**HONR300L111**
**Honors Ethics**
Campisi, Joseph  
**Slot 7:** TR 11:00-12:15  
**Core Distribution Area:** Ethics  
Junior Standing Required  
**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. 

*Besides Honors, this seminar satisfies the CORE Ethics requirement.*

**HONR312L200**
**Versions of the Self: Medieval Misfits**  
Peterson, Janine  
**Slot 22:** T 6:30-9:15  
**Core Distribution Area:** History  
**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?

*Besides Honors, this seminar satisfies the College’s CORE History requirement.*

**HONR321L200**  
**Art of Culture: Opera**  
**White, John**  
**Slot 23:** W 6:30-9:15  
**Core Distribution Area:** Fine Arts

**Description:** This course will have two objectives: to provide an introduction to opera, its form and its history, and to expose students to opera through the study of selected operas and attendance at performances of those operas at the Metropolitan Opera house in New York City. Honors will cover the costs of travel expenses and opera tickets. Written assignments will consist of critiques of the performed operas as well as essays on various aspects of the art form.

*Besides Honors, this course satisfies the CORE Fine Arts requirement.*

**HONR310L111**  
**Versions of the Self: Harry Potter in the Global Context**  
OR  
**HONR320L111**  
**Art of Culture: Harry Potter in the Global Context**  
OR  
**HONR340L111**  
**Global Engagement: Harry Potter in the Global Context**  
**Curley, Eileen**  
**Slot 12:** W 2:00-3:15; F 3:30-4:45  
**Core Distribution Area:** Literature

**Description:** J.K. Rowling’s *Harry Potter* series is a global popular culture phenomenon. While the novels are clearly rooted in western literary and cultural traditions, they also reveal the influence of the dismantling of the British Empire on contemporary society, culture and literature. We will explore the cultural spread and influences of Harry Potter while interrogating how the novels present and represent elements of British culture and history, including British foundation myths, the British Empire, World War II, and contemporary UK government and society. We will look at the obvious uses of the Arthurian legend, British boarding school stories, and dystopian fiction, but we will also look at critical, theoretical and historical materials that can help us to understand how Rowling is adapting these traditions and grounding her story in a post-colonial world for a contemporary audience.
While we will be referring to the books extensively throughout the semester, and while we will be re-reading portions of them, the focus of this course is on the historical, cultural and social traditions which Rowling incorporates in her novels. Accordingly, students are expected to enter the course with a solid familiarity with the entire seven-book Harry Potter series to enable us to spend the semester having lively discussions about the intersections between the assigned course readings and the HP series. In order for this approach to work, students must keep up with the daily readings, actively look for connections between those readings the HP series, and come to class ready to discuss and analyze those links. We will go further than simply drawing connections between Dobby and British India or the Triwizard Cup and the Holy Grail; we will look at the history and development of particular traditions and then explore how and why Rowling chooses to incorporate and alter them for her fictional world and the actual world of her readers.

Besides Honors, this course satisfies the CORE Literature requirement and serves as an elective or mini concentration course for the English major.

HONR 324L111
Art of Culture: Cannibals and Amazons – The Invention of the Americas
Ferrer, Patricia
Slot 8: MR 12:30-1:45
Core Distribution Area: Cultural Studies

Description: How did Europe first conceive of the so-called New World? This course will explore written and visual materials concerning what has conventionally been termed the discovery and the subsequent colonization of the New World. Geographically speaking discussion will focus mainly on materials dealing with what are now the southern United States, Mexico and Central America, the Caribbean, and the South American continent. Attention will be paid to the historical, social, cultural and ecological context of the material studied. Some of the questions addressed will be: What were some of the European expectations of the new lands and its peoples? How did Europeans perceive the Amerindians in first instance and how did they seek to understand them later on? How did Europeans perceive the new landscape and what did they hope to accomplish there? What was the Amerindian reaction to the Europeans? What sorts of relationships emerged among the Europeans and the Amerindians in the early days of the conquest? Topics to be discussed include: imperialism and colonialism, cannibals, amazons, golden cities and golden ages, shamans, wild men, slavery, language as instrument and identity, racial and ethnic identity, as well as religious identity. Sources will include 16th and 17th century maps, drawings, engravings, travel narratives, histories, chronicles and other non-fictional texts in English, Spanish, French, Italian and Latin. All material is available in English.

Besides Honors, this course satisfies the CORE Cultural Studies requirement.

HONR 330L111
Hudson River Valley Studies: Change and Resistance in the Hudson Valley
Marshall, Nicholas and Garabedian, Steven
Slot 4: TF 9:30-10:45
Core Distribution Area: History

Besides Honors, this course satisfies the CORE History requirement.
HONR 331L111  
**Hudson River Valley Studies: Literary Places**  
Mercier, Stephen  
**Slot 9:** TF 12:30-1:45  
**Core Distribution Area:** Literature  

**Description:** This course asks you to examine and explore literary representations of the Hudson River Valley. We will focus primarily on Hudson River Valley authors. We will examine the relationship between these texts and popular images of the places they represent. Hence, we will look at various types of signifiers, such as literary texts, maps, magazines, pamphlets geared toward tourism, paintings, photographs, web sites, and other visual images. We will then attempt to understand how these varied images shape our conceptions of place and the Hudson River Valley. We will engage in a wide variety of approaches and methodologies, such as literary criticism, landscape geography, architecture, archaeology and artifacts, cultural studies, folklore and mythology, and electronic media.

*Besides Honors, this course satisfies the CORE requirement in Literature and serves as elective credit in the English major and minor.*

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HONR 342L111  
**Global Engagement: Philosophy and Religion**  
Knight, John  
**Slot 6:** M 11:00-12:15, W 9:30-10:45  
**Core Distribution Area:** Philosophy/Religious Studies  

**Description:** This course is designed to introduce students to some of the philosophical issues inherent in the phenomena of religion and religious experience. The course will investigate such issues as the nature of religion and religious experience; the existence and nature of God; the rationality of religious belief; the creation of the universe; the nature and source of morality; and the nature of religious language.

*Besides Honors, this course satisfies the CORE Philosophy/Religious Studies requirement.*

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HONR 343L111  
**Global Engagement: African Ethnicities**  
Yates, Brian  
**Slot:** TBA  
**Core Distribution Area:** History  

**Description:** This course is designed to inform students on not only the general schools of ethnic construction, but also Africa’s unique contribution to the development of the field. This course will begin with general themes in ethnic construction and cover pre-colonial ethnic constructions in Uganda, Southern Africa and Yorubaland. Later themes in this course will detail the forces of nation building, conflict and migration as important factors in ethnic construction. There will be several case studies given in the class which represent some of extremely varied African experiences with ethnicity. In this course you will receive a very general understanding of ethnic construction that
can be used as a foundation for further inquiry. The class will test critical thinking, effective communication and reading comprehension. Knowledge of identity construction in the rest of the world is essential in understanding the conflicts that occasionally arise due to them, the diversity of this ever shrinking world and how we define ourselves.

_Besides Honors, this course satisfies the CORE History requirement._

**HONR351L111**  
_Science, Technology, and Society: Environmental Science and Policy_  
_Feldman, Richard_  
_Slot 7: TR 11:00-12:15_  
_Core Distribution Area: Natural Science_

**Description:** The course will look at the work being done to conserve natural resources and to prevent ourselves from poisoning our fellow species and us. Science, politics, economics, history, and many other disciplines all come together in this course as students consider provocative topics concerning local, national, and global environmental affairs. Students will also be introduced to ways to observe and appreciate the natural world, and will write a field journal throughout the semester.

_Besides Honors, this course satisfies the CORE Natural Science requirement, the first required course for Environmental Science or Environmental Policy majors, and the Related Field Elective for Biology majors._