

CORE –UA 9534

History: Cultures and Contexts (Ghana's Black Atlantic)

Instruction Mode: Blended

Fall 2022

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Accra, please make sure that you have completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact Dr. Nick Okai if you have trouble accessing the Brightspace site.

Syllabus last updated on: 05 August 2022

Lecturer Contact Information

Kofi BAKU

Class hours: Tuesday, 1:30 pm to 4:30 pm GMT

Consulting hours: Tuesdays: 4:30 pm to 5:30 pm GMT

Prerequisites

A strong interest in the history of Africa and the Atlantic World.

Credits: 4

Course Details

- Tuesdays, 1:30 pm to 4:30 pm GMT Accra time
- Location: NYU Accra Study Center
- Remote Participants: The Zoom link will be posted on NYU Brightspace
- COVID-related details: In the interest of protecting the NYU [SITE] community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top

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priority.

- 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. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
- Additionally, in-person students will be split into cohorts who will attend sessions.

Course Description

- This course introduces students to “The Black Atlantic” as a concept and pragmatic force in the world through careful discussion of the texts and ideas through which it is constituted.
- In doing so, we will use Ghana, West Africa, and Africa as entry points into the Black Atlantic.
- Topics to be discussed include:
 - The Atlantic slave trade.
 - Slavery in Ghana, West Africa, Africa, and in the Americas.
 - The development of the Atlantic economic system.
 - Questions or issues of reparation and redress.
- The legacies of slavery in Ghana, West Africa, Africa and in the Americas.
- The contemporary struggles over what this history means and how to remember it.
- This course will explore these developments through the lens of history beginning from the fifteenth-century European contact with Africa and arrival of Africans in the Americas through the consequent effects of these developments in Ghana, West Africa, and Africa to the contemporary legacies of slavery and the slave trade in Africa.
- As such, the course focuses heavily on the African side of the Black Atlantic, the consequences of the fifteenth-century European imperial and economic expansion, and the integration of Africa into the Atlantic economic system.

Course Objective

The objectives of the course include but are not limited to:

1. Introducing students to the creation of the Black Atlantic/Africa Diaspora, the integration of Africa into the Atlantic economic system, the consequent creation of modern economies, modern constructions of race, cultural practices, religious beliefs, and their effects on Africa.
2. Introducing students to a clear understanding of what it means to write and read both critically and analytically in an historical mode.

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Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Teaching & Learning Philosophy

Student and teacher interaction in this course is underpinned by the philosophy of Confucius, the Chinese philosopher who lived from 551 BC to 479 BC, which says that:

Tell me and I'll forget,
Show me and I will remember,
Involve me and I will understand.

And

Effective learning takes place only when the student interacts with the reading material.

As such you will be expected, **at the minimum**, to read and take notes on the weekly materials in this syllabus and be prepared to discuss them in class. You will understand the course better only if you read the weekly course materials before class. Your contribution to class discussions will enhance your grade for class participation.

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Required Text(s)

Required Textbooks & Materials

Required Texts (Students must buy or access soft copies at [Bobst Library](http://library.nyu.edu) (library.nyu.edu). And if you require assistance, you obtain 24/7 technology assistance: [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

1. Olaudah Equiano, *The Interesting Narratives of the Life of Olaudah Equiano or Gustavus Vassa, the African, Written by Himself*, 1789 or any available edition. For those who have not purchased copies, an online version is available through Bobst Proquest Literature online. We will discuss chapters 1&2
2. Randy Sparks, *The Two Princes of Calabar - An Eighteenth-Century Atlantic Odyssey*, Cambridge: Harvard University Press, 2004.
3. Ayesha Harruna Attah, *The Hundred Wells of Salaga*, New York: Other Press, 2018.
4. Yaa Gyasi, *Homegoing*, New York: Vintage Books, 2017.

Available at the NYU Study Center, Accra or scanned copies will be made available to students on NYU Brightspace

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1. D.E.K. Amenumey, *Ghana, A Concise History*, Accra: Woeli Publications, 2008: 1-82.
2. Erik Gilbert & Jonathan T. Reynolds, *Africa in World History* (2nd edition) Upper Saddle River: Pearson, 2008: 141-174.
3. Bayo Halsey, *Routes of Remembrance*, Refashioning the Slave Trade in Ghana, Chicago: Chicago University Press, 2008, pp. 1-121
4. Rhoda E. Howard-Hassman, *Reparations to Africa*, Philadelphia: University of Pennsylvania Press, 2008: 60 – 87 (i.e., chapters 5 and 6).
5. H. Nii-Adziri Wellington, *Stones Tell Stories at Osu*, Beaumont, Amerly Treb Books, 2017
6. Akosua Perbi, *A History of Indigenous Slavery in Ghana*, Accra: Sub-Saharan Publishers, 2019: 13-151

It is your responsibility to access Electronic Resources (via Brightspace or NYU Library Course Reserves for scans made by staff of the NYU Library (via Course Reserves at <https://ares.library.nyu.edu>)]

Topics, Meeting Patterns and Assignments, i.e., Course schedule

Week/Date	Topic	Reading Assignment Due
Week 1: 6 September 2022	Getting started, Introductions, Ground rules, Course requirements, Expectations, etc.	Course syllabus
Week 2: 13 September 2022	Introducing Ghana	D.E.K. Amenumey, <i>Ghana, A Concise History</i>, Accra: Woeli Publications, 2008: 1-82

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<p>Week 3: 20 September 2022</p>	<p>Defining the Atlantic World.</p>	<p>Toyin Falola & Kevin D. Roberts, <i>The Atlantic World, 1450 – 2000</i>, Bloomington, Indiana University Press, 2008: ix – 47</p>
<p>Week 4: 27 September 2022</p>	<p>The Slave trades out of Africa</p>	<p>Erik Gilbert & Jonathan T. Reynolds, <i>Africa in World History</i> (2nd edition) Upper Saddle River: Pearson, 2008: 141-174.</p>
<p>Week 5: 4 October 2022</p>	<p>Ghana’s Atlantic Coast</p>	<p>Bayo Holsey, <i>Routes of Remembrance, Refashioning the Trade in Ghana</i>, Chicago, Chicago University Press, 2004, pp 1-121</p>
<p>Week 6: 11 October 2022</p>	<p>Internal Organization of the slave trade in Ghana (1)</p>	<p>Akosua Perbi, <i>A History of Indigenous Slavery in Ghana</i>, Accra: Sub-Saharan Publishers, 2019:13-151</p>

<p>Week 7 18 October 2022</p>	<p>Internal Organization of the slave trade in Ghana (2)</p>	<p>Ayesha Harruna Attah, <i>The Hundred Wells of Salaga</i>, New York: Other Press, 2018. (Buy a copy or obtain an online version through Bobst Proquest Literature online)</p>
<p>Week 8: 25 October 2022</p>	<p>Documentaries on Slave Kingdoms in Africa:</p>	<p>Henry Louis Gates, “Wonders of the African World” AND</p> <p>Zeinab Badawi “Slavery and Suffering – The History of Africa” AND</p> <p>How Britain Glosed Over Their Role in Slavery and Britain’s Slave Trade AND</p> <p>The Golden Stool AND</p> <p>Top 10 African Tribes Taken in the Atlantic Slave Trade.</p> <p>Access on You Tube.</p> <p>Assignment on the documentaries on slavery and the slave trade due on Friday, 28 October 2022 at 5:00 pm (GMT)</p>

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<p>Week 9: 1 November 2022</p>	<p>Euro-African Relations in the 17th, 18th, and 19th centuries: Field tour of Christiansborg Osu, Accra.</p>	<p>Nii-Adziri Wellington, <i>Stones Tell Stories at Osu</i>, Beaumont: Amerly Treb Books, 2017.</p>
<p>Week 10: 8 November 2022</p>	<p>The Danes in the Gold Coast. Class discussion</p>	<p>Nii-Adziri Wellington, <i>Stones Tell Stories at Osu</i>, Beaumont: Amerly Treb Books, 2017.</p> <p>Assignment on field trip to Christiansborg Osu, Accra, due Friday, 11 November 2022 5:00 pm GMT</p>
<p>Week 11: 15 November 2022</p>	<p>Listening to slaves</p>	<p>Olaudah Equiano's 1789, <i>The Interesting Narratives of the Life of Olaudah Equiano or Gustavus Vassa, the African, Written by Himself</i>, (chapters 1&2 online version available through Bobst Proquest Literature online) & Alexander X. Byrd, "Eboe, Country, Nation, and Gustavus Vassa's Interesting Narrative," <i>The William and Mary Quarterly</i> January 2006 [J-Stor]</p>

<p>Week 12: 22 November 2022</p>	<p>What next? Reparations and Redress?</p>	<p>Ta-Nehisi Coates, "The Case for Reparations", <i>The Atlantic</i>, June 2014. Access at: https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ Rhoda E. Howard-Hassman, <i>Reparations to Africa</i>, Philadelphia: University of Pennsylvania Press, 2008: 60 – 87 (i.e., chapters 5 and 6).</p>
<p>Week 13: 29 November 2022</p>	<p>Linking Ghana and Black Atlantic</p>	<p>Yaa Gyasi, <i>Homegoing</i>, New York: Vintage Books, 2017. (Buy a copy or obtain an online version through Bobst Proquest Literature online).</p>

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<p>Week 14: 6 December 2022</p>	<p>Trip to Cape Coast/Elmina Castle Memorializing slavery and the slave: Ghana's slave castles</p> <p>This trip will be on a date to be decided by NYU, Accra.</p>	<p>Brempong Osei-Tutu, "The African American Factor in the Commodification of Ghana's Slave Castles," <i>Transactions of the Historical Society of Ghana</i>, New Series, No. 6 (2002): 115 – 133 AND</p> <p>Theresa Singleton, "The Slave Trade Remembered on the former Gold and Slave Trade Coasts," <i>Slavery and Abolition</i>, 20, 1, (1999): 150 – 169 AND</p> <p>William Safran, "Diasporas in Modern Societies: Myths of Homeland and Return," <i>Diaspora</i>, 1, 1, (1991): 83 – 99 AND</p> <p>Edward M. Bruner, "Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora" <i>American Anthropologist</i>, (New Series) 98, 2, (1996): 290-304</p> <p>Brempong Osei-Tutu, "African-American reactions to the restoration of Ghana's 'slave castles'" <i>Public Archaeology</i>, 3, 4, (2004): 195-204</p>	<p>Assignment on trip to Cape Coast and Elmina Castles due.</p>
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<p>Week 15: 13 December 2022 End of semester exams Reflection paper on: Randy Sparks, <i>Two Princes of Calabar, An Eighteenth-Century</i></p>	<p><i>Atlantic Odyssey</i>, Cambridge: Harvard University Press, 2004</p> <p>AND</p> <p>Yaa Gyasi, <i>Homegoing</i>, New York, Vintage Books, 2017</p> <p>AND</p> <p>Ayesha Harruna Attah,</p>	<p><i>The Hundred Wells of Salaga</i>, New York: Other Press, 2018.</p> <p>(Buy copies or obtain online versions through Bobst Proquest Literature online) Your paper should critically</p>	<p>examine the evidence and arguments of the authors and how they speak to each other.</p> <p>Your paper should be 5 - 10 pages.</p> <p>Your answer will be due on Tuesday, the 13th of December 2022 at 4:30 pm GMT</p>
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Course Materials

1. Please read this syllabus carefully, note all the reading materials and ensure that you access the required textbooks and materials from the NYU libraries.
2. Please contact NYU Libraries for assistance to access reading material.
3. Where NYU does not have the material, request that NYU Libraries obtain for you on inter-library loan.
4. Please request form materials early.
5. Do not wait until it is too late.
6. I will NOT be able to assist you if you make inquiries about readings at the last moment.

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Course Requirements

Note carefully

It is your responsibility to keep copies of all written work and to regularly check NYU Brightspace for any updates or changes to the course schedule.

Writing Assignments

You have a series of written assignments due over the course of the semester. These assignments are designed to support our work in the classroom and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an “F” in the course.

Plagiarism will not be tolerated in any form. Please read NYU’s statement on [Academic Integrity](#), and visit Northwestern University’s website on [avoiding plagiarism](#) for a comprehensive discussion of what plagiarism entails.

Both your response papers and the longer Critical Essay in the final examination must be written using standard Chicago Manual of Style (also known as Turabian) citation form. This form uses footnotes for references, not parenthesis. Citation format is quite specific—even if you believe that you know how to construct your citations, use this website <http://library.duke.edu/research/citing/within/turabian.html> as a starting point.

Additional writing instructions

1. All papers should meet the rules of formal academic writing, i.e.,
 - they should be double-spaced;
 - fully annotated;
 - they should be typed in **Font 12 of Times New Roman**.
 - they should have your name, the title of the assignment, and the date submitted in the header of the paper;
 - they should **NOT** contain abbreviations or contractions, unless they are in the sources from which are quoting;
 - they should not contain acronyms unless the full names have first been written. For example, the United Nations, (UN). Thereafter, UN can be used; and
 - they should be carefully edited, and all editorial mistakes corrected.
2. **Failure to fulfill any required course component will result in failure of the class.**

Field trips:

There will be two field trips:

The first one will be a tour of Christiansborg, Osu, Accra, on Tuesday, the 1st of November 2022.

- You will write a reaction paper on the field trip.
- Your paper on the field trip to Christiansborg, Osu, Accra, will be due on **Friday, the 11th of November 2022 at 1:30 pm GMT.**

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The second field trip will be a trip to Ghana's Slave Castles in Cape Coast and Elmina on a date to be decided by NYU, Accra.

Your paper on the Cape Coast/Elmina field trip will be due the Friday following the field trip. But for the sake of accounting for the weeks of the semester, I have it placed on Tuesday, the 6th of December 2022 at 5:00 pm GMT.

The actual date for submission will be announced and posted on NYU Brightspace as soon as NYU Accra announces the date for the field trip trip.

Note carefully:

You will write at least a 3-page typed written reflection paper on each field trip.

Your paper should include new things that you learned from the trip and how the trip contributed to your understanding of the course.

Each paper will be graded over 15 accounting for 30% of the total grade.

Documentaries:

1. You will watch by yourselves and they will be discussed in class on the **25th of October 2022.**
2. You will write at least a 5-page typed written reflection paper on the 5 documentaries.
3. Your paper should discuss how the documentaries speak to each other and how they enhance your understanding of the course.
4. The paper will be graded over 15 accounting for 15% of the total grade. 5. Your paper will be due on Friday, the **28th of October 2022** at 5:00 pm GMT.

Course Policies

Attendance and Tardiness

1. You will be required to attend and participate in all lectures. Attendance at lectures is NOT optional and the attendance will be taken at random, and excuses will not be accepted for absence from lectures unless prior permission has been sought.
2. Students who frequently absent themselves from lectures will not be eligible to take the end of semester examinations.
3. There will be no make-up for an unexcused absence.

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- Note: If for any reason you are unable to attend class, you are FIRST required to contact and inform the NYU Accra Manager of Student Services directly at the Academic Center or email mao9@nyu.edu
- Attendance in class will account for 15% of the total grade for the course.**

Late Assignment

Class Participation

- The course will be delivered by lectures and class discussions. You will be expected to read the assigned reading materials before class and be ready to actively participate in class discussions.
- Please note that your participation in class is a crucial part of whether our collective time together will be productive or not. "Participation" means coming to class prepared, having read the readings. It also means having some questions prepared, and some observations about the text already worked out. Given that we will be convening in-person and remotely on the Zoom platform it means attending meeting sessions with your video on, participating in discussion both through your microphone and through the chat function. It means actively listening to lectures and to one another and making connections both to the readings and conversations happening during our meeting time and to those that have happened in the past. Simply saying something in class does NOT constitute excellent class participation.
- You will earn 15% of the total grade for class attendance and participation in class discussions.
- Thus, class and participation will account for **30%** of the final grade for the course.

Summary of grading of assignments

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

<u>Assignment/Activity</u>	<u>Date due</u>	<u>% of final grade</u>
Class attendance and participation	Throughout the semester	30%
Documentaries on slavery and slave trade.	28th of October 2022 at 5:00 pm (GMT)	15%

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Field trip to Christiansborg, Osu, Accra.	11th of November 2022 at 1:30 pm (GMT)	15%
Field trip to Cape Coast and Elmina	Actual date to be announced, but it will be the Friday following the field trip	15%
Final exam	13th of December 2022 at 4:30 pm (GMT)	25%

Assessment Expectations

Grade A:

An A student attends class regularly and always contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; all of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; all of his/her reflection/response papers eloquently link reading/discussion to his/her experience.

Grade B:

A B student attends class regularly and sometimes contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; three-quarters of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; 2 out of 3 of his/her reflection/response papers eloquently link class material/discussion to his/her experience.

Grade C:

A C student attends class regularly but rarely contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; half of his/her discussion questions reflect a synthesis of readings,

guest presentations and discussions; 1 out of 3 of his/her reflection papers eloquently link class material/discussion to his/her experience.

Grade D:

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A D student attends class regularly but never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; a quarter of his/her discussion questions reflect a synthesis of readings, guest presentations and discussions; none of his/her reflection papers eloquently link class material/discussion to his or her experience.

Grade F:

An F student attends class irregularly and never contributes to the class discussion by raising thoughtful questions, analyzing relevant issues; building on other's ideas and challenging assumptions/perspectives; his/her discussion questions have no bearing on the readings, guest presentations and discussions; his/her reflection and response papers make no links to class material/ discussion to his or her experience.

View Grades

All assignments will be graded and handed over in class or sent to you by email. You should, therefore, be able to tabulate your grades as we progress.

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

1. 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.
2. Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
3. 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.
4. Make sure to let your classmates finish speaking before you do.
5. If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
6. Students should be respectful and courteous at all times to all participants in class.

Exceptions will be made for students with academic accommodations from the Moses Center.

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Suggested Co-Curricular Activities

There are numerous novels in the NTU, Accra, library that deal with slavery in Ghana and Africa. You are encouraged to read as many of them as you can.

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Your Lecturer

Kofi Baku teaches History at the Department of History, University of Ghana,
Legon.

Academic Policies Attendance Policy

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 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 Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to nno211@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform the Academics team at NYU, Accra (mao9@nyu.edu) by email immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

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Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

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Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) 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**.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

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.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offenses against academic integrity.

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. 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, 16

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examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

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NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, NYU Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

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 NYU [SITE].

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu

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- Phone: 212-998-2277
- Local Phone Number :024-315-0011