

# **HNR 310 - 001**

## **Wellness by Design: Investigating Health Literacy and Cultivating an Informed Community**

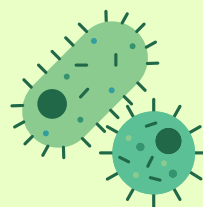
**Over the last century, the United States has seen major advances when it comes to health through sanitation, vaccination, as well as the use of antibiotics and other medications. Yet today, in spite of modern medicine and exercise science, mental and physical health is diminishing while chronic disease continues to rise.**

**In this class, we will explore the causes for these devastating statistics and what we can do about it. We will research and discuss a variety of topics such as vaccines, antibiotics, pharmaceuticals, GMOs, organic food, the typical Western diet and lifestyle, and various types of exercise methodologies.**

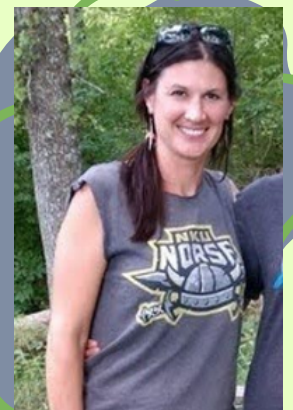
**Students will be required to develop a relationship and perform research along with a community business(es) that is working to educate people on health and wellness, or provide a means to achieve it. For example: gyms, yoga studios, exercise facilities, health food stores, food banks, local health departments, and more. Each student's experience will be presented with a poster presentation outlining their own research and conclusions.**

**8:00 - 9:15 AM**

**T/TR**



**Krissy  
Bielewicz**



**NATURAL WORLD COHORT**

**HNR 311 - 001**

# **Cultivating Planetary Citizenship**

**This honors seminar explores the ethical dimensions of science and society in an increasingly interconnected world. Students will critically examine the concept of planetary citizenship and our shared responsibilities as inhabitants of earth. Key themes include environmental ethics, social justice, human and multispecies rights, and the impacts of science on communities. Through analysis of global perspectives, we will cultivate the knowledge, ethical frameworks, and critical thinking skills essential to responsible planetary citizenship.**

**Students will engage in reflection, dialogue, research, and collaborative projects to deepen their understanding of complex sociotechnical systems and imagine paths toward more just, compassionate, and sustainable futures. This interdisciplinary, discussion-based course is designed for honors students across majors who are eager to tackle big questions facing humanity in the 21st century**

**12:00 - 12:50 PM**

**M/W/F**



**Rhonda  
Davis**



**NATURAL WORLD COHORT**

**HNR 312 - 001/002**

# **Art and Chemistry**

**From the earliest cave paintings to today's graffiti walls, art and chemistry have been inseparable shaping how works are created, transformed, and preserved. This course explores that connection, moving from Neanderthal paintings and Roman sculptures to modern street art and futuristic light displays.**

**At its heart, the course examines the chemistry of materials and how it reveals the colors, textures, and transformations that define artistic expression. Through lectures and hands-on labs, we'll investigate real-world examples such as neon lights (atomic structure), pigments (chemical composition), and the preservation of color (redox processes). We'll also highlight the artists who, throughout history, expanded the boundaries of their craft by embracing the chemical innovations of their time. Students will recognize that major artistic movements are shaped not only by the creativity of artists but also by the chemical advances that make their visions possible in physical form.**

**(required to register for BOTH)**

**1:40 - 2:55 PM**

**LAB\*: 3:05 - 4:45 PM**

**T/TR\***



**Bradley  
Sieve**



**NATURAL WORLD COHORT**

**HNR 312 - 003/004**

**Rat Olympics:  
Animal Learning  
in Action**

**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.**

**\*This course is not open to Neuroscience Majors.**

**(required to register for BOTH)**

**10:00 - 10:50 AM**

**LAB\*: 2:00 - 3:50 PM**

**M/W\*/F**



**Lauren  
Williamson**



**NATURAL WORLD COHORT**

**HNR 320 - 001**

# **Drug Policy**

**Should marijuana be legalized at the national level? Why do some people become addicted while others don't? Are our drug laws enforced fairly? How do other countries deal with drug problems? Does it make sense to give sterile syringes to people who inject drugs? If you want to explore these and many other questions, consider taking Drug Policy (HNR 320) in Spring 2026. We'll investigate many aspects of historic and contemporary drug policies in the U.S. and other countries.**

**We'll learn about the effects of drugs and drug policies through readings, discussion, lecture, and projects, moving beyond opinion to examine empirical evidence about policies that really work. 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!**

**\*cross-listed with PSY 420 001**

**1:40 - 2:55 PM**

**T/TR**



**Perilou  
Goddard**



**SOCIETY COHORT**



**HNR 320 - 002**

# **Community Problems, Real Solutions**

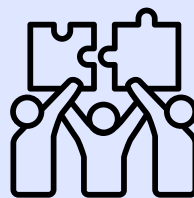
**This course will provide a theoretical, empirical, and applied approach to solving social problems. Students will learn and critically apply social theory to social problems of interest to them. Students will also understand the scope of social problems at various levels with a special focus on the community.**

**A key component of this course will be the formation of meaningful relationships with community organizations so that students can not only see firsthand how others are working to solve social problems but become involved in this important work as well.**

**\*cross-listed with SOC 394 001**

**2:00 - 3:15 PM**

**M/W**



**Amanda  
Brockman**



**SOCIETY COHORT**

# HNR 321 - 001

## Where Is My Stuff?: **What really happens in the Supply Chain when you click on “Buy Now.”**

Ever wonder what happens when you empty your online shopping cart or check out at the store to buy something from Amazon, Kroger, Walmart, Zara, McDonalds or any other merchandiser or service company? It is a lot more complicated (read interesting) than you might imagine. This highly experiential course examines the intricacies of the design and ongoing management of commercial Supply Chains. You will learn how businesses source materials, manufacture goods, set up distribution networks, pick/fulfill orders and optimize freight and transportation all aimed at delivering your stuff on time, without damage, in the right quantity at the right place and at the lowest possible cost. As part of our deep dive into supply chain awareness, we will also examine 3 themes across all business types and models:

- **Factors affecting growth in our region as well as increased globalization footprints.**
- **Global citizenship including geo-political issues, cultural norms, socio-economic impacts and the increasing desire for improved and transparent Corporate Social Responsibility (CSR).**
- **Emerging and disruptive technologies including AI and its ability to predict our buying habits in advance of our own decisions.**

Through a combination of facility tours, regional guest speakers, team-based projects, real world case studies and facilitated class discussions, we will explore all facets of the supply chain to understand how business decisions are made and their impact on overall business effectiveness and performance. I hope you will join me in this course to learn more and explore potential career path opportunities in this emerging and in-demand sector of the business world.

## 9:25 - 10:40 AM

### T/TR



**Mark  
Thackeray**



# SOCIETY COHORT

**HNR 321 - 002**

# **Screening Rome**

**Students in this course will investigate the medium of film as a reflector and shaper of history. The study of Mediterranean antiquity has long relied on contributions from archaeology, ancient historical and literary texts, and the art and architecture of the Greeks and Romans as a means to understanding how they thought about and organized their world. Today our understanding of “classical” antiquity is increasingly influenced by modern media, particularly film and television which, thanks to compelling visual imagery and engaging celebrity actors, has become a powerful mechanism for storytelling. Ancient Rome (far more than ancient Greece) has a long and storied history in film.**

**In this class we will explore: how film studios have portrayed Roman antiquity over the past 100+ years; how directorial and production choices affect our understanding of the past and present; whether arguments about “truth” in cinematic portrayals matter; and how we can best appreciate the mingling of history with fiction. In doing so, we will (spoiler alert!) learn about ourselves as Americans and about other cultures around the globe that have used Roman history—especially its politics, ethics, and clashes with other cultures—for their own purposes in the 20th and 21st centuries.**

**\*cross-listed with HIS 380 001**

**10:50 - 12:05 PM**

**T/TR**



**Kathleen  
Quinn**



**SOCIETY COHORT**



**HNR 322 - 001**

# **The Big Think**

**The Big Think challenges us to engage with life's biggest and most profound questions - Can we really know anything? What is truth? Why do we exist?**

**In order to sharpen our skills in logical reasoning, critical thinking, and reflective analysis. By examining diverse perspectives—philosophical, scientific, cultural, and personal—we will further improve our ability to evaluate complex ideas and develop clear arguments.**

**Then, we will develop our own “big questions” and use them as springboards for inquiry, discussion, and analysis. You'll leave the course with sharper reasoning skills and the ability to approach future challenges with curiosity and confidence.**

**2:00 - 3:15 PM**

**M/W**



**Burke  
Miller**



**SOCIETY COHORT**

**HNR 330- 001**

**Frederick Douglass  
& Cincinnati:  
Antislavery and  
American Identity  
Today**

**American Identity is highly contested today. Who is or is not a citizen? What are the rights and duties of a citizen? What is, or should be, the role of the intellect in civic discourse and decision-making? What is the place of race, if any, in defining, achieving, or redeeming our national identity?**

**We will use literary, historical, journalistic, artistic, and archival sources to explore the antislavery movement in the Greater Cincinnati region with an emphasis on the 1850s. The antislavery writings of Frederick Douglas, and the five visits he made to Cincinnati between 1850 and 1856, will help to frame our understanding of those who helped to make Cincinnati a national center of antislavery enlightenment in the early 1850s.**

**Among the local subjects to be explored are the Underground Railroad, Sarah Ernst's five consecutive Anti-Slavery Conventions, Uncle Tom's Cabin, the Margaret Garner family tragedy, paintings by Robert Duncanson, and daguerreotypes by J. P. Ball. Opportunities will be provided for students to explore local history resources and contemporary social initiatives beyond the classroom.**

**Students will make presentations on project of their own choice at the end of the semester. Throughout the semester we will be addressing issues of community and humanity our nation is still wrestling with today.**

**1:40 - 2:25 PM**

**T/TR**



**Robert  
Wallace**



**HUMANITIES COHORT**

**HNR 330- 002**

# **Build a Better Book**

**We know how to read a story, but how do we read, or “see,” a book? To what extent does the physical form of the book determine our reading process? Can we imagine an entirely different form of book that requires new and/or different “reading” skills?**

**This course 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. We will re-imagine the book as a physical artifact and reading as an immersive experience with the goal of designing a book that can be seen, touched, and heard for individuals who are blind or visually impaired as well as for others with physical and learning disabilities.**

**This project-based course is being offered in partnership with the Clovernook Center for the Blind & Visually Impaired (Cincinnati) as part of their outreach initiative to blind and visually impaired children. Students should anticipate completing the course with writing, design, and technical skills that are highly desirable for the 21<sup>st</sup>-century workplace as well as with a published physical artifact (book and toolkit) that they can use as part of a professional portfolio.**

**Students in the Build a Better Book course will be invited to contribute their projects to a campus-wide exhibit celebrating NKU's community partnership with Clovernook scheduled to be held in the Fine Arts Center in Fall 2026. In addition, Clovernook typically offers paid internships (during the semester and/or summer) to a limited number of interested students who complete the course**

**\*cross-listed with ENG 394 001**

**2:00 - 3:15 PM**

**M/W**



**Tamara  
O'Callaghan**



**HUMANITIES COHORT**

# **HNR 331- 001**

## **Border States: Real and Imagined**

**During the American Civil War, Abraham Lincoln (apocryphally) declared, “I hope to have God on my side, but I must have Kentucky.” This wry commentary is a reminder of the strategic importance of our own border state during the Civil War. However, this class will expand the term “border states” beyond its 19<sup>th</sup> century meaning to access global themes. How does the drawing of borders shape life experiences? How are national borders complicated and subverted in the digital realm? What figurative borders do we construct in our heads? How do the spaces between us, shape our social, philosophical, and metaphysical existences? These are some of the questions we will begin with in “HNR331 - Border States: Real and Imagined.”**

**Borders like the local Ohio River shape the life experiences of people who live near them. We are all creations of the maps on which we live. Historical precedent in American cities means two children born miles apart are statistically projected to have vastly different economic and health outcomes throughout their lives. This phenomenon is only magnified by national borders. HNR331 will consider how boundaries and borders, real and imagined, shape identity, culture, and history. We will begin by discussing the Ohio River and Kentucky’s status as a border state during the Civil War. We will then transition into considerations of international and figurative borders in order to consider how borders dictate the privileges and responsibilities individuals have as members of a global community.**

### **12:00 - 12:50 PM**

### **M/W/F**



**Casey  
Kuhajda**



## **HUMANITIES COHORT**

**HNR 332- 001**

## **Which Era Are We In, Anyway?**

**Modern? Postmodern? Victorian? Romantic? Millennial? Gen Z? We humans have long tried to make sense of our history and culture by dividing our collective experience into “eras” of various sorts and by various names. Sometimes we define eras by generations (boomers; Gen X; Millennial; Gen Z); sometimes by historical events (World War II; Vietnam; the Cold War); sometimes by artistic movements (Modernism and Postmodernism; the Disco Era); sometimes by decade. Not for nothing did the literature lover Taylor Swift use the term “Eras” to define her career.**

**The thing is, it’s always easier (though not necessarily more accurate) to define the past than the present. In our class, we will explore the question of just how would we describe our present era. What are the options available? What do each include and leave out? We will primarily focus on arts and culture—movies, music, literature, the arts—but we will include history, politics, ecology, and other factors along the way. As a starting point, we will look at one proposal for our times: the idea of “metamodernism.”**

**12:15 - 1:30 PM**

**T/TR**



**John  
Alberti**



**HUMANITIES COHORT**



**HNR 394- 002**

## **Simulations Implementation**

**Students will select a simulation project that meets the current academic needs of the NKU Center for Simulation Education. Following a needs assessment, students will learn about and perform the necessary literature review and data analysis to design and implement their selected project. The course will conclude with a pilot test of the project.**

**\*Required Pre-Requisite:  
HNR 394 Healthcare  
Simulations**

**\*Additional online and  
independent work**

**3:05 - 4:40 PM**

**W**

**Rami  
Leventhal**



**SPECIAL TOPICS**