

## **CORE –UA 9534 History: Cultures and Contexts (Ghana’s Black Atlantic)**

**Fall 2021**

### **Instruction Mode: Blended/Remote/In-person**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU [SITE], 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 [ALIAS OR EMAIL] if you have trouble accessing the Brightspace site.

**Syllabus last updated on: 20-August-2021**

### **Lecturer Contact Information**

Kofi BAKU

### **Prerequisites**

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

### **Units earned**

4 CREDITS

### **Course Details**

- Tuesdays: 1:30 pm to 4:30 pm GMT
- The class time is Ghana (Accra) time, i.e., Greenwich Mean Time (GMT)
- Location: NYU Accra Study Center, Classroom 2.

- Remote Participants: You will access or participate in the class through Zoom on NYU Brightspace.
- COVID-related details: In the interest of protecting the NYU Accra community, we are closely following CDC guidance on COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being are our top 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 Objectives

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

1. Introducing students to the creation 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.

## 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.

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.

## Required Textbooks & Materials

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

- Saidiya Hartman, *Lose Your Mother*, New York: Farrar, Straus & Giroux, 2007.
- Bayo Hosley, *Routes of Remembrance*, Chicago: The University of Chicago Press, 2008.
- 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.

- Ayesha Harruna Attah, *The Hundred Wells of Salaga*, New York: Other Press, 2018.
- Yaa Gyasi, *Homegoing*, New York: Vintage Books, 2017.

**Available at the NYU Study Centre, Accra or scanned copies will be made available to students**

- D.E.K. Amenumey, *Ghana, A Concise History*, Accra: Woeli Publications, 2008: 1-82.
- Erik Gilbert & Jonathan T. Reynolds, *Africa in World History* (2<sup>nd</sup> edition) Upper Saddle River: Pearson, 2008: 141-174.
- Akosua Perbi, *A History of Indigenous Slavery in Ghana*, Accra: Sub-Saharan Publishers, 2019: 13-151.
- H. Nii-Adziri Wellington, *Stones Tell Stories at Osu*, Beaumont, Amerly Treb Books, 2017
- Y. Bredwa Mensah, Ole Justesen & Anne Mette Jorgensen, *Frederiksgave Plantation and Common Heritage Site*, 2009.
- Rhoda E. Howard-Hassman, *Reparations to Africa*, Philadelphia: University of Pennsylvania Press, 2008: 60 – 87 (i.e., chapters 5 and 6).

**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: <u>7</u> <u>September</u> <u>2021</u>	Getting started, Introductions, Ground rules, Course requirements, Expectations, etc.	Course syllabus	
Week 2: <u>14</u> <u>September</u> <u>2021</u>	Introducing Ghana	D.E.K. Amenumey, <i>Ghana, A Concise History</i> , Accra: Woeli Publications, 2008: 1-82	

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Week/Date	Topic	Reading	Assignment Due
Week 3: <b><u>21 September 2021</u></b>	National Holiday – Kwame Nkrumah Memorial Day	No classes.	
Week 4: <b><u>28 September 2021</u></b>	Defining the Atlantic World.	Toyin Falola & Kevin D. Roberts, <i>The Atlantic World, 1450 – 2000</i> , Bloomington, Indiana University Press, 2008: ix – 47	
Week 5: <b><u>5 October 2021</u></b>	The Slave trades out of Africa	Erik Gilbert & Jonathan T. Reynolds, <i>Africa in World History</i> (2 <sup>nd</sup> edition) Upper Saddle River: Pearson, 2008: 141-174.	
Week 6: <b><u>12 October 2021</u></b>	NYU New York Holiday, October 11, 2021	Classes meet according to Monday schedule. No classes in Accra.	
<b><u>Thursday, 14 October 2021</u></b>	Synchronized lecture with NYU New York and NYU London  <b>Topic:</b>  Black Commonwealth Soldiers in WWI	Matera, Marc, 2015, ‘Afro-Metropolis: Black Political and Cultural Associations in Interwar London’, (chapter 1), <i>Black London: The Imperial Metropolis and Decolonization in the Twentieth Century</i> , University of California Press, Oakland, pp.22-62  John, Kesewa, 2019, “You ask for lead and they give you hot lead”; when Caribbean radicals protested against conscription for colonial subjects’ in in Hakim Adi’s (ed), <i>Black British History: New Perspectives</i> , Zed Books, London	<b>A Zoom link will be provided for this lecture.</b>
Week 7: <b><u>19 October 2021</u></b>	Internal Organization of the slave trade in Ghana (1)	Akosua Perbi, <i>A History of Indigenous Slavery in Ghana</i> , Accra: Sub-Saharan Publishers, 2019:13-151  AND  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)	Assignment on Ayesha Harruna Attah’s, <i>The Hundred Wells of Salaga</i> due on <b><u>Friday, 22 October 2021 at 5:00 pm GMT</u></b>
Week 8: <b><u>26 October 2021</u></b>	<b>Synchronous lecture with NYU New York, NYU London.</b>  Documentaries on Slave Kingdoms in Africa:	<b>Topic:</b>  Black Intellectual Movement by Professor Jennifer Morgan, NYU New York.       Henry Louis Gates, “Wonders of the African World” AND Zeinab Badawi “Slavery and Suffering – The History of Africa” AND How Britain Glossed Over Their Role in Slavery and Britain’s Slave Trade AND	A Zoom link will be provided for the lecture.       Assignment on the documentaries on slavery and the slave trade due on <b><u>Friday, 29 October 2021 at 5:00 pm (GMT)</u></b>

Week/Date	Topic	Reading	Assignment Due
		The Golden Stool AND Top 10 African Tribes Taken in the Atlantic Slave Trade. <b>Access on You Tube.</b>	
Week 9: <b><u>2 November 2021</u></b>	Field tour of Christiansborg Osu, Accra.	Nii-Adziri <i>Wellington, Stones Tell Stories at Osu</i> , Beaumont: Amerly Treb Books, 2017.	
Week 10: <b><u>9 November 2021</u></b>	Field tour of the Danish Plantation at Sesemi	Y. Bredwa Mensah, Ole Justesen & Anne Mette Jorgensen, <i>Frederiksgave Plantation and Common Heritage Site</i> , 2009.	Assignment on field trip to Christiansborg, Osu, Accra, due at <b><u>1:30 pm GMT</u></b>
Week 11: <b><u>16 November 2021</u></b>	Listening to slaves	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]	Assignment on the field trip to then Danish plantation at Sesemi, due at <b><u>1:30 pm (GMT).</u></b>
Week 12: <b><u>23 November 2018</u></b>	Trip to Cape Coast/Elmina Castle Memorializing slavery and the slave: Ghana's slave castles This trip will be on Saturday, the 20 <sup>th</sup> of November 2021.  What next? Reparations and Redress?	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 ( <b>Available on J-Stor or Inter-library loan</b> )  <b>AND</b> Brempong Osei-Tutu, "African-American reactions to the restoration of Ghana's 'slave castles'" <i>Public Archaeology</i> , 3, 4, (2004): 195-204 ( <b>Available on J-Stor or Inter-library loan</b> ).  Ta-Nehisi Coates, "The Case for Reparations", <i>The Atlantic</i> , June 2014. Access at: <a href="https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/">https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/</a>  Rhoda E. Howard-Hassman, <i>Reparations to Africa</i> , Philadelphia: University of Pennsylvania Press, 2008: 60 – 87 (i.e., chapters 5 and 6).	Assignment on field trip to Cape Coast/Elmina due on <b><u>Friday, 26 November 2021 at 5:00 pm GMT</u></b>
Week 13: <b><u>30 November 2021</u></b>	Linking Ghana and Black Atlantic	Yaa Gyasi, <i>Homegoing</i> , New York: Vintage Books, 2017. (Buy a copy or obtain an online version through Bobst Proquest Literature online).	Assignment due on <b><u>Friday, the 3<sup>rd</sup> of December 2021 at 5:00 pm (GMT)</u></b>

Week/Date	Topic	Reading	Assignment Due
Week 14: <b><u>7 December 2021</u></b>	Synchronized lecture with NYU New York, and NYU London.	Professor Lez William, Henry, (University of London)  <b><u>Topic:</u></b>  Black Lives Matter and Covid-19 and the Black Communities in the United Kingdom.	<b>A Zoom link will be provided for this synchronized lecture.</b>
Week 15: <b><u>14 December 2021</u></b>	End of semester exams	Reflection paper on Saidiya Hartman, <i>Lose Your Mother</i> , New York: Farrar, Straus & Giroux, 2007  AND  Bayo Hosley, <i>Routes of Remembrance</i> , Chicago: The University of Chicago Press, 2008.  (Buy copies or obtain online versions through Bobst Proquest Literature online)	Your paper should critically examine the evidence and arguments of the authors and how they speak to each other.  <b>Your paper should be 5 - 10 pages.</b>  <b><u>Your answer will be due on Tuesday, the 14<sup>th</sup> of December 2021 at 4:30 pm GMT</u></b>

## 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

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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.

**You must write in double-spacing, using Times New Roman Font size 12.**

## **Field trips:**

There will be three field trips:

1. The first one will be a tour of Christiansborg, Osu, Accra, on **Tuesday, the 2<sup>nd</sup> of November 2021.**

Your paper on the field trip to Christiansborg, Osu, Accra, will be due on the **Tuesday, the 9<sup>th</sup> of November 2021 at 1:30 pm GMT.**

2. The second field trip will be a tour of a Danish Slave Plantation at Sesemi, on the **9<sup>th</sup> of November 2021.**

Your paper will be due on **Tuesday, the 16<sup>th</sup> of November 2021 at 1:30 pm GMT.**

3. The third field tour will be a trip to Ghana's Slave Castles in Cape Coast and Elmina on **Saturday, the 20<sup>th</sup> of November 2021.**

Your paper will be due on **Friday, the 26<sup>th</sup> of November 2021 at 5:00 pm GMT.**

## **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 the course.
Each paper will be graded over 10 accounting for 30% of the total grade.

## **Note carefully:**

You will also take a picture or pictures you consider interesting and insightful of the site to be posted on a joint website established for students taking the course in Accra, New York, and London, with a brief comment to elicit discussion from colleague students in Accra, New York, and London.
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The website is: <https://wp.nyu.edu/blackatlantic/>

<b>Your postings on the joint website will contribute to your grade for class participation.</b>
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**Documentaries:**

1. There will be five documentaries (all of which you will watch by yourselves and will be discussed in class on the **26<sup>th</sup> of October 2021**).
2. You will write at least a 3-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 10 accounting for 10% of the total grade.
5. Your paper will be due on **Friday, the 29<sup>th</sup> of October 2021 at 5:00 pm GMT**.

**Take away assignments**

There will be two (2) take away assignments as follows:

**Assignment 1**

1. Write at least at least a 3-page reaction paper to Ayesha Harruna Attah, *The Hundred Wells of Salaga*, New York: Other Press, 2018.
2. You should identify the key arguments of the author and show the types of evidence she uses to make her case.
3. The paper will be graded over 10 making 10% of the total grade for the course.
4. The paper will be due on **Friday the 22<sup>th</sup> day of October 2021 at 5:00 pm GMT**.

**Assignment 2**

1. Write at least a 5-page reflection paper to Yaa Gyasi, *Homegoing*, New York: Vintage Books, 2017.
2. You should identify the key arguments of the author and show the types of evidence she uses to make her case.
3. The paper will grade over 10 making 10% of the total grade for the course.
4. The paper will be due on **Friday, the 3<sup>rd</sup> of December 2021 at 5:00 pm GMT**.

**Course Policies****Attendance and Tardiness**

1. Students will be required to attend and participate in **all** lectures. Attendance at

lectures is **NOT** optional and the roll 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.
4. **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 Centre or email [mao9@nyu.edu](mailto:mao9@nyu.edu)**

## Late Assignment

1. There will be no make up for unsubmitted assignments.
2. Where you submit your assignment within 24 hours after the deadline, you would lose 25% of the total grade.
3. Where you submit it within 48 hours after the deadline, i.e., the subsequent 24 hours after the first 24 hours, you would lose 50% of the total grade.
4. An assignment submitted after 48 hours after the deadline **will not** be graded.
5. The only exception to the above is an extension granted by a doctor or of NYU SITE Staff on medical grounds, in which case the point deductions will start from the day the end of the extended deadline.

## Class Participation

1. 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.
2. 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.

3. You will earn 20% of the total grade for class attendance and participation in class discussions.

### Summary of grading of assignments

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

Assignment/Activity	Date due	% of final grade
Class attendance and participation	Throughout the semester	20%
Ayesha Harruna Attah' <i>The Hundred Wells of Salaga</i>	22 <sup>nd</sup> of October 2021 at 5:00 pm (GMT)	10%
Documentaries on slavery and slave trade.	29 <sup>th</sup> of October 2021 at 5:00 pm (GMT)	10%
Field trip to Christiansborg, Osu, Accra.	9 <sup>th</sup> of November 2021 at 1:30 pm (GMT)	10%
Field trip to Danish Slave Plantation at Sesemi	16 <sup>th</sup> of November 2021 at 1:30 pm (GMT)	10%
Field trip to Cape Coast and Elmina	26 <sup>th</sup> of November 2021 at 5:00 pm (GMT)	10%
Yaa Gyasi's <i>Homegoing</i>	3 <sup>rd</sup> of December 2021 at 5:00 pm (GMT)	10%
Final exam	14 <sup>th</sup> of December 2021 at 4:30 pm (GMT)	20%
Total		100%

### Letter Grades

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

Letter Grade	Points	Percent
A	4.00	92.5% and higher
A-	3.67	90.0 – 92.49%
B+	3.33	87.5% - 89.99%
B	3.00	82.5% - 87.49%
B-	2.67	80% - 82.49%
C+	2.33	77.5% - 79.99%
C	2.00	72.5% - 77.49%

Letter Grade	Points	Percent
C-	1.67	70% - 72.49%
D+	1.33	67.5% - 69.99%
D	1.00	62.5% - 67.49
D-	.67	60% - 62.49%
F	.00	59.99% and lower

### 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:** 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:

- 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.
- 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).
- 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.
- If deemed necessary by the study away site (i.e., 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.
- Students should be respectful and courteous at all times to all participants in class.

## **Your Lecturer**

Kofi Baku teaches history at the University of Ghana, Legon.

## **Academic Policies**

### **Additional 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 Brightspace 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](mailto: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 Study Center by e-mail immediately (i.e., before the start of your class) at [mao9@nyu.edu](mailto:mao9@nyu.edu). Absences are only excused if they are due to illness, Moses Center

accommodations, religious observance, or emergencies. The site staff or I 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 me.

Unexcused absences will be penalized with percent deduction from your 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 will lead to a Fail in that course. According to NYU policies, being more than 15 minutes late counts as an unexcused absence. Furthermore, I am entitled to deduct points for frequently joining the class late.

Submission of assignments and final examination that are missed due to illness always require a doctor's note as documentation. It is your 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 your responsibility to catch up with the work that was missed.

## **Final examination**

Your final examination is a take-away paper. The question has been indicated on this syllabus. See week 15, the 14<sup>th</sup> of December 2021. The final examination paper is due on that day at 4:30 pm GMT. The final examination may not be taken early, and you should not plan to leave the site before the end of the date for the submission of the final paper unless you obtain permission from the Director of the NYU Study Center at Accra.

Where you are late in submitting your final examination, you do not have an automatic right to take extra time or to submit the exam on another day.

**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.**

## **Additional policies on 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 offences 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, 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**

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 e-mail 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, 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](mailto: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](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277
- 030 276 1528

## **Resources**

- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)



# SAMPLE



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