Honors 100 Level Courses

HNR 101-001: The Breakfast Club
Ali Godel
TR 9:25-10:40 a.m.
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 interpersonal and intercultural communication. 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 students, including one-on-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 101-002: Life in Pictures
Ali Godel
TR 10:50-12:05 p.m.
It is estimated that nearly 3.5 trillion photos had been taken by 2012. Of those, approximately 10% were taken in the year 2011 alone.

Facebook holds ten thousand times more images than the Library of Congress.

From many perspectives, the photograph has significantly affected human life since its development nearly 180 years ago. Photos show and tell—about who we are, who we were, who we wish to be, individually and collectively. They record and describe our histories and memories. They have the ability to shape (if not distort) our understanding of ourselves and others, space and time. We live our lives in pictures.

This course is about the role of photographs in depicting, recreating, representing, memorializing all aspects of life (personal, community, global, etc.). We will focus on what images “do” vs. what makes them aesthetically “good,” although conversations about art are not excluded. We will have the opportunity to explore the topic from many different points of view, using examples from the Smithsonian Institution collection in the book, “Photography Changes Everything,” a series of essays on the ways photography has impacted our lives. Topics ranging from understanding social issues, to representations of self for the purposes of online dating are included.

HNR 101-003: Globe Trekker: Home & Away
Ali Godel
TR 12:15-1:30 p.m.
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 are we transformed through travel? These key questions, and others, will be considered as we read scholarly texts and travelogues, watch films, and take some trips of our own. Topics such as culture, technology, nature, politics, economy, social concerns, the arts, entertainment, study abroad and away, as well as intercultural strategies will be included. Let’s go!

HNR 101-004 & 005: The Mind of the Villain
Rachel Zlatkin
004- MWF 9:00-9:50 a.m.
005- MWF 1:00-1:50 p.m.
Our section of Honors 101 entails a particular focus on “the mind of the villain.” In this course, we study literary and film depictions of the villain, contextualized by contemporaneous documentation of criminal behavior and theories on criminality and mental health. We gather an appreciation of the human identified as a criminal or labeled villainous by examining both the personal and political histories behind a criminal act. The course therefore contains a social justice component: we learn about the relationship between human behavior and social conditions, and contemplate systemic changes that allow for a more nuanced sense of the person fitting the category of villain or criminal.
HNR 101-006: War and Peace
Rachel Zlatkin
MWF 10:00-10:50 a.m.
Our particular course focuses on experiences of inner peace and strife, along with the social and political effects of war and designs for peace. On the one hand, students practice mindfulness (meditation, journaling, hiking, etc.) to invite an experience of their inner lives in which smart-technology is largely subtracted. On the other hand, students make a critical study of the effects technology has had on warfare, the soldier, the “enemy”, and homelands. In these two veins, students approach questions regarding the inter-relationship between personal and public experiences of loss, injury, and violence, and work toward a methodology that allows for conflict resolution, healing, and peace.

HNR 101-007: Rites of Passage
Tonya Krouse
MWF 9:00-9:50 a.m.
Across historical periods and cultures, individuals often understand their development through various “rites of passage,” or ceremonial milestones. Most of you, upon entering HNR 101, will have just completed one of these milestones: high school graduation, accompanied by attendant rituals like senior prom, the commencement ceremony, and other traditions unique to your high school, your group of friends, or even to you personally. Milestones like these establish one’s identity, and they might connect to religion, ethnicity, gender, sexuality, local or regional identity, or race; often, they formalize practices for celebration, mourning, initiation into a group, or recognition of achievement. Covering common rites of passage including Coming Out, Going to War, Marriage, Becoming a Parent, and Death, this class will consider what counts as a rite of passage, and it will question the roles that different rites of passage play in shaping our identities.

HNR 101 is a course that is designed to introduce students to the conventions of interdisciplinary research and to show students how they can use approaches from multiple disciplines to ask and explore their own sophisticated research questions. In this section of the course, we will use the course theme to help us to understand how disciplines such as Philosophy, Psychology, English, Cinema, Sociology, Anthropology and others approach the same topic from different perspectives, with different methods, and in the pursuit of different objectives. By the end of the course, students will have experience in public speaking and writing that demonstrates their skills as critical thinkers. They will also have learned tools to conduct interdisciplinary research, and will complete a formal literature review based on a topic proposal that connects to the course theme.

HNR 101-008: The Wicked and the Righteous
Tonya Krouse
MWF 11:00-11:50 a.m.
People in our world do wicked or bad things all the time, and their motivations for these acts that harm others and that 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? 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. Texts in the course may include: the Netflix series American Vandal, Vladimir Nabokov’s Lolita, Brett Easton Ellis’s American Psycho, Margaret Atwood’s The Robber Bride, and Kesha’s Rainbow, among others.

HNR 101 is a course that is designed to introduce students to the conventions of interdisciplinary research and to show students how they can use approaches from multiple disciplines to ask and explore their own sophisticated research questions. In this section of the course, we will use the course theme to help us to understand how disciplines such as Philosophy, Psychology, English, Cinema, Sociology, Anthropology and others approach the same topic from different perspectives, with different methods, and in the pursuit of different objectives. By the end of the course, students will have experience in public speaking and writing that
demonstrates their skills as critical thinkers. They will also have learned tools to conduct interdisciplinary research, and will complete a formal literature review based on a topic proposal that connects to the course theme.

HNR 101-009: Encounters with Nature
David Kime
MF 2:00-3:15 p.m.
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, and secondary essays 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 101-010: Nature and Media
David Kime
MW 3:20-4:35 p.m.
This course will explore the ways in which nature is depicted in a variety of media and how nature is used as thematic element in media. Explorations in this topic include early American paintings and their impact on American art, to use of nature as both an environmental and thematic a storytelling element. Authors such as Muir and Thoreau appear as well as documentary and impressionism in film and the exploration of predator and prey in the television series Fargo. Students will have the opportunity to research a related question and practice creating their own nature-themed media.

Honors 300 Level Courses

HNR 302-001: Pass the Mic: Empowering Social Change
Megan Cole
MW 2:00-3:15 p.m.
Do you want to learn how to effectively make an impact on the community around you? In this course, we will examine the intersection between communication and current marginalized community issues. Throughout the semester, students will do in-depth explorations of the communications surrounding unique social situations, from an all-female inmates' newspaper project to an urban youth debate team, as well as a host of other nonprofit case examples. Using Frey’s text “Communication Activism” as a guide, students will cultivate an understanding of what compassionate, socially-conscious communication looks like as well as how to utilize it in their own majors and career paths for civic engagement.

Students will also progress from studying the means which communicators use to give these vulnerable groups voice (through newspapers, the media, and other ways) to eventually each developing their own unique, thorough communication strategy for a nonprofit group of their choice. Students will present these strategies to the professor and their classmates in a final presentation at the end of the semester. In addition, students will be expected to volunteer on a short-term basis for one local nonprofit group and share observations and experiences with the class.

HNR 303-001: Arts for Social Change
Daryl Harris
TR 1:40-2:55 p.m.
This course explores the experimental and alternative arts movement that began in the United States in the 1960s. While perhaps less visible, today these collaborations continue to be important and relevant as literary, visual, and performing artists (including musicians and singers) seek to address our ever-changing society. Theodore Shank's Beyond the Boundaries, Nato Thompson’s Living as Form: Socially Engaged Art From
1991-2011, internet research, and classroom discussions fuel this project-driven course. Students will generate several creative projects inspired by the artists we study. These presentations will tackle contemporary social concerns that the class chooses to address. These concerns may be as small as “sufficient left-handed desks in classrooms,” or as large as “world peace.”

**HNR 307-001: Nightmares in Red, White & Blue**
Ali Godel
MW 11:00-11:50 a.m. (online hybrid)
“I think there is something about the "American Dream"...and the flipside of it, the kind of anger and the sense of outrage that comes from discovering that that's not the truth of the matter, I think that gives American horror films in some ways kind of an additional rage...”
—Horror Auteur, Wes Craven, in *The American Nightmare*

This is a course about American horrors and American Horror. Horror films address social and political issues in a way that no other genre can. They urge us to confront contemporary problems, and show us the terrifying possibilities when the “American Dream” becomes the “American Nightmare.”

In this course, we’ll study the relationship between American Horror cinema and other forms of media, exploring the multitude of ways in which Horror is an important and innovative film genre, focusing on its ability to highlight some of society’s biggest concerns. There will be some shared film screenings and readings. At the same time, students will complete a personalized set of readings and film screenings which will respond to their specific, individual interests.

*Note— you must watch the films to appropriately participate in this course. If you cannot watch violence, gore, etc. on screen, you should not take this course.*

This is a hybrid course, meeting approximately 30% online.

**HNR 309-001: Expatriate Paris**
Tonya Krouse
TR 9:25-10:40 a.m.
As one of the great cities of the world, Paris, the City of Lights, has served as an intellectual and cultural center, known for its famous salons and café culture, as well as its contributions in the fields of art, politics, design, cinema fashion, architecture, literature, and philosophy. Home to some of the world’s most famous galleries, museums, and historical landmarks, Paris has attracted visitors from around the world. Some of those visitors came and left as tourists: others came and stayed. This course explores the stories of those who stayed: it explores the stories of expatriate Paris.

This course will explore Paris as a site of creativity and cultural exchange from La Belle Époque (or Beautiful Era, ~1871-1914) to the present. Texts in the course may include: paintings created by Vincent Van Gogh, Pablo Picasso, and Piet Mondrian; literature by Gertrude Stein, James Joyce, Jean Rhys, Henry Miller, James Baldwin; cinema directed by Sofia Coppola; popular culture music and entertainment offerings by Josephine Baker, Nina Simone, Kanye West, and Kim Kardashian. We will also contextualize course materials with ancillary materials from a range of disciplines, including history, philosophy, sociology, and art history, among others. Looking at the material of the course, we will together seek to understand what about this city has inspired and attracted so many from around the world, and to think critically about the impact of Paris on our understandings of art, literature, cinema, politics, and popular culture. Students will conclude the course with an independently designed research project that connects to the course topic.

**HNR 309-002: Voices of the Caribbean**
Gisèle Loriot-Raymer / Iliana Rosales Figueroa
MW 3:20-4:35 p.m.
Embrace the diversity and complexity of our global community in this transdisciplinary, multi-lingual, and multi-ethnic course. “Voices of the Caribbean” welcomes Honors, French and Spanish students to explore the Francophone and Hispanophone Caribbean islands through novels, short stories, essays, manifestoes, music, and films. This class, team-taught by World Languages and Literatures professors, will take you to Cuba, the Dominican Republic, Guadeloupe, Haiti, Martinique, and Puerto Rico, as well as to the Caribbean communities of Miami, New-York and Paris. We will learn the geography, history and economy of the islands and examine
the legacy of the colonial past. We will discuss issues of identity, gender, racism, historical and individual violence, immigration, and language.

This course is team-taught in English with all texts available in English. Honors students will do all of their work in English. French and Spanish students will read some texts in the original language and will write their formal papers in French or Spanish. The class will include oral presentations, student-led class discussions, writing and a final project, all of which will help us to develop the analytical and critical thinking skills that are so important in our changing world. We will learn together and debate challenging issues, and we undoubtedly will be moved and changed by the characters, their stories, struggles, and decisions.

HNR 394-002: Heresy in History
Kathleen Quinn
MWF 1:00-1:50 p.m.
Heresy in History: This course will explore the idea of heresy using game-based history. Students 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 examine: (1) how early Christians in the ancient Near East defined “right” and “wrong” belief; (2) how the medieval church in Europe responded to challenges offered by Renaissance humanists and scientists; and (3) how conflict among early Puritan settlers led to ideas of religious freedom and the separation of church and state in America. 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.

HNR 396-001: Peer Mentor Internship (by application only)
Belle Zembrodt
T 3:05-4:20 p.m.
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 learn about theories and techniques of peer mentoring focusing on emotionally intelligent leadership. Mentors will also learn about college student development and they will apply their knowledge to actual hands-on experiences with first year students. Mentors will build relationships with the first year students to help them make a successful transition to NKU and the Honors program.