**Summer 2017 Special Topic Descriptions**
*(Fall 2017 Special Topic Descriptions begin on page 5)*

**Summer Session I**

**Criminology – CRM**

CRM 187C (DL), CRN 60089: (IS) Juvenile Delinquency and Justice
This course is designed to understand the origins of the juvenile justice system and the historical shifts in policies and treatment of juvenile delinquents

**Education Administration – EADM**

EADM 280I (A), CRN 60386: Special Topics Course
This elective is a Narrative Medicine reflective writing medical humanities curriculum that will be offered as a elective in the Masters in Health Professions Pedagogy and Leadership. The purpose of this elective is to develop students’ capacities for continuous reflection and self-assessment through the lens of medical humanities readings, visual arts and reflective writing. For each component of medical humanities, selected literature supporting this component will be discussed to support relevance as a pedagogy. Actual teaching and learning through this pedagogy will be explored and practiced.

**Public Relations – PR**

PR 280E (01), CRN 60417: New forces Shaping Public Relations
This special topics course will focus on the new technological forces that came to the fore in the 2016 presidential election, including hackings, fake news, “filter bubbles,” new uses of social media, and the use of psychographics to target citizens on social media. The course will explore how organizations including businesses, non-profit organizations, and politicians should prepare for, address, and harness these phenomena from a public relations perspective.

PR 280F (01), CRN 60418: Presentations for Public Relations
This special topics course will offer students standards, best practices, and enhanced capabilities for presenting themselves and their work succinctly and effectively in various professional environments. In addition to review and practice of oral and written presentations, students will learn the fundamentals of creating proficient electronic presentations, and will also enhance their ability to network in professional settings. The course work will emphasize traditional proposals, reports and business documents, and will review available digital programs and platforms as well as infographics and data visualization. Students will practice writing and oral skills by presenting various projects in class.

**Women’s Studies – WST**

WST 151B (01), CRN 60097: Feminist Activism and Academic Feminism
This is a companion course to the Berkshire Conference for the History of Women, Genders and Sexualities meeting on Hofstra’s campus June 1-4, 2017. Students earn credit by attending the conference in person, meeting online, and completing reading and writing assignments related to the conference theme, “Difficult Conversations: Thinking and Talking about Women, Genders, and Sexualities Inside and Outside the University.” The course will meet online prior to the conference, when students will select a series of panels to attend in person June 1-4. The course will also meet online following the conference, when students will complete reading and writing assignments that engage the topics addressed by the panels they attended. Students must be available to attend the conference to participate in this course.
Meeting pattern: Both arranged and online

**Summer Session II**

**Criminology – CRM**

CRM 187Q (DL), CRN 70090: (IS) Ethics in Policing
This course develops the ethical decision-making skills that are essential in the field of criminal justice across all three elements of the criminal justice system: the police, the courts, and corrections.

**English - ENGL**

ENGL 190C (DL), CRN 70034: Queer Literature/Gay and Lesbian Literature
In recent years, LGBT people have gained many rights in many nations, but that was not the case for most of the twentieth century, and there remain many who would advocate the abolition of those rights that the LGBT community has long struggled to achieve. The literature in this course will exam the issue of what it has meant historically to be LGBT/Queer in society from the early twentieth-century with E.M. Forster’s Maurice (1914) and Virginia Woolf’s Mrs Dalloway (1925) to mid-century works such as Truman Capote’s Southern gothic novel, Other Voices, Other Rooms (1948) and Patricia Highsmith’s The Price of Salt (1952), which is the basis for the recent feature film Carol. We will conclude with Jeanette Winterson’s autobiographical novel, Oranges are not the Only Fruit (1985), about growing up queer in an evangelical Christian household. The (presumably gay) philosopher George Santayana famously remarked, those who forget their history are doomed to repeat it. Thus it is necessary to explore the past conditions of LGBT life to avoid repeating it.
This course will be conducted entirely online. Assignments will consist of Blackboard discussions and weekly essays. The course will be conducted asynchronously (that is, there are no set meeting times), allowing the student to work according to one’s own schedule within set deadlines.

**Journalism – JRNL**

JRNL 180W (SA), CRN 70258: Report 4 Change
Students will blend innovative journalism techniques with site-specific storytelling methods incorporating locative technologies, immersive media, and mobile practices. Students will report on a Rome-based non-profit organization and their impact and involvement with the citizens and survivors of a natural disaster region. The students will learn advanced new media writing and reporting techniques as well as new field tech like GPS, mapping, and 360 degree video acquisition. Production work is supplemented by class instruction, lectures, and field practice.
Students from all Hofstra majors are eligible to take the JRNL 180 class and participate in the SCO in Rome! program.

**Political Science – PSC**

PSC 154G (01), CRN 70248: Special Topic: Political Entertainment
Few could have imagined that the star of the TV reality show The Apprentice might one day successfully run for president . . . Unless, of course, they had seen Man of the Year, the 2006 film in which Robin Williams plays a comedian who hosts a news satire program and decides to run for president. In the film, a computerized voting machine malfunction gets Williams’s character elected. Fiction, fortunately in this case, is stranger than truth. And yet entertainment, even as it exaggerates and poke fun, can reveal much about politics. This course explores how the entertainment media portray political concepts in movies, television shows, advertisements, and print media. We will explore the treatment of major political science themes in the realm of entertainment. Does The Road faithfully portray what happens to humans in a Hobbesian “state of nature?” Does VEEP accurately depict what happens when a presidential vote is tied, perhaps triggering a constitutional crisis? When does a political
cartoon or advertisement transcend its medium to have an impact on the political consciousness of a nation? We will draw on a rich history of political entertainment from both the United States and abroad.

**Public Relations – PR**

**PR 180C (SA), CRN 70265: International Public Relations – France**
This course will provide a structured and practical framework for students to understand the nuances and complexities of contemporary communications in a cross-cultural setting while focusing on becoming critical consumers of messages. From foundational theories to current trends and technologies affecting promotion and effective communication, students will analyze and criticize public relations strategic plans, publicity, and creative media messages against the backdrop of France’s culture and its people.

Through readings, lectures, and site visits, students will examine the ways in which targeted audiences are motivated to explore the world of French culture. By reviewing promotional literature, journalism, websites and blogs, students will have an opportunity to analyze and criticize communication techniques and strategies; followed by site visits, students will discuss the relative successes of such techniques. Beginning in Paris and continuing through several other major French cities, students will have the opportunity to evaluate which messages are being effectively communicated and how those messages are being interpreted by different audiences.

Students will examine the ways in which the French (as well as visitors to France) are encouraged to explore the vast social fabric of this amazing nation and will be guided to analyze the communications’ effectiveness while examining the differences and similarities between the American and French approaches to creativity in effective promotional communication. Lectures will focus on how variations in language, lifestyle, written and verbal communications can affect attitudes and behaviors. Class lectures will be enhanced with visits to the various cultural and historical sites to observe how the influences have played a role in the development of present-day customs and culture and the promotion of those sites. In addition, students will have the opportunity to visit major public relations agencies and departments and speak with professionals in government, travel/hospitality, media and entertainment fields.

This course is offered as a major elective to Public Relations majors and minors and others majoring in Journalism and/or Media Relations. Students from other disciplines may take this course for non-liberal arts elective credit.

**PR 180L (01), CRN 70226: History of PR and Public Opinion**
People have been practicing the art of influencing public opinion since the dawn of civilization. By viewing history through the lens of public relations and the development of interpersonal and mass communication, it is evident that many events were initiated or influenced through campaigns to sway attitudes and behaviors. From cave paintings to moveable type to Twitter, the underlying skill of influencing opinion is always linked to understanding how people make decisions and take action. By studying the strategies behind the most successful movements of the past — the campaigns that influenced societies to seek independence, adopt new religions, and even end wars — we can learn from public relations’ history and better understand how best to build successful public relations campaigns today.

This course is available for graduate credit.

**Summer Session III**

**Comparative Literature and Languages – CLL**

**CLL 151 (SA), CRN 80004: (LT): Berlin Metropolis, Berlin Culture, History and Politics from 1933 to the Present**

Students in this course read, study, discuss and write about German culture as represented in Berlin from 1933 until the present time. Among the topics to be studied are Nazi culture, Cold War Berlin in a divided city, the fall of the Wall and the rebirth of Berlin since 1989. We will examine Berlin architecture, art, daily life, culture, and politics in this period. Since the course is taught in Berlin, the class work is supplemented with visits to relevant museums, historical sites, walking tours. The course includes a walking tour of Hitler’s Berlin, a visit to the Topography of Terror and the Holocaust Memorial, Sachsenhausen concentration camp, the East German police prison and headquarters, the Brandenberg Gate, the German Parliament, the Berlin Wall, underground bunkers in Cold War Berlin, Checkpoint Charlie, the East German communist DDR museum, the splendid futuristic architecture of Potsdamer Square, the UFA film studio and Museum for Film and Television, among other venues. The course also introduces students to the cosmopolitan city of Berlin as a site of central and
pivotal cultural importance in world history. The State Library (die Staatsbibliothek) is used as a major resource for research.

**Criminology – CRM**

**CRM 187K (DL), CRN 80020: (IS) Surveillance**
This course is intended to examine in depth the nature, causes of origin, and means of control of surveillance as it has become a central means of social ordering and national and international governance.
Fall 2017 Special Topic Descriptions

Accounting – ACCT

ACCT 257Z (01), CRN 94938: Graduate Accounting Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester.
Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.

Anthropology – ANTH

ANTH 188G (01), CRN 94187: Death and Dying in Cross Cultural Perspective
The course will deal with the dying process: the different cultural practices and beliefs related to this process; its impact on the individual and his or her family, particularly in the areas of grief, mourning and restructuring of the family. In addition it will examine the ways different occupational groups are routinely involved with death and dying and the methods they develop to manage it for others and cope with it themselves.
This course is designed to stress the diverse cultural responses to the universal concerns about death and dying. The focus will be on the societal constructs that serve to manage the fear of dying, the understandings of the meaning of death, and the cultural treatment of grief and mourning. The anthropological holistic approach and perspective will be stressed throughout the course, which will incorporate a wide range of cultural behavior associated with death.

Business Analytics – BAN

BAN 257Z (A), CRN 94915: Graduate Business Analytics Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester.
Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.

Biology – BIO

BIO 253B (A), CRN 94796: Methods & Modeling in Ecology, Evolution, and Conservation
We will explore current methods/models and contemporary research in the seemingly disparate fields of Ecology, Evolution, Conservation Biology, and Environmental Science. Since conservation requires expertise and input from evolutionary biologists and ecologists, we will consider all of these as the course progresses. Furthermore, we will explore how ecology, demography/population biology, and population genetics interact.

Creative Writing - CRWR

CRWR 184X (01), CRN 94583: Writing for Children
A writing workshop in children’s literature centering on creating prose for the beginning and young reader, from preschool up to middle school. Classic stories from twentieth-century children’s literature will be incorporated as we begin the semester by examining how a child can be drawn to the written word through the ear and the eye. Our text will be The 20th-Century Children’s Book Treasury, selected by Janet Schulman (Knopf). In their own writings, students will pursue authenticity of voice and the crafting of subject matter in concrete language aimed at
appealing directly to children without in any way “talking down” to them. There will be an emphasis on real life situations and diversity of experience. Nothing sugary. We will attempt to go back to our own early childhood experiences—dark and light-- to mine material that might appeal to children just discovering the magic of the literature that can mirror their world, help them discover the world around them, excite their imagination, and/or transport them.

English majors and students from other departments who have an interest in children’s literature and childhood development are welcome with the permission of the instructor. Please contact her at jmarnet@aol.com with a short writing sample or a paragraph describing interest in this course.

CRWR 185F (01), CRN 94351: Life Writing
Everybody has a story, so what makes yours worth writing about? As Vivian Gornick sagely notes, “What happened to the writer is not what matters; what matters is the large sense that the writer is able to make of what happened.” Memoir is a strange animal, living somewhere between fiction and autobiography. Life doesn’t unfold in neat little plot packages; a novelist’s toolbox is required to bring our stories to life. Through intensive reading, writing exercises and workshop, together we will explore our personal stories and learn to illuminate a story larger than ourselves—to look out rather than in—and reach for the universal through the personal.

CRWR 185J (01), CRN 94452: Craft of Poetry
CRWR 185J, an intermediate poetry workshop, emphasizes the close reading and analysis of student work, with special attention to discovering possibilities of voice and style. In addition, students will build upon their knowledge of a number of the craft's formal elements, including rhythm, imagery, density, line and sound. Students will also continue to explore a variety of traditional forms, as well as free verse. The goal is to create powerful, beautiful poems. Throughout the semester, we will discuss published poetry that engage us in dialogue with essential elements of the poet’s craft.

CRWR 291A (A), CRN 94353: Writing the Family Drama
Love it, attempt to escape it, enlarge its scope (two mothers-two fathers)—our first experiences depend on our family—or lack thereof. This hands-on advanced writers workshop will use material from family life as the impetus for prose pieces—fiction or creative non-fiction, short stories or longer pieces. The importance of our formative years cannot be overestimated in our development as human beings and writers, and a secondary thread running through this seminar will be a conscious examination of that past. Alice Miller’s “Drama of the Gifted Child” is a must in this regard and will be read and discussed early on.

Of course, you are not limited to your own family, but to use what experience you have gained to create character, situation, psychology. If family is involved, drama is sure to follow! To that end I will ask you to read my first published novel Uncle in its e-book form.

It is no surprise that the drama of family has resulted in many a stage play, such as Arthur Miller’s “Death of a Salesman,” Lorraine Hansbury’s “A Raisin in the Sun,” Tennessee Williams’ “The Glass Menagerie,” and Terrence McNally’s “Mothers and Sons.” Each student may be asked to choose one of these works to discuss in class in terms of family dynamics—or the student might wish to substitute a different published play or prose piece to bring to the class’s attention.

Let me emphasize that these readings and discussions are aimed at inspiring and expanding your own writing, all of which will be read and discussed in class, returned to you for revision, then handed into me for suggestions and possible further revision. Your final drafts will be included in a portfolio to be completed by the end of the semester.

CRWR 291B (A), CRN 94354: Craft: Reading like a Writer
Writers have always learned craft by studying the works of masters. In this class, a craft class, we will do just that, learn from masters by reading literature through the lens of the writer—how to steal, borrow, adopt, and grow. We will be looking at great contemporary literary models (Alice Munro, William Trevor, Jhumpa Lahiri, Karen Bender, Lucia Berlin, Tim O’Brien, Raymond Carver and many others) to study and dissect how they achieve mastery of character, of sentence structure, of point of view, of telling detail, of plot. We will read one story per week, reading line by line, sentence by sentence, with the aim of slowing down in order to see how they are made, how different techniques of craft are employed while also exploring the most enduring literary voices of the late 20th and early 21st centuries.
Criminology – CRM

CRM 187D (A), CRN 94757: (IS) Crime, Disorder, and Global Cities
This course examines how local governments and police departments attempt to define, manage, regulate, and punish ‘disorderly’ behavior in the cities and the effects of these policies on the people and communities who are policed.

CRM 187R (01), CRN 94412: (IS) Race and Criminality
This course will investigate the social and legal constructions of criminality of racialized subjects and develop and understanding of how the creation and management of racial hierarchies have been assisted by legislation and law enforcement in US history.

English – ENGL

ENGL 008G (01), CRN 94916: Making a Literary Magazine
This workshop provides students an introduction to the literary magazine: its marketing, production and distribution, through the digital and print publication Windmill: The Hofstra Journal of Literature & Art. The course allows students to practice skills necessary to the production and distribution of both digital and print literary magazines, as well as project management skills across both print and digital platforms.
The class will work on the digital edition of Windmill as well as promote and solicit submissions for the spring print product, while acting as an optional introductory to the Publishing Studies practicum in the spring, where the class will produce the print journal.

ENGL 008H (01), CRN 94454: Black Lives Matter
This course considers Claudia Rankine’s book Citizen and the Black Lives Matter movement. The course will closely read the text and attend the author’s speaking engagement in the Great Writers/Great Readings program. Students will hand in a final essay or project that engages with the text and the spirit of the movement.

ENGL 194D (WI), CRN 94455: The Swinging Sixties
During the 1960s, British society experienced unprecedented changes, including the virtual end of empire, an influx of emigration from the former colonies, a loosening of traditional class structures, the end of government regulation of certain aspects of private life, and the coming of age of the first generation to profit from increased mandatory education and, for young men, an end to mandatory military service. This junior/senior seminar will explore the manifestations of these changes in British literature from the period known as the “Swinging Sixties” within the larger context of British cultural production, including drama, cinema, and popular music. Texts may include works by Angela Carter, Joe Orton, Tom Stoppard, John Lennon, Elizabeth Bowen, Philip Larkin, Keith Waterhouse, Harold Pinter, and others. Assignments will consist of research essays and oral reports. Students will also be required to read social and cultural history studies on a regular basis. Active participation in class discussions is required.

ENGL 198J (01), CRN 94441: (LT) Apocalypse and Trauma Contemporary Fiction
Where apocalyptic literature is as old as the Bible, and what is sometimes called “trauma literature” has emerged only relatively recently, this course explores how some important fictions of the recent decades can be understood in relation to both of these genres—how, indeed, apocalyptic and trauma might be considered as twinned terms, closely related ways of approaching what this course will assume is the very real apocalyptic threat inhabiting our present moment in the form of the so-called “climate crisis.”
The course will do this by focusing on contemporary texts, in American literature and beyond, that grapple with what it means to represent trauma—a historical or ongoing happening that exceeds our capacity to “know” it and, thus, challenges the very possibility of representation itself. At the same time, we’ll explore how the (post)apocalyptic tradition informs the ways fiction has responded to that challenge.
Although we’ll keep in view the apocalyptic threat of the climate crisis, the emerging genre of “climate fiction” itself mostly fails to engage the traumatic meaning of that threat, so we’ll focus on texts that do attempt to engage traumatic meaning. Such texts may include W. G. Sebald’s Austerlitz, D. M. Thomas’s The White Hotel, and Art Spiegelman’s Maus (grappling with problem of representing “the Holocaust”) Russell Hoban’s Riddley Walker and Cormac McCarthy’s The Road (grappling with how to represent a nuclear apocalypse, and the consequent short and
long term climate change wrought by nuclear winter), Davide Longo’s Italian novel with a title unfortunately translated into English as The Last Man Standing (grappling with how to represent the relatively sudden dissolution of civil society), Sebald’s The Rings of Saturn (grappling with how to represent the history of ecological destruction) and Toni Morrison’s Beloved (grappling with how to represent the history and continuing legacy of American slavery). Depending on the interests of the class, we’ll also consider apocalypse and trauma in relation to some more pop-cultural representations (zombies, disaster films, etc.). (This list is just a sample of text; we don’t do all of them, and may do some others.)

ENGL 291A (A), CRN 94441: Gothic Fiction
Why is it pleasurable to read works of fiction that provoke sensations of fear and dread? Do confrontations between the living and the living dead—such as ghosts, speaking skulls, and corpses rising from the grave—purify the world of evil spirits or leave an irreparable experience of trauma? In a related sense, can fiction that aims to heighten fear assert a critique of political oppression and tyranny, or does it channel and pacify cultural anxieties? And why do narratives like these unfold in familiar realms, or inside ancestral castles, rather than in uncharted terrains? When do the children, who were born inside those castles, figure out that they can never leave, unless they get hold of the keys?

Horace Walpole’s The Castle of Otranto, published in 1764, inspired questions like these and gave rise to the phenomenally popular literary genre that came to known as the Gothic novel. In addition to The Castle of Otranto, we will read a selection of works that were published during the first hundred years of the British gothic tradition. Our reading list may include novels and novellas such as: Jane Austen’s satiric, meta-gothic novel, Northanger Abbey; Charlotte Dacre's Zofloya, a gothic novel about a young murderess that retains the power to shock; John Polidori's "The Vampyre"; Mary Wollstonecraft’s feminist gothic novel, The Wrongs of Woman; Mary Shelley’s Frankenstein (which can be read as a revision of her mother's novel, The Wrongs of Woman); and Emily Bronte's Wuthering Heights. Having traced the origin story of the Gothic novel, we will then turn our attention to modern and contemporary spins on the gothic genre, via texts such as Daphne du Maurier's "Don't Look Now," Neil Gaiman's Coraline, and Gillian Flynn's Gone Girl, and films such as "Black Swan," "Stoker," and "Ex Machina," that retell familiar gothic narratives in strange, new ways.

Course requirements: active class participation, reading responses, a short paper, and a longer final paper.

ENGL 291B (A), CRN 94443: The American Short Story
By considering some of the masterworks of American short fiction, both canonical and contemporary, we will explore the genre and its elements of narrative construction. Through extensive close reading, critical analysis, and reflection, we will examine the various technical and thematic aspects of the short story as well as historical perspectives, taking into consideration authors’ lives and the socio-cultural-political influences on their work. In doing so, we will also explore ways of connecting the genre to your own creative fiction or students you may teach. Reading a range of exemplary texts over the semester, we will ask what makes the short story such a characteristically American and perennially recurring genre – one whose diversity of voice and flexibility continues to serve a range of literary, cultural, and commercial needs.

Form will be a central concern as we investigate the workings of plot, narrative voice, character, place, perspective, time, experimentation with form, and prose style. Another central concern will be context as we take into account historical and transnational perspectives, American theorists of the short story, literary and cultural influences, venues of publication and readership, aesthetic history (romanticism, the gothic, realism, modernism etc.), and the relation between the lowbrow or “popular” and the highbrow. Important themes that we will touch upon will include the role of the writer in society, the relation between art and life in America, the emergence of “an American voice,” as well as race, class, gender, and region.

Finance – FIN

FIN 257Z (01), CRN 94860: Graduate Finance Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester. Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.
Global Studies – GS

GS 104M (01), CRN 93521: (IS) Globalization and Cinema
This seminar course will analyze the impact of Globalization of the nature of work in America by focusing on important American movies from the last three decades, together with two key texts, *The Unwinding* by George Packer and *Pivotal Decade* by Judith Stein. These two texts and the selected movies (such as, Network, Roger and Me, Falling Down, and Wall Street) will form the backdrop for each of the weekly seminar topics.

History – HIST

HIST 177G (01), CRN 94527: Introduction to Peace Studies
This course grapples with the question, “How can we humans manage the conflicts between us so that these conflicts result in justice and creative development rather than destruction?” The course examines the concepts of and rationales for war, peace, and non-violence, as well as important peace movements, leaders, and their writings. Central to the course are historical perspectives regarding contemporary transformations of peace and conflict around the world, including the changing nature of warfare, terrorism, non-state actors, globalization, and human rights.

Honor College Seminars – HUHC

HUHC 20D (H1), CRN 92052: Black Cinema
Professor Jennifer Henton, English
MW 12:50-2:15PM
This course examines the production, image, and theory of the black presence (and aesthetic) in cinema. Students will be exposed to the historical trajectory of black people in film (*Birth of a Nation* [1915]) as well as “black film” production (Oscar Micheaux to Dee Rees/Spike Lee) and emergent theories of the black aesthetic. Since thinking, studying, and writing about film studies depends on precise terms and articulation of ways of seeing, a strong theoretical component will accompany this course. Our goal by semester’s end is for students to master historical and theoretical knowledge and be able to articulate a deep understanding of the black cinematic tradition in the U.S. Students will communicate their grasp of the area through essays, quizzes, mid-term and final exams, and a final project designed to give students an opportunity to display the insights they have gained.

HUHC 20A (H1), CRN 90708: Introduction to Architecture
Professor Joseph Mashek, Fine Art and Art History
TR 2:20-3:45PM
Architecture may be the most ubiquitous of the fine arts (painting, sculpture, architecture); but except for obvious fashions, most people hardly notice it, even though it shapes their experience almost every day. Also: it is by and large the most expensive fine art, of seemingly durable materials; and yet it is the least preserved and most destroyed. Whenever it survives, however, it shows more physically than anything else the “frame of mind” of people at a certain time: notions of space (by no means always the same); social hierarchy versus equality; not to mention the art’s basis in available materials and techniques—everything from physics (e.g. the principle of the cantilever) to metaphysics (the principle of monumentality). We deal in this course with fundamentals of both theory (including the distinction of architecture from mere building) and historical practice in the classical as well as the modern tradition. Students learn how to analyze buildings in terms of structure, style, and cultural function. Two or three field trips. Readings by architects and art historians; but you will also learn how to read a ground plan!

HUHC 020C (H1), CRN 92049: Poetry of Witness
Professor Maria C. Roberts, Department of English
TR 9:35-11:00AM

**Motto**
In the dark times, will there also be singing?
Yes, there will be singing.
About the dark times. --Bertolt Brecht
In this workshop we will study “poetry of witness,” a genre of poetry described by Carolyn Forche in her anthology *Against Forgetting: Twentieth Century Poetry of Witness* written by “significant poets who endured conditions of historical and social extremity during the twentieth century—through exile, state censorship, political persecution, house arrest, torture, imprisonment, military occupation, warfare and assassination.” Poems that “bear the trace of extremity within them, and [that] are, as such, evidence of what occurred.” We will also study 21st century “poetry of engagement” by both established and emerging poets that deal with the public events, government policies, ecological and political threats, economic uncertainties, and large-scale violence that have defined the century to date.

In addition to working on a new poem every other week, each student will give an oral presentation on a poetry collection chosen from the recommended reading. Each student is responsible for photocopying his/her work, distributing it to the class, and then reading it aloud. Those not presenting work are responsible for contributing to the discussion by offering constructive criticism, praise, suggestions for revisions, etc.

During the course of the semester, two poets will visit our class to talk about poetry of witness. Professor Mario Susko, a survivor and witness of the war in Bosnia and Liv Mammone, a Hofstra alum who writes about disability and bearing witness in her work.

(The chair of the English department has indicated this course may be counted as an English/Creative Writing elective toward the completion of the requirements for majors or minors.)

**HUHC 20E (H1), CRN 92053: The Economics of Inequality**

Professor Massoud Fazeli, Economics

MW 2:55-4:20PM

What does it mean to say we are all equal? Is this merely a positive expression of facts, stating our inherent equality in basic rights, or is it rather a normative statement promoting equality? What do people mean when they say we want equality in opportunity but not artificially imposed equality in result? Is it not true that inequality in result today will inevitably generate unequal opportunity for the next generation?

Isaiah Berlin, a prominent philosopher, stated that: ‘the assumption is that equality needs no reasons, only inequality does so… If I have a cake and there are ten persons among whom I wish to divide it, then if I give exactly one tenth to each, this will not, at any rate automatically, call for justification; whereas if I depart from this principle of equal division I am expected to produce a special reason’. Not all agree with this view. Another philosopher, Harry Frankfurt, maintains that equality has no intrinsic moral value. We must rather strive to improve the conditions of the poor and less privileged: ‘inequality in incomes might be decisively eliminated, after all, just by arranging that all incomes be equally below the poverty line’. According to this perspective, equality in poverty and misery has no intrinsic moral advantage and will definitely not promote social welfare.

We are facing very critical and politically volatile issues here. For instance, there is growing populist anger in many countries, including the United States. Did those who voted for president Trump do so to express their frustration with growing inequality or was this vote an attempt by the mostly white nativist working class to recreate the “white privilege” as some have called it?

We will discuss three main topics in this course: egalitarianism and its advocates and foes, growing inequality in the distribution of wealth and income in the U.S. in recent decades, the role of social movements and policy in addressing and alleviating these trends.

(The chair of the Economics department has indicated this course may be counted as an Economics elective toward the completion of the requirements for majors or minors, if the student has not already taken an HUHC seminar for Economics credit previously.)

**HUHC 20F (H1), CRN 92051: Soundscapes: Music in the 3rd World**

Professor John Pulis, Anthropology

TR 2:20-3:45PM

This course will introduce students to cultural anthropology and the way indigenous, native, or first peoples in Asia, Oceania, Africa, and the Americas practice and perform music. Our approach will be historical and descriptive. Using the culture-area approach and the idea of a “soundscape,” we will listen, watch (film, live performance-Mohegan drummers, Scottish fiddle players, Brazilian capoeira ), and we will explore the role of “sound” among Tuvan pastoralists, Aboriginal hunter-gathers, South American head-hunters, Navajo-Sioux flute players and various groups in modern and post-colonial societies (Calypso, Ska, Mento, High-Life et al.). Along with the above, we will discuss theory, cultural formation (syncretism, and the way various genres (Hip-Hop, Reggae) have been invented and reinvented across and through time.
HUHC 20C (H1), CRN 93059: Paleobiology of the Dinosaurs
Professor J. Bret Bennington, Geology, Environment, and Sustainability
TR 2:20-3:45PM
Dinosaurs were first unearthed almost 200 years ago and ever since paleontologists have been trying to work out what living dinosaurs were like from their fossil remains. This is particularly challenging because dinosaurs were so enormous and so unusual in their physiology – nothing quite like them exists today. Our ideas about dinosaurs have changed so much over the years that one has to wonder, will we ever really know what living dinosaurs were like? New fossils and new methods of analysis constantly surprise us (who would have guessed twenty years ago that *Tyrannosaurus rex* had feathers?) yet they do bring us ever closer to seeing these extinct titans as they really were. In this seminar we will explore the methods of analysis paleobiologists have developed for reconstructing the biology of extinct animals and review the latest fossil discoveries and research studies concerning dinosaur physiology, evolution, ecology, behavior, growth, and reproduction. Trips to the American Museum of Natural History and to see dinosaur fossils in the field will be offered. Felt fedoras are optional.

HUHC 20B (H1), CRN 91107: Visualizing Perception: Demo Fabrication Laboratories
Professors Elizabeth Ploran, Psychology and Jackson Snellings, Computer Science
TR 4:30-5:55PM
This seminar will be team-taught by a cognitive neuroscientist and an interactive technologist as a hands-on course in teaching science concepts through physical demonstrations. Students will learn the basics of certain sensation and perception concepts (e.g., color perception, how the ear works) while simultaneously considering how to demonstrate those concepts to lay audiences through short physical laboratory exercises using commonly available objects. The focus will be on how to accurately represent science concepts in an accessible, easy-to-learn way that can reproduced across multiple contexts (e.g., classrooms, museums, home schooling). This course will be equal parts traditional content and project development, with heavy emphasis on interdisciplinary discovery and incorporation of artistic skills into the practice of science communication. Students should be prepared to actively discuss the science behind the concepts while also stretching their creative skills and practicing disseminating information to the public.

HUHC 20I (H1), CRN 94558: Reading and Writing about Climate Change and Other “Hot” Topics in Environmental Science
Professor Jase Bernhardt, Geology
TR 9:35-11:00AM
In an era featuring increasing concern for the environment, but at the same time, an increase in partisanship, how do we consume, interpret, and communicate information about topics such as climate change and sustainability? Throughout this seminar, we will learn how to analyze scientific writing in the mainstream media, academic journals, and governmental reports. Students will have the opportunity to select articles of interest, prepare critiques, and lead group paper discussions. In addition to reading and critiquing the work of others, students will learn how to write about science for both technical and broader audiences. Enhancing these reading and writing assignments will be background lectures demonstrating, at an introductory level, how the various Earth systems operate, how we as humans influence them, and how we can limit our impacts in a just and efficient manner.

HUHC 20J (H1), CRN 94569: Survey of Political Ideologies
Professor David Green, Political Science
MW 2:55-4:20PM
What are political ideologies, and how do you classify them? Is the left-right dimension of ideology adequate for a discussion of politics? Is it possible to construct a more complex classification? How does one treat nationalist ideologies, or environmentalist ideologies, or religious or multicultural ideologies using a left-right formulation – even an elaborated one?
This course begins with a discussion of the function of ideology in societies, from the anthropological, psychological and analytical perspectives. What are some of the problems of categorizing in ideological terms? Next, the course considers some historical background on the idea of ideology itself, and the way in which our formulations have changed over time.

The course finally examines a wide variety of established ideological belief systems, including conservatism, liberalism, socialism, communism and fascism. Also included will be some other ideologies of rising importance today: nationalism, neoliberalism, anarchism, libertarianism, feminism, environmentalism, liberation ideologies, various multiculturalist ideologies and religious fundamentalisms, including case studies.

(The chair of the Political Science department has indicated this course may be counted as a Political Science elective toward the completion of the requirements for majors or minors.)

HUHC 20K (H1), CRN: 94570: The Pen as a Brush: Hispanic Poetry and Painting
Professor Miguel-Angel Zapata, Romance Languages
TR 11:10-12:35 PM

The focus of this course pertains to poets from Spain and Latin America. All of the poets selected have centered some of their key works around certain paintings; these paintings have also influenced their development as poets. A truncated list of the poets and paintings to be studied includes: Jose Angel Valente (Spain: “Picasso-Guernica” and “Lyriker, 1911” by Egon Shiele), Jose Emilio Pacheco (Mexico: “Crist on the Cross” by Bosch), Jose Watanabe (Peru: “The Scream,” Edvard Munch), Piedad Bonnett (Colombia: “The Wounded Deer,” Frida Khalo), Oscar Hahn (Chile: “Self-Potrait of Van Gogh” and “The Annunciation” by Fra Angelico) and Cristina Peri Rossi (Uruguay: “Hotel Room” by Hopper and “The Sleepers” by Gustave Courbet”). In the poems I have selected, one discovers the transformation of the brush stroke into the written word and an image that reappears as a new work of art. This encounter between poet and painter opens new doors of research into the intrinsic relation between the arts. It is not on a mere whim that so many writers have felt themselves attracted to works of visual art, and at the same time have expressed their interior selves through the contemplation of paintings, and that this exploration has caused them to work their way into the canvas itself, and to reside inside the brilliant house of color.

(The chair of the Spanish department has indicated this course may be counted as an elective toward the completion of the requirements for majors in Spanish, provided the student has not received previous credit for a course in Spanish Literature in Translation, SPLT.)

Information Technology – IT

IT 257Z (A), CRN 94827: Graduate Information Technology Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester.

Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.

Jewish Studies – JWST

JWST 101E (A), CRN 94314: (HP) Antisemitism, Islamophobia, and Racism: Global Perspectives
This course explores the discourses, politics and history that led to the racialization of Jews, Muslims, Natives and Africans throughout modernity. Topics will include colonialism and imperialism, the role of music, film, philosophy and the internet in the construction of otherness, the Olympics of suffering, and the responses different groups have had against their racialization. This class will be of interest to students exploring religion, anthropology, philosophy, Latin American and Caribbean studies, European studies, Middle Eastern studies, history, and comparative literature.

Cross listed with RELI 140T (A), CRN: 94316

JWST 101F (01), CRN 94313: (HP) Introduction to Judaisms
This class explores the journey of Jewish communities in modernity. Key topics include emancipation, immigration, anti-Semitism, cultural and intellectual production, diversity of religious experiences, the Holocaust, the State of
Israel, and the conversations among Jewish communities in Europe, the Americas, the Islamic world and Africa. This course will be of interest to students exploring Jewish studies, religion, history, political science, European Studies, Middle Eastern and Central Asian Studies, anthropology, philosophy and sociology.

Cross listed with RELI 140V (01), CRN: 94322

**Journalism - JRNL**

JRNL180D (A), CRN 95021: Virtual Reality Storytelling
An introduction to history, technology, and application of immersive storytelling using 360 video and interactive design software. Projects will be targeted for devices such as Oculus Rift and for mobile platforms including iOS and Android. No liberal arts credit. Admission to class by permission of Journalism, Media Studies, and Public Relations Department. Lab fees additional.

Cross listed with RTVF 065O (A), CRN: 94572.

**Labor Studies – LABR**

LABR 155D (01), CRN 94552: Shake the Cage! A History of Worker Protest and Resistance in the US
A tradition of popular protest runs deep in US American culture. In this course we will explore worker-led protest movements from the 19th century to the present, with particular emphasis on the strike. We will examine historical conditions from which strikes and other forms of protest emerged, and the communication tactics that workers used to resist exploitation, advocate for their rights, and build alliances with other social justice movements. We will also consider how communication tactics have evolved over time in response to various factors, including political repression, legal challenges, changes in communication technology, and the growing diversity of the US working class.

**Lesbian, Gay, Bi, & Trans Stds – LGBT**

LGBT 180Q (01), CRN 94328: Drag: RuPaul and Beyond
Drag culture in America, beginning in the 1870s, blossomed in the 1920s – the “Masquerade Balls,” “Civic Balls,” the “Pansy Craze” and even the “Faggots’ Balls.” By the 1960s, ’70s, and ’80s it was a full-blown sensation. With news clippings and reels, documentary and feature films, and essays, you will examine drag culture – drag balls, drag houses, drag language, drag music, drag queens and drag kings – in its history and especially its (mostly New York City) presence in the 21st century. The “RuPaul’s Drag Race” phenomenon has made “drag culture” a household term; we will delve into the myriad nuances and connotations of “drag” and its allure. We will also make a few excursions into Manhattan to experience first-hand the drag craze.

**Management – MGT**

MGT 257A (A), CRN 94797: Analytics, Metrics and Problem Solving in HRM
This course applies Measurement Theory and Research Methods to Human Resources Management (HRM). Students will learn to build, monitor and communicate Balanced Scorecards, and Human Resources (HR) Scorecards; apply quantitative analysis and predictive analytics research to HR problem solving. Applications of the techniques will be focused on employee turnover analysis, key driver analysis of employee attitudes like engagement, validation of competencies, trends and ratio analysis, forecasting projections, computing ROI and conducting Benchmarks for HR programs and processes. The course will also cover issues related to HR governance, reputation, brand enhancement and organization risk management.
Prerequisite: Open only to matriculated graduate students in the Frank G. Zarb School of Business.
Pre-requisite: MGT 207.
MGT 257Z (01), CRN 94831: Graduate Management Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester.
Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.

Marketing – MKT

MKT 257M (01), CRN 94564: Marketing Analytics
Focuses on data-driven marketing. Covers analytical techniques, decision models and strategic metrics used to gain actionable insights and optimize return on marketing investment. Students will learn how to leverage data to (a) assess customer value (b) perform market segmentation, (c) make decisions about targeting and positioning, (d) allocate resources across marketing mix elements and programs, (e) support the design and development of new products, and (f) forecast product performance. A combination of lectures, in-class demonstrations, case studies and exercises are used to develop these skills.
Prerequisites: MKT 203, BAN 203. Open only to matriculated graduate students in the Frank G. Zarb School of Business and in other Schools at Hofstra where appropriate. See specific program requirements.

MKT 257Z (01), CRN 94879: Graduate Marketing Co-op
A work-study program open to graduate students who are specializing in ACCT/FIN/MKT/MGT/IT/BAN. Students work an average of 40 hours per week during the semester for selected business organizations. A written summary and evaluation of the co-op experience is prepared by the student at the completion of the semester.
Prerequisites: Open only to matriculated graduate students in the Zarb School of Business with permission of department chair. Credit given towards completion of concentration for ACCT/FIN/MKT/MGT/IT/BAN 257Z or ACCT/FIN/MKT/MGT/IT/BAN 330, but not both. See specific program requirements.

Philosophy - PHI

PHI 005F (01), CRN 94325: Insights: Friendship
Friendship is a crucial part of a good human life. But many puzzles arise: can it be one-sided, or does it have to be mutual? can it be shallow? Do friends have to be similar or can they be very different from one another? What is the value of friendship in the larger context of things we value (e.g., ambition, morality)? No prior experience in philosophy required.

PHI 005I (01), CRN 94909: Insights: The Virtual and Imaginary Worlds
When we play video games, watch a film, read comics and other works of fiction, we very naturally speak as if we are entering a new world. We talk about the “Marvel Universe,” or the “World of Harry Potter.” But these places, and their inhabitants, don’t “really” exist. They were dreamed up by their various authors. This presents a philosophical problem: If these places aren’t real, how can we talk about them, or care what happens in them? Are we crazy? In this class we will discuss the various philosophical issues that arise from our tendency to talk about things that don’t exist.

PHI 005N (A), CRN 94919: Insights: Human and Nature: Apart or Together?
We human beings have to use natural resources to live—but are there better and worse ways for us to relate to nature? Does our understanding of our relation to nature—dominating it or cooperating with it, for instance—affect our practical impact on nature, the quality of our lives, and the quality of our society? This course considers these issues. No prior course work in philosophy is required or assumed.

PHI 009Y (01), CRN 94889: Yoga and Philosophy
This course introduces the students to the philosophical underpinnings of Yoga and to key elements of its practice. We will explore the Indian roots of Yoga, Yoga anthropology, the contemporary relevance of Yoga’s health and mystical dimensions, and relation between philosophy and yoga practice.
PHI 051B (01), CRN 94562: Calling Bullsh*t! How do you know what to believe?
We are surrounded by half-truths, “alternative facts”, as well as real facts and strongly supported science. But how do you sort it out? Building on the famous work of philosopher Harry Frankfurt, “On Bullshit", this course will explore how to recognize bullshit, understand why it is bullshit, and how to defuse it. The course will equip the student with tools for developing critical perspectives on the news, media publications, scientific claims as made in the popular press, and political discourse.
The course will be taught by multiple, rotating faculty in the philosophy department, each taking one or two weeks of the class to explore a specific facet of bullshit.

PHI 181Q (01), CRN 93508: Harry Potter and Philosophy
This course examines some of the philosophical issues raised in J.K. Rowling’s monumental Harry Potter series. These include, but are not limited to: the nature of evil; “pure blood”; time travel; education and childhood; transformations (of objects into objects, and of persons into other species); kinds of causation (ordinary; with words and spells; with magic); souls, Horcruxes and persons; free will and destiny; and death.

Political Science – PSC

PSC 151F (WI), CRN 94550: Immigration Politics & Policy
A path to citizenship or a wall? A golden door or a Muslim ban? In this course, we will examine how governmental institutions and social and political actors have shaped and responded to immigration to the United States, primarily in the post-1965 period. We will focus on the domestic political forces and international phenomena that have a bearing on US immigration policy. We will also examine public opinion and the framing of immigrants, and place US immigration policy debates in comparative perspective.

PSC 154E (01), CRN 94347: Political Ideologies
What are political ideologies, and how do you classify them? Is the left-right dimension of ideology adequate for a discussion of politics? Is it possible to construct a more complex classification? How does one treat nationalist ideologies, or environmentalist ideologies, or religious or multicultural ideologies using a left-right formulation – even an elaborated one?
This course begins with a discussion of the function of ideology in societies, from the anthropological, psychological and analytical perspectives. What are some of the problems of categorizing in ideological terms? Next, the course considers some historical background on the idea of ideology itself, and the way in which our formulations have changed over time.
The course finally examines a wide variety of established ideological belief systems, including conservatism, liberalism, socialism, communism and fascism. Also included will be some other ideologies of rising importance today: nationalism, neoliberalism, anarchism, libertarianism, feminism, environmentalism, liberation ideologies, various multiculturalist ideologies and religious fundamentalisms, including case studies.

PSC 154F (01), CRN 94348: Comparative Environmental Politics
In this course, we will study why political solutions for environmental protection are hard to achieve. First, we will seek to understand the nature of public goods using the concept known as NIMBY (Not In My Back Yard). Environmental protection is a “public good” where people who contribute toward the solution will not receive fair benefits. Even non-contributing members will enjoy the clean environment; in other words, the beneficiaries of a cleaner environment can “free ride” the people/governments/countries that provide the efforts to clean up the environment.
Then, we will introduce various cases from around the world illustrating how to break down this NIMBY hindrance, including the United States, Germany, China, Russia, Japan, South Korea, and Taiwan. In these comparative case studies, we also shed light how various institutional forms might have the potential to reach solutions to environmental problems. These institutional characteristics include local politics versus national politics including federalism, the type of party system based on electoral system, and other unique political and social institutions of each society.
Finally, this course suggests that not only can NIMBY hindrances be overcome, but the very fact of this NIMBY-ness can lead to solutions for a much wider community. After examining various case studies, each student will
choose one environmental political issue in a foreign country and apply what he or she has learned about NIMBY to the case at hand.

**Public Relations – PR**

PR 180M (A), CRN 94737: Innovations in the Entertainment Industry

This course will concentrate on multiple forms of story-telling from concept to production, distribution and promotion in both television and film, and in news and entertainment. It would include talent and artist management, public relations, press agency, financial management, and promotional synergies between corporations and production companies. The course would visit these topics in a variety of professional settings encompassing social media, mass and personal media, entertainment and popular culture. This course will begin in mid-fall semester, and then in January add the experience of “up close and personal” meetings with well-connected, experienced industry professionals in Los Angeles. For a text, the course would incorporate readings from industry trade articles and other online resources.

**Rhetoric – RHET**

RHET 187C (A), CRN 94547: Shake the Cage! A History of Worker Protest and Resistance in the US

A tradition of popular protest runs deep in US American culture. In this course we will explore worker-led protest movements from the 19th century to the present, with particular emphasis on the strike. We will examine historical conditions from which strikes and other forms of protest emerged, and the communication tactics that workers used to resist exploitation, advocate for their rights, and build alliances with other social justice movements. We will also consider how communication tactics have evolved over time in response to various factors, including political repression, legal challenges, changes in communication technology, and the growing diversity of the US working class.

RHET 189L (A), CRN 94457: Power, Privilege, and Communication

This course examines the role that communication plays in positioning people by race, ethnicity, gender, class and other social divisions in social hierarchies, and considers the role that these hierarchies play in granting access to privilege and power in various contexts.

Cross listed with RHET 260 (A), CRN: 92652

**Religion – RELI**

RELI 140T (A), CRN 94316: (HP) Antisemitism, Islamophobia, and Racism: Global Perspectives

This course explores the discourses, politics and history that led to the racialization of Jews, Muslims, Natives and Africans throughout modernity. Topics will include colonialism and imperialism, the role of music, film, philosophy and the internet in the construction of otherness, the Olympics of suffering, and the responses different groups have had against their racialization. This class will be of interest to students exploring religion, anthropology, philosophy, Latin American and Caribbean studies, European studies, Middle Eastern studies, history, and comparative literature.

Cross listed with JWST 101E (A), CRN: 94314

RELI 140V (01), CRN 94322: (HP) Introduction to Judaisms

This class explores the journey of Jewish communities in modernity. Key topics include emancipation, immigration, anti-Semitism, cultural and intellectual production, diversity of religious experiences, the Holocaust, the State of Israel, and the conversations among Jewish communities in Europe, the Americas, the Islamic world and Africa. This course will be of interest to students exploring Jewish studies, religion, history, political science, European Studies, Middle Eastern and Central Asian Studies, anthropology, philosophy and sociology.

Cross listed with JWST 101F (01), CRN: 94316
Radio, Television, and Film Studies – RTVF

RTVF 065O (A), CRN 94572: Virtual Reality Storytelling
An introduction to history, technology, and application of immersive storytelling using 360 video and interactive design software. Projects will be targeted for devices such as Oculus Rift and for mobile platforms including iOS and Android. No liberal arts credit. Admission to class by permission of Journalism, Media Studies, and Public Relations Department. Lab fees additional.
Cross listed with RTVF 065O (A), CRN: 94572.

RTVF 128 (01), CRN 94571: Screenwriting: Dialogue
This screenwriting seminar focuses on the art and craft of writing dialogue for cinematic narrative. Students will explore the concepts of text, sub-text, economy and exposition. They will further explore how dialog can express aspects of genre, style and tone and employ these concepts in the creation of their own original work.

RTVF 154A (01), CRN 94553: TV Shows & Showrunners: Twin Peaks
Through lectures, readings, screenings, and critical, technical, and aesthetic analyses, students will study innovative and influential television programming and their showrunners. In each offering, the course will focus on a topic chosen from an aggregate body of noteworthy television shows and series, and a large collection of primary creative producers/showrunners. Through this singular focus, students will gain a heightened understanding and appreciation of the creative aspects of television storytelling methods. Students are expected to have access to streaming content sources in order to view and analyze pertinent programming outside of the classroom.
The Fall 2017 offering will focus on Film and TV auteur David Lynch and his groundbreaking TV drama, Twin Peaks. The class will examine its influence on modern day television and explore other Cult TV classics that it inspired such as “Buffy, The Vampire Slayer” and “The X-Files.”
Prerequisite(s): RTVF 016. May be repeated for credit when subject matter varies. Liberal Arts Credit

Spanish – SPAN

SPAN 180C (01), CRN 94729: (LT) The Art of Translation II
In this class we will study the different theoretical approaches to literary translation. In this way, we will read the modern theory of the art of translation applied to prose, essay, and poetry. We will translate journalistic articles from the different Spanish and Hispanic American journals, medical terminology, as well as prose, essay, and poetry by Spanish authors like Alfonso Reyes, Blanca Varela, Mario Vargas Llosa, Carmen Ollé, Santiago Roncagliolo, Raquel Lanseros, among others.

Writing Studies and Composition – WSC

WSC 002 offers continued instruction in expository writing, and an introduction to writing in the disciplines of the humanities, social sciences, and natural sciences. Reading and writing assignments are organized around a central theme. You will find a description of central themes for the Fall 2017 semester below.
Prerequisites (S)/Course Notes: WSC 001. May not be taken on a Pass/D+/D/Fail basis. The Writing Proficiency Exam is given as part of the course. (Formerly ENGL 2.)
If you have questions, please contact the Writing Studies and Composition Department at 463-5467. The department office is located in Mason Hall room 124.

Culture Clash and American Identity
002-01 CRN 91419 MWF 9:05-10:00
002-B CRN 92230 MWF 10:10-11:05
L. Labalsamo
It is often said that America is a nation of immigrants. Some historians dispute this idea and label it a misleading myth. Whether we find the conceptualization of America as a nation of immigrants to be helpful or misleading, we cannot discount that immigration has had a particularly profound impact on how we view American identity because for many of us we are never simply American, but we are Irish-American, Haitian-American, Latino-American. Immigration has brought with it the challenges of culture clash, a term defined by Dictionary.com as “a conflict
arising from the interaction of people with different cultural values.” Examples of culture clash within the United States are fascinating to study, but what is equally fascinating is what happens to a specific person when this culture clash occurs within the confines of his/her own home, family or even mind. This is especially pertinent for first and second generation Americans. What happens when your parents’ values contradict the values that surround you in the general culture? In this course, we will examine some examples of “internal” culture clash all while considering the concept of American identity and our own place within definitions of American identity. We will consider how beliefs about culture, language, race and genetics play into both American and ethnic identity. We will also consider how the current political environment may be impacting our ideas on all of this. Most importantly, this is a writing course so we will strive to strengthen our critical thinking, reading, researching and writing skills.

Gods and Monsters: From the Heroic to the Horrific
002-02 CRN 92310 MW 2:55-4:20
M. Buono

The nature of your shadow is a function of the nature of your ego. It is the backside of your light side. In the myths, the shadow is represented as the monster that has to be overcome, the dragon. It is the dark thing that comes up from the abyss and confronts you the minute you begin moving down into the unconscious. It is the thing that scares you so that you don't want to go down there. It knocks from below. Who's that down there? Who's that up there? This is all very, very mysterious and frightening.

– Joseph Campbell, Pathways to Bliss

Throughout this course we will be examining the darker side of human nature manifested by the assertion of power and control, god-like aspirations, and psychological aberrations. We will also explore the sub-themes of horror and fear, relationships, social and political influences, terrorism, and oppression and freedom, among others. In effect, we will be attempting to answer the question: What can a study of heroes and monsters tell us about ourselves? Through the writings of Joseph Campbell and Carl Jung we will study the ancient myths and archetypes that trace The Hero’s Journey as well as its counterpart, the shadow-self, across ancient cultures worldwide as well as how these myths are embodied in classic horror stories such as Frankenstein as well as in the characterizations of some of today’s darker comic book superheroes. As WSC 2 also emphasizes a Writing Across the Curriculum approach, we will be looking at every aspect of this class through multiple disciplines and multiple lenses. We will be reading excerpts drawn from classic literature, scholarly literature, and superhero comic books, looking at filmic representations of our topics, and making a stopover at the Emily Lowe Gallery to experience the ways in which artists and their art provide yet another perspective on the heroic and the horrific.

So, prime your imaginations and get ready to hone your critical and analytical thinking skills, as we journey across the disciplines of the humanities, social sciences, and natural sciences in an effort to transform shared mythic adventures into the foundational material of in-school academic writing.

Sleep and Dreams: An Inter-disciplinary Investigation
002-03 CRN 91439 MWF 12:50-1:45
S. Jarvis

Sleep. All living things require it in some form or other. By rough estimate, human beings spend 1/3 of their lives doing it. Next to love, but more than money, we crave it most. You’d probably rather be doing it now than reading this, yes? So, to meet you half way, this semester our course theme is “Sleep and Dreams: An Inter-disciplinary Investigation.” Readings for our course will consist of texts in the Natural Sciences (Biology, Neurology), Social Sciences (Anthropology, Psychology) and Humanities (Literature). We will engage with these texts through reading response, class discussion, and composition. The composition portion of our course will focus on students’ continued practice in developing thesis and argument, through each stage of the composition process; discovery, organization, drafting and revision. All major assignments are designed to give students a proper grounding in the kinds of academic writing with which they will be engaged during their Hofstra careers.

The Business of Sports
002-05 CRN 91229 MWF 2:55-4:20
M. Heiss

The influence that sports has on the world is the strongest it has ever been. Over the last 100 years, the world of sports has transformed from simple athletic competitions to a multi-billion dollar industry. From the clothes and shoes children wear to the boardrooms of Fortune 500 companies, the sports industry impacts people personally and globally. The Business of Sports will examine how athletes have gone from the semi-professional individual to purveyors of a global brand, and how industries have been created or modified to accommodate this new business
world. Behind every sports hero, every winner, and every loser, is an army of people wrestling over dollars and television coverage. This section of WSC 2 will study the evolution of the sports world through interdisciplinary texts, multiple forms of media, and discussion of the industries that thrive behind the veneer of the sports world.

Sex, Drugs and Rock and Roll: The Woodstock Nation
002-06 CRN 91233 MW 2:55-4:20
002-09 CRN 92309 MW 4:30-5:55
W. Marinelli
The 60’s: the decade that shaped a generation and a nation (and do I dare say, the world?) will be our theme for the semester. Hippies, Flower Children, Freaks, Flower Power, Free Love, The Summer of Love, Make Love Not War, Turn on, Tune in, and Drop out: all terms you’ve heard before. But “If you want to be experienced” as Jimi Hendrix once asked, burn your bras and draft cards and board our Magical Mystery Tour Bus for the “Trip” of your life. In this section, we will study the 60’s counter-culture revolution by reading Tom Wolfe’s novel, The Electric Kool-Aid Acid Test and Abby Hoffman’s book, Woodstock Nation plus over twenty articles and by viewing the films Woodstock, and Alice’s Restaurant, as they relate the Humanities, Social Sciences, and Natural Sciences disciplines.

Decisions! Decisions! Decisions!
002-10 CRN 91230 TR 9:35-11:00
002-13 CRN 91418 TR 11:10-12:35
R. Schaffer
The interactions and decisions of adolescents are often influenced by a combination of human nature, social interaction, and the physical environment. In this course, we will examine the complexities of human nature and how personal experiences and human interaction coupled with inborn characteristics often influence adolescents in the difficult task of making moral and ethical decisions. Using readings and writings in the humanities, social sciences, and natural sciences, we will concentrate on this central theme and focus on critical reading, thinking, and writing. Through written essays, creative projects, and research, we will explore the intricacies of the adolescent mind.

Reality and Illusion
002-11 CRN 91281 TR 9:35-11:00
002-12 CRN 91231 TR 11:10-12:35
D. Friedlander
Continued instruction in expository writing, and an introduction to writing in the disciplines of the humanities, social sciences, and natural sciences. Reading and writing assignments are organized around a central theme. In our case, that theme is “Reality and Illusion.” We’re going to explore what’s real, how we create reality, and how we determine what’s real and what’s not. To that end, we’ll be discussing works by Plato, Shakespeare, and others; exploring the ways in which the fine arts create or shape reality; reading essays about perception and the ways the mind determines what’s real; and looking at how our reality can be shaped and determined by others. We will not be making in depth study. This is a writing course; we’re going to focus on analysis and argumentation. So this will be an overview of the topic that will allow us to explore the issues of reality and illusion and allow you to write about them.

Land Use and the Environment
002-14 CRN 91553 TR 11:10-12:35
002-15 CRN 91437 TR 12:45-2:10
C. Anderson
The course will explore how we use and abuse the land on which we live, including the Hofstra campus and surrounding area. Field trips will include the Bird Sanctuary and other Hofstra locales. Readings are designed to match the theme, as well as the student's major area of interest.

Image of Everyday Life
002-16 CRN 93154 MW 2:55-4:20
E. Hynes-Musinsky
As members of American society, we are surrounded by images on a daily basis. Visual argument presents itself in numerous ways, from advertising and marketing to art and fashion, each competing in some way for our attentions. In this course, we will examine the role of the image in everyday life, both on campus and in society at large,
reading images alongside written texts, and exploring the parallels between the two forms. We will discuss what it means to examine something as an "image," investigating how visual narratives and arguments are formed, composed, and realized. We will consider how images appeal to our senses and help us to make sense of our world.

Throughout the course, we will look at a variety of visual and written texts, including graffiti, tattoos, photography, visual art (including required visits to the Hofstra University Museum), advertising, and product packaging, as well as essays and criticism, in an effort to better understand the role of visual mediums in our everyday lives.

Who am I?—An Interdisciplinary Approach to Understanding Our Identities
002-18 CRN 93647 MWF 12:50-1:45
002-21 CRN 94445 MWF 10:10-11:05
V. Briscoe
What is your identify? What directs who you are and the choices you make? Is it your environment or your internal “make-up” that directs you to make the choices you do? In this course we will look at the historical, scientific, philosophical, and cultural factors that might determine our thinking about who we are and what develops our ideologies. To answer these questions (and many more), the course takes an interdisciplinary approach through written and visual texts to better understand how the varied intersections we experience, culturally and physically, define who we are and what choices we make and the directions we take in our lives.

Parameters of the Mind
002-20 CRN 93953 TR 2:20-3:45
B. Bengels
This is first and foremost a writing course which will explore man’s need to know the unknowable through the areas of fantasy, psychic phenomena, and scientific extrapolation. We will be reading learned essays by scientists such as astronomers and psychiatrists, social scientists such as anthropologists, psychologists, and sociologists, as well as some articles from magazines and newspapers. Some works of fiction and art will also help us explore how people have responded to what is real and what isn’t. We will explore through the literature why a recent essay in NEWSWEEK suggested that high schools need to include in their science courses the analytic ability to discern “good” science from “Bad” science (referred to in the article as “BS.”) It is important for every member of our society to be able to differentiate between what we’d like to believe in and what is actually possible if we are to make wise choices and be wise citizens. Too much is at stake if we don’t.

The Individual and Society
002-A CRN 91232 TR 4:30-5:55
002-C CRN 91253 TR 6:30-7:55
W. Gullen
The purpose of this course is to improve essay-writing skills by close-reading and analysis of texts, reflecting the course theme of “The Individual and Society,” from the points of view of Society, the Humanities, and Science.

WSC 180M (WI), CRN 94502: Examining Narrative Medicine
Narrative Medicine is an initiative to improve patient care by enhancing medical professionals’ abilities to interpret stories and to reflect in writing on their experiences and the experiences of their patients. This course investigates Narrative Medicine with particular attention to the role of literacy analysis and narrative. By analyzing and responding to imaginative and critical texts concerning constructions of health and illness across cultures and communities, explore the doctor-patient relationship, and inquire into the promise and limitations of Narrative Medicine.

Cross listed with ENGL 182E (WI), CRN: 94475

WSC 180S (01), CRN 94451: Introduction to Digital Humanities
Digital technology affords humanists and social scientists new ways of interpreting texts. Working with digital tools and digital texts drawn from the humanities and the social sciences, we will have the opportunity to test our understanding of what it means to read and interpret in the digital age. For the first half of the semester, we will study ways of reading and interacting with texts and related digital materials. Students will have the opportunity to create and work in a digital archive, curating textual and visual data, and will experience firsthand what it means to be an expert versed in digital research. For the second half of this semester, we will examine the ways in which literary texts can be represented visually using a variety of digital tools and methods. We will be mapping, graphing,
and visualizing literary texts, using these tools to see what, if any, analytical and interpretive insights they might produce and how they possibly contribute to literary studies in general. In addition to reading and analyzing primary texts, we will also read secondary texts that address critical issues involving the digital humanities, literary studies, and data visualization.

Cross listed with ENGL 184A (01), CRN: 94438

Additional course descriptions will be added as they become available.