

SAMPLE SYLLABUS



NYU ACCRA

HIST-UA 9573/IDSEM-UG 9050:

Cocoa and Gold: Ghana's Development in Global Perspective

Instruction Mode: Blended

Spring 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. Nicholas Okai (nno211@nyu.edu) and Ms. Sharon Agbemenya (sal58@nyu.edu) if you have trouble accessing the Brightspace site.

Syllabus last updated on: 15-01-2022

Instructor Information

- Dr. Kofi Baku
- Lecture Venue: Room 1, NYU Accra Centre, Labone.
- By Appointment

Course Information

- Course Code: CORE-HIST-UA 9537/IDSEM-SEM 9050
- Course Title: History: Cocoa and Gold: Ghana's Development Global Perspective
- Meeting: Tuesdays, 14:00 hours - 16:00 hours GMT (Ghana Time).

Units earned

4 CREDITS

- Remote Participants: Your instructor will provide you with the Zoom link on NYU Brightspace
- COVID-related details: In the interest of protecting the NYU Accra 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 priority.

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- 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 explores Ghana's development in historical perspective from the colonial era to the recent postcolonial period. It provides an interdisciplinary history that is attentive to political economy, social relations, geography, and politics as they congeal in particular ways throughout Ghana's development trajectory. It traces the key forces at play in Ghanaian development through time, paying particular attention to the transformations prompted by the region's encounter with and incorporation into a global economy. Key historical moments will include the trans-Atlantic slave trade and the colonial era in light of their attendant reconfigurations of land, labor, and natural resources—as well as landscapes of power and politics. In the postcolonial period, the course will examine the central epochs in the country's development trajectory, in relation to its rich political history and shifting global discourses of development and geopolitics. This will include attention to dynamics such as Asian investment, urbanization, international development aid, and the discovery of oil. The goal of the course is to explore theories and debates in development through deep engagement with the specific trajectory of Ghana, as a sort of intensive case study. Field visits (for instance to gold mines and cocoa fields) will be used to complement class discussions and to take advantage of the location of the course in Accra. Ghana's specific development trajectory will, in turn, be located alongside wider African and global South development trajectories as well as development debates and discourses whenever possible.

The course will be by lectures, discussions in class and field trips. Classes will proceed by way of the following themes:

- a. colonial society in Ghana in the 19th century;
- b. the rise of cocoa and gold as export commodities;
- c. migration and labor in cocoa and gold production; and
- d. new horizons in Ghana social and economic development.

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

1. identify and explain the significant and key historical events and developments that shaped Ghana's social and economic development after the abolition of the Atlantic slave trade;
2. understand the integration of Ghana into the global economic system after the end of the Atlantic slave trade as a primary producer of cocoa and gold; and
3. understand the consequences and legacies of colonialism for Ghana's post-colonial development

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Course Requirements

1. Attendance at lectures is mandatory and not optional. Students taking the course at the Accra Study Centre are mandatorily required to be present at the designated lecture venue at the Study Centre. A student taking the course at the Accra Study Centre cannot take the class remotely from the student dormitory. **Note: If for any reason a student taking the course at the Accra Study Centre will not be able to attend class, the student must mandatorily contact and inform the NYU Accra Manager of Student Services directly at the Academic Centre or by email mao9@nyu.edu**
2. Student and teacher interaction in this course will be 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.

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.

Attendance and participation will attract 20 marks making 20% of the end of semester grades.

3. There will be a takeaway assignment on T.M. Aluko, *One Man One Matchet*, London, Heinemann, 1963. It will be a 3-page reaction paper that will:
 - highlight the key issues discussed in the story, especially with respect to cocoa, i.e., the meanings Africans attached to cocoa cultivation and colonial policies on cocoa disease control in the late colonial period;

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- discuss the complex issues that were occasioned by cocoa cultivation; and
- the new lessons that you learnt.

The paper will be due on the <u>15th day of March 2022.</u>

It will be graded over 20 marking 20% of the end of semester grade.

4. There will be 2 field trips in which all Accra Study Centre based students will be expected to participate.
5. Accra Study Centre students will be expected to write a 3-page reaction paper to each of the field trips. The reaction paper should indicate the focus of the field trip, new lessons learnt and the ways in which the field trip has contributed to your understanding of the course.
6. The first field trip will be to the Cocoa Research Institute at Tafo, on **Friday, the 19th of March 2022 at 10:00 am (GMT)**
7. Students taking the course remotely will research the Ghana Cocoa Marketing Board, the Cocoa Research Institute of Ghana, and other materials on cocoa research in Ghana on the internet and other sources and write a 3-page on cocoa research in Ghana.
8. The papers will be due on **Tuesday, the 29th of March 2022 at 4:00 pm.**
9. The second first trip will be to the Gold Weights Museum at the Institute of African Studies at the University of Ghana, Legon, on **Tuesday, the 5th of April 2022 at 1:00 pm.**
10. Students taking the course remotely will read, analyze, and write a reflection paper on the following academic articles:
 - A. Ott, “Akan Gold Weights”, *Transactions of the Historical Society of Ghana*, (1968) Vol. IX, pp. 17 – 42 (**Available on JStor**)
 - T.F. Garrard, “Studies in Akan Goldweights (1)”, *Transactions of the Historical Society of Ghana*, Vol. X111, No. 1, (June 1972), pp. 1-20, (**Available on JStor**)
 - T.F. Garrard, “Studies in Akan Goldweights (2)” *Transactions of the Historical Society of Ghana*, Vol. X111, no. 2, (1972), pp. 149-162, (**Available on JStor**)
 - T.F. Garrard, “Studies in Akan Goldweights (3)” *Transactions of the Historical Society of Ghana*, Vol. X1V, no. 1, (1973) pp. 1-16, (**Available on JStor**)
 - T.F. Garrard, “Studies in Akan Goldweights (4)” *Transactions of the Historical Society of Ghana*, Vol. X1V, no. 2, (1973) pp. 149-168, (**Available on JStor**)

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The paper should be at least 3 type-written pages. Additionally, the paper should indicate:

- the key arguments of the papers;
- the ways in which the papers speak to each other;
- the ways in which the papers speak to the evolution and development of the gold industry in Ghana and the uses of gold; and
- any new lessons that you have learnt

The reaction papers will be due on Tuesday, the 12th of April 2022 at 4 pm.

Each of the 2 papers will be grade out of 15 making a total of 30. This will represent 30% of the end of semester grade.

End of semester examination:

- It will be a take-away examination.
- You will reflect (**at least 5 pages**) on Walter Rodney, *How Europe Underdeveloped Africa*, Washington: Howard University Press, 1972 (or an available editions) indicating:
 - the thesis/theses (argument/arguments) of the book;
 - how the book reflects the key arguments of the course; and
 - the new lessons that you learnt or the takeaway lessons.

The end of semester examinations will be due on **Wednesday, the 10th of May 2022 at 18 hours GMT (Ghana Time).**

There will be no extension of time for the final examinations.

Additional writing instructions:

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

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- they should be carefully edited, and all editorial mistakes corrected.

Failure to fulfill any required course component will result in failure of the class.

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.

Summary of grades

Activity	Date due	Grade
Attendance	Throughout the semester	20
Takeaway assignment: T.M. Aluko, <i>One Man One Matchet</i>	22 March 2022 Due at 16 hours GMT (Ghana Time)	20
Reaction paper to field trip to the Cocoa Research Institute of Ghana, Tafo.	<u>5 April 2022</u> Due at 16 hours GMT (Ghana Time)	15
Reaction paper to the field trip to the Gold Weights Museum at the Institute of African Studies at the University of Ghana, Legon.	<u>19 April 2022</u> Due at 16 hours GMT (Ghana Time)	15
End of semester exam Reflection paper (at least 5 pages) on Walter Rodney, <i>How Europe Underdeveloped Africa</i> , Washington: Howard University Press, 1972 (or an available editions)	<u>10 May 2022</u> The examination paper will be due at 18 hours GMT (Ghana Time)	30

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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.

Letter Grades

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

Letter Grade	Points	Percent
A	4.00	94%-100%
A-	3.67	90%-93%
B+	3.33	87%-89%
B	3.00	84%-86%
B-	2.67	80%-83%
C+	2.33	77%-79%

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Letter Grade	Points	Percent
C	2.00	74%-76%
C-	2.00	70%-73%
D	1.00	65% -69%
F	.00	Below 65 %

View Grades

All assignments will be graded and returned to students with comments/feedback. You should, therefore, be able to tabulate your grades as we progress.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Week 1: <u>1 February 2022</u>	Getting started, course requirements, expectations, etc.	Course syllabus	
Week 2: <u>8 February 2022</u>	Introducing Ghana	D.E.K. Amenumey, <i>Ghana, A Concise History from Pre-Colonial to the 20th Century</i> , Accra: Woeli Publishing Company, 2008, pp. 1-22.	
Week 3: <u>15 February 2022</u>	Historical background 1: Integrating Africa into the global economy.	Frederick Cooper: "Africa and the World Economy", <i>African Studies Review</i> , vol. 24 no 2/3 (1981): 1 – 86. Joseph E. Inikori, "Africa and the Globalization Process: western Africa, 1450-1850" <i>Journal of Global History</i> , (2007), 2, pp. 63 - 86. Immanuel Wallerstein, "The Three Stages of African	

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Week/Date	Topic	Reading	Assignment Due
		Involvement in the World Economy” in <i>The Political Economy of Contemporary Africa</i> , (eds), Peter C.W. Gutkind and Immanuel Wallerstein, (London, Sage Publications): 30 – 57.	
Week 4: <u>22 February 2022</u>	Historical background 2: Colonial exploitation of Accra and its legacies.	1. King Leopold’s Ghost (Access from NYU Movie Library) 2. Zeinab Badawi (BBC) Kongo and the Scramble for Africa (YouTube) 3.DW Documentary on Colonial Crimes (YouTube) 4.Economic History of Ghana (Provided in class)	
Week 5: <u>1 March 2022</u>	Historical background 3: The aftermath of the Atlantic slave trade: Integrating Ghana into the global economic system.	David Kimble, <i>A Political History of Ghana</i> , Oxford: Clarendon, 1963, pp. 1-60	
Week 6: <u>8 March 2022</u>	The beginnings of cocoa industry in Ghana	Edwin A. Gyasi, “The Adaptability of African Communal Land Tenure to Economic Opportunity: The Example of Land Acquisition for Oil Palm Farming in Ghana” <i>Africa</i> Vol. 64 No. 3 (1994), pp. 391 – 405 (Available on JStor) Polly Hill, “The history of the migration of Ghana cocoa farmers,” <i>Transactions of the Historical Society of Ghana</i> , vol. IV, Part 1, (1959): 14 – 28 (Available on JStor)	

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Week/Date	Topic	Reading	Assignment Due
		<p>George Benneh, “The impact of cocoa cultivation on the traditional land tenure system of the Akan of Ghana,” <i>Ghana Journal of Sociology</i>, 6:1 (1970): 43 – 61. (Available on JStor or Inter-library loan)</p> <p>Gareth Austin, “The emergence of capitalist relations in South Asante cocoa-farming, c. 1916 – 33,” <i>Journal of African History</i>, 28 (1987), 259-79 (Available on JStor)</p>	
<p>Week 7:</p> <p><u>15 March 2022</u></p>	<u>Spring break</u>	<u>No classes</u>	
<p>Week 8:</p> <p><u>22 March 2022</u></p>	Crises and chaos in cocoa cultivation and marketing	<p>Rod Alence, “The 1937 – 38 Gold Coast cocoa crisis: the political economy of commercial stalemate,” <i>African Economic History</i>, 19 (1990 – 91): 77 – 104 (Available on JStor)</p> <p>Sam Rhodie, “The Gold Coast cocoa hold-up,” <i>Transactions of the Historical Society of Ghana</i>, vol. IX, (1968): 14 – 28 (Available on JStor)</p> <p>Gareth Austin, “Capitalists and chiefs in the cocoa hold-ups in South Asante, 1927 - 1938,” <i>International Journal of African Historical Studies</i>, 21 (1988), 63 - 95 (Available on JStor)</p>	<p>Assignment on T.M. Aluko, <i>One Man One Matchet</i> will be due at <u>4:00 pm</u></p>

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Week/Date	Topic	Reading	Assignment Due
		Roger J. Southall, "Polarisation and dependence in the Gold Coast cocoa trade, 1897 – 1938," <i>Transactions of the Historical Society of Ghana</i> , vol. XVI, (1975): 93 – 115 (Available on JStor)	
Week 9: <u>29 March 2022</u>	Accra Study Center Students: Field trip to Cocoa Research Institute of Ghana, Tafo. <u>This field trip will be made on Friday, the 25th of March 2022.</u> Students taking the course remotely should do individual internet and other research on Ghana Cocoa Marketing Board, the Cocoa Research Institute of Ghana, and generally cocoa research in Ghana and write a 3-page paper on it.		
Week 10: <u>5 April 2022</u>	The rise of the gold industry in Ghana.	Raymond E. Dumett, <i>El Dorado in West Africa</i> , Oxford, James Currey, 1998, pp. 41-294.	Papers on the Cocoa Research Institute of Ghana due at 4:00pm
Week 11: <u>12 April 2022</u>	Students at the Accra Study Centre: Field trip to the Gold Weights Museum of		

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Week/Date	Topic	Reading	Assignment Due
	<p>the Institute of African Studies</p> <p>Students taking the course remotely will read the following to do their reaction paper:</p> <p>A. Ott, “Akan Gold Weights”, <i>Transactions of the Historical Society of Ghana</i>, (1968) Vol. IX, pp. 17 – 42 (Available on JStor)</p> <p>T.F. Garrard, “Studies in Akan Goldweights (1), <i>Transactions of the Historical Society of Ghana</i>, Vol. X111, No. 1, (June 1972), pp. 1-20, (Available on JStor)</p> <p>T.F. Garrard, “Studies in Akan Goldweights (2)” <i>Transactions of the Historical Society of Ghana</i>, Vol. X111, no. 2, (1972), pp. 149-162, (Available on JStor)</p> <p>T.F. Garrard, “Studies in Akan Goldweights (3)” <i>Transactions of the Historical Society of Ghana</i>, Vol. XIV, no. 1, (1973) pp. 1-16, (Available on JStor)</p>		

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Week/Date	Topic	Reading	Assignment Due
	T.F. Garrard, “Studies in Akan Goldweights (4)” <i>Transactions of the Historical Society of Ghana</i> , Vol. XIV, no. 2, (1973) pp. 149-168, (Available on JStor)		
Week 12: <u>19 April 2022</u>	The history of private multinational gold mining company in Ghana – AngloGold Asante Company Limited	Ayowa Afrifa Taylor, “An Economic History of the Ashanti Goldfields Corporation, 1895 – 2004, Land, Labour, Capital and Enterprise” Unpublished PhD Thesis, University of London, 2006. (A copy will be made available to you)	Reaction paper on Gold Weights due at 4:00 pm.
Week 13: <u>26 April 2022</u>	Health and social issues of gold mining in Ghana	Raymond Dumett: “Disease and Mortality among Gold Miners of Ghana: Colonial Government and Mining Company Attitudes and Policies, 1900 – 1938”, <i>Social Science Medicine</i> , 37, 2, (1993): 213 – 232 (Available on JSTOR on-line) Emmanuel Akyeampong & Samuel Agyei-Mensah: “Itinerant Gold Mines? Mobility, Sexuality and the Spread of Gonorrhoea and Syphilis in Twentieth Century Ghana”, Christine Oppong, M. Yaa P.A. Oppong and Irene K. Odotei, <i>Sex and Gender in an Era of AIDS, Ghana at the turn of the Millennium</i> , Accra:	

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Week/Date	Topic	Reading	Assignment Due
		Sub-Saharan Publishers, 2006, pp. 41 -58.	
Week 14: <u>3 May 2022</u>	Eid ul-Fitr day National Holiday		
Week 15: <u>10 May 2022</u>	End of semester exams	Reflection paper (at least 5 pages) on Walter Rodney, <i>How Europe Underdeveloped Africa</i> , Washington: Howard University Press, 1972 (or an available editions)	Due at 6:00pm

Very important

Course Materials

Please read this syllabus carefully, note all the reading materials and ensure that you access the required textbooks and materials from the NYU libraries.

Please contact NYU Libraries for assistance to access reading material.

Where NYU does not have the material, request that it be obtained for you on inter-library loan.

Please request form materials early.
Do not wait until it is too late.
I will <u>NOT</u> be able to assist you if make inquiries about readings at the last moment.

Resources

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

Academic Honesty/Plagiarism & Annotation

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](#)

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Both your response papers and exams must be written using the [Standard Chicago Manual Style \(Turabian\) citation](#). 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, for this class, the Turabian style is compulsory.

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.

Lecturer Profile

Kofi Baku, PhD, teaches history at the 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 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 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 your professor and/or the Academics team by e-mail 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

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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 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

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.

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.

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- (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 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

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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) 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 \(link\)](#)

SAMPLE SYLLABUS



NYU | ACCRA

- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- 030 276 1528

Note: Aspects of this course syllabus might change during the semester