

SAMPLE SYLLABUS



Course Title

Cities on the Move

Sustainable Berlin

Course Number

ENVST-UA 9450D01; SASEM-UG 9104D01

Instruction Mode: In-Person

Fall 2022

Lecturer Contact Information

Marcela López, she/her/hers

Your instructor will inform you about learner hours (one-on-one meetings).

Prerequisites

None

Units Earned

4

Course Details

Thursdays, 3:00pm to 5:45pm

Location: Rooms will be posted in Albert before your first class.

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. You are required to adhere to the most recent policies. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations so require. 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.

SAMPLE SYLLABUS



Course Description

This course explores the global phenomenon of growing consumption and waste in cities, as well as the transformation of resources and natural landscapes to serve these trends. A city like Berlin consumes large amounts of energy, water and food, and produces high quantities of waste. But where do these resources come from, and where is waste disposed of? Students engage with these questions in a theoretical, methodological and ethical way by tracing the flows of water, energy, food and waste in and around Berlin and beyond. The course aims to explore urbanization as a global process with fluid boundaries and analyze the connection of cities to the natural resources and landscapes on which they rely. Drawing from geography, anthropology and history, we analyze the relationship between growing consumption and disposal and the expansion of the resource frontier, while identifying the social, environmental and spatial effects this entails.

Course Learning Outcomes (CLOs)

At the end of the course students are expected to be able to:

- Critically analyze the complex, multi-scalar and interconnected nature of today's urban environmental and social challenges through the lense of different natural resources.
- Explore the connections between growing consumption in cities and geographies of resource extraction and waste disposal.
- Visualize the ways in which resource extraction and waste disposal activities tend to fragment further territories and increase relations of inequality.
- Envision different alternatives to promote more sustainable consumption habits and the reduction of waste.

Course Approach to Teaching & Learning (CATL)

Providing space for critical and interdisciplinary thinking: The course is intended to improve critical thinking skills and writing ability. In this course there are no right or wrong answers, and critical debate is highly welcome by encouraging students to disagree and actively contribute to current debates in urban studies, geography, history and anthropology. The course is designed for students of various disciplinary backgrounds and encourages them to mobilize different disciplinary approaches.

Selecting resources as a starting point for learning: This course examines different resources – water, energy, waste, clothes, food, etc. – as a starting point for questioning how the growing consumption and disposal in cities transform remote landscapes. In doing so, the course intends to provide students with concepts and tools to ground their daily practices and ethical dilemmas of consuming food, buying clothes, drinking bottled water or recycling to problems taking place at a global scale.

Engaging multiple methods: The course objectives will be met through a combination of lectures, readings, discussions, audiovisual material, fieldwork visits, as well as individual and group assignments.

Assessment Components

Class Participation	10%
Group Assignment 1: Tracing water and energy flows	20%

SAMPLE SYLLABUS



Group Assignment 2: What does the future of food look like?	20%
Group Assignment 3: From waste to material	20%
Individual Final Paper	30%

Class Participation

You are expected to participate actively in the class. Participation also means that you need to keep up with the required readings, and come to each session ready to discuss them critically. It also involves the ability and willingness to collaborate with team members and be active in consultations.

Group Assignment 1

Tracing water and energy flows

This group assignment is connected to session 5. Students must work in groups and collectively discuss processes that are normally invisible in our everyday life. For example, where does tap water come from? Or where does our electricity come from? Groups are required to provide visual material to illustrate the key discursive, technical and legal forces shaping these flows (1 page). This is accompanied by an essay (1 page) and a presentation of 10 minutes.

Group Assignment 2

Food product analysis

This group assignment is connected to session 6 and due during session 7. Students will select one food product offered in one of the following places: Group 1 – Supermarket (Aldi, Lidl), Group 2 - Bio Company, Group 3 – Organic market (Boxhagener Platz or Kollwitzplatz) and Group 4 – Selling food waste (SirPlus online shopping).

Students should answer the following questions:

- What are the main selling factors? marketing and communication of the product
- What are the quality standards?
- Analyze the price/quality relation. Is the price justified?
- Who can afford it? Who buys this product?
- Why will you buy this product? cheap, healthy, fair, organic, regional, do you feel that by buying this product are you doing something good for the environment

Each group is expected to design a portfolio composed of photographs, diagrams and text (3 pages).

Group Assignment 3

From waste to material

This group assignment is connected to session 9 and due during session 10. Students are expected to complete a short essay (approximately 3-4 pages double spaced) and a diagram (1 page) closely tied to the workshop that will be organized during a visit to the Haus der Materialisierung (HdM).

Final Paper

Students are required to write a final paper (6 pages double spaced) on a topic related to the content we discussed in the course. The topic needs to be selected and developed in

SAMPLE SYLLABUS



consultation with the lecturer during office hours. Students are also expected to prepare a 10 minute presentation in sessions 13 and 14 explaining the following: What problem will your paper investigate? What questions will it ask? What terms and concepts will it engage with? How are you going to collect data (methods)? This presentation is very important to obtain feedback for writing the final paper. The final paper should be submitted on Thursday, December 15 at 6:00 pm via Brightspace.

Complete details and instructions for each assignment will be provided in Brightspace.

Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Required Text(s)

Electronic Resources (via Brightspace / NYU Library Course Reserves)

Required texts are listed under each session.

Please follow this link for the [NYU Berlin Library Catalogue](#) or the link on NYU Berlin's website (Academics/Facilities & Services).

Session 1 – 1 September 2022

Beyond City Boundaries

What is the connection between the growing number of e-scooters and electric cars in Berlin and the mining industry of coltan in the Democratic Republic of Congo? Cities are strongly reliant on the transformation of resources and remote landscapes, which are commonly hidden from view. However, urban research continues to give the city a privileged site for understanding contemporary urban environments. This session aims to introduce urban political ecology as a framework to move beyond the urban/rural and city/nature dualism. In doing so, it explores how the growing consumption in cities is strongly connected to the expansion of the resource frontier, and identifies the social and environmental effects taking place outside the city.

Learning outcomes: apply the main concepts in urban political ecology; explore urbanization as a global process, or as a set of processes that are not reducible to the boundaries of the traditional city; think beyond the division between urban vs rural and city vs nature.

Recommended follow-up readings

- Angelo, H. and Wachsmuth, D. 2014. [Urbanizing Urban Political Ecology: A Critique of Methodological Cityism](#). *International Journal of Urban and Regional Research* 39(1): 16-27.
- Arboleda, M. 2016. [In the nature of the non-City: Expanded infrastructural networks and the political ecology of planetary urbanisation](#). *Antipode* 48(2): 233-251.
- Wachsmuth, D., Aldana Cohen, D. and Angelo, H. 2016. Expand the Frontiers of Urban Sustainability, *Nature* 536: 391-393. Available at: <http://www.nature.com/news/expand-the-frontiers-of-urban-sustainability-1.20459>

Session 2 – 8 September 2022

Water in Berlin – Contemporary Debates

SAMPLE SYLLABUS



This session explores different contemporary debates in the water sector including privatization, corporatization and remunicipalisation. In particular, it explores the water utility company of Berlin, the *Berliner Wasserbetriebe* (BWB). After a referendum, the private enterprise RWE was forced to return water services to the city of Berlin in 2012. However, the Berlin water utility still maintains a strong commercial logic in the provision of water services. One of the main goals is to explore contestations around water supply provision and infrastructures in Berlin, and the alternatives proposed by citizen initiatives such as the Berlin Water Roundtable (*Berliner Wassertisch*) to maintain water as a public good and a human right.

Learning outcomes: analyze contemporary debates around water supply provision; describe the paradoxes of framing water as a commodity and human right.

Required readings

- McDonald, D. A., and Swyngedouw, E. 2019. The New Water Wars: Struggles for Remunicipalization. *Water Alternatives* 12(2): 322-333.
- Becker, S., Beveridge, B. and Naumann, M. 2015. Remunicipalization in German Cities: Contesting Neo-liberalism and Reimagining Urban Governance? *Space and Polity* 19(1): 76-90.
- Moss, T. 2020. *Remaking Berlin. A History of the City through Infrastructure, 1920–2020*. pp: 261-302. Cambridge, MA: MIT Press.

Recommended readings

- Pigeon, M.; McDonald, D.A.; Hoedeman, O. and Kishimoto, S. 2012. *Remunicipalisation: Putting Water Back into Public Hands*. pp. 8-21. Amsterdam: Transnational Institute (TNI).
- Beveridge, B. and Naumann, M. 2014. Global Norms, Local Contestation: Privatisation and De/politicisation in Berlin. *Policy and Politics* 42(2): 275-291.

Session 3 – 15 September 2022

Water Inequalities – Contemporary Debates

Reducing the number of people without access to safe and affordable water constitutes one of the key Sustainable Development Goals (SDGs). Goal 6, in particular, seeks to ensure safe drinking water and sanitation for all by 2030. However, cities pose substantial challenges to reach this target. Although important progress has been made in terms of regulation and technology, there are still some social groups that continue being excluded from adequate, safe and affordable water services, particularly in poor and marginalized urban areas. Why is it the case? This session explores the political reason behind uneven distribution of water services in different cities around the world and possible alternatives to improve water services.

Learning outcomes: Analyze inequalities of access to water and infrastructures not just as a techno-managerial problem, but a political one.

Session 4 – 22 September 2022

Energy in Berlin – Contemporary Debates

To reduce the impacts of climate change, different projects have been implemented to phase out nuclear energy, reduce dependency on coal and extend the use of renewable energy sources. Germany has taken a leading role in these conversations by introducing the German *Energiewende* (German energy revolution), one of the most ambitious and discussed national energy transition initiatives worldwide. As a consequence of the German

SAMPLE SYLLABUS



Renewable Energy Sources Act (EEG), which was entered into force in 2000, energy companies have undertaken dramatic price increases in electricity bills, disproportionately affecting impoverished households. Students will be encouraged to explore these tensions between two values and goals: sustainability and equity.

Learning outcomes: analyze current energy debates in Germany and beyond.

Required readings

- Quitzow, L.; Canzler, W.; Grundmann, P.; Leibenath, M.; Moss, T.; Rave, T. 2016. The German *Energiewende* – What's happening? Introducing the Special Issue. *Utilities Policy* 41: 136-171.
- Becker, S. 2017. Our City, our Grid: The Energy Remunicipalisation Trend in Germany. 2017. In Kishimoto, S. and Petitjean, O. (eds.), *Reclaiming Public Services: How Cities and Citizens are Turning Back Privatization*, pp. 118-129. Amsterdam: Transnational Institute (TNI).
- Carlson, J. 2016. *Making Cases for a Technological Fix: Germany's Energy Transition and the Green Good Life*. <http://somatosphere.net/2016/making-cases-for-a-technological-fix-germanys-energy-transition-and-the-green-good-life.html/>

Recommended readings

- Moss, T. 2014. Socio-technical Change and the Politics of Urban Infrastructure: Managing Energy in Berlin between Dictatorship and Democracy. *Urban Studies* 51(7): 1432-1448.
- Frondel, M., Sommer, S. and Vance, C. 2015. The Burden of Germany's Energy Transition: An Empirical Analysis of Distributional Effects. *Economic Analysis and Policy* 45: 89-99.

Session 5 – 29 September 2022

Tracing Water and Energy Flows

Each group will use the "[Urban Water Management – A Critical Handbook](#)" and the [Coal Protest Map](#) (*Kohle Protest Karte*) as a guide. This assignment will encourage students to analyze and visualize the connection between the growing consumption of water, energy and waste in cities and the expansion of the resource extraction frontier.

Learning outcomes: present complex information taking place at different scales from the global to local by selecting the most appropriate visualization tools (e.g., maps, infographics, photographs, drawings, diagrams, etc.).

Required readings

- Neumann, M. 2016. Another Urban Infrastructure is Possible: Contesting Energy and Water Networks in Berlin. In O. Coutard and J. Rutherford (eds.), *Beyond the Networked City. Infrastructure Reconfigurations and Urban Change in the North and the South*, pp. 138-158. Routledge, London.
- Becker, S., Angel, J., Naumann, M. 2020. Energy Democracy as the Right to the City: Urban Energy Struggles in Berlin and London. *Environment and Planning A* 52(6).

Submissions

Group assignment 1: Tracing Water and Energy Flows.

SAMPLE SYLLABUS



Session 6 – 6 October 2022

Feeding the City

Berlin requires huge amounts of food to feed a population of approximately 3,4 million inhabitants. The landscapes of food in Berlin cover quinoa from Bolivia to Salmon from Norway, products that have become almost standardized on our dinner table and have made our daily meals very diverse. These products are distributed in cooperatives, supermarkets, small shops and street markets. However, how do we make decisions about eating? Do we buy our food products because they are cheap, organic, tasty, healthy, regional or fair?

Guest lecture

Mona Kébé: Executive Board, cooperative WURZELWERK:

<https://www.wurzelwerk-berlin.de/>

Group assignment 2 (due during session 7):

Product product analysis

This group assignment is connected to session 6 and due during session 7. Students will select one food product offered in one of the following places: Group 1 – Supermarket (Aldi, Lidl), Group 2 – Bio Company, Group 3 – Organic market (Boxhagener Platz, Kollwitzplatz) and Group 4 – Selling food waste (SirPlus online shopping).

Students should answer the following questions:

- What are the main selling factors? marketing and communication of the product
- What are the quality standards?
- Analyze the price/quality relation. Is the price justified?
- Who can afford it? Who buys this product?
- Why will you buy this product? cheap, healthy, fair, organic, regional, are you doing something good for the environment

Each group is expected to design a portfolio composed of photographs, diagrams and text (3 pages).

Learning outcomes: explore how food is marketized; create different scenarios that illustrate a variety of alternatives for achieving more sustainable and just food futures.

Required readings

- Robbins, P.; John Hintz, J. and Moore, S.A. 2010. *Tuna. Environment and Society. A Critical Introduction*, pp. 224-239. London: Wiley-Blackwell.
- Zitcer, A. 2017. Collective Purchase: Food Cooperatives and Their Pursuit of Justice. In Guthman, J. and Alkon, A. H. *The New Food Activism Opposition, Cooperation, and Collective Action*. pp. 181-205. The University of California Press, California.

Recommended reading

- Heynen, N.; Kurtz, H. E. and Trauger, A. 2012. Food Justice, Hunger and the City. *Geography Compass* 6/5: 304-311.

Recommended project

Alternative food cooperatives and projects <https://www.restlos-gluecklich.berlin/>, www.solidarische-landwirtschaft.org/ and <https://sirplus.de/>

Session 7 – 13 October 2022

Fast and Disposable Fashion

SAMPLE SYLLABUS



Where do our clothes come from? Who made them and how? Have you ever wondered where they end up after you discard them in a clothing collection bin? Prices of clothes are becoming extremely cheap, while fashion is constantly changing to motivate high levels of consumption. Consequently, we are handing more and more of these old clothes to charities that are triggering a lucrative business of second-hand clothing. We will discuss the topic of fast and disposable fashion through a field visit to Primark (low-priced retailer) and Humana People to People (second-hand shop).

Learning outcomes: understand how fast fashion systems operate through a practical case study; analyze who wins and who loses from the global trade of clothes.

Required readings

- Brooks, A. 2019. *Clothing Poverty: The Hidden World of Fast Fashion and Second-Hand Clothes*. pp. 119-141, 234-252. London: Zed Books.

Required audio-visual material

- Unravel: The final resting place of your cast-off clothing (Meghna Gupta, UK/India, 13 min.). Available [here](#)
- The fast fashion graveyard in Chile's Atacama Desert. Available [here](#)

Recommended readings

- The journey of jeans: <http://www.clothingpoverty.com/jeans/>
- The hidden trade in our second-hand clothes given to charity: <https://www.theguardian.com/sustainable-business/sustainable-fashion-blog/2015/feb/13/second-hand-clothes-charity-donations-africa>
- Where do your old clothes go?: <https://www.bbc.com/news/magazine-30227025>

Submissions

Group assignment 2: Food product analysis

Session 8 – 20 October 2022

The Value of Waste – Field Visit I

How can we understand waste? Is waste defined as something positive or negative? How do we add value to waste? To explore these questions, this session is dedicated to a field visit to the *Haus der Materialisierung* (HdM) at Alexanderplatz, an initiative for sustainable resource utilization. This visit is dedicated to creating awareness about overproduction, waste, value and forms of labor. It will expose students to different alternatives for repairing, recycling and exchanging as a way to support less consumption habits, challenge market-based interests and promote exchange between different social groups based on solidarity, sharing and mutual learning.

Learning outcomes: understand different economies of waste; recognize the diverse meanings and values of waste, explore the value of the practices of repair and maintenance.

Required research

See website [Haus der Materialisierung \(HdM\)](#)

Recommended readings

Brochure: Modellprojekt Haus der Statistik. Pionering Usage (Vol. 3). Available [here](#)

NOTE: We meet in front of the Haus der Materialisierung (HdM) at 1:45pm.

SAMPLE SYLLABUS



Session 9 – 27 October 2022

From Waste to Material

This session is dedicated to preparing group assignment 3 (essay and diagram) based on a workshop organized during a field visit to Haus der Materialisierung (HdM). This group assignment will address the following questions: What are the possibilities for ethical consumption in a world that is pressing us to consume and discard more? Which initiatives can be replicated in your different home cities?

Learning outcomes: explore different possibilities to solve the problem of waste; identify alternative ways to relate to and value waste; identify key sources and formulate research questions.

Session 10 – 3 November 2022

Bottled Water

Why do we consume bottled water? How do water enterprises advertise the consumption of bottled water? Is bottled water a “pro-poor” strategy for low-income residents? This session examines diverse campaigns and discourses around bottled water and explores different alternatives undertaken by cities to encourage or discourage drinking tap water and to reduce (or not) the disposal of plastic bottles.

Learning outcomes: compare and contrast different bottled water campaigns; explore different water drinking practices around the world; examine the main discourses around the bottled water business.

Required readings

- Robbins, P.; John Hintz, J. and Moore, S.A. 2010. *Bottled Water. Environment and Society. A Critical Introduction*, pp. 259-275. London: Wiley-Blackwell.
- Hawkins, G, Potter, E. and Race, K. 2015. *Plastic water. The Social and Material Life of Bottled Water*. pp. 77-98. Cambridge MA: MIT Press.

Required audio-visual material

- The story of bottled water (Louis Fox, USA, 8 min.). Available [here](#)

Recommended readings

- Hawkins, G. 2017. The Impacts of Bottled Water: An Analysis of Bottled Water Markets and their Interactions with Tap Water Provision. *Wiley Interdisciplinary Reviews: Water* 4(3): 1-10.

Submissions

Group assignment 3: From waste to material

Session 11 – 10 November 2022

Traveling Waste

Recycling makes us feel that we are doing something good for the environment. But where does waste end up after we dump it in a container or a bin? Waste can be a source of environmental and health problems, a profit, or even be creatively transformed into art. Although waste is commonly hidden from view, this session exposes how economic systems strongly depend on the constant movement of waste. Tracing these journeys offers a productive way to question our consumption and waste practices, the symbolic and ethical meanings attached to waste, and the uneven landscapes that emerge from the consumption and disposal of waste.

SAMPLE SYLLABUS



Learning outcomes: demonstrate the connection between waste production and the transformation of remote landscapes; explain the diverse meanings of waste.

Required readings

- Hawkins, G. 2005. *The Ethics of Waste: How We Relate to Rubbish*. pp. 93-115. Rowman & Littlefield, Oxford.
- Hawkins, G. 2019. Disposability. *Discard Studies*, May 21. <https://discardstudies.com/2019/05/21/disposability/>
- Ahmed, S. F. 2016. The Global Cost of Electronic Waste. *Atlantic*, September 29. <https://www.theatlantic.com/technology/archive/2016/09/the-global-cost-of-electronic-waste/502019/>

Recommended audio-visual material

- Away: A Story of Trash (2011, 26 min.). Available [here](#)
- Plastic Paradise (2014, 57 min.). Available [here](#)

Session 12 – 17 November 2022

Final paper: Consultation and Feedback

After being exposed to a diversity of resources flowing in and through cities, students will have the possibility to select one resource to explore a global urban-environmental phenomenon. The selection of a case study will be discussed in consultation with the lecturer. Feedback will be provided to identify the main problem, research questions, concepts and methods.

Learning outcomes: apply and reflect on key concepts and methods introduced in the course by selecting a particular resource and connecting it to a particular global phenomenon.

Submissions

Short essay and collage: “From Waste to Material”

24 November 2022 “NYU New York Holiday – No Class”

Session 13 – 1 December 2022

Final Paper Presentation

Students will prepare a presentation of 10 minutes and receive feedback from the lecturer and classmates.

Learning outcomes: clearly and effectively communicate complex and local specific issues associated with a broader urban-environmental phenomenon; present preliminary ideas in a concise and coherent manner; carry out independent research.

Session 14 – 8 December 2022

Final Paper Presentation

Students will prepare a presentation of 10 minutes to receive feedback from the lecturer and classmates.

SAMPLE SYLLABUS



Learning outcomes: clearly and effectively communicate complex and local specific issues associated with a broader urban-environmental phenomenon; present preliminary ideas in a concise and coherent manner; carry out independent research.

Final Paper – 15 December 2022

Submissions

The final paper should be submitted by **Thursday, December 15 at 6:00 pm** via Brightspace.

Recommendations for a Positive Teaching and Learning Environment

Please be sure that your phones are turned off or silenced before coming to class.

Suggested Learning Opportunities that Relate to our Course

Visit to Flea Markets (*Flohmärkte*) in Berlin (Sundays)

- Arkonaplatz
- Mauerpark
- Boxhagener Platz
- Neukölln Flowmarkt

Your Lecturer

Marcela López is a geographer with an interdisciplinary background in urban and environmental studies. She was a research fellow at the Rachel Carson Center for Environment and Society in Munich for 2017-2018. She is the founder of Contested Urban Waterscapes (contestedurbanwaterscapes.net), a platform, which promotes dialogue and interdisciplinary exchange between scholars, social movements and public service providers to search for alternatives to reduce water inequalities. She also teaches in the Urban Management Program at the Technische Universität Berlin, and in the Postgraduate Program in Sustainable Architecture at the Escola Superior Artística do Porto (ESAP).

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

SAMPLE SYLLABUS



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. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) 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 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 NYU Berlin's director or Wellness Counselor. 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

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. 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 Berlin's administration), 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

SAMPLE SYLLABUS



work during finals week must be discussed with the Site Director, Dr. Gabriella Etmektsoglou.

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

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Citations Style Guide](#)

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 Berlin's Academics team in writing via e-mail one week in advance. If examinations or assignment deadlines are

SAMPLE SYLLABUS



scheduled on the day the student will be absent, the Academics team 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, 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 Berlin.

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](#)
- Email: bias.response@nyu.edu
- US Phone Number: +1 212-998-2277
- Local Number in Berlin: +49 (0) 30 2902 91277

SAMPLE SYLLABUS



Please consider the environment before printing this syllabus. If printing is necessary, please select only the essential page range.