NYU LONDON
Cultures & Contexts: The Black Atlantic
Core-UA 534 LO1

NYU London: Spring 2022
9-10:15am T/Th
Spring 2022

Instruction Mode: In-person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, 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 nyul.academics@nyu.edu if you have trouble accessing the Brightspace site.

Instructor Information

- Dr Daliany Jerónimo Kersh

Course Details

- 9-10:15am T/Th
- All times are [BST/GMT] (Daylight Saving Time begins Sunday 27th March).
- Location:
- Remote Participants: Zoom links are provided in Brightspace
- Seat Assignments: 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.
- London Academic Calendar: https://www.nyu.edu/london/calendar.html
Prerequisites

N/A

Course Description

The context to the course is Britain as the hub of an imperial system underscored by notions of race, and the subsequent changes to the Black British Diaspora in the late 20th and early 21st centuries. The main theoretical underpinning of the course is that Britain is one of the centers of a Black Atlantic, as understood through the works of Paul Gilroy.

The course is organized both historically and geographically—we move from the 15th century forward and from Africa to Europe, the Americas, and back again, tracing the origins and importance of the concept of the Black Atlantic in the context of British imperial expansion, paying special attention to the ideas and social relations that shaped community formation among people of African descent and laid the foundations for their political and economic institutions. What we will learn is not comprehensive but should provide you with a clear understanding of some of the core issues that both propel African people into the Atlantic and determine their experiences once in Britain.

By examining the key historical events which have impacted the African Diaspora in Britain over approximately the last 500 years and paying particular attention to changes in the demographic background to this Diaspora, students will engage with questions of meaning-making. The course will open up social relations at the heart of Black British history, including exploring ensuing debates around the various notions of Blackness, class, gender, and sexuality. Britain has a long history of ideological movements driven by the conditions of the Black Atlantic, such as: Abolitionism, anti-colonialism, Pan Africanism, and anti-racist struggles; all of these will be within the parameters of the course. Finally, the cultural impact of the Black Atlantic on Britain will be looked at in all its diversity, including, but not restricted to literature, religion, music, fashion, language, cuisine, etc.

During the course, we will be reading across a range of academic disciplines including History, Economics, Anthropology, Literature, Philosophy, Cultural Studies, and Critical Race Studies. As you read and participate in class, identifying the disciplinary interventions that we are encountering should be high on your list for class preparation and you should leave this course with a clear understanding of what it means to read and write both critically and analytically in an historical mode.

Course Objectives
Upon Completion of this Course, students will be able to:

- Understand both the idea of a Black Atlantic and critical approaches to that theory.
- Recognize the U.K as the capital of an imperial system and responses to that system, such as anti-colonialism etc.
- Gain knowledge of the history of the Black British Diaspora and engage in debates around changing notions of blackness, race/ethnic identities, and racism as well as how class, gender and sexuality relate to this specific diaspora.
- Identify the diversity and complexity of the African diaspora's cultural impact on Great Britain.
- Analyze a wide range of secondary sources across the entire period of the course.
- Critically understand key historical terms, such as postcolonialism, diaspora studies, negritude, empire, creolization, decolonization and pan Africanism, amongst others.
- Develop historiographical skills and grasp methods for reading and interpreting both printed and visual primary source material.
- Complete assigned work with a degree of clarity, technical competence, and critical thinking and with a degree of independence and capacity for self-evaluation.

Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>Participation during lectures, seminars, discussions of readings, and weekly forum posts*</td>
<td>20%</td>
<td>Throughout the course</td>
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<tr>
<td>Oral presentations</td>
<td>10-min presentation on topic of your choice related to the course theme (must be approved by Professor)</td>
<td>20%</td>
<td>1st and 3rd March (you will be assigned one of these dates)</td>
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<td>Written assignment</td>
<td>2000-word essay based on question given in class</td>
<td>40%</td>
<td>12th April – time tbc</td>
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<td>Final Exam</td>
<td>1-hour written exam based on unseen</td>
<td>20%</td>
<td>TBC</td>
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<tr>
<td>Assignments/ Activities</td>
<td>Description of Assignment</td>
<td>% of Final Grade</td>
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<td>primary source analysis</td>
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*Forum Posts:* Throughout the semester you will be asked to engage in your class forum. Each student must post a substantial thread (two paragraphs) addressing the task unless otherwise specified. After submission, you will be able to view the submissions of your classmates and then comment on their submissions and vice-versa. An example of a good response post would be—“Great submission Samuel! Have you considered…” thereby adding further to the discussion.

### Assessment Expectations

Letter grades for the entire course will be assigned as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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</table>
| A-range      | Example: 90% and higher | Grade A applies only to work which:  
• is of excellent to exceptional standard  
• demonstrates in-depth knowledge and understanding  
• demonstrates substantial work and original thought has been involved  
• makes use of very high quality analysis, synthesis, evaluation and critical appraisal  
• is organised and structured to a high standard |
| B-range      | Example: 80% - 89.49% | Grade B applies to work which:  
• is of good to very good standard  
• demonstrates sound and good quality of knowledge and understanding  
• demonstrates good quality analysis, synthesis, evaluation and critical appraisal  
• indicates an increasing ability to incorporate meaning into the work and understand key theories, debates and criticisms  
• is well organised and structured |
| C-range      | Example: 70% - 79.49% | Grade C applies to work which:  
• is adequate although undeveloped  
• fulfils the requirements of the project at a foundation level in terms of its quality, analysis and expression  
• limited level of research and understanding of key theories and debates  
• is organised and presented in a satisfactory form |
| D-range      | Example: 64.5% - 69.49% | Grade D applies to work which:  
• is of a poor standard  
• has been produced without a proper
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<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tr>
<td>F</td>
<td>Example: 64.49% and lower</td>
<td>Grade F applies to work which: • is of very poor standard • has not been submitted or has been submitted beyond the project deadline • shows a complete lack of content, thought or application • makes no or insufficient use of analysis and relevant skills • is the product of academic misconduct • does not fulfil the brief • failing grade at all levels</td>
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</table>

Course Materials

Required Textbooks & Materials:

Please access these readings via the NYU libraries website or in-person through Senate House Library. You are NOT expected to purchase any books unless you wish to


Cooper, Adam Elliott, ‘Violence old and new: from slavery to Serco’ in Kehinde Andrews and Lisa Amanda Palmer’s (eds.), *Blackness in Britain*, Routledge, pp.64-75


Fryer, Peter, 1984, Staying Power: The History of Black People in Britain, Pluto, London

Gabriel, Deborah, Layers of Blackness: Colourism in the African Diaspora, Imani Media Ltd, London (also found on Google Books)


Hammond Perry, Kennetta, 2015, London is the Place for Me: Black Britons, Citizenship and the Politics of Race, Oxford University Press, Oxford (also found on Google Books)


John, Kesewa, 2019, “‘You ask for lead and they give you hot lead’; when Caribbean radicals protested against conscription for colonial subjects’ in in Hakim Adi’s (ed), Black British History: New Perspectives, Zed Books, London


Matera, Marc, 2015, Black London: The Imperial Metropolis and Decolonization in the Twentieth Century, University of California Press, Oakland


Mirza, Heidi Safia, 2009, Race, Gender and Educational Desire: Why Black Women Succeed and Fail, Routledge, London (also found on Google Books)


Optional Textbooks & Materials


Dabydeen, David, Gilmore, John and, Jones, Cecily, 2007, the Oxford Companion to Black British History, Oxford University Press, Oxford

Dearden, Lizzie, 2017, ‘Met Police Commissioner accused of calling for 'more black boys to be locked up' to combat knife crime epidemic’, https://www.independent.co.uk/news/uk/crime/met-police-cressida-dick-london-knife-crime-black-men-boys-prison-arrests-racial-profile-a8048546.html, 10th November


Websites

http://www.connectedhistories.org Connected Histories

https://www.ucl.ac.uk/lbs/ Legacies of British Slave Ownership

http://www.nationalarchives.gov.uk/caribbean/ National Archives – the Caribbean images

https://blackculturalarchives.org Black Cultural Archives in Brixton

https://blackbritishhistory.co.uk Black British History – Institute of Commonwealth Studies

https://ourmigrationstory.org.uk UK Migration History Site

Resources

- Access your course materials: Brightspace (brightspace.nyu.edu)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Schedule

Reminder: Links to join class Zoom meetings will all be available in Brightspace.

Topics and Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>Session 1</td>
<td>Introduction to Course and defining 'Blackness', and Racial Identity in Britain</td>
<td>Gabriel, Deborah, ‘Racism and Colourism in the UK’ (chapter 3), Layers of Blackness: Colourism in the African Diaspora, Imani Media Ltd, London pp.49-69 (also found on Google Books)</td>
<td>Complete the set readings and reflect on how ‘blackness’ is understood differently in U.K and U.S. contexts. Share your thoughts in the forum and be prepared to discuss them in class</td>
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<td>[Tuesday 25th Jan]</td>
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<td>[Thursday 27th Jan]</td>
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<td>Session 4 [Thursday 3rd Feb]</td>
<td>Slave Databases</td>
<td>Fryer, Peter, 1984, ‘the Black Community Takes Shape’ (Chapter 4), <em>Staying Power: The History of Black People in Britain</em>, Pluto, London, pp.67-79</td>
<td>Search the Legacies of British Slave Ownership Database (UCL hosted) and choose a slaveowner to research. Write a brief description about them and what primary sources can reveal about the past to share on the forum</td>
</tr>
<tr>
<td>Session 5 [Tuesday 8th Feb]</td>
<td>Abolitionism and Emancipation of Slavery</td>
<td>Fryer, Peter, 1984, ‘Up from Slavery’ (Chapter 8), <em>Staying Power: The History of Black People in Britain</em>, Pluto, London, pp.191-227 (Google Books)</td>
<td>Complete the set readings and prepare key arguments for a class debate on abolition of slavery (prepare key arguments for both the abolitionists and the slavers)</td>
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<tr>
<td>Session 6 [Thursday 10th Feb]</td>
<td>Abolitionism and Emancipation of Slavery</td>
<td>Gerzina, Gretchen, 1995, ‘the End of English Slavery’ (chapter 6), <em>Black London: Life Before Emancipation</em>, Rutgers University Press, New Jersey, pp. 165-205</td>
<td>Pick an Enlightenment theorist and research what their views were on race and racism. How did their ideas persist through to the present day through discourses of modernity? Did anything surprise you? Share your thoughts on the forum</td>
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<tr>
<td>Session 7 [Tuesday 15th Feb]</td>
<td>Guest Lecture by Dr Amelia Odida - ‘Enlightened Thinking? Racist Philosophy and Science</td>
<td>Bernasconi, Robert, 2003, Will the real Kant please stand up The challenge of Enlightenment racism to the study of the history of philosophy, <em>Radical Philosophy</em> (117):13-22 <a href="https://www.radicalphilosophyarchive.com/issue-files/rp117_article1_willtherealkantpleasestandup_bernasconi.pdf">https://www.radicalphilosophyarchive.com/issue-files/rp117_article1_willtherealkantpleasestandup_bernasconi.pdf</a></td>
<td>Complete the set readings and research why morality was so important to Victorians. How did this relate to abolitionism and race? Share your thoughts in the forum and be prepared to discuss them in class</td>
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<tr>
<td>Session 8 [Thursday 17th Feb]</td>
<td>Black and British: a Forgotten History (Moral Mission)</td>
<td><a href="https://www.bbc.co.uk/iplayer/episode/b083rb2v/black-and-british-a-forgotten-history-3-moral-mission">https://www.bbc.co.uk/iplayer/episode/b083rb2v/black-and-british-a-forgotten-history-3-moral-mission</a></td>
<td>Complete the set readings and prepare a reflective piece on what cultural representations you might expect to see regarding black Londoners after emancipation based on what we’ve learned so far. Share your thoughts in the</td>
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</tbody>
</table>
| Session 9  
[Tuesday 22\(^{nd}\) Feb] | Black London: a cultural history from slavery to abolition | Gerzina, Gretchen, 1995, 'Paupers and Princes: Repainting the Picture of Eighteenth-Century England' (chapter 1), Black London: Life Before Emancipation, Rutgers University Press, New Jersey, pp. 1-29 | Complete the set readings and choose a cultural representation (e.g.: Wedgewood plate or painting), of black Britons during this era to present to class; what is its significance and what does it represent? Share your thoughts in the forum and be prepared to discuss them in class |
| Session 10  
| Session 11  
[Tuesday 1\(^{st}\) March] | Oral Presentations | No set reading this week | Prepare for your oral presentation |
| Session 12  
[Thursday 3\(^{rd}\) March] | Oral Presentations | No set reading this week | No task this week |
| Session 13  
Matera, Marc, 2015, 'Black Internationalism and Empire in the 1930s', (chapter 2), Black London: The Imperial Metropolis and Decolonization in the Twentieth Century, University of California Press, Oakland, pp.62-100 | Complete the set readings and choose a Commonwealth country. Research how their troops were enlisted and deployed during both World Wars. Share your research on your chosen country in the forum and be prepared to discuss it in class |
| Session 14  
[Thursday 10\(^{th}\) March] | Self-Guided - Docklands Museum Visit | Matera, Marc, 2015, 'Afro-Metropolis: Black Political and Cultural Associations in Interwar London’, (chapter 1), Black London: The Imperial Metropolis and Decolonization in the Twentieth Century, University of California Press, Oakland, pp.22-62 | Write a reflective piece about your impressions from the museum visit. Share this piece on the forum |
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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Task</th>
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<tbody>
<tr>
<td>Session 15 [Tuesday 22\textsuperscript{nd} March]</td>
<td>Black Commonwealth Soldiers in WWI</td>
<td>John, Kesewa, 2019, “You ask for lead and they give you hot lead”; when Caribbean radicals protested against conscription for colonial subjects’ in in Hakim Adi’s (ed), \textit{Black British History: New Perspectives}, Zed Books, London</td>
<td>Complete the set readings and choose a Commonwealth country. Research how they gained independence and who was behind the movement. Share your research on your chosen country in the forum and be prepared to discuss it in class</td>
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<tr>
<td>Session 16 [Thursday 24\textsuperscript{th} March]</td>
<td>500 years of Black Londoners Socially Distanced Walking Tour</td>
<td>Matera, Marc, 2015, 'Black Intellectuals and the Development of Colonial Studies in Britain', (chapter 6: pp.238-280), \textit{Black London: The Imperial Metropolis and Decolonization in the Twentieth Century}, University of California Press, Oakland</td>
<td>Complete the set readings and research one intellectual black movement linked to the U.K. Who were the key thinkers, what are the key elements of its philosophy, and did it achieve momentum? Share your research in the forum and be prepared to discuss it in class</td>
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<td>Session 17 [Tuesday 29\textsuperscript{th} March]</td>
<td>London as the ‘Hub of Intellectual Black Atlantic’: Black Power, Black Intellectuals, and Pan-Africanism</td>
<td>Hammond Perry, Kennetta, 2015, 'Migration, Citizenship, and Boundaries of Belonging' (chapter 2), \textit{London is the Place for Me: Black Britons, Citizenship and the Politics of Race}, Oxford University Press, Oxford (also found on Google Books)</td>
<td>Complete the set readings and read Powell’s ‘Rivers of Blood’ speech. What does it make you feel? What are the key words and ideas within the speech? What is the motive behind it? Share your thoughts in the forum and be prepared to discuss them in class</td>
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<tr>
<td>Session 18 [Thursday 31\textsuperscript{st} March]</td>
<td>Empire Windrush &amp; ‘Open Door’ Britain 1948-1962</td>
<td>Hammond Perry, Kennetta, 2015, 'Race Riots and the Mystique of British Anti-Racism' (chapter 3) AND 'Exposing the Racial Politics of Immigration Control' (chapter 5), \textit{London is the Place for Me: Black Britons, Citizenship and the Politics of Race}, Oxford University Press, Oxford (also found on Google Books)</td>
<td>Complete the set readings and discuss your impressions of the play....</td>
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<td>Session</td>
<td>Date</td>
<td>Topic</td>
<td>Set Readings</td>
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<td>Session 19</td>
<td>Monday 4th April – 7pm</td>
<td>ALTERNATIVE</td>
<td>‘Welcome manoeuvre: Small Island by Andrea Levy’, 2004, Mike Phillips, 14 Feb, the Guardian, <a href="https://www.theguardian.com/books/2004/feb/14/featuresreviews.guardianreview10">https://www.theguardian.com/books/2004/feb/14/featuresreviews.guardianreview10</a></td>
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<tr>
<td>Session 20</td>
<td>Thursday 7th April</td>
<td>Essay Workshop</td>
<td>No set reading apart from what you will cite in your essay</td>
</tr>
<tr>
<td>Session 22</td>
<td>Thursday 14th April</td>
<td>Will Britain Ever have a Black Prime Minister?</td>
<td>Palmer, Lisa Amanda, 2016, ‘the Absence of Black Studies in Britain’, in Kehinde Andrews and Lisa Amanda Palmer’s (eds.), Blackness in Britain, Routledge, pp.9-24 Will Britain Ever have a Black Prime Minister? - <a href="https://www.youtube.com/watch?v=0lEN-8KbYAM">https://www.youtube.com/watch?v=0lEN-8KbYAM</a></td>
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<td>Session 23</td>
<td>Tuesday 19th April</td>
<td>Race, Gender, and Sexuality</td>
<td>Cooper, Adam Elliott, ‘Violence old and new: from slavery to Serco’ in Kehinde</td>
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<td>Session 24</td>
<td>‘Grime’ Music Workshop</td>
<td>Andrews and Lisa Amanda Palmer’s (eds.), Blackness in Britain, Routledge, pp.64-75 Mirza, Heidi Safia, 2009, Young Female and Black’ (chapter 1), Race, Gender and Educational Desire: Why Black Women Succeed and Fail, Routledge, London (also found on Google Books)</td>
<td>forum and be prepared to discuss them in class <em><strong>ALL CLASS PARTICPATION GRADES WILL BE CALCULATED AT THIS POINT</strong></em>*</td>
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<td>Session 26</td>
<td>‘Rhodes Must Fall, Decolonizing Now’… Dr Amelia Odida</td>
<td>TBC</td>
<td>Complete the set readings and come prepared with all your exam questions</td>
</tr>
<tr>
<td>Session 27</td>
<td>Exam revision</td>
<td>Joseph–Salisbury, Remi, Connelly, Laura and Wangari-Jones, Peninah, 2021, “The UK is not innocent”: Black Lives Matter, policing and abolition in the UK, Equality, Diversity, and Inclusion. 40 (1): 21-28</td>
<td>Complete the set readings and research how the BLM movement was interpreted in the U.K. Share your research in the forum and be prepared to discuss them in class</td>
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<tr>
<td>Session 28</td>
<td>The Summer of Discontent: BLM and</td>
<td>No set reading</td>
<td>Prepare for your exam</td>
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Course Policies

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Classroom Etiquette/Expectations for online attendance

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.
- 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.
- 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 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. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the London Academics team (nyul.academics@nyu.edu) as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.
Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the University and school policies. You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Attendance

Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html).

To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London’s absence reporting procedure. 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

Excursions/trips

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html).

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.
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.

Pronouns and Name Pronunciation (Albert and Zoom)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the Pronouns and Name Pronunciation web page, and for more information on how to make these changes in Zoom, please see the Personalizing Zoom Display Names website.

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. For more information, including how to report an incident, visit the Bias Response Line website.

Your Lecturer

Dr. Daliany Jerónimo Kersh has previously worked as a Lecturer in International Relations at Regent’s University (2017-8), an Assistant Professor of International History and International Relations at Richmond, the American International University in London (2018-2020), and Associate Lecturer in Politics and International Relations at St. Mary’s University (2020-21). In addition to teaching at NYU London, she is currently a Lecturer in International Relations and Politics at the University of West London and an External Examiner at Canterbury Christchurch University. She also teaches at Syracuse and Fordham universities in London and is a Senior Fellow of the HEA.

Her teaching specialisms are Global South Politics and History, Development, the International Political Economy, US Foreign Policy, the Global Cold War, and BAME London History. Her academic research focuses on women’s labour and social mobility in the Global South and her first book ‘Women’s Work in Special Period Cuba; Making Ends Meet’ (Palgrave Macmillan, 2019) discusses Cuban women’s work and everyday earning strategies during the Post-Soviet Special Period economic crisis. She has also published on the topics of women and the Right in Brazil, pro-poor tourism in Cambodia, and the Venezuelan refugee crisis through the framework of neo-liberalism. She has presented this research at numerous high-profile international conferences in Colombia, France, US, and Spain. While she is a native Londoner, she is a citizen of the world, and she has visited over 85 countries.