) to explore cross-cultural meanings and impacts of biological and physical sciences. Students will investigate scientific and medical practices through the lenses of gender, sexuality, race, economic and other social positions and identities. Specific topics include (but are not limited to) climate change, resource extraction and the environment; the pharmaceutical industry and clinical trials; infectious diseases and antibiotic resistance; and chemistry, physics and the global weapons industry. Students will also have opportunities to explore topics that they are invested in but that are not represented on the syllabus. Texts include popular and documentary films, academic literature in the sciences and humanities, fiction, scientific blogs, and credible international news media sources. This course will be of interest to students pursuing careers in health and medicine, scientific

research, social justice and community activism, NGO and development work, law, journalism, and education.

This course will consider answers to a range of questions, including the following, in order to explore a multiplicity of perspectives, opinions, and experiences:

- How do science, technology and medicine affect cultures, and the relationships between individuals, families, and societies?
- How and why should we develop critical views about science, technology, and medicine in our contemporary globalized world?
- What political and historical events motivate some people to seek out and embrace developments in science, technology and medicine, and others to reject and resist them?
- How and why should we take seriously the agency of non-human actors such as machines, visual technologies, microbes, and medicines when analyzing the social impacts of science, technology and medicine?

### **HON 252-001**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Theft, Looting, and Forgery: Approaches to Art and Cultural Property Crime*

Lisa Broome

TR 9:30-10:45 am

Bingham-Davis House 101

Art and cultural property theft is reported to be fourth highest-grossing criminal industry worldwide, with as much as \$6B worth of art being stolen every year. Art or cultural property crime is often represented romantically in popular culture—think of the gentleman burglar, the maniacal aesthete, the intrepid artifact hunter—but the reality of cultural property crime is far different from its representation. Our course examines the perception and representation of cultural property crime, surveying art heist or caper films (and other media) and investigating actual attempts to combat real crime. We focus on three broad topics of study: theft, looting, and forgery. We examine historical and contemporary crimes from around the globe, but also focus on the value of protecting cultural property on campus and in the Lexington community. Assignments will develop your understanding of and creative responses to cultural property crime and/or potential solutions to it. We will make several field trips (UK Art Museum, public art walking tours, etc.).

- Why does art theft capture our imagination? What is the appeal of the heist film, the art history mystery?
- Why do certain forms of cultural property (from Old Master paintings to 21st century graffiti) command extraordinary prices? What's the difference between the art market and the black market?
- Why might art historians, archaeologists, national governments, and private citizens view the trade in cultural objects differently?
- What role should museums, national governments, and private individuals play in the protection, ownership, or stewardship of cultural property? In other words, why should we care about art theft?
- What is the value of authenticity or originality? Can a forgery become an authentic art work in its own right?

**HON 252-002**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Trick or Treat*

Oliver Leaman

TR 9:30-10:45 am

Lewis Hall 134

Halloween is one of the major events in modern American culture, and it brings to the fore the issue of how death and the macabre should be dealt with in modern culture. Although the ritual is dealt with in a predominantly light way, it is based on a far grimmer series of beliefs and ideas, some of which perhaps persist in different forms in contemporary society. Students will be required to involve themselves in a creative project to sum up their ideas of how it is possible today to deal with fear. This could be a visual image, a piece of writing, music, dance, or anything else capable of bearing aesthetic meaning. They will also be expected to read and write on some of the relevant theoretical material.

These are the main issues to be discussed in the course:

- Why is Halloween so popular in the United States?
- Why do we enjoy being frightened?
- How has Halloween changed over time?
- What is the role of the supernatural in modern society?
- How has Halloween become global?

**HON 252-003**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Black Lives in the Archives*

Nazera Wright

TR 11:00 am — 12:15 pm

Lewis Hall 133

SECTION CANCELLED

**HON 252-004**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Parallels in 20th Century Arts, Literature and Sciences*

Rayma Beal

TR 12:30 – 1:45 pm

Lewis Hall 133

The 20th Century had major historical, economic and political events that impacted the development and creation of the arts and literature. Space, Time and Force/Energy were conceptual elements that are embedded in both the arts and sciences. Exploring and developing and understanding of the interrelationships in literature, dance, music, theatre, visual art, and physics through the lens of these elements is the primary goal of this course. Developing skills in personal creativity will be accomplished through the creative dance process, observation of live performances and art museums.

- What events in the 20th century contributed to the development of contemporary artistic movements? How did 20th century culture evolve from previous time periods?
- How can the elements of Space, Time, Force/Energy be related to 20th century literature, arts and sciences? What type of relationship between the author's writings and the development of arts and science might be identified?
- What are the possibilities of dance, music, theatre, visual art, poetry and literature being related? How can physics and the arts be discipline specific yet share elements and concepts?
- How can attendance at dance and theatre performances along with art museums inform our ability to critically observe, assess and reflect on art?
- Is it possible for creating, performing and responding to the arts help inform our personal creativity? How can active participation in the "creative process" contribute to enhancing verbal and non-verbal communication?

### **HON 252-005**

UK Core Fulfilled: Inquiry in the Arts and Creativity

*Honors in Arts & Creativity: Shakespeare Aloud*

Walter Foreman

TR 2:00-3:15 pm

Lewis Hall 134

Exploring Shakespeare as a product of *voice*. We will use two plays, probably *The Merchant of Venice* and *Twelfth Night*. We will read aloud in class, tinkering with rhythm, stress, and silence, and watch video versions to get a sense of how other people think the words should sound. (Grades will *not* be based on skill as actors but on enthusiasm and diligence in class participation and weekly exercises and on the writing and presentation of two longer projects.)

- How does the aural experience of Shakespeare's words provide a vital entry into the interacting emotions and arguments of his characters, their ideas and doubts, their desires and needs, their griefs and joys?
- How does the blank verse meter contain clues about how the characters who speak feel from moment to moment?
- How can our imaginations as readers (either silently alone or aloud in a group) bring the words on the page to life?
- How can the same string of words have such different yet responsible interpretations?
- What does all this have to do with Shakespeare's continuing appeal?

### **PROSEMINARS**

***These courses count toward Honors upper-level coursework requirements (first-year students may not register for them except by special permission of the Honors Program).***

### **HON 301-001**

*Data Detectives*

Sarah Keresmar

MWF 9:00—9:50 am

Lewis Hall 133

Section Cancelled

### **HON 301-002**

#### *Brain, Body, and Mind*

Don Gash and Richard Grondin

MWF 11:00 – 11:50 am

Lewis Hall 133

*Brain, Body and Mind* explores the neurobiology of being human. Recent advances in understanding the intricate interactions between the brain, body and mind in health and disease are evaluated. Background and study material include TED Talks by leading scientists and analyzing seminal published studies. Five questions are investigated:

- What is unique about the human brain?
- What is Mindfulness, its neuroscience basis and practice?
- What do studies of the brain during conscious and unconscious states and health and disease reveal about the mind?
- How do genes, neurons and sensory experiences interact for learning and memory?
- What are important practices for enhancing brain fitness and function?

A general introduction to each topic is presented to make the material assessable to undergraduates in all majors. The format includes interactive lectures, class discussion, and presentations. Four laboratory experiences and one workshop complement the classwork.

### **HON 301-003**

#### *Evolution of Scientific Thought*

Beth Garvy

MWF 2:00 – 2:50 pm

Lewis Hall 133

The goal of this course is to introduce students to the scientific method through the historical context of solving some of the great infectious disease mysteries from the past 200 years. Students will discuss the challenges that existed for investigators at various points in history, and define the thought process that led to breakthroughs in our understanding of the causes of human bacterial and viral infections.

- What key historical events led to the acceptance of the Germ Theory?
- What is the scientific method and how was it developed?
- What role does society play in the ability to identify and understand the infectious etiology of disease?
- How does technology contribute to the discovery and understanding of microbes?
- What are the scientific and societal challenges in understanding emerging infectious diseases?

### **HON 301-004**

#### *Babies Are Not Pizzas*

Rebecca Dekker

TR 9:30 – 10:45 am

Lewis Hall 135

The language of childbirth contains many paternalistic terms that indicate the power difference between doctors and pregnant families. The physician “delivers” the baby, women are “not allowed” to eat, drink, or walk during labor, their labors “fail to progress,” their pelvises are “insufficient,” and their babies are “too big.” This class focuses on the whole family’s experience in childbirth and is applicable to both male and female students. Students who register for this course typically plan on having families of their own someday, or entering the health care field, or both! In this class, we will use historical readings, current research, and discussions with experts to explore these questions:

- Where did the medical paradigm of birth come from?
- Is childbirth a normal life event or an illness?
- How does midwifery care differ from obstetrical care?
- What does research support as the safest way to give birth?
- What are the human rights and legal rights of birthing families?

### **HON 301-005**

*Terrorism and Communication*

Kimberly Stoltzfus

TR 11:00 am – 12:15 pm

Lewis Hall 135

In this seminar, we examine the current unprecedented form of global, networked, and “dark” terrorism and the groups that specialize in it. The communicative nature of terrorism is the center point of discussions and readings with primary focus in the Middle East, Europe, Africa, and the United States. Extensive time will be spent discussing history and research, but a majority of the course will focus on the current state of ideological terrorism.

### **HON 301-006**

*Thomas Merton – Monk, Mystic, Man*

Douglas Scutchfield

R 2:00-4:30 pm

College of Public Health Research Facility 115

Introducing the student to Thomas Merton a 20<sup>th</sup> century Trappist monk in Gethsemani Abbey, close to Bardstown, Kentucky. Merton was a prolific writer, with over 70 books, a series of published journals and letters to numerous individuals around the globe. He is the topic of numerous books, thesis and dissertations and related material. We will be reading and discussing his life, his writings both about religion and his views on social issues that are still contemporary today. We will be working with his bestselling autobiography and several anthologies of his writing, including poems and essays, as well as learning resources that can be used to learn more about his life and work. The course will not dwell on Christianity or be a religion course, per se.

- What was Merton’s biograph and when and in what directions did his reading and thought take new directions in his writing?
- What did Merton feel about the direction that Catholicism, monastic life (particularly the Trappist’s-his religious order), was taking in his life as well as consideration of his basic theology.

- When Merton “turned to the world” what were his feelings and actions about issues that faced his time and still plague our nation, racial relations, war and nuclear arsenals, poverty and power?
- Merton turned to other monastic religions, Buddhism, Islam and Judaism to examine their relationship to Christianity, what was his understanding and thoughts about other religions and their relevance to his own?
- What was the environment like where he spent his life, the Abbey of Gethsemani, including his hermitage on the grounds, where he spent his last years as a hermit and how did it influence his thought? Why is his work still so widely read and used today?

### **DEPARTMENTAL HONORS SECTIONS**

*These courses count toward Honors coursework requirements at any level.*

#### **ANT 101-001**

UK Core Fulfilled: Inquiry in the Social Sciences

*Honors What Makes Us Human? Introduction to Anthropology*

Monica Udvardy

TR 2:00 – 3:15 pm

Lafferty Hall 201C

Anthropology’s focus is humankind, the unique species to which we all belong! The broadest of the liberal arts disciplines, anthropology studies humanity holistically, exploring our humanity deeply, broadly, and in all its facets. If you want an introduction to the fascinating diversity and complexity of our species, this course is for you!

More than any other major, anthropology offers the tools to understand cultural diversity, to dispel notions of racism and prejudice, and offers insights that prevent suspicion, distrust, and hatred of others. This course introduces you to the four sub-fields of Anthropology, which include Archaeology, Biological or Physical Anthropology, Cultural Anthropology, and Linguistic Anthropology. Dr. Udvardy brings in speakers from each of the sub-fields so that you gain first-hand knowledge of the kinds of cutting edge research that anthropologists in these sub-fields conduct. We will also gain practical experience of what we learn through a field trip to an archaeological site or a venue where cultural diversity is apparent, and where students will see first-hand what can be learned from Anthropology.

#### **ANT 240-001**

*Honors Introduction to Archeology*

Scott Hutson

TR 11:00 am – 12:15 pm

Lafferty Hall 108

Archaeologists strive to understand the cultural meanings that shaped ancient people’s lives. In many cases, people left no written records, and in several past societies that did have writing, most people were illiterate. Their only traces are the inorganic stuff they left behind. As detectives of material traces, archaeologists can give voice to these ancient lives. Yet what archaeologists should attempt to infer from such stuff is subject to debate. Some believe we should limit ourselves to ancient diet, demography, and economy. Others believe we can get as far as ancient religion, sex, and symbols. In a 21st century climate where governments privilege research that has direct medical, technological, or

commercial benefits, how can archaeologists justify a concern with Andean textiles or Anasazi pottery? Thus, in addition to asking what we can learn about the deep past and how we can learn it, we must also ask why such learning is relevant.

- How do archaeologists learn about ancient people when we have nothing but their most durable trash (stones, bones, pollen, potsherds)?
- What can we learn from what people left behind? Can we infer gender ideologies from food residues and broken dishware? Or should we stick to learning about what they ate?
- Why is archaeology important? Why should voters continue to support legislation that requires developers to hire archaeologists before they dig the foundations of a new building?
- What is the full story behind humanity's greatest achievements? For example, the agricultural revolution allowed population growth, but did it also create poverty?
- Is there such a thing as a cheap date? How can we tell how old anything is?

### **BIO 198-001/002/003\***

*Honors Biology Research*

David Weisrock

Varies, see online catalog

Varies, see online catalog

\*Students interested in registering for BIO 198 should communicate with the Biology department, either at their Biology advising session or via email to Dr. David Weisrock at david.weisrock@uky.edu, at which time they will be placed into BIO 155 until early April, when students will be moved from BIO 155 into BIO 198 in an equitable manner. For first-year students, it is highly advisable that they register for an additional Honors course (lower-level HON seminar or departmental Honors section) at the time of their initial registration in the event that space is not available in BIO 198.

BIO 198 is a course for Biology and Neuroscience majors interested in the Department of Biological Sciences Scholars Program, and those pursuing a University Honors track. The course focuses upon the fundamental techniques and concepts required to effectively prepare the beginning undergraduate student for an upper level research program.

Course Objectives: This course is designed to provide a solid introduction to 21st century bioscience research. Students will learn how to critically read, interpret, synthesize, 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 in regard to 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 original research laboratory experience.

### **BIO 304-007 and -008**

*Honors Principles of Genetics*

Jacob Famulski

MWF 1:00 – 1:50 pm and T 2:00 – 4:50 pm / MWF 1:00 -1:50 pm and R 9:00 am – 11:50 am

BS 116 and B0008 / JSB 321 and BS B0008

The honors version of Genetics will be designed for advanced students able to progress through the core course requirements at a faster pace enabling the extension of standard genetics curriculum to include



recent advances in genetic techniques, genomics and medical genetic applications. Advanced principles will be presented and discussed using primary research literature while multimodal assignments designed to develop critical thinking and encourage creativity will expose and prepare students for research experience during their college career and beyond.

### **BIO 315-001 and 002**

*Honors Introduction to Cell Biology*

Rebecca Kellum

TR 11:00 am – 12:15 pm and M 9:00 – 11:50 am / TR 2:00 – 3:15 pm and M 1:00 – 3:50 pm

BS 109 and B0003 / BS 109 and B0003

The structure and function of the cells will be considered. Emphasis will be placed on the ultrastructure of cell organelles and the molecules that compose them as a framework for understanding the mechanisms of cell activity. Weekly hands-on laboratory exercises will reinforce concepts and utilize experimental methods discussed in lecture. Class size will be limited to 20 students to encourage class discussion during regular lecture periods and during those devoted to discussions of primary literature articles. Some of the questions addressed by the course include: 1) What components make-up cells? 2) How is a cell able to maintain order in a universe naturally moving towards a state of disorder? 3) How does the cell regulate its own reproduction? 4) How do specific cell types carry out their distinct activities in a multicellular organism? Research article discussions will reinforce concepts and illustrate how some of these questions have been, and continue to be, addressed.

*This course counts toward BIO 2<sup>nd</sup> tier core requirement and the BIO scholars program. It is open to students who have completed pre-BIO major requirements, BIO 2<sup>nd</sup> tier requirements, or have obtained instructor consent.*

### **BIO 325-001**

*Honors Ecology*

Philip Crowley

TR 2:30 – 5:30 pm

Ecological Research and Education Center (EREC) Field Station, 1737 Russell Cave Road

Bus Service Will Be Provided

Ecology is an integrative science that will draw upon and expand your understanding of biology, chemistry, physics, mathematics, the social sciences—and, yes, the humanities. Ecologists (and ecology students) are hands-on with nature, applying a broad array of tools (PCR to remote sensing to models) and concepts (optimization to fractals to metapopulations) for making sense of our natural world. This course will fully integrate readings, discussions, classroom sessions, field and lab experiments, modeling, and data analysis. By the end you will have a strong grasp of what we are learning about ecological systems and how we go about it. Key questions addressed by the course are:

- What are the central principles of ecology?
- How do hypotheses arise from models in science?
- How can we understand nature at large scales of space and time?
- What are the primary methods and procedures for the rigorous study of ecological systems?
- What is the relationship between ecology and evolution?

*This course counts toward BIO 2nd tier core requirement, the BIO scholars program, and Honors Program upper-level coursework requirements. It is open to students who have completed pre-BIO major requirements and BIO 1st tier core requirements, or have obtained instructor consent.*

**CHE 107-003**

*Honors Chemistry II*

TBD

MWF 10:00 – 10:50 am

Chemistry-Physics 222

A continuation of CHE 105. A study of the principles of chemistry and their application to the more important elements and compounds. Prereq: CHE 105 or CHE 108 or CHE 110 (with a C or better in any one of these prereqs).

- What natural forces cause matter to act as it does?
- How have experiments led to our current understanding of the behavior of matter in the universe?
- How do chemists interpret experimental data to gain a deeper understanding of the natural world?
- What properties of substances help us understand how they can enhance or improve human life?
- How do chemists contribute to the solution of pressing societal problems, such as disease and pollution?

**CS 315-002**

*Honors Algorithm Design and Analysis*

Jerzy Jaromczyk

TR 12:30 – 1:45 pm

F. Paul Anderson Tower 263

CS 315 is open to students with special interest in algorithms and problem solving, to the students willing to meet strict requirements related to intense programming and project assignments, reading, and in-class presentations. The CS 315 Honors section offers the same curriculum as a regular section of CS 315 but is more challenging and demanding, and covers additional topics in greater depth.

The course will explore the following questions:

- What are algorithms and why they are essential to us?
- What are important computational problems, what algorithms behind them drive today's computers, your appliances, Internet searches, and social networks?
- How to design good -- correct and efficient -- algorithms and make them working for us?
- How to know if the algorithm is "fast enough" for our needs?
- What are hard computational problems and how to deal with them?

**GEO 261-010**

UK Core Fulfilled: Global Dynamics

*Honors Global Dynamics of Health and Disease*

Gary Shannon  
MWF 9:00 – 9:50 am  
Classroom Building 245

This course is especially valuable for students actively considering, exploring or pursuing, majors in academic fields related to futures in professional and/or academic health-related careers. *However, these are not pre-requisites for a successful learning experience. Unofficial prerequisites for success* do include a willingness and industriousness to engage what will be, at times, “new” and intellectually challenging ideas and concepts. The course begins with a review of globalization and global health concepts. We next focus on the components and functions of the human immune system. You will learn how our immune system protects (and fails to protect us) against attacks from a wide variety of pathogens. The bulk of the course will be focused on those pathogens responsible for major historical and current epidemics/pandemics. We will examine biological, pathological and epidemiological aspects of history’s first “true” pandemic (Plague), as well as, selected pandemics of the 20th and 21st Centuries including the 1918 Influenza, HIV-AIDS, Severe Acute Respiratory Syndrome, Malaria, Smallpox, Ebola, and Zika. Finally, we will look to the future of prospects of what the World Health Organization has termed the “unseen (pathogenic) enemies” in our future.

### **HIS 121-001**

UK Core Fulfilled: Inquiry in the Humanities or Global Dynamics  
*Honors War and Society, 1914-1945*  
Karen Petrone  
TR 2:00 – 3:15 pm  
Whitehall Classroom Building 235

“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:

- Nationalism & citizenship: Who belongs to the war-time nation/empire? Who is excluded? What forms do inclusion and exclusion take?
- Impact of total war on gender relations: women/work/citizenship
- Dividing lines between combatants and non-combatants, and particularly how and why these are effaced – most notably during World War II, but also during World War I
- Why war becomes so much more deadly: technology and ethics; demonization of the enemy; dehumanization of minority populations who are excluded from the nation; ethnic cleansing and the collapse of multi-ethnic states
- War-time government as “big government”: propaganda; the restriction of civil liberties; economic intervention; warfare and welfare
- The global reach of total war: the geopolitical claims of rival empires; total war as the hammer of empires
- Warfare and public memory: Coming to terms (or not) with the enormities of total war

### **MA 213-017/018**

*Honors Calculus III*  
TBD

MWF 11:00 – 11:50 am and TR 12:00 – 12:50 pm / MWF 11:00 – 11:50 am and TR 1:00 – 1:50 pm

Classroom Building 110 and 341 / Classroom Building 110 and 341

MA 213 Honors is a third-semester calculus course for students who are interested in mathematics and how it is used to solve problems in other disciplines. This course includes the topics which appear in MA 213, such as vector calculus and integration and differentiation of functions of several variables. The main goal of the course is to study extensions of the Fundamental Theorems of Calculus to functions of more than one variable. We will include applications to biology, chemistry, environmental sciences, population studies, number theory and physics. The course will meet for three lectures and two recitation sessions each week. We assume the complete material covered in Calculus I and II and that it was covered well. We will cover similar material to what is in MA 213, but will cover some topics more deeply and some topics that are not addressed in the regular sections of MA 213.

**PGY 412G-002**

*Honors Principles of Human Physiology*

Ok-Kyong Park-Sarge

WF 1:00-2:50 pm

Nursing 213

Honors Principles of Human Physiology is a 4 credit course designed specifically for students of the Health Sciences and others who are interested in an in depth exposure to human physiology. The objective of this course is to provide understanding of the basic physiological mechanisms of human body function and physiological integration of the organ systems to maintain homeostasis. Students will be learning what the different organ systems do and how they contribute to the body's homeostasis. With this knowledge a student is challenged to form a general understanding of how the body functions in health and disease. Students will be guided and challenged to acquire critical thinking skills through the flipped classroom approach that allows students to review fundamental human physiological concepts and apply them to real-life scenarios. Students will further advance their critical thinking and problem solving skills through interactive group discussion formats in tackling complex questions and clinical case studies.

**PHI 100-001**

UK Core Fulfilled: Inquiry in the Humanities

*Honors Introduction to Philosophy: Knowledge/Reality*

Clare Batty

TR 12:30 – 1:45 pm

Whitehall Classroom Building 342

“The unexamined life is not worth living”, Socrates famously said. By doing philosophy, he thought, we examine life—our experience of the world and relationship to it. But, what exactly is philosophy? This introductory course in philosophy is your chance to learn what philosophy is and to start to think about, and ask, philosophical questions. The questions that we will consider concern the nature of the world and our knowledge of it. Among the questions that we will consider are:

- If everything in the world is determined by previous events, can we say that we ever act freely? If we cannot say that we do, should this bother us?
- Are you the same person today as the person who first visited the University of Kentucky as a prospective student? After all, you've no doubt changed a bit. Given that you have, what (if anything) makes you the same person today as you were then?

- Does God exist? What kinds of arguments can be provided for, or against, the existence of God?
- Do we know anything about the external world? How do we know, for instance, that we are not just dreaming everything that we claim to know about it? How do you know that you're not in the Matrix?
- Is it ever okay to believe something on insufficient evidence? Are there rules about how we ought to adopt beliefs?
- Is my red your green? If we each have different experiences when we look at summer grass, what does this mean about the nature of colors? What are colors?

### **PHI 130-008**

UK Core Fulfilled: US Citizenship

*Honors Introduction to Philosophy: Morality/Society*

Arnold Farr

MWF 9:00 – 9:50 am

Main Building 5

Morality is often taken lightly since most of us think that we know what is morally right. However, if we were asked to explain why we believe as we do, most of us would find ourselves in a very difficult position. Moral decisions are probably the most important, yet, most difficult decisions that we will ever have to make. The objective of this course is not to teach students how to make moral decisions; instead, it is to make the student more familiar with the kind of reasoning that supports moral decision-making and the kinds of issues which complicate the process. In this course we will discuss several moral theories and ways in which they may be applied.

We will also examine the issue of justice and its relation to morality. We will focus on the relationship between rights and recognition in the formation of theories of justice.

This course has a significant social component since our views about morality have a great impact on our social relations. To this end we will also examine issues of class, race and gender as well as the intersubjective nature of moral thinking. We will also spend quite a bit of time examining the relationship between moral duty and social/political responsibility.

### **PHI 343-001**

UK Core Fulfilled: Global Dynamics

*Honors Asian Philosophy*

Eric Sanday

TR 2:00 – 3:15 pm

Main Building 5

In this course, we will study the many sides of the powerful guiding principle of “letting be” (*wu-wei*, lit. “in the absence of/without doing or exertion”) as it crops up in contexts ranging from the *Upanishads* to Confucian and post-Confucian philosophy, Daoism, Buddhism, and Zen Buddhism. Our aim will be to consider just what is demanded by this wisdom at the level of personal identity, interpersonal experience and obligation, family, politics, all the way out to the nature of reality. We will consider the ways in which Asian concepts challenge Western perspectives, exploring unfamiliar ideas both on their own terms and in light of our own experience. The major project is a podcast in which small groups

interview people of your choosing on topics such as fitting in, letting go, love, dreams, lying, money, gender, etc., and then relate the testimony you gather to themes we have discussed in class. There will be weekly writing assignments and intensive in-class discussion, placing students in the spotlight individually at least once over the course of the semester.

- What are the Asian philosophical accounts of happiness, and how do I achieve them?
- How does the Asian tradition conceive divinity, spirituality, and organized religion?
- What can I learn about Western culture and tradition by studying Asian thought?
- How do the Asian traditions conceive respect for parents, elders, and ancestors?
- What are the meanings of life, death, benevolence, and no-harm?

### **PLS 103-004**

UK Core Fulfilled: Global Dynamics

*Honors Plants, Soils, People: A Global Perspective*

Timothy Phillips

MWF 11:00 – 11:50 am

The 90 219

Few things are essential to human life, but food is one of them. What food people eat is determined by what they need to be healthy, what they want to eat (personal preference and culture), and what they have available or can afford to eat. Agriculture plays a vital role in human food security. Many experts feel the world is facing a food supply crisis. Knowledge and application of the principles of plant and soil sciences will have a dramatic effect on human food security, now and into the future, both locally and globally. However, these issues will also be impacted by future human population growth, urbanization, consumer preferences, human decisions regarding civic duties, and climate change. Students successfully completing this course should leave with an understanding of the need to expand the world's food supply in sustainable ways, the basic principles of plant and soil science and their application to this problem, and their own potential role in determining our ability to meet this challenge.

This course will examine and attempt to answer the following questions:

- What factors drive human population trends, and how can food production meet the needs of increasing numbers of people?
- How have human societies developed over the past 10,000 years from the beginning of the Agricultural Revolution up to the 21st century, and how has food availability affected the development process?
- What do people around the world eat, and why?
- What factors control crop growth and yield of food products, and how can these be managed to increase food availability?
- How are food security and the sustainability of food production being addressed around the world?

### **PS 101-010**

UK Core Fulfilled: US Citizenship

*Honors American Government*

D. Stephen Voss

MW 2:00 – 2:50 pm and F 11:00 – 11:50 am

Whitehall Classroom Building 118 and F. Paul Anderson Tower 259

The Honors version of American Government introduces students early on to the social-science research process. Students go beyond reading simple textbook material, and instead also encounter peer-reviewed American Politics scholarship firsthand, which they will discuss with their peers as well as members of the PS 101 teaching team. The point is not just to learn what the discipline knows about politics, government, and public policy, but also to ask: Why do they think they know it? Near the end of the course, instead of merely participating in a UKCore project planned by the PS 101 teaching team, students will conduct their own modest UKCore research project, under the guidance of the lead professor but also under the direct supervision of a Teaching Assistant dedicated to their PS 101 section.

**SOC/CLD 360-401**

UK Core Fulfilled: US Citizenship

*Honors Environmental Society*

Shaunna Scott

T 6:00 – 8:30 pm

JSB 108

This course will introduce students to the sociological study of environmental conditions and behaviors, with an emphasis on implementing pragmatic solutions to environmental problems. This course fulfills the UK General Education U.S. Citizenship requirement.

**SW 325-001**

*Social Justice Foundations*

Diane Loeffler

TR 12:30 – 1:45 pm

Whitehall Classroom Building 336

This course will examine social justice from the broad perspective that all people are deserving of opportunities, rights, protections, obligations and social benefits. Definitions, theories and perspectives as they relate to the context and impact of power, oppression and privilege will be examined within both historical and contemporary lenses. This course will require students to examine personal and professional values and ethics related to social justice as well as how those influence our ability to be change agents for social justice.

**WRD 410-001**

*Honors Rhetoric and Popular Culture: Horror*

Thomas Marksbury

TR 11:00 am – 12:15 pm

Jacobs Science Building 347

Drawing on a wide range of modalities, including fiction, radio, television, (but probably film for the most part), we will investigate the evolution of the horror genre from the Gothic (*Bride of Frankenstein*) to the postmodern (*Videodrome*). Every generation has its own set of particular anxieties and influences, so in a sense we will be constructing an alternative history of what disturbs us--and trying to understand why some of us find such pleasure in it.

Texts may include: the writings of Poe, Angela Carter, Stephen King, and Clive Barker; TV horror from the *Twilight Zone* to *Black Mirror*; and representative films from America and Italy (*Suspiria*), France (*Eyes Without a Face*), Germany (*Nosferatu*), and Japan (*The Audition*). Two exams, two shortish essays, and a final project.

## **HONORS EXPERIENCE COURSES/CREDIT BEARING NUMBERS**

*These courses count toward Honors experience requirements.*

### **HON 395**

*Honors Independent Undergraduate Research*

Pre-Approval Necessary Prior to Enrollment: <http://www.uky.edu/academy/HON395>

### **HON 398**

*Honors Capstone Project*

Pre-Approval Necessary Prior to Enrollment: <http://www.uky.edu/academy/capstone>

NB: Most/many majors have a capstone existing in the department that makes enrollment in HON 398 unnecessary. [See details here.](#)

### **HON 399-001**

*The \$100 Solution*

Meg Marquis

MWF 1:00 – 1:50 pm

Lewis Hall 133

Open to Honors students at any level for experience credit.

What can you do with \$100? Buy a new pair of jeans? Enjoy 2 nice dinners out with friends? Make a lasting difference in a community agency? This semester, the goals of this course will be two-fold. First, you will learn by doing – spending 15 hours in a local community agency (chosen from a list I provide). You will ultimately create a project that can make a difference in this agency – for \$100 or less. Second, nonprofits typically serve a particular need or population. We will explore in depth these issues together. Much like a “choose your own adventure” book from childhood, you will play a big part in determining what we study and what your group’s project will be to create a lasting impact in your organization.

### **HON 399-002**

*Honors Internship Credit*

Restricted to students who have been given a position as one of the following Honors internships:

- Residential College Peer Mentors (1 crh)
- Residential College Senior Peer Mentors (1 crh)
- Singletary Service Mentors (1 crh)
- Singletary Scholars Peer Instructors (2 crh)
- Honors College Ambassadors (2 crh)