

**Course Title**

# Transnational Migration, Identity and Citizenship

**Course Number**

SOC-UA.9943D01, EURO-UA.9943D01, AGT-UF.9301D01, ANTH-UA.9076D01

**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](mailto:berlin.academics@nyu.edu) if you have trouble accessing the NYU Classes site.

**Syllabus last updated on:** 9 Sep 2020

**Lecturer Contact Information**

TBA

All communication for students enrolled in this class should take place through NYU Classes/Messages

Your instructor will inform you about office hours.

**Course Details**

Monday & Thursday: 5:00pm – 6:15pm

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**

None.

**Units earned**

4

### **Course Description**

This course proposes to look at transnational migration and to examine how it reconfigures identity and citizenship. It looks at the present situation through a historical perspective, taking the current 'refugee crisis' as a point of departure, and placing it in a European and global context. The course is intentionally multidisciplinary and incorporates debates from geography, history, sociology, anthropology, and political science, as well as cultural and urban studies. This will permit students from different backgrounds to approach the subject from their own vantage point and with their chosen methodological instruments.

There is an emphasis on teamwork in class, although assessment is based upon individual performance.

### **Course Objective**

At the end of this course you will:

- be familiar with basic terms in migration and citizenship studies;
- have a theoretical framework for approaching sophisticated debates on migration;
- have gained insights into the political framework of migration and citizenship.

### **Assessment Components**

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Active class participation: 10%

Weekly reading responses\*: 20%

Midterm exam\*\* (session 18): 10%

Individual research paper\*\*\*, 3,000-3,500 words (session 27): 35%

Final exam\*\*\*\* (session 29): 25%

#### *\*Readings/Assignments*

Every session is accompanied by readings. Papers can be accessed on NYU library services. Students are expected to prepare readings in depth and be able to discuss them in class. Any additional reading will be marked as such. Please send a one-page summary (per reading) to your professor at the latest one hour before class via NYU Classes.

#### *\*\*Midterm exam*

Session 15 is an exam, in which students will be asked to answer comprehension questions and integrate readings and lectures from all 6 previous sessions (60 minutes). This exam can be taken at any location. Classroom presence is not necessary.

#### *\*\*\*Individual research paper*

Particular attention should be paid when choosing the subject, conducting the research and composing the essay (3,000 - 3,500 words). Additional essay guides and grading criteria can be found under NYU Classes/Syllabus.

The composition will take place in two parts: You are expected to deliver a draft of your essay by *Session 18* (1,500 - 2,000 words) via NYU Classes. This can still be explorative in style, but your research question(s), your research method(s), literature review, your preliminary case study observations, link to the course content, references and preliminary findings should already be clear. Your final essay, due by *Session 27*, will elaborate the preliminary one (3,000 - 3,500 words) and should be sent via NYU Classes.

#### *\*\*\*\*Final exam*

The last session is an exam in which students will be asked to answer comprehension questions and integrate readings and lectures from all sessions (60 minutes). This exam can be taken at any location. Classroom presence is not necessary.

### **Required Text(s)**

Electronic Resources (via NYU Classes / NYU Library). 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).

### **Supplemental Text(s) (not required to purchase)**

- Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism*. Verso Books.  
<https://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb01609.0001.001>
- Chin, R. (2007). *The guest worker question in postwar Germany*. Cambridge University Press.
- Hobsbawm, E. J. (2012). *Nations and nationalism since 1780: Programme, myth, reality*. Cambridge University Press.  
<https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=1864706>
- Isin, E. F., & Turner, B. S. (Eds.). (2002). *Handbook of citizenship studies*. London, Thousand Oaks, New Delhi: Sage.
- Isin, E. F., & Wood, P. K. (1999). *Citizenship and identity* (Vol. 448). London, Thousand Oaks, New Delhi: Sage.
- Said, E. (1979). *Orientalism*. 1978. New York: Vintage.
- Schain, M. (2008). *The politics of immigration in France, Britain, and the United States: A comparative study*. New York: Palgrave Macmillan.
- Wodak, R., (2013). *Right-wing populism in Europe: politics and discourse*. Bloomsbury.

### **Additional Required Equipment**

None.

### **Session 1 – Thursday 3 Sep 2020**

Introduction to class structure.

**\*\*\*Monday 7 Sep 2020 – Public Holiday – No Class\*\*\***

### **Session 2 – \*\*\*make-up class Wednesday 9 Sep 2020\*\*\***

Migration, Identity & Citizenship: Introduction to the main topics of this class.

Readings:

- Kofman, E. (2005). Citizenship, migration and the reassertion of national identity. *Citizenship studies*, 9(5), 453-467.

### **Session 3 – Thursday 10 Sep 2020**

Immigrants and refugees today. Setting the scene.

Readings:

- UNHCR (2020) Global Trends. Forced Displacement in 2019.  
<https://www.unhcr.org/globaltrends2019/>

#### **Session 4 – Monday 14 Sep 2020**

Immigrants and refugees in Europe. Part I.

*Individual research/essay: How to choose your topic. How to do online research.*

Readings:

- Dalakoglou, D. (2016). Europe's last frontier: The spatialities of the refugee crisis. *City*, 20(2), 180-185.
- Bilgic, A., & Pace, M. (2017). The European Union and refugees. A struggle over the fate of Europe. *Global Affairs*, 1-9.

#### **Session 5 – Thursday 17 Sep 2020**

Immigrants and refugees in Europe. Part II.

*Individual research/essay: First ideas on essay topics.*

- Rygiel, K., Baban, F., & Ilcan, S. (2016). The Syrian refugee crisis: The EU-Turkey 'deal' and temporary protection. *Global Social Policy*, 16(3), 315-320.
- McDowell, L. (2018). Moving stories: precarious work and multiple migrations. *Gender, Place & Culture*, 25(4). 471-488.

#### **Session 6 – Monday 21 Sep 2020**

Historical Background, Part I: (Post-)Colonialism and Globalization

*Individual research/essay: Final day to choose a general topic*

Readings:

- Massey, D. (2002). Globalisation: What does it mean for geography?. *Geography*, 293-296.
- Marden, P. (1997). Geographies of dissent: globalization, identity and the nation. *Political Geography*, 16(1), 37-64.

#### **Session 7 – Thursday 24 Sep 2020**

Historical Background, Part II: Population movements, expulsions and genocides in the 20th century; The 1951 Refugee Convention.

Readings:

- Xenos, N. (1993). Refugees: The modern political condition. *Alternatives*, 18(4), 419-430.
- Arendt, H. (1943). We refugees. *Menorah Journal* 31(1), 69-77.

#### **Session 8 – Monday 28 Sep 2020**

The Rise of Nationalism

- Golder, M. (2016). Far right parties in Europe. *Annual Review of Political Science*, 19, 477-497.
- Gusterson, H. (2017). From Brexit to Trump: Anthropology and the rise of nationalist populism. *American Ethnologist*, 44(2), 209-214.

#### **Session 9 – Thursday 1 Oct 2020**

Basic Concepts, Part I: Basic concepts: Assimilation and Integration.

Readings:

- Palmer, H. (1976). Mosaic versus melting pot?: immigration and ethnicity in Canada and the United States. *International Journal*, 31(3), 488-528.

### **Session 10 – Monday 5 Oct 2020**

Basic Concepts, Part II: Multiculturalism, Transnationalism, and Cosmopolitanism

*Individual research/essay: Preliminary literature review of general topic due.*

Readings:

- Schiller, N. G., Basch, L., & Blanc-Szanton, C. (1992). Transnationalism: A new analytic framework for understanding migration. *Annals of the New York academy of sciences*, 645(1), 1-24.
- Delanty, G., (2006). The cosmopolitan imagination: critical cosmopolitanism and social theory. *The British Journal of Sociology*, 57(1), pp.25-47.

### **Session 11 – Thursday 8 Oct 2020**

Migration to Germany after World War II, Part I: Historical Background

Readings:

- Schönwälder, K. (2004). Why Germany's guestworkers were largely Europeans: The selective principles of post-war labour recruitment policy. *Ethnic and Racial Studies*, 27(2), pp.248-265.

### **Session 12 – Monday 12 Oct 2020**

Migration to Germany after World War II, Part II: The Berlin Case

*Individual research/essay: Final day to choose a case study*

- Kil, W. & Silver, H. (2006). From Kreuzberg to Marzahn. New migrant communities in Berlin. *German Politics and Society*, 24(4), 95 -121.
- Miera, F. (2008). Transnational strategies of Polish migrant entrepreneurs in trade and small business in Berlin. *Journal of Ethnic and Migration Studies*, 34(5), 753-770.

### **Session 13 – Thursday 15 Oct 2020**

Migrant communities in Berlin, Part I: The Turkish community.

Readings:

- Kaya, A. (2007). German-Turkish transnational space: A separate space of their own. *German Studies Review*, 483-502.
- Bockmeyer, J., (2006). "Social cities and social inclusion. Assessing the role of Turkish residents in building the New Berlin", *German Politics and Society*, 24(4), 49 – 76.

### **Session 14 – Monday 19 Oct 2020**

Migrant communities in Berlin, Part II: The Vietnamese community

Readings:

- Hüwelmeier, G. (2008). Spirits in the Marketplace: Transnational Networks of Vietnamese Migrants in Berlin. *Transnational Ties: Cities, Identities, and Migrations (Edison, NJ: Transaction Publishers, 2008)*, 131-44.
- Schmiz, A. (2016). Staging a 'Chinatown' in Berlin: The role of city branding in the urban governance of ethnic diversity. *European Urban and Regional Studies*, online first.

**Session 15 – Thursday 22 Oct 2020**

Midterm Exam

**Session 16 – Monday 26 Oct 2020**

Cultural, Ethnic and National Identities.

*Individual research/essay: Case study (descriptive/narrative) due*

- Hall, S. (1990). "Cultural identity and diaspora" in J. Rutherford (Ed.) *Identity: community, culture, difference* (pp. 9-27). London: Lawrence & Wishart, pp. 222-237.

**Session 17 – Thursday 29 Oct 2020**

National Identity: Birth of the Nation State

Readings:

- Wimmer, A., & Glick Schiller, N. (2002). Methodological nationalism and beyond: nation–state building, migration and the social sciences. *Global networks*, 2(4), 301-334.
- Rex, J. (1995). Ethnic identity and the nation state: The political sociology of multi-cultural societies. *Social Identities*, 1(1), 21-34.

**Session 18 – Mon 2 Nov 2020**

Introduction to concepts of Citizenship

*Individual research/essay: Preliminary Essay due*

*Readings:*

- Tonkiss, K., & Bloom, T. (2015). Theorising noncitizenship: concepts, debates and challenges. *Citizenship studies*, 19(8), 837-852.

**Session 19 – Thursday 5 Nov 2020**

Citizenship and the Nation State

Readings:

- Wimmer, A., & Glick Schiller, N. (2002). Methodological nationalism and beyond: nation–state building, migration and the social sciences. *Global networks*, 2(4), 301-334.
- Rex, J. (1995). Ethnic identity and the nation state: The political sociology of multi-cultural societies. *Social Identities*, 1(1), 21-34.

**Session 20 – Monday 9 Nov 2020**

T.H. Marshall and Approaches to Citizenship

*Feedback on preliminary essay.*

*Readings:*

- Turner, B. S. (2009). TH Marshall, social rights and English national identity: Thinking Citizenship Series. *Citizenship studies*, 13(1), 65-73.

**Session 21 – Thursday 12 Nov 2020**

Hannah Arendt and "The right to Have Rights"

- Ingram, J. D. (2008). What is a "right to have rights"? Three images of the politics of human rights. *American political science review*, 401-416.
- Schaap, A. (2011). Enacting the right to have rights: Jacques Rancière's critique of Hannah Arendt. *European Journal of Political Theory*, 10(1), 22-45.

**Session 22 – Monday 16 Nov 2020**

Urban Citizenship

*Progress of Individual research/essay.*

Readings:

- Vaiou, D., & Kalandides, A. (2017). Practices of solidarity in Athens: reconfigurations of public space and urban citizenship. *Citizenship Studies*, 21(4), 440-454.

**Session 23 – Thursday 19 Nov 2020**

Gendered and sexual citizenship

Readings:

- Vaiou, D. (2012). Gendered mobilities and border-crossings: from Elbasan to Athens. *Gender, Place & Culture*, 19(2), 249-262.
- Richardson, D. (2000). Constructing sexual citizenship: theorizing sexual rights. *Critical social policy*, 20(1), 105-135.

**Session 24 – Monday 23 Nov 2020**

Citizenship beyond the Nation State I

*Individual research/essay: Conceptual framework due.*

Readings:

- Delanty, G. (1997). Models of citizenship: defining European identity and citizenship. *Citizenship studies*, 1(3), 285-303.
- Fergus, C. (2010). From Prophecy to Policy: Marcus Garvey and the Evolution of Pan-African Citizenship. *The Global South*, 4(2), 29-48.

**\*\*\*Thursday 26 Nov 2020 – Public Holiday – No Class\*\*\*****Session 25 – Monday 30 Nov 2020**

Citizenship beyond the Nation State II

*Progress of Individual research/essay.*

Readings:

- Parekh, B. (2003). Cosmopolitanism and global citizenship. *Review of International Studies*, 3-17.
- Reysen, S., & Hackett, J. (2017). Activism as a pathway to global citizenship. *The Social Science Journal*, 54(2), 132-138.

**Session 26 – Thursday 3 Dec 2020**

Bringing it all together: Citizenship and Identity, A history of Jewish Berlin, Part I

Readings:

- Brun, C. (2020), 'The place of the camp in protracted displacement', in Edensor, T., Kothari, U. and Kalandides, A. *The Routledge Handbook of Place*, Routledge, 458-467.
- Brinkmann, T. (2010). From immigrants to supranational transmigrants and refugees: Jewish migrants in New York and Berlin before and after the great war. *Comparative Studies of South Asia, Africa and the Middle East*, 30(1), 47-57.

**Session 27 – Monday 7 Dec 2020**

Bringing it all together: Citizenship and Identity, A history of Jewish Berlin, Part II

*Final essay due.*

Readings:

- Eduardo Perez Murcia, L. (2020), 'Remaking a place called home following displacement', in Edensor, T., Kothari, U. and Kalandides, A. *The Routledge Handbook of Place*, Routledge, 468-476.
- Kranz, D. (2016). Forget Israel—The Future is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany. *Shofar*, 34(4), 5-28.

### **Session 28 – Thursday 10 Dec 2020**

Last day of classes. Class Wrap-up

**\*\*\*Monday 14 Dec 2020 – Reading day – No Class\*\*\***

### **Session 29 – Thursday 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 consult the “Class Etiquette” document under SYLLABUS at NYU Classes.

### **Suggested Co-Curricular Activities**

Field trips in Berlin and recorded field trips lectures. Dates to be defined.

### **Your Lecturer**

Ares Kalandides (M.A. French studies, M.Sc. Urban and Regional Planning, Ph.D Urban and Regional Planning) is Professor of Place Management and director of the Institute of Place Management at Manchester Metropolitan University (UK). He is a member of the editorial board of the *Journal of Place Management and Development* and of the *Journal Γεωγραφίες/Geographies* (Greece). He has taught at NYU Berlin (Met Studies) since September 2012 and also teaches Political Economy at the international Master’s Program “Urban Management” at the Berlin University of Technology. He has worked in several places around the globe including South America, Africa, Australia and Europe. Kalandides is a trained conflict mediator and moderator. He is also is the founder and CEO of the Berlin-based consultancy in urban development Inpolis Urbanism.

### **Relevant publications:**

- Kalandides, A. (2020) “Tourism Management in Berlin: From Destination Marketing to Place Management” in Oskam, J. (ed.) *The overtourism debate*, Emerald, pp. 261-266.
- Kalandides, A. (2020) Doreen Massey’s ‘A global sense of place’ revisited, in Edensor, T. Kalandides, A. and Kothari, U. (eds.), *The Routledge Handbook of Place*, Routledge, pp. 32-41.
- Edensor, T. Kalandides, A. and Kothari, U. (eds.) (2020), *The Routledge Handbook of Place*, Routledge.
- Kalandides, A. (2019), “Hobrecht, James” (1825-1902), *The Wiley-Blackwell Encyclopedia of Urban and Regional Studies*, Wiley.
- Kalandides, A. (2018) “Participatory Placemaking: Concepts, Methods and Practices”. Special Issue of the *Journal of Place Management and Development*, Vol 11 Issue 2, pp. 150-258.
- Kalandides, A. (2018) "Editorial", *Journal of Place Management and Development*, Vol. 11 Issue: 2, pp.150-151, <https://doi.org/10.1108/JPM-D-04-2018-0030>
- Kalandides, A. (2018) "Citizen participation: towards a framework for policy assessment", *Journal of Place Management and Development*, Vol. 11 Issue: 2, pp.152-164, <https://doi.org/10.1108/JPM-D-02-2018-0017>
- Kalandides, A. (2017), Place Identity: An attempt at Disambiguation. *Γεωγραφίες/Geographies*, 24.
- Kalandides, A. (2017) (ed.) Selling Places: Place marketing and Branding. Special issue of *Γεωγραφίες/Geographies*, 24.
- Kalandides, A. (2017). Place and Space in the Work of Doreen Massey. *Γεωγραφίες/Geographies*, 23.
- Kalandides, A. and Warnaby, G. (2017), Museums and the new public realm: The case of the Municipal Art Gallery in Athens, Greece. *Engage*, Issue 40: Civic role, public space, pp 35-42. <http://www.engage.org/article.aspx?id=224>
- Marriott, J., Campbell, B., Cottam, H., Mouffe, C., & Kalandides, A. (2017). Memories of Doreen Massey. *Soundings: A journal of politics and culture*, 65(65), 114-124.
- Vaiou, D., & Kalandides, A. (2017). Practices of solidarity in Athens: reconfigurations of public space and urban citizenship. *Citizenship Studies*, 21(4), 440-454.

## 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin ([berlin.academics@nyu.edu](mailto: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.