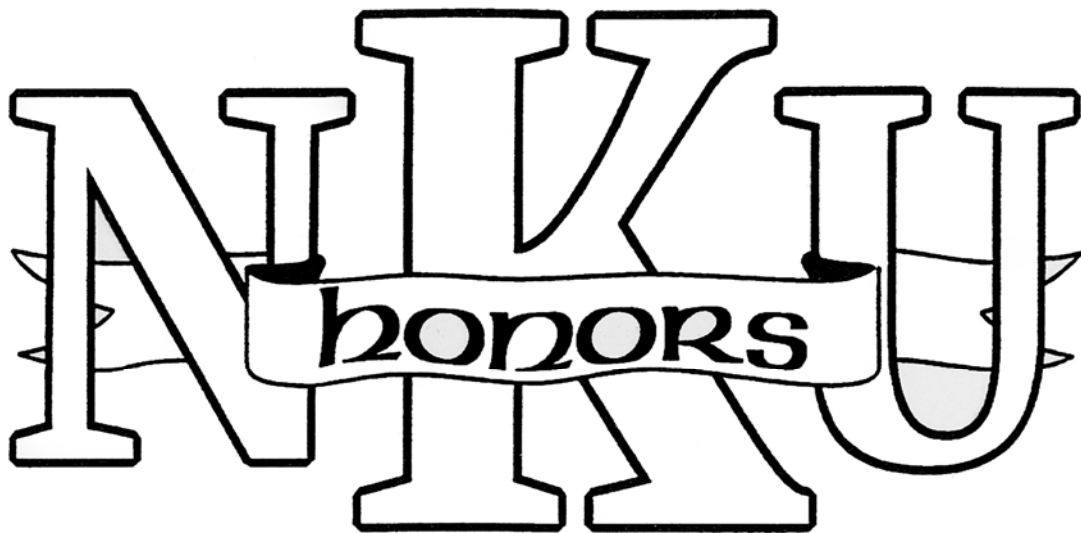


GUIDE TO HONORS PROGRAM AND HONORS NETWORK COURSES

SPRING 2010



Find more information at
honors.nku.edu

SUPER-PRIORITY REGISTRATION for Honors students is on **Wednesday, November 04,** beginning at **10:00 am.** Register online at MyNKU.nku.edu.

HNR 301-001 TR 3:05-4:20P

Neurobiology

Instructor: Kristi Haik

This course meets with BIO 245-001. Need permission of instructor.

Students will be introduced to: (1) biology of nerve cells – their structure, their cell biology, their signaling mechanisms, and how they are affected by drugs or disease; (2) reading and evaluating primary literature in neurobiology; and (3) critically explaining/discussing the current scientific literature central to course topics that students determine. The course material is based on the interests of the students!

Kristi Haik is an Assistant Professor in Biological Sciences. Her specialty is neuroscience. She has an active research program where she and her students investigate new ways to mimic and treat neurological diseases, disorders and injuries. Her research program also involves the use of nanotechnology in treating neurological maladies.



HNR 302-001 MW 4:45-6:00P

Commemoration Nation

Instructor: Ali Godel

Memories matter; they are the building blocks of our identity. In America this is especially true on a public scale – we are a commemoration nation.

This course is for anyone who wants to learn more about the nature of memory and rituals in culture. Topics and texts range widely from *Tangled Memories: The Vietnam War, the AIDS Epidemic and the Politics of Remembering* to *Access All Eras: Tribute Bands and Global Popular Culture*.

Using a communication-based ethnographic approach, we will consider:

- the way past, present and future are linked in commemorative ritual
- what it means to “pay fitting tribute”
- the difference between what cannot be forgotten and what is worth remembering
- the filmic nature of living history
- memorials vs. monuments
- folk and official types of commemoration
- the possibility of transcendental “magic moments” through re-creation
- the absence of commemoration and collective forgetting
- the impact of the passage of time
- the importance of names and naming
- design, aesthetics, authenticity and commodification
- commemoration as a method of community building and maintenance

Activities will include readings, films, performances and many field trips. Students will be expected to lead class discussions, prepare analysis papers, deliver conference-worthy presentations and complete a major project of their choosing.

Ali Godel’s studies in Communication and Culture focused on the performance of Commemoration, most notably at concerts by Dark Star Orchestra, the transcendental Grateful Dead tribute band.

HNR 302-002 MW 2:00-3:15P

The Power of Words

Instructor: Russell Proctor

Consider these familiar phrases in our culture: "Sticks and stones will break my bones but words will never hurt me"; "You're just playing semantics"; "That's a lot of empty rhetoric"; "It was more symbol than substance"; "It's only words."

Phrases like these suggest that the words we use aren't particularly important or powerful. This course will argue the opposite as it examines how our words, symbols, and metaphors both reflect and affect the way we understand the world. The course will draw from the literature of a variety of fields and disciplines (e.g., communication, rhetoric, linguistics, philosophy, semantics, anthropology) to explore Kenneth Burke's notion that humans are "symbol-making, symbol-using, symbol-misusing" beings whose lives are deeply influenced by the words they choose, use, and abuse.

Russell Proctor is a professor in the Department of Communication, where he teaches courses in interpersonal communication and interviewing. Dr. Proctor has won NKU's Outstanding Professor Award and the Alumni Association's Strongest Influence Award. He is also the co-author of two best-selling interpersonal communication textbooks. In his spare time he loves baseball, classic rock music, and cooking (an unusual combination!).



HNR 304-001 TR 9:25-10:50A

Androids, Zombies and Brains

Instructor: Rudy Garns

This course meets with PHI 345-001.

With all the advances in artificial intelligence, cognitive sciences, and neurobiology in the last century, what has happened to the mind? Why is having a brain important to having a mind? And what does it mean to have a mind? Androids don't have biological brains. Could they still have thoughts and feelings? Zombies have brains but they aren't conscious. Could they still have thoughts? What's the relationship between consciousness and thinking (intentionality)? In addition to androids, zombies, and humans, the cast will include cyborgs, primates, chess-playing computers, doppelgangers, and miraculous swamp creatures. We will use film, literature, science, and philosophy to explore these questions and others.

Rudy Garns is an Associate Professor in the Philosophy Program. He teaches Honors courses in Darwinism & Philosophy, Neuroethics and the Philosophy of Mind. Dr. Garns is a natural-born cyborg and has worked with numerous zombies.

HNR 304-002 TR 9:25-10:40A
Cryptology: The Evolution of Secrecy
Instructor: Chris Christensen

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Interesting? It's the first line of the secret message in Edgar Allan Poe's tale *The Gold Bug* (1843). Supposedly, the message describes the location of Captain Kidd's treasure. If you could solve the cipher and find the treasure, you would be rich. Well, of course, there's not really a treasure. Is there? But, the solution that Poe's character Legrand describes is typical of the solution of classical ciphers. For over 2000 years, people have tried to keep their communications secret from others. Side by side with those efforts have been the efforts of the "codebreakers" who have tried to find patterns in seemingly meaningless messages. This is cryptology; it is making and breaking codes and ciphers. It is the stuff of spies, diplomats, and military commanders; of kings, queens and monks; of writers and puzzle makers; and of terrorists.

The art of constructing cryptographs or ciphers – intelligible to those who know the key and unintelligible to others – has been studied for centuries. Their usefulness on certain occasions, especially in time of war, is obvious, while it may be a matter of great importance to those to whom the key is concealed to discover it. But the romance connected with the subject, the not uncommon desire to discover a secret, and the implied challenge to the ingenuity of all from whom the key is hidden, have attracted to the subject the attention of many to whom its utility is a matter of indifference. W. W. Rouse Ball in *Mathematical Recreations and Essays*, 1905.

We will begin with our primary emphasis: classical cryptology – hand ciphers. We will make and break these ciphers and look at the history of their use. Then we will turn to machine ciphers. We will focus on World War II and study the British efforts to break the German Enigma machine. Finally, we will consider the situation today – and in the future. We will look at how internet communications are encrypted and how our government has dealt with "the threat of privacy" in an age of terrorism. Today we have new, "unbreakable" ciphers. But, people have thought that before. Haven't they?

To be a successful (student) cryptologist, you should be curious and have patience. It would be great if you liked to solve puzzles or play word games. Also, it would be nice if you had some sense of history.

Our primary reference will be: Simon Singh, *The Code Book: The evolution of secrecy from Mary Queen of Scots to quantum cryptography*.

My curiosity about cryptology began with my fascination with the Robert Harris' (1995) novel Enigma (now a [not quite major] motion picture), which is set among the World War II British cryptanalysts at Bletchley Park. These are the people who broke the German Enigma machine and helped guide the Atlantic convoys around the U-boats. Since that time, I've had several opportunities to visit Bletchley Park and study the work of the World War II codebreakers, and although I poelg yozex btldp lievi egksr qkysx gvvqh vrzsq rjvfq bfvaq cfvkw rrsqa uokll rmrug bagdm fvvv!

HNR 306-001 TR 9:25-10:40A

The Written World

Instructor: Jodi Ferner

Do you long to explore new places and meet people from other cultures? Do you believe travel can broaden your understanding of yourself and the world? Have you traveled to local tourist spots or exotic locales and wished you could more effectively communicate your experiences? If you answer yes to any of these questions, this is the course for you.

We will focus on different ways of learning about and creating your own narrative voice through a variety of formal and informal assignments including reading and analyzing some of the classics of travel literature. Working within the contexts of “home” and “abroad” we will explore what these notions mean while contemplating the ethical responsibilities of the traveler and those who write about travel.

You do not need to be a world traveler to participate in this course. You do need a sense of adventure and wonder about what’s going on in your own backyard.

Jodi Ferner’s most recent travel experience includes ten days on a sixteen passenger boat in the Galapagos Islands. She is happiest when she has a plane ticket or map in her pocket and a packed duffle bag. Next exotic destination: a long awaited return to Kenya in the summer of 2010.



HNR 306-002 TR 1:40-2:55P

Douglass and Melville

Instructor: Bob Wallace

Cross-listed with ENG 461.

Frederick Douglass and Herman Melville were 19th-Century Americans of equal magnitude in addressing issues of race, identity, nationhood, and freedom that remain essential to our society today. Until recently, however, they have been segregated in separate parts of our national consciousness and college curricula. Find out what their lives and writing had in common, why each remains important to our society today, and why Douglass and Melville have been appearing together in books, essays, and exhibitions since 2005.

We will read narratives and speeches by Douglass in alternation with novels and stories by Melville throughout the semester. Students will be evaluated by papers, exams, and a final project.

Bob Wallace is Regents Professor of English at NKU and a founder of the Melville Society Cultural Project in New Bedford, Massachusetts. He is author Douglass and Melville (2005), editor of a special issue of Leviathan on the two authors (2008), and organizer of the first international conference to bring these figures together (2005).

HNR 306-003 W 2:00-4:45P

Women across Cultures

Instructor: Belle Zembrodt

In spite of the women's movement, poverty rates are still higher for women than men. According to the University of Michigan's National Center on Poverty, poverty rates are highest for families headed by single women, particularly if they are black or Hispanic. In many developing countries where women work in export-led factories, or in countries where migrant women workers are the backbone of service industries, women's jobs have taken the greatest hit. The International Labour Organization estimates that the economic downturn could lead to 22 million more unemployed women in 2009, jeopardizing the gains made in the last few decades in women's empowerment.

In this service-learning course we will explore the reasons for this discrepancy. Why are women segregated into low paying occupations, and why are occupations dominated by women low paid? How does gender socialization affect self-concept development and how does that impact education and achievement? What is the impact of globalization on women around the world? How do women balance work and family responsibilities? In addition to readings and reflection, we will work with a non-profit agency to understand the needs and strengths of women in the metropolitan region and collaborate on a project to promote the resilience of women here.

Course Description: Students will be introduced to the study of the psychology of women and cross-cultural representations of gender. We will examine how gender affects self-concept throughout life-span development. We will explore gender differences in education and work cross-culturally. We will study the effects of globalization on women. This is a service-learning course in which students will be expected to work with an agency to develop a program that can be used to improve the lives of women in the local community.

Assignments: Students will read at least three books, reflect, and learn through service. Class time will be split between the classroom and a local agency. Assignments may include quizzes, written reflections, and development of a service learning project. Students will demonstrate their learning through a final paper comparing the local project to the needs and strengths of women from another culture.



HNR 307-002 TR 1:40-2:55P

Musicals II: Camp and Cult Classics

Instructor: Jodi Ferner

This course is designed as a follow up to the History of American Movie Musicals. While the classic American musical canon will serve as our touchstone, we will explore some of the sub-genres of the musical focusing on camp as well as cult classics. We will consider how the integrated musicals of Astaire and Kelly create a strong foundation for the musicals that follow, as well as what the future holds for a genre whose death has been announced at least once a decade since sound was first introduced to film.

It is expected that students will have a basic understanding of film theory, movie musical history, and a passion for the genre. Students who are unsure if their background meets these criteria should make an appointment to discuss the course with the instructor prior to registration.

Jodi Ferner, long-time Honors faculty member, believes there is nothing better than "a willing suspension of disbelief" and a good movie musical.

HNR 309-001 M 3:00-5:45P
World History through a Dozen Meals
Instructor: Jonathan Reynolds

We will seek to examine various world regions and cultures through a series of dinner seminars. Each week's dinner/discussion will focus on a specific world region or culture and the cooking of a representative and authentic meal from that place or group. In addition to cooking and eating, students will be expected to take turns leading discussions on different aspects of the week's focus area or group. These discussion topics will include: a regional, national or ethnic history; an ecological and environmental history of the menu's ingredients; and a discussion of the social aspects of the process by which the meal is produced. Also, students will take turns shopping, cooking and doing KP. Whenever possible we will arrange for a guest expert from the subject region or culture to offer responses to and insights on our discussion, as well as to critique the authenticity of our final product.

Goals of the Course: This course is based upon the assumption that cooking and eating offer a unique insight into human culture and history. By examining what and how people eat, it is hoped that all concerned will develop a greater understanding of the variety and complexity of human cultures – and how deeply even the simple process of eating is influenced by historical and global currents. Not only will students learn about “other” cultures and regions by preparing and eating their food, but students will learn more about their own lives via a self-examination of American food culture.

Jonathan Reynolds specializes in African history. He has traveled extensively in Europe and West Africa and is a recipient of NKU's Outstanding Junior Faculty award. He teaches courses in African, Afro-American, Middle Eastern, and World History. When not teaching or raising a family, he enjoys playing and recording music, fishing, bicycling, reading, and eating.



HNR 394-001 MWF 12:00-12:50P
Feral Children: Myth and Reality
Instructor: Kelli Sittason

Children brought up in the wild or in isolation have been a part of history and mythology since Roman times. Join us as we sort through the literature and film to separate fact from fiction. We will also explore what science learns from the study of feral children in relation to the nature v. nurture question, human nature in general, intelligence and communication, autism and many other topics across the disciplines. This course offers a broad spectrum for individual research as well as an intense course curriculum.

Kelli Sittason celebrates 10 years of teaching at NKU. As an NKU alum, she is happy to be still involved with the university. Kelli works with the Honors International Teaching Fellows, the first cohort of its kind. Through this program she has traveled to Ireland and Mexico reliving her own undergraduate study abroad experience in England. Her interests include literature, cultural studies, education issues, and anything worth learning.

HNR 394-002 TR 1:40-2:55P
Feminist Punk Rock and Women's Protest Music
Instructor: John Alberti

*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.*

--"Seether" Veruca Salt

The future of Rock belongs to women.

--Kurt Cobain

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 almost twenty 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, and the Dresden Dolls. 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 historical context of feminist protest music.

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 forty 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.

John Alberti is a professor in the Department of Literature and Language. In addition to teaching classes on American literature, critical theory, and film and literature, he has also published on popular culture topics like rock music and The Simpsons. Even more startling examples of his bona fides in the field of pop music can be found on YouTube if you know how to search.



HNR 394-004 Hours To Be Arranged
Peer Advising
Instructor: David Kime

Enrollment in this course is through application only.

HNR 490-001 Hours To Be Arranged Honors Thesis: Disciplinary Research

This section of the Honors Capstone is designed for students in either the research or presentation stage of their project who are unable to enroll in HNR 491. Contact David Kime (HR 007) for details. *You must have departmental consent before enrolling in this section.*

Note: There will be a one-time mandatory meeting for this course that meets on Monday, January 11th at 3:00 pm in the Honors House. Contact Jodi Ferner for details.



HNR 491-001 Hours To Be Arranged Honors Capstone I: Research

During the first section of this two-semester sequence, students begin work on their capstone project carried out under the guidance of a faculty member who serves as mentor. Students must complete a proposal or abstract for an independent research project and have it approved by their mentor. The Honors Capstone Project is designed to prepare Honors students for graduate or professional school and careers as well as represent a serious achievement of their undergraduate studies.

Note: There will be a one-time mandatory meeting for this course that meets on Monday, January 11th at 3:00 pm in the Honors House. Contact Jodi Ferner for details.



HNR 491-002 Hours To Be Arranged Honors Capstone II: Presentation

During the second section of the Honors Capstone, students complete their project under the guidance of a faculty mentor and present their work at the Conference of Honors.

Note: There will be a one-time mandatory meeting for this course that meets on Wednesday, January 13th at 3:00 pm in the Honors House. Contact Jodi Ferner for details.

Students interested in HNR 491-002 must have completed HNR 491-001. Contact Tom Zaniello if you have any questions regarding HNR 491.



HNR 491-003 Hours To Be Arranged Honors Capstone Research

This section of the Honors Capstone is designed for students in either the research or presentation stage of their projects who need a variable-credit course to fulfill program requirements. Contact David Kime (HR 007) for details. *You must have departmental consent before enrolling in this section.*

Note: There will be a one-time mandatory meeting for this course that meets on Monday, January 11th at 3:00 pm in the Honors House. Contact Jodi Ferner for details.