

Fall 2012: Special Topic Descriptions

COMPUTER SCIENCE – CSC

CSC 145Q (01): Secure Systems

This course covers the fundamental aspect of system security and emphasizes hands-on project work with counter-approaches against attacks on computers and information systems. Topics include, but are not limited to, cryptography and its application to security protocols; access control; OS memory organization and buffer overflow; Web application security (SQL injection and Cross site Scripting attacks); viruses and worms; intrusion detection systems; logging and auditing systems; TCP/IP stack and various attacks on the network layer; firewall and router configurations; botnet and honeynet.

Prerequisite: CSC 17, CSC 112.

CSC 145R (01)L Network Security

This course addresses networking from a security perspective. Topics include: overview of Internet protocols and architecture, the security perspective, goals of security such as confidentiality, integrity and availability; attacks such as Denial of Service (DOS), viruses, worms, and Trojan Horses; blenders, anti-virus techniques; use of cryptography techniques for authentication and communication; standard security protocols such as the Secure IP Protocol (IPsec), Secure Sockets Layer (SSL), Public Key Infrastructure (PKI); threats such as internal vs. external, structured vs. unstructured, hostile vs. non-hostile.

Prerequisite: CSC 16.

CSC 145X (01): Intro To Gaming

The course covers the basics of game development using existing 2D and 3D game engines and game development environments. Topics include textures, shaders, lighting, object development, game logic design, game physics, scripting, rendering/lighting glass materials, animation and collision. The course serves as an introduction to fundamental concepts in video game development.

Prerequisite or Co-requisite: CSC 16 or permission of the instructor. May not be taken on a Pass/D+/D/Fail basis.

HISTORY – HIST

HIST 020 (01) (02) and (03): Presidential Election in Historical Perspective

This fall millions of Americans, including students here at Hofstra will be focusing on the Presidential election. These contests are widely regarded as a major expression of our democracy. In this class we will examine and analyze the 2012 Presidential election, but will consider it in the context of some previous Presidential elections. Among the questions we will explore: do the major candidates offer a significant choice on the issues? to what extent are presidential elections a useful vehicle for addressing important domestic and international issues? What are some of the significant cleavages among the electorate and how have they changed over time? The most fundamental question: are our Presidential elections an expression of democratic governance, as usually assumed here in the United States?

HIST 177A (A): History as a Decision Maker

This course will use deliberative approaches to evaluating policy options confronted by leaders and citizens during different eras of American history. The past was uncertain as to its direction as the present is to us now. Consequently, the framing of reasonable options for historical events (as is done for contemporary concerns with National Issues Forums) highlights vividly the realistic alternatives that were available to decision-makers at various points in American history. While this approach involves aspects of "alternative" directions, it focuses primarily on the ways in which evidence and arguments were used to shape policy. Students in this course will be able to consider whether better, more effective decisions could have been made in light of the times they are studying. This course, being developed in association with the Kettering Foundation and National Issues Forums Institute, can be of particular value to students who intend to become teachers, but it will also be of interest to anyone who wishes to evaluate the nature of political decision making.

HIST 183C (A): Italian –American

*** This class meets in conjunction with HIST 009C 1cr. Both classes must be taken together and meet the same days/times in the same space ***

Italian-Americans make up one of the largest ethnic communities in the United States. The first emigrants from Italy arrived in the seventeenth century and a slow but steady stream followed. At the end of the nineteenth century, conditions in Italy deteriorated for millions of landless peasants, day laborers, artisans and craftsmen, especially in the impoverished South. So began one of the greatest migrations in human history. Between 1880 and 1920, millions of Italians came to America. Once here, they discovered conditions rarely resembled the image of a country whose streets were “paved with gold.” Instead, racism, discrimination, crime, corruption and difficult labor conditions greeted them. This course will examine the forces that pushed emigrants to leave Italy and those that pulled them to the United States. We will examine the “melting pot,” “salad bowl,” and “garbage can” metaphors social scientists use to describe the immigrant experience. Students will focus on the larger forces that affected the immigrant experience (and therefore which apply to other immigrants groups as well). We will utilize concepts from other immigrant groups to delineate an Italian “diaspora.” In addition, we will introduce the concept of “l’avventura” to distinguish the Italian-American experience from other ethnic groups. The course will explore the issues that impacted directly on Italians such as Catholicism and the images of Italians in American popular culture. A particular concern will be with Italian-American literature and the various attempts to forge a viable ethnic identity.

History 189A (01): Global Disasters

*** This class meets in conjunction with HIST 009A 1cr. Both classes must be taken together and meet the same days/times in the same space ***

The Johnstown Flood of 1889, the Galveston Hurricane of 1900, the San Francisco Earthquake and Fire of 1906, the Haitian Earthquake of 2011, the Fukushima Daiichi nuclear disaster of 2011 – how do these disasters help us to better understand the societies in which they occurred? We will begin the semester by examining the literature on these disasters. Students will then choose a disaster and pursue more in-depth research on issues such as: The context of the disaster (why did it occur?); the representations of the event (how was the event reported in the press and popular culture?); the response to the disaster (what kind of organizational or governmental response there?); and the lessons learned from the event (were new policies enacted?).

HONORS COLLEGE – HUHC

HUHC 20A (H1): Secrets of the Studio: Artists’ Hopes, Demons and Achievements from the Renaissance to Now

This course begins with a brief look at the place and practice of the artist in antiquity and the Middle Ages, and from there moves to a study of artistic personalities, lifestyles, and work and business habits typical of artists from the Renaissance until now. We’ll consider the artist as craftsman and entrepreneur and, in modern times, as representative of the avant-garde. We’ll examine various stereotypes of artists—the artist as a solitary soul, the artist as hero, the artist as deliberate provocateur. In exploring the situation of contemporary artists, we’ll study the increasing importance of celebrity and fashion in the art world, the relationship of contemporary artists with patrons, collectors and dealers, and the role of the contemporary artist as political commentator. We’ll also look at the impact on contemporary artists of the rise of critical theory—manifested especially in feminism and postmodernism. Finally, we’ll look at the contemporary art market, where a few major international collectors exercise vast power, especially in the careers of young artists. Discussions will be based on readings, which include selections from two books and several essays drawn from a wide range of sources.

HUHC 20B (H1): Don Quixote and the World of Cervantes: An interdisciplinary view

Don Quixote may be the funniest psychological-philosophical-sociological novel ever to spread its compass over countless nations and ages, but it wasn’t spawned in a vacuum. It was born of a man called Cervantes—a soldier, a “failure”, and a genius who lived his moment, yet transcended it to ours. It grew at a time when exploration and war were rampant, when pirates haunted the seas, when science and religion lunged at sword-stroke, when continents of old encountered others, and the arts sang a new song. It was the world of Shakespeare and Rabelais, El Greco and Rembrandt, Calvin and Loyola, Copernicus and Galileo, of Queen Elizabeth, the Doges of Venice and Suliman the Magnificent, of Jamestown and Pilgrims and the courts of Mexico and Peru. And as we read the timeless tale of a ... madman? ... who dreamed of changing the world for the good, we will laugh at his delusions, marvel at his quest, and relive the world that he knew, even to the sound of its music, the savor of its foods and the contours of its dress. Will you join the adventure?

HUHC 20C (H1): Science and Society: Clashes and Collaborations

Throughout history, the pursuit of knowledge has been influenced by the prevailing culture. In this seminar, we will explore

how the development of math, physics and chemistry have been shaped by culture. To this end we will read and discuss the science history books: 'Zero: The Biography of a Dangerous Idea', 'Galileo's Daughter' and 'Mendeleev's Dream'.

HUHC 20D (H1): Crisis and America's War on Terror

Known as the "war on terror," this major shift in U.S. foreign policy is grounded in a powerful discourse in the aftermath of 9/11 that justified a series of controversial policies, including the invasions of Afghanistan and Iraq as well as the creation of the Department of Homeland Security and the enactment of the USA Patriot Act. How the U.S. media and popular culture participated in the construction, diffusion, and sometimes, critique of this powerful discourse has been influential in shaping American attitudes towards the "war on terror" which in turn has been critical in formulating political, military, and law enforcement responses. Part of this response has also been the tremendous efforts Western states have taken to control the growing threat of home-grown terrorism. This course takes a closer look at these different types of domestic and foreign threats, and the cycles of political and discursive processes that constitute security crises and responses with the challenge of balancing these responses with the values of Western democracy.

HUHC 20E (H1): Analyzing the 2012 Election

This course examines the process of electing a president in 2012 and in historical perspective. Participants will investigate and assess the nominating procedure; the candidates' stands on the issues of our time; the roles that media, money, parties, debates, advertisements, and the Internet play; the influence of race, class and gender on both voters and candidates; and the domestic and foreign policy challenges that the new president and Congress will face. Attention will be given to the ways in which citizens participate in the political process and to their quest for the kinds of reliable knowledge that are necessary to make informed judgments. Attention will be given to how the strategies we use in this class might be successfully deployed in elementary, middle and high school classrooms.

HUHC 20F (H1): Political Marketing and the 2012 Election

Political Marketing: The purpose of this course is to examine various techniques that are used to "market" political candidates and causes. The course will examine political campaigns from a 7P's perspective (product, promotion, place, price, process, physical evidence, people) with an emphasis on the packaging of the candidate/cause. Students will be required to examine political marketing from a historical perspective, comment on contemporary marketing techniques, as well as develop a political marketing plan for a candidate of their choice. As this is a presidential election year, we will be paying special attention to the ongoing campaigns throughout the semester.

HUHC 20H (H1): Narrative and The Idea of the Double

The notion of the divided self is deeply embedded in Western conceptions of identity—whether the parts of the self represent such easy divisions as "good" and evil" or more subtle distinctions between ego and superego or the conscious and the subconscious. Writers of fiction and creators of film use the ideas of the double or "doppelganger" to reflect psychological struggle and explore the relationship of the self to the self and to the world outside the self. In narrative art one's shadow self—whether mischievous, malicious, forbidding or friendly—appears as a reflection of a crisis in identity and offers its alter ego the opportunity for self-exploration.

In this course we will be studying narratives which make use of the doppelganger in a variety of creative and often startling ways to dramatize psychological development and/or breakdown. In addition to investigating the tales that are told, we will also be studying the variety of techniques fiction and film employ in order simultaneously to demonstrate and embody the divisions and conflicts, the complexities of desire, within the self.

There will be two short analytical papers on the class texts, perhaps some brief response sketches, and a longer final paper on an additional work (novel or film) of each student's choice, selected from a list I will provide. Class texts will probably include some of the following: Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, Shelley's *Frankenstein*, Bronte's *Jane Eyre*, Plath's *The Bell Jar*, and Nabokov's *Pale Fire*. Films will include Hitchcock's "Strangers on a Train," Nolan's "Insomnia" and "The Prestige," and Lynch's "Mulholland Drive."

HUHC 20I (H1): The Evolution of the Literary Genres in Greece 750-350 B.C.: Epic, lyric, tragedy, comedy, history, and philosophical dialogue

We shall trace at least three trajectories. First, how the mythopoeic thought of epic yields to the associative/conceptual thought of lyric and tragedy, then on to the analytical thought of history and philosophy. Second, the relation between individual and community changes: epic and lyric are aristocratic genres, but tragedy and comedy reflect the democratic life of the polis. Third, epic was originally orally composed, and always recited aloud at public festivals; lyric was sung at more intimate gatherings; tragedy and comedy were produced theatrically in honor of Dionysos; only with history and the philosophical dialogue do we reach periods and styles of writing which were meant to be read - and even here the texts are based on speeches and conversations, so they represent originally oral events.

Readings assigned from the works of Homer, Archilochus, Sappho, Pindar, Aeschylus, Sophocles, Aristophanes, Herodotus, Thucydides, Plato.

HUHC 21 (H1): What Everyone Needs To Know About Business

This course is designed to provide *students who have no prior exposure to business* the tools they need to understand the business world from the inside. It begins with the assumption that to make sense of our very complex world everyone needs basic information about how businesses come to be and function in relation to one another. To that end, it will provide a basic understanding of corporate finance, accounting, the debt and equity capital markets and the central role that financial analysis and decision making play in our integrated global economy. Students will learn about how corporations are created and organized, the respective roles and duties of boards of directors, management and shareholders and how conflicts arise and may be resolved. Students will begin to develop the ability to read and understand financial statements and gain some familiarity with the basic tools used in valuing a business. Students will explore in some depth the concepts of risk and return and learn the fundamentals and key drivers of financial analysis. Real world examples will be used to illustrate these concepts as we develop them throughout the semester.

The objective of the course is not to encourage students to pursue careers in business. Nor is it intended as a substitute for courses offered in the Zarb School of Business. While students considering studies in accounting or finance may wish to take this course as an introduction, *the purpose of this course is to provide students with information and analytical skills that they will be able to apply in any career.*

JOURNALISM - JRNL/MASS/PR

JNRL 180T (01): Will 2012 Be the Twitter Election? Social Media and Presidential Debates

The 2012 presidential election is widely considered to be the first “social media election,” where platforms like Twitter and Facebook will have arguably as much influence as television in electing the next President of the United States. How will Twitter and Facebook be used by the politicians? The public? How can we judge credibility and sort fact from fiction in the social media sphere? What do Facebook followers mean to a candidate’s campaign? Can we attain real, valuable information through Twitter?

This one-credit course will explore how the presidential candidates use social media platforms to position themselves and their agendas. In the context of the debates specifically, we will monitor social media dialog and explore how this dynamic interaction has affected communications between our citizenry and elected officials.

This course hopes to examine how, like famous televised debates between John F. Kennedy and Richard M. Nixon in the 1960s, a new media revolution is again redefining the political process as we know it.

LATIN AMERICAN & CARIBBEAN STUDIES – LACS

LACS 150 (A) We See a Poem and Read a Painting: Contemporary Latin American Poetry and Art

This course concentrates on the study of the relationship between poetry and painting in Latin America today. We will study how an artist borrows a detail, a figure, a *song* or a pose from another: he puts it into a new context, and he changes it in variety of ways. In the same way, it is certain that some extraordinary poets have been influenced by great painters. The poetic influence involves, in this case, two strong authentic artists: a poet and a painter. The poet feels the influence of a particular painting and recreates a new text or a new artifact. This relationship goes back throughout recorded history. The result was a new product, a totally different work. Poets and painters, or musicians have always found a mutual reference source in their work. Octavio Paz said that a poem is language, but it goes beyond the barriers of other languages and transforms itself in an ideogram: we see a poem, *read* a text in prose. We will study the work of Octavio Paz, Carlos G. Belli, Oscar Hahn, Jose Watanabe, Fernando de Szyszlo, W. Lam, R. Matta, among others.

LESBIAN, GAY, BI AND TRANS STUDIES – LGBT

LGBT 180J (01): The Queer Rhetoric of Camp

What is camp? For many people, it is a type of over-the-top humor that one knows when one sees it but can’t quite explain it. According to critic Phillip Core, “Camp is the lie that tells the truth”; in effect, it is a double-discourse that gives a different message to different audiences—simultaneously. Working as a sort of inside joke, one’s understanding of it will depend on one’s perspective and whether one is an “insider” or not. In this way, gay and lesbian performers have used camp as a subversive discourse that conveys a particular message to gay audiences while either amusing or

disturbing potentially hostile viewers or listeners—all without ever coming straight out (pun intended) and saying what it means.

In this course, we will explore the pleasures of camp humor while analyzing how it works in literature, film, music, visual arts and popular culture with particular focus on queer culture. There are no prerequisites other than a sense of humor, and open mind about homosexuality, and willingness to read between the lines.

MASS MEDIA STUDIES – MASS

MASS 181B (01): Presidential Debates and Media Literacy

This course is a case study in media literacy. The televised debates will provide a platform for critical understanding of the nature of mass media, the techniques used by media outlets and the impact of these techniques on the voter. Topics include: Understanding Media Institutions; Analysis of the Signal; Media Grammar: Reading the Text; Media Framing and Formats; the Impact of the Social Media Landscape on Mass Mediated Debates; Constructing and Deconstructing the Message, and the History of Presidential Debates. The course objectives are to enhance understanding of the role of televised debates in our political system, to stimulate thought about how to evaluate the media environment in which they are produced and consumed.

Specific objectives include the development of the skills to be active processors rather than passive receptors of media including tools to evaluate the impact on perception as applied to the televised presidential debates.

This course will be offered for 6 weeks. Three hour classes will be held each week prior and one week after the final debate.

MARKETING – MKT

MKT 157 (01): Advertising Case Competition Preparatory Planning

This course is a case study in media literacy. The televised debates will provide a platform for critical understanding of the nature of mass media, the techniques used by media outlets and the impact of these techniques on the voter. Topics include: Understanding Media Institutions; Analysis of the Signal; Media Grammar: Reading the Text; Media Framing and Formats; the Impact of the Social Media Landscape on Mass Mediated Debates; Constructing and Deconstructing the Message, and the History of Presidential Debates. The course objectives are to enhance understanding of the role of televised debates in our political system, to stimulate thought about how to evaluate the media environment in which they are produced and consumed.

Specific objectives include the development of the skills to be active processors rather than passive receptors of media including tools to evaluate the impact on perception as applied to the televised presidential debates.

This course will be offered for 6 weeks. Three hour classes will be held each week prior and one week after the final debate.

PHILOSOPHY – PHI

PHI 181 (01): Why Can You Vote And APPLE, Inc. Can't?

One person, one vote. But who's a person? You are, but legally, so are corporations. Yet, they don't vote. But, they have been regarded as "legal persons" with first amendment speech rights. Recently, the U.S. Supreme Court ruled that corporations have the same political rights as persons to political speech, and hence the right to contribute to activities that advocate for the election or defeat of political candidates (Citizens United v. Federal Election Commission, 2010). In this mini-course, we will explore the meaning of the idea that a corporation is a person, and some of the practical and political implications of such an idea. The course will meet for 4 hours a week for 4 weeks, starting October 1, 2012. No prior coursework or experience in philosophy is required. This is a one credit course.

POLITICAL SCIENCE – PSC

PSC 151 (01) and PSC 151 (02): Seminar in American Politics: The Race for the Presidency

This seminar examines the increasing expectations for presidential campaigns in the United States and their consequences for White House governance. In the twenty-first century, presidential candidates often must begin their campaigns nearly two years before the election to mount a viable race for the White House. Candidates compete fiercely for resources -- fund-raising, media coverage, popular support -- to win their party's nomination and then the Presidency. How does the marathon to reach the White House serve American democracy, and does it prepare candidates for executive leadership? How do the dynamics of the race change with an incumbent president running for re-election? How does incumbency both help the president and present challenges for re-election? This seminar will explore these questions through studying the evolution of the modern American presidency and the 2012 election. Given that Hofstra will be sponsoring the second presidential debate on October 16, 2012, we will focus closely on the importance of the

debates and political communication for executive leadership today. Two sections of this course will be offered and will meet together regularly for special guest lectures, discussions, and analyses of the national conventions, presidential debates, and other election-related events. Kalikow Center Senior Presidential Fellow Ed Rollins will meet with both sections of the seminar regularly.

PSC 152 (01): Seminar in International Politics: Terrorism

One of the core challenges in American Politics has been and remains achieving a government sufficiently powerful to ensure the safety of the people and nation but not so powerful as to threaten the liberty of the individual. Indeed, commencing with the debates surrounding the Declaration of Independence and the Constitution, the nation has witnessed a constant tension between the principles of Thomas Hobbes (and his emphasis on powerful government emphasizing safety and security) and John Locke (and his emphasis on limited government emphasizing individual liberty and freedom).

This debate is not limited to the traditional political arena but has played out and is equally salient in the field of criminal justice. This course will first explore the development and evolution of the American criminal justice process commencing with the strong due process foundations embodied in the Constitution and the Bill of Rights. The second, and primary, focus of the course will be on the dramatic shift, during the period between 1960 and the present, towards crime control and the systematic erosion of civil liberties. The course will explore six different "wars" that have been and are being fought in contemporary America:

- (1) The War on Street Crime
- (2) The War on Drugs And Organized Crime
- (3) The War On Immigration
- (4) The War on Terrorism
- (5) The War On Diversity
- (6) The War on Human Rights And Self Determination

In each instance, the course will weigh the underlying justification, the strategies and tools used, the success or failure of the war, and the collateral damage to the due process bedrock of the American criminal justice system.

PSC 154 (01): Seminar in Comparative Politics: Women and Politics in the Middle East

The purpose of this class is to examine the relationship between gender and power in the Middle East. We will address both women's involvement in the public sphere and their generalized exclusion from formal positions of power, depending on the time period and place under discussion. Students will explore women's situation in a variety of countries across the region.

The themes of the class may include: women's involvement in nationalist movements, women and/in Islam, women's social and political involvement, sexuality and social control of women, and finally, the gendered impact of conflict. We will consistently endeavor to view the challenges facing Middle Eastern women through their own words and experiences, rather than exclusively the images presented to us in the media.

PUBLIC RELATIONS – JRNL/MASS/PR

PR 180B (01): PR and the Presidency

PR and the Presidency" will explore the role of public relations within historic and modern presidencies. The course will examine how presidents and presidential candidates have used PR tools and techniques to their benefit, as well as ways in which they have been harmed by poor communication and misguided responses to controversies. This 10-week course will pay special attention to presidents Kennedy, Nixon, Reagan, Clinton, Bush II and Obama and their unique—and often troubled—relationships with the public and the media.

In addition to examining historical events, each session will be placed within the context of the upcoming presidential election. The class will observe, discuss and debate the true power of the tools of public relations to influence policy and shape public opinion of presidential candidates.

There will be extensive video viewing in class to provide examples of candidates' use of television and the media's coverage of various presidencies and presidential elections. Additional attention will be paid to the current campaigns' use of social media to shape public opinion.

RELIGION – RELI

RELI 014F (01): Illusion, Magic and Disenchantment (HP,CC)

In recent years, religion, death, race, consciousness, democracy, truth, and even reality itself, have all been declared to be “illusions.” Indeed, we, in the technological age, seem to be preoccupied with illusion. It has been said that the more familiar we become with the virtual world, the more unsure we are of the real world. In this course we primarily study illusions as a means to enrich our skills of critical thinking. Just as a good magician’s trick evokes both wonder and puzzlement, we read texts that challenge our everyday assumptions. Illusions often “work” by revealing one truth while concealing another; our seminar focuses on how to negotiate these contested truths. We read across disciplines (religious studies, psychology, art history, film studies, political science) and across genres (peer review journals, film reviews, political comment, fiction, and scripture).

Please note: The course satisfies University graduation requirements in either the Social Sciences or Cross Cultural category.

RELI 14F (01): Visions of Malcolm X (HP)

This course introduces students to Malcolm X, via his autobiography, a new biography by Manning Marable, and Spike Lee’s 1992 film *X*. Few books rise to the level of *The Autobiography* as a vista on the United States, and few books have so powerfully shaped personal outlooks and national discourses about religion, race and politics. Now, with the 2011 publication of Marable’s *Malcolm X: A Life of Reinvention*, understanding this singular American seeker becomes possible--and controversial--at a whole new level. Different perspectives of different narrators raise the deepest questions of reality, truth and knowledge. The major readings will be supplemented with online resources and a field trip to Harlem and the Schomburg.

Please note: This course satisfies a University graduation requirement in the Social Sciences.

RELI 77 (01): Religion & the Media -- "I'm Voting For God:" Religion and the 2012 Presidential Election

The wall between church and state can get thin on the election trail; candidates are constantly invoking religion in obvious and subtle ways. The course will look at the ways in which religious discourse shapes the Presidential Election.

Specifically, we will look at Islamophobia, homophobia, and Christianity. The first part of the course will look at events as they unfold, from television, Twitter, blogs, and magazine articles. After the election, we will focus on the historical context of many of the cultural debates, from the Know Nothings to Park51.

ROMANCE LANGUAGES – RLL

FREN 180A (HY): France Today: Food, Fashion, Music

The course will focus on food, fashion and music to explore current social and ideological trends in France and the French diaspora. Special attention will be paid to the representations of “Frenchness” in each industry and to the effects of globalization on French culture.

RADIO TELEVISION VIDEO FILM – RTVF

RTVF 158 (01): Clint Eastwood – Actor to Auteur

Although probably best known to audiences as an iconic actor (in roles like Dirty Harry and A Fistful of Dollars), for the past three decades, Clint Eastwood has become a well-respected and award-winning director, responsible for a wide range of films that have earned both popular and critical acclaim. In this course, we will follow his career from laconic anti-establishment hero to talented auteur, one with a consistent, identifiable and idiosyncratic style in films that often challenge the very myths he helped create.

SOCIOLOGY – SOC

SOC 188B (01): *Class Warfare* and the 2012 Elections: A Case of the Pot Calling the Kettle... Sneaky

Why have Republicans been so quick to label some initiatives coming from the opposition party as attempts to foment “class warfare”? This seminar will take as its starting point the current use of the term to discredit political positions during the current election season. It will then move on to examine, from both theoretical and historical perspectives, the actual relevance of the concepts ‘class struggle’ and ‘class warfare’ to the realities of the U.S. political, economic, and social life. The course will conclude with a reconsideration of how current political actors are employing the concepts.

SPEECH COMMUNICATION AND RHETORICAL STUDIES – SPCM

SPCM 181C (01), (02), (03): DEMOCRACY IN PERFORMANCE (1-3 credits)

1 Credit

Students registering for the one-credit option will: research their historical character, construct the text for their character, be available to rehearse, and perform their character at the Democracy in Performance event held on October 15, 2012.

2 Credit

Students registering for the two-credit option will: do all of the above, plus research ways the historical personages and events being staged were covered in the press in their historical era, and how they relate to issues such as labor rights, immigration, and voting rights that are being discussed in the current Presidential election. They will present this research in a public speech.

3 Credit

Students registering for the three-credit option will: do all of the above, plus investigate the reportage of the current Presidential debates and ways the candidates' public performances shape the 2012 Presidential election. Three-credit students will be required to write a research paper applying their performance work to the current debates.

All students enrolled in SPCM 181C will have the opportunity to perform historical characters before the public at the Democracy in Performance event to be staged before the Presidential Debate on the Hofstra University campus – October 15, 2012. The last time we staged such an event, it was widely covered by journalists all over the world.

WRITING STUDIES & 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 Spring 2012 semester below.

Prerequisite(s)/Course Notes:

WSC 1. 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 office in Mason 124 or call 516.463.5467.

WSC 002's:

The Art and Science of Making Meaning of Our Lives

(01) 92169

How do we make sense of our lives? Who are we? Where are we? And where are we going -- and why? These perennial questions will be addressed from the rhetorical and logical perspectives of existential philosophy, dream psychology, and cognitive linguistics.

Crime and Punishment

(02) 92172

This is a course about crime, punishment, and mystery. We'll explore why people are led to commit horrible acts. What motivates serial killers like Aileen Wuornos, the Florida prostitute who killed seven men before she was caught and executed? How should a just society treat such criminals? Should the killers be killed or rehabilitated? And, most important, what is the nature of the mysterious power that these figures exert over our imaginations and our culture? To answer these questions we'll read widely in philosophy, psychology, animal behavior, history, the law, and criminology. We'll study fictional accounts of crime, including the world's first mystery story, Edgar Allan Poe's "The Murders in the Rue Morgue," and we'll take a long look at Truman Capote's hard-hitting crime story, *In Cold Blood*. We'll also view a film version of the Aileen Wuornos story, Charlize Theron's *Monster*. After studying and writing about these issues, we'll turn experts ourselves, and the class will stage a series of debates on how to address this disturbing social problem. By the end of the course, you will have developed not only a greater understanding of crime and punishment, but also the critical skills to address a complex issue with sensitivity and authority.

Writing about Spirituality

(03) 92170

(20) 93858

WSC 2, like WSC 1, serves as a general introduction to college-level writing. In this class, you'll learn how to think critically and analytically, as well as how to write clearly and persuasively.

WSC 2 also seeks to introduce you to the different ways that knowledge is constructed, evidence is utilized, and texts are written in the major disciplinary fields you'll encounter during your time as a Hofstra student: the natural sciences, the social sciences, and the humanities. This particular section of WSC 2 centers on the theme of religion and spirituality.

Throughout the semester, we'll investigate our theme through the eyes of scientists, journalists, sociologists, ethnographers, artists, and writers. Along the way, we'll also be working on writing fundamentals such as: summarizing, paraphrasing, and quoting; documenting your sources; writing catchy introductions and effective conclusions; organizing your ideas; proofreading and editing your own text, and so on.

Sleep and Dreams: An Inter-disciplinary Investigation

(04) 92171

(05) 92173

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.

"Gender & Sexuality: A Tangled Web"

(06) 92174

All sections of WSC2 are built around a central theme; ours is "Gender & Sexuality: A Tangled Web." We will be reading and discussing articles on gender roles and stereotypes (sociology, psychology, and biology). We'll look at the true story of Bernard Boursicot, a French diplomat involved in a sexual affair for 20 years with a man he thought was a woman, and then we'll read the play *M Butterfly*, to see how playwright David Henry Hwang re-shapes this true story for his dramatic purposes. We'll study the novel *The Turn of the Screw*, a ghost story dripping with sexual issues. Lastly, there is a larger unit on homosexuality; we'll examine homosexual behavior in animals, search for the so-called "gay gene" (biology), and consider the ethical ramifications of choosing a child's sexual orientation (the play *The Twilight of the Gods* and psychology journal articles). Prospective students should be aware that some of the material and our discussions are frank and graphic. If the subject makes you uncomfortable, choose another section of WSC2.

Dangerous Reproductions

(09) 92276

(10) 92177

A variety of reading selections throughout the semester will be chosen on the theme of "Dangerous Reproductions," a broad theme that encompasses the humanities and the sciences as topics on sexual reproduction, scientific reproduction, artistic reproduction, historical reproduction, literary reproduction, and cultural reproduction, to name a few, will be explored.

Our discussions will evaluate the cross-disciplinary literature we read in class based on questions such as: what were the prevalent social attitudes during the period in which the literature was written? How did families, political leaders, writers, artists, scientists, and other individuals, live, dress, eat, and think during this period? What were the political and cultural views that influenced the author's work? These perspectives will dominate class conversations as we examine the theme of "Dangerous Reproductions." These issues will circulate around the major influential novel of nineteenth-century England written by Mary Shelley in 1818, *Frankenstein, Or the Modern Prometheus*.

The Difficult Task of Making Moral & Ethical Decisions

(07) 92527

(12) 92527

The interactions and decisions of an adolescent are often influenced by a combination of human nature, and the physical environment, and social interaction. In this course, we will examine the complexities of human nature and how personal

experiences and human interaction coupled with inborn characteristics often influence an adolescent in the difficult task of making moral and ethical decisions.

Using reading 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.

TV And Experience

(13) 92528

(15) 92570

This course will feature a discussion of the value of television and other media (songs, books, video games, movies) and their effects on us. This analysis will serve as a jumping-off point for a broader analysis of the ways we understand scientific and historic issues (the war on drugs, food consumption, etc.). The connection between these ideas? Personal experience, specifically how it helps us or misleads us in our understanding of and relationship with larger ideas.

Land Use and the Environment

(14) 92568

(18) 92767

Writing About the Environment Our notions of nature start with how we see ourselves and other creatures. How does the experience of place affect our inner lives, and how are we affected by natural versus artificial environments? Our economic ideas and values ultimately have consequences for the planetary ecosystem of which we are a part. What does our use of land say about who we are and what we value and believe? These questions and others about the environment will be explored through readings, field trips around the campus, and films.

The Gangster as a Hero

(19) 92179 MW

Why does a good portion of society look at the gangster as a hero?

Wall Street executives getting away with insider trading; banks getting federal bail outs with our money; neighbors leaves piling up in your treeless yard; idiots needlessly holding the line up at a busy grocery store; a lowlife beats his wife and the cops won't do a thing about it-until he kills her.

All of the things that get a good person mad are made worse by the fact that he can't bring about order in his own way. Stifled by the law or society's moral set, most of us seek refuge vicariously through the lawless gangsters who become our anti-heroes.

This semester we will study this phenomenon viewing such films as Butch Cassidy and the Sundance Kid, Bonnie and Clyde, The Godfather, and Public Enemy, and through articles analyzing this theme as it relates to the Humanities, Social Sciences, and Natural Sciences disciplines.

The Individual and Society

(A) 92178

(E) 92225

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.

The Social History of Rock and Roll, c. 1945-1970

(B) 94421

This course will explore the backgrounds of Rock and Roll music and will examine the music in terms of various contexts—social, political, and economic—of the period from the end of World War II to the “British Invasion” of the Beatles and the Rolling Stones. Major topics will include the shock to the conformity and conservatism in the post-World War II United States, Rock and Roll’s impact on and reflection of the racial situation during this period, and the cult of personality and celebrity that developed out of the Rock and Roll revolution.

Students will be expected to research and report on various course topics for papers and in-class reports. The course will use David Halberstam’s *The Fifties* as a basic source for the history of the period and *Rock of Ages: The Rolling Stone History of Rock and Roll* as the main text on the music and performers. YouTube will be an additional source of material both in and out of class.

By the end of the semester the student will be expected to know where Rock and Roll music came from, be familiar with major figures and songs, understand the context of the first several decades of the Rock and Roll movement, and have a greater sense of the importance of popular culture and its effects.

Consider a Minor In Writing Studies and Composition

WSC 101 (01) 94482: Practicum in Writing Center Pedagogy

Through readings, class discussions, and research, this course introduces students to writing center theories; they learn the practical application of those theories firsthand in observation and supervised tutoring. Weekly critical responses to readings and observation, self-monitoring and peer-critique will lead to students becoming effective peer tutors and better writers.

Prerequisites WSC 1 and 2 or permission of the instructor.

WSC 103 (01) 94450: Words and Meanings (AA)

The course is a study in English-language awareness, with special attention to word origins, vocabulary development, metaphor, and semantic change. It focuses on the ways English words come into being, adapt, change, and expire. Some emphasis will be placed on the history of the English language as a cultural subject.

Prerequisites (s)/Course Notes: WSC 1. Same as ENGL 103.