ACH advisor: René Andersen  
Quad Director: Judy Jaquez  
Faculty Director: Cathy Marrone

ACH 102.09 and .10  
Undergraduate College Seminar  
Spring 2016

Course Meeting Day/Time: Tuesday  
11:30–12:23 and 1:00–1:53 PM  
Location: I'm pretty sure it's Tabler 107

Meeting Pattern: This class meets for 53 minutes per week for 14 weeks

Instructor: Bente Videbaek  
Email: bente.videbaek@stonybrook.edu  
Phone: 632–7400  
Office Hours: Tu 12:35–1:00 by our class room; M/W 1–2 in HUM 2088

COURSE DESCRIPTION

We will read and discuss Shakespeare's *Hamlet* (Longman edition), and have a look at some of the critical texts in the volume. Alongside our reading, we will watch selected sections of three *Hamlet* movies (Jacoby, Gibson, and Branagh in the title role) and discuss how they interpret the play for the screen.

COURSE GOALS

● Improve critical thinking by developing evaluative, problem-solving, and expressive skills.  
● Enhance group communication skills through discussions, small-group work, presentations or debates.  
● Develop intellectual curiosity and better understand the role of a student in an academic community.  
● Please insert 2-3 specific course goals based on your topic.

REQUIRED TEXT AND READINGS

Shakespeare, *Hamlet*, the Longman Cultural Edition

CLASSROOM EXPECTATIONS AND INFORMATION
• **Class attendance and participation:** Attendance and active class participation are required.

• **Classroom Environment:** As members of the seminar, you are expected to read, discuss, and think critically about seminar topics and your responses to them. This does not mean that you are not supposed to disagree or have emotional reactions to the material, but you should also be willing to engage those reactions - and your classmates - in respectful and thoughtful ways. As a class community we should always be mindful of different people’s experiences. If at any time you have concerns about the material or class discussions, please speak to me.

• **Laptops, smartphones, tablets:** Electronic devices should only be used during class for class purposes (e.g. taking notes, research, Blackboard, eTextbook, etc). Facebook, email, texting, or accessing other forms of media that are not part of the seminar should wait until after class.

• **Blackboard and Email:** Students are expected to check their Stony Brook email account and log into Blackboard regularly for important course information from their instructor and Undergraduate College Advisors.

• **Instructor email and appointments:** I am accessible via email and will try to respond to your emails as soon as I can. However, I may not check email continuously throughout the day so please do not wait until the last minute to email concerns or questions – typically any question that requires a more complicated response or thoughtful conversation should be asked in person/during office hours (e.g. grading concerns; further explanation of readings, etc). When sending emails, please include the class/section in the subject line and your full name somewhere in the body of the email. Students are encouraged to visit office hours or make an appointment with me.

• **Americans with Disabilities Act:** If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, located at ECC (Educational Communications Center) Building, Room 128 (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

• **Academic Integrity:** Each student must pursue his or her academic goals honestly and be held personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, and Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/commcms/academic_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)
• **Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

• **Course Evaluation:** Each semester Stony Brook University asks students to provide feedback on their courses and instructors through an online course evaluation system. The course evaluation results are used by the individual faculty, department chairs and deans to help the faculty enhance their teaching skills and are used as part of the personnel decision for faculty promotion and tenure. No individually identifiable data are ever reported back to the university or instructor. Students who have completed previous evaluations can view all faculty ratings at: https://classie-evals.stonybrook.edu/

• **Academic Success and Tutoring Center (ASTC):** The ASTC provides free academic support services for all undergraduate students, including one-on-one tutoring, small group tutoring, academic success coaching, and public speaking seminars. Learn more about these services and additional campus resources at www.stonybrook.edu/tutoring.

• **UGC Events and Programs:** Getting involved and participating in campus life is an essential part of being a successful college student. As part of your **101 seminar**, attending events and submitting reflection papers about those events was/is part of required course assignments. Although you will not have the same event requirements and assignments in this **102 seminar**, you are expected to continue participating in events offered by your Undergraduate College as part of your Undergraduate College affiliation. (For students who are part of University Scholars, attendance at Scholars programs continues to be a requirement in Spring 2016.)

**COURSE REQUIREMENTS**
70 %: Own and read the required material (digital if you want). Be absent no more than one meeting; be prepared and willing to discuss text and film. Sometimes, we have 3, sometimes 2, meetings per act. Divide pages by the appropriate number and read up to the scene following.
30%: Three reading journals, 2–3 pages

**EVALUATION AND GRADING**
The First-Year Seminar (102) is a 1-credit course for which students will receive a grade between A-F.
The following grading scale applies for this seminar:
93-100 (A)
90-92 (A-)
87-89 (B+)
83-86 (B)
80-82 (B-)
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Introduction to the class. Syllabus &quot;walk-through.&quot; Any Questions? Discussion of the Longman <em>Hamlet</em> pp. 160–180 and 181–201</td>
<td>See what is to be discussed under each of our meeting days, and have that material thoroughly read and thought through for that meeting.</td>
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<tr>
<td>2/1</td>
<td>Act I begun (we'll spend 3 meetings on this act) plus pp. 215–219</td>
<td>(above)</td>
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<tr>
<td>2/8</td>
<td>Act I, 2nd installment, plus pp. 203–211</td>
<td>(above)</td>
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<tr>
<td>2/15</td>
<td>Act I, 3rd installment (done with extra stuff!) Journal 1 due</td>
<td>(above)</td>
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<td>2/22</td>
<td>Act II, 1st installment</td>
<td>(above)</td>
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<tr>
<td>2/29</td>
<td>Act II, 2nd installment</td>
<td>(above)</td>
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<td>3/7</td>
<td>Act III, 1st installment</td>
<td>(above)</td>
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<td>3/14</td>
<td>NO CLASS- SPRING BREAK (This should stop nobody from reading and watching and thinking)</td>
<td>NO CLASS- SPRING BREAK</td>
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<td>3/21</td>
<td>Act III, 2nd installment Journal 2 due</td>
<td>(above)</td>
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<td>3/28</td>
<td>Act IV, 1st installment</td>
<td>(above)</td>
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<td>4/4</td>
<td>Act IV, 2nd installment</td>
<td>(above)</td>
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<td>4/11</td>
<td>Act V (we'll spend 3 meetings on this act as well as Act I),</td>
<td>(above)</td>
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<td>4/18</td>
<td>Act V, 2nd installment</td>
<td>(above)</td>
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| 4/25  | Act V, 3rd installment  
Journal 3 due | (above) |
|-------|-------------------------------------------------|--------|
| 5/2   | Discussion of the value of this course.  
Does it do anything for you? What can  
be changed if this course should ever be  
offered again? | Take up the slack—there's bound to be  
slack! This is *Hamlet!* |