Honors Course Descriptions

Fall 2017
Honors 100 Level Courses

HNR 101-001: Looking for America
Kristin Hornsby (hornsbyk1@nku.edu)
MW 2:15-3:05
Everyone goes to the movies (or streams them on Netflix), but how often do we stop and really unpack what we are watching? *Looking for America: An Introductory Film Course* will introduce you to basic terminology, techniques, and contributions of the filmmaking process and to the critical analysis skills necessary to identify how techniques are used to convey particular themes and meanings. We will focus on American cinema, past and present, watching such films as *The Graduate* and *American Beauty*. We will examine the historical, social, and cultural context of films, the way various regions are portrayed in films, and the Hollywood movie-making model. Warning: From this point forward, the movie-going experience will be changed for you.

HNR 101: British Invasion
Kristin Hornsby (hornsbyk1@nku.edu)
002: TR 9:25-10:40
003: TR 10:50-12:05
Everyone goes to the movies (or streams them on Netflix), but how often do we stop and really unpack what we are watching? *The British Invasion: An Introductory Film Course* will introduce you to basic terminology, techniques, and contributions of the filmmaking process and to the critical analysis skills necessary to identify how techniques are used to convey particular themes and meanings. We will focus on British cinema, past and present, watching such films as *Atonement* and *Death At A Funeral*. We will examine the historical, social, and cultural context of films, the way British national identity is portrayed in films, styles and evolution of British cinema, and the differences/similarities between British and Hollywood cinema. Warning: From this point forward, the movie-going experience will be changed for you.

HNR 101-004: Encounters with Nature
David Kime (kimed@nku.edu)
WF 2:00-3:15
Thoreau said, "a howling wilderness does not howl: it is the imagination of the traveler that does the howling." Students in this class will become travelers allowing their observations, intellect, and imagination to howl at nature. On this journey we will learn to navigate through nature using its own clues and will react and interact with the natural world around us. We will use readings from primary journals, secondary essays, and fiction to help illuminate our topic. We will learn about naturalists past and present and practice honing our own skills as a naturalist and communicating about the natural world. This course will take advantage of the natural spaces on and near NKU's campus and will include one or more field trips.

HNR 101-005: Wisdom of the Ancients
Rachel Zlatkin (zlatkinr1@nku.edu)
MWF 10:00-10:50
Our section of Honors 101 entails a particular focus on "the wisdom of the ancients" guided by the following questions: What ancient words continue to unite and/or incite humans across cultures and times? How can "the wisdom of the ancients" still sound so prescient upon reading? What kinds of relationships do ancient texts foster – between self and other, across
time and space? At the same time, how do these texts represent their culture or time – the beliefs and values, or fears and anxieties that rise from the material conditions of a people? What are the ancients saying to each other? Together we explore a range of ancient and gnostic texts, particularly those focused on the wisdom gained on the journey, through a death or with the help of a trickster. Together we consider a story’s message and audience, the historical and political context, as well as the possibilities residing in the text’s reception today.

HNR 101-006: Utopia
Rachel Zlatkin (zlatkin1@nku.edu)
MWF 11:00-11:50
Our section of Honors 101 focuses on utopian literature. The course begins with early examples of utopian literature, including Plato’s *The Republic* (380 BC), Thomas More’s 1516 *Utopia*, and Margaret Cavendish’s 1666 *Blazing World* before turning to more recent utopias such as Charlotte Gilman Perkins’ feminist *Herland* and Ursula LeGuin’s science fiction novel *The Dispossessed*. Discussions revolve around the following questions: What does it take to create the perfect world? What concerns – politics, ecology, human rights, economics, gender / sexuality, religion, technology – does the utopia hope to address, and how so? How does the design of the utopia address such current issues as economic inequality, racial relations, and gender issues? In closing, students consider what world issue they would like to address and then propose a utopian society designed to create a more just society.

HNR 101-007: Soundtrack of Our Lives
Ali Godel (godela1@nku.edu)
TR 12:15-1:30
Dick Clark famously said, “Music is the soundtrack of your life.” Michael Franti and Spearhead sing, in their song of the same name, “Everyone deserves music.” This course will explore these ideas in an ethnomusicological sense as we discuss topics such as the science and history of music, the sociocultural uses of music, as well as music in the folk, popular, and fine arts. We’ll look at music in a personal sense, in our communities, and across the globe as we consider this artifact of human production in both live and recorded performances.

HNR 101-008: Globe Trekker: Home and Away
Ali Godel (godela1@nku.edu)
TR 10:50-12:05
“Not all who wander are lost” --JRR Tolkien
“When we return home, we can put what we’ve learned — our newly acquired broader perspective — to work as citizens of a great nation confronted with unprecedented challenges” – Rick Steves
What does it mean to be a globe trekker? What is “home” and what is “away?” What do we learn about ourselves and others when we explore new places and spaces? How does being a citizen of the world change us? These key questions, and others, will be considered as we read travelogues, watch films, listen to music, take field trips, and converse cross-culturally. Topics such as technology, political, economic and social concerns, intercultural skills, the arts, entertainment, and food will be included. Let’s go!
HNR 101-009: The Breakfast Club
Ali Godel (godela1@nku.edu)
TR 9:25-10:40
In the 1985 John Hughes film, *The Breakfast Club*, five high school students “exchange truths about themselves and come to new understandings (Roger Ebert).” In this course, we will create our own “breakfast club” in which we will focus on bringing people together through conversation. We will study concepts such as identity, perceptions of self and others, stereotyping, relationship building, cultural dynamics and intercultural strategies in an effort to build community by coming together. Students will be expected to challenge themselves to interact with a diverse group of individuals, including one-one-one conversations with International Students studying at NKU. A variety of activities, films and readings will help us explore ways to better understand both others and ourselves.

HNR 101-010: Rites of Passage
Rachel Zlatkin (zlatkinr1@nku.edu)
MW 3:40-4:45
This section of Honors 101 examines the darker elements of folk tales and the felt violence and loss that coming of age sometimes entails: How is the rite of passage, a rite of rebirth, also a celebration of loss? What is ceremonious about a child's coming of age? What is the rite of passage reflected in the home space and the outdoors through which the hero travels? How do the tales reify cultural values and beliefs within the changing body? We contemplate such questions as we examine the development of folk and faerie tales from oral culture through early children’s literature, Red Riding Hood and Bluebeard to name two. Together we consider the text’s interpretation inside a variety of disciplines, while retaining an appreciation of a story’s changing message and audience across time.

NOTE: This HNR 101 meets in the classroom of the Honors Living Community in Callahan Hall and will take advantage of the home space and the outdoors adjacent to Callahan. Honors Living Community students are especially encouraged to enroll, but all students are welcome.

Honors 300 Level Courses

HNR 302-001: Drug Policy
Perilou Goddard (goddard@nku.edu)
MW 2:00-3:15
This course will involve a comparative examination of many aspects of historic and contemporary drug policies in the U.S. and in other countries worldwide. Political, economic, social, and psychological effects of drug policies will be covered through readings, discussion, and lecture, with emphasis on empirical evidence regarding the relative effectiveness of the policies. Issues such as the "War on Drugs," the legalization debate, medical marijuana, and harm reduction will be covered. Come learn about controversial stuff like needle exchange programs, supervised injecting centers, and heroin prescribing programs. Then, for the final project, become the next U.S. drug czar and formulate a new and improved drug policy for America. This course will keep you thinking for many years to come!
HNR 302-002: Fighting for Freedom in Cincinnati
Bob Wallace (wallacer@nku.edu)
TR 1:40-2:55
This course will explore the fight against slavery in Cincinnati in the 1850s from a variety of literary and historical perspectives. The autobiographies, lectures, and newspapers of Frederick Douglass (who visited Cincinnati five times between 1850 and 1856) will place events here in a national context. The publication of Uncle Tom’s Cabin in 1851 and the tragedy of Margaret Garner in 1856 will punctuate our study of a variety of figures who helped make Cincinnati a national center of antislavery enlightenment in the early 1850s. These include Cincinnati abolitionists William Brisbane, Sarah Ernst, and Levi Coffin; Cincinnati artists Robert Duncanson and J. P. Ball; and the Parker family in New Richmond, Ohio, whose Clermont Academy educated black and white children, as well as boys and girls, together. We will study unpublished archival materials by Brisbane and the Parker family as well as a variety of fictional, journalistic, and historical publications. Field trips will be encouraged to the National Underground Railroad Freedom Center and other local sites. Each student will present a final project on a subject of his or her own choice at the end of the semester.

HNR 303-001: Feminist Punk Rock
John Alberti (alberti@nku.edu)
TR 3:05-4:20

Seether is neither big nor small.  
Seether is the center of it all.
I tried to rock her in my cradle,  
I tried to knock her out,  
I tried to cram her back in my mouth.  
Can’t fight the seether.

Women are the only future in rock and roll.  
I can’t keep quiet, no A one woman riot  
I can’t keep quiet, no  
For anyone  
Anymore

---Kurt Cobain

--“Seether” Veruca Salt

In Beyond Feminist Aesthetics: Feminist Literature and Social Change, Rita Felski argues that feminist theorists need to pay “serious attention . . . to the political potential of more popular forms such as . . . rock music.” For twenty five years, one source of that political potential has been the emergence of a vital feminist cultural scene within punk and alternative rock music, including the Riot Grrrl movement, singer/songwriters like Ani DiFranco, and musicians as diverse as PJ Harvey, Lady GaGa, MIA, Amanda Palmer, Regina Spektor, Pussy Riot, Courtney Barnett, and others. In this class, we will use a cultural studies approach to explore the music, art, criticism, and social activism of contemporary feminist rock music within the larger historical context of feminist protest music, including Madonna and Beyoncé. Course Goals:

- To explore and become familiar with the contemporary feminist music scene in alternative popular music.
- To trace the historical precedents and sources for this cultural scene by surveying feminist protest music of the past fifty years.
- To locate and explore specific theoretical questions, including aesthetics, politics, and sociology, related to the role of popular music within feminism and women’s history.
- To study and practice the methodologies of cultural studies in relation to the study of popular music.
HNR 303-002: Women Who Run with Wolves
Kelly Moffett (moffettk1@nku.edu)
MW 3:05-4:20
This course will focus on the classic text by Clarissa Pinkola Estés who “reveals how within every woman there lives a Wild Woman, filled with passionate creativity and ageless knowing—but repressed for centuries by a value system that trivializes emotional truth, intuitive wisdom and instinctual self-confidence.” We will read poetry collections, memoirs, theory, and journals written by women to see how they were able to uncover the Wild Woman inside of themselves and do personal writing to explore the Wild Woman inside of us as well as visit the wolves at the zoo, walk in the woods, spend a day at the Kentucky Foundation for Women retreat house, and share our stories. We will ask questions like how am I the Wild Woman? What doors must I open to gain access to this wild self? How do I represent my wild self in writing and in art? Who are my teachers in this journey? We will write poetry, personal essays, analysis of myth, and stories as well as gather primary documents (photos, recipes, interviews with family members, etc.) and craft collage and in the end create a hybrid collection of creative writing, primary documents, and visual art. We will study a few published hybrid collections as examples as well. There is no need to be already accomplished as a writer and/or visual artist. What will matter most in this course is the journey and the recording of it. Men and women welcome.

HNR 306-001: Museums in Contemporary Society
Judy Voelker (voelkerj1@nku.edu)
M 6:15-9:00
A broad prospective on museum issues and practices. Readings, discussion, and written assignments will explore the historical, theoretical, and political dimensions of museums in contemporary societies. Students will evaluate virtual exhibits, study major museum and exhibit controversies, and examine debates on the politics of memory, context, and visual display. Student will also participate in hands-on learning activities.

HNR 307-001: Musicals
Kristin Hornsby (hornsbyk1@nku.edu)
MW 3:30-4:45
There’s no business like show business, and no show quite like a musical. From On the Town to Hair, from Andrew Lloyd Weber and Cameron Mackintosh to Disney, musicals of the stage and screen have been entertaining and inspiring us for decades. This semester, we’ll explore changing western attitudes and ideals as seen through the development of the musical post WWII to now.

HNR 307-002: Definitive Documentaries
Ali Godel (godela1@nku.edu)
MW 10:00-10:50 (online hybrid)
Who says documentary films aren’t entertaining? The documentaries we will study in this course range from heart-pounding thrillers to devastating dramas to uproarious comedies. In fact, they are considered some of the greatest films of the past 30 years. Inspired by the television series, 50 Documentaries to See Before You Die, we will explore the best of recent documentary films. The films cover every subject imaginable, from fast food to Facebook, from hostage crises to heavy metal, from prisoners of war to the “King of Kong” (Donkey Kong, that is). These are films
that blur the boundaries of reality and truth and challenge the role of both the filmmaker and the audience.

Students will view a number of required and optional films from the list of 50 Documentaries to See Before You Die and beyond. Lots of class/online discussions, as well as reviews and analyses of the films will be required. Readings in the course will largely be chosen by the student and tailored to meet his/her academic and personal interests when it comes to documentary film.

Please note this is a hybrid course, meeting online approximately 30% of the time.

HNR 394-001: Patient, Provider, Writer
Jessica Hindman (hindmanj1@nku.edu)
W 6:15-9:00
In this course we will both learn about and practice Narrative Medicine by writing Creative Nonfiction (CNF) narratives about illness, injury, and disability. First, we will learn how to observe the nuances of patient care in health care settings. Next, we will explore how to best put these observations into words. What are the techniques that CNF writers use to describe illness (in themselves or in others)? What revision strategies help transform an official medical history from “just the facts” to complex narrative? How might reading and writing CNF narratives help health care providers better serve their patients?
This course will have two components:
1. Students will observe a health care setting in some capacity. This can be achieved by volunteering in a health care setting, observing a health care provider on the job, and/or by observing a friend or family member with an ongoing medical condition.
2. During our weekly class meetings, students will write about their observations of health care settings. Using a specific method of Creative Writing Workshop practice, students will read and critique the writing of their peers. The class sessions will also involve the discussion of reading assignments, including medical narratives and excerpts from recently published medical textbooks on how narrative medicine fits into clinical practice.

HNR 396-001: Peer Mentors
Belle Zembrodt (zembrodt@nku.edu)
TBA
Enrolled students will acquire the leadership skills and knowledge of college student development to serve as peer mentors to incoming freshmen. Interested students who successfully complete the application and interview will be assigned to an HNR 101 section but they will register for HNR 396. In HNR 396 mentors will discuss theories and techniques of peer mentoring focusing on emotionally intelligent leadership that they will apply to actual hands-on experiences with first year students to help them make a successful transition to NKU and the Honors program.
Honors Foundation of Knowledge (General Education) and Disciplinary Courses

CHE 120H: Honors General Chemistry I with Lab
Laura Padolik (lecture) and John Farrar (lab)
MWF: 10:00-10:50 am
Lab: M: 2:00-5:00 pm
*Fulfills the Natural Science with a lab Foundation of Knowledge Requirement. Also fulfills Chemistry, Biology, Environmental Science, Geology, and related Pre-professional major requirements.*

ENG 151H: Honors College Writing
001 MWF: 10:00-10:50 am, Steven Gores
003 MWF: 11:00-11:50 am, Steven Gores
004 TR: 1:40-2:55 pm, Paige Byam Soliday
005 MW: 2:00-3:15 pm, Kristine Yohe
006 TR: 10:50 am-12:05 pm, Robert Wallace
007 TR: 3:05-4:20 pm, Paige Byam Soliday
*Fulfills the Written Communication 1 and/or 2 Foundation of Knowledge Requirements.*

PSY100H: Honors Introduction to Psychology
TR 9:25-10:40 pm
Instructor TBA
*Fulfills the Individual and Society Requirement.*

SCI 110H: Honors Integrative Natural Science with Lab
TR: 1:00-3:20 pm
Instructor TBA
*Fulfills the Natural Science with a lab Foundation of Knowledge Requirement. Fulfills Elementary Education major requirement.*