Science is used to solve crimes. In fact, it is instrumental in resolving cases involving both civil and criminal issues, particularly those of a violent nature. The scientific method serves as the core principle for studying natural phenomena and in forensic analyses. We will explore how arthropod and insect evidence can be used to understand what has occurred at a potential crime scene. Students will complete a forensic entomology rearing project. Students will learn about the insects that feed on carrion, including behavior, development, anatomy, metamorphosis, and identification. Observations and data from the rearing project will be used to show how insects are used to determine PMI, or Postmortem Interval. Simple statistical comparisons will be used to analyze data. Past case studies and current research in forensic entomology will be read and referenced throughout the course.
This course is an elaboration on the biology of women and how women's health problems can vary by race, ethnicity, and place.
If you can inspire someone to create a personal connection to a resource, then that person will begin to care about the resource. Caring about the resource may subsequently encourage this person to help preserve the resource. This principle is a popular explanation of parkland and museum interpretation—the process of connecting an audience to a story or resource that is preserved and presented by the park or museum. Today many parkland employees also have a responsibility for managing and interpreting scientific research (conducted both by internal park staff and external researchers) that takes place within the park or concerns park resources. It is fairly easy to grab someone’s attention with the grandeur of the Grand Canyon or the megafauna like the wolf packs of Yellowstone. But what about the diverse, endangered, and lesser-known mussels of the Green River or research into slower processes like erosion or challenging topics like the effect of climate change on parklands? This class will investigate current science taking place in parklands, learn the stories of the science and scientists, and seek to understand the questions, evidence, and results of scientific research pertaining to these public lands. We will also investigate and practice the art of interpretation, as defined above. Working with partnering parks, our class will produce draft interpretation plans and products to connect an audience to science happening in that park (e.g., social media outreach).
It is often said (even by this instructor!) that National Parks are "America’s Best Idea" and one of the United States’ most significant exports to the global community. But are these aphorisms true—particularly from a conservation perspective. This class will compare the conservation missions of US and global national parks. We will begin with Swiss National Park that was created from the beginning to strongly favor science-based wilderness conservation with a miniscule tourism footprint, as opposed to the self-competing mission of the US National Park Service that is charged with preserving AND providing access to natural and cultural resources. Students will find, review, and discuss conservation related research produced at national parks outside the US. We will use read and discuss ideas regarding how National Parks (US and globally) can move forward to address global conservation issues. Students will select, research, and present to class about current scientific research and conservation efforts in a non-US national park of their choice.
HNR 220
Socioscientific Dilemmas:
Can We? How? Should We? Why?
TR 9:25 - 10:40 am, FH 280
Brian Carlson

Discussion, Interaction, and Reflection approach exploring a broad, student-influenced set of ethical issues with scientific tie-ins. Will use empirical data to back up ethical arguments for the critical thinking Student Learning Outcomes.
This course provides students with an understanding of ageism and how a misunderstanding of aging promotes biased attitudes and behaviors toward people of all ages. Students will learn how unconscious biases have permeated our lives, society, and culture, and will recognize why age is often the forgotten form of discrimination. Students will learn to examine their own age biases and develop skills for disrupting ageism and advocating for more age-friendly programs and practices on campus. Students will also earn the Ageism First Aid training certificate while taking this course.
HNR 320 - 002
Drug Policy (cross-list)
TR 1:50 - 2:55 pm, FH 280
Periliou Goddard

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 Fall 2023.

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!
If you’re curious about food production, water usage, what to do with all that garbage, how and where stuff gets grown and made, and whether what politicians, the news, and social media say about sustainability is even remotely true, then this is the class for you. You’ll see where you, as a local consumer, fit into the global system we live in by visiting some places that have direct connections with growers, artisans, and resource management. The short paper assignments and project for this class will help you get a better understanding of the complexities of sustainability issues, as well as how you affect and are affected by what goes on in the world.
HNR 230 - 001
What's Love Got to Do with It?
An Arts Exploration of the History of the LGBTQIA+/Queer Community in the USA
TR 9:25 - 10:40 am
Daryl Harris

Beginning primarily from the historic so-called Stonewall Riots, this seminar-styled, discussion-based course will explore the experiences of Queer communities through the lenses of the visual, literary, and performing arts (including music) that came from and continue to come out of that culture. Our explorations will include creative projects that our discussions inspire or influence. Representatives from various areas of the local Queer world will be periodic guests. There is something here for you, regardless of how you self-identify!
HNR 330 requires students to learn how ideas related to the humanities and arts explored in the classroom can come to life through community engagement. Our section of HNR 330 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. With this objective in mind, we will not only work with familiar low and high-tech tools in the classroom, but we will also learn 3D printing and laser cutting with the Stego Studio (Steely Library), letterpress printing with the Cincinnati Type & Print Museum (Cincinnati), and braille and tactile printing with the Clovernook Center for the Blind & Visually Impaired (Cincinnati). The goal is to design and create a book that provides an inclusive and accessible reading experience for our community and beyond.

This project-based course is 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 in Africa. Students should anticipate completing our section of HNR 330 with writing, design, and technical skills that are highly desirable for the 21st-century workplace as well as with a published physical artifact (book and toolkit) that they can use as part of a professional portfolio. This course is inspired and supported by the Build a Better Book project, a national NSF-funded initiative of the University of Colorado Boulder.
Is it possible to think about death in a positive way? Is there such a thing as a “good death”? This course will study the rapidly growing movement of natural or “green” burial and how it can change our perceptions of death, dying, and bereavement. You will hear the stories of families who bypassed their local funeral parlors and laid their loved ones to rest in natural burial preserves, backyard gravesites, memorial reefs, and at sea. You will learn about death rituals from around the world, the pagan roots of Halloween, the history of American burial, and the benefits of going out green as a form of environmental activism. This course will approach death as a wild biological event, an opportunity to claim one’s birthright within the fundamental essence of being a living and breathing organism. By way of contrast, you will learn about the injustice and ecological consequences of our modern funeral practices. Deep inequities exist within death care. This course will investigate what it means to have a “good death” and why not all members of our society have access to one. We will begin with an exploration of the “death positive” movement and study where green burial fits into its vision. You will have the opportunity to attend Death Café and Death Over Dinner events while also visiting Heritage Acres Memorial Sanctuary, a natural burial preserve located just outside of Cincinnati. Would you like to go for a hike at Heritage Acres, attend a fall volunteer workday to plant trees? Or, perhaps you would like to do some journaling, or design a land art exhibit at the sanctuary. This course will open the door to those opportunities, offer avenues for creative expression, and feature guest speakers who are national experts in green burial.
HNR 394 - 001
The Impact of College on Students
MW 2:00 - 3:15 pm, FH 280
Ryan Padgett

This course examines the relationship between the college environment and students. The course explores how students change and develop during their time in college and how institutional culture, student engagement, and campus interactions impact student outcomes, including retention, learning, and career choice. Students will assess college impact research and practices with a focus on understanding how institutional decisions, design, and procedures affect college students.
This course is intended for students who successfully completed the HNR 394 - Simulations in Healthcare course. 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, which will effectively prepare them for the Honors College Capstone/Thesis project.