NYU Washington, DC
Topics: Identities in American Politics in the 21st Century
POL-UA 9994
Remote

Summer 2021
Please contact the NYU DC site academic staff (dc.academics@nyu.edu) if you have trouble accessing the NYU Classes site or have any questions pertaining to your summer course.

Instructor Information
  ● Instructor: Dr. Marvin L Astrada

Course Information
  ● POL-UA 9994
  ● Identities in American Politics in the 21st Century
  ● Mondays & Wednesdays, 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

  “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

  “The word problem may be an insidious petitio principii … [A] disadvantage of fallacious problems is that they bring about solutions that are equally fallacious.”
  —Jorge Luis Borges
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. Traits and experience are two primary metrics employed by politicized identarian platforms to covert personal identity into political identity.

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. Who are what is authoritatively empowered to speak for, represent, interpret, and effectuate authentic identarian metrics, traits, and experiences—and how this comes about exactly—are important questions to consider when critically examining the power dynamics and effects of politicized identity in the context of democratic/representational politics.

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 the larger society. A stated overarching goal of identity-based sociocultural and 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. The power to name is profound—it is one that bestows authenticity, legitimacy, substance, and reality to that which is Named. 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 variegated identity-based ideological-political programs that directly impact public policy for all members of a group, sub-group, and the larger polity as a whole.

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 what was termed the 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? Furthermore, we will explore the politicized identity as an exercise of power. 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 very 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:** Mondays & Wednesdays, 5:30PM – 8:30PM

4. **Location:** Online

**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 critical 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, 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, and that we will be meeting twice a week. 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. To become deeply critical and step outside of one’s normative paradigm, one’s ideological, sociocultural, and political “comfort zones” is an aim of this seminar. The seminar thus 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—pertaining to 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 passively support politicized identity as an ordering mechanism.

An 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.

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

Required Text/Assigned Readings

* Additional materials will be posted to NYU Classes

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

<table>
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<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Interactive Formal Presentation (Class debate/participation)</td>
<td>30%</td>
</tr>
<tr>
<td>Short Policy Memo (Mid-term)</td>
<td>35%</td>
</tr>
<tr>
<td>Short Analytic Paper (Final)</td>
<td>35%</td>
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</tbody>
</table>

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 directly 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 form 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** –

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. 5-8 pages. 8 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, as well as the issue of Politicized Identity as an exercise of Power: 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 for the entire course will be assigned as follows:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
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<tr>
<td>A</td>
<td>4.00</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-83</td>
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<td>Grade</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>1.67</td>
<td>70-73</td>
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<tr>
<td>D+</td>
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<td>67-69</td>
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<td>D</td>
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<td>F</td>
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<td>Below 65</td>
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**View Grades**
Grades will be available on NYU Classes.

**Course Schedule**

**Topics and Assignments**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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A. The Debate sets up two overarching questions that will be at the forefront of the class readings, presentations, assignments, and debates:  
1. Is politicized identity a positive or negative development for notions of civility, democratic representation, and national political community in the US?  
2. How can identity politics be construed as an exercise of power: dynamics, effects & consequences |
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 debate. **Be open to differences of thought and opinion.** Question all assumptions made by all debaters, and consider the basis of all arguments made by advocates and detractors of politicized identity. Do your best to step outside of your paradigm of “truth” when evaluating arguments and positions.

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Weds, May 26</th>
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2. A. Gramsci, *Intellectuals*, pp. 504 – 514 |
| 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 that emanate from subjects being emplaced in a formal politicized Identity Based Faction. |

| Mon, May 31 | No Class – Site Holiday |

<p>| Session 3 | Weds, June 2 |
| 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 |</p>
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<tr>
<th>Session 4</th>
<th>Mon, June 7</th>
<th>Problematizing Politicized Identity – The Political &amp; Sociocultural: Identity as Concept</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>1. F. Fukuyama, <em>Against Identity Politics</em>, pp. 1 – 21 (PDF)</td>
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Consider the power dynamics and effects of the transection betwixt identity, the economic, sociocultural, and the political in producing an ideological construct for mass consumption.

<table>
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<tr>
<th>Session 5</th>
<th>Weds, June 9</th>
<th>Problematizing Politicized Identity – The Political &amp; Socio-Cultural: Race</th>
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Consider the plasticity of identity vis-à-vis historical context as well as the continuity that undergirds identity-based signifiers.

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<tr>
<th>Session 6</th>
<th>Fri, June 11</th>
<th>Problematizing Politicized Identity –</th>
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<tbody>
<tr>
<td></td>
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<td>1. S. Huntington, <em>Hispanic Challenge</em>, pp. 30 – 45 (PDF)</td>
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<td>2. M. Astrada, <em>Fear</em></td>
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1. Consider the role, character, content and relationship of the politics of fear, national identity, State interest, and identity-based politics.
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<tr>
<th>Session 7</th>
<th>Mon, June 14</th>
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<tbody>
<tr>
<td><strong>The Political &amp; Socio-Cultural: Ethnicity</strong></td>
<td>2. <strong>Policy Memo Due Before Class (Midterm)</strong></td>
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<tr>
<td>&amp; <em>Loathing</em>, pp. 169–216 (PDF)</td>
<td>Consider the structural impact of the economic in positing and operationalizing politicized identity—what gets lost, emphasized, minimized, for instance, in a non-economic or insufficient emphasis of the economic in an identity-based platform?</td>
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<tr>
<th>Session 8</th>
<th>Weds, June 16</th>
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<tbody>
<tr>
<td><strong>The Political &amp; Socio-Cultural: Economics as a Frame for Identity</strong></td>
<td></td>
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<tr>
<td>1. J. Kwak, <em>Economism</em>, pp. vii – xviii, chps. 1, 2, 3 &amp; 9, pp. 3 – 17, 18 – 28, 29 – 63.</td>
<td>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.</td>
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<tr>
<th>Session 9</th>
<th>Mon, June 21</th>
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<tbody>
<tr>
<td><strong>The Political &amp; Socio-Cultural: Language &amp; Discourse</strong></td>
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<tr>
<td>1. S. Fish, <em>Is There a Text</em>, pp. 1896 – 1909</td>
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<tr>
<td><strong>Politicized Identity as Ideological Construct &amp; Strategy</strong></td>
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<tr>
<td>1. L. Althusser, <em>Ideology</em>, pp. 1282 – 1311</td>
<td>What informs, and which consequences ensue from, ideology in the perception, definition, manufacture, and deployment of politicized identity?</td>
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<tr>
<th>Session 10</th>
<th>Weds, June 23</th>
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<tbody>
<tr>
<td><strong>Political Economy of Politicized Identity as Construct &amp; Strategy</strong></td>
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<tr>
<td>1. N. Leong, <em>Identity Entrepreneurs</em>, pp. 1335 – 1373 (PDF)</td>
<td>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</td>
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<tr>
<td>2. F. Hayek, <em>Constitution of</em></td>
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**Tests and Quizzes**
- Short Policy Memo, Friday, June 11, 2021 by 5:30PM
- Short Analytic paper, Monday July 5, 2021 by 11:59 PM

**Course Materials**

**Required Textbooks & Materials**
- Additional materials in PDF format will be posted to NYU Classes.
Resources

- **Access your course materials**: NYU Classes (nyu.edu/its/classes)
- **Databases, journal articles, and more**: Bobst Library (library.nyu.edu)
- **Assistance with strengthening your writing**: NYU Writing Center (nyu.mywconline.com)
- **Obtain 24/7 technology assistance**: IT Help Desk (nyu.edu/it/servicedesk)

Course Policies

**Attendance and Tardiness**

Studying 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 or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Unexcused absences will affect students' semester participation grade. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure.

**Reporting Absences:**

1. Report the absence to NYU DC Academics via the online absence form.
2. Contact your instructor of the class(es) affected.
3. Follow up with NYU DC Academics (dc.academics@nyu.edu) to provide any necessary documentation regarding the absence.

Absences can ONLY be excused if they are reported using the form above (this is a key step, but there may be other conditions—see below)—such as providing documentation, as well).

**You can use the online Absence Form to report absences for both medical and non-medical reasons (see below).**

- **Students should NOT approach their class instructor for an excused absence (you need to consult with a member of the Academics team instead).** However, students should contact their class instructor to discuss catching up on missed work.
- Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to address any missed lectures and assignments and arrange a timeline for submitting missed work.

**Medical Absences:**

- If you are unable to attend a class due to ill health, you must provide details of your illness and class(es) missed to NYUDC staff using the online Absence Form WITHIN 24 HOURS of your first missed class.
Please do not use the form to report a medical emergency or to request urgent assistance. In a medical emergency, call 911 and ask for an ambulance. NYU DC staff are available and happy to offer additional support, whatever time of day, especially if you’re hoping to make a doctor’s appointment. If you would like to speak to a member of staff to request support with a medical problem, please call the NYU Washington, DC emergency phone.

Non-Medical Absences:
- If you have to miss class for an unavoidable, non-medical reason you must provide use the online Absence Form at least SEVEN DAYS PRIOR to the date(s) in question.
- If in doubt about whether your reason might be approve-able, please speak to a member of the NYU DC Academics staff (dc.academics@nyu.edu).
- NYU DC adheres to the University Calendar Policy on Religious Holidays.

NYU DC staff carefully monitor student attendance and absence records. In most cases, full completion of the online Absence Form will be sufficient to excuse your absence. However, in certain circumstances (such as a missed examination/presentation or missing multiple days of class) you will need to provide additional information and arrange a meeting with a member of NYUDC academics team about your absence before it can be excused.

Classroom Etiquette/Expectations
Things to consider:
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (i.e. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams
Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic representative as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

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 hour it is late, or any part thereof, including weekends.

4) Written work during the semester that is submitted a full day 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.

Incomplete Grade Policy
An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

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 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

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 local Academics team in writing via email at least 7 days before being absent for this purpose.

Inclusion, Diversity, Belonging and Equity
NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, “...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU DC, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavors.

- The foregoing apply to ALL perspectives communicated in a civil and intellectual manner, irrespective of the “popular” or “unpopular” nature of perspectives and beliefs presented.
- Respect and civility is expected at all times.

Moses Accommodations Statement
Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 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.