

IF YOU ARE A HUMANITIES STUDENT, THIS MIGHT BE FOR YOU!

# NATURAL WORLD cohort



MAGGIE WHITSON

HNR 310 M/W 3:25-4:40  
GARDENING FOR WILDLIFE

HNR 311 T/R 10:50-12:05  
PANDEMICS IN A CHANGING WORLD



ALLISON PARKER



DAVID KIME

HNR 312 M/W 10-11:15 \*WITH REQUIRED FALL  
EXPLORING CAVE SCIENCE BREAK FIELD TRIP

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# Natural World Course Descriptions

## **HNR 310-001**

Gardening for Wildlife | Maggie Whitson | MW, 3:25 - 4:40 pm

Gardening for Wildlife is an overview of how to use your yard or other areas to support native organisms. This course emphasizes how to: maximize the diversity of native organisms that your area supports, make human-occupied areas safer for wildlife, find reliable information on these topics, and the basic biology behind this. We'll cover all groups of local animals, what role they play in the ecosystem, and how to provide the resources they need. That's everything from bees, to bats, birds, snakes, squirrels, and even turtles.

Our text will be "The Humane Gardener" (N. Lawson), which we will read and discuss. It covers why wildlife need our help and how to use your yard to support them. The course is a combination of lecture and lab. Class activities will include hiking around the NKU campus, NKU's REFS biological station, and the Lakeside Commons Gardens to collect seeds and observe pollinators and plant/animal interactions. You will learn how to collect, clean, and plant wildflower seeds and build a bee house for solitary bees. You will also learn how to use iNaturalist to keep track of the plants and wildlife in your yard or neighborhood and to help you learn about what species occur there.

## **HNR 311-001**

Pandemics in a Changing World: Ecology, Society, and Prevention | Allison Parker | TR, 10:50 - 12:05 pm

This course explores the intersection of infectious disease, environmental change, and society. We will examine how ecological disruption, climate change, urbanization, and global connectivity shape the emergence and spread of infectious diseases. Through case studies of past and recent pandemics, we will analyze how biological processes interact with political, economic, and cultural systems to influence disease risk and response. Emphasis will be placed on understanding infectious diseases as complex social-ecological challenges and on evaluating strategies to prevent spillover events, reduce transmission, and mitigate future global pandemics. We will integrate perspectives from ecology, public health, history, and the social sciences to help students critically assess how environmental and societal decisions shape human health outcomes.

## **HNR 312-001**

Exploring Cave Science | David Kime | MW, 10 -11:15 am (plus Fall Break Field Trip to Mammoth Cave National Park)

Cave science is an interdisciplinary field that includes geology, paleontology, hydrology, ecology, zoology, meteorology, and survey and mapping. In this class we will ask and investigate the questions such as where do caves form, how do they form, what are unique aspects of the low energy ecology of cave life, how does weather in a cave differ from on the surface, and how do researchers explore caves and address these questions. Typically, exploring such questions becomes intertwined with archeology, history, and management. We will put the theory into practice by taking our own measurements and data with a series of lab activities during a required field trip to Mammoth Cave National Park during Fall Break. This field trip will depart early on Friday, October 16 and return late on Tuesday, October 20—yes this is ALL of Fall Break! We will be staying in a bunkhouse facility (with full plumbing) operated by the national park and will be collectively cooking our meals.

Hiking boots are required. Participating in the field experience is required. Helping with cooking and cleaning is required. We will be walking several miles each day. We will be away from restrooms for several hours at a time. We will be navigating stairways and uneven trail in very low light conditions. There will be a few climbs and crawls. Please discuss with David Kime and seriously consider if this is the experience you want have and that you are fully able and willing to participate in the Fall Break field trip

IF YOU ARE A STEM STUDENT, THIS MIGHT BE FOR YOU!

# SOCIETY cohort



AMANDA BROCKMAN

HNR 320

W 2-4:45

THE SMOKE FREE CITY

HNR 321 M/W 12:15-1:30  
LESSONS IN LEADERSHIP



JEFF ZIMMERMAN

HNR 322 T/R 10:50-12:05 AM  
DECODING SOCIETY



RHONDA DAVIS

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# Society Course Descriptions

**HNR 320-001** | Grassroots Approaches to Activism: The Smoke Free City | Amanda Brockman | W, 2 – 4:45 pm

In this course, students will not only deeply explore a social problem but also strategize how to ameliorate the issue through effective grassroots approaches. Our focus throughout the semester will be on the social problem of secondhand smoke. Students will partner directly with Breathe Easy NKY in a concerted effort to move towards comprehensive smoke-free ordinances in our community. Students will learn about effective grassroots approaches both from empirical research and the expertise of community members working towards solutions. They will then be empowered and encouraged to serve as leaders in making real change themselves!

**HNR 321-001** | Lessons in Leadership | MW, 12:15 – 1:30 pm | Jeff Zimmerman | (Cross-listed with LDR 335-001)

Lessons in Leadership exposes students to a variety of leadership issues that arise in public and private organizations, both large and small, local and global. The course places special emphasis on the challenges of cross-cultural leadership. The instructor invites a variety of American and non-American corporate, government, educational, and community leaders to address the class, share their own experiences, and discuss leadership issues. Unique to this course is that instead of using a traditional book, the invited guest speakers' leadership stories serve as a "living textbook" that evolves with the course. Topics covered include – but are not limited to – the role of influence, power, relationships, communication, the external environment, decision making, and valuing diversity in the leadership process.

Students will engage in a number of learning activities in order to apply the lessons taught by our guest speakers to the students' own experiences, to assigned readings, and to the theories of leadership discussed in coursework. As such, there is an emphasis on introspection, reflection and application by the student.

**HNR 322-001** | Decoding Society: Transforming Data into Meaningful Change | TR, 10:50 – 12:05 pm | Rhonda Davis | (Crosslisted with IST 394 003)

This honors course takes you on a hands-on journey to explore how human societies work—and how we can make them better. You'll learn how to turn real-world data into new ideas and actions that drive social change. Along the way, you'll sharpen your skills in analysis, problem-solving, and creative thinking. You'll collect and study data, practice design-thinking techniques, and find innovative ways to share your insights with different audiences.

Through projects like collaborative mind mapping, immersive research, and group discussions, you'll work on real social challenges that matter right now. By the end, you'll not only understand today's big questions but also feel confident creating meaningful, interdisciplinary solutions that connect knowledge to action.

IF YOU ARE A STEM STUDENT, THIS MIGHT BE FOR YOU!

# HUMANITIES cohort



BURKE MILLER

HNR 330-01 M/W 1-2:15  
MAKE IT MATTER

HNR 330-02 T 4:45-7:15  
WRITING FOR SOCIAL CHANGE



CHRISTOPHER WILKEY



ZACH WELLS

HNR 332-01 M/W 2-3:15  
MUSIC FOR FREE



KATHLEEN QUINN

HNR 332-02 M/W/F 1-1:50  
CLASSICAL MYTHOLOGY IN  
HISTORY AND LITERATURE

HAVE QUESTIONS?

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# Humanities Course Descriptions

**HNR 330-001** | Make It Matter | Burke Miller | MW, 1 – 2:15 pm

What happens when your academic interests leave the classroom and enter the real world? Start by identifying a topic that genuinely excites you—whether historical, cultural, artistic, or social—and develop a research project that connects both to your academic passions and to the mission of a community partner. Then, through sustained inquiry, critical analysis, and creative development, turn your research into a meaningful public-facing product that contributes to organizations working beyond campus walls. Possible outcomes may include digital exhibits, interpretive essays, educational resources, curated collections, multimedia storytelling, or other forms of applied humanities scholarship.

**HNR 330-002** | Writing for Social Change | Christopher Wilkey | T, 4:45 – 7:15 pm | (Crosslisted with ENG 338-001)

**\*\*Meets regularly in Over-the-Rhine in Cincinnati at the Miami University Center for Community**

This course will interrogate these issues in partnership with Over-the-Rhine community activists, residents, and organizations. Our class will learn from ongoing activist campaigns that advocate on behalf of individuals who either have little income or may be experiencing homelessness. In fact, our class has been asked to contribute to these ongoing efforts and to think through how they may take form for a wider, public education. In the process, students experience first-hand the practical power of using writing in alignment with the ongoing work of a social justice movement.

**HNR 331-001** | Gender and Global Healthcare | Dakota Pannebecker | Online (**by permission only**)

This course explores the intersections of gender and healthcare throughout the world. Students will analyze how gender shapes the communication, treatment, and outcome revolving around various health topics. Topics will include reproductive health, gender-based violence, health education, gender affirming care, and other topics. Even though the main lens of this course is through gender identity, students will still engage through intersectional work to fully understand how identity shapes the world of healthcare. Course materials will include readings, podcasts, documentaries, and films. Assignments will cover various forms in order for your voice, ideas, and learning to truly come through.

**HNR 332-001** | Music For Free | Zach Wells | MW, 2 – 3:15 pm

This course examines the evolving landscape of popular music, tracing its transformation from physical formats in the twentieth century to file sharing and MP3 downloads at the turn of the millennium, and ultimately to contemporary streaming platforms. Students will explore how these technological shifts have shaped artistic creativity, transformed the music industry, and altered listening practices, including the transition from album-oriented consumption to playlist-driven culture.

**HNR 332-002** | Classical Mythology in History and Literature | Kathleen Quinn | MWF, 1 – 1:50 pm | (Crosslisted with HIS 379-001 and WGS 394-001)

Why have stories about Zeus, Athena, or Dionysus endured for over two millennia? What work did these myths do in the ancient world, and what work do they still do today? In this course, we'll explore Greek and Roman mythology not simply as a collection of entertaining stories, but as a powerful cultural system embedded in religion, politics, art, identity, and everyday life. To paraphrase scholar Helen Morales, we will ask not only what Greco-Roman mythology is, but what it does.

# ↑ SPECIAL TOPICS



STACIE JANKOWSKI

**HNR 394-001 T/R 9:25-10:40  
INFORMATION FRAMING**

**HNR 394-002 M/W 3:25-4:40  
SILUMATIONS IN HEALTHCARE**



RAMI LEVENTHAL

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# Special Topics Course Descriptions

**HNR 394-001** | Information Framing | Stacie Jankowski | TR, 9:25 –10:40 am | (Crosslisted with JOU 375-001)

There's more than one way to tell the same story. The choices made in telling it can impact how people understand it and feel about it. This course examines the ways media (for example: journalism, entertainment, broadcast, print) construct stories and how those stories impact audiences. These narratives are powerful; they provide us with the context about the world around us. Story framing can influence the way we vote, how we stigmatize or accept others, the names we give things – our beliefs, habits, and culture. The ways we are told stories can become the ways we picture the world. In this class, we'll examine the research about media framing and apply the lessons we learn to analyze and evaluate media examples. We will think about what common themes or frames we are taking in from our favorite media and how those frames might influence us. We'll discuss how frames come to be, examining, for example, the professional values and norms that sometimes dictate how narratives are conveyed. This is a course focused on studying the media rather than producing journalism.

**HNR 394-002** | Simulations in Healthcare | Rami Leventhal | TR, 3:05 – 4:20pm

This course will provide insight into key strategies that will promote understanding of the foundations of simulation. Participation in simulation sessions will allow exploration into the impact of simulation on education and healthcare. Students will spend the majority of their time in the Center for Simulation Education where they will be hands-on with the various simulation modalities. These modalities include simulation manikins across the lifespan, simulation patient actors, virtual reality, and video technology. We will explore and participate in simulation best practice activities such as pre-brief, simulation development, and debriefing philosophies. The course will conclude with students creating and facilitating their own simulation scenarios.