

SAMPLE SYLLABUS



Course Title

Environmental Social Movements

Driving climate action in times of change.

Course Number

ANTH-UA.9062D01, ENVST-UA.9481D01, SOC-UA.9209D01, SASEM-UG 9103 D01

Instruction Mode: In-Person

Fall 2022

Lecturer Contact Information

Andrzej Ancygier; he/him/his

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

Prerequisites

None

Units Earned

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Course Details

Wednesdays, 10:00pm to 12:45pm

All times are Central European Time (Daylight Saving Time begins Mar 27, 2022).

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

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and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description

The course investigates past and present environmental social movements and their intersections with the notion of social justice. It focuses on movements countering climate change, including the scientific debate and international political negotiations linked to it. A variety of further environmental and other social movements are also studied. Taking a broad approach, the course analyzes what factors are essential for making any social movement successful. In doing so, it provides students with transferable knowledge of how to instigate change through social movements as well as practical lessons for a career in non-governmental organizations. Students are welcome to provide their own examples of social movements as research subjects.

Course Learning Outcomes (CLOs)

- Identify the main characteristics of environmental movements and interpret how they have driven change on the local, national, and global levels in the past and present.
- Understand theories of change, the science of climate change, approaches to climate change negotiation, and climate change solutions in relation to questions of equity and inclusion.
- Apply foundational scientific knowledge to the practical tasks and challenges of environmental movements.
- Analyze and assess the goals, strategies, and impact of a diverse set of current social movements, with a glance at their future in a rapidly changing world.
- Develop either a new strategy for an existing social movement or a new movement.

Course Approach to Teaching & Learning (CATL)

The implementation of the course will be based on the following four pillars:

- Building on theories of change: There already exists a rich literature on the ways in which social movements can undermine existing path dependencies by triggering change. The main theories will be presented, and their efficacy discussed.
- Taking the status quo as the starting point: Social movements are not created in a vacuum but are embedded in a complex reality. To be able to change the status quo of an issue like climate change, students need to be equipped with the knowledge about how we got to the current situation and with the skills to move in a more desirable direction. Therefore, the science of climate change and the global climate change negotiations will form the entry point for our study of climate action movements.
- Applicability in future career: By investigating the main responsibilities and qualities needed for three positions most commonly represented in social movements, the third part of the course will delineate how the knowledge gained and skills developed throughout the semester can be applied in a future career.
- Diversity of perspectives: The course includes examples of social movements developed in different economic, social, and political circumstances, which attempt to trigger change at local, national, and global levels. The lessons learnt will be discussed from different perspectives, including those defending the status quo. A discussion that reflects different points of view is strongly encouraged.

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Assessment Components

The assessments are designed in a way that evaluates students' progress in terms of gaining new knowledge and skills and applying them as a member of a social movement. The diversity of the assessment components, combined with the readings and guidance by the lecturer, provides students with the foundation to excel in the course, regardless of their prior knowledge. Detailed guidance on what is expected from each assessment component and, in some cases, examples of best practices will be provided.

- a. In-class participation (20%). This assessment component covers having read all the required texts, watched the movies, and participated in the verbal discussions during the class or in writing on NYU LMS (Brightspace).
- b. Ten contributions of at least 250 words each to the forum discussions at Brightspace (30% in total, 3% each). The contributions should deal with the questions asked in the forum or topics discussed during the class or in the readings. However, they should go well beyond a summary of the readings and discussions in class in that students apply critique of different ideas and start developing their own points of view.
- c. Midterm exam (15%). The midterm exam will focus on evaluating the knowledge gained during the preceding sessions focusing on theories of social movements and the basics of climate change science. The exam will take place during Session 8 and last a maximum of 20 minutes.
- d. Term paper (20%). Students will write a take-home essay (2000 words +/- 10%, excluding references) in which they present the strategies and assess the efficiency and effectiveness of a movement selected from a list of suggested movements. An outline of the term paper is due on 2 November, and the final version on 16 November.
- e. One in-class presentation (15%). Students are asked to give a 10 to 15-minute-long talk during which they present how an existing movement can be made more effective in changing the status quo. Should no movement already exist to address an issue, they can also propose how a movement addressing this issue could function. All presentations should be sent by 5 December and presented in front of the class during session 14 on 7 December or during a separate time slot via zoom before that date.

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)

All resources will be available via Brightspace

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

Additional Required Equipment

Students are requested to install the free version of the PreziApp on their computers or mobile devices to access the presentations from the class.

PART 1 – Introduction to social movements

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Part 1 introduces theories on and approaches to social movements, followed by an overview of the lessons learnt based on the history of environmentalism in Europe and the United States from the late 19th century until now.

Session 1, Wednesday, 7 Sep 2022

How can social movements instigate change?

The world we live in is a result of past decisions, resulting in path dependencies reinforcing past decisions and often suboptimal outcomes. During this session we identify the main elements that either undermine the status quo or strengthen the path dependence. We discuss definitions, central elements of social movement theories, and the issues they raise about collective action, organization, cooperation, their role in politics and democracy, as well as their effectiveness.

Learning Outcomes: understand the idea of path dependency; identify drivers of change and stasis; identify the main elements of social movements and specify the determinants of their power.

Readings:

Pierson, P. (2004). *Politics in Time. History, Institutions, and Social Analysis*. Princeton University Press, 17- 53.

Engler, M. & Engler, P. (2017). *This is an Uprising. How nonviolent revolt is shaping the twenty-first century*. Nation Books, xi-xxii.

Movies:

“Social Movements” available [here](#). Duration: 7’34

Session 2, Wednesday, 14 Sep 2022

Gradual change, disruption, or both – which is better?

We look at examples of the two main – and at first slightly contradictory – approaches to social mobilization: Alinsky’s model of gradual change through long-term organization and Piven & Cloward’s model of radical and sudden action. Using Englers’ more recent contribution to the discussion, we discuss if and how these two approaches can be combined to increase movements’ effectiveness in driving change.

Learning Outcomes: clarify two opposite approaches to organizing; compare the effectiveness of movements throughout the course based on their institutional flexibility; understand an optimal balance between movements’ institutionalization and spontaneity.

Readings:

Engler, M. & Engler, P. (2017). *This is an Uprising. How Nonviolent Revolt is Shaping the Twenty-first Century*. Nation Books, 31-58.

Alinsky, S. (1971). *Rules for Radicals*. Vintage Books Edition, 24-48.

Piven, F. F. & Cloward, R. A. (1979). *Poor People’s Movements. Why They Succeed, How They Fail*. Vintage Book Edition, 1-37.

Movies:

“Saul Alinsky’s 13 Tried-and-True Rules for Creating Meaningful Social Change” available [here](#). Duration: 25’12

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Session 3, Wednesday, 21 Sep 2022

From Romanticism to *Silent Spring*

This is the first of two sessions that provides an overview of the history of environmental social movements. We start by analyzing the perception of the environment in the 19th century. The beginnings of industrialization in Europe and the United States, accompanied by accelerating destruction of the natural environment, gave rise to a new perception of nature and the beginning of environmental movements. We also look at the first great “schism” which led to the creation of two streams in the environmental movement: preservationism and conservationism. Afterwards, we will move to the 1960s and investigate the impact of Rachel Carson’s *Silent Spring* on the perception of the environment.

Learning Outcomes: understand the initial drivers of environmental movements; situate environmental movements between the two poles of the great “schism”; recognize the success factors behind Rachel Carson’s book and their applicability to present times.

Readings:

Stoll, S. (2007). The Rise of US Environmentalism. In S. Stoll (Ed.), *US Environmentalism since 1945. A Brief History with Documents*. Palgrave, 1-26.

Muir, J. (Ed.). (1912). Hetch Hetchy. In *The Yosemite*, The Century Company, 1-4.

Carson, R. (2007). “Silent Spring, 1962” In S. Stoll (Ed.), *US Environmentalism since 1945. A Brief History with Documents*. Palgrave, 76-82.

Movies:

“Rachel Carson in Silver Spring” available [here](#). Duration: 45’51.

Session 4, Wednesday, 28 Sep 2022

From the *Population Bomb* to the *Limits to Growth*

The end of the 1960s and the beginning of the 1970s was a decisive period in the history of the environmental movement. Two publications, *The Population Bomb* by Paul Ehrlich and *The Limits to Growth* by the Club of Rome, were perceived as warnings about the consequences of continuous growth. We assess if these warnings had any lasting impact on the narrative of the environmental movement, and whether they made the movement more or less successful in facilitating sustainable development.

Learning Outcomes: identify the efficacy of alarming messaging as a tool of social movements; define and critically evaluate growth paradigms; compare the narrative of the environmental movements from the 1960s and 1970s with present ones.

Readings:

Ehrlich, P. E. (1968). *The Population Bomb*. Ballantine Books, 11-69.

Meadows, D. H, Meadows, D. L., Randers, J., Behrens III, W.W. (1972). *The Limits to Growth. A Report for the Club of Rome’s project on the Predicaments of Mankind*. A Potomac Associates Book, 17-24.

LaRouche Jr., L. H. (1983). *There are No Limits to Growth*. New Benjamin Franklin House, 1-12.

Movies:

“Final Warning Limits to Growth” available [here](#). Duration: 42’29.

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“Dr. Dana Meadows: Envisioning a Sustainable World” available [here](#). Duration: 32’33.

Session 5, Wednesday, 5 Oct 2022

Examples of contemporary environmental social movements

In recent years, fueled by globalization, environmentalism has become one of the major drivers of opposition to governments around the world. In this session, we look at examples of environmental social movements developing in different political, social, and cultural circumstances. We start with the fight against chemical pollution in China, continue with the vision of environmentalism for Africa by Wangari Maathai and Hafsa Halawa’s call to ensure that environmentalism is part of the social transformation in the Middle East, and finish with an overview of the main streams of environmentalism in Latin America.

Learning Outcomes: identify and contrast the main drivers of environmentalism in China, Kenya, the Middle East, and Latin America; evaluate the approaches applied by environmental movements from the perspective of their efficacy.

Readings:

Thomas, L. (2022). *The Intersectional Environmentalist. How to Dismantle Systems of Oppression to Protect People + Planet*. Voracious Little, Brown and Company, 111-136.

Brunner, E. (2019). *Environmental activism, social media, and Protest in China. Becoming activist over wild public networks*. Lexington Books, ix – xvii, 113-148.

De Castro, F., Hogenboom, B., Baud, M. (2016). *Environmental Governance in Latin America*. Palgrave Macmillan UK, 1-25.

Halawa, H. (2020, December 14). Middle Eastern Environmentalists Need a Seat at the Table. In *The Century Foundation*. Retrieved from [here](#).

Movies:

“Taking Root. The vision of Environmentalist Wangari Maathai” available [here](#). Duration: 81 minutes.

Podcasts:

Figueres, C. “The Future is Intersectional with Leah Thomas”. *Outrage + Optimism*. Season 5, Episode 13. Available [here](#). Duration 67 minutes.

PART 2 – Creating a basis for climate action

In Part 2, we look at the major environmental issue of our time: climate change. We start with the science of climate change. A passionate but uninformed member of a movement may constitute a liability to a social movement, undermining its credence and consistency, hence understanding the science is of the utmost importance. We continue with global climate change negotiations, and finish with solutions that social movements could facilitate implementing.

Session 6, Wednesday, 12 Oct 2022

The science of climate change

In this session, students acquire the necessary knowledge about the main greenhouse gasses, their sources, as well as the direct and indirect consequences of climate change. This session also introduces students to the main scientific pillar of global climate change governance: the Intergovernmental Panel on Climate Change (IPCC).

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Learning Outcomes: explain the main drivers of climate change; interpret and contribute to climate change discussion against the backdrop of climate science; apply scientific knowledge to the messaging of environmental movements.

Readings:

Intergovernmental Panel on Climate Change (2021). Summary for Policy Makers. In *Climate Change 2021. The Physical Science Basis*, 42 pages.

Stanley, K. S. (2022). *The Ministry for the Future*. Orbitbooks, 2-12.

Steffen, W., et al. (2018). Trajectories of the Earth System in the Anthropocene. In *PNAS* 115(83), 8252-8259.

Movie:

“One climate change scientist takes on a room of skeptics” available [here](#). Duration: 45’42.

Session 7, Wednesday, 19 Oct 2022

Climate change negotiations

The adoption of the Paris Agreement during the Climate Summit in Paris in December 2015 was a milestone on a very long path of addressing climate change on a global political scale. However, it was only possible due to a number of successes and failures, such as the adoption of the Kyoto Protocol in 1997 and the failure of the climate negotiations in Copenhagen in 2009. During this session we take a brief look at the history of global climate negotiations, positions of major stakeholders, and the importance of the Paris Agreement in dealing with this challenge.

Learning Outcomes: comprehend the importance of the Paris Agreement; define the Paris Agreement temperature limit and emissions goal; identify the “entry points” through which environmental movements can influence policy processes; design a strategy for a movement to take advantage of the governments’ commitments resulting from the Paris Agreement.

Readings:

UNFCCC (2015). *Paris Decision*. Points 12-17, 53-55, and 59.

UNFCCC (2015). *Paris Agreement*. Articles 2, 3 and 4.

European Parliament (2019). International Climate Negotiations. Issues at stake in view of the COP25 UN Climate Change Conference in Madrid. 14-64.

Tooze, A. (2020). Did Xi Just Save the World? In *Foreign Policy*, 5 pages.

IRENA (2020). Renewable Energy and Climate Pledges. Five Years after the Paris Agreement. 8 pages.

Movies:

“The inside story of the Paris climate agreement” available [here](#). Duration: 14’50.

Session 8, Wednesday, 26 Oct 2022

The solutions to climate change

During this session, we look at the most important solutions for climate change. In addition to evaluating the role of phasing out fossil fuels, developing renewable energy sources, and

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increasing energy efficiency, we will also deconstruct the role of more controversial approaches, such as the development of nuclear energy. We furthermore investigate the controversy behind “negative emissions” and their different assessment by environmental movements.

Learning Outcomes: Define the main solutions to climate change; prioritize the solutions from the perspective of their feasibility and impact; appraise the role of “negative emissions” in shaping climate change narrative.

Readings:

Congress of the United States (2019). The Green New Deal. 14 pages.

Biden&Harris (2020). The Biden Plan to Build a Modern, Sustainable Infrastructure and an Equitable Clean Energy Future. 22 pages.

European Commission (2019). The European Green Deal. 24 pages.

European Commission (2019). The European Green Deal. Annex. 4 pages

CAN Europe (2019). Revised Draft Position on Carbon Capture. 3 pages

Drawdown (2019). *Summary of Solutions by Overall Rank*. Online resource: [here](#).

Movies:

“Countdown Summit. Decarbonising Fossil Fuels” available [here](#). Duration: 54'13
Outrage & Optimism. 134: Shifting Mindsets and Systems with Jennifer Morgan, available here. Duration: 67'00

Submissions: Midterm exam

Session 9, Wednesday, 2 Nov 2022

The narratives of climate change

The perception of climate change in society is strongly influenced by narratives. The impact of narratives results from their perceived (though not always real) coherence. This coherence leads to the interpretation of new facts in a way that fits a certain representation of reality. The numerous perspectives on climate change can be categorized into four major narratives: denialism, stalling, evolution, and revolution. During this session we look at these narratives, identify the main actors promoting them, and discuss arguments that climate change movements can use to counter these narratives.

Learning Outcomes: understand the role of narratives in driving climate (in)action; distinguish between (1) climate change denialism and climate action stalling, and (2) between green growth and degrowth narratives; recognize the main actors promoting these narratives, and evaluate and criticize the arguments.

Readings:

Oreskes, N. & Conway, E. M. (2010). Defeating the Merchants of Doubt. In *Nature*, 465, 686-687.

Nordhaus, T. & Shellenberger, M. (2009). *Break Through. Why We Can't Leave Saving the Planet to the Environmentalists*. Mariner Books, i-18, 216-240.

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Hawken, P., Lovins, A. P. & Lovins L. H. (2010). *Natural Capitalism. The Next Industrial Revolution*. Earthscan, 309-322.

Lovins, A. B. & Nanavatty, R. R. (2019, April 18). Opinion: A Market-Driven Green New Deal? We'd Be Unstoppable. In *The New York Times*, retrieved from [here](#).

McKibben, B. (2016). We Need to Literally Declare War on Climate Change. In *New Republic*, 15 August 2016, 14 pages.

Demaria, F., Schneider, F., Sekulova F., & Martinez-Alier, J. (2013). What is Degrowth? From an Activist Slogan to a Social Movement. In *Environmental Values* 22: 191-215.

Movies:

"Why Climate Change Denial Still Exists in The U.S." available [here](#). Duration: 20'10.

"UpFront - Is capitalism driving climate change?" available [here](#). Duration: 25'05.

"Climate Change movement has failed | Assaad Razzouk" available [here](#). Duration: 14'26

Submissions: Draft Term Paper

PART 3 – Careers in environmental social movements

In this part of the course, we will distinguish three professional portfolios in an environmental social movement and attribute their responsibilities and tasks: communication officer, policy expert, and organizer. The three sessions will combine theoretical knowledge about the best ways to shape a narrative, influence policies, and lead a movement, with practical examples. It provides students the opportunity to generate and plan a strategy for the movement they will present during the presentation at the end of the course.

Session 10, Tuesday, Wednesday, 9 Nov 2022

Shaping communication

The main role of the communication officer is to shape narratives around the topics dealt with by the social movement. For this purpose, you have to stay on top of the recent developments in the respective area, be ready to counter arguments of other actors, and determine how best to present the "products" of your movement (e.g. reports, demonstrations, happenings, press conferences) among others using social media.

Learning Outcomes: Analyze and evaluate strategies used to change narratives around a specific movement; organize structures to stay on top of the relevant developments; determine the best tool to shape the narrative and timing for its presentation.

Readings:

Anspach, N. M. & Draguljić, G. (2019). Effective advocacy: the psychological mechanisms of environmental issue framing. In *Environmental Politics*, 28:4, 615-638.

Hestres, L. E. (2015). Climate change advocacy online: theories of change, target audiences, and online strategy. In *Environmental Politics*, 24(2), 34-42.

Doi:10.1080/09644016.2015.992600

Hoffmann, A. (2015). *How Culture Shapes the Climate Change Debate*. Stanford University Press, vii-ix, 1-33.

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Movies

Adam Greenwood "Challenge the Echo Chamber", available [here](#). Duration: 10'02

Wael Ghonim "Let's design social media that drives real change", available [here](#). Duration: 13'33.

"Before the Flood" available [here](#). Duration: 95'33

Session 11, Wednesday, 16 Nov 2022

Shaping policy

Policies are a powerful tool to instigate change. However, social movements are just one of many actors trying to co-shape a policy. In this endeavor, they are often the least well equipped in terms of money and channels of influence. To make up for this weakness, they have to be smart about the way in which they utilize their limited resources. During this session we look at how mobilization, litigation, and using windows of opportunities can help to instigate change in the policy sphere.

Learning Outcomes: develop concrete policy proposals; coordinate efforts regarding the window of opportunity; critique litigation as a tool to instigate change.

Readings:

Pettinicchio, D. (2017). Elites, policy, and Social Movements. In *On the Cross Road of Polity, Political Elites and Mobilization*. Published online: 14 Dec 2016; 155-190.

Rose, D. C. & et al. (2020). Policy windows for the environment: Tips for improving the uptake of scientific knowledge. In *Environmental Science and Policy*, 133; 47-54.

Boucher, A. S & McCammon, H. (2019). Social Movements and Litigation. In D. A. Snow, S. A. Soule, H. Kriesi, H. J. McCammon (Eds), *The Wiley Blackwell companion to social movements*. John Wiley & Sons, Inc, 306-321.

Lovins, A. B. & Nanavatty, R. R. (2019, April 18). Opinion: A Market-Driven Green New Deal? We'd Be Unstoppable. *The New York Times*, retrieved from [here](#).

Kaminski, I. (2021, December 21). Climate litigation up in 2021, with the private sector now exposed. In *China Dialogue*, retrieved from [here](#).

Submissions: Term Paper

Session 12, Wednesday, 23 Nov 2022

Organizing

Independently from their level of institutionalization, social movements need organizers and strategists who have a bird's-eye view on the role of the environmental movement in society. To increase the movements' effectiveness and efficiency, they should be able to make the right decisions concerning the division of effort between different parts of the movement and predict the consequences of the movement's action from the perspective of its goals. During this session we will investigate what qualities organizers should be equipped with to be effective in instigating change through their movement.

Learning Outcomes: determine the tasks of an organizer, depending on the extent to which a movement has been institutionalized; hypothesize about the qualities and competencies of an organizer and the tools at their disposal.

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Readings

Ganz, M. (2008). *Leading Change: Leadership, Organization, and Social Movements*. Prepared for Presentation, Advancing Leadership Conference. Harvard Business School, June 2008, 1-21.

Ganz, M. & McKenna, E. (2019). *Social Movements and Litigation*. In D. A. Snow, S. A. Soule, H. Kriesi, H. J. McCammon (Eds), *The Wiley Blackwell companion to social movements*. John Wiley & Sons, Inc, 185-201.

Thaler, R. H. & Sunstein, C. R. (2009). *Nudge*. Penguin Books, 57-78, 193-210.

Submissions: “Dream Speech” or “News from the Future” to be submitted by 18 April and read out in front of the class on April 20. I suggest watching [this video](#) when preparing the speech

PART 4 – Future

In the last part of the course, we focus on the future. In Session 13 we look at different perceptions of the future and the most common mistakes in predicting future developments. During Session 14 the students present their movements implemented in a rapidly changing world.

Session 13, Wednesday, 30 Nov 2022

Social Environmental Movements in a Rapidly Changing World

To remain effective, social movements have to adapt to a rapidly changing environment. They also have to understand the long-term repercussions of their actions – both in terms of the direct repercussions of their demands being fulfilled, and the public reaction to the resulting change. During this session, we look at different perceptions of the future and discuss how social movements can shift current trends to increase the wellbeing of current and future generations.

Learning Outcomes: hypothesize about different futures and their contexts; understand the main drivers of change and the ways they can be triggered.

Readings:

Toffler, A. (1980). *The Third Wave*. A Bantam Book, 9-18, 416-443.

Toffler, A. (1991). *Powershift*. A Bantam Book, 12-20, 237-249, 467-470.

Ord, T. (2020). *The Precipice*. Hachette Books, 3-34, 187-214.

Earth Charter Initiative (2000). *The Earth Charter*. 4 pages.

Tobias Stone, (2016). *History Tells Us What Will Happen Next With Brexit And Trump*. *The Huffington Post*, 8 pages.

Movies:

“Big Thinkers - Alvin Toffler [Futurist]” is available [here](#). Duration: 22’25.

Submissions: Presentations.

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Session 14, Wednesday, 7 Dec 2022

Presentations

During this session, students present how they will improve an existing movement from the perspective of an organizer. If an issue that they would like to solve has not yet been addressed by any movement, they may also make a suggestion for a new movement. The presentations should rely on the theories of change and scientific knowledge gained in the earlier parts of the course. They should also clarify how the communication and policy-shaping portfolios discussed in Part 3 will fit into the broader strategy of the movement to instigate change. The presentations will subsequently be critically assessed by other students.

Learning Outcomes: integrate and coordinate different activities within a movement into a coherent strategy; monitor changes resulting from the movement's activities and adapt the strategy accordingly; hypothesize about the different outcomes resulting from concrete decisions; critically assess suggestions made by other students.

Submissions:

Presentations to be sent before midnight on 5 December and presented on 7 December.

Recommendations for a Positive Teaching and Learning Environment

- 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).
- Drinking is allowed but you are strongly encouraged to avoid using one-way cups or bottles. Please, consider equipping yourself with a reusable alternative.
- 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.
- Students should be respectful and courteous at all times to all participants in class.

Suggested Learning Opportunities that Relate to our Course

Subscription to some relevant daily or weekly newsletters dealing with the topic of the course is strongly encouraged. Some examples include [Carbon Brief Daily](#) and [Climate Weekly](#). You are also welcome to participate in the topic-related webinars and report back to the class on the topics discussed.

Your Lecturer

Thank you for your interest in my course, which I have been teaching since 2015. In addition, I have also been teaching courses dealing with European environmental policy and global problems. When not teaching, I am working as Senior Energy and Climate Policy Expert at Climate Analytics, an environmental think tank focusing on climate change mitigation and adaptation.

Instigating a positive change that would improve at least some lives of current and future generations is the main driver of my teaching activities. However, one cannot change the status quo without knowing where we are, where we want to be, and how we can get there. An uninformed campaigner can do more harm than good. Therefore, if you decide to take my course, be prepared for some hard work complemented by intensive and controversial discussions.

Academic Policies

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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

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.

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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 are not permitted to leave the site until their finals have been completed at the designated times. Upon receiving approval from the Academics Tema, eligible graduating students may depart the site one day before their school, department or university graduation ceremony.

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 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.

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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 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.

SAMPLE SYLLABUS



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

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