

NYU DC
POL-UA 9994 DC1
Identities in American Politics in the 21st
Century

**Instruction Mode: In-Person (Remote
synchronous if necessary. Time Zone:
EDT)**

Fall 2020

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. **Please contact the site academic staff (include the email address/es)** if you have trouble accessing the NYU Classes site.

Note: If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Instructor Information

Instructor: Dr. Marvin L Astrada

Office hours: By appointment through Zoom¹

Course Information

POL-UA 9994 DC1

¹ Please note: Due to the COVID pandemic, office hours will be conducted by appointment via Zoom to minimize physical contact and proximity. Also, social distancing procedures, including the wearing of face coverings and physical distancing, will be strictly adhered to while in the classroom.

Mondays, 6:15PM – 9:15PM

Identities in American Politics in the 21st Century

1. Course Description:

“Most people are other people. Their thoughts are someone else's opinions, their lives a mimicry, their passions a quotation.”

—Oscar Wilde

“You will be required to do wrong no matter where you go. It is the basic condition of life, to be required to violate your own identity. At some time, every creature which lives must do so. It is the ultimate shadow, the defeat of creation; this is the curse at work, the curse that feeds on all life. Everywhere in the universe.”

— Philip K. Dick

Identity and the politics of identity in the US, as analytic concepts, fields of study, and in practice, have evolved since the inception of what is commonly referred to as “identity politics” in the mid-twentieth century. Presently, identity politics in the US encapsulates a broad range of theories, concepts, ordering principles, assumptions, and practices located in the ostensibly “shared” (objective?) experiences of marginalization and oppression of individual subjects – based on their distinctive actual or apperceived membership within certain identity-based communities and/or sub-groups. Membership is usually defined using trait-based and/or experiential criteria. Rather than organizing on explicitly sociopolitical and/or economic belief systems, ideological platforms, or political party affiliations, many modern political movements/organizations are based explicitly on politicized identity. Such movements/organizations typically aim to declare, clarify, and secure sundry rights, heightened protections, and freedoms in the legal and political process and in policy spaces in order to enhance the wellbeing of a specific identity-based constituency that has been marginalized within the larger societal context—politically, socially, legally, and/or economically.

Members—or rather designated or self-appointed representatives—of such identity-based constituencies ostensibly re/assert or re/claim ways of explaining and understanding groups’ distinctiveness, experiences, history, and the like, that directly challenge a dominant constituency’s (oppressive and negative) characterizations of out-groups’ experiences, status, and potential in society. A stated overarching goal of identity-based socio-political programs, factions, as put forth by (elite) representatives of an identity group, is usually to obtain greater self-determination, autonomy, rights, and recognition of the value and worth of a marginalized group’s experience, liberating it from the constraints imposed from without. In doing so, however, politicized identity also becomes an exercise of power. Identity has become not only a basis for political representation but also a means of obtaining and exercising power—politically, economically, and socio-culturally in the legal and political process and policy spaces—via pursuit of an identity-based ideological-political program that directly impacts public policy for all members of the group and the larger polity.

As an expression of power, identity politics has profoundly impacted the fabric of American political culture, and affected the political, legal, cultural, and socioeconomic actuality of those who reside within and without classificatory schema based on identity. A perusal of the latest news media reveals that politicized identity not only remains a salient factor in the political and legal process, but that it has assumed a key role in the articulation and contestation of what constitutes an American identity in policy spaces, among other venues. For example, in the 21st century the hyper-development of technological mediums of expression and communication has enabled media (social and traditional) to saturate the public mind about the extant and ever-growing divide between and among Americans based on basic binary identity oppositions—liberals v. conservatives, urbanites v. suburbanites, black v. white, police v. minorities, young v. old, native-born v. immigrant, heterosexual v. homosexual, and even Trump v. Anti-Trump in an era of “Trumpism”—based on notions of race, ethnicity, class, gender, sex, religion, and ideology, among other signifiers.

In this seminar, we will explore the deep complexity of identity, the politics of American identity, and the affects/effects politicized identity has for the character and content of the American polity. More specifically, we will delve into the overarching question of **whether or not politicized identity is a positive or negative development when it comes to notions of civility, democratic representation, and what exactly constitutes a national political community in the US?** Specific politicized identities and Identity Based Factions (IBFs) are not the focus of the class, but rather serve as exemplars, case studies, to explore and critically evaluate the sundry structural ideational underpinnings of politicized identity. We will examine and analyze select manifestations of politicized identity in the US, interrogate politicized identity as an ordering mechanism, and delve into the enterprise of critically evaluating politicized identity’s effects on notions of an American identity. An overarching aim of the seminar is to bridge the gap between theory and practice, to appreciate and gauge the conceptual complexity of politicized identity, and reveal how the conceptual **directly** informs and impacts the practice of identity politics and democratic representation.

We will attempt to identify, reveal, and critically analyze the power-effects and consequentialness of politicized identity because it has had and continues to have a profound effect on defining the potential and actuality of political, social, and economic reality for groups, sub-groups, and individual subjects. This seminar will therefore provide students with a select and rigorous introduction to theoretical perspectives and issues that arise when critically appraising politicized identity. The course employs materials from the humanities, social sciences, and law.

2. Prerequisites:

Although there are no formal prerequisites, it is *strongly* recommended that students have completed introductory/advanced coursework in American government, history, economics, politics, law, political theory, sociology, and/or political science. We will be reading materials that assume a basic working knowledge of the foregoing areas of study.

3. Date/Time: Monday 6:15PM–9:15PM (* *Note*: There may be at least one non-Monday make-up day)

4. Location: TBA

Course Overview and Goals

Ideally, the aims of this course are for students to:

1. Develop a working knowledge and understanding of the philosophical, historical, sociocultural, political, and economic factors underpinning identity, identity politics, and politicized identity.
2. Be conversant with, and have an appreciation for, select conceptual approaches to/theories of identity politics and politicized identity in the US.
3. Develop a deeply critical perspective of identity-based factions and politicized identity.
4. Through leading a class discussion, intensive participation, and written assignments, learn how to critically examine politicized identity, pose questions that facilitate thoughtful and respectful debate, and develop public speaking/presentation skills.
5. To deeply question preexisting ideas and beliefs held about identity and the politics of identity, and how each impacts notions of representation and a national political community.

Upon Completion of this Course, students will (ideally) be able to:

- Identify and critically assess the role and power-effects of politicized identity in politics
- Appreciate the complexity of identity and how it manifests in discourse and policy
- Be cognizant of the nexus betwixt theory and practice, concepts and policy

Course Requirements

Class Structure, Participation, Expectations & Assessment

1. **THIS IS A READING-INTENSIVE SEMINAR**: The assigned readings are extensive and dense, yet necessary to provide the student with sufficient materials to adequately engage and critically analyze complex conceptual approaches/frameworks. Also, the readings reflect the fact that each session is comprised of 2 classes. The readings are essential for your edification, as they form the basis for discussion and debate as well as class assignments.
2. **THIS IS AN INTERACTIVE SEMINAR**: You are expected to actively and substantively participate in all class discussion, activities, debate, and presentations. This is not a passive participatory seminar. You will be discussing and debating complex and controversial issues.

3. Respect and civility between students, and students and instructor, are **BASIC AND EXPECTED AT ALL TIMES**. We will be discussing controversial, difficult, and complex issues. The seminar serves as an academic (intellectual) space wherein ALL points of view and perspectives can be questioned and critiqued, whether one approaches identity-based politics from a traditional “Left” or “Right” perspective. The seminar provides a place where all critical questions are welcomed, and wherein thoughtful, civil dialogue and disagreement can take place. **The censoring of any “unpopular” views, norms, values, etc., the bolstering of “popular” views, norms, values, etc., and/or attempting to find “correct” interpretations of identity, the politics of identity, and politicized identity are NOT the purpose of this seminar**. Rather, we will engage different perspectives—from those that advocate to those that disparage—identity-based factions and politicized identity, and whether or not the foregoing are salubrious to genuine democratic representation. Debate and discussion may provoke diverse and intense reactions to views expressed about individualism, group-think and group-based politics, and representation in American politics vis-à-vis identity-based factions and politicized identity. We will discuss and evaluate sundry views that may severely undermine, reject, embrace, or support politicized identity as an ordering mechanism. The overarching aim of this seminar, therefore, is (to the extent possible) to step outside of one’s notion of a correct paradigm, ideology, politics, etc., and attempt to gain a deeper, critical, self-reflexive, self-reflective, and more comprehensive intellectual perspective, understanding, of politicized identity in thought and practice, and in the legal and political process and public policy spaces.

Assignment

1. Interactive Presentation (Class debate/participation)
2. Policy Memo (Mid-term)
3. Analytic Paper (Final)

Required Text/Assigned Readings

1. Michael Eric Dyson, et al., Political Correctness (The Munk Debates) (Aurea Foundation, 2018). ISBN: 978-1487005252
2. Michel Foucault, The Essential Foucault: Selections From the Essential Works of Foucault, 1954 – 1984, eds. Paul Rainbow & Nikolas Rose (New Press, 2003). ISBN 1-565848012
3. James Kwak, Economism: Bad Economics and the Rise of Inequality (Vintage, 2017). ISBN 9780525436287
4. Vincent B. Leitch (Editor), et al., The Norton Anthology of Theory and Criticism 3rd ed. (W. W. Norton & Company, 2018). ISBN: 978-0393602951

* Additional materials will be posted to NYU Classes.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Interactive Presentation (Class debate/participation)	30%
Policy Memo (Mid-term)	35%
Analytic Paper (Final)	35%

Failure to timely submit or fulfill any required course component may result in grade reduction or failure (Grade of "F")

Guidelines for Assignments

Interactive Presentation

Format: 40–45 minute formal presentation on assigned topic/reading(s) from syllabus designed to provoke classroom thought, debate, self-reflection, and discussion. Students will either select or be assigned a topic/reading and class period to present. Allocation of dates and topics/readings will be determined during the first class session. **Power Point or other formal presentation format is required.** **Note: Please email the presentation to the class and instructor before class begins.** Loss of points will occur when:

1. Unclear/incoherent presentation.
2. Insufficient critical thought/reflection, insufficient engagement with materials/class, regurgitation of materials.
3. Not providing a timely Power Point (or another formal template)

Some examples of how to lose points: Presentation simply paraphrases assigned readings' arguments, concepts, theories; Presentation is read off prepared notes/outlines; Presentation is not participatory, it does not engage the class; no formal guide such as PowerPoint or handouts provided to class to focus and organize the presentation.

Some examples of how to obtain points: Presentation focuses on specific key points/aspects that student finds interesting, problematic, in need of analysis and critical commentary; Presentation uses materials effectively to pose questions and engage the class in debate, discussion, activities designed to explore and question class materials; Presentation does not merely provide summaries of readings and importance; Presentation is conducted as an intellectual exercise.

Substance – *Very brief* summaries of reading. The bulk of your presentation should be spent on your critical reading and analysis of the topic/reading—in particular, a critique/analysis of the proffered thesis/argument should be presented. Presentation should not paraphrase, regurgitate, etc., material; rather, it should highlight your critical analysis of some major aspect(s) of the reading's thesis/hypothesis, implications, and/or methodology. Presentation should be focused, clear, and engage the assigned topic/reading. A set of questions, talking

points, a group exercise (highly suggested), and the like, is expected. Most importantly, the presentation should engage the audience; i.e., you are not simply presenting information to a passive audience. Active class participation is to be facilitated, e.g., through group activities, and/or posing, answering, and debating questions. Media accounts can be incorporated into the presentation if related to subject matter.

Analytic Paper

Format – Title page, one-inch margins, double-spaced, 12-font Times New Roman, Word doc, consecutively numbered pages. Proper grammar, citation, style, etc., is expected and required. Clear, coherent prose is expected. Bluebook format or other academic format acceptable for citation. Analytic Paper is due during Finals Week. Suggested length: 8-10 pages. 10 page maximum. Loss of points will occur when:

1. improper formatting, unclear/incoherent grammar/prose, lack of citations.
2. insufficient critical thought/reflection, insufficient engagement with materials.

Substance –

The overall purpose of the analytic paper is for you to provide comprehensive analysis and posit (tentative) conclusions after the seminar that critically engages the overarching themes the seminar has covered in the form of assigned materials, presentations, class discussion, and debates. The paper should directly address the general contention we will explore throughout the seminar; i.e., [are identity-based factions and politicized identity a positive or negative development in American politics, and why exactly?](#) The paper should encompass original critical reflection and analysis of theories, concepts, principles, issue-areas etc., covered in materials and class discussions.

Although you do not have to cover every reading, you will find significant overlap when viewing politicized identity from a macroscopic conceptual level of analysis. Focus on a set(s) of readings, how they relate to other set(s), general themes in class, etc. Explore your views, opinions, assessments of the materials and class debate/discussion in the papers using the materials as primary sources. Perhaps begin with how you viewed politicized identity at the commencement of the seminar, and how you view it afterwards.

The papers should encompass your view/opinions of arguments/contentions made utilizing the assigned materials as evidence to support a thesis or contention. Papers should be a product of your thought, opinions, and contentions based on and employing the materials. There are no “right” answers, and no other sources to consult other than the class materials.

Suggestions –

(Strongly suggested) You may wish to use your Policy Memo materials to set up the framework, structure, etc. for the paper (see below). Employing your memo materials will most likely make Presentations, debate prep, discussion, and the Analytic Paper more manageable to complete.

Policy Memo

For the Policy Memo:

1. Write 1 page reflection on each session's readings per week (journal format). Focus on overarching themes and questions in the syllabus for each week, and plug individual reading assignments into this framework. Focus on how a particular set of readings comprehensively informs the others, or why a set of readings is more noteworthy than others and why. Revisit after class and edit accordingly.
2. Keep a working set of "entries" (notes, observations, etc.). Your entries are then to be edited to present a succinct, coherent, and focused analysis that analyzes the efficacy of politicized identity as an overarching ordering mechanism for American politics and society based on the readings up until the due date. The aim is not to argue for a specific conclusion, but present what you feel are relevant issues, problems and challenges for public policy based on politicized identity.
3. Format – Title page, one-inch margins, double-spaced, 12-font Times New Roman, Word doc, consecutively numbered pages. Proper grammar, citation, style, etc., is expected and required. Clear, coherent prose is expected. Bluebook format or other academic format acceptable for citation. The Memo is due before class on Session 8. Memo should be approx. 4-5 pages. 5 page maximum. Loss of points will occur when:
 - a. improper formatting, unclear/incoherent grammar/prose, lack of citations.
 - b. insufficient critical thought/reflection, insufficient engagement with materials.

Preparation: Memo, Paper, Presentations, Discussion:

You will maximize your learning experience if you actively engage the materials and the class. The presentation format includes ample time for substantive participation by all students in discussions. (You will find that most of class time will most likely be spent on discussion). Discussion will constitute class participation, which will help enhance your final grade; viz., I reserve the right to round up final point average in light of superior substantive class participation. You will critically explore the content of the assigned readings in your papers, presentations, and class discussion. You should always keep the following questions in mind for assignments:

1. Identify the author's argument, and try to summarize it in one or two sentences. For instance, what are the logical steps of the argument? Does the author propose a theory? An interpretation? Can you identify normative assumptions or philosophical foundations of the argument? What is the evidence?
2. Do you find the argument compelling? What are its strengths and weaknesses?
3. How does the analysis in a text measure up to analyses offered by other authors we are reading in this seminar (or arguments made in other texts you have read)? With your own life experience?
4. How well do the theory and/or findings apply outside of the text, i.e., are they helpful if we want to understand important questions or phenomena beyond the reading? For

example, what exactly constitutes an identity? Is it a sociocultural construct, or a “real” thing? What are the power-effects of politicized identity?

The assigned materials sets up the overarching question that will be at the forefront of assignments and debates/discussion. That is: *Is politicized identity a positive or negative development for notions of civility, democratic representation, and attempts to define and posit an American national political community?*

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	100–94
A-	3.67	93–90
B+	3.33	89–87
B	3.00	86–84
B-	2.67	83–80
C+	2.33	79–77
C	2.00	76–74
C-	1.67	73–70
D+	1.33	69–67
D	1.00	66–64
F	.00	Below 63

View Grades

Grades will be available on the NYU Classes site.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
<p>Session 1 09-Sept-20 (* Weds evening meeting)</p>	<p>Introduction: Conceptualizing a Politics of Identity – Select Issues, Problems & Challenges</p>	<p>1. E. M. Dyson et al., pp. 1 – 113. Available to watch online on YouTube.</p> <p>2. Linda Nicholson, pp. 43 – 74.</p> <p>3. Michel Foucault, <u>Essential</u>, pp. 377-91.</p>	<p>Read the text carefully, and watch the debate before Session 1.</p> <p>A. The text/debate sets up overarching questions that will be at the forefront of the class readings, presentations, assignments, and debates: <i>Is politicized identity a positive or negative development for notions of civility, democratic representation, and national political community in the US?</i></p> <p>B. Note the sundry issues, challenges, and problems that emerge from the debate in light of your own explanations and understandings of politicized identity. Come prepared to discuss significant parts and your reactions to the</p>

Week/Date	Topic	Reading	Assignment Due
			debate. Be open to differences of opinion.
Session 2 14-Sept-20	Politicized Identity & Identity Discourse in Law, Politics & Policy	1. Michel Foucault, <i>Essential</i> , pp. 18 – 24, 300 – 18. 2. Marvin L. Astrada, <i>Reevaluating Politicized Identity</i> . Online https://www.repository.law.indiana.edu/ijls/vol8/iss1/2/	Consider the nature of the criteria that are employed (e.g., physical traits, experiential content) in positing a politicized identity, and the power-dynamics and effects impacting subjects that are emplaced in a formal politicized Identity Based Faction.
Session 3 21-Sept-20	Politicized Identity: Fundamental Challenges & Problems	1. Rogers Brubaker & Frederick Cooper, pp. 1–21, 28–36. 2. Jessica Knouse, pp. 749–64.	Consider the relationship, power-effects and power-dynamics of the process whereby identity-givers and self-appointed representatives – those that claim to be standard bearers of an identity-based interpolation of a group’s experience, interests, goals, etc. – articulate and claim to represent groups on the political stage. 2. Consider the effect(s) the above has on the actual subjects that subscribe to or are

Week/Date	Topic	Reading	Assignment Due
			in/voluntarily emplaced in a politicized identity.
Session 4 28-Sept-20	Problematizing Politicized Identity – The Political & Sociocultural: Identity in Practice	1. Nancy Leong, <i>Identity Entrepreneurs</i> , pp. 1333–80. 2. Scott B. Astrada, & Marvin L. Astrada, <i>Being Latino</i> . Available online article .	Consider the power effects of the transection betwixt identity, the economic, and the political in producing an ideological and sociocultural construct for mass consumption.
Session 5 05-Oct-20	Problematizing Politicized Identity – The Political & Socio-Cultural: Race & Ethnicity	1. Marvin L. Astrada & Scott B. Astrada, <i>Integrity of the Binary</i> . Available http://digitalcommons .law.umaryland.edu/rr gc/vol17/iss2/2/ 2. Kenneth Warren, <i>Norton Anthology</i> , pp. 2487–94.	Consider the plasticity of identity vis-à-vis historical context as well as the continuity that undergirds identity- based signifiers.
Session 6 12-Oct-20	Problematizing Politicized Identity – The Political & Socio-Cultural: Race & Ethnicity	1. S. P. Huntington, <i>Hispanic Challenge</i> . 2. Marvin L. Astrada, <i>Fear & Loathing</i> , pp. 169–216.	Consider the role, character, and content of the politics of fear in identity- based politics.
Session 7 19-Oct-20	The Political & Socio-Cultural: Economics as Frame for Identity	1. James Kwak, pp. vii – xviii, chps. 1 – 3, 9.	Consider the structural impact of the economic in positing and operationalizing politicized identity.

Week/Date	Topic	Reading	Assignment Due
Session 8 26-Oct-20	<p>The Political & Socio-Cultural:</p> <p>Language, Discourse & Ideology</p>	<p>1 . Michel Foucault, <i>Essential</i>, pp. 126-44, 229-45.</p> <p>2. M. Heidegger, <i>Norton Anthology</i>, pp. 912 – 926.</p> <p>3. Ferdinand De Saussure, <i>Norton Anthology</i>, pp. 820–840.</p>	<p>1. Consider the role and limits of language and discourse in positing an (objective) identity, and in shaping the public mind regarding notions of public identity and general welfare.</p> <p>2. Policy Memo Due Before Class (Midterm)</p>
Session 9 02-Nov-20	<p>The Political & Socio-Cultural: The State, Identity & the Subject</p>	<p>1. Clarissa R. Hayward & Ron Watson, pp. 9–41.</p> <p>2. Michel Foucault, <i>Essential</i>, pp. 300-18.</p> <p>3. Marvin L. Astrada, <i>The People: A Pre-Primer</i>. Available https://fordhamlawreview.org/res_gestae/visions-of-the-republic-the-people-a-pre-primer-for-critically-reevaluating-representation-court-power-in-the-present/</p>	<p>1. What is the role and consequence of public authority in acknowledging, supporting, or rejecting discrete and insular politicized identities?</p> <p>2. Does public authority have its own set of motives, goals, etc., independent of those groups that claim to be legitimate embodiments of an identity for political purposes?</p>
Session 10 09-Nov-20	<p>Politicized Identity as Ideological Construct & Strategy</p>	<p>1. Michel Foucault, <i>Essential</i>, pp. 25-42.</p> <p>2. Louis Althusser, <i>Norton Anthology</i>, pp. 1282 – 1311</p>	<p>What informs, and which consequences ensue from, ideology in the perception, definition, manufacture, and</p>

Week/Date	Topic	Reading	Assignment Due
			deployment of politicized identity?
Session 11 16-Nov-20	Political Economy of Politicized Identity as Construct & Strategy	1. Nancy Leong, <u>Racial Capitalism</u> , pp. 2153–93. 2. Karl Marx, <u>Norton Anthology</u> , pp. 652–64. 3. Friedrich Hayek, <u>Norton Anthology</u> , pp. 1079–95.	Do economic sectors, actors, institutions, etc., have independent interests, goals, etc., than the identity based factions that seek to influence them? E.g., is there more going on besides “forcing” corporate actors to rebrand or repackage brand images and embrace “diversity?”
Session 12 23-Nov-20	Imagining and Effectuating Communities: Revisiting Theory & the Politics of Identity	1. Giorgio Agambem, <u>Norton Anthology</u> , pp. 1966–83. 2. Michael Hardt, <u>Norton Anthology</u> , pp. 2506–24 3. Jurgen Habermas, <u>Norton Anthology</u> , pp. 1492–1513.	What external ideational constructs inform and contour the politics of identity and politicized identity? How are notions of the public good and policy spaces effectuated, impacted, by politicized identity?
Session 13 30-Nov-20	Imagining Communities: Revisiting Theory & the Politics of Identity	1. Hannah Arendt, <u>Norton Anthology</u> , pp. 1166–79. 2. Michel Foucault, <u>Norton Anthology</u> , pp. 1388–94, 1421–50.	Comprehensive Evaluation of Politicized Identity – Issues & Challenges Going Forward

Week/Date	Topic	Reading	Assignment Due
		3. Benedict Anderson, <u>Norton Anthology</u> , pp. 1830–39.	
Session 14 07-Dec-20		Conclusion(s)	<u>Analytic Paper due on the last day of Finals Week before 5:00PM. Points will be deducted for late papers</u>

Course Materials

Required Textbooks & Materials

- 1. Michael Eric Dyson, et al., Political Correctness (The Munk Debates) (Aurea Foundation, 2018). ISBN: 978-1487005252
- 2. Michel Foucault, The Essential Foucault: Selections From the Essential Works of Foucault, 1954 – 1984, eds. Paul Rainbow & Nikolas Rose (New Press, 2003). ISBN 1-565848012
- 3. James Kwak, Economism: Bad Economics and the Rise of Inequality (Vintage, 2017). ISBN 9780525436287
- 4. Vincent B. Leitch (Editor), et al., The Norton Anthology of Theory and Criticism 3rd ed. (W. W. Norton & Company, 2018). ISBN: 978-0393602951
- Additional materials will be posted to NYU Classes.

Optional Textbooks & Materials

- Readings will be provided for interested students

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)

- Obtain 24/7 technology assistance: [IT Help Desk](https://nyu.edu/it/service/it-helpdesk) (nyu.edu/it/service/it-helpdesk)

Course Policies

Hygiene/Physical Distancing policies

Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student's final course grade (for courses that meet once per week; for courses that meet twice per week, it is a one percent reduction per missed class).

To seek an excused absence for medical reasons, students must use the online absence reporting form within 24 hours of their first missed class. Students may be required to produce a doctor's note with that day's date, especially if the student has missed any classes already that semester or if exams/presentations/papers occurred in the missed class.

Non-medical absences must be discussed with the Academic Staff at least 7 days before the missed date(s) in question. If faculty members do not receive notification of an excused absence, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each lecturer to apply the rule for unexcused absences, which may include a two percent deduction from the student's final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/ or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Final exams must be taken at their designated times. Final exams may not be taken early, and students should not plan to leave Washington, DC before the end of the finals week.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Late Assignment

- 1) Written work due in class must be submitted during the class time to the professor.
- 2) Late work should be emailed to the faculty as soon as it is completed.
- 3) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
- 4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
- 5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
- 6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
- 7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through the site sponsoring the class once you request it.

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the Washington, DC Academics team in writing via email at least 7 days before being absent for this purpose.

Miscellaneous

Classroom Etiquette

1. Please arrive/sign in on time; lateness is extremely disruptive. If you must be late, please enter in an unobtrusive and quiet manner. Once the class has started, students are expected to remain until the end of the class period. Lastly, please be attentive and respectful for the duration of the class period; refrain from talking or making other noise while in class. Failure to arrive promptly and remain for the duration of the class will result in student being marked absent.
2. **Electronic Devices.** Personal computers (for the purpose of note-taking and presentations) should be the only electronic devices utilized while attending class. Please refrain from engaging in online social media of any kind (e.g., Twitter, Facebook, and the like) while using computers in class. While I can understand the allure of passing time in class via social media, doing so will negatively impact your experience/final grade; if you are caught using social media for part or all of class time, then you are, in essence, not in class and will be marked absent. While in class please turn off/silence ALL electronic devices, including but not limited to cell-phones. The noises emitted from various electronic devices are disruptive. Please do not use a cell phone in class. If you are expecting or must take a call, excuse yourself quietly from the classroom; please do not answer your phone while in the classroom. Please do not use a cell phone *while in class* for any purpose. Interruptions of this nature will negatively impact your experience/grade in the class. I reserve the right to ask you to leave the classroom and mark you absent if you violate this policy. Problem behavior will be reported to the Academic Director/ Coordinator.