Course: PSY 27: Positive Psychology  Semester: Fall 2011
Instructor: Jeffrey J. Froh, Psy.D.  Hours: 3.0
Office Hrs: Monday: 1:00 p.m. – 2:30 p.m.  Day/Time: Monday & Wednesday: 2:55 p.m. – 4:20 p.m.
Office: Hauser Hall: Room 210  Room: Breslin Hall: Room 0025
Telephone: 516-463-4027  TA: Danielle Ruscio
Email: Jeffrey.Froh@hofstra.edu  Email: drusci1@pride.hofstra.edu

If you send me an email, please write PSY 27 in the subject box. This tells me that the email is from a Hofstra student in PSY 27. I’ll then give your email priority over the many others that I receive daily. All official communication sent to you via email will be through your Hofstra email address. You’re responsible for information sent via your official Hofstra email address. CHECK YOUR HOFSTRA EMAIL ADDRESS DAILY.

Course Description:
Prior to World War II, psychology had three main missions: make the lives of all people fulfilling; identify and enhance human excellence; and treat pathology. Nonetheless, since the 1950’s psychology has largely focused on decreasing maladaptive emotions and behaviors. Although treating illness is important, positive psychologists believe helping people flourish is equally important. The goal of positive psychology is to identify and enhance the human strengths and virtues that make life worth living and allow individuals and communities to thrive.

This course will provide an introduction to positive psychology. It’s designed to explore the development and promotion of happiness across the lifespan. Attention will primarily be given to well-being and character strengths. The format of the course is lecture, experiential, and interactive.

Psychology B.A. Program Goals and Learning Objectives

Learning Goal 1: Base of Knowledge: Students will learn and retain a broad base of knowledge in the various domains of Psychology in order to prepare for graduate schools in various disciplines of psychology or education and for a wide variety of postgraduate career opportunities, including but not limited to jobs in education, industry, human health services, and professional schools.

Learning Objective 1a: Students will demonstrate through papers, reports, examinations, theses and other written means, systematic knowledge in foundational areas such as History of Psychology, Biological Bases of Behavior, Human Development, Social Psychology, Learning, and Cognitive Psychology.

Learning Objective 1b: Students will demonstrate through papers, reports, examinations, theses and other written means, systematic knowledge in the applied areas, such as Clinical Psychology, Industrial-Organizational Psychology, and Psychology as it relates to Legal Settings.
**Hofstra College General Education Goals and Learning Objectives**

**Goal 1. Students will demonstrate the ability to think critically and creatively.**
1.a Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text or creative work.
1.b. 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.**
2a. Read with comprehension, and critically interpret written work in discipline-specific contexts.
2f. Apply the methods of social science to ethically investigate and analyze human social behavior.

**Goal 3. Students will demonstrate proficiency in written communication.**
3a. Compose grammatical sentences.
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.
3f. Respond to writing assignments using appropriate style, structure, and voice.

**Goal 6. Students will demonstrate information literacy.**
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.

**Required Readings:**

The above books are the main texts. See the course outline for additional required readings. All required readings are on e-reserve (the password is epup994g), the supplemental readings aren’t.

We’ll discuss a lot of material from these books in class. But it’s impossible, and pedagogically foolish, to try to cram everything into a semester. Therefore, please see these books as resources to expand your knowledge beyond our class discussions. If you read something that we don’t discuss in class, it’s not a waste of time. You learned something. And definitely don’t think that this suggests I’m “blowing off” the readings or enjoy student’s spending money unnecessarily on books. I’m as calculated as they get, and I’m doing it for your education. Trust me!

**Note:** If you want to succeed as a psychology major, whether that’s landing your dream job after graduation or getting into graduate school, you should read the following book:

Course Requirements:

I. Exams (40%)

There will be two exams throughout the semester, one being the final exam, which is non-cumulative. All exams will be multiple-choice. Each exam is worth 20% of your final grade. About half of the material will come from the class lectures, and the rest will come directly from the required readings. You must read the required readings if you aim to get a good grade and become happier (presumably the ultimate goal of taking a positive psychology course).

If you’re absent for an exam, you must have contacted me prior to or on the date of the exam in order to be eligible to take a make-up exam. This doesn’t guarantee that I’ll grant you the opportunity to take the make-up exam, but it increases your chances. If you fail to contact me, your grade will be zero.

II. Happiness Assignments and Reaction Papers (40%)

Students are required to complete happiness assignments throughout the semester and write a reaction paper for each one. Assignments will be based on the current topic under discussion. All assignments are noted in the course outline below. Here’s the grading policy:

√+ = 10 points
√  = 8 points
√- = 6 points

If I get the hint that you were lazy when completing the assignment, your grade will be a zero. Becoming sustainably happier is tough! The harder you work, the happier you’ll become. Please, please, please use this class as an opportunity for growth and long-term well-being. It’s beyond a grade. It’s about maximizing your potential and flourishing!

Guidelines for the Reaction Papers

Each paper must be about 2-3 pages (obviously excluding the title page and references!), double-spaced, 12-point font, and 1” margins on all sides. Including references is optional. If your paper fails to meet the page requirement, your grade will be zero.

Good writing is succinct. Get to the point! After you think your paper is complete, aim to reduce it by another third. Follow Strunk and White’s (2000) dictum to omit needless words.

You must complete 5 of the assignments.

Here are some general things to ponder as you structure your reaction papers:
1. Describe what you did and, if appropriate, with whom.
2. To what degree did you get anything out of the intervention? Describe any of the emotional, relational, and spiritual benefits you experienced.
3. What did you learn? What were the big discoveries?
4. To what degree did the exercise “fit” you? What might you have done differently for the exercise to fit you better?
5. How does the benefits you experienced, or lack thereof, relate to the research discussed in class and the readings? Ensure that you emphasize this. Be reflective!

You may create your own happiness assignment for the concept we’re discussing at the time. As we’ll discuss, people become happier from interventions that they like, that “fit” them. Creating a happiness intervention could be fun. But it could also be tough. If you’re up for a challenge, go for it!

Please note, however, that I won’t give you a √+ for trying. It must be an intervention that’s logical for the specific concept and could feasibly make you happier. Trying to increase your simplicity by thinking about
how much you love *American Idol* once a week will result in a paper grade of zero. I’m always thinking about new happiness interventions and would love to get new ideas from you. So put on your thinking cap and tap into your creativity. I dare you. But do this only if you’re willing to do the work.

**You may hand in only one paper per week, and you may do this any week we have class during the semester.**

**III. Happiness Plan and Class Presentation (20%)**

Now that you’re an expert in positive psychology, you’re to create a detailed self-enhancement plan on how you’ll live your life differently to flourish and achieve long lasting well-being and present it to us. The presentation should be about 5-10 minutes long. **The information you present must be on aspects of positive psychology we did not cover in class.** If, however, you present a little about aspects we did cover in class, the information presented must be different than what we discussed. In other words, you must research the topics further and go beyond what we already know.

**IV. What to Expect from me (100% of the time)**

I have tremendous expectations for you. High standards, in my view, lead to excellent performance and an enhanced academic experience for you and me. Please know, however, that as a teacher and mentor, I have equally tremendous standards for myself. Thus, you can expect that: (a) I’ll be accessible and available to you (e.g., I check email regularly Monday – Friday and encourage face-to-face scheduled meetings), (b) I’ll be punctual and prepared for classes and meetings, (c) I’ll respect you and treat you as a professional, and (d) above all, I’ll do my best to ensure that you have an excellent learning experience that is valuable.

***I’m happy to meet with you as often as needed. I want you to enjoy this class and learn a ton. Email correspondence is a tool and shouldn’t, in my opinion, replace good ‘ole fashioned face time. Please help me keep the *human touch* alive and meet with me in person. **As you’ll learn in class, relationships are the *sine qua non* for happiness!***

**V. Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
</tr>
<tr>
<td>B</td>
<td>84%-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77%-79%</td>
</tr>
<tr>
<td>C</td>
<td>74%-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>D</td>
<td>64%-66%</td>
</tr>
<tr>
<td>F</td>
<td>0%-63%</td>
</tr>
</tbody>
</table>

**VI. Attendance Policy**

There are four keys to success: 1. Do everything you say, 2. Finish everything you start, 3. Say please and thank you, and 4. Be prompt. I take attendance at the beginning of every class. Please be prompt! You’re responsible for information discussed and additional assignments given in class. If absent, please
get this information from another student—not me. If you have any questions, however, after speaking with this student I’m happy to help.

Per the Undergraduate Academic Affairs Committee:

Attending classes is likely to improve academic performance as well as to enhance the quality of learning experience. Being in the classroom offers opportunities to gain detailed faculty responses to your questions, to hear a wider range of perspectives, to develop public speaking and interpersonal skills, to network with your peers, and to engage in group exercises carefully designed to promote a deeper understanding of the subject matter. Moreover, establishing positive habits while in the university setting, such as regular attendance, can carry over into your behavior upon graduation and contribute to you having a successful career. The university recognizes the importance of instilling behaviors in you that will promote long-term personal and professional success.

VII. Email Policy

I asked Danielle to TA this course because she owns positive psychology. She knows her stuff! Therefore, if you have a question about class—lectures, readings, assignments, syllabus—please ask Danielle first. (Her email is: drusci1@pride.hofstra.edu) If you’re still confused, feel free to email me.

VIII. Academic Honesty

Plagiarism is a serious ethical and professional infraction. Hofstra’s policy on academic honesty reads: “The academic community assumes that work of any kind [...] is done, entirely, and without assistance, by and only for the individual(s) whose name(s) it bears.” Please refer to the “Procedure for Handling Violations of Academic Honesty by Undergraduate Students at Hofstra University” to be found at http://www.hofstra.edu/PDF/Senate_FPS_11.pdf, for details about what constitutes plagiarism, and Hofstra’s procedures for handling violations.

IX. Students with Disabilities

If you have any concerns regarding a physical, psychological and/or learning disability that may have an impact upon your performance in this course, appropriate accommodations can be made on an individualized, as-needed basis after the needs, circumstances and documentation have been evaluated by the appropriate office on campus.

The Office of Services for Students with Disabilities is located in 212 Memorial Hall. Telephone: 516-463-7074. Please see the Hofstra Guide to Pride, or see their site: http://www.hofstra.edu/StudentAffairs/stddis/index.html.

All disability-related information will be kept confidential.

X. Course Outline

WEEK 1 | What Does Positive Psychology (PP) Have to Offer?

Required Readings
1. Lyubomirsky Foreword
2. Fredrickson Chapter 1

Supplemental Readings
3. Peterson Chapter 1

Class Exercise
Students review the short descriptions of the 24 signature strengths. Focus on what you believe to be your top five strengths by giving careful consideration to the entire description, not just the word used to label the trait. Think of a time when you obviously used one of these strengths. Please introduce yourself to the class by telling a brief story (about 1 minute) about a time when you used one of these strengths. The time may be about a task you accomplished or a time at work, in nature, on vacation, with family and/or friends, by yourself, etc. Be specific in your descriptions.

Happiness Assignment 1
Complete the VIA Classification Survey (the long version) by clicking on the link below and creatively use your top five strengths in work, love, and play for 1 week. Attach a copy of your results from this assessment. www.authentichappiness.org

WEEK 2 | *Happiness: What is it, how do we measure it, what causes it?*

Required Readings
1. Diener and Biswas-Diener Chapters 1, 2, and 14 (chapter 14 has several well-being measures for you to take so you can learn how happy you are now)
2. Lyubomirsky Chapter 1
3. Kashdan Chapters 1 and 3
4. Fredrickson Chapters 2, 3, 8, and 12 (chapter 8 teaches you how to determine your current level of positivity)

Supplemental Readings
Class Exercise
Students complete and discuss measures of happiness and life satisfaction.
**Wrap up this section with the DVD interview with Ed Diener and his wife.**

Happiness Assignment 2
The pleasant life involves the pleasures of positive affect and personal well-being. Map out your ideal day, then live and savor it. ALSO, act like a philanthropist and do something helpful. For both the ideal day and philanthropic activity you must actually do something for both of them. I'm not asking for you to write about this hypothetically. Literally, go live an ideal day and go do something philanthropic. Which activity made you happier in both magnitude and duration? Why? Does it depend on how you define happiness? Explain. Which act would Jeremy Bentham (19th century philosopher and early advocate of utilitarianism) more likely endorse? Why? Do you agree? I think this is an especially valuable exercise and that you'll derive great benefit.

OR

Interview people regarding their views on the relationship between money and happiness. Has conventional wisdom prevailed? How did they respond when you shared the data with them?

WEEK 3 | Why be happy?

Required Readings
1. Lyubomirsky Chapter 1 (continued)
2. Diener and Biswas-Diener Chapters 3, 5, and 12
3. Fredrickson Chapters 5 and 6

Supplemental Readings

Class Exercise
Students tell a story about their happiest day and describe what they did or were motivated to do that day.

WEEK 3 | Why are some people happier than others?

Required Readings
1. Diener and Biswas-Diener Chapters 9, 10, and 11

Supplemental Readings

**WEEK 4 - NO CLASS WEDNESDAY – CONVERSION DAY | Happiness Interventions & REBT**

**Required Readings**
1. Diener and Biswas-Diener Chapter 13
2. Lyubomirsky Chapters 2, 3, and 10
3. Fredrickson Chapters 9, 10, and 11

**Supplemental Readings**
Class Exercise
**Wrap up this section with the 20/20 video: Happiness**

**Happiness Assignment 3**
Think of a time when you adapted to an experience, object, etc. that you dreamt about for eons and swore it would give you eternal pleasure/satisfaction. Now that you have an understanding of the hedonic treadmill, what would you have done differently?

OR

Engage in one of the happiness interventions discussed by Lyubomirsky for 1 week. Remember the importance of the person-activity-fit!

OR

Have a good day. Determine what makes a day good for you. Then, assuming that you can identify this, how can you change your future days to maximize the enabling factors and minimize those that detract?

OR

Make a concerted effort to engage in random acts of kindness every day (a simple, small favor). Make it anonymous if possible. What happened to you as a result? What about the beneficiary and/or those around you? Pay attention to how often you do this during the day/week and the specific acts you do. Can we adapt to the intervention if we do it every day for a week? Should it only be every so often? Is it better to do numerous acts once a week? How “big” do the acts need to be? Is holding a door enough to boost happiness?

**WEEK 5 | Positive emotions**

**Required Readings**
1. Kashdan Chapter 4
2. Fredrickson Chapters 4, 5, and 7

**Supplemental Readings**

**Class Exercise**
Students complete and discuss measures of positive emotions.

**Happiness Assignment 4**
Create a “positivity portfolio”

OR
Induce a positive emotion (e.g., talk to a friend, eat ice-cream, etc.) and then attempt a task (e.g., write a paper) and see if you perform “optimally” (or at least better than you have in the past) as a function of the positive emotion.

OR

Plan a “perfect” surprise for someone who needs it, tutor a child in reading or math, play your guitar at a local nursing home, volunteer for a local organization (e.g., Canine Companions for Independence [CCI]), etc.

OR

Leave a huge tip for a small check.

OR

Send an e-card to a different friend each day.

OR

Pay the whole tab when you are out with friends.

**WEEK 6 | Flow & Savoring**

**Required Readings**
1. Lyubomirsky Chapter 8

**Supplemental Readings**

**Happiness Assignment 5**
Spend 1 week practicing one or more of the flow exercises (Lyubomirsky, 2008, pp. 184-189).

OR

Spend 1 week practicing one or more of the savoring exercises (Lyubomirsky, 2008, pp. 193-202).

OR

Stop and notice the next time something good/pleasurable happens. To savor this event, you should: share with others, build memories, self-congratulate, sharpen perceptions, become absorbed, etc.

**WEEK 6 | MID-TERM**

**WEEK 7 | Love & Social Support**

**Required Readings**
1. Diener and Biswas-Diener Chapter 4
2. Lyubomirsky Chapter 5
3. Kashdan Chapter 6

Supplemental Readings

Class Exercise
Students complete and discuss measures of attachment, passionate love, and companionate love.
**Watch 20/20 video: Love, Lust, & Marriage**

Happiness Assignment 6
Spend time reminiscing with your partner (or friend) by looking through old pictures or watching old homemade movies. Discuss how your relationship was then and how it has grown since.

OR

Have your partner/friend take the VIA survey (they may take the brief version if they wish). Plan a “strengths date” allowing each other to plan half of the time spent together using your top 5 signature strengths.

OR

Following Gottman’s advice, spend an extra 5 hours this week with your partner and reflect on the difference between this week and your “typical” week (prior to having this knowledge). Get feedback from your partner. How has your relationship changed? Do you feel closer? Happier with “what you have?” More satisfied? Did you see the effects of improving your relationship (your “base/foundation”) in other areas of your life (e.g., more focused/productive at work, more energetic)?

OR

Choose a person with whom you are close and keep track of how you respond whenever he or she relays some good news. Resolve to respond to every piece of good news in an active and constructive way. Keep track of what you do, and make sure the number of active-constructive responses outweighs other responses by at least 3:1.

OR

Emphasize validation in your relationships: In your relationship or marriage, are your positive interactions five times as often as negative ones, as Gottman emphasizes? If so, congrats, if not, make it happen!

OR
Live a life that emphasizes commitment: Commitment creates a sense of safety and makes intimacy possible. Commit yourself to your partner and friends. Make a conscious decision to take risks, to be vulnerable in disclosing yourself to them, to be honest, to avoid hurting them, and to prioritize these relationships. Ornish (1998) calls this “focused intentionality.”

OR

Simply spend time with someone. I don’t mean 5 or 10 minutes. I mean like an entire afternoon. (Some of my greatest birthday gifts include spending an entire afternoon sailing with five of my friends, hiking with wolves with one of my friends, and going kayaking and mountain biking with my wife. All three gifts were *TIME.* ) Make a meaningful deposit in their “emotional bank account.” What happened to your relationship as a result? How did you feel during and after spending time with your loved one? How do you think your loved one felt during and after spending time with you?

WEEK 8 | Gratitude

Required Readings
1. Lyubomirsky Chapter 4

Supplemental Readings
2. Emmons, R. A. (2007). *Thanks!: How the new science of gratitude can make you happier.* Boston: Houghton Mifflin Company. **I strongly encourage you to read this. It’s an insightful and fun page-turner written by one of the gratitude pioneers.**

Class Exercise
Students complete and discuss measures of gratitude.

Happiness Assignment 7
*Set the right tone when you watch a movie:* Say a brief prayer of thanksgiving or meditate on gratitude before and after you watch a movie. Be thankful for the privilege granted to you to be able to view and appreciate the film—experiencing the talent, countless hours of work, and incredible teamwork that took place in the production of the film. Try your best to appreciate this and not take it for granted. Look upon the film with grateful eyes.

OR

*Count your blessings:* Make this exercise part of your evening and morning ritual, a ritual of gratitude. Fall asleep each night thinking about the things for which you are grateful (Count blessings, not sheep!).
Savor the memory of the person, event, or experience for which you are grateful. What have you gained? What haven’t you lost? What have you learned? Who helped you? What made your day easier? How are others worse off than you? Include your blessings with your reflection paper.

OR

**Grateful thinking:** Notice all of the gifts in your life, all of the times someone does something kind for you. Process the gift exchange through grateful lenses. (Remember, a gift can be tangible [e.g., CD, food, clothes, ride to the store] and intangible [i.e., active listening, expression of love and support, friendship].)

*Intent:* To what extent did the person give you the gift intentionally? *Cost:* How much did it cost (time, energy, attention, money, etc.) the person? *Benefit:* How much do you benefit from the gift? The more you notice and appreciate the intent, cost, and benefit of a gift exchange, the more that you’ll experience gratitude?

OR

**Gratitude visit:** Write a gratitude letter to someone who has been especially kind to you and has not been properly thanked. This may be someone you’re close to (e.g., family), someone from your past (e.g., a teacher from years ago), or someone you barely know but are grateful to all the same (e.g., a neighbor for always waving). Deliver it to him or her in person, and read it to them if you’d like. Submit a copy of this letter to me with your reflection paper.

OR

**Remember the bad:** This is one of Emmons’s evidenced-based strategies for building gratitude that he discusses in his book *Thanks!* (2007). Acknowledge gratitude for the bad things that have happened. Everyone has gone through some level of pain, difficulty, and suffering, and your pain has likely made you stronger and more resilient. Reflect on your past. What are some areas in which you can be grateful? How can these be viewed as blessings instead of curses? We cannot erase our memories of the bad; instead, the solution is to embrace, appreciate, and accept our past. From this acceptance, gratitude can unfold.

OR

**Set up reminders:** Place adhesive notes (post-its) throughout the spaces in which you live (e.g., car, work, home). (I use my screensaver.) Whenever you see one of these notes, deliberately shift your mindset to one of gratefulness—gratitude for whatever you’re doing, wherever you are, and whomever you’re with. Although seemingly contrived, as you cultivate this habit, you will find that gratefulness will become automatic, and this character strength will grow.

**WEEK 9 | Materialism**

**Required Readings**
1. Kasser the WHOLE book (because you have no readings for next week and we’re discussing a related topic, you actually have 2-weeks to read this small book)
2. Diener and Biswas-Diener Chapter 6

**Supplemental Readings**


**Class Exercise**
Students complete and discuss measures of materialism.

**Watch HBO special: *Kids + Money***

### WEEK 10 | Voluntary Simplicity

**Require Readings**
1. Finish the readings from last week

**Supplemental Readings**

+ = I strongly encourage this book for those interested in the classic writing on voluntary simplicity. I’m not making it mandatory because I understand that you must also read Kasser’s book, and I don’t want to overwhelm you. But if you’re interested in reducing the physical and emotional clutter in your life so that you have more time, energy, and attention to fulfill your needs of autonomy, competency, and relatedness—read this book!

**Happiness Assignment 8**
Spend money on ONLY the bare essentials (e.g., food and rent), use ONLY the bare essentials (e.g., walk somewhere instead of driving your car), and carve out several hours of quality free time—by tearing yourself away from the television, Facebook, your iPhone, etc.—and use it to pursue hobbies, interests, read, spend time with friends, go for walks, visit a museum, etc. What was it like simplifying your life? What was it like “taking back your time?” How, if any, did your view of materialistic values change?

### WEEK 10 | Meaning and purpose in life

**Required Readings**
1. Kashdan Chapters 5 and 9

**Supplemental Readings**

**Class Exercise**
Students complete and discuss measures of meaning.

**Happiness Assignment 9**
Write your own legacy. Think ahead to your life as you would like it to be and how you would like to be
remembered by those closest to you. What accomplishments would you mention? What personal strengths would they enumerate? In short, what is your legacy?

OR

Think about the purpose of your life, generate a list of possible reasons you think you are alive, and create a blueprint for achieving your purpose in life. In short, why are you here, and how will you achieve this higher calling?

WEEK 11 | Religiosity and Spirituality

Required Readings
1. Diener and Biswas-Diener Chapter 7

Supplemental Readings

Happiness Assignment 10
Read a religious or spiritual book, or go to a religious service every day.

OR

Spend at least 15 minutes a day in prayer.

OR

Attend a religious service of a faith unfamiliar to you.

WEEKS 12 & 13 | Curiosity

Required Readings
1. Kashdan Chapters 2, 7, and 8

Supplemental Readings

**Happiness Assignment 11**
Tap into your curiosity, face your anxiety, and become a “curious explorer” by doing something you’ve always wanted to do but never did.

OR

Now that you’re an expert in positive psychology, you’re to create a *detailed* self-enhancement plan on how you’ll live your life differently to flourish and achieve long lasting well-being.

**WEEKS 14 & 15 | STUDENT PRESENTATIONS**

**WEEK16** | *Final (EXAM II): Wednesday, 12/14, 1:30 p.m. – 3:30 p.m.*

I reserve the right to modify the syllabus during the semester as the course progresses and external events dictate. Any and all changes made will be communicated either via your official Hofstra email address or in class.