



Spring 2023 Honors College Courses

FIRST YEAR COURSES

HNR 102-001: The Human Story (Pre-Health Learning Community)

MWF 9:00-9:50 AM

Casey Kuhajda

"Human life" writes Jonathan Gottschall, "is so bound up in stories that we are thoroughly desensitized to their weird and witchy power." Narrative storytelling is how we make sense of our lives and interpret the world around us. Yet, we barely notice the stories we use to construct our reality. Medical professionals use narrative toward tangible ends in a variety of ways each day: from considering ethical questions, to diagnosing patients, to reflecting on their own experience of the job. This course is designed for pre-medical and pre-health majors and builds upon HNR 101 - "What Makes us Human?".

If the human story is the answer to the question "what makes us human?", then what is the human story? Anthropologists, evolutionary psychologists, evolutionary biologists, historians, and linguists all have different answers to this question. We will consider each of these perspectives. In searching for an answer to the question, "what is the human story?", students will consider how narrative construction plays a role in public health communications and interpersonal healthcare outcomes. This course will build upon the experiential learning outcomes of HNR 101 and include another visit to the St. Elizabeth's Healthcare Simulation Center, a visit to the UK Medical School NKU campus, and more.

HNR 102-002: The Human Story (Pre-Med Learning Community)

MWF 10:00-10:50 AM

Casey Kuhajda

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HNR 102-003: Health Practices Around the World (Nursing Learning Community)

TR 1:40-2:55 PM

Gannon Tagher

Although many people consider the Western approach to medicine the best way to approach health, this may not always be true. Different cultures have distinct outlooks on medicine, health, and what is important to the care of their community members. Throughout this course, students will explore the health practices of different cultures around the world. Students will investigate the five areas known as the “Blue Zones”, where there are more people that live to be 100 years old than anywhere else on Earth. We will delve into cultural health practices and health systems, comparing and contrasting them with those in the United States. Finally, we will learn about the United Nations Sustainable Development Goals and how they impact health around the globe. Through understanding difference in both health practices and health systems students will learn to take a different approach to both their own health and healthcare as we know it.

HNR 102-004: The Meaning of Life (First Generation Learning Community)

MWF 11:00-11:50 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? From the Ancient Greeks to the present day, scholars, philosophers, scientists, technologists, and artists have pondered this question. In this section of HNR 102, students will be encouraged to join these ongoing conversations about what makes a meaningful life. We will focus our inquiry through questions that particularly resonate with students who are in the first generations of their families to attend college:

- How does education give life meaning?
- How do our ideas about what constitutes a meaningful life change with new opportunities and experiences?
- How can we honor our past and live authentically as our ideas about meaning transform?

Students will conduct a class project that engages written and oral communication skills to reach a public audience. They will also complete their own original independent research projects using interdisciplinary academic research methods.

HNR 102-005: Reproductive Justice (Social Justice Learning Community)

MWF 1:00-1:50 PM

Tonya Krouse

SisterSong Women of Color Reproductive Justice Collective defines reproductive justice as “the human right to maintain personal bodily autonomy, have children, not have children, and parent

the children we have in safe and sustainable communities.” This broad definition, which includes people of all gender and sexual identities, will frame the collaborative work of the course, particularly during the first eight weeks of the semester. Reproductive justice will serve as a lens through which students explore social justice issues such as environmental injustice, systemic racism, homophobia, transphobia, income/wealth inequality, and gender discrimination. Students may hold differing views on controversial topics in the course, and our goal as a classroom community will be to engage productively with each other across areas of disagreement to deepen our understanding. Guiding questions of the course include:

- To what extent does bodily autonomy define humanity and full citizenship, and should it?
- What are the legal, ethical, moral, religious, and medical dimensions of debates about abortion?
- How do we negotiate conflict to produce productive, equitable, and just outcomes?
- In what ways does citizenship empower us to protest, to initiate policy interventions, or to implement change in our own communities, and what limitations are there on what citizens can accomplish?

Students will conduct a class project that engages written and oral communication skills to reach a public audience. They will also complete their own original independent research projects using interdisciplinary academic research methods.

HNR 102-006: Music and Power (SOTA Learning Community)

MWF 10:00-10:50 AM

Leanne Wood

Identifying “good” music might seem to be a matter of taste, but politicians, theologians, and philosophers have long contended that music influences our minds and bodies in powerful and sometimes imperceptible ways. Ancient Greeks believed that the wrong kinds of music warped men’s character; totalitarian governments regulate music that they regard as subversive; and military personnel have even deployed music as a weapon. In this section of Honors 102, we will examine how music has been deemed dangerous to listeners as well as how music can serve as a positive force for political change, healing, and community building. Using both written texts and audio excerpts, we will explore case studies in art and popular music, with particular emphasis on American music of the past century. No prior musical experience is necessary.

HNR 102-007: Interrogating Nature (Conservation Learning Community)

MWF 10:00–10:50 AM

David Kime

“Liberal education in wildlife is not merely a dilute dosage of technical education... The objective is to teach the students to see the land, to understand what they see, and to enjoy what they understand.”—Aldo Leopold, 1942

Using Aldo Leopold’s classic book, *A Sand County Almanac*, as a jumping off point and using activities and materials developed by the Aldo Leopold Foundation, this course will provide guided explorations of nature in your own backyards and neighborhoods. Additionally, we will explore diverse interrogations with nature utilizing recent publications including *Home Place* Lanham and *Braiding Sweetgrass* by Kimmerer. Students will create reflections of their environmental explorations creating an “Almanac” of their own. Using their newfound “sight” and understanding of the land around them, students will complete an action-oriented final project related conservation their communities.

HNR 102-008: Servant Leadership and Civic Engagement (Entrepreneurship Learning Community)

TR 10:50 AM-12:05 PM

Megan Downing

Servant leaders put people before power, enriching individuals and, in so doing, building better communities organizations. This course will explore the servant leadership philosophy in context with personal leadership development and civic engagement. Our class will also partner with the Scripps Howard Center for Civic Engagement to complete a Mayerson Student Philanthropy Project (MSPP). MSPP enriches the classroom experience, engaging students in course learning objectives through a "learning by giving" experiential philanthropy process.

HNR 102-009: Designing Future Worlds (Technology & Science Learning Community)

MWF 1:00-1:50 PM

Casey Kuhajda

"Move fast and break things." Fair or not, Facebook founder Mark Zuckerberg's words embody the ethos of Silicon Valley in today's popular imagination. We live in an age of rapid technological advancement. The 21st century belongs to the technologists. While technology undoubtedly improves many aspects of our lives, it is also blamed for damaging wide-ranging elements of contemporary society, from interpersonal communication to liberal democracy. Why? Is that really fair? "Designing Future Worlds" is a course for STEM majors that considers the previous questions and asks, how might those engineering the technologies of tomorrow contribute to a more ethical and harmonious world?

HNR 102 will access conversations about designing future worlds through literary texts, primarily science fiction and dystopian fiction. We will also read historical, philosophical and popular texts. Writers we may read in HNR 102 include (but are not limited to): Margaret Atwood, J.M. Coetzee, Kim Stanley Robinson, Richard Powers, Isaac Asimov, Paulo Bacigalupi, Octavia Butler, Bruno Latour and more. Ultimately, this course will consider the lessons STEM majors might take from the dystopian fiction of today when designing the technologies of tomorrow. Experiential learning will also be part of this course: specific experiences TBA.

Upper Level Courses

NATURAL WORLD COHORT

HNR 210-001: Human Genetics

TR 9:25-11:30 AM

Emily Shifley

Are you interested in learning about how the genes you inherited from your parents play a role in your life? Have you ever wondered how all the different cells in your body formed to do so many different things? In this class, we will learn about the roles genes play in the development of the human body and our traits. We will learn how DNA was first discovered and what is so special about its structure. We will see how traits can be passed down in a family, but also understand why some characteristics seem to jump a generation or appear out of nowhere in a family or population. We will look at what causes mutations in genes or chromosomes and what impact these mutations can have on our chances of developing different diseases like birth defects or cancer. We will also discuss new genetic technologies and therapies and their ethical implications. This course includes labs where we will perform experiments such as

isolating DNA, examining gene expression, mapping out how certain traits are passed down in families, and identifying mutations. The overall goal is to appreciate the many, unique influences genes have on our lives.

HNR 210-002: Animal Learning in Action: Rat Olympics

MWF 11:00-11:50 AM

W 2:00-3:50 PM

Lauren Williamson

Animals, including humans, are capable of learning so much! We will learn about principles of learning and memory, the neuroscience behind learning, and successful strategies to help ourselves and our animals learn. In this course, we will read about the science behind animal learning and apply it to our very own laboratory rats. By the end of the semester, you will have rats that are capable of playing basketball as well as completing several obstacle courses and mazes due to your training and input. We will also consider data analysis of success (e.g., how we define success for rats, how we define our own success, etc.) and the statistical assessment of those data.

HNR 210-003: Exploring Cave Science

MWF 11:00–11:50 AM (Including a week-long trip to Mammoth Cave)

David Kime

Cave science is an interdisciplinary field that includes geology, paleontology, hydrology, ecology, zoology, meteorology, and survey and mapping. In this class we will ask and investigate the questions such as where do caves form, how do they form, what are unique aspects of the low energy ecology of cave life, how does weather in a cave differ from on the surface, and how do researchers explore caves and address these questions. Typically, exploring such questions becomes intertwined with archeology, history, and management. For instance, how does modifying a cave entrance create changes in humidity and condensation in the cave that then endangers archaeological artifacts and how can damage to the artifacts be mitigated? Can cave trail design be used to protect cultural and natural resources? This course will discuss these issues and learn the basics of several facets of cave science in the classroom. We will put the theory into practice by taking our own measurements and data with a series of lab activities during a required field trip to Mammoth Cave National Park during Spring Break. Field trip activities will include long walks in the cave, navigating hills and stairs (sometimes uneven), and possibly the occasional short climb or crawl. We will be in the cave for several hours at a time each day. All activities are coordinated with Science & Resource Management Division of Mammoth Cave National Park.

*The **required** field trip will depart NKU on Monday, March 6th and return to NKU on Sunday, March 12th.*

HNR 311-001: Costa Rica Natural History

TR 10:50 AM-12:05 PM

Allison Parker and Patty Kappesser

In this spring (odd year) semester class, students are introduced to basic field research methods involving the study of tropical ecosystems and the organisms that live there. Various aspects of Costa Rican history, culture and society will be discussed with an emphasis on the intersection between society and the environment.

*The field portion of this class will be 9 days in Costa Rica over spring break. In addition to requesting this class through the Honors College, students must apply to the study abroad program. **The application for this program is due November 28th.** Contact the Education Abroad Office for more information:*

(<https://studyabroadapplications.nku.edu/Application/Create?ProgramId=139>).

HNR 311-002: Global Pandemics, Zoonotic Diseases, and Climate Change

TR 8:00-9:15 AM

Krissy Bielewicz

Our rapidly changing climate is not only affecting our weather but also the way pathogenic diseases spread locally and globally. This course will dive into past, present, and future pandemics, epidemics, endemics, and zoonotic diseases and how climate change is altering their frequency and severity. We will investigate the mechanisms of predictions that climate scientists are making for the future of communicable diseases due to our warming planet. We will learn how climate change and human interference have altered the way we interact with animals, leading to zoonotic disease and ultimately pandemics. Finally, we will discuss how our immune systems develop, how they are “exercised” by exposure to pathogens, and how science may help mitigate some of these negative consequences of climate change on our health.

SOCIETY COHORT

HNR 220-001: Learning from Dall-e: How Invention is Shaping Our Relationship with Art

MW 2:00-3:15 PM

Nicholas Caporusso

This course explores how current and future technology can be utilized to enhance the creation and fruition of art.

We will discover ways in which human creativity can be augmented using computers and we will discuss the extent and impact of the relationship between technology and art. Can algorithms create artwork that elicits emotions? What is the meaning and value of art if anyone with a computer can be an artist? We will answer these questions by learning to use novel tools that enable generating art using computers and we will reflect on the value and applications of artwork produced with several systems, including Artificial Intelligence.

Furthermore, we will investigate how technology can be utilized to innovate the user experience in the fruition of different forms of art and create novel and interactive experiences whether in physical museums, virtual galleries, or online systems. Finally, we will apply our knowledge to tangible projects that aim at making a positive impact on our community and society.

HNR 320-001: Unveiling Ageism: Understanding and Disrupting the Forgotten Discrimination

TR 10:50 AM-12:05 PM

Katherina Hikzad-Terhune

This course provides students with an understanding of ageism and how a misunderstanding of aging promotes biased attitudes and behaviors toward people of all ages. Students will learn how unconscious biases have permeated our lives, society, and culture, and will recognize why

age is often the forgotten form of discrimination. Students will learn how to examine their own age biases and will develop skills for disrupting ageism and advocating for more age-friendly programs and practices on campus. Students will also earn the Ageism First Aid training certificate while taking this course.

HNR 320-002/ SPB 394.001: Personal Branding: Name, Image, Likeness in Sports

TR 10:50 AM-12:05 PM

Jenny Gardner

The topic of NIL (Name, Image, & Likeness) in college athletics is a new playing field for universities – but what most students do not realize is the topics involved with NIL are not only pertinent to athletes, but all students in their career journey.

In this course, we will look at the current landscape related to NIL in college athletics and apply it to all students and their majors. Students will learn how to build your brand in order to leverage the value you bring to organizations in the business world and the community. We will discuss business concepts that elevate a personal brand, including building social media content, digital marketing, intellectual property, and partnering with brands to create optimal alignment.

We will closely examine business in the tri-state area and identify opportunities as students look for jobs, create businesses, and engage in the community. Students will learn the strategy and tactics of successful branding with emphasis on engaging an audience, generating followers, and establishing brand messaging to ensure long-term career success.

HUMANITIES COHORT

HNR 230-001: *Moby-Dick* and the Arts

TR 1:40-2:55 PM

Robert Wallace

This course will explore the living legacy of Melville's *Moby-Dick* (1851) by studying the novel in the context of the most significant artistic responses that have been made to it during the twentieth and early twenty-first centuries. As we experience the variety of ways in which visual artists, performance artists, musicians, filmmakers, and NKU student artists have responded to the multicultural, ecological, post-colonial, psychological, and political themes of the novel, we will discover what *Moby-Dick* means to us individually, and collectively, today. Students will be encouraged to respond to the novel and its artistic interpreters through journals, papers, exams, and a personal project that will integrate materials or methods from the course.

HNR 230-002: Book Technology and the Reading Brain

TR 12:15-1:30PM

Tamara O'Callaghan

The advent of digital communications has prompted questions about how change in the technology of the book affects authors, readership, intellectual property, the business of publishing, and even the reading process itself. This course introduces students to topics such as orality and writing systems; book production from wax tablet to medieval manuscript to printed page to digital interface; the development of printing; the concept of authorship; copyright; censorship; the economics of book production and distribution; libraries and the organization of information; print in other formats (comics/graphic novels, newspapers,

magazines, advertisements, etc.); readership; and the neuroscience of reading. Students will explore how “book” technologies influence, and are influenced by, diverse cultures and how reading communities form, transform, and perpetuate themselves. Students will have the opportunity to play with old and new technologies – from goose-feather quills to a vintage letterpress to 3D printing and laser cutting.

HNR 330-001: Takin’ It to the Streets

TR 1:40-2:55 PM

Daryl Harris

This workshop-styled course (text-based discussions combined with related projects) actively explores global public creative expression --including, but not limited to visual and performing arts, Tik Tok and other virtual forms of communication, and even “street preachers.” These explorations include both historical and contemporary, and perhaps even future forms. We pay special attention to artistic and other expressions intended to effect social change. Genres, styles and techniques include (but, of course, are not limited to) graffiti, murals, chalk art, busking, subway singing, street theatre, happenings/flash mobs, and political demonstrations. Each student is required to have an active interchange with a local artist and/or arts organization producing “street art,” or other forms of public performance/expression. These might include graffiti artists, buskers, churches who offer “tent meetings,” Pride Parade organizers, etc. The course is open, accessible, and beneficial to all students, not just those in the arts. In fact, it works best with a wide variety of interests and experiences. So, come on everybody and let’s take it to the streets!

HNR 330-002/ MUSM 395: Community and the Arts

MWF 1:00-1:50 PM

Leanne Wood

How do the arts help define our sense of place and belonging? How can the arts spark conversations about our collective and individual values? How might the arts catalyze meaningful change in communities? This course explores the relationships between art-making and civic engagement, both within and beyond our own region. We will consider the history, ethics, and strategies of community-engaged art practices. Using case studies drawn from music and other art forms, we will learn about individuals and organizations who are working to create a society in which the arts are embedded in daily life and help people model ways of being together in a diverse world. This course is designed for students interested in artistic collaboration and community involvement; no prior arts experience is required.

HNR 331-001: Empire and the Anthropocene

MW 3:25-4:40 PM

Casey Kuhajda

The dinosaurs lived in the Triassic, Jurassic, and Cretaceous periods. We live in the Anthropocene. "The Anthropocene" according to Joanna Zylińska, is "a new geological epoch in which human influence on the bio-and geo-sphere has become irreversible." She continues, "...it is a filter through which we can see ourselves." The Anthropocene is a geological epoch defined by human beings' impact on the environment. Yet, there is great debate as to when the Anthropocene begins. Some thinkers consider the beginning of the Anthropocene to be as early as the beginning of the agricultural revolution, nearly 12,000 years ago. Others consider it to be as late as 1945, the year of the detonation of the first atomic bomb. Why? What are the implications of considering the Anthropocene as beginning with the age of empire?

This upper-level honors course is designed to expose students to global viewpoints and foster critical awareness of one's own impact on culture, society, and the environment. It considers how imperial expansion in the 15th, 16th, and 17th centuries led to the environmental reality of today. HNR 331 will primarily access concepts of empire and the Anthropocene through a combination of literature, history, philosophy, geology, and anthropology. Writers we may read in HNR 331 include (but are not limited to): Amitav Ghosh, Greg Grandin, Ursula Heise, Linda Hogan, Marcia Bjornerud, and more.

SPECIAL TOPICS COURSES

HNR 394.001: Simulations in Healthcare

TR 3:05- 4:40 PM

Rami Leventhal

This course will provide insight into key strategies that will promote understanding of the foundations of simulation. Participation in simulation sessions will allow exploration into the impact of simulation on education and healthcare. Students will spend the majority of their time in the Center for Simulation Education where they will be hands-on with the various simulation modalities. These modalities include simulation manikins across the lifespan, simulation patient actors, virtual reality, and video technology. We will explore and participate in simulation best practice activities such as pre-brief, simulation development, and debriefing philosophies. The course will conclude with students creating and facilitating their own simulation scenarios.