Besides Honors, this seminar satisfies the CORE Ethics requirement.

Description: In this course, students will reflect upon and critically evaluate a number of fundamental moral questions as they are broached in some of the major ethical theories (utilitarianism, deontology, virtue ethics, rights-ethics, care-ethics, etc.).

Throughout the course we will also turn our attention to ethical questions surrounding food. In recent years, moral issues concerning food have started to attract a lot of attention. For example, countless restaurants and college campuses throughout the country are now offering vegetarian and even vegan options on their menus. Supermarkets make efforts to stock organic products and “fair trade” coffee. The list goes on: In response to pressure from consumers and groups like PETA (People for the Ethical Treatment of Animals), fast-food chains such as McDonald’s, Burger King and Wendy’s use suppliers that humanely raise and slaughter animals. Many consumers are wary of genetically-modified or so-called “Frankenfoods,” fearing the impact they could have on their health and on the environment. Disdaining industrial agriculture, people throughout the United States are joining “CSA’s” (Community Supported Agriculture), groups in which members buy “shares” of produce from local farms (in some CSA’s, shareholders receive credit for actually working on the farm). It is a climate like this that helps explain the popularity of books like Eric Schlosser’s *Fast Food Nation* and films like Morgan Spurlock’s documentary *Super Size Me*.

So, alongside our exploration of classical ethical theories, we will also examine various ethical questions involving food. What should “count” as food? Should we, for example, eat animals? Which ones? How should food be produced? Should we be concerned with the environmental impact of agricultural practices? What about genetically-modified food? Does such bio-engineering represent the means by which we can overcome food shortages and hunger or does it involve an unacceptable manipulation of “nature”? What responsibility do we have to feed populations that are facing food shortages? Etc. In exploring questions such as these, we will determine how various ethical theories inform or fail to inform the relevant debates.
HONR310 L111: Versions of the Self: Madness in Literature – Lisa Nielson  
M 11-12:15; W 9:30-10:45  
Besides Honors, this seminar satisfies the College's CORE Literature requirement.

Description: This course will explore the recurring motif of madness in literature, and address the question of how madness challenges traditional assumptions regarding individual identity. We will examine how writers represent madness, from the spurned Greek lover to the respectable doctor turned murderer to the misplaced rebel on a psychiatric ward. What do these representations suggest about the nature of madness, or what we might now call mental illness?

We will seek a partial answer to these issues by examining texts as we focus on the definition and treatment of madness, and the duality of human nature. Particular attention will be paid to the role of social pressures behind the historical transformations of the concepts of madness, and how these concepts are represented in our literature. Course materials will be wide-ranging and will include novels, drama, scholarly articles, critical reviews, and film.

HONR312 L200: Versions of the Self: Medieval Cultures in Contact -- Janine Petersen  
T 6:30-9:15 p.m.  
Besides Honors, this seminar satisfies the College's CORE History requirement.

Description: The traveler embarks on a process of self-discovery, for discovering and attempting to understand different cultures promotes a reassessment of one’s own society and personal values and biases. This was true for the medieval no less than the modern adventurer. During the central and late Middle Ages (900-1500), travelers from Asia, Africa, and Europe met and observed one another’s societies on the trade routes through Asia, the Indian Ocean, and the North Atlantic; on the pilgrimage routes of several religions; or on the passages created by war and conquest. This course will explore the interaction between these cultures, focusing on how individuals, interpreted and made sense of societies that were perceived as “foreign,” such as the pagans in Scandinavia and Eurasia; Muslims in Spain and in the Holy Land; Christians in Byzantium and Ireland; and inhabitants of the Far East and Africa. We will pay particular attention to how medieval observers interpreted and made sense of societies that they perceived as “foreign.” We will consider such questions as: How did individual Europeans react to different cultures? What identified these societies as being foreign? How did societies respond to this difference; that is, did they characterize these other cultures they encountered in the same way? Finally, how did these encounters impact European society as a whole?
HONR 311 L111: Versions of the Self: Youth in Transition from School to Work -- Ryan Kinlaw
TR 11 a.m. – 12:15 p.m.
Besides Honors, this course satisfies the CORE Social Science requirement.

Description: What are the expectations and concerns of adolescents and young adults as they prepare to move from formal schooling into the workforce? What other transitions do youth face, and how do they influence the school-to-work transition? Do motivation and performance in school predict satisfaction and success on the job? Does education always open doors? How are decisions about careers made? Is the pursuit of a job “all about the money” for most youth? What opportunities and obstacles do young people face as they prepare for participation in the labor force? What are the consequences of holding part-time jobs? These are some of the questions to be considered in this course as we examine and discuss scholarly and popular materials which address this transition point in identity development. We will explore factors related to school motivation and performance, influences on the career decision-making process, and topics pertaining to workforce preparation and participation.

HONR 325 L111: Art of Culture: The Dark Side and Bright Side of Interpersonal Communication – Jen Eden
TR 5-6:15 p.m.
Besides Honors, this course satisfies the CORE Cultural Diversity requirement and an upper division communication elective.

Description: This course would examine research and theory addressing both the “dark side” (destructive/dysfunctional) and “bright side” (integrative/constructive) of interpersonal relationships, especially as it occurs in close relationships. Though relationships are often confronted with painful moments, some “dark side communication also has a bright side – helping people better understand themselves and their relationships so they can renegotiate rules and improve their relationships. Topics may include jealousy, hurtful events, conflict, and intimate partner violence, social support, warmth, affection, forgiveness, maintenance, and gratitude.

HONR 333 L111: Hudson River Valley Studies: Hudson River School – Jan Mainzer
TR 11 a.m. – 12:15 p.m.
Besides Honors, this course satisfies the CORE requirement in Fine Art.

Description: During the early 19th century, the first American art movement to gain international fame emerged in New York. Known as the “Hudson River School,” it celebrated the landscape of the Hudson Valley and the Catskills. This course will explore the
art and ideas of the artists of the Hudson River School, the movement’s sources in earlier American and European Art as well as its influences on later artists.

HONR 331 L111: Hudson River Valley Studies: Contemporary Hudson River Valley Poetry – Judith Saunders
TR 11 a.m.-12:15 p.m.
_Besides Honors, this course satisfies the CORE requirement in Literature._

**Description:** This course will examine poetry written in the Hudson Valley region in the contemporary period, 1950 to present. Course readings will introduce students to the work of poets who have lived and visited in the region: Billy Collins (recent Poet Laureate), Eamon Grennan, William Bronk, Nancy Willard, Howard Moss, Dana Gioia, Howard Winn, and many others.

HONR 341 L111 -- Global Engagement: Economics – Christy Caridi
TR 3:30-4:45 p.m.
_Besides Honors, this course satisfies the CORE Social Science requirement._

**Description:** The class will examine why some nations fail while others flourish. This will require a careful examination of institutional structure, political, religious and personal freedom, resource availability and resource use.

HONR 341 L112 -- Global Engagement: US and World Culture – Lou Zuccarello
MR 9:30-10:45 a.m.
_Besides Honors, this seminar satisfies the College's CORE Social Science requirement. This course may also be used to satisfy elective credit for the Political Science major._

**Description:** This course will explore selected current issues that confront the U. S. in its dealings with other nations and regions of the world. Our primary focus will be on political relationships, which necessarily involve other dimensions, such as economic, social and cultural factors. We will look at some current “hot spots,” and explore some pervasive issues associated with “globalization.” A major emphasis will be placed on how the international community has dealt with the issue of “Genocide.” These matters occupy a prominent place in international politics and promise to affect the future of the U. S. and the world community.
Description: The course focuses on research and development of therapies for use in complementary/alternative and conventional medicines, utilizing natural plant products and their derivatives. Poisonous, medicinal and therapeutic plants, with an emphasis on their biologically active constituents, will be examined. The course will integrate basic human anatomy and physiology with the pharmacological effect of plant compounds on specific organs, allowing students to learn and understand the role of medicinal plants in the context of human health.