

# SPRING 2023 CULTURE AND EXPRESSION: Conflict, Cooperation and the End of a Paradigm?

## FACULTY

**HUHC 012: Social Science:** Professors Eisenberg, Fazelli, Firestone, Frisina, Niedt, Robinson

**HUHC 014: Humanities:** Professors Burignat-Kozol, DeTora, Ogumah, Pasupathi, Welch

In the current historical moment, we appear to be witnessing the breakdown of implicit international expectations that were believed to be at play among countries since the end of the Cold War. These expectations relied on something referred to as “The Liberal International Order,” a so-called “rule-based system” created and promoted by the United States. In the minds of its proponents, the LIO had all but guaranteed that aggressive wars between countries would become a thing of the past; the Russian invasion of Ukraine and its attendant Humanitarian crises not only suggest the limits of this system now, but also invite us to interrogate whether the LIO was ever as stable or as stabilizing as its advocates promised.

This semester, we will examine some of the ideas and histories that can assist our understanding of the international conflicts and challenges to global cooperation that the world now faces. The course begins with **Unit I, Pre-20<sup>th</sup> Century Conceptualizations**, which takes us as far back as Ancient Greece to explore various destructive and productive forces that govern the relationships between states. In **Unit II, “Whither the “Liberal” Order: A Critical Examination**,” we explore economic, cultural, and political definitions and depictions of the “Liberal International Order.” In **Unit III: What Price Freedom? Perpetual Militarism in the 20<sup>th</sup> Century and Beyond**,” we turn to modern and contemporary violence, and the role that militarism has played in sustaining the LIO, including perspectives from Japan, Cuba, and Haiti. We then investigate the U.S. involvement in Vietnam. This unit ends by considering the struggles of stateless refugees to find a place. Finally, in **Unit IV: End of a Paradigm?** we consider whether we are, in fact, transitioning away from the set of assumptions that has governed global relations for over 60 years. The forces impelling us forward to we-know-not-what are, perhaps, already visible in the political, economic, and cultural spheres of our present moment.

## The Strategy

C&E consists of two related 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 on both teams 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.

***CULTURE & EXPRESSION***  
**HUHC 012 SECTION H2 SOCIAL SCIENCES**  
**Spring 2022**

**Instructor:** Dr. Warren G. Frisina  
**Classrooms:** Lecture: Monroe Lecture Hall  
 Discussions: Breslin 028  
**Time:** Lecture: 9:40-10:35AM; Discussion Section: 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 texts drawn from the modern period. Students are encouraged to use the questions and strategies developed in these texts 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?

**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 were either written in or have 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/behavioral science-specific goals. I, along with the other social/behavioral scientists on the C&E faculty, will seek to foster in students an understanding of (1) what distinguishes social science research from other kinds of academic discourse; (2) some major theories in social scientific research; (3) some of the key research strategies used in the social sciences; and (4) at least two or three of the issues addressed by the social sciences from the year 1500 to the present day. Your Humanities professor (HUHC 014) will outline the goals, methods and objectives that complement what we are presenting on the social sciences side of C&E.

## **Course Requirements:**

### **Attendance**

Class attendance is mandatory. **More than 2 unexcused absences will result in grade reductions** according to the following scale:

- 3 absences: 1/3 grade (e.g. from B+ to B)
- 4 absences: 2/3 grade (e.g. from B+ to B-)
- 5 absences: Full grade (e.g. from B+ to C+)
- 6 absences: F for the course

**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.**

*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).*

*Signing in with me on Thursdays is **mandatory**. Your humanities instructor will check you in on Tuesdays.*

## Academic Policies

For information about *Academic Dishonesty; Disability Accommodations; Resources for Students who are Pregnant; Temporary Adjustments/Academic Leave of Absence; Deadlines and Grading Policies; Discrimination, Harassment, Sexual Misconduct; Absences for Religious Observance*, and specific policies relating to *COVID-19 guidelines* including mask wearing, class attendance, and class seating, see the Provost's webpage at this link:

[hofstra.edu/provost/course-syllabi-information.html](https://hofstra.edu/provost/course-syllabi-information.html)

## Writing Assignments

### **Two Page Papers/Oral Presentations (7):**

**Papers:** Students will prepare *five 500 word* (2 page) papers. These papers give students an opportunity to clarify their understanding of the reading assignments, the lectures and the discussions. Papers should focus on the readings undertaken in the week it is written. During the early part of the semester most students' papers will consist of detailed textual analysis and interpretation. **NO OUTSIDE RESEARCH IS NECESSARY TO SUCCESSFULLY COMPLETE THESE PAPERS WHICH WILL FOCUS LARGELY ON HOW THE LECTURES ILLUMINATE THE WORKS UNDER STUDY.** As the semester proceeds students will be asked to branch out into more reflective and comparative themes. Topics will be distributed weekly. .

**Oral Presentations:** Twice during the semester students will choose to respond to a prompt by preparing an oral presentation rather than a short paper. Students will signal this intention by scheduling an appointment with me for a 15 minute conversation about the prompt, the lecture, and the work we are studying.

*All students are required to write on the first topic. No one may submit more than one paper/oral presentation in a given week. If a student submits more than 7 papers/oral presentations, only the 7 highest grades will be counted toward the final grade.*

**Final Paper (1):** A 6 page (**1,500 word**) paper will be due at the end of the semester. This end-of-the-semester project provides an opportunity to develop synoptic and synthetic reflections about the material we have been reading and discussing throughout the semester. Final paper topics will be distributed toward the end of the semester.

**Quizzes:** There will be brief weekly quizzes. The best 10 quiz grades will be counted toward the final grade.

**Final exam:** During finals week, each student will sit for a 2 hour final exam.

## 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.

## Classroom Etiquette

**Food & Drink:** I request that you refrain from eating during class. It is fine if you bring something to drink.

## Grading Policies

<i>Final Grade elements:</i>	Classroom Participation	15%
	Weekly quizzes	10%
	Short Papers/Oral Presentations	50%
	Final Exam	10%
	Final Paper	15%

### **Grade criteria:**

Grading of **written work** will be on the following basis: “C” means satisfactory. “C” work fulfills the assignment; each individual sentence is clear and grammatical, and one sentence leads logically to the next. Judgments are well founded. “B” work fulfills all the requirements of “C” work and develops judgments or assessments that are particularly astute. “A” work fulfills all the requirements of “B” work and demonstrates a profound understanding of the themes of this course and an ability to communicate that understanding through creative use of language and a vivid sense of detail. “D” work shows little grasp of the readings and concepts of the course, or has an abundance of errors in grammar, punctuation, or spelling. “F” work fails to fulfill the assignment; or displays a slap-dash approach to the assignment or is filled with errors of spelling punctuation, and grammar. [adapted from Mark Silk, 1990]

Grading of **oral presentations** will be on the following basis: “C” means satisfactory. “C” work fulfills the assignment; the student exhibits an understanding of the works and lectures under discussion. Judgments are well founded. “B” work fulfills all the requirements of “C” work and develops judgments or assessments that are particularly astute. “A” work fulfills all the requirements of “B” work and demonstrates a profound understanding of the themes of this course and an ability to communicate that orally in conversation with the professor. “D” work shows little grasp of the readings and concepts of the course, or has an abundance of errors or misunderstandings. “F” work fails to fulfill the assignment; or displays a slap-dash approach to the assignment or is filled with errors. [adapted from Mark Silk, 1990]

Grading of **class participation** will be on the following basis: “C” work means that the student has come to class having read the material and able to coherently participate in the discussion. This includes the ability to ask questions, respond to queries from the instructor, and think reflectively with the class. “B” work fulfills all the requirements of “C” work and demonstrates that the student is capable of using references to the texts and lectures to support arguments about the issues or themes raised in class about the works under discussion. “A” work fulfills all the requirements of “B” work and demonstrates a profound understanding of the works under discussion, an ability to cite the texts in detail, and a creative capacity to use the texts as a tool for extending the class’ overall understanding of the issues and themes we are addressing. “D” work shows that the student has barely read, or skimmed the material under discussion. “F”’s are assigned to students who miss class regularly, or arrive unprepared and unable to participate in the discussion.

***Rewrite policy:***

Any paper that is graded at C or lower may be rewritten and resubmitted in the following week. Resubmitted papers will be held to a higher standard. To raise the grade a resubmitted paper will have to be substantially improved.

**Blackboard Web Site:**

All students will be automatically enrolled in the Blackboard 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 Blackboard 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 Blackboard 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 cell phones must be placed on the desk face down. There will be moments when phones are used. Other than those moments they are to remain face down on your desk. Computers are to remain stowed in your backpacks unless otherwise instructed. *Exceptions to this policy will be granted to any student whose accommodations entail the use of electronic devices.*

## Submitting Written Work

All formal writing assignments must be submitted electronically through the Blackboard 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 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 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](http://www.hofstra.edu/integrity).

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

## **Disability Accommodations:**

Students who need accommodations for a disability should contact Student Access Services (SAS). 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. All students are responsible for providing accommodation letters to me and for discussing with me the specific accommodations needed and how they can be best implemented. This protocol also applies to students who are pregnant. 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. Students who wish to learn more about how the University supports students who are pregnant in continuing their education should contact the Title IX Officer Coordinator for Student Issues at (516) 463-5841 or [StudentTitleIX@hofstra.edu](mailto:StudentTitleIX@hofstra.edu).

## **Discriminatory Harassment, Sexual Assault, Dating & Domestic Violence and Stalking**

Hofstra prohibits sexual and other discriminatory harassment, stalking, domestic and dating violence, and sexual assault (collectively, "Gender-Based Offenses"). Students who believe they have been subjected to any of these Gender-Based Offenses should refer to Hofstra's [Nondiscrimination Policy](#) for information about applicable policies and how to submit reports. Students may contact the Title IX Coordinator for Student Issues at (516) 463-5841 or [StudentTitleIX@hofstra.edu](mailto:StudentTitleIX@hofstra.edu) or Public Safety at (516) 463-6606, or, for concerns involving employees or other nonstudents, the Title IX Coordinator for Employee Issues, at (516) 463-6859 or [HumanResources@hofstra.edu](mailto:HumanResources@hofstra.edu). 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.

## **HUHC 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, HUHC has adopted the following protocol for handling content that is potentially disturbing.

- Prior to the semester's start, faculty teaching C&E or HUHC 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 Blackboard 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 HUHC 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. HUHC 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 HUHC Deans, who will help them think through strategies for ensuring that nothing is missed regarding a particular lesson.

In establishing this protocol HUHC 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.



# Schedule of Lectures & Readings

## UNIT I: Pre-Modern Cooperation and Conflict

### Week 1

#### Tuesday 1/31

Lecture: Common Lecture: Dr. Stephen Ogumah: Thucydides: Precursor of the Hegemonic Order  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: Thucydides  
 Social Science Discussion: Thucydides

#### Thursday 2/2

Lecture: Dr. Vimala Pasupathi: Milton's *Paradise Lost*  
 Assigned Reading: PDF/Links on Bb  
 Humanities Discussion: Milton's *Paradise Lost*  
 Social Science Discussion: Inquiry and the Crisis of our Time

## UNIT II: Whither the "Liberal" Order?: A Critical Examination

### Week 2

#### Tuesday 2/7

Lecture: Dr. Rusti Eisenberg: On the Cold War  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: Milton's *Paradise Lost*  
 Social Science Discussion: On the Cold War

#### Thursday 2/9

Lecture: Dr. Lisa DeTora Redniss' *Radioactive*  
 Assigned Reading: Book for Purchase, *Radioactive: Marie & Pierre Curie* ISBN:9780062416162  
 Humanities Discussion: *Radioactive*  
 Social Science Discussion: Cold War

### Week 3

#### Tuesday 2/14

Lecture: Dr. Bernard Firestone: What is the "Liberal International Order?"  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: *Radioactive*  
 Social Science Discussion: What is the "Liberal International Order?"

#### Thursday 2/16

Lecture: Dr. Lisa DeTora: *The Lord of the Rings*  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: *The Lord of the Rings*  
 Social Science Discussion: What is the "Liberal International Order?"

**Week 4****Tuesday 2/21 NO CLASS-PRESIDENT'S DAY****Thursday 2/23**

Lecture: Dr. Massoud Fazeli: Hegemonic Order and Capitalism

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: *Lord of the Rings*

Social Science Discussion: Hegemonic Order and Capitalism

**Week 5****Tuesday 2/28**

Lecture: Dr. Patricia Welch: Murakami's "Second Bakery Attack"

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: "Second Bakery Attack"

Social Science Discussion: Hegemonic Order and Capitalism

**Thursday 3/2**

Lecture: Dr. Warren Frisina: Rorty on The American Project

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: "Second Bakery Attack"

Social Science Discussion: The American Project

**UNIT III: What Price "Freedom"?: Perpetual Militarism in the 20<sup>th</sup> Century and Beyond?****Week 6****Tuesday 3/7**Lecture: Dr. Lauren Burignat-Kozol: Puccini's *Tosca*

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: *Tosca*

Social Science Discussion: The American Project

**Thursday 3/9**

Lecture: Dr. Warren Frisina: Arendt on Violence and Tyranny

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: *Tosca*

Social Science Discussion: Violence and Tyranny

**Week 7****Tuesday 3/14**

Lecture: Dr. Patricia Welch: Ōoka Shōhei's Fires on the Plain, or Mishima's "Patriotism"

Assigned Reading: PDFs/Links on Bb

Humanities Discussion: Ōoka Shōhei's Fires on the Plain, or Mishima's "Patriotism"

Social Science Discussion: Violence and Tyranny

**Thursday 3/16**

Lecture: Dr. Tomeka Robinson: The Cuban Revolution  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: Ōoka Shōhei's Fires on the Plain  
 Social Science Discussion: The Cuban Revolution

**Week 8- Spring Break**  
**NO CLASS 3/21; 3/23**
**Week 9****Tuesday 3/28**

Lecture: Dr. Vimala Pasupathi: Danticat's *The Dew Breaker*  
 Assigned Reading: Book for purchase, *The Dew Breaker*, ISBN: 9781400034291  
 Humanities Discussion: *The Dew Breaker*  
 Social Science Discussion: The Cuban Revolution

**Thursday 3/30**

Lecture: Dr. Tomeka Robinson: Haiti  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: *The Dew Breaker*  
 Social Science Discussion: Haiti

**Week 10****Tuesday 4/4**

Lecture: Dr. Rusti Eisenberg: U.S. Militarism and the Vietnam War  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: *The Dew Breaker*  
 Social Science Discussion: U.S. Militarism and the Vietnam War

**Thursday 4/6**

Lecture: Dr. Lauren Burignat-Kozol: Protest Poetry and Song  
 Assigned Reading: PDFs/Links on  
 Humanities Discussion: U.S. Militarism and the Vietnam War  
 Social Science Discussion: Protest Poetry and Song

**Week 11****Tuesday 4/11**

Lecture: Dr. Rusti Eisenberg: Peace Movements – Then and Now  
 Assigned Reading: PDFs/Link on Bb  
 Humanities Discussion: Protest Poetry and Song  
 Social Science Discussion: Peace Movements – Then and Now

**Thursday 4/13**

Lecture: INVITED LECTURE TBD

Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: TBD  
 Social Science Discussion: Peace Movements – Then and Now

## **Week 12**

### **Tuesday 4/18**

Lecture: Dr. Christopher Niedt: The New Left and Social Movement Theory  
 Assigned Reading: PDFs/Links on Bb  
 Humanities Discussion: TBD  
 Social Science Discussion: The New Left and Social Movement Theory

### **Thursday 4/20**

Lecture: Common Lecture: Dr. Stephen Ogumah: Gurnah's "Refugee Tales"  
 Assigned Reading: PDF/Links on Blackboard  
 Humanities Discussion: "Refugee Tales: Stateless Person's Tales"  
 Social Science Discussion: The New Left and Social Movement Theory

## **UNIT IV: The End of a Paradigm?**

### **Week 13**

#### **Tuesday 4/25**

Lecture: Dr. Bernard Firestone: Is the Liberal International Order Dead?  
 Assigned Reading: PDF/Links on Blackboard  
 Humanities Discussion: Refugee Tales: Stateless Person's Tales"  
 Social Science Discussion: Is the Liberal International Order Dead?

#### **Thursday 4/28**

Lecture: Dr. Lisa DeTora: Snyder's *On Tyranny: Twenty Lessons for the Twentieth Century*  
 Assigned Reading: Book to purchase, *On Tyranny*, ISBN9781984859150  
 Humanities Discussion: *On Tyranny*  
 Social Science Discussion: Is the Liberal International Order Dead?

### **Week 14**

#### **Tuesday 5/2**

Lecture: Dr. Massoud Fazeli: The Crisis of Globalization and the Populist Backlash  
 Assigned Reading: PDF/Link on Bb  
 Humanities Discussion: *On Tyranny*  
 Social Science Discussion: The Crisis of Globalization and the Populist Backlash

#### **Thursday 5/4**

Lecture: Dr. Lauren Burignat-Kozol: Nottage's *Sweat*  
 Assigned Reading: Book to purchase: Nottage's *Sweat* ISBN: XXXXXXXX?  
 Humanities Discussion: *Sweat*  
 Social Science Discussion: The Crisis of Globalization and the Populist Backlash

## Week 15

### Tuesday 5/9

Lecture: Dr. Christopher Niedt: Climate Change, International Cooperation, Responsibility: The Role of Transnational Social Movements

Assigned Reading: PDF/Link on Blackboard

Humanities Discussion: Sweat

Social Science Discussion: Transnational Social Movements.

## Final Exam Week

TBA Humanities

TBA Social Sciences

## BOOKS TO BE PURCHASED

**ISBN-10 0062416162**

**ISBN-13 978-0062416162**

*Radioactive*

Dey Street Books; Illustrated

Redniss, Lauren

edition (August 4, 2015)

**ISBN-10 1984859153**

**ISBN-13 978-1984859150**

*On Tyranny: Graphic Edition*

Snyder, Timothy and Krug, Nora

Ten Speed Press (October 5, 2021)

**ISBN 9781400034291**

*The Dew Breaker*

Danticat, Edwidge

New York: Vintage Books, 2005

**ISBN 978-1-55936-532-1-51595**

*Sweat*

Nottage, Lynn

Theater Communications Group, NY 2017

**ISBN-10 : 0804813795**

**ISBN-13 : 978-0804813792**

*Fires on the Plain*

Ooka, Shohei

Tuttle Publishing; Original ed. edition (May 1, 2001)

**HCLAS General Education Learning Goals and Objectives**  
**(for Liberal Arts Distribution credit)**  
**Applicable to HUHC 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 humanities ethically to investigate and analyze modes of expression.
- 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.