

CULTURE & EXPRESSION

FALL 2025

Authority & Dissent

Where does authority come from, and why is it so central to human civilization? At a time when assertions about authority within U.S. and global communities seem so essential to our political and social discourses, understanding authority's origins and its justifications is crucial to finding our way in what can only be described as "troubled times." Is authority rooted in brute physical strength or a product of superior social or political organization? Does authority come from within or from an external (possibly divine) source? Can one wield it through the demonstration of rational thinking alone? Should those who hold authority be expected to engage in self-sacrifice and demonstrate strong moral character? Must the exercise of authority result in the oppression of one group by another? Why are some people in charge while others are not? Who decided to give the government control over so many important aspects of our lives, and why? And, perhaps just as importantly, when is it appropriate for us to resist basic assumptions that authority figures have made about who we are and our place in the world before we've even had an opportunity to define ourselves? When are we justified in defying authority? What conditions warrant dissidence or disobedience? What methods of dissent can lead to changes in the structures of authority in place?

Authority and dissent. We will investigate these questions this semester through the eyes of writers, artists, and thinkers who lived many centuries ago, because those who preceded us also pondered the same questions we still contemplate now. Our goal this semester is to draw upon their insights to build responses appropriate to our day and time.

The Strategy

C&E consists of two closely interrelated courses in both the Fall and Spring semesters. HUC 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. HUC 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 students' understanding of the ancient, Medieval and early modern world in the Fall semester, and the modern to contemporary world through the Spring semester. Twice weekly we gather as a whole for faculty lectures and presentations that set the context for two student-based discussion sections.

FACULTY:

Humanities Professors: Lauren Burignat-Kozol, Ethna Lay, Sharon Keller, Stephen Ogumah, Vimala Pasupathi, Craig Rustici, Mary Anne Trasciatti

Social Sciences Professors: Aaron Ellis, Warren Frisina, Daniel Lee, Nectarios Limnatis, Tomeka Robinson, Ira Singer, John Teehan, Burton Westermeier

**HUHC 011 SECTION H16 CULTURE AND EXPRESSION: SOCIAL SCIENCES
FALL 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 classic texts from the ancient, medieval and early modern periods with a focus on the way our attitudes over Authority and Dissent shape how we understand ourselves and the world. Students are encouraged to use the questions and strategies developed in these texts as tools for probing their own assumptions about the big questions: What brings about human flourishing? What gets in the way of that flourishing? Where do the values come from that we need to guide us in the decisions we make throughout our lives? In this semester we approach these questions through the lens of our topic: Authority and Dissent.

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 that 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 011, will seek to foster in students an understanding of (1) what distinguishes social science research in the areas of history, philosophy and religion 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 historians, philosophers and religion scholars.

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.

*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 4 four-page papers.

To earn a B students must satisfactorily bring to completion the production of 3 four-page papers.

To earn a C students must satisfactorily bring to completion the production of 2 four-page papers.

To earn a D students must satisfactorily bring to completion the production of 1 four-page papers.

Students who complete no four-page papers will receive an F.

Chat GPT, LLM and/or other AI Tools

The production of these four-page papers will require students to work with Chat GPT, the LLM system that Hofstra is making available for free to all Hofstra students early in the semester.

Why are we using Chat GPT in this class?

My objective is to train students in the ethical use of this new tool. By the semester’s end, you should be able to produce stronger, clearer and more convincing arguments while retaining ownership of the ideas and conclusions. **Instead of asking Chat GPT to “write a paper for me” you will learn how to bend it’s considerable resources to amplifying and reinforcing the key arguments you want to make.**

Objections to AI tools like Chat GPT

I recognize that there are some students (and faculty) who object to the use of AI tools in the classroom or anywhere for that matter. **Students who have such objections should contact me immediately to discuss options, including switching to another section which will not involve contact with Chat GPT or other AI tools.**

What will the production of these papers involve?

- a. **Due dates** for these papers will be at least one week after they have been assigned.
- b. **In class brainstorming** including drafting of prompts, outlines and initial first paragraphs will be used.
- c. **Editing** of Chat GPT output is another strategy we will deploy.

- d. **Producing initial drafts of entire paper without using Chat GPT** is also a technique we will use.

ORAL PRESENTATIONS

All students must make 15-minute appointment(s) with me to discuss one or more of the papers 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. This means we will usually drop at least one and sometimes as many as three quiz grades from the final average.

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.

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, three times 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 Web Site:

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 Devices 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 site **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 Materials 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.

- Folger Shakespeare Library edition of William Shakespeare's *The Tempest* (ISBN: 9781501130014)
- Oxford World's Classics. Aristophanes' *Frogs and Other Plays: A new translation* (ISBN: 9780192824097)
- Petronius' *Satyricon*. Translated with notes and topical commentaries by Sarah Ruden (ISBN: 978-0872205109)
- *The Three Theban Plays: Antigone; Oedipus the King* (ISBN: 978-0140444254)
- *The Lais of Marie de France* (ISBN: 978-0140447590)
- Custom Text by Broadview (ISBN: 978-1-55459-626-3) Containing excerpts from Milton's *Paradise Lost* and Francis Bacon. ***This custom text is only available through the Hofstra Bookstore.***

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.

Group 1: The Sacred & the Secular: Negotiating Divine and Human Authority

Week 1

Tuesday 9/2

Humanities Lecture: Dr. Sharon Keller on Genesis 1-3

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: Genesis 1-3

Social Science Discussion: Genesis 1-3

Thursday 9/4

Social Science Lecture: Dr. Ira Singer on The Book of Job

Assigned Reading: PDF/Links on Canvas

Humanities Discussion: Genesis 1-3

Social Science Discussion: The Book of Job

Week 2

Tuesday 9/9

Humanities Lecture: Dr. Vimala Pasupathi on *Paradise Lost*

Assigned Reading: Book for purchase: Custom Text by Broadview (ISBN: 978-1-55459-626-3)

Humanities Discussion: *Paradise Lost*: Book 1

Social Science Discussion: The Book of Job

Thursday 9/11

Lecture: Social Sciences: Dr. Warren Frisina on Paul's Letter to the Galatians
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Paradise Lost Book 1
 Social Science Discussion: Early Christian Scriptures – Paul

Week 3

Tuesday 9/16

Humanities Lecture: Dr. Daniel Lee on *Paradise Lost* Book 9
 Assigned Reading: Book for Purchase: Custom Text by Broadview (ISBN: 978-1-55459-626-3)
 Humanities Discussion: Paradise Lost Book 9
 Social Science Discussion: Early Christian Scriptures – Paul

Thursday 9/18

Common Lecture: Dr. Sharon Keller on *The Quran*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: The Quran
 Social Science Discussion: The Quran

Group 2 Power Contested: Legitimizing, Resisting, Reforming

Week 4

Tuesday 9/23

Social Science Lecture: Dr. Burt Westermeier on Hrosvitha of Gandersheim's *Dulcitus*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: The Quran
 Social Science Discussion: Dulcitus

Thursday 9/25

Common Lecture: Dr. Mary Anne Trasciatti on *Dissoi Logoi*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Dissoi Logoi
 Social Science Discussion: Dissoi Logoi

Week 5

Tuesday 9/30

Humanities Lecture: Dr. Stephen Ogumah on Aristophanes' *The Clouds*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: The Clouds
 Social Science Discussion: Dissoi Logoi

Thursday 10/2

Social Science Lecture: Dr. John Teehan on Plato's *Apology*
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: The Clouds
 Social Science Discussion: Apology

Week 6**Tuesday 10/7 MID SEMESTER BREAK : NO CLASSES****Thursday 10/9**Humanities Lecture: Dr. Stephen Ogumah on Petronius' *Satyricon*

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: *Satyricon*

Social Science Discussion: Apology

Week 7**Tuesday 10/14**

Social Science Lecture: Dr. Burt Westermeier on Ibn Khaldun

Assigned Reading: PDFs/Links on Canvas

Humanities Discussion: *Satyricon*

Social Science Discussion: Ibn Khaldun

Thursday 10/16 - TBD**Group 3: Contesting Boundaries: Diverse Authorities and their Discontents****Week 9****Tuesday 10/21**Common Lecture: Dr. Ira Singer on Sophocles' *Antigone*Assigned Reading: Book for Purchase: *Antigone*Humanities Discussion: *Antigone*Social Science Discussion: *Antigone***Thursday 10/23**Common Lecture: Dr. Lauren Burignat-Kozol on *Antigone*Assigned Reading: Book for Purchase: *Antigone*Humanities Discussion: *Antigone*Social Science Discussion: *Antigone***Week 10****Tuesday 10/28**

Humanities Lecture: Drs. Ethna Lay and Mary Anne Trasciatti on Marie de France

Assigned Reading: Book to purchase: *The Lais of Marie de France* (ISBN: 978-0140447590)

Humanities Discussion: Marie de France

Social Science Discussion: *Antigone***Thursday 10/30**

Social Science Lecture: Dr. Warren Frisina on Confucianism – The Family vs. the State
 Assigned Reading: PDFs/Links on Canvas
 Humanities Discussion: Marie De France
 Social Science Discussion: Confucianism – The Family vs. the State

Week 11

Tuesday 11/4

Humanities Lecture: Dr. Craig Rustici on *The Wife of Bath*
 Assigned Reading: PDFs/Link on Canvas
 Humanities Discussion: *The Wife of Bath*
 Social Science Discussion: Confucianism – The Family vs. the State

Thursday 11/6

Common Lecture: Drs. Lauren Burignat-Kozol and Ira Singer on Christine de Pizan
 Assigned Reading: PDFs/Link on Canvas
 Humanities Discussion: Christine de Pizan
 Social Science Discussion: Christine de Pizan

Week 12

Tuesday 11/11

Social Science Lecture: Dr. Daniel Lee on Francis Bacon
 Assigned Reading: Book for purchase: Custom Text by Broadview (ISBN: 978-1-55459-626-3)
 Humanities Discussion: Christine de Pizan
 Social Science Discussion: Francis Bacon

Thursday 11/13

Humanities Lecture: Dr. Craig Rustici on Shakespeare's *The Tempest*
 Assigned Reading: Book for Purchase: William Shakespeare's *The Tempest* (ISBN: 9781501130014)
 Humanities Discussion: *The Tempest*
 Social Science Discussion: Francis Bacon

Week 13

Tuesday 11/18

Lecture: Common Lecture: Dr. Tomeka Robinson on Guaman Pomo's *The First New Chronicle and Good Government*
 Assigned Reading: PDF/Links on Canvas
 Humanities Discussion: *The Tempest*
 Social Science Discussion: Guaman Pomo

Thursday 11/20

Humanities Lecture: Dr. Vimala Pasupathi on *The Tempest*
 Assigned Reading: Book for Purchase: William Shakespeare's *The Tempest* (ISBN: 9781501130014)
 Humanities Discussion: *The Tempest*
 Social Science Discussion: Guaman Pomo

Week 14**Tuesday 11/25**

Lecture: Dr. Nectarios Limnatis on Spinoza

Assigned Reading: PDF/Links on Canvas

Humanities Discussion: The Tempest

Social Science Discussion: Spinoza

Thursday 11/27 THANKSGIVING BREAK: NO CLASSES**Week 15****Tuesday 12/2**

Humanities Lecture: Dr. Lauren Burignat-Kozol on *The Tempest*

Assigned Reading: Book for Purchase: William Shakespeare's *The Tempest* (ISBN: 9781501130014)

Humanities Discussion: The Tempest

Social Science Discussion: Spinoza

Thursday 12/4

Social Science Lecture: Dr. John Teehan on

Assigned Reading: PDF/Links on Canvas

Humanities Discussion: The Tempest

Social Science Discussion: Spinoza

Week 16**Tuesday 12/9**

Lecture: TBD

Assigned Reading: PDF/Links on Canvas

Humanities Discussion: TBD

Social Science Discussion: TBD

Thursday 12/11 & 13: Snow/Reading Days No Class**Final Exam Week**

Tuesday, 12/16	Humanities	10:30-12:30pm
Thursday, 12/18	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 Assault and Discriminatory Harassment

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 HUH 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.