

Course Title

Social Psychology

Course Number

PSYCH-UA.9032D01

Instruction Mode: Blended**Fall 2020**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Berlin, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. Please contact berlin.academics@nyu.edu if you have trouble accessing the NYU Classes site.

Syllabus last updated on: 1-Sep-20**Lecturer Contact Information**

TBA

Your instructor will inform you about office hours.

Course Details

Mondays, 10:00am to 12:45pm

All times are Central European Time (Daylight Saving Time ends Oct 25, 2020).

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

Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.

Prerequisites

[Prerequisite for NYU Students: PSYCH-UA 1 [Introduction to Psychology]

Units earned

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Course Description

The science of social psychology is concerned with understanding how others – be they actual or imagined – influence our affects, cognitions, and behavior. In this class we will learn about social psychology as a science, its methods, core concepts, current problems, and challenges. We will do so by covering theories and research in the broad range of topics

social psychology has to offer. These include how people perceive themselves and others, as well as how people explain their own and others' behavior. We will also discuss groups, their dynamics and decisions, learn why and how we form relationships to others and under which circumstances we help others, even strangers. Another important topic will be the nature and consequences of stereotypes and prejudice in situations in which more than one social group is present and salient. We will explore how stereotypes and prejudice can be overcome in applied contexts, i.e., schools, universities, and other professional environments. Finally, we will talk about how political processes can be explained with social psychology, about the psychological underpinnings of voting behavior, and the role of social identity in peace and conflict.

Course Objective

The Social Psychology course is designed to introduce you to essential theories and research in the field of social psychology and to develop your skills as sophisticated learners of psychological science. By the end of this course, you will not only be acquainted with the major theories and topics of social psychology, but also be more adept in critically examining claims people make and be able to apply your social-psychological knowledge to understanding psychological phenomena in the real world.

Assessment Components

Class Participation	10%
Reading Response Papers	10%
Portfolio Assignments	20%
Midterm Exam	25%
Final Exam	35%

Class Participation

Class Participation counts 10% of your overall grade; see the NYU Attendance Policy below. You can expect to receive 100% of the score when you actively and regularly participate in discussions, ask questions, and present your ideas and results to the group.

Reading Response Papers

The reading response papers count 10% of your overall grade. In this assignment, you are being asked to react to a journal article or a specific study that is covered in the respective book chapter as a preparation for the upcoming class. The aim of these reading response papers is to improve or master your ability to critically evaluate research in social psychology, and to systematically interconnect material previously covered in the course with recent research studies. Each reading response paper should be one to two pages in length and, taking a systematic and scientific-analytical approach, be structured as follows:

1. Start with a brief introduction and summary of the study you chose: Who conducted the study? When was it conducted? What are the main findings/ conclusions of the study?
2. Which finding did you find most fascinating, intriguing, or perplexing?

3. Write about the way the result has been obtained: How was the study designed? Who participated? Was the study conducted under specific circumstances?
4. Put yourself in the shoes of a reviewer. Constructively critique the finding: (Why) Is the finding seminal or important? Did the authors find what they hypothesized and if not, what could explain the unexpected finding? What are strengths and weaknesses? How does it relate to previous research findings in the field? Does the finding hold for a particular group of people or are they generalizable?
5. Next, identify what research step you would like to see next.
6. Give a precise and apt example from “real life” that further illustrates or contradicts the finding. You can reflect on a personal or vicarious experience and explain how the experience related to the reading.
7. If you wish, draw a connection to another topic previously covered in class: Of which topic, social psychological theory of empirical finding did the study remind you? What are potential parallels and contrasts?
8. Formulate a question that you would like to discuss with the class.

When writing your reading responses, please keep in mind that it is a scientific piece of work that should address other scholars in the field. An example of a reading response paper covering the above-mentioned aspects will be given to you at the beginning of the course. We will regularly discuss your reading response papers, so be prepared to present the gist of your reading response in the classroom.

All reading response papers (nine in total) should be typed and handed in to the lecturer by Friday 2:00pm via NYU Classes. Work submitted late receives a penalty of 2 points on the 100-point scale for each day it is late.

Portfolio Assignments

The portfolio assignments count 20% of your total grade. At the end of each session or topic respectively, you will be given one task or exercise that you will be asked to prepare for the upcoming class. The aim of the portfolio assignments is to repeat and critically reflect what you have learned in class as well as to apply your newly gained knowledge and skills to specific situations, problems or issues of interest to yourself. The portfolio assignments will include small presentations, a case study analysis, the preparation of a panel of experts, an (online) interview, as well as the preparation of a podcast or video. Please be prepared to present them in class.

Any material related to the portfolio assignments (six in total) that you would like to present (e.g., PowerPoint presentations, audio or video files) should be handed it to lecturer by Sunday 4:00 pm via NYU Classes.

Midterm and Final Exam

The midterm exam counts 25% of your total grade and will be in the form of an open book exam which will be assigned to you on the 12th of October 2020. In the open book exam, you will be asked to synthesize, analyze, compare/ contrast and apply different materials in written form covering the first six sessions. The final exam counts 35% of your grade and will be in the form of an oral exam (30 min. duration) covering all topics of the semester. The dates of examination will be scheduled on an individual basis in the second half of the course.

Required Text(s)

Electronic Resources (via NYU Classes / NYU Library)

Textbook:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2012). *Social Psychology* (3rd International Student Edition). New York: W. W. Norton & Company.

If you are a Go Local student at NYU Berlin, your lecturer will provide you with a used loan copy. Please be aware that these books may contain markings from previous students. You may of course always purchase your own copy. If you are a student taking this class remotely, please purchase the textbook. If the International Student Edition is not available in the country you are located in, you may also use:

- Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2012). *Social Psychology* (3rd Ed.). New York: W. W. Norton & Company.

Other essential and optional readings are listed under the individual sessions below and will be provided to you via NYU Classes.

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

Mon, 7 Sep 2020: Public Holiday – No Class**Session 1 – Make-Up Day: Wed, 9 Sep 2020**

Introduction to Social Psychology: Introducing ourselves and social psychology, review of the syllabus, course objectives, and classroom culture.

Session 2 – Mon, 14 Sep 2020

Methods of Social Psychology: Why do research? In this session, you will get an overview about how to conduct research in social psychology, about useful methodological concepts and about how social psychologists arrive at conclusions. Moreover, we will talk about good research practice and the importance of theory and replication in social psychology.

Essential Readings:

- Chapter 1: Invitation to Social Psychology
- Chapter 2: Methods of Social Psychology
- Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., Bahnik, Š., Bai, F., Bannard, C., Bonnier, E., Carlsson, R., Cheung, F., Christensen, G., Clay, R., Craig, M. A., Dalla Rosa, A., Dam, L., Evans, M. H., Flores Cervantes, I., ... Nosek, B. A. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 1(3), 337-356.

Reading Response Paper on “Methods of Social Psychology” is due Friday, 11 Sep 2020.

Session 3 – Mon, 21 Sep 2020

The Social Self I: How do we see ourselves and how accurate is our self-knowledge? How is what we think about ourselves related to others in our social environment?

Essential Readings:

- Chapter 3: The Social Self
- Tesser, A. (1986). Some effects of self-evaluation maintenance on cognition and action. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition: Foundations of social behavior* (pp. 435-464). New York, NY: Guilford Press.

Optional Readings:

- Brewer, M. B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17(5), 475-482.
- Zell, E., Strickhouser, J. E., Sedikides, C., & Alicke, M. D. (2020). The better-than-average effect in comparative self-evaluation: A comprehensive review and meta-analysis. *Psychological Bulletin*, 146(2), 118-149.

Reading Response Paper on “Social Self I” is due Friday, 18 Sep 2020.

Session 4 – Mon, 28 Sep 2020

The Social Self II: In this session, you will learn about the distinction between the self as social actor and the self as motivated agent with its individual goals, values and plans.

Essential Readings:

- Walton, G. M., Paunesku, D., & Dweck, C. S. (2012). Expandable Selves. In M. R. Leary & J. P. Tangney (Eds.), *Handbook of Self and Identity* (pp. 141-154). New York, NY: The Guilford Press.
- Swencionis, J. K., & Fiske, S. T. (2016). Promote up, ingratiate down: Status comparisons drive warmth-competence tradeoffs in impression management. *Journal of Experimental Social Psychology*, 64, 27-34.

Optional Readings:

- Grieve, R. (2011). Mirror mirror: The role of self-monitoring and sincerity in emotional manipulation. *Personality and Individual Differences*, 51(8), 981-985.

Session 5 – Mon, 5 Oct 2020

Social Cognition: How do we seek, process and apply information about the social world around us? How do we arrive at judgments that help us interpret the past, understand the present, and predict the future?

Essential Readings:

- Chapter 4: Social Cognition: Thinking about People and Situations
- Darley, J. M., & Gross, P. H. (1983). A hypothesis-confirming bias in labeling effects. *Journal of Personality and Social Psychology*, 44, 20-33.

Optional Readings:

- Majer, J. M., Trötschel, R., Galinsky, A. D., & Loschelder, D. D. (2020). Open to offers, but resisting requests: How the framing of anchors affects motivation and negotiated outcomes. *Journal of Personality and Social Psychology*, 119(3), 582-599.
- Alves, H., & Mata, A. (2019). The redundancy in cumulative information and how it biases impression. *Journal of Personality and Social Psychology*, 117(6), 1035-1060.

Reading Response Paper on “Social Cognition” is due Friday, 2 Oct 2020.

Portfolio Assignment on “Social Self” is due Sunday, 4 Oct 2020.

Session 6 – Mon, 12 Oct 2020

Emotions: In this session, you will learn about the social nature of emotions – how they influence our thinking, guide our behavior, and shape our social interactions and relationships.

Essential Readings:

- Chapter 6: Emotion
- Tamir, M., Schwartz, S. H., Cieciuch, J., Riediger, M., Torres, C., Scollon, C., Dzokoto, V., Zhou, X., & Vishkin, A. (2016). Desired emotions across cultures: A value-based account. *Journal of Personality and Social Psychology*, 111(1), 67-82.

Optional Readings:

- Williams, W. C., Morelli, S. A., Ong, D. C., & Zaki, J. (2018). Interpersonal emotion regulation: Implications for affiliation, perceived support, relationships, and well-being. *Journal of Personality and Social Psychology*, 115(2), 224-254.
- van Doorn, E. A., van Kleef, G. A., & van der Pligt, J. (2015). Deriving meaning from others' emotions: attribution, appraisal, and the use of emotions as social information. *Frontiers in Psychology*, 6, 1077.

Reading Response Paper on “Emotions” is due Friday, 9 Oct 2020.

Portfolio Assignment on “Social Cognition” is due Sunday, 11 Oct 2020.

The midterm exam in form of an open book exam will be assigned to you.

Session 7 – Mon, 19 Oct 2020

Attitudes: How do we form attitudes? Do attitudes predict behavior and/ or does behavior predict attitudes? How do we deal with inconsistencies between our attitudes and behavior?

Essential Readings:

- Chapter 7: Attitudes, Behavior, and Rationalization
- Alves, H., Högden, F., Gast, A., Aust, F., & Unkelbach, C. (2020). Attitudes from mere co-occurrences are guided by differentiation. *Journal of Personality and Social Psychology*, 119(3), 560-581.

Fri, 23 Oct 2020

Midterm Exam is due at 11:59pm CEST (Berlin Time).

Session 8 – Mon, 26 Oct 2020

Persuasion: How are we persuaded and how can we persuade others? What role does (social) media play and how can we persist persuasion?

Essential Readings:

- Chapter 8: Persuasion

- Hornsey, M. J., & Fielding, K. S. (2017). Attitude roots and Jiu Jitsu persuasion: Understanding and Overcoming the motivated rejection of science. *American Psychologist*, 72(5), 459-473.

Optional Readings:

- Mayer, N. D., & Tormala, Z. L. (2010). "Think" versus "Feel" framing effects in persuasion. *Personality and Social Psychology Bulletin*, 36(4), 443-454.
- van Kleef, G. A., van den Berg, H., & Heerdink, M. W. (2015). The persuasive power of emotions: Effects of emotional expressions on attitude formation and change. *Journal of Applied Psychology*, 100(4), 1124-1142.
- van Zant, A. B., & Berger, J. (2020). How the voice persuades. *Journal of Personality and Social Psychology*, 118(4), 661-682.

Reading Response Paper is due Friday, 23 Oct 2020.

Session 9 – Mon, 2 Nov 2020

Prosocial Behavior and Helping: When and why do we help? What are the benefits of helping and are there potential negative consequences? (When) Do we help members of different social groups?

Essential Readings:

- Nadler, A. (2015). The other side of helping: Seeking and receiving help. In D.A. Schroeder & W.G. Graziano (Eds.), *The Oxford Handbook of Prosocial Behavior* (pp. 307-328). Oxford: Oxford University Press.

Optional Readings:

- Borinca, I., Falomir-Pichastor, J. M., & Adrighetto, L. (2020). "How can you help me if you are not from here?" Helper's familiarity with the context shapes interpretations of prosocial intergroup behaviors. *Journal of Experimental Social Psychology*, 87, 103944.
- Nai, J., Narayanan, J., Hernandez, I., & Savani, K. (2018). People in more racially diverse neighborhoods are more prosocial. *Journal of Personality and Social Psychology*, 114(4), 497-515.
- Wyszynski, M. C., Guerra, R., & Bierwiazzonek, K. (2020). Good refugees, bad migrants? Intergroup helping orientations toward refugees, migrants, and economic migrants in Germany. *Journal of Applied Social Psychology*, 00, 1-12.

Reading Response Paper is due Friday, 30 Oct 2020.

Portfolio Assignment on "Attitudes and Persuasion" is due Sunday, 1 Nov 2020.

Session 10 – Mon, 9 Nov 2020

Relationships, Attachment, and Attraction: Why are social relationships important for us? What are the negative consequences of social exclusion or isolation? How do the relationships that we form in early childhood influence our well-being and relationships later in life? Why are we attracted to some people and not others?

Essential Readings:

- Chapter 10: Relationships and Attraction

- Konrath, S. H., Chopik, W. J., Hsing, C. K., & O'Brien, E. (2014). Changes in adult attachment styles in American college students over time: A meta-analysis. *Personality and Social Psychology Review, 18*(4), 326-348.

Optional Readings:

- Hadden, B. W., Smith, C. V., & Webster, G. D. (2014). Relationship duration moderated associations between attachment and relationship quality: Meta-analytic support for the temporal adult romantic attachment model. *Personality and Social Psychology Review, 18*(1), 42-58.
- Li, N. P., Yong, J. C., Tov, W., Sng, O., Fletcher, G. J. O., Valentine, K. A., Jiang, Y. F., & Balliet, D. (2013). Mate preferences do predict attraction and choices in the early stages of mate selection. *Journal of Personality and Social Psychology, 105*(5), 757-776.

Reading Response Paper is due Friday, 6 Nov 2020.

Portfolio Assignment on "Prosocial Behavior and Helping" is due Sunday, 8 Nov 2020.

Session 11 – Mon, 16 Nov 2020

Stereotypes, Prejudice, and Intergroup Relations: How can intergroup bias be explained? How can stereotypes, prejudice and discrimination be measured? How can they be reduced?

Essential Readings:

- Chapter 11: Stereotyping, Prejudice, and Discrimination
- Cuddy, A. J. C., Fiske, S. T., Kwan, V. S. Y., Glick, P., Demoulin, S., Leyens, J.-P., Bond, M. H., Croizet, J.-C., Ellemers, N., Sleebos, E., Htun, T. T., Kim, H.-J., Maio, G., Perry, J., Petkova, K., Todorov, V., Rodríguez-Bailón, R., Morales, E., Moya, M., ... Ziegler, R. (2009). Stereotype content model across cultures: Towards universal similarities and some differences. *British Journal of Social Psychology, 48*, 1-33.

Optional Readings:

- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 102*(3), 513-532.
- Walton, G. M., Cohen, G. L., Cwir, D., & Spencer, S. J. (2012). Mere belonging: The power of social connectedness. *Journal of Personality and Social Psychology, 90*(5), 751-783.

Reading Response Paper is due Friday, 13 Nov 2020.

Portfolio Assignment on "Relationships, Attachment, and Attraction" is due Sunday, 15 Nov 2020.

Session 12 – Mon, 23 Nov 2020

Stereotypes in Educational Settings: What role do stereotypes play in educational contexts? Do they only have negative effects, or can they also be beneficial? How can teachers deal with stereotypes in the classroom?

The session will be with guest lecturer Prof. Dr. Lysann Zander (Leibniz Universität Hannover).

Essential Readings:

- Application Module 3: Social Psychology and Education
- Steele, C. M. (1997) A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629.

Optional Readings:

- Degner, J., Mangels, J., & Zander, L. (2019). Visualizing gendered representations of male and female teachers using a reverse correlation paradigm. *Social Psychology*, 50, 233-251.
- Fuesting, M. A., Diekman, A. B., Boucher, K. L., Murphy, M. C., Manson, D. L., & Safer, B. L. (2019). Growing STEM: Perceived faculty mindset as an indicator of communal affordances in STEM. *Journal of Personality and Social Psychology*, 117(2), 260-281.
- Höhne, E., & Zander, L. (2019). Belonging uncertainty as predictor of dropout intentions among first-semester students of the computer sciences. *Zeitschrift für Erziehungswissenschaft*, 22(5), 1099-1119.

Session 13 – Mon, 30 Nov 2020

Social Psychology and Politics I: How can political trends and processes be explained with social psychology? How do we form political opinions and what are the psychological underpinnings of voting behavior?

Essential Readings:

- Frimer, J. A., Skitka, L. J., & Motyl, M. (2017). Liberals and conservatives are similarly motivated to avoid exposure to one another's opinions. *Journal of Experimental Social Psychology*, 72, 1-12.
- Valentino, N. A., Brader, T., Groenendyk, E. W., Gregorowicz, K., & Hutchings, V. L. (2011). Election night's alright for fighting: The role of emotions in political participation. *The Journal of Politics*, 73(1), 156-170.

Optional Readings:

- Thórisdóttir, H., & Jost, J. T. (2011). Motivated closed-mindedness mediates the effect of threat on political conservatism. *Political Psychology*, 32(5), 785-811.

Reading Response Paper is due Friday, 27 Nov 2020.

Portfolio Assignment on "Stereotypes, Prejudice, and Intergroup Relations" is due Sunday, 29 Nov 2020.

Session 14 – Mon, 7 Dec 2020

Social Psychology and Politics II: What role does social identity play in peace and conflict? How can intergroup relations be improved and intractable conflicts be solved?

The session will be with Zoom guest Juliana Tappe Ortiz (German Institute of Global Affairs).

Essential Readings:

- Hameiri, B., & Halperin, E. (2015). Sociopsychological barriers to peacemaking and overcoming them: A review of new psychological interventions. In E. Halperin & K. Sharvit (Eds.), *The Psychology of Intractable Conflicts* (pp. 173-187). Cham: Springer.
- Livingstone, A. G., Fernández Rodríguez, L., & Rothers, A. (2020). "They just don't understand us": The role of felt understanding in intergroup relations. *Journal of Personality and Social Psychology*, 119(3), 633-656.

Optional Readings:

- Levy, A., Saguy, T., van Zomeren, M., & Halperin, E. (2017). Ingroups, outgroups, and the gateway groups between: The potential of dual identities to improve intergroup relations. *Journal of Experimental Social Psychology, 70*, 260-271.
- Rovenpor, D. R., O'Brien, T. C., Roblain, A., De Guissmé, L., Chekroun, P., & Leidner, B. (2019). Intergroup conflict self-perpetuates via meaning: Exposure to intergroup conflict increases meaning and fuels a desire for further conflict. *Journal of Personality and Social Psychology, 116*(1), 119-140.
- Selvanathan, H. P., Techakesari, P., Tropp, L. R., & Barlow, F. K. (2018). Whites for racial justice: How contact with Black Americans predicts support for collective action among White Americans. *Group Processes & Intergroup Relations, 21*(6), 893-912.

Session 15 – Mon, 14 Dec 2020 - Thu, 17 Dec 2020

Final Exam.

Important Hygiene/Social Distancing Regulations in the Classroom

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. Please consult the NYU Berlin Resource Page frequently for the latest information. You are required to adhere to the most recent policies.

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.

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 (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.

Please keep your cellphone switched off during classes. Also, laptops are not generally required. If we will work with laptops, I will make an announcement. Lively, well-informed

classroom discussions are an essential means to gain a deeper, more complex and applied understanding of the learning material. Diverging positions in discussions are vital for scientific progress – respectfully responding to each other, as well. Kant's categorical imperative [golden rule] should be the guideline. (https://en.wikipedia.org/wiki/Categorical_imperative)

Your Lecturer

Elisabeth Höhne studied psychology at the International Psychoanalytic University Berlin, Freie Universität Berlin, the University of Cape Town, and NYU Berlin. Currently, she is a researcher at Leibniz Universität Hannover.

Her research interests mainly lie at the interface between social psychology and the educational sciences. She is specifically interested in stereotypes and social identity threat, belongingness in educational contexts, and the role of social and academic integration in the educational achievement of minority students. Elisabeth more recently also developed an interest in political psychology, especially in understanding peace and conflict through social identity theory, reconciliation processes between different social groups, socio-political conditions and effects of different acculturation strategies, and the role of stereotypes, e.g., in political decision-making processes. She successfully participated in the Stanford University Summer Institute in Political Psychology last year and is an active member of the United Nations Association of Germany in her free time.

Your Guest Lecturer

Lysann Zander studied psychology at the Humboldt Universität in Berlin, the University of California, Santa Barbara and Cal State Northridge. After obtaining her diploma, she taught Cognitive Psychology at the City University of New York, Brooklyn College. She finished her Ph.D. in June 2010 as well as her Habilitation in January 2015 at Freie Universität Berlin, where she also taught classes on motivation and learning. Since March 2018, Lysann is Associate Professor of Empirical Educational Research at Leibniz Universität Hannover.

In her research, she seeks to uncover the mechanisms underlying the sometimes astounding congruence of students' self-perceptions and the social networks they establish within their learning environments. She is particular curious about the effects of ethnic and gender stereotypes.

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

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 Classes 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 berlin.academics@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 (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 NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to the Director. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences will 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 berlin.academics@nyu.edu; 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.

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 Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

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 by writing to berlin.academics@nyu.edu. 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 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 (ge377@nyu.edu).
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

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 (berlin.academics@nyu.edu).

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 Berlin 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](#)

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Berlin, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.