100 Level Courses

HNR 102 Interdisciplinary Research Process is a continuation of the interdisciplinary skills and project foundations building that began in HNR 101. It is intended for first year students who have just completed HNR 101 in the Fall 2017 semester or students who have just been accepted into the Honors Program as a continuing or transfer student for the Spring 2018 semester. All sections of HNR 102 use a shared syllabus with common student learning outcomes and similar assignments, including proposing, designing, and completing an interdisciplinary project to answer a research question related to the course theme. HNR 102 will use the *Introduction to Interdisciplinary Studies* textbook by Repko, Szostak, and Buchberger, continuing from where HNR 101 ended. *HNR 102 is NOT intended for students who have been in the Honors Program for longer than one semester.*

HNR 102-001: Almost Famous: Media and Performance
Ali Godel
TR 10:50 -12:05 p.m.
In this course, we will explore issues and ideas in popular culture through the lenses of performance and media studies. This includes topics such as industry and marketing, technology and re-creation, audiences and fandom, globalization and concerns about representation.

One of two central texts, Grazian’s “Mix It Up: Popular Culture, Mass Media, and Society” will explore these topics and more as it asks questions such as, “How does popular culture bring communities together?” and, “How do films...portray different types of culture and use them to represent characters’ class affiliations?”

The second text, Bauman’s “Folklore, Cultural Performances, and Popular Entertainments” will consider elements of performance such as ritual, food, clothing, and tourism.

In addition, students will bring topics of interest to the table and complete a self-directed course project.

HNR 102-002: Freedom and Its Limits
Tonya Krouse
MWF 9:00-9:50 a.m.
In this section of HNR 102, students will engage a range of disciplinary perspectives to question, challenge, and explore the concept of freedom, and they will discover how it is often defined through its seeming antithesis: those limitations that we place on freedom. In popular music, freedom is often associated with rebellion against authority. In law, we often talk about freedom as a first amendment issue that guarantees freedoms of speech, assembly, and religion. In the arts, we might conceive freedom as improvisation. As we turn to think about identity and personal autonomy, we might imagine freedom in connection with intellectual, ethical, spiritual, emotional, or sexual dimensions of the self. Students enrolled in the course should be prepared for mature themes and ideas, which pertain to gender, sexuality, war, and terrorism, among others, and to learn through their engagement with these difficult topics how to think critically about the world in which they live. During the course of the semester, we will explore different facets of the course topic through research questions that lend themselves to interdisciplinary research approaches. To conclude the course, students will complete a self-directed course project on a topic of their own design that connects to the course theme.
HNR 102-003: Alternate Realities
Tonya Krouse
MWF 11:00-11:50 a.m.
In this section of HNR 102, students will engage a range of disciplinary perspectives to question, challenge, and explore the concept of reality, and how context and imagination shape perspectives on reality. Drawing on texts and ideas from psychology, history, science, technology, and literature, we will discover how memory, creativity, body chemistry, race, perception, history, and narrative shape our notion of what is real and what is fake. Ultimately, the course will challenge students to evaluate their present-day realities with critical reflection and insight. Students enrolled in the course should be prepared for mature themes and ideas, which pertain to gender, sexuality, war, and terrorism, among others, and to learn through their engagement with these difficult topics how to think critically about the world in which they live. During the course of the semester, we will explore different facets of the course topic through research questions that lend themselves to interdisciplinary research approaches. To conclude the course, students will complete a self-directed course project on a topic of their own design that connects to the course theme.

300 Level Courses

HNR 300 level seminars are primarily intended for students who have completed more than one semester in the Honors Program. Interested and motivated students who are completing HNR 101 in Fall 2017 may also take an HNR 300 level seminar, but are encouraged to consider taking an HNR 102 first. These seminars approach a specific topic through an interdisciplinary approach, require students to come prepared to participate in seminar discussions and to work proactively on independent or group projects related to the class topic. Each Honors student must have at least one HNR 300 level seminar completed to graduate as a University Honors Scholar. Please Note: you may enroll in and get credit for each course number (HNR 301, HNR 302, etc.) a maximum of two times regardless of title or topic.

HNR 301-001: Mammoth Cave
David Kime
MW 2:00-3:15 p.m.
Writing about Mammoth Cave in 1835, an engineer from Cincinnati turned to the great cathedrals of Europe for comparison. But even these “most stupendous examples of what man can do when aided by science ... sink into comparative insignificance. Such is the surpassing grandeur of Nature’s work.” Edmund Lee wrote this to describe just one room of Mammoth Cave. Mammoth is the longest known cave in the world (405 miles surveyed so far) and tells a story that spans 350 million years and nearly every academic discipline. Humans have explored the cave for 4000 years and these journeys underground have inspired the writings of John Muir, Ralph Waldo Emerson, and H. P. Lovecraft, music and musicals, one of the greatest feats of exploration, and the creation of the first computer adventure game. This course will include academic investigations of history, geology, biology, archaeology, policy, and literature related to Mammoth Cave. We will learn in the classroom and in the field and participate in citizen science projects contributing to research taking place in the National Park.

This course includes mandatory attendance and participation in two overnight field trip experiences. One trip will occur over half of Spring Break, with a second field trip later in April. Caving experiences on these field trips involve occasional passages requiring crouching, some hands and knees crawling, and short passages of easy belly crawls. However, most students will find the greatest physical challenge to
be considerable walking on all field trips. One trip requires four miles of walking—entirely underground! We will also complete several hikes on the surface. These field trips require an additional fee, equipment meeting the requirements of the national park, and other similar considerations. Students should contact or meet with David Kime prior to enrolling in this course to discuss these field trip requirements.

**HNR 302-001: Passion and Rage: The Art of Revenge**
Rachel Zlatkin  
MW 2:00-3:15 p.m.
What drives the wish for revenge? or drives a person to violence? In what ways does violence work to re-construct the body of its victim? What power does the victim's body hold? How does violence to the body create a "truth" moment for the victim and the viewing audience? What is the relationship between revenge and self-individuation? What ethics are involved when viewing violence – staged or real? What role is an audience asked to play – as a witness of the violent act? The key focus of the course rests on the dramatic but real relationship between revenge, violence, and the body. Particularly, this course examines the theatricality of violence, and the ethics or accountability that often confronts survivors, witnesses, and perpetrators. Students will complete an interdisciplinary research project designed to confront the issue of violence, revenge, and/or rage as they perceive it in our culture today.

**HNR 302-002: Graphic Novels: Heroes and Villains**
Rachel Zlatkin  
MWF 9:00-9:50 a.m.
This course examines villains, anti-heroes, and heroes depicted in graphic novels as a means to study textual and visual cues to human behavior, psychology, and social psychology. The following questions guide our study: How much of the cultural interest in villainy and criminality is driven by a deeper interest in masculinity? What role does the criminal, the anti-hero, the villain, or the reader play in the construction of a victim's narrative arch? What creates the often palpable draw between the hero and the villain? What role do these two figures play for each other and for society? Students are invited to consider any of these questions or one of their own design as they complete an interdisciplinary research project focused on the visual and textual portrayal of a hero or villain (or dynamic duo) of their choice.

**HNR 303-001: Dr. Frankenstein: The Body as Fiction**
Rachel Zlatkin  
MWF 1:00-1:50 p.m.
This course contemplates the body as an unstable text imagined and re-membered through creative experimentation and scientific inquiry: The fluid body changes over time due to the critical, scientific, creative, and cultural lenses employed in understanding (and creating) it. The course therefore considers the body’s representation throughout history, and considers religious medical, fictional, and visual representations of the body. Special attention is paid to the gendering, racialization, and classification of the body in an effort to create a cultural and historical context for how gender, race, and class are understood today. Students will complete an interdisciplinary research project incorporating class readings alongside their own research before crafting a “body” of knowledge of their own design.
HNR 303-002: Moby-Dick and the Arts
Bob Wallace
TR 10:50-12:05 p.m.
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. 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.
*Cross-listed with ENG 380-001.*

HNR 306-001: Landscapes of Identity
Tonya Krouse
TR 9:25-10:40 a.m.
How does space or place influence who we are as people? To what extent does the physical world that we inhabit create a context not only for our self-understanding and but also for our perspective on the world? In what ways does our imbeddedness in particular locations determine our creative, political, and personal potential? These questions and many more will drive this course. The course will be divided into three units: Unit I: Enclosures; Unit II: Frontiers; and Unit III: Horizons. Each unit will be grounded in one major literary text (Doris Lessing's *The Golden Notebook*, Jeffrey Eugenides’s *Middlesex*, and Zadie Smith’s *White Teeth*), which will be fleshed out through ancillary assignments in disciplines such as cinema, new media, history, politics, philosophy and the arts. Using this approach, we will think carefully about identity and the ways in which identity is shaped by gender, sexuality, ethnicity, race, and social class. Further, we will learn to regard identity as intersectional, or as coming into being through the interplay of the above categories in each individual. Students in the course should expect to deal with complex, sensitive topics with intellectual rigor and respect, and to work collaboratively and independently to discover the significant relationship between landscape and identity.

HNR 306-002: Origins of Civilization
Judy Voelker
M 6:15-9:00 p.m.
Six major early civilizations: Mesopotamia, Egypt, Indus Valley, China, Mesoamerica, and Peru will be examined in depth in this course. An anthropological perspective of these early civilizations focusing on architecture, technology and craft production, mortuary practices, and ideology among other topics will provide insights into these influential early civilizations. Goals of the course include drawing connections between the societies and cultures of the past and the society and culture in which we live and work today.
*Cross-listed with ANT 380-001.*

HNR 307-001: The Meme-ing of Life: Wordplay in the media
Ali Godel
MW 10-10:50 hybrid
Through social media, we live a life in memes. Linking words with visual and sometimes aural representations of the world, memes make us laugh, cry and think. We consume them (willingly or not), and we often create and use them as we make sense of our daily lives in a mediated world.
This is a course about playing with words in the digital age. Using memes as our starting point, we will delve into the worlds of parody, puns, proverbs and beyond. We’ll consider the role of technology and media, discuss recent controversies, and we may even make some memes of our own as we explore this incredibly interesting form of communication.
HNR 309-001: Images and Icons: Queen City as Text
Ali Godel
MW 11:00-11:50 a.m. (online hybrid)
This field-trip based course gives us a unique opportunity to immerse ourselves in Cincinnati culture as we explore the places and spaces, food and experiences that make Cincinnati, the “Queen City,” what it is. We’ll use a City as Text methodology as we become travelers in our own backyard.

In the first half of the course, we’ll lay the theoretical groundwork, learn the City as Text methods, and discover the history of Cincinnati as we develop our fieldwork plans. In the second half of the course, students will travel to unique and interesting destinations with the entire class, in small groups, and independently. Each student will chart his/her own exciting adventure, and will highlight his/her discoveries in a class blog—through images, writings, videos, interviews, etc. Students will utilize their personal and professional talents in creating the blog. Places to explore include Union Terminal, Coney Island, Music Hall, Cincinnati Art Museum, Downtown and The Banks, Findlay Market, the river and riverboats, Cincinnati Reds, the Cincinnati Zoo, Cincinnati Parks, Skyline Chili, Graeter’s Ice Cream, and much, much more!

Please note: this is a hybrid course, meeting approximately 30% of the time online. Students will have the option to travel/experience/eat anything they choose within the scope of the course and assignments.

HNR 394-001: Mindfulness Meditation & Your Well-Being
Jennifer Sharp
TR 1:40- 2:55 p.m.
This course invites students to explore mindfulness and contemplative practices. Research indicates these practices can benefit individuals by strengthening concentration and insight as well enhancing empathy, compassion, and well-being. This course will explore current evidence supporting mindfulness and contemplation, and introduce students to a variety of contemplative practices (i.e., mindfulness meditation, movement-based mindfulness, loving-kindness, contemplative writing, and interpersonal mindfulness). Additionally, the course will focus on experimenting with and integrating contemplative practices into personal and professional life.

HNR 394-002: Computational Aesthetics
Sookyung Cho
MWF 10:00-10:50 a.m.
In this course, we take a deep dive into computation and aesthetics. We will review art history and discuss modernism, post-modernism, and contemporary arts in order to understand why and how the artists created such works. Then, we will make the creative works by using computer programming as an art medium. We will play with a well-known and artist-friendly programming language called Processing (p5.js), to create art with code. This course is recommended for anyone who is interested in art and is willing to experiment with computing. No background in aesthetics or programming is required. 
Cross-listed with INF 394-002.
Honors General Education and Disciplinary Courses
Honors general education and disciplinary courses contain the same content as their regular “parent” courses. These courses, however, may use the seminar format to foster more discussions about the content and/or present and discuss case studies or other applications of the content in order to connect the content to real world situations. Other methods to deepen the learning may be employed. Honors students are allowed to take as many of these courses as they wish to count for general education or major or minor requirement. Only two, however, will count toward the University Honors Scholar graduation distinction.

ANT 100H Honors Cultural Anthropology
TR 12:15-1:40 p.m., Monica Wakefield
Partially fulfills the Foundation of Knowledge Individual & Society category OR fulfills the Foundation of Knowledge Global Viewpoints category.

CHE 121H Honors General Chemistry II
MWF 10:00-10:50 a.m., Laura Padolik
CHE 121HL (corequisite lab) M 2:00-5:00
Partially fulfills major and minor requirements in Chemistry, Biology, Pre-professional majors, Environmental Science, etc.

CMST101H Honors Public Speaking
TR 9:25-10:40 a.m., Ali Godel
Fulfills the Foundation of Knowledge Oral Communication category.

ENG 151H Honors College Writing
001: MWF 09:00-09:50 a.m., TBA
002: MWF 10:00-10:50 a.m., Steven Gores
003: MWF 11:00-11:50 a.m., Steven Gores
004: MWF 12:00-12:50 p.m., Andrea Gazzaniga
005: MWF 1:00-1:50 p.m., Andrea Gazzaniga
006: TR 12:15-1:30 p.m., TBA
007: TR 01:40-02:55 p.m., TBA
008: TR 10:50-12:05 p.m., Paige Byam Soliday
Fulfills the Written Communication 1 and/or 2 Foundation of Knowledge Requirements.

ENV 110H Honors Introduction to Environmental Science & Issues
TR 9:25-10:40, Kristy Hopfensperger
Partially fulfills the Foundation of Knowledge Natural Science category.

PHI 110H Philosophy, Individuals and Society (Honors)
TR 9:25-10:40, Michael Steimman
Partially fulfills the Foundation of Knowledge Individual & Society category.