

Love Actually (CAMS-UA.0147)
Course Outline and Syllabus

"Love looks not with the eyes but with the mind" ~ William Shakespeare

We are taught that love is something we passively ‘fall into,’ as if it just happens to us or does not. However, the notion that love is active, a lifelong ‘verb’ each of us carries out through the human experience, a capacity that is acquired and altered through human relationships over time, is an idea that is less often considered. Most people would agree that experiencing love is the most important aspect of living a meaningful life, and yet we struggle to understand the concept of love in all its complexity. In this course we hope to help students navigate a more layered understanding of love, by exploring classic writings, research in neuroscience, and love’s relationship to our mental and physical well being.

In the first section of the course, we will begin to define and develop our understanding of love and intimacy. What is love? What is intimacy? We will engage students to deepen their curiosity and begin asking questions about the nature of love and how it changes through one’s life and is shaped by one’s experience. We will provide students with an accessible introductory tour of the evolutionary theory of love and the neurobiology of emotion and relationships, an exciting area of research that has grown immensely in recent years. We will present love as it is described through the lenses of culture, sociology, and the humanities as a way to deepen our grasp of this mysterious emotion and experience.

In the second section, we will turn to the individual, tracing the developmental arc of our capacity to love and be in relation to others over a human lifetime. How does our experience with, and ability to, love change and grow over time? We will accompany the students from mother/infant love, to adolescent crush and the development of sexuality, through partnering and adult, mature love, and finally to love’s loss and the grief surrounding it. We will pay particular attention to how learning to love is vital for our wellbeing, and we will examine the complimentary topics of solitude, vulnerability and loneliness.

During our journey of love across the lifespan, we will examine the various stages of love through a variety of perspectives that were introduced in the first part of the course. We will examine the neurobiology of different phases of love, from infancy to old age, as well as social and cultural influences that are involved. We will look at how technology and media exert their effects on relationships and love and how sexuality is related to the notion of love. We will explore love’s relationship to creativity and imagination, in addition to love as a therapeutic action and ability to repair, with specific focus on neuroplasticity and the brain’s ability to change itself within this setting. At the end of this section, students will synthesize the material from throughout the semester creatively with final presentations. Throughout the course, we will look not only to the disciplines of neurology and psychology, but also to philosophy, poetry, literature, and film – all ‘primary sources’ of the complex experience of love.

Time/Location:

Section 1: Seminars on Mondays 5:00 PM – 7:30 PM / Bldg:GCASL Room:279

Instructor:

- Francesco Ferrari, MD, MS (francesco.ferrari@nyumc.org)

Office Hours By Appointment.

Books to Be Purchased By Students:

1. Mitchell, Stephen A. (2002). *Can Love Last?: The Fate of Romance over Time*. New York: W.W. Norton.
2. Fromm, Eric. (2006). *The Art of Loving*. New York: Harper Perennial.

The remainder of listed readings/excerpts will be placed on NYUClasses for students to download and/or placed on reserve at the Bobst Library.

Recommended and required films will also be placed on reserve at Bobst.

Course Outline:

Session	Topic and Description	Date
Section I: Introduction: What is Love?		
1	<p>Overview of Love & Intimacy</p> <p>What is love? What is intimacy? In this introductory session, we will begin to explore and deepen our curiosities about these definitions. The class will first be asked to define these terms as a group and create a taxonomy of love and intimacy. We will consider different forms and intensities of love and intimacy. For example, how is it different to love a child, parent, sibling, romantic partner, pet, or deity? We will also begin to explore and deepen our curiosities about how love and intimacy (or lack thereof) relates to our happiness and well-being. Do we need to love others with or without reciprocity in order to be happy and have a sense of purpose? Does absence of love cause depression? Can love be quantified? Can finding love, even perhaps in a psychotherapeutic relationship, be a cure for clinical depression?</p> <p>Course expectations will be reviewed, including an introduction to the group project and final paper, and grading and student evaluations will be explained. This class will conclude with a discussion of students' reactions to this material and their thoughts on its relevance to their lives.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rilke, Rainer Maria. <i>Letters to a Young Poet</i>. Novato, C.A.: New World Library. "The Seventh Letter," pp. 61-69. 	Monday 9/14/15

	<p>[In Class as a group: some love songs by Daniel Johnston and John Lennon, excerpts from <i>The Art of Loving</i>, by Eric Fromm.]</p> <p>Please read the entire Fromm book over the course of this class.</p>	
2	<p>Love & the Humanities</p> <p>In this class we finish laying the groundwork for the subsequent study of love throughout the life cycle. We will broaden our exploration of love beyond the hard sciences and into the rich and diverse academic worlds of history, philosophy, religion, literature, and the arts. We will focus on the strengths and limitations of such wide-ranging theoretical viewpoints and show that the whole is far greater than the sum of its individual parts. We will delve into our overarching need to express love and for love to be insisted upon creatively. After all, love is a great muse, a creative act in and of itself. We will also look at the role of fantasy and idealization in love and intimacy as forces that create, shape and destroy intimate bonds. We will examine how and why our modern interpretation of love is different from that of previous generations. We will examine Plato's <i>Symposium</i> on the genesis, purpose, and nature of love among others to shed light on how the imagination has its own complex relationship to love, and how it is a vital part of all relationships.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Fromm, Eric. (2006). <i>The Art of Loving</i>. Chapters 1 and 3, pp. 1-6, 99-123. New York: Harper Perennial 2. Plato, (2001). <i>Symposium</i>. "The Myth of Aristophanes." Chicago: Chicago University Press. 3. Mitchell, Stephen A. (2002). <i>Can Love Last?: The Fate of Romance over Time</i>. "Idealization, Fantasy, and Illusions," Chapter 3, pp 93-118. New York: W.W. Norton. 4. Krauss, Nicole. (2005). <i>A History Of Love</i>. New York: W.W. Norton & Company. Pp 7-13. 5. Saunders, George. "Congratulations, by the Way." Speech. 6. Oliver, Mary: selected poems. 	Monday 9/21/15
3	<p>Evolutionary Psychology & The Neuroscience of Love & Emotions</p> <p>We will explore the science of how and why we choose our partners and the evolutionary advantages of our most fundamental and universal behaviors in relationships. We will look at the evolutionary psychology of human mating and relationships as it pertains to procreation and successfully raising offspring. We will introduce scientific theories of love with a focus on the structure and function of the brain and mind and how they are shaped by emotional relationships. Students will learn how the mind emerges from the substance of the brain as it is shaped by interpersonal experiences from infancy through adulthood. We will</p>	Monday 9/28/15

	<p>introduce simple neuroanatomy, the function of neurotransmitters, the regions of the brain involved in emotion, how neurobiology and love are dynamically interwoven, and why this is essential for psychological well-being. We will also discuss limitations of neuroscience in explaining how we love via an introduction to themes from an emerging academic coalition of “neuro-skeptics.”</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Fisher, H. E. (1992). <i>Anatomy of Love: The Natural History of Monogamy, Adultery, and Divorce</i>. New York: Norton. Chapter 2, pp. 37-58 2. Lehmiller, Justin J. (2014). <i>The Psychology of Human Sexuality</i>. Oxford: Wiley-Blackwell. Chapter 7 “The Laws of Attraction” pp. 169-192; 3. Ryan, C., and Jethá, C. (2010). <i>Sex at Dawn: How We Mate, Why We Stray, and What it Means for Modern Relationships</i>. New York: Harper Perennial. 4. Cozolino, L. J. (2006). <i>The Neuroscience of Human Relationships: Attachment and the Developing Social Brain</i>. New York: Norton. Introduction and Chapter 1, pp. XIII – XIX, 1-13 <p>Other Required Media to view: “Show 5: Why Sex.” <i>Evolution: A Journey into Where We're From and Where We're Going</i>. PBS. 2001. http://www.pbs.org/wgbh/evolution/about/show05.html</p> <p>Supplemental (optional) readings:</p> <ol style="list-style-type: none"> 1. Slater, L. (2006, February). True Love: <i>National Geographic</i>. 2. Smith, E. E. (2013, January 24). There's No Such Thing as Everlasting Love (According to Science). <i>The Atlantic</i> 3. Gopnik, A. (2013, September 9). Mindless: The New Neuro-Skeptics. <i>The New Yorker</i> 	
4	Readings and content to be announced for this week.	Monday 10/5/15
	<p style="text-align: center;">FALL RECESS ON MONDAY OCTOBER 12th Our class this week will be held on Tuesday October 13th</p>	
Section II: Love Through the Life-Cycle		
5	<p>Parent-Infant Love</p> <p>What is so unique about the bond between a parent and child? And how does this first love relationship shape all others to come? This week we</p>	Tuesday 10/13/15

will begin looking at love through the human life-cycle. Starting with infancy we will study the first love relationship. We will expand on the neuroscience of early love, including the importance of oxytocin and physical attention as means to solidify this bond. We will consider a variety of theories of infant love including attachment theory and evolutionary theory, delving into how parent-infant love is designed to support survival of our species. We will also attempt to explore the uniqueness of early love as it relates to the idea of reciprocity and discuss whether infant dependency is actually a form of love or something different entirely. We will look at the unconditional love a parent has for their child and discover how this is quite different from love in any other form. We will depict how positive and loving early relationships have enormous implications on our well-being, on the shape of future relationships, and most importantly on our capacity for love.

Readings:

1. Perry, Bruce Duncan, and Maia Szalavitz. (2008). *The Boy Who Was Raised As a Dog: And Other Stories From a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us About Life, Loss, Love, and Healing*. New York, NY. Basic Books. Chapter 4 "Skin Hunger". pp. 81-98.
2. Fromm, Eric. (2006). *The Art of Loving*. New York: Harper Perennial. Chapter 2 "The Love Between Parent and Child". pp.29-41.
3. Ginott, Dr., Haim (2003). *Between Parent and Child: The Bestselling Classic That Revolutionized Parent-Child Communication (Revised and Updated)*. New York: Three Rivers Press. Chapter 1: The Code of Communication: Parent-Child Conversations. Pp. 5-28.
4. <http://www.pbs.org/thisemotionallife/blogs/birth-attachment-theory>
5. Winnicott, D. (1964). The Baby as a Going Concern. In *The Child, The Family, And The Outside World* (pp. 25-29).
6. Winnicott, D. (1964). The Baby as a Person. In *The Child, The Family, And The Outside World* (pp. 75-79).

Other Required Media to view:

Facial Communication between mother and macaque monkeys

<http://www.youtube.com/watch?v=dtiojpb7Jz0>

<http://www.youtube.com/watch?v=n6dk7zk2om0>

Strange Situation Experiment

<https://www.youtube.com/watch?v=PnFKaaOSPMk>

Harlow's Monkeys

https://www.youtube.com/watch?v=_O60TYAIgC4

	<p>Emotional Deprivation in Infancy: Study By Rene Spitz 1952 https://www.youtube.com/watch?v=VvdOe10vrs4</p> <p>Optional/Recommended movie to watch before class: <i>Babies</i> [Motion picture]. (2010). Universal.</p>	
6	<p>Love in Childhood</p> <p>In this class we will continue our journey through the life cycle pausing in childhood to examine the shape that love takes during this time. We will continue to see how our early experiences and relationships form our capacity for human connection, illustrated by examining the adoption literature. We will look at the separation from one's parents, the initiation of independence, and the development of transitional objects, all of which begin during this time and shape our experience in relation to others. We will examine the Greek concept of <i>philia</i> (friendship) and its relation to love, which has its roots in childhood. We will examine other cultural theories of love in childhood including the Japanese concept of <i>amae</i>. We will also examine the social constructs of empathy and altruism that begin to develop in childhood, are shaped by our first love relationships, and ultimately have an enormous impact on our development and our ability to love in the future.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Perry, Bruce Duncan, and Maia Szalavitz. (2008). <i>The Boy Who Was Raised As a Dog: And Other Stories From a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us About Life, Loss, Love, and Healing</i>. New York, NY. Basic Books. Chapter 5 "The Coldest Heart." pp. 99-124. 2. Doi, T. (1992). On the Concept of Amae. <i>Infant Mental Health Journal</i>, 13,7-11. 3. Sfar, J., Ardizzone, S., Findakly, B., & Saint-Exupéry, A. . (2010). <i>The Little Prince</i>. Boston: Houghton Mifflin Harcourt. Chapter 21. pp. 55-63. 4. http://www.newyorker.com/magazine/2007/05/28/puppy-2 <p>Optional/Recommended movie to watch before class: <i>Moonrise Kingdom</i> [Motion picture]. (2012). Focus Features.</p>	<p>Monday 10/19/15</p>
7	<p>Love in Adolescence</p> <p>Continuing to examine love and intimacy from a developmental perspective, we will examine one's first experiences of romantic relationships – those that begin in adolescence. Adolescent brain changes will be studied, with special attention paid to how these</p>	<p>Monday 10/26/15</p>

	<p>changes affect interpersonal exchanges. We will look at the role romantic relationships play in healthy adolescent development and identity formation. We will also begin to study how technology influences the development of contemporary romantic relationships, paying special attention to the impact of social networking sites (e.g., Facebook and Twitter) on adolescent behaviors and on the development of intimacy among teens.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Excerpts from Dan Siegal's <i>Brainstorm</i>. 2. Excerpt from <i>Just Kids</i> by Patti Smith. 3. Paper: <i>The Digital Revolution and the Adolescent Brain</i> by Jay Giedd <p>Assignment: Take-home Midterm Exam passed out at end of class.</p> <p>Assigned movie to be watched before coming to this class: Lurhman, B. (Director). (1996). <i>William Shakespeare's Romeo + Juliet</i> [Motion picture]. United States: Twentieth Century Fox Home Entertainment/Fox Video.</p> <p>Other Required Media to view: Frank O'hara filmed reading his poem "Having a Coke with You." https://www.youtube.com/watch?v=YDLwivcpFe8&noredirect=1</p>	
8	<p>Love, Sexuality, & Eroticism</p> <p>This week we will investigate the relationship between sexuality, eroticism, and love as it emerges in young adulthood. We will explore in greater depth the psychological, cultural and societal, and biological and evolutionary influences that drive us to have sex. We will discuss what attracts us to other people and look at the variety of patterns of sexual behavior people exhibit, from serial monogamy, to infidelity, to polyamory. Sex will be examined both as an expression of love and as a physical act without intimacy. We will also explore similarities and differences in how heterosexual and homosexual partners find, express, and commit to love.</p> <p>Assignments Due: Take-home Midterm Exam is due at the beginning of class.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Excerpt from Octavio Paz: <i>The Double Flame Love and Eroticism</i> 2. <i>The Unbearable Lightness of Being</i> by Milan Kundera. Chapter 1. 3. <i>Love Cycles</i> by Linda Carroll – "the Merge" 	Monday 11/2/15

	Assigned movie to watch before coming to this class: Linklater, Richard. (Director). (1995). <i>Before Sunrise</i> [Motion picture]. United States.	
9	<p>Dating, Mating, and Partnering</p> <p>This week we will continue our examination of love through the study of romantic relationships into adulthood. The act of dating, partnering and choosing whom (and whether) to marry will be our focus. We will explore the nature of loving, committed relationships and begin to look at what developmental changes occur during this time that propel us to partner with others. We will look at cognitive mechanisms that are used in different phases of mating and discuss various mating strategies, all of which are highly dependent on context. Continuing with material introduced in previous weeks, the impact of technology on the act of finding a partner in the contemporary world will be scrutinized as well. Particular attention will be paid to online dating services and geo-location mobile hook-up applications.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Excerpts from: Geher, Glenn, & Kaufman, Scott B. (2013). <i>Mating Intelligence Unleashed: The Role of the Mind in Sex, Dating, and Love</i>. New York: Oxford University Press. 2. Lehmiller, Justin J. (2014). <i>The Psychology of Human Sexuality</i>. Oxford: Wiley-Blackwell. Chapter 8 "Intimate Relationships: Love, Sex, and Commitment" pp. 196-225. 3. Excerpts from: Slater, Dan. (2013). <i>Love in the Time of Algorithms: What Technology Does to Meeting and Mating</i>. New York. <p>Assignment due: Last day to submit proposal for Final Creative Project.</p> <p>Optional/Recommended movies to watch before class:</p> <ol style="list-style-type: none"> 1) Jonze, Spike. (Director). (2013). <i>Her</i>. [Motion picture]. United States. 2) Linklater, Richard. (Director). (2004). <i>Before Sunset</i> [Motion picture]. United States. 	Monday 11/9/15
10	<p>Mature Love Part I: Commitment</p> <p>We often talk about finding a person to love, but what happens next? There is a new and changed life that begins once the searching is done. Though we call it 'settling down,' the trials of partnering can be just as 'wild' as early love. How does love shift from the potent spell of falling in love to something deeper that can be sustained over time? What can appear straightforward to the casual observer is often a</p>	Monday 11/16/15

	<p>relationship containing complex undercurrents beneath the surface.</p> <p>We will look at the natural ebb and flow of intimacy, where a couple feels distant and then back in love. What does it take to create a healthy atmosphere for love, and what is it that gets in the way? We will examine why some relationships flourish and others fade. We will look at the concepts of danger and desire, safety and adventure, growing apart and infidelity. We will consider how love lasts, how our parent's unions affect our own, and how love changes as we transition, such as with the birth of children or the changing of careers. We will also look at love as we age, including the ways love and passion shift for the elderly.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Perel, Esther. (2006). <i>Mating In Captivity: Reconciling the Erotic and the Domestic</i>. New York: Harper Collins. "The Pitfalls of Modern Intimacy," Chapter 3, pp. 38-52. 2. Mitchell, Stephen A. (2002). <i>Can Love Last?: The Fate of Romance over Time</i>. New York: W.W. Norton. "Aggression and the Danger of Desire." Chapter 4, pp 119-143. 3. Fromm, Eric. (2006). <i>The Art of Loving</i>. Chapter 4. New York: Harper Perennial <p>Assigned Other Media to watch before class:</p> <p>Perel, Esther. 2013, Feb. "Esther Perel: The Secret to Desire in a Long Term Relationship."</p> <p>[Video File] Retrieved from http://www.ted.com/talks/esther_perel_the_secret_to_desire_in_a_long_term_relationship</p> <p>Fisher, Helen: 2006, Sept. "Helen Fisher: Why We Love, Why We Cheat."</p> <p>[Video File] Retrieved from http://www.ted.com/talks/helen_fisher_tells_us_why_we_love_cheat.html</p> <p>Assigned movie to watch before class:</p> <p>Linklater, Richard. (Director). (2013). <i>Before Midnight</i> [Motion picture]. United States.</p>	
11	<p>Mature Love Part II: The Loss of Love & On Being Alone</p> <p>In this session we will explore the different ways that being by oneself relates to being in love. How does our capacity to be alone relate to our ability to love, to be intimate, and to form relationships? We will consider Erich Fromm's concept of "standing in love;" that is, being one's own person while fully loving another. We will explore the</p>	<p>Monday 11/23/15</p>

	<p>difference between loneliness and solitude (i.e., being <i>by</i> oneself vs. <i>with</i> oneself) as they relate to love. Having studied how one loves another, we will go on to explore how loving oneself is vital to mental health.</p> <p>We will then examine several different aspects of love and loss. We will look at mourning a loved one, whether through separation or death, and what impact this grief has on our psychological well-being. We will consider how love and intimacy enhance not only the quality of our lives, but also greatly impact our physical and emotional health and how recent research demonstrates that loneliness places us at greater risk for illness. We will also explore the process of love coming to an end through divorce, infidelity, and even transient loss of love in relationships. Finally, we will consider the sociological, psychological and biological factors involved in mature love.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Olds, Susan. (2012). <i>Stag's Leap</i>. Selected poems: "Stag's Leap," "Known to be Left," "Love," "Crazy," "Discandied," "Tiny Siren," "What Left?" and "Pain I Did Not." New York: Alfred A. Knopf. 2. "Testament." Poem by Hayden Carruth. 3. Lyubomirsky, S. (2012, December). New Love: A Short Shelf Life. <i>New York Times</i>. Retrieved January 20, 2014, from http://www.nytimes.com/2012/12/02/opinion/sunday/new-love-a-short-shelf-life.html 4. Winnicott, D.W. (1965). <i>The Maturation Processes and the Facilitation Environment</i>. London: Hogarth Press Ltd. "On the Capacity to be Alone." Read only pp. 30-31 section on "Paradox"; pp.32-34; read "I am Alone" (very bottom of p 32) and "Ego-Relatedness sections <p>Other Required Media to view: "Belly," animated short directed by Julia Pott. http://vimeo.com/46233381</p> <p>KCRW Strangers Podcast "Love Hurts." http://www.kcrw.com/news-culture/shows/strangers/love-hurts</p> <p>Louie CK, season 4, selected edits from Episodes 9 & 10.</p> <p>Optional/Recommended movie to watch before class: Haneke, Michael. (Director). (2012). <i>Amour</i>. [Motion picture]. France.</p>	
12	<p>Love & Repair</p> <p>As the instructor-driven course didactic content comes to a close, our focus shifts back to the dynamic relationship between love and our</p>	Monday 11/30/15

	<p>psychological well-being. We will explore what it means to be healthy in the way we love. Can love repair and be repaired? Can we learn to love as adults if we weren't loved well as children? This class will touch upon how psychotherapy, as well as other loving relationships, such as mentorship and close friendship, can potentially repair our ability to be intimate and love. We will explore the latest scientific discoveries of the brain revealing the impact of psychotherapy, including fMRI studies, and concepts of neuroplasticity (how the brain changes itself). We will also delineate key concepts related to love and intimacy in the therapeutic setting, including transference, countertransference, and how therapy works and develops as a relationship in itself.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. "The Brain that Changes Itself. "Turning Our Ghosts Into Ancestors: Psychoanalysis as a Neuroplastic Therapy," Chapter 9, pp. 215-244. 2. Buber, Martin. <i>A Believing Humanism</i>. "On Contact." (1 page) 3. Ornish, Dean. (1998). <i>Love & Survival: The Scientific Basis for the Healing Power of Intimacy</i>. New York: HarperCollins. Chapter 2 "The Scientific Basis for the Healing Power of Intimacy." Pp. 23-51. 4. Lear, Jonathon. (1990.) <i>Love and Its Place in Nature</i>. Farrar, Straus and Giroux. pp.183-187, 211-222 <p>Other Media: The Moth Radio Hour. "The Case of the Curious Codes." http://themoth.org/posts/storytellers/cynthia-riggs</p>	
13	<p>Final Creative Presentations</p> <p>We will review major themes highlighted throughout the course and have a discussion on overarching perspectives of love and intimacy through the lifespan. In this session, students will give final creative presentations related to the major themes of the course.</p>	Monday 12/7/15
14	<p>Final Examination and Wrap up</p> <p>The class will conclude with a 1-hour written examination, including short answer responses and longer essay questions. We will debrief and evaluate the course, addressing any outstanding questions or concerns.</p>	Monday 12/14/15

Methods of Assessment:

1) Participation (25%): Participation is critical for this seminar. Much of the learning will be derived from in-class discussions, presentations, and viewing of multimedia. *As such, we expect students to attend each week, be on time, and participate in in-class dialogues about the material being studied.* Students will be graded upon their attendance

and participation in class, specifically their demonstrated familiarity with the academic material and research. Any anticipated absences will need to be discussed with instructors in advance.

Creative reflections:

As part of their participation score, students will create 3 creative reflections throughout the course of the semester. Students will be asked to digest the readings for each week and reflect back what surprised, stood out, or they found most meaningful after doing the readings and participating in that week's class discussion, relating each week's material to greater themes throughout the course (e.g. What surprised you about the readings? What did you like/dislike about them? What have you been thinking about since doing this week's readings and having this week's class? How do this week's readings and class discussion fit in with greater themes?).

2) **Midterm Exam (25%):** There will be a take-home, open book, individual midterm examination, which will employ both short answer and longer essay formats to assess students' understanding and ability to synthesize the material presented thus far. The midterm exam will be due at the beginning of class on Week 8.

3) **Final Exam (25%):** There will be an in-class, closed book final examination, which will employ both short answer and longer essay formats to assess students' understanding and ability to synthesize the material presented throughout the entirety of the course.

4) **Creative Project (25%):** Each student will create a 10-15 minute individual or paired final presentation of a creative project. Instructions for this creative project related to a major theme from the course will be passed out at the beginning of the course. By Week 9 at the latest, students will submit a 2-3 page proposal discussing their ideas for a final presentation. Proposals must be approved by instructors, and presentations will be given during the penultimate class (class #13).

Grade Delineations:

A = 93 – 100	C = 73 – 76
A- = 90 – 92	C- = 70 – 72
B+ = 87 – 89	D+ = 67 – 69
B = 83 – 86	D = 63 – 66
B- = 80 – 82	F = below 63
C+ = 77 – 79	

Policy on Attendance:

It is expected that students will attend and be on time for all scheduled classes. As class participation comprises a significant portion of the final assessment, attendance and punctuality are essential and, therefore, mandatory. Attendance will be taken at the start of class each week. After one missed class, students will lose 5% from their final grade for each subsequent absence or tardiness.

Students requesting an exemption from the attendance policy must present a written note from a school Dean, Academic Advisor, or personal physician (e.g., not the student's

parent or family member) justifying the absence, which will then be considered by the instructors.

Policy on Late Submissions:

The Midterm Take-Home Exam is due at the beginning of class 8 (5:00 PM on Monday 11/2/15). Hand in a hard copy of your Midterm Exam once completed. DO NOT SEND IT BY EMAIL. Exams turned in after this deadline will be accepted, however, grades will be lowered by 1/3 for each day they are late (e.g., from an A- to a B+ on late day #1 [i.e. after 5 PM on 11/3/15], from a B+ to a B on late day #2, etc.).

Students must be present to take the Final Exam on the scheduled last day of class (Monday 12/14/15 5:00 PM – 7:30 PM). Students must also be present for Final Creative Project presentations due on class #13 (Monday 12/7/15 5:00 PM – 7:30 PM).

Under no circumstances will any assignments/papers/projects be accepted after the date of the final exam. Assignments/projects/papers received after this date will not be graded and will receive a score of zero.

Students requesting an exemption from the late submission policy must present a written note from a school Dean, Academic Advisor, or personal physician (e.g., not the student's parent or family member) justifying the late submission, which will then be considered by the instructors.

Academic Integrity:

All students at NYU follow an honor code, rules of conduct, and policies of academic integrity. Students violate academic integrity when they: (1) cheat on exams; (2) submit work that is not their original work; (3) submit the same work from two different courses without permission from their professors; (4) receive help on a take-home exams without knowledge from their professor; (5) plagiarize. **Plagiarism** occurs when students do not properly give credit when pulling or reporting information or ideas from papers, documents, presentations, musical scores, the Internet or other materials, and attribute others' work and ideas as their own.

Examples of plagiarism include: (1) copying verbatim from a book, article, presentation, or other documents, with providing a proper attribution, citation or quotation; (2) paraphrasing an article, chapter, presentation or other materials without giving attribution or citation, or providing quotation marks; (3) copying from a classmate or allowing a classmate to copy from you, or submitting another student's work with your name on it; (4) collaborating between two or more students, without the professor's permission, and then submitting the paper individually under each student's name; (5) purchasing an assignment or paper, and submitting as original work.

Students are expected to submit original work and ideas for all assignments and to follow the rules of conduct and policies of the honor code and academic integrity. Students can avoid plagiarism by: (1) providing citations and attributions for information and ideas pulled from outside sources; and (2) submitting original work. If you have any questions regarding academic integrity and proper attribution of others' work, please set up an appointment with your professor. In the event that a student

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