

CULTURE & EXPRESSION

Spring 2025

FACULTY:

Humanities Professors:

Lauren Burignat-Kozol, Lisa Merrill, Lee Zimmerman, Vimala Pasupathi, Maria Anastasio

Social Sciences Professors:

Amy Baehr, Massoud Fazeli, Tomeka Robinson, Warren Frisina, Paul Fritz, Rosanna Perotti

THEME:

Democracy on Fire

Democracy worldwide seems to be under threat — indeed, it seems to be on fire. Democratic practices like universal suffrage and a free press—key pillars of open discourse—have rarely been fully embraced by any nation. While in America and Europe, it was once common to assume that the principles of democracy would spread gradually but inevitably to all corners of the globe, that did not happen, and today, many societies seem to be moving away from these principles, even as aspirational ideals. In parts of Europe, political parties antithetical to liberal democracy are on the rise. In India, often hailed as the world's largest democracy, press freedom is increasingly imperiled. South Korea has recently been threatened with the imposition of martial law. Here in the US, there is widespread fear of growing authoritarianism.

Against this backdrop, we will explore what democracy entails, what it demands of us, and how we might understand the urgent threat to its survival, both domestically and globally. As always in C&E, we will draw on modes of inquiry and evidence from the social sciences (political science, history, philosophy, and religion) and the humanities (art, literature, music, and drama). Together, we will ask: To what extent have our institutions lived up to democratic ideals, what is the nature of the current threat, and how might we still put out the fire?

The Strategy

C&E consists of two closely interrelated courses in both the Fall and Spring semesters. **HUHC 011 and 012: Social Sciences** has its emphasis on understanding the structures and values of a culture or civilization through the disciplines of history, sociology, anthropology, psychology, philosophy, religion, economics and geography. **HUHC 013 and 014: Humanities** has its emphasis on artistic expressions of the cultures under examination through the disciplines of literary analysis (e.g. English, classics, Romance and Comparative Literatures) as well as linguistics, rhetoric, music, drama, dance, the visual arts, architecture and aesthetics. Faculty develop a reading list and lecture schedule that work in tandem to reinforce a student's understanding of the ancient world through to the Middle Ages and the modern world since the Renaissance. Faculty lectures twice a week set the context for student-based discussion sections.

**HUHC 012 SECTION H2 CULTURE AND EXPRESSION: SOCIAL SCIENCES
Spring 2025**

Instructor: Dr. Warren G. Frisina
Classrooms: Lecture: Monroe Lecture Hall; Discussion C.V. Starr 107
Time: Lecture: 9:40-10:35AM; Discussion: 11:50-12:45PM
Office Hours: By appointment and drop in
Phone: 516-463-4842
E-mail: warren.frisina@hofstra.edu

Course Objectives: This course introduces students to primary materials drawn from the modern – contemporary period. Students are encouraged to use the questions and strategies developed in these materials as tools for probing their own understanding of fundamental human questions such as: What does it mean to be human? What are my responsibilities to myself, to others, and to the larger world? Which values should I use to help me make the choices I need to make in my life?. The lens through which we approach these questions this semester will be the statement: “Democracy on Fire.” There seems no doubt that democracy is threatened globally. We’ll be exploring why and where we all seem to be headed when it comes to self-governance.

Who is this course designed for? This course is designed as an introduction and presumes no previous background in the texts we will be discussing. The readings will consist largely of primary materials, those written in other languages have all been translated into English.

Why are there two sides to C&E and what does that mean for this section? Culture & Expression (C&E) has both humanities and social science-specific goals. I, along with the other social science faculty who are teaching HUHC 012, will seek to foster in students an understanding of (1) what distinguishes social science research in fields like political science, economics, philosophy and public advocacy from other kinds of academic discourse; (2) some major theories that emerge from these fields; and (3) some of the key research strategies used by scholars in these fields.

COURSE GOALS

The goals when it comes to student learning in distribution courses in the humanities and social sciences are the following. Students will:

- Goal 1. Demonstrate the ability to think critically and creatively.
 - Goal 2. Apply analytical reasoning across academic disciplines.
 - Goal 3. Demonstrate proficiency in written communication.
 - Goal 4. Demonstrate proficiency in oral communication.
 - Goal 5. Develop an awareness of and sensitivity to global issues.
 - Goal 6. Demonstrate information literacy.
 - Goal 7. Demonstrate technological competency.
- Fuller explanations of these goals can be found at the end of this syllabus.*

CONTRACT GRADING

The strategy for measuring your progress in the pursuit of these 7 goals will involve a system known as Contract Grading.

What is Contract Grading? Contract grading is an assessment method where you and I will agree on the criteria you must meet to achieve a specific grade. Rather than earning points for each assignment, you'll complete a set of tasks that correspond to the grade you wish to achieve. For example, if you aim for a B, you might complete a certain number of assignments with a required level of quality. If you aim for an A, the requirements will be more demanding. This method allows you to set your goals and work towards them at your own pace.

How Does Contract Grading Work? In this class, contract grading means that your final grade will be determined based on a contract we establish at the beginning of the semester. The contract will outline the assignments you need to complete and the standards you need to meet to achieve a particular grade. For example, to earn a C, you might need to complete all assignments with a minimum level of competency. To earn an A, you might need to complete additional assignments or demonstrate higher-level skills. This approach helps you take ownership of your learning and ensures that your grade reflects your effort and progress throughout the course.

Why Use Contract Grading? Contract grading shifts the focus from earning points to mastering skills and meeting learning outcomes. It encourages you to take an active role in your education by allowing you to choose the grade you want to work towards and understand exactly what is required to achieve it. This method reduces anxiety around grades, promotes a growth mindset, and allows you to learn at your own pace.

(The above description of contract grading was adapted from Chat GPT 4.0's response to the following prompt: "I'm a University professor teaching a first year class. I want to locate clear descriptions of contract grading that could be used in a syllabus to explain to students how it works." 8/30/2024)

COURSE REQUIREMENTS

ATTENDANCE

Class attendance in both **lecture and discussion** is mandatory.

To earn an A in this course you must have no more than 2 unexcused absences.

To earn a B in this course you must have no more than 3 unexcused absences.

To earn a C in this course you must have no more than 4 unexcused absences.

To earn a D in this course you must have no more than 5 unexcused absences.

Six or more unexcused absences will result in an automatic F for the course.

SIGN IN FOR LECTURE ON THURSDAYS:

*Signing in with me on **Thursdays** in lecture is **mandatory**. I will stand toward the front of the room so I'll be easily visible. When you arrive stop by, say hello and I'll note your presence. This means arriving a few minutes before the lecture is scheduled to begin at 9:40 am.*

WHAT COUNTS AS AN EXCUSED ABSENCE?

NO ONE SHOULD COME TO CLASS IF THEY ARE FEELING ILL OR HAVE ANY SYMPTOMS THAT MIGHT BE THE BEGINNING OF AN ILLNESS. YOU WILL NOT BE PENALIZED FOR MISSING CLASS DUE TO ILLNESS OF ANY KIND AS LONG AS YOU DO THE FOLLOWING:

*If you know you must miss a class **notify me beforehand**. If you miss a class unexpectedly, contact me as soon as possible (that usually means the same day unless you are in the hospital or handling some sort of emergency).*

Absences for Religious Observance

Hofstra University recognizes that students and/or faculty may from time to time miss class due to religious observances. Students who anticipate missing class for this reason should notify faculty members in advance. Likewise, faculty members who anticipate missing class for religious observance should notify students in their classes.

As per Faculty Policy Series 12 (B):

“No student shall be expelled or refused admission to Hofstra University because he or she is unable to participate in any examination, study or work requirement because of his or her religious obligations and practices. However, all students are expected to complete all assignments and examinations. It is understood that no adverse or prejudicial effects shall result to any student who avails him or herself of religious observances. The University, faculty, and student shall work together to achieve a reasonable accommodation concerning any conflicts between educational and religious obligations.”

Faculty will publish notice of this policy in their syllabi and announce it during the first week of each semester, and will further make reasonable efforts to avoid scheduling exams and/or due dates of assignments that would otherwise interfere with religious observances of students.

Additionally, in accordance with New York State Law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of that absence on any particular day or day.”

ASSIGNMENTS

FOUR-PAGE PAPERS ON TOPICS ASSIGNED THROUGHOUT THE SEMESTER

To earn an A students must satisfactorily bring to completion the production of 5 four-page papers.
 To earn a B students must satisfactorily bring to completion the production of 4 four-page papers.
 To earn a C students must satisfactorily bring to completion the production of 3 four-page papers.
 To earn a D students must satisfactorily bring to completion the production of 2 four-page papers.
 Students who complete 1 or fewer four-page papers will receive an automatic F.

The production of these four-page papers may involve the following.

- a. In class brainstorming regarding topics as assigned
- b. In class initial outlines of strategies for approaching the topic.
- c. In class drafting of specific prompts to be used with LLM's like Chat GPT to produce a draft of the paper that reflects the strategy selected in b. **Final prompts must specify that the draft be written at the level of an advanced HS student.**
- d. Clear evidence via MS Word's track changes that the student edited the initial draft into its final form produced by you.
- e. One last revision done by your LLM where the prompt involves some form of "Edit this paper for clarity and succinctness." Using the compare version tool in MS Word **identify and annotate** the changes that the LLM makes.

ORAL PRESENTATIONS

All students must make 15-minute appointment(s) with me to discuss one or more of the papers **NO LATER THAN 2 WEEKS AFTER IT WAS PRODUCED**. Students should arrive at these appointments prepared to discuss the paper's main points and to reflect more broadly on the topic at hand.

To earn an A students must make four 15-minute appointments.

To earn a B students must make three 15-minute appointments.

To earn a C students must make two 15 minute appointments.

To earn a D students must make one 15-minute appointment.

Students who do not come in for a 15-minute appointment will automatically earn an F.

QUIZZES

There will be brief weekly in class quizzes. The best 9 quiz grades will be counted toward the final grade.

To earn an A students must score an average of 3.5 on their quizzes

To earn a B students must score an average of 3.0 on their quizzes

To earn a C students must score an average of 2.5 on their quizzes

To earn a D students must score an average of 2.0 on their quizzes

Students with below a 2.0 average on their quizzes will automatically earn an F.

FINAL EXAM

There will be a 2-hour final exam at the end of the semester. This exam will involve writing a dialogue using the voices of at least 4 of the figures discussed during the semester.

To earn an A the dialogue must accurately reflect the speakers' original positions and engage with one another at a sophisticated level

To earn a B the dialogue must accurately reflect the speakers' original positions and engage with one another successfully.

To earn a C the dialogue must reflect some of the speakers' core ideas.

To earn a D the dialogue must represent in a recognizable way all 4 voices.

Anyone who doesn't take the final receives an automatic F.

PARTICIPATION

The success of this discussion section is dependent upon student participation. All students are expected to come to class having carefully read the assigned work, ready to ask questions and discuss the assigned material with one another. **There will be NO use of electronic equipment during our class discussions except by those who have an approved accommodation.**

To earn an A students must frequently ask questions and respond directly to comments by others.

To earn a B students must regularly ask questions and respond directly to comments by others.

To earn a C students must sporadically ask questions and respond directly to comments by others.

To earn a D students must rarely ask questions or respond directly to comments by others.

Students who never speak in class will earn an automatic F for the course.

FEEDBACK

In addition to regular feedback as assignments are produced, twice during the semester, I will provide all students with feedback on where they stand with respect to the major areas in their contract goals. The aim will be to signal to students when their objectives and the initial outcomes seem out of line providing an opportunity to change course and achieve the stated objective.

CANVAS WEBSITE:

All students will be automatically enrolled in the Canvas Web Site associated with this class. This site will be used mainly as a tool for storing and disseminating information. The syllabus, along with various other relevant documents and web-links will be posted. The email list will also serve as the default way of contacting all students.

There is also an all C&E Canvas site called Culture & Expression. That site will contain lots of information needed throughout the semester. All of the reading assignments that are not in purchased books will be there as PDF's or links under the Course Documents link. Other

supplemental materials that are not required reading are regularly placed here by C&E faculty. These are for those who find a particular text or topic interesting and want to explore it further.

EMAIL COMMUNICATION:

Since Canvas uses Hofstra email account addresses, **all students must plan to check their Hofstra email regularly** or set their Hofstra mail to forward all messages to the account they use.

ELECTRONIC DEVICE POLICY:

During our classroom discussions **all electronic devices must be turned off and stowed away** unless I indicate otherwise for some specific purpose.

SUBMITTING WRITTEN WORK

All formal writing assignments must be submitted electronically through the Canvas following the directions included with the assignment. You will need to use **using Microsoft Word**. Students who do not own Microsoft Word may request a FREE copy from the computer center (along with the entire Microsoft Office Suite). Graded papers, along with comments, will be returned electronically.

READING SCHEDULE:

All students are expected to follow the reading and lecture schedule outlined in this syllabus. Discussions will be based on the texts presented in the immediately previous social science or common lecture. All texts should be read *before* the lecture on that text. Lecturers will assume you are already familiar with the works they are discussing.

ACADEMIC INTEGRITY:

Honor Code

The Hofstra University Honors Code reads as follows:

Full version: As a member of the Hofstra community I pledge to demonstrate integrity and ethical behavior in all aspects of my life both inside and out of the classroom. I understand that I am accountable for everything I say and write. I will not misrepresent my academic work, nor will I give or receive unauthorized assistance for academic work. I agree to respect the rights of all members of the Hofstra community. I will be guided by the values expressed in the P.R.I.D.E. Principles. I accept the responsibility to follow this Honor Code at all times.

Short version: I pledge on my honor that I have done this work with honesty and integrity, without giving or receiving unauthorized assistance.

Students must attach or affirm the short version of the pledge to every document submitted for this course.

Violations

Students are responsible for understanding what actions violate the letter and intent of this pledge.

If you have ANY questions do not hesitate to ask for help. Come directly to me and I will do my best to ensure that you understand and avoid unintended violations.

Penalties

Consequences for violations will vary according to the severity of the offense. The consequences for submitting plagiarized work (for example) can range from an F for the assignment to an F for the course depending on the extent of the violation.

The University maintains an Academic Integrity website with additional information about Hofstra policies and procedures. You can find it at www.hofstra.edu/integrity.

All violations will be reported to the University's Provost for permanent documentation and further action when it is warranted.

FOOD AND DRINK IN CLASS:

Please do not bring any food into class. Beverages such as coffee, tea, water, and soft drinks are all permissible. If this presents a problem for you, please see me and we will discuss your specific circumstances.

MASK WEARING:

Hofstra Policy regarding masks is as follows: Mask-wearing will be optional in all indoor spaces on the Hofstra campus, including classrooms. The only exceptions will be in the Student Health Services Office. Some members of our community will continue to wear a mask. Masks will remain available in buildings around campus. Additional information regarding COVID protocols, including mask-wearing, can be found on the University's [Together Again](#) webpage.

Information regarding the latest guidance on the Monkeypox viral infection can be found on the University's Student Health Services Information about [Monkeypox](#) webpage.

CAMPUS CLOSURES/SNOW DAYS

When the campus is closed for snow or other inclement weather, faculty are encouraged to hold classes remotely whenever pedagogically appropriate. Meeting remotely during campus closures eliminates the need to use snow/study days later in the semester. The decision to do so is left to the discretion of each faculty member and is communicated to students in a timely manner.

On snow days or other school closures, childcare, weather emergencies, bandwidth, technology or other home arrangements may interrupt class attendance. Students who are experiencing these issues should speak with me about possible ways to participate in class and/or catch up on missed work.

RHC PROTOCOL FOR MATERIAL WITH DISTURBING CONTENT:

Content warnings enable students who would otherwise be unable to process disturbing content to engage with and think critically about it. They also create opportunities for explaining to students why faculty make certain choices, while giving students greater agency over how they will handle faculty choices. With these observations in mind, RHC has adopted the following protocol for handling content that is potentially disturbing.

- Prior to the semester's start, faculty teaching C&E or RHC seminars should review the material they intend to assign, lecture on, and/or discuss and consider whether it falls under categories of content that are potentially disabling for students, such as sexual violence, oppressive language, and representations of self-harm, as well as the abuse of children or animals.
- When assigning materials that deal with and/or describe disturbing content, faculty will indicate on Canvas and/or syllabi that such issues are addressed in those works. Strategies for notification are up to the instructor, but might include the use of brief tags and/or longer narrative descriptions.
- Before addressing materials depicting disturbing content in a lecture, faculty will consider how best to alert students to what is coming, given the space and conditions of the lecture environment. Strategies might include indicating briefly to students that the lecture will address disturbing content, when it will appear, and the approximate length of time it will be visible on screen or dealt with directly in other formats.

Although RHC expects faculty to adhere to this protocol and think carefully about the material they assign and discuss, individual professors have autonomy over the content they assign, and ultimately, over the way they choose to introduce it to students. RHC asks that all faculty review their material with the above guidelines in mind and make the most effective pedagogical choices. Each C&E team builds into its planning process time for a collective conversation about content warnings and how they will be applied in this team-teaching context. These conversations are meant to keep this policy fresh and responsive to changes in faculty and student sensibilities regarding content warnings.

Students who find materials covered by content warnings difficult should be in touch with their teachers and/or RHC Deans, who will help them think through strategies for ensuring that nothing is missed regarding a particular lesson.

In establishing this protocol RHC recognizes that though C&E teams may not succeed in anticipating all of the ways students may find our content disabling, good pedagogy requires that we try and that we remain in conversation with one another and our students in the shared goals of pursuing free inquiry while avoiding unnecessary harm.

TEXTS TO BE PURCHASED

Please purchase the specific editions listed below; they are *required*. If you are not buying them at the Hofstra bookstore, search by ISBN to ensure you have the correct text. Please see me if you have questions. Other required reading will be listed and available for downloading on the Culture and Expression Canvas site.

- Kang, Han. *Human Acts*, ed. 16. Penguin Random House. 2014
- 9781101906743

- Levitsky, Steven. *How Democracies Die*. Penguin Random House. 2018
- 9781524762940

- Ionesco, Eugene. *Rhinoceros and Other Plays*. Ingram Pub. 1994
- 9780802130983

- Lorca, Federico Garcia. *Poet in New York*. Macmillan, 2013
- 978037453376

Schedule of Lectures, Readings & Discussion Topics

Our discussion sections will follow the lecture topics closely. We will begin each day by unpacking the major claims in the lecture with the aim of using what we observed as a point of entry into broader discussions of the text or artefact we are studying. During lecture, students should take notes, write down their questions, and bring them along with any other observations to class. We will build the bulk of our discussions around the questions and/or issues that students raise.

Schedule of Lectures & Readings

Week 1

Tuesday 1/28

Lecture: Common Lecture: Dr. Amy Baehr: On Defining Democracy

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: On Democracy

Social Science Discussion: On Democracy

Thursday 1/30

Lecture: Dr. Vimala Pasupathi: *Paradise Lost*

Assigned Reading: PDF/Links on Canvas

Humanities Discussion: *Paradise Lost*

Social Science Discussion: On Democracy

Week 2**Tuesday 2/4**

Lecture: Dr. Warren Frisina: Peirce “The Fixation of Belief”

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: *Paradise Lost*

Social Science Discussion: Peirce

Thursday 2/6

Lecture: Dr. Lee Zimmerman: The Collapse of Western Civilization

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: The Collapse of Western Civilization

Social Science Discussion: Peirce

Week 3**Tuesday 2/11**

Lecture: Dr. Amy Baehr: Kahan’s “The Politically Motivated Reasoning Paradigm”

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: The Collapse of Western Civilization

Social Science Discussion: The Politically Motivated Reasoning Paradigm

Thursday 2/13

Lecture: Humanities Panel: Poetry & Prose

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: Poetry & Prose

Social Science Discussion: The Politically Motivated Reasoning Paradigm

Week 4**Tuesday 2/18**

President’s Day (NO CLASS)

Thursday 2/20

Lecture: Dr. Rosanna Perotti: The American Founding: Are Institutions Enough?

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: Poetry

Social Science Discussion: The American Founding

Week 5**Tuesday 2/25**

Lecture: Dr. Lisa Merrill: Visual Rhetoric of the Amistad Rebellion/Riots

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: Amistad Mutiny

Social Science Discussion: The American Founding

Thursday 2/27

Lecture: Dr. Massoud Fazeli: Tensions between Capitalism & Democracy

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: Amistad Mutiny

Social Science Discussion: Capitalism & Democracy

Week 6**Tuesday 3/4**

Dr. Maria Anastasio: Lorca’s *Poet in New York*

Assigned Reading: Book for Purchase: *Poet in New York* ISBN: 9780374533762

Humanities Discussion: *Poet in New York*

Social Science Discussion: The American Founding

Thursday 3/6

Lecture: Guest Lecture: Raan Rein: Jewish Volunteers in the Spanish Civil War
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Poet in New York
 Social Science Discussion: Jewish Volunteers in the Civil War

Week 7**Tuesday 3/11**

Lecture: Dr. Lauren Burignat-Kozol: Art & Music as Resistance
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Art & Music as Resistance
 Social Science Discussion: Jewish Volunteers in NY

Thursday 3/13

Lecture: Dr. Warren Frisina: Hannah Arendt *On the Origins of Totalitarianism*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Art & Music as Resistance
 Social Science Discussion: Arendt

Week 8

3/18 & 3/20 (Spring Break: No Classes)

Week 9**Tuesday 3/25**

Lecture: Common Reading: Guest Lecture: Hofstra Presidential Series: Ari Fleisher & Phil Schiliro on The Opening Weeks of the Trump Presidency.
 Humanities and Social Science Discussions: Remain in Monroe Lecture Hall

Thursday 3/27

Lecture: Dr. Lauren Burignat-Kozol: Rhinoceros
 Assigned Reading: Book for purchase: Rhinoceros and Other Plays, ISBN: 9780802130983
 Humanities Discussion: Rhinoceros
 Social Science Discussion: Arendt

Week 10**Tuesday 4/1**

Lecture: Dr. Paul Fritz: Liberal International Order Post WWII
 Assigned Reading: PDFs/Link on Canvas
 Humanities Discussion: Rhinoceros
 Social Science Discussion: Liberal International Order Post WWII

Thursday 4/3

Lecture: Panel: Goodnight & Good Luck
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Goodnight & Good Luck
 Social Science Discussion: Liberal International Order Post WWII

Week 11**Tuesday 4/8**

Lecture: Dr. Tomeka Robinson: Role of Media in Preserving Democracy
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Goodnight & Good Luck
 Social Science Discussion: Role of Media in Preserving Democracy

Thursday 4/10

Lecture: Dr. Lisa Merrill: Black Women's Suffrage
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Black Women's Suffrage
 Social Science Discussion: Role of Media in Preserving Democracy

Week 12**Tuesday 4/15**

Lecture: Dr. Rosanna Perotti: Democratic Expansion and Regression in the United States
 Assigned Reading: PDF/Links on Canvas
 Humanities Discussion: Black Women's Suffrage
 Social Science Discussion: Democratic Expansion and Regression in the United States

Thursday 4/17

Lecture: Dr. Lee Zimmerman: *Human Acts*
 Assigned Reading: Book for Purchase: Human Acts, ISBN: 9781101906743
 Humanities Discussion: Human Acts
 Social Science Discussion: Democratic Expansion and Regression in the United States

Week 13**Tuesday 4/22**

Lecture: Dr. Paul Fritz: *How Democracies Die*
 Assigned Reading: Book for Purchase: How Democracies Die, ISBN: 9781524762940
 Humanities Discussion: Human Acts
 Social Science Discussion: How Democracies Die

Thursday 4/24

Lecture: Dr. Vimala Pasupathi: Human Acts
 Assigned Reading: Book for Purchase: Human Acts, ISBN: 9781101906743
 Humanities Discussion: Human Acts
 Social Science Discussion: How Democracies Die

Week 14**Tuesday 4/29**

Lecture: Dr. Massoud Fazeli: On Immigration
 Assigned Reading: PDF/Links on Canvas
 Humanities Discussion: Human Acts
 Social Science Discussion: On Immigration

Thursday 5/1

Lecture: Dr. Maria Anastasio: Things we Lost in the Fire
 Assigned Reading: PDF/Links on Canvas
 Humanities Discussion: Things We Lost in the War
 Social Science Discussion: On Immigration

Week 15**Tuesday 5/6**

Lecture: Dr. Tomeka Robinson: Democracy in the Age of Automation, Robotics, and Advanced AI
 Assigned Reading: PDF/Links on Canvas
 Humanities Discussion: Things We Lost in the War
 Social Science Discussion: Democracy in the Age of Automation, Robotics, and Advanced AI

Final Exam Week

Tuesday, Humanities	10:30-12:30pm
Thursday, Social Sciences	10:30-12:30pm

STUDENT ACCESS SERVICES:

University Policy on Accommodations: “If you believe you need accommodations for a disability, please contact for Student Access Services (SAS). In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, qualified individuals with disabilities will not be discriminated against in any programs, or services available at Hofstra University. Individuals with disabilities are entitled to accommodations designed to facilitate full access to all programs and services. SAS is responsible for coordinating disability-related accommodations and will provide students with documented disabilities accommodation letters, as appropriate.

Please note that accommodations may require early planning and are not retroactive; please contact SAS as soon as possible. All students are responsible for providing accommodation letters to each instructor and for discussing with him or her the specific accommodations needed and how they can be best implemented in each course. For more information on services provided by the university and for submission of documentation, please contact Student Access Services, 107 Student Center, 516-463-7075.”

NOTICE ON CAMPUS SEXUAL ASSULT AND DISCRIMINATORY HARRASSMENT:

Hofstra prohibits sexual and other discriminatory harassment, stalking, domestic and dating violence, sexual assault and other sexual misconduct (collectively, “Gender Based Offenses”). If you or someone you know believes they have been subjected to any of these Gender Based Offenses, help is available. To make a report, or for more information about Hofstra’s Student Policy Prohibiting Discriminatory Harassment, Relationship Violence, and Sexual Misconduct (available at <http://hofstra.edu/sexualmisconduct>), please contact the Title IX Officer for Student Issues at (516) 463-5841 or StudentTitleIX@hofstra.edu or Public Safety at (516) 463-6606. Confidential resources and support are also available from medical and counseling professionals in the Student Health and Counseling Center (516-463-6745) and clergy in the Interfaith Center.

HCLAS GENERAL EDUCATION LEARNING GOALS AND OBJECTIVES (FOR LIBERAL ARTS DISTRIBUTION CREDIT) APPLICABLE TO RHC’S CULTURE & EXPRESSION:

Goal 1. Students will demonstrate the ability to think critically and creatively.

Learning Objectives:

- 1.a Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text or creative work.
- 1.b Gather and assess relevant information, and apply appropriate cognitive methods in solving problems or answering questions raised in a text or creative work.
- 1.c Construct well-reasoned solutions or conclusions; test and defend conclusions against relevant criteria and standards.
- 1.d Critically analyze one's own thinking by identifying one's presumptions, values, and viewpoints as well as problems, inconsistencies, and unanswered questions.

- 1.e Conceive and defend alternative hypotheses and viewpoints; offer and explain reasons for provisionally rejecting or accepting them.

Goal 2. Students will apply analytical reasoning across academic disciplines.

Learning Objectives:

- 2a. Read with comprehension, and critically interpret written work in discipline-specific contexts.
- 2b. Critically interpret and analyze aesthetic qualities of works in literature and the fine or performing arts.
- 2c. Apply quantitative, inductive, and deductive reasoning.
- 2d. Apply abstract thinking and conceptual modeling.
- 2e. Apply the methods of social science to ethically investigate and analyze human social behavior.
- 2f. Describe, comprehend, and analyze the role of philosophical ideas, historical movements, or ethical debates in the development of civilizations.

Goal 3. Students will demonstrate proficiency in written communication.

Learning Objectives:

- 3a. Compose grammatical sentences.
- 3b. Use various sentence forms to effectively modulate style and tone.
- 3c. Compose a sequence of paragraphs that develop a point.
- 3d. Summarize, quote, and respond to reliable texts to support and develop claims; apply relevant standards for citation.
- 3e. Write an effective argumentative essay.
- 3f. Respond to writing assignments using appropriate style, structure, and voice.
- 3g. Apply editing, proofreading, and revising strategies.

Goal 4. Students will demonstrate proficiency in oral communication.

Learning Objectives:

- 4a. Demonstrate skill in oral communication for purposes such as informing, persuading, and/or defending.
- 4b. Compose and deliver effective, audience-appropriate oral presentations that develop and support a point; or participate in formal debates; or lead or participate in collaborative discussion of a question or a text.
- 4c. When appropriate, use visual, auditory, and/or technological aids.

Goal 5. Students will develop an awareness of and sensitivity to global issues.

Learning Objectives:

- 5a. Provide and understand information on simple concrete subjects in a language other than English in both oral and written form.
- 5b. Demonstrate knowledge of the intellectual, social, political, economic, or cultural practices of at least one of the peoples in Africa, Asia, the Middle East, Latin America, or of the indigenous peoples of the Americas and Australia.

Goal 6. Students will demonstrate information literacy.

Learning Objectives:

- 6a. Conduct research using the variety of information sources available to them.
- 6b. Demonstrate the ability to evaluate the relevance and utility of different sources.
- 6c. Integrate sources effectively and ethically through proper citation.

Goal 7. Students will demonstrate technological competency.

Learning Objective:

7a. Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.