

Course Title

Environmental Social Movements

Course Number

ENVST-UA 9481D01, SOC-UA 9209D01, ANTH-UA 9062

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: 30 August 2020

Lecturer Contact Information

Dr. Andrzej Ancygier

Your instructor will inform you about office hours.

Course Details

Wednesdays, 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

None

Units earned

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Course Description

This course will look into the factors leading to the creation of social movements in reaction to environmental concerns, with the main focus on climate change. It will investigate which of

them make these movements effective in leading to a change, and which lead to failure. Also the roles of counter-movements fighting to keep the status quo will be investigated.

The course will consist of three parts. The first part (Sessions 1-4) will look into the origins and developments of environmental social movements and their intersections with the notion of social justice. In this part, the role of social movements in different areas will be presented and the main publications illustrating the beginnings of the environmental movements will be discussed.

The second part of the course (Sessions 6-8) aims at equipping the students with the essential information concerning climate change science, global climate negotiations and solutions to global warming. Finally, the third part (Sessions 9-13) will look at climate change narratives – from climate change denialism and ending with the idea of de-growth aimed at saving the climate.

The last session will look into the role of social environmental movements in the future. The rapidly changing world brings up new challenges but also new opportunities. We will discuss how these can be utilized to increase the welfare of the current generation without compromising the wellbeing of future generations.

Course Objective

The course will have three main goals. The first goal of the course is to familiarize students with the historical emergence and contemporary activities of groups and movements engaged in protecting nature, natural resources and the environment. We will address their strategies and goals. The second goal of the course is to introduce students to the essential information concerning climate change. This includes discussing the impacts of climate change, global climate negotiations and solutions to climate change. Finally, the third goal is to familiarize the students with the different narratives of climate change and investigating how can these narratives be shaped.

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.

- a. In-class participation (15%). This covers having read all of the assigned reading requirements and participating in the discussions. Submitting written answers to the reading questions sent before each session is voluntary, but will improve the participation grade.
- b. Three discussion notes (15% total, 5% each) on the reading material for a chosen session (400-700 words each). Alternatively, students may also write their reactions to the discussion which took place in class. The first discussion note is to be submitted by 23 September, the second by 21 October, and the last one by 18 November.
- c. “Dream Speech” (10%), based on MLK’s speech that will present the environmental action from a different perspective than the one traditionally taken by the mainstream environmental movement. Alternatively, the students may also provide a selection of “News from the Future”. Examples of both a “Dream Speech” and “News from the Future” will be provided. Either the Dream Speech or the News from the Future is due on 23 November and should be read in front of the class during the session on 25 November 2020.

- d. One in-class presentation (15%). Students will be asked to give a 10 to 15-minute-long talk during which they present an idea for an environmental movement they would like to initiate at the local level: either at their campus or in the place where they live. The presentation should include a description of the problem that the movement should mitigate, the strategy and the potential competitors struggling to keep the *status quo*. All presentations should be sent by 5 October and be presented during session 5 on 7 October, 2020.
- e. Final paper (25%). Students will write a take-home essay (2000 words +/- 10%, excluding references) in which they present a social environmental movement of their interest. The paper should describe the problem the movement is dealing with, its strategy and goals. It should also look at the competing movements. The conclusions should include at least three “lessons learned” that the student will use for the development of his or her own movement (see point “d”). An outline of the final paper is due 28 October. The final version on 11 November.
- f. Final exam (20%). The final exam will take the form of a take-home exam on the basis of questions sent over in advance.

Required Text(s)

Electronic Resources (via NYU Classes / NYU Library)

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)

Naomi Klein (2014). *This Changes Everything. Capitalism vs the Climate*.

Andrew J. Hoffman (2015). *How Culture Shapes the Climate Change Debate*.

Mark Engler & Paul Engler (2017). *This is an uprising*.

Additional Required Equipment

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

Session 1, Wednesday, 2 Sep 2020

What is a Social Movement? Theories and Concepts

The first session will introduce students to the concept of social movements. We will 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.

Readings:

Newton, K. (2009) “Pressure Groups and Social Movements,” in *Cambridge Textbooks in Comparative Politics: Foundations of Comparative Politics*. Cambridge University Press, 198-221.

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

Mahdavi, P. (2018, March 6) "How #MeToo Became a Global Movement" in *Foreign Affairs*.

Movies:

["Social Movements"](#) Duration: 7'34.

*****Wednesday, 9 Sep 2020 – NO CLASS (Make-up day for Monday courses)*****

Session 2, Wednesday, 16 Sep 2020

Gradual change versus disruption

During this session we will look at the two main and at first sight contradictory approaches to social mobilization: Alinsky's gradual change through long-term organization and Piven & Cloward's radical and sudden action. Using Englers' more recent contribution to the discussion, we will discuss if and how these two approaches can be combined.

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, pp. 1-37.

Movies:

["Saul Alinsky's 13 Tried-and-True Rules for Creating Meaningful Social Change"](#) Duration: 25'12.

Session 3, Wednesday, 23 Sep 2020

From Romanticism to *Silent Spring*

Sessions three and four provide an overview of the history of the environmental social movements. We will start in session three with analyzing the perception of the environment in the 19th century. We will 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 environment.

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.

Submissions:

The 1st Discussion Note (400-700 words).

Session 4, Wednesday, 30 Sep 2020

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 have been perceived as a warning about the consequences of a continuous growth. We will also 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.

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](#)," Duration: 42'29.

"[Dr. Dana Meadows: Envisioning a Sustainable World](#)," Duration: 32'33.

Session 5, Wednesday, 7 Oct 2020

Presentations

During this session, students will present their own ideas for a social movement.

Session 6, Wednesday, 14 Oct 2020

The Science of Climate Change

The familiarity with the drivers and consequences of climate change is essential for the success or failure of the climate change movement. The goal of this session is to provide the students with the necessary knowledge about the main greenhouse gases, their sources, as well as the direct and indirect consequences of climate change. This session will also introduce students to the main scientific pillar of the global climate change governance: the Intergovernmental Panel on Climate Change (IPCC).

Readings:

Intergovernmental Panel on Climate Change (2018). Summary for Policy Makers" in *Special Report: Global Warming of 1.5°C*, 20 pages.

Clark, P. U., et al. (2016). Consequences of twenty-first century policy for multi-millennial climate and sea-level change. In *Nature Climate Change* 6, 360-369.

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

Movie:

["Six degrees could change the world"](#) Duration: 96'06.

Session 7, Wednesday, 21 Oct 2020

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 dealing with climate change. However, it was only possible due to a number of successes and failures, like the adoption of the Kyoto Protocol in 1997 or the failure of the climate negotiations in Copenhagen in 2009. During this session we will take a quick look at the history of the global climate negotiations and the importance of the Paris Agreement in dealing with this challenge.

Readings:

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

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

Bodansky, A. & Rajamani, L. (2018). The Evolution and Governance Architecture of the United Nations Climate Change Regime. In Luterbacher, U. & Sprinz, D. F. (Eds.), *Global Climate Policy, and Enduring Challenges*. The MIT Press, 13-60.

Deese, B. (2017). Paris Isn't Burning. In *Foreign Affairs*, 11 pages.

Kinley, R. (2016). Climate change after Paris: from turning point to transformation. In *Climate Policy*, 17(1), 8 pages.

Movies:

["The inside story of the Paris climate agreement"](#) Duration: 14'50.

["Paris to Pittsburgh"](#) Duration: 76'59.

Submissions:

The 2nd Discussion Note (400-700 words).

Session 8, Wednesday, 28 Oct 2020

The solutions to climate change

Apart from understanding the science of climate change and the process of the international negotiations, it is also essential for environmental movements to know how to deal with this problem while increasing co-benefits of climate action. During this session we will be looking at the most important solutions in different areas. Students will also be asked to select one

out of 80 solutions presented in the framework of the Drawdown Project and describe its feasibility in class.

Readings:

Transport & Environment (2018). *How to decarbonize European transport by 2050*. 21 pages

Building Decarbonization Coalition (2019). *A Roadmap to Decarbonize California's Buildings*. 16 pages.

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

Movies:

Katharina Hayhoe "[The most important thing you can do to fight climate change: talk about it](#)"
Duration: 17'12

Christiana Figueres "[What now? Next steps on climate change](#)" Duration: the first 39'00.

Submissions:

Outline of the Term Papers.

Session 9, Wednesday, 4 Nov 2020

Climate change narratives, part 1: From denialism to stalling

As in the case of all environmental movements, as well as in the case of combating global warming, there is an opposition to changes of the existing *status quo* by those benefitting from it. In the case of climate action, this opposition is fueled either by denying that climate change is taking place or by stressing that other things should be given priority, e.g. economic growth, before any action should be taken. During this session we will take a look at these two approaches.

Readings:

Jamieson, D. (2014). *Reason in a Dark Time*. Oxford University Press, 61-104.

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.

Nordhaus, T. (2018). The Two-Degree Delusion. The Dangers of an Unrealistic Climate Change Target. In *Foreign Affairs*, February 2018, 6 pages.

Morgan, J. (2018). Don't Abandon the Paris Temperature Target. Now Is Not the Time for Climate Defeatism. In *Foreign Affairs*, February 2018, 3 pages.

Nordhaus, T. (2018). The Truth About the Two-Degree Target. Why It Hasn't Helped Mitigate Climate Change. In *Foreign Affairs*, March 2018, 2 pages.

Movies:

["Climate Change: Prof Brian Cox \(scientist\) takes on Senator Malcolm Roberts \(politician\)"](#)
Duration: 29'05.

Session 10, Wednesday, 11 Nov 2020

Climate change narratives, part 2: From evolution to revolution

Do we need to abolish capitalism to save the climate? Or can it be adapted to help us deal with the major challenge of the 21st century? Is a warlike effort, with a corresponding increase in the role of the government, needed to radically reduce emissions? Or should we instead invest in new technologies? Is de-growth the right answer? These are only some of the many questions discussed in the climate change movement. During this session we will look into some of them and try to come up with some answers.

Readings:

Klein, N. (2014). *This Changes Everything. Capitalism vs. The Climate*. Simon & Schuster, 1-28.

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. *Environmental Values* 22: 191-215.

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](#). *The New York Times*.

Movies:

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

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

Submission

Final version of the Term Papers

Session 11, Wednesday, 18 Nov 2020

Media and Social Movements

Access to media is decisive for the success or failure of a social movement. At the same time, the media landscape is changing due to the massive spread of social media in recent years. How do the strategies of social environmental movements have to change in response to the decreasing role of mass media and the increasing individualization of the means of public communication?

Readings:

Hestres, L. E. (2015). Climate change advocacy online: theories of change, target audiences, and online strategy. *Environmental Politics*, 24(2), 34-42. Doi:10.1080/09644016.2015.992600

Happer, C. & Philo, G. (2013). The Role of the Media in the Construction of Public Belief and Social Change. In *Journal of Social and Political Psychology*, Vol 1, No. 1 (2013), 16 pages.

Hoffmann, A. (2015). *How Culture Shapes the Climate Change Debate*. Stanford University Press, 48-69.

Toffler, A. (1991). *Powershift*, A Bantam Book, 324-351.

Movies:

[“Activism 2.0 – Rebirth of the Environmental Movement: Emily Hunter at TEDxUTSC”](#)

Duration: 16’37

[“Let’s design social media that drives real change | Wael Ghonim”](#) Duration: 13’33.

Submissions:

The 3rd Discussion Note (400-700 words).

Session 12, Wednesday, 25 Nov 2020

Changing the narrative

Influencing the mainstream perception on an issue is one of the major tasks of social movements. During this session we will assess some strategies and their efficacy. We will discuss how environmental issues should be framed to mobilize action, especially in the area of climate change. Students will also present their “Dream Speeches” or “News from the Future”.

Readings:

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

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

Movies

[“Before the Flood”](#) Duration: 95’33

[Global Climate Summit – Presentation by Johan Rockström & Christiana Figueres](#). Between 41’52 and 56’52.

Submission:

“Dream Speech” or “News from the Future” to be sent by 23 November and read out in front of the class on 25 November. I suggest watching [this video](#) when preparing the speech.

Session 13, Wednesday, 2 Dec 2020

Changing the habits

Climate change and numerous other environmental issues are the result of individual actions which often contradict individual convictions. Why is it the case? How can social movements instigate behavioral change without creating a social backlash against climate action? To find an answer to these questions we will look at numerous suggestions, among others from the winners of the Nobel Prize.

Readings:

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

Williamson, K., Satre-Meloy, A., Velasco, K., & Green, K., (2018). *Climate Change Needs Behavior Change: Making the Case for Behavioral Solutions to Reduce Global Warming*. Report by the Center for Behavior & the Environment 13-43.

Markman, A. (2018). [Why People Aren't Motivated to Address Climate Change](#). *Harvard Business Review*. Online source.

Movies

["How to motivate yourself to change your behavior | Tali Sharot | TEDxCambridge"](#) Duration: 16'48.

Session 14, Wednesday, 9 Dec 2020

Social Environmental Movements in a Rapidly Changing World

In 1980, Alvin Toffler had already written about the Third Wave of civilization's development, characterized by individualism and the dominance of knowledge. Due to the de-massification of media and decreasing role of nation states, the political system will evolve towards a "mosaic democracy". Was Toffler correct in his predictions? What impact will radical changes have on the role of social environmental movements? How will they have to change their strategies to deal with the new challenges?

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.

Klein, N. (2014). *This Changes Everything. Capitalism vs. The Climate*. Simon & Schuster, 442-466.

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 \[Futurist\]"](#) Duration: 22'25

Session 15, Wednesday, 16 Dec 2020

Wrap-up session. In-class 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.

Suggested Co-Curricular Activities

To be discussed during the class.

Your Lecturer



Dr. Andrzej Ancygier has been teaching various courses dealing with environmental protection, European integration and global challenges from political and sociological perspectives. His main focus is on the impact of the energy sector on climate change and analysis of the factors leading to the global transformation towards renewable sources of energy.

Dr. Ancygier has been teaching at NYU since 2011. In addition, he is teaching a course dealing with European environmental policy and politics at the Freie Universität in Berlin. Since 2015 Ancygier has been working as an energy expert and Deputy Head of the Climate Policy Team at Climate Analytics, a think tank analyzing the impact of climate change on the

Least Developed Countries (LDCs) and Small Island Developing States (SIDS). Andrzej's focus has been on the assessment of the European energy and climate policies.

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.