



Fall 2022 Honors College Courses

FIRST YEAR COURSES

HNR 101-001: Technologies, Old and New (Technology LC)

MWF 9:00-9:50 AM

Tamara O'Callaghan

As humans, we are technological by nature. Whether we need to adapt our environment, communicate with one another, or read a course description for a required Honors class, we rely on tools that we or others have designed. And while we love our smartphones and laptops, technologies tend to fade invisibly into the background over time. Just consider our reliance on language, one of our earliest technological tools and one that we consistently take for granted. In this section of HNR 101, we will bring technology to the foreground to examine how the technological "impulse," its implementation, and its reception impact our ways of reading and writing, and what it means to be literate in a technological world. We will explore our passion for specific technological devices, including smartphones, smartwatches, gaming platforms, and Alexa; our enthusiasm for documenting our lives digitally, including blogs, Instagram, and selfies; our reliance on social media, including TikTok, Pinterest, Snapchat, and Clubhouse; and our desire to "play" with technologies, including board games, video games, and Wordle. By determining how technology shapes us as human beings, we will develop and enhance our skills in designing, building, evaluating, analyzing, and sharing information and ideas that can be expressed through various multimodal technologies, such as writing, speech, audio, video, photos, graphics, webpages, coding, etc. No technological expertise is required...just enthusiastic curiosity and engagement.

HNR 101-002 What Makes Us Human? (Pre-Health/ Pre-Med LC)

MWF 10:00-10:50 AM

Casey Kuhajda

"What makes us human?" is a question that often leads to discussions about human feelings of empathy or the human capacity for reason. This class participates in this discussion with the additional goal of deepening our concern with the human as embodied. We consider questions, such as:

- What does it mean to treat "the whole person"?
- How does eastern medicine view the body compared to western medicine? What are the most important qualities of the human for these two different perspectives?

- How might logic or a method of examination create a fiction? What is the relationship between the scientific method and cultural beliefs or practices?

This class is designed to provide an exploratory space in which we question the ideas and practices surrounding the human in different medical settings, as well as in our diverse class readings. In the past, medical settings included a tour of the UK Medical School campus at NKU, Lunch and Learns with medical professionals and a visit to St. Elizabeth Hospital, a class in NKU's cadaver lab, and a simulated interaction with a "patient" in the HIC simulation lab.

HNR 101-003 Art, Identity, and the Musical Stage (Arts and Entertainment LC)

MWF 10:00-10:50 AM

Cara Wood

For over a century, depictions of U.S. culture in Broadway musicals have helped shape how diverse groups of Americans see themselves, their nation, and their role in the world. Drawing upon the artistic resources of music, poetry, visual design, dancing, and acting, the creators of this distinctively American art form can tackle meaningful issues in ways that are both entertaining and deeply moving. In this class, we will examine how musicals engage in the construction of national identity. We will also consider how musicals' representations of "outsiders" can foster empathy, solidarity, and inclusiveness. Students will have the opportunity to explore intersections of art and identity as they develop independent research projects and share their ideas with peers. No previous musical experience is required.

HNR 101-004 What Makes Us Human? (Pre-Med LC)

MWF 11:00-11:50 AM

Casey Kuhajda

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- What does it mean to treat "the whole person"?
- How does eastern medicine view the body compared to western medicine? What are the most important qualities of the human for these two different perspectives?
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HNR 101-005 Entrepreneurship and the Community (Entrepreneurship LC)

MW 2:00-3:15 PM

James Buss

The Honors Entrepreneurship Learning Community explores aspects of both social and business entrepreneurship, as well as intersections between the two. Students will have the opportunity to sign up for special section of ENTP 201 and HNR 101 designed for the students

in this cohort learning community. The Learning Community will welcome guests who are the CEOs of their own companies, social entrepreneurs who have started their own non-profits, and leaders in the entrepreneurship ecosystem of Greater Cincinnati. Students will learn important skills about how to identify regional needs and problems, imagine possibilities, and scale solutions. In the past, students have visited with Cintrifuse in Cincinnati, worked with Flywheel in OTR, and even gained internships before finishing their first year at NKU. While this Learning Community includes a partnership with the Haile US Bank College of Business, students need not be business majors to enroll. The topics and skills that you will develop in this Learning Community can apply to nearly any majors or background.

HNR 101-006 The Wicked and the Righteous (Social Justice & Community Engagement LC)

TR 9:25-10:40 AM

Tonya Krouse

People in our world do wicked or bad things all the time. People's motivations for these harmful acts, which range in severity from callous to criminal, may often seem commonplace. How does one become wicked and why? What ideals influence society's rules about appropriate behavior and whose responsibility is it to enforce them? Do bad people get their comeuppance? If a person accused of wicked acts is revealed to be innocent, can they ever truly be vindicated? What happens to the righteous victims who are harmed by the wickedness of others? To what extent is each of us ethically responsible for acting against injustices and wickedness in the world? What empowers us to take either individual or collective action? Most of you, upon entering HNR 101, will have some experience with wickedness, corruption, or evil, based on movies that you have seen, books that you have read, or even real-life people or situations that you have encountered. This course aims to enhance our understanding of the wicked and the righteous by investigating larger social, psychological, moral, and ethical questions about right and wrong, good and evil, and crime and punishment. Beyond this, the course will tie this theme to ideas about social justice, personal responsibility, and avenues for systemic change.

HNR 101-007 Defining Health (Pre-Nursing LC)

TR 1:40-2:55 PM

Gannon Tagher

Description: TBD

HNR 101-008 Identity, Community, Action (First Generation LC)

TR 10:50-12:05 PM

Tonya Krouse

Who am I? To what extent is my understanding of myself connected to those around me? How can I make a lasting impact on the world that I inhabit? These are the three questions that drive this section of HNR 101, which is a learning community tailored for students who are in the first generation of their families to attend college. This course focuses on the ways in which attending university can transform and empower us, offering us new opportunities to serve the communities that have supported our educational journeys or to dream of futures beyond those communities. Most significantly, students will be encouraged to draw from their experiences to

ask questions from original perspectives, envision creative solutions to important problems, to make a positive impact on their communities, and take ownership over their own learning.

HNR 101-009 Movie Making and Myth Making (Film, Media, and Communication LC)

MWF 1:00-1:50 PM

Aaron Zlatkin

This class takes as its subject the practice of movie making and myth making. The film *DUNE*, in all its various film and television productions, serves as our primary source for exploration as we consider the intersection between the production of a film and its meaning.

The class will consider the influence of indigenous cultures on the aesthetics of a production, the multi-dimensional politics of environmental economics, the role of the Mother, and the harried nature of an Emperor-Messiah in the making.

HNR 101-010 Social Justice and Community Engagement (Social Justice and Community Engagement LC)

TR 1:40-2:55 PM

Tonya Krouse

Though most people would say that they want to live in a just world, many do not feel empowered to promote justice in their own communities. What communities matter to you? In what ways could these communities be more just, more inclusive, or more equitable? This section of HNR 102 challenges students to imagine themselves as engaged citizens who have the power to foster justice in all its forms. Connecting ideas about personal responsibility, ethical action, and engaged citizenship to the communities that students inhabit, students will explore different issues connected to social justice and conceive ways to become change-makers in their own communities. The goal of the course is to provide students with the tools to take their learning from the classroom to the real world so that they can address problems of pressing significance, inequalities, and areas of need.

HNR 101-011 Community Engaged Conversations (Social Justice and Community Engagement LC)

MW 3:30- 4:45 PM

Professor: Chris Wilkey

Description: TBD

HNR 200-001 The Meaning of Life

W 9:00-9:50 AM

Tonya Krouse

The fifteenth-century poet and orator George Herbert famously declared, “Living well is the best revenge.” In the twenty-first century, somebody on the internet created the hashtag #lifegoals, a shorthand way to indicate our aspirations for a life well lived. Throughout history, people have been fascinated by trying to understand what life is and trying to articulate what gives life meaning. What does it mean to live well, or, even, what counts as “life”? From the Ancient Greeks to the present day, scholars, philosophers, scientists, technologists, and artists have pondered these questions. Not only have they considered life as it connects to humanity and ethics – such as in debates about abortion, gun control, and war – but also, they have investigated life in the physical world, from the life of cells, to the smallest organisms, and to the life of our planet and the universe. In this section of HNR 200, we will explore the meaning of

life from a variety of different viewpoints. The course will conclude with a final independent research project of the student's own design.

NATURAL WORLD COHORT

HNR 310-001: Gardening For Wildlife

TR 9:25- 10:40 AM

Mary Whitson

Learn how to help out our local wildlife while making your yard (or neighborhood) a more diverse and interesting place to hang out. We'll cover native plants, bees, butterflies, birds, and more! Activities include a nature hike, a garden tour, bee house building, learning to recognize our common invasive plants, and collecting, cleaning, and planting wildflower seeds.

HNR 310-002: Public Science & Parkland Interpretation

MW 2:00 – 3:15 PM

David Kime

If you can inspire someone to create a personal connection to a resource, then that person will begin to care about the resource. Caring about the resource may subsequently encourage this person to help preserve the resource. This principle is a popular explanation of parkland and museum interpretation—the process of connecting an audience to a story or resource that is preserved and presented by the park or museum. Today many parkland employees also have a responsibility for managing and interpreting scientific research (conducted both by internal park staff and external researchers) that takes place within the park or concerns park resources. It is fairly easy to grab someone's attention with the grandeur of the Grand Canyon or the megafauna like the wolf packs of Yellowstone. But what about the diverse, endangered, and lesser known mussels of the Green River, or research into slower processes like erosion, or challenging topics like the effect of climate change on parklands?

Students and faculty in the course will partner with a local park (or parks) that is currently in the process of updating their long-range interpretive plan. We will investigate current science taking place in the park, learn the stories of the science and scientists, and seek to understand the questions, evidence, and results of scientific research pertaining to these public lands. We will also investigate and practice the art of interpretation, as defined above. Working with our park partners, our class will produce draft interpretation plans and products to connect an audience to science happening in the park (e.g., social media outreach). Our park partners can use these products—in whole or in part, as drafts or as final products—to inform their own interpretive planning and future presentations to the public.

HNR 310-003: Everything You Wanted to Know About Water Use and Management, but Were Afraid to Ask

TR 8:00-9:15 AM

Kristina Bielewicz

An exciting course that explores environmental issues within our local waterways and their effects on aquatic ecosystems, including but not limited to testing and treatment, litter and pollution, and conservation and stewardship. We will discuss how the Clean Water Act, NEPA and EPA were formed. We will engage in outdoor adventures at the Captain Anthony Meldahl

Lock and Dam and the Chilo Lock Park and museum as well as other locations. Your participation in a civic engagement project will be at the core of this class which is guaranteed to be fun and adventurous while learning critical thinking skills that will carry over into other aspects of your life.

SOCIETY COHORT

HNR 320-001: Forbidden History

TR 9:25-10:40

Brian Hackett

Join us in exploring some of the taboo subjects of history, things that nobody mentions but almost everybody is curious about. For example, did you know that prostitution was once a legal profession listed in the US Census? Or that the Cincinnati area was once a major resource for stolen corpses for medical study, including the body of the father of a later president? The evidence is all around us! This course will explore these and other subjects, and will culminate in a small exhibit and the possibility of a ghost hunt with paranormal professionals at a local historical site.

HNR 320-002/SPB 394: The Who Dey Phenomenon: The Social and Financial Impact of the Super Bowl

M 4:30-7:15pm

Jenny Gardner

This course will investigate the country's largest entertainment event that has developed into an annual celebration, transcending sport to become a secular holiday in the US – the Super Bowl. We will examine the historical components that have led to the event becoming part of our national identity, and the impact it has had on national, regional and host city economies. This will take us right to our backyard, where Who Dey Nation experienced the Super Bowl experience in 2022. The Super Bowl appearance translated to additional dollars spent in our own city, and gave the Bengals and Cincinnati as a whole a huge opportunity to shine on a national stage. In addition, we will study the economics, marketing, media coverage, which have had a social and cultural impact in our country. And we will investigate the nature of the NFL's interaction with governments, local host committees, broadcast and social media, sponsors and partners, and the public.

HNR 321/HIS 394: Heresy in History

TR 12:15pm-1:30pm

Kathleen Quinn

This course will explore the idea of heresy using game-based history. Students in the course will experience history first-hand by taking on historical roles and engaging with big ideas from the past that continue to influence public policy and debate today. Case studies in heresy will encourage students to: (1) develop definitions of heresy and orthodoxy in different chronological and regional contexts; (2) consider how various world cultures have responded to challenges to established traditions; and (3) understand how institutions of government and society have been changed by "threats" to the status quo. Students in this course will conduct research into and

analysis of primary sources, work collaboratively with peers to consider multiple perspectives on problems, propose solutions to “heretical” questions during in-class debates, and reflect on the historical precursors of contemporary issues.

This course will utilize the award-winning “Reacting to the Past” (RTTP) series of immersive historical games developed at Barnard College and published by W.W. Norton and the University of North Carolina Press. “Reacting” pedagogy, which won the 2004 Theodore Hesburgh Award for educational innovation, consists of elaborate historical games, in which students take charge of the classroom and lead each other in explorations of great texts in the history of social and political thought. It seeks to draw students into the past, promote their engagement with important ideas in various civilizations and disciplines, and improve speaking, writing, and leadership skills. Prof. Quinn has extensive experience with the “Reacting to the Past” games, which she has taught since 2005, and she is a member of the Reacting Consortium.

HUMANITIES COHORT

HNR 230-001: Mad Scientists & Popular Science — Debunked!

MW 2:00-3:15pm

Leanne Wood

What makes a scientist “mad”? The “mad scientist” is a cultural archetype that resonates through science in fiction and other forms popular culture. The angry scientist is also closer to a reality given the public skepticism surrounding anyone with expertise. This class asks what this “madness” means for how scientists (or any other expert in their field) communicate their research discoveries to a public audience today.

The class will consider the rhetorical significance of the (mad) scientist, their methodologies, and the outcome of their discoveries through popular film, fiction, and social media to popular “scientific” articles published in “reliable” journals or news sources. While these sources may contradict actual scientific evidence, this class will consider the reality fostered by such source material in an effort to craft a well-researched public message campaign that is sensitive to its public audience, understanding the forces acting upon it.

HNR 230-002: Bourbon 101: The History, Business, and Science Behind America’s Spirit

MW 3:30-4:45pm

James Buss

Bourbon is central to the history and culture of the United States of America. As a product that is uniquely American (can only be produced in the USA), bourbon has expanded to a near \$9 billion industry in Kentucky that employs more than 22,500 people. This course will take an interdisciplinary approach to studying the history, business, and science behind bourbon so that students might grasp a better understanding of the multitude of careers in the distilled spirits industry. Students will meet leaders from the industry itself, travel to distilleries in the Commonwealth, and participate alongside class visitors to better understand the science behind the spirit. Students need not be of drinking age to take the course, as the class will not include any actual tasting or consuming of alcoholic beverages.

HNR 330-001: Build a Better Book

TR 9:25 to 10:40 am

Tamara O'Callaghan

How do we read, or “see,” a book? How does reading a digital screen differ from reading a printed or handwritten page? Can we imagine an entirely different form of book that requires new and/or different “reading” skills? HNR 330 requires students to learn how ideas related to the humanities and arts explored in the classroom can come to life through community engagement. This section of HNR 330 will focus on how we can build a better book not just for ourselves but for others who may benefit from an enhanced and/or completely redesigned reading experience. Drawing on the humanities and arts for inspiration, we will explore constructionism, critical making, universal design, and studio-based instruction to build a book that can be seen, touched, and heard.

We will re-imagine the book as a physical artifact and reading as an immersive experience. In particular, we will design, fabricate, test, and refine multimodal prototypes that incorporate tactile and audio features for individuals who are blind or visually impaired as well as for others with physical and learning disabilities. With this objective in mind, we will not only work with familiar low and high-tech tools in the classroom, but we will also learn 3D printing and laser cutting with the Stego Studio (Steely Library), letterpress printing with the Cincinnati Type & Print Museum (Cincinnati), and braille and tactile printing with the Clovernook Center for the Blind & Visually Impaired (Cincinnati). The goal is to design and create a book that provides an inclusive and accessible reading experience for our community and beyond.

This course is inspired by and offered in partnership with the Build a Better Book project, a national NSF-funded initiative of the University of Colorado Boulder.

HNR 331-001/MUSM 394: Myth and Music

TR 10:00-10:50 am

Leanne Wood

“A myth,” wrote psychologist Rollo May, “is a way of making sense in a senseless world. Myths are narrative patterns that give significance to our existence.” Myths communicate universal themes and values, and have been a frequent resource for musical expression. Retellings of myths through songs, instrumental music, dance, and musical theater cater to specific audiences and cultural frameworks; they reveal both what music meant and how myths were used at particular moments. In this course we will study musical adaptations of myths from an array of world cultures both past and present. We will explore how music shapes myth, how people modify myths to suit their needs, and how retelling myths through music can help us make sense of our own cultural moment.

HNR 331-002/ENG 452: Victorian Literature

TR 10:50am-12:05pm

Andrea Gazzaniga

The Victorian period was a hothouse of new ideas and inventions in which the scope of time and space broadened at a mind-boggling pace. New theories of human origins and new instruments with which to see the universe—such as telescopes, microscopes and cameras—challenged perceptions of the world in new and, we might imagine, terrifying ways. In addition,

the Victorian period was called “the age of reform” because it ushered in progressive legislation that enfranchised more people outside the economically privileged classes, ensured more legal rights for women, and created more protections against oppressive labor practices. This course will focus on the poetry and novels composed and published during this time of constant change and enterprise. It considers how social and cultural circumstances (such as gender, class, race, religion, industrialization, and British imperialism) shaped the Victorian individual.