

# Interamerican Relations

POL-UA 9780\_B01

**Instruction Mode: Remote**

## **Fall 2021**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Buenos Aires, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact [ALIAS OR EMAIL] if you have trouble accessing the Brightspace site.

**Syllabus last updated on:** [18-8-2021]

## **Lecturer Contact Information**

TBD

## **Prerequisites**

[List prerequisites if applicable]

## **Units earned**

[Enter credits earned - 3, 4 or 6]

## **Course Details**

- Tuesdays and Thursdays: 9:30am to 10:45am EST.
- All times are Eastern Time.
- Location: Remote/Virtual.
- Zoom link: <https://nyu.zoom.us/j/96263193572>
- COVID-related details: In the interest of protecting the NYU [SITE] community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

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- 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.
- Additionally, in-person students will be split into cohorts who will attend sessions [AS INDICATED HERE].

### **Course Description**

This course offers an introduction to the study of US-Latin American relations. After an overview of theoretical perspectives within the field of international relations, the course devotes to trace the historical interaction between the United States and its southern neighbors. The rest of the seminar focuses on the latter period to capture the central processes and key issue-areas of current U.S.-Latin American relations. It looks in detail at the post-1990 regional agenda. Case studies – the 2016 impeachment in Brazil, the post conflict in Colombia, the protests across the region, the Venezuelan crisis, the US-Cuba normalization, the TPP, G20 negotiations, the upcoming elections in Latin America and the increasing Chinese presence in Latin America – are used to illustrate the multifaceted and evolving nature of inter-American relations at the dawn of the twenty-first century

### **Course Objective**

The main goal of this course is to provide a general understanding of contemporary Latin American policies with a focus on:

- The recent regional transformations in domestic matters and their impacts on the Latin American countries' foreign policies.
- The bilateral and multilateral relations between the United States and Latin American countries.
- The multiple existing regional integration schemes and their role on the United States-Latin America relations.

### **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.

### **Teaching & Learning Philosophy**

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

#### **Core textbooks**

- Routledge Handbook of Latin America in the World, edited by Jorge I. Domínguez, and Ana Covarrubias, Taylor & Francis Group, 2014. ProQuest Ebook Central,

<https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?doid=1818163>.

- Routledge Handbook of Latin American Politics, edited by Peter Kingstone, and Deborah J. Yashar, Taylor & Francis Group, 2012. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?doid=1143667>.

### **Additional readings**

- Bishop, Matthew Louis & Payne, Anthony (2021) Steering towards reglobalization: can a reformed G20 rise to the occasion?, *Globalizations*, 18:1, 120-140, DOI: 10.1080/14747731.2020.1779964
- Busso, Matías & Messina, Julián (2020) The Inequality Crisis: Latin America and the Caribbean at the Crossroads, *Inter-American Development Bank*, Chapter 2, p. 15-32. <http://dx.doi.org/10.18235/0002629> |
- Campos, Carlos Oliva & Prevost, Gary. The Trump Administration in Latin America: Continuity and Change. *International Journal of Cuban Studies*. 2019;11(1):13-23. doi:10.13169/intejcubastud.11.1.0013
- Fernández-Osorio, Eduardo y del Pilar Pachón Pinzón R. (2019) Reconciliation Perspectives in Colombia: Characterizing the 2016 Peace Agreement with the FARC. *Revista de Relaciones Internacionales, Estrategia y Seguridad*;14(1):31-56. In <http://eds.a.ebscohost.com.proxy.library.nyu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=16ee67c2-d925-4e96-81d0-9436cd3cf0c3%40sdc-v-sessmgr03>
- Friedman, Max Paul (2017), "Is Trump resurrecting the Monroe Doctrine?", *Latin America Monitor*, The Christian Science Monitor, <https://www.csmonitor.com/World/Americas/Latin-America-Monitor/2017/0205/Is-Trump-resurrecting-the-Monroe-Doctrine> |
- Frenkel, Alejandro & Comini, Nicolas (2017), "UNASUR beyond Brazil: Argentina's position in support of the South American Defense Council", *Revista Brasileira de Política Internacional*, 60(1): e013, [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0034-73292017000100213&lng=en&tlng=en](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0034-73292017000100213&lng=en&tlng=en) |
- Garzón Vergara, Juan Carlos (2015). "Tough on the Weak, Weak on the Tough. Drug Laws and Policing"; *Latin American Program* (September 2015): [http://fileserv.idpc.net/library/Tough\\_on\\_the\\_Weak\\_Weak\\_on\\_the\\_Tough.pdf](http://fileserv.idpc.net/library/Tough_on_the_Weak_Weak_on_the_Tough.pdf) |
- Halperín Donghi, T. (1993) *The Contemporary History of Latin America*, Duke University Press. **C**

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- Kerche, Fabio (2019), "Brazil: Corruption of Anti-Corruption", *Aulablog*, <https://aulablog.net/2019/06/28/brazil-corruption-of-anti-corruption/> |
- Kinosian, Sarah, "US recognizes re-election of Honduras president despite fraud allegations", *The Guardian*, 2017, <https://www.theguardian.com/world/2017/dec/22/us-recognizes-re-election-of-honduras-president-despite-calls-for-a-new-vote> |
- Krugman, P. (1992). The Uncomfortable Truth About NAFTA-It's Foreign Policy, Stupid. *Foreign Aff.*, 72, 13. **C**
- Latin American Advisor (2021), [Is Latin America a Foreign Policy Priority for the U.S.?](#), Interamerican Dialogue, July 19, 2021.
- Lowenthal, A. (2010=, "The Obama Administration and the Americas", *Brookings*, [https://www.brookings.edu/wp-content/uploads/2016/07/shiftingthebalance\\_chapter.pdf](https://www.brookings.edu/wp-content/uploads/2016/07/shiftingthebalance_chapter.pdf) |
- Malamud, Andrés. "Presidentialism and Mercosur: a hidden cause for a successful experience." Comparative regional integration: Theoretical perspectives (2003): 53-73, in [http://apps.eui.eu/Personal/Researchers/malamud/Presidentialism\\_and\\_Mercosur\\_\(Laursen\\_book\).pdf](http://apps.eui.eu/Personal/Researchers/malamud/Presidentialism_and_Mercosur_(Laursen_book).pdf)
- Mansbach, RW, & McCormick, JM (eds) (2019), *Foreign Policy Issues for America : The Trump Years*, Taylor & Francis Group, Milton. Parte 1.
- Manson, Katrina, Aime Williams & Michael Peel (2021). What does a Biden presidency mean for the world?, *Financial Times*.
- Mesquita Moreira, Moreira & Stein, Ernesto. (2019). Trading Promises for Results: What Global Integration Can Do for Latin America and the Caribbean. *Inter-American Development Bank*, Chapter 1, p. 1-18. <https://flagships.iadb.org/en/DIA2019/trading-promises-for-results> |
- Mijares, Víctor M.. (2020). Filling the Structural Gap: Geopolitical Links Explaining the South American Defense Council. *Colombia Internacional*, (101), 3-28. <https://dx.doi.org/10.7440/colombiaint101.2020.01> |
- Montenegro, Renan Holanda, & Mesquita, Rafael. (2017). Leaders or Loners? How Do the BRICS Countries and their Regions Vote in the UN General Assembly. *Brazilian Political Science Review*, 11(2), e0005. Epub June 05, 2017. <https://dx.doi.org/10.1590/1981-3821201700020005> |
- Morales-Fajardo, M. E., & Cadena-Inostroza, C. (2019). Mexico in the Pacific Alliance: A Comfortable Position. *Tamkang Journal of International Affairs*, 23(1), 1-70. [https://www.researchgate.net/profile/Me-Morales-Fajardo/publication/333882420\\_Mexico\\_in](https://www.researchgate.net/profile/Me-Morales-Fajardo/publication/333882420_Mexico_in)

[the\\_Pacific\\_Alliance\\_a\\_comfortable\\_position/links/5d486ce3299bf1995b693a66/Mexico-in-the-Pacific-Alliance-a-comfortable-position.pdf](#)

- Muhr, T. (2012). The politics of space in the Bolivarian alliance for the peoples of our America–Peoples' trade agreement (ALBA–TCP): Transnationalism, the organized society, and counter-Hegemonic governance. *Globalizations*, 9(6), 767-782. **C**
- Nugent, Ciara. "Venezuela's crossroads", *Time*, 2019. **C**
- Palestini Céspedes, Stefano, "OAS Secretary General's Third Way Stumbles", *Centre for Latin American & Latino Studies*, American University, 2017.  
<https://aulablog.net/2017/06/30/oas-secretary-generals-third-way-stumbles/> . **I**
- Piccone, Ted (2016). U.S.-Cuba normalizations: A balance sheet, in  
<https://www.brookings.edu/articles/u-s-cuba-normalizations-a-balance-sheet/> **C**
- Reid, M. (2015). Obama and Latin America: A Promising Day in the Neighborhood. *Foreign Affairs*, 94(5), 45-53. Retrieved January 18, 2021, from <http://www.jstor.org/stable/24483737>
- Rodrik, Dani, "What do trade agreements really do?", *Journal of Economic Perspectives*, Volume 32, Number 2, Spring 2018, p. 80-90  
<https://www.aeaweb.org/articles?id=10.1257/jep.32.2.73> **I**
- Scott, Michael (2021), Crises make Latin America an unwelcome guest for Joe Biden, *Financial Times*,  
<https://giftarticle.ft.com/giftarticle/actions/redeem/b7678c24-def7-4203-93ec-5a2a8cc837b6>
- Slaughter, Steven. "The G20 and Global Justice: The Potential of Transnational Deliberative Democratic Theory." *Global Society* (2017): 1-19. **C**
- Sullivan, J. (2019). What Donald Trump and Dick Cheney Got Wrong About America. *The Atlantic*.
- Tooze, Adam (2021). The Rise and Fall and Rise (and Fall) of the U.S. Financial Empire, *Foreign Policy*.
- Vinjamuri, Leslie (2021), Foreign Policy Priorities for the Biden Administration. *Chatham House*.

### **Session 1 – 2-9-2021**

Course overview / Introduction

- Syllabus; First writing assignment; One-pager guidelines; Paper guidelines; Class structure guidelines

### **Session 2 – 7-9-2021**

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### Theoretical perspectives I

- Routledge Handbook of Latin America in the World, Part II (pp. 45-84). Additionally, in class we will discuss Nugent's paper (7 pages).

### **Session 3 –9-9-2021**

#### Theoretical perspectives II

- Routledge Handbook of Latin America in the World Part II (pp. 85-111). Additionally, in class we will discuss Scott's paper (2 pages).

### **Session 4 –14-9-2021**

#### From 60's to 90's + **First writing assignment** (one-pager on theoretical perspectives)

- Routledge Handbook of Latin America in the World Part I (pp. 25-30). Additionally, in class we will discuss Halperín Donghi's Chapter VIII (pp. 292-313).

### **Session 5 –16-9-2021**

#### From 60's to 90's

- Routledge Handbook of Latin America in the World Part I (pp. 30-39). Additionally, in class we will discuss Halperín Donghi's Chapter IX (pp. 338-354).

### **Session 6 –21-9-2021**

#### The institutionalization of Inter-American relations: OAS (I)

- Routledge Handbook of Latin America in the World Chapter 21 (pp 311-328). Additionally, in class we will discuss Kinosian's paper (2 pages).

### **Session 7 –23-9-2021**

#### The institutionalization of Inter-American relations: OAS (II)

- **External Guest: Yeruti Mendez** (Paraguayan expert, Specialist at the Department of Electoral Cooperation and Observation of the Organization of American States). Additionally, in class we will discuss Palestini Céspedes' paper (1 page).

### **Session 8 –28-9-2021**

#### Waves of regionalism + **One-pager draft submission**

- Routledge Handbook of Latin America in the World Chapter 17 (pp 249-264). Additionally, in class we will discuss Malamud's paper (20 pages).

### **Session 9 –30-9-2021**

#### Contending Regionalisms: Mercosur

- Routledge Handbook of Latin America in the World Chapter 19 (pp 281-297).

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### **Session 10 –5-10-2021**

#### Contending Regionalisms: Unasur, ALBA & CELAC

- Routledge Handbook of Latin America in the World Chapter 20 (pp 298-310). Additionally, in class we will discuss Muhr's paper (15 pages).

### **Session 11 –7-10-2021**

#### Contending Regionalisms: from NAFTA to USMCA

- **External guest: Hector Faya** (former Mexican government official and USMCA expert). Routledge Handbook of Latin America in the World Chapter 18 (pp 265-280)

### **Session 12 –12-10-2021**

#### Latin American in the beginning of the XXI Century (I): Obama's first administration, part 1.

- Routledge Handbook of Latin America in the World Chapter 13 (pp 199-210). Additionally, in class we will discuss Lowenthal's paper (23 pages).

### **Session 13 –14-10-2021**

#### [Latin American in the beginning of the XXI Century (I): Obama's first administration, part 2.

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- Routledge Handbook of Latin America in the World Chapter 13 (pp 199-210). Additionally, in class we will discuss Lowenthal's paper (23 pages).

### **Session 14 –19-10-2021**

Latin American in the beginning of the XXI Century (II): BRICS + Paper Draft submission (800 words)

- Routledge Handbook of Latin America in the World Chapter 14 (pp 211-222). Additionally, in class we will discuss Montenegro & Mesquita' paper (pp. 1 to 16).

### **Session 15 –21-10-2021**

Latin American in the beginning of the XXI Century (III): Obama's second administration, part. 1

- Reid (pp. 45-53) & Piccone (10 pages).

### **Session 16 –26-10-2021**

Latin American in the beginning of the XXI Century (III): Obama's second administration and the Pacific Alliance

- Morales-Fajardo, M. E., & Cadena-Inostroza, C. (56 pp)

### **Session 17 –28-10-2021**

Global Governance: G-20 + role play preparation

- Slaughter (pp. 1-19). Additionally, in class we will discuss Bishop & Payne's paper (16 pages).

### **Session 18 –2-11-2021**

#### **Role-play: G20 (session I)**

- Apply role-play guidelines. Prepare your presentation, following the role-play guidelines.

### **Session 19 –4-11-2021**

#### **Role-play: G20 (session II)**

- Apply role-play guidelines. Prepare your presentation, following the role-play guidelines.

### **Session 20 –9-11-2021**

Defense Regionalism

- Mijares (25 pages). Additionally, in class we will discuss Frenkel & Comini's article (15 pages).

### **Session 21 –11-11-2021**

Defense, security and social rights

- Routledge Handbook of Latin American in the World Chapter 11 (pp 376-390). Additionally, in class we will discuss Garzón Vergara's paper (5 pages).

### **Session 22 –16-11-2021**

Crime and Violence in Latin America

- **External Guest: Flavia Carbonari**

### **Session 23 –18-11-2021**

International Economic Relations I

- Routledge Handbook of Latin American Politics Chapter 24 (pp 364-379). Identify key challenges, risks and opportunities for the Latin American countries. Additionally, in class we will discuss Mesquita & Stein's paper (chapter 1, 18 pages).

### **Session 24 –23-11-2021**

International Economic Relations II

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- Routledge Handbook of Latin American Politics Chapter 24 (pp pp 158-180). Identify key challenges, risks and opportunities for the Latin American countries. Additionally, in class we will discuss Busso & Messina's paper (chapter 2, 18 pages).

### **Session 25 –25-11-2021- NYU New York Holiday**

### **Session 26 –30-11-2021**

Latin American in the current context: from Trump to Biden (part I).

- Mansbach, RW, & McCormick, JM & Sullivan, J.

## **DEC**

### **Session 27 –2-12-2021**

Latin American in the current context: from Trump to Biden (part I).

- Latin American Advisor
- Manson, Katrina, Aime Williams & Michael Peel, Tooze, Adam (2021) & Vinjamuri, Leslie.

### **Session 28 –7-12-2021**

**Oral Presentations** on paper draft. Day I

### **Session 29 –9-12-2021**

**Oral Presentations** on paper draft. Day II

### **Session 30 –14-12-2021**

**Oral Presentations** on paper draft. Day II

### **Session 31 –21-12-2021**

### **Final Exam**

- Submit final paper due (1500 words)

## **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.

[Enter further classroom etiquette if applicable; if, for example, it is not permitted to use laptops for note taking, please add the following clause: "Exceptions will be made for students with academic accommodations from the Moses Center." You may also want to tell your students if and how they should signal to you that they would like to speak.]

## **Your Lecturer**

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Nicolás Comini is an Argentinean doctor in Social Sciences from the Universidad de Buenos Aires. He holds a MA in Latin American Integration (Universidad Nacional de Tres de Febrero) and BA in International Relations from Universidad del Salvador. His research interests today are in the field of the US-Latin American relations, regionalism and technology.

He has been granted by the Deutsche Akademische Austauschdienst (DAAD), the Johns Hopkins University's Paul H. Nitze School of Advanced International Studies (SAIS) and the International Institute for Strategic Studies (IISS), the Università degli Studi di Torino and the United States Department of State and Fulbright Commission. He was Director of the Master and BA Degree Programs in International Relations (Universidad del Salvador, Argentina).

His books include:

*Otras miradas y otras voces. Visiones críticas de las Relaciones Internacionales* (2018)

*suRamericanizados: la integración regional desde la Alianza al kirchnerismo* (2016)

*Políticas Públicas regionales. Un abordaje sectorial de la Integración Latinoamericana* (2016)

*De cadencias y disonancias, representaciones alternativas de la integración regional en el siglo XXI: América Latina, Asia y Europa del Este* (2014).

## 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 Brightspaces 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 [\[site alias\]](#) 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 by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

### **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. 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 SITE Staff), 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](#).

- (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.

### **Academic Honesty/Plagiarism**

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect 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](#)

### **Inclusivity Policies and Priorities**

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

### **Attendance Rules on Religious Holidays**

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent

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due to religious observance should notify their lecturer AND NYU SITE'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](#)

### **Pronouns and Name Pronunciation (Albert and Zoom)**

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, **NYU Classes**, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

### **Moses Accommodations Statement**

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](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 [SITE].

### **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

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- Online using the [Web Form \(link\)](#)
- Email: [bias.response@nyu.edu](mailto:bias.response@nyu.edu)
- Phone: 212-998-2277
- Insert Local Phone Number