

NYU Madrid

POL-UA 9167.M01

Spain and the EU

Instructor Information

- Name: Dr. Jason Xidias
- Office hours: Wednesdays, 3:30-4:30PM

Course Description

Since 1945, European countries have sought to develop closer political, economic, legal, social, and cultural ties. This ambition has rested on the liberalist assumption that, by working together, Europe's great powers—particularly France and Germany—could prevent a resurgence of nationalism and war.

Integration was also a means by which Western Europe's most powerful nations could rebuild their war-torn economies and counter their imperial losses in Africa and Asia. This was considered essential in order to regain legitimacy and influence against the backdrop of Cold War superpower rivalry between the United States and Soviet Union. Historian Alan Milward has referred to this integration as “the European rescue of the nation-state.”

Over time, European integration has experienced many milestones, such as the creation of the Single Market, the reunification of West and East Germany, and the integration of 10 former communist countries. At the same time, integration has experienced many setbacks – two prominent examples have been the inability to form a more cohesive political union and Britain's recent referendum to exit the European Union.

For Spain, European integration was an essential part of moving beyond three-and-a-half decades of dictatorship under Francisco Franco. After Spain officially became a democracy in 1978—with the signing of its new constitution—joining the European project ensured greater security, modernization, and integration into the global economy.

Since becoming a member of the European Community in 1986, Spain has reaped great economic and social benefits. It has experienced significant increases in GDP, per capita income, and export revenue, and its infrastructure has benefitted enormously from EU grants. Yet, the Global Financial Crisis of 2007-8 delivered a major blow to the Spanish economy, bringing to an end the so-called “Second Economic Miracle.” At present, the unemployment and youth unemployment rates are about 15% and 33% respectively. Furthermore, the European

Central Bank's austerity policies have exacerbated economic insecurity by encouraging wage and social cuts and reductions in workers' rights. This coupled with government corruption scandals has shaped a new national political landscape in Spain characterized by intense competition between five national parties, including the far-right.

In the first half of this course, we will begin by looking at the Franco dictatorship and Spain's transition to democracy and EU membership. We will then turn our attention to the origins of European integration and the different theories that have sought to explain its progress and setbacks over time. Thereafter, we will analyze the structure and functioning of EU institutions, and learn how they interact with the Spanish state. Finally, we will discuss the EU's so-called "democratic deficit" and reflect on its historical pursuit of federalism.

In the second half of the course, we will examine key challenges that Spain and the European Union mutually face at present. Among the topics we will discuss are: austerity, the labor market and the welfare state, Catalonia and the Basque Country's pursuit of greater autonomy, terrorism, the rise of populist politics, the weakening of traditionally dominant political parties, and Brexit.

- Co-requisite or prerequisite: N/A
- Class meeting days and times: Wednesdays, 4:30-7:20PM.

Desired Outcomes

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

- To demonstrate a thorough understanding of the history and institutions of the European Community/Union.
- To demonstrate a thorough understanding of the relationship between Spain and the European Community/Union since the end of the Franco dictatorship.
- To assess the past, present, and future processes of European integration in relation to the main theories, models, and concepts.
- To examine how European integration relates to broader global developments.
- To assess Spain and the European Union's current opportunities and challenges.

Assessment Components

Class Participation

A: The student participates in all classes and demonstrates an informed understanding of the course readings and content.

B: The student participates in most classes and demonstrates an informed understanding of the course readings and content.

C: The student participates in some classes and demonstrates an informed understanding of the course readings and content.

D: The student rarely participates in class and demonstrates a minimal understanding of the course readings and content.

F: The student does not participate, or very rarely participates, in class and therefore does not demonstrate an understanding of the course readings and content.

Midterm Exam

The midterm exam will consist of a combination of multiple-choice questions and short answers.

Final Exam

The final exam will be cumulative and will consist of multiple-choice questions and short answers; most of the questions will relate to the second half of the course.

Oral Presentations

The two oral presentations of your essays will be graded in accordance with the Oral Presentation Rubric located in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes). The format is PowerPoint, and they should be five minutes in length (plus time for questions).

Essay 1

Essay 1 consists of two parts.

Part 1: Choose a research question below. Write a one-page outline that explains your preliminary thesis and essay structure. Also, include a list of at least five academic sources (books and/or journal articles) that you have read thus far.

Part 2: Building on your outline, write a seven to nine-page essay on your topic. This should include a minimum of eight academic sources (books and/or journal articles).

Essay Questions:

1. What were the most significant advances in Spanish society during the Second Republic?
2. What were the most important factors that shaped the outbreak of the Spanish Civil War?
3. What were the most significant elements that shaped the Nationalists' victory over the Republicans in the Spanish Civil War?
4. What are the foremost factors that explain why Francisco Franco remained in power for 36 years?

5. Evaluate the importance of the Marshall Plan in post-war Europe.
6. What were the most important stages in Spain's transition from dictatorship to democracy?
7. Since Spain joined the European Community in 1986, what have been the most significant benefits and costs of its membership?
8. Can a singular theory explain post-war European integration?
9. Which European Union institution is the most powerful? Why?
10. What have been the main benefits and costs of EU enlargement?
11. Which factors best explain Euroskepticism at present? And, what accounts for variations in Euroskepticism across member-states?
12. Analyze the rise of the far-right in one European context (Italy, France, etc.) What have been the most important factors that have shaped this phenomenon?
13. Why does the EU still spend so much of its budget on the Common Agricultural Policy (CAP)? Why has this policy area proven to be so resistant to reform over time?
14. Has the EU's cohesion policy been an economic and social success?
15. Compare and contrast the institutional structures of the United States and European Union. Is the idea of a "United States of Europe" feasible and desirable?
16. Compare and contrast the presidential system of government in the U.S. with the parliamentary system in Spain. How does each work? What are the main advantages and disadvantages of each?
17. Evaluate the geopolitical and economic importance of Spain to the European Union. How has the EU most benefitted from Spain's membership since 1986?

Your outline is due by the close of Wednesday, **February 12th**; your essay presentation will take place on either Wednesday, **March 4th** or Wednesday, **March 11th**; and your essay is due by the close of Friday, **March 13th**. Please send the former and latter in Word format to:

jasonxidias@nyu.edu. These should be in 12-point Times New Roman font and be double spaced. All sources should be cited in footnotes or endnotes using the [Chicago Manual of Style \(chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html\)](http://chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html). Please submit the outline and essay in Word format, labeling them: outline 1/essay 1_last name.

Your essays will be graded in accordance with the Essay Rubric located in the Resources section of [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes).

Essay 2

Essay 2 will follow the same format as Essay 1. Your outline is due on Wednesday, **April 1st**; your essay presentation will take place on either Wednesday, **April 29th** or Wednesday, **May 6th**; and your essay is due on Friday, **May 8th**.

Essay Questions:

1. Present the most important arguments for and against Catalonian independence from Spain. Which side is more convincing? Why? Would it be feasible and advantageous for Catalonia to become independent?
2. Present the most important arguments for and against Scottish independence from the United Kingdom. Which position is more convincing? Why? Would it be feasible and advantageous for Scotland to become independent?

3. Present the most important arguments for and against Basque independence from Spain. Which position is more convincing? Why? Would it be feasible and advantageous for the Basque Country to become independent?
4. Present the most important arguments for and against northern Irish independence from the United Kingdom. Which side is more convincing? Why? Would it be feasible and advantageous for Northern Ireland to become independent?
5. What are the foremost elements that shape a distinct sense of Galician regional identity? How does the government's strategy for regional autonomy in Galicia compare to that of Catalonia and Basque Country?
6. Present the most important arguments for and against the admission of Turkey into the European Union. Which position is more convincing? Why?
7. Specify and evaluate the most important factors that have shaped the rise of two new political parties in Spain – *Podemos* and *Ciudadanos*. How do they position themselves against each other and in relation to the two traditional political parties – the *PP* and *PSOE*?
8. Specify and evaluate the most important opportunities and challenges at present in the European Union.
9. Specify and evaluate the most important factors that shaped Brexit.
10. Specify and evaluate the most important factors that have contributed to tensions between Russia and the West (the U.S. and Europe) since 1991. Should we view these tensions as a continuation of the Cold War or as something new and distinct?
11. Evaluate the most important factors that have shaped the current political crisis in Ukraine. Why is Ukraine so important geopolitically?
12. What are the most significant differences between the U.S. Federal Reserve and the European Central Bank? Evaluate the strengths and weaknesses of both.
13. Specify and evaluate the most important stages in the development of European Monetary Policy. What would make the Eurozone a more effective economic union?
14. Explain and assess the extent to which the EU has a common immigration and asylum policy.
15. Is the EU an effective actor in the international arena? Compare and contrast its foreign policy with that of the United States.
16. Does the current EU crisis suggest that a multi-speed Europe is needed? If so, assess the costs and benefits of this.
17. Analyze the rise of the far-right in one European context (Spain, Italy, France, etc.) What have been the most important factors that have shaped this phenomenon?

Please let me know as early as possible in the course which questions you would like to do. These will be allocated on a first-come, first-served basis. If there are over 17 students in the course, I will allow two students to do some of the essay questions above.

Grading of Assignments

The grade for this course will be determined according to the following formula.

Assignments/Activities	% of Final Grade
Class Participation	10%
Midterm Exam	20%
Essay 1	15%
Essay 2	15%
Oral Presentations	10%
Final Exam	30%

Letter Grades

Letter Grade	Points	Percent
A	4.0	100 – 93
A-	3.7	92 – 90
B+	3.3	89 – 87
B	3.0	86 – 83
B-	2.7	82 – 80
C+	2.3	79 – 77
C	2.0	76 – 73
C-	1.7	72 – 70
D+	1.3	69 – 67
D	1.0	66 – 60
F	0.0	59 – 0

Course Schedule

Topics and Assignments

Week/Date	Topic	Readings
Class 1, Wednesday February 5 th	<p>Course Overview</p> <hr/> <p>The Spanish Civil War</p> <hr/> <p>The Franco Dictatorship</p> <hr/> <p>From Dictatorship to Democracy & EC Membership</p>	<p>Moradiellos, Enrique. "Franco's Spain and the European Integration Process (1945-1975)." <i>Journal of the Association for Spanish and Portuguese Historic Studies</i>, vol. 41, issue 1 (2016) (13 pp.).</p> <p>Crow, J. A. "Franco's Legacy: Order and Progress." In <i>The Root and the Flower, An Interpretation of Spanish and the Spanish People</i>. Berkeley: University of Berkeley Press, 2003 (updated edition) (26 pp.).</p> <p>Blanco, Miguel Ángel del Arco. "The Struggle Continues: Everyday Repression and Resistance in Post-Francoist Spain." In <i>Mass Killings and Violence in Spain, 1936-1952</i>, edited by Peter Anderson and Miguel Ángel del Arco: 137-156. London and New York: Routledge, 2015 (13 pp.).</p> <p>Powell, Charles. "The Long Road to Europe: Spain and the European Community, 1957-1986." <i>Royal Elcano Institute</i> (2015) (22 pp.).</p>
Class 2, Friday, February 7 th	<p>The Schuman Plan & the Concept of European Integration</p> <hr/> <p>The Political & Economic Foundations of the European Community</p>	<p>Schuman, Robert. <i>The Schuman Declaration—9 May 1950</i> (2 pp.).</p> <p>Milward, Alan. <i>The European Rescue of the Nation-State</i>. London: Routledge: 21-46 (25 pp.).</p> <p>Hansen, Peo. "European Integration, European Identity and the Colonial Connection." <i>European Journal of Social Theory</i> 5 (4): 483-498 (15 pp.).</p>
Class 3, Wednesday February 12 th	<p>Milestones & Setbacks in European Integration</p> <hr/> <p>Theoretical Perspectives on European Integration</p>	<p>"The European Union: Ongoing Challenges & Future Prospects" <i>Congressional Research Service</i>, 2018 (30 pp.).</p> <p>Hatton, Lucy. <i>Civitas: Theories of European Integration</i>. London: Civitas Institute for the Study of Civil Society, 2015 (2 pp.).</p> <p>Bergmann, Julian, and Arne Niemann. "Theories of European Integration." In the <i>Sage Handbook of European Foreign Policy</i>, edited by Knud Erik Jorgenson, et al. London: Sage, 2015: Chapter 11 (23 pp.).</p> <hr/> <p>One-page outline of Essay 1 due via email by the close of today.</p>

Week/Date	Topic	Readings
Class 4, Wednesday, February 19 th	European Union Institutions & Policy-Making	Hix, S., and B. Hoyland. <i>The Political System of the European Union</i> . London: Macmillan, 2012. Chapters 2, 3 & 4 (77 pp.).
Class 5, Friday, February 28th	Spanish Civil War Tour (9:30-1:00)	This tour will replace Wednesday's class. <hr/> "Spanish Civil War: A Prelude to Tragedy" (topdocumentaryfilms.com/spanish-civil-war/)
Class 6, Wednesday March 4 th	Essay 1 Presentation and Discussion	N/A
Class 7, Wednesday, March 11 th	Essay 1 Presentation & Discussion	N/A <hr/> Essay 1 due via email by the close of Friday, March 13 th
Class 8, Wednesday March 18 th	Midterm Review & Exam	N/A
Class 9, Wednesday, March 25 th	Is the EU a Federal System? <hr/> Is the EU democratic?	Hix, S., and B. Hoyland. <i>The Political System of the European Union</i> . London: Macmillan, 2012. Chapters 1 & 5 (43 pp.). Follesdal, A. & S. Hix. "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." <i>Journal of Common Market Studies</i> 44 (3): 533-562 (29 pp.).

Week/Date	Topic	Readings
Class 10, Wednesday, April 1 st	<p>Europeanization & the Spanish Economic Boom: 1986-2008</p> <hr/> <p>Spain, the EU, the Economic Crisis & Austerity: 2008-Present</p>	<p>Piedrafita, Sonia, et al. "The Europeanisation of Spain 1986-2007." <i>Royal Elcano Institute</i>, 2007 (12 pp.).</p> <p>Ban, Cornel. "Recalibrating Embedded Neoliberalism." In <i>Ruling Ideas: How Global Neoliberalism Goes Local</i>. Oxford: Oxford University Press, 2016. Chapter 8 (27 pp.).</p> <p>López Castellano, Fernando and Fernando García Quero. "The Euro System as a Laboratory for Neoliberalism: The Case of Spain." <i>American Journal of Economics and Sociology</i>, vol. 78, no. 1 (2019) (21 pp.).</p> <p>"The True Cost of Austerity and Inequality: Spain Case Study." <i>Oxfam Case Study</i> (2013) (8 pp.).</p> <hr/> <p>One-page outline of Essay 2 due via email by the close of today.</p>
Class 11, Wednesday, April 15 th	<p>Spanish Politics Today</p> <hr/> <p>Catalonia, Spain & the EU</p>	<p>Iglesias, Pablo. "Understanding Podemos." <i>New Left Review</i> 93 (May-June 2015) (15 pp.).</p> <p>Turnbull-Dugarte, Stuart. "Explaining the End of Spanish Exceptionalism and Electoral Support for Vox." <i>Research and Politics</i> (2019) (8 pp.).</p> <p>"The Independence Conflict in Catalonia." <i>Royal Elcano Institute</i> (2019) (40 pp.).</p>
Class 12, Wednesday April 22 nd	<p>Basque Country Spain, & the EU</p> <hr/> <p>Brexit, the EU & Spain</p>	<p>Elias, Anwen, and Ludger Mees. "Between Accommodation and Secession: Explaining the Shifting Territorial Goals of Nationalist Parties in the Basque Country and Catalonia." <i>REAF</i> 25 (2017): 129-165 (36 pp.)</p> <p>Ormazabal, Mikel. "ETA Releases Statement Announcing Its Complete Dissolution." <i>El País</i>, May 3, 2018 (elpais.com/elpais/2018/05/03/inenglish/1525349131_830131.html).</p> <p>Garicano, Luis. "Spain's Response to Brexit" <i>LSE</i> (2016) (5 pp.).</p> <p>Chislett, William. "Why Spain Would Like a 'Soft' Brexit." <i>Royal Elcano Institute</i> (2017) (11 pp.).</p>

Week/Date	Topic	Readings
Session 13, Wednesday, April 29 th	Essay 2 Presentation & Discussion	N/A
Session 14, Wednesday, May 6 th	Essay 2 Presentation & Discussion	N/A <hr/> Final Review & Exam TBA <hr/> Essay 2 due via email by the close of Friday, May 8 th

Required Co-Curricular Activities

As indicated above, we have a Spanish Civil War tour on Friday, February 28th. This will replace our Wednesday class that week.

Suggested Co-Curricular Activities

Professor Cadenas Cañón, “Feminist Mobilizations in Contemporary Spain,” Wednesday, February 26th, 2:30-3:30, room TBA.

Course Materials

Required Textbooks & Materials in Print Form

- There are no required textbooks in print form.

Required Textbooks & Materials in NYU Classes

All files for the course can be found in the Resources folder of [NYU Classes](#) (nyu.edu/its/classes).

Ban, Cornel. “Recalibrating Embedded Neoliberalism.” In *How Global Neoliberalism Goes Local*. Oxford: Oxford University Press, 2016.

Bergmann, Julian, and Arne Niemann. “Theories of European Integration.” In the *Sage Handbook of European Foreign Policy*, edited by Knud Erik Jorgenson, et al. London: Sage, 2015.

Blanco, Miguel Ángel del Arco. “The Struggle Continues: Everyday Repression and Resistance in Post-Francoist Spain.” In *Mass Killings and Violence in Spain, 1936-1952*, edited by Peter Anderson and Miguel Ángel del Arco: 137-156. London and New York: Routledge, 2015.

- Chislett, William. "Why Spain Would Like a 'Soft' Brexit." *Real Instituto Elcano* (2017).
- Crameri, K. "Do Catalans Have the 'Right to Decide'? Secession, Legitimacy and Democracy in Twenty-First Century Europe." *Global Discourse* 6 (3) (2015): 423-439.
- Crow, J. A. "Franco's Legacy: Order and Progress." In *The Root and the Flower, An Interpretation of Spanish and the Spanish People*. Berkeley: University of Berkeley Press, 2003.
- Dinan, Desmond. *Ever Closer Union: An Introduction to European Integration*. Boulder: Lynne Rienner, 2005.
- Elias, Anwen, and Ludger Mees. "Between Accommodation and Secession: Explaining the Shifting Territorial Goals of Nationalist Parties in the Basque Country and Catalonia." *REAF* 25 (2017): 129-165.
- Follesdal, A. & S. Hix. "Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik." *Journal of Common Market Studies* 44 (3): 533-562.
- Garicano, Luis. "Spain's Response to Brexit." *LSE* (2016).
- Hansen, Peo. "European Integration, European Identity and the Colonial Connection." *European Journal of Social Theory* 5 (4): 483-498.
- Hatton, Lucy. *Civitas: Theories of European Integration*. London: Civitas Institute for the Study of Civil Society, 2015.
- Hix, S., and B. Hoyland. *The Political System of the European Union*. London: Macmillan, 2012.
- Iglesias, Pablo. "Understanding Podemos." *New Left Review* 93 (May-June 2015): 7-22.
- López Castellano, Fernando and Fernando García Quero. "The Euro System as a Laboratory for Neoliberalism: The Case of Spain." *American Journal of Economics and Sociology*, vol. 78, no. 1 (2019).
- Milward, Alan. *The European Rescue of the Nation-State*. London: Routledge, 2000.
- Moradiellos, Enrique. "Franco's Spain and the European Integration Process (1945-1975)." *Journal of the Association for Spanish and Portuguese Historic Studies*, vol. 41, issue 1 (2016).
- Ormazabal, Mikel. "[ETA Releases Statement Announcing Its Complete Dissolution](https://elpais.com/elpais/2018/05/03/inenglish/1525349131_830131.html)." *El País*, May 3, 2018 (elpais.com/elpais/2018/05/03/inenglish/1525349131_830131.html).
- Piedrafita, Sonia, et al. "The Europeanisation of Spain 1986-2006." *Royal Elcano Institute*, May 11, 2007.

Powell, Charles. "The Long Road to Europe: Spain and the European Community, 1957-1986." *Royal Elcano Institute* (2015).

Rodon, Toni, and María José Hierro. "Podemos and Ciudadanos Shake Up the Spanish Party System: The 2015 Local and Regional Elections." *South European Society and Politics* 21 (3): 339-357.

Schuman, Robert. *The Schuman Declaration – 9 May 1950*.

"Spain On the Edge: An Interview with Pablo Iglesias." *New Left Review* 93 (May-June 2015).

["Spanish Civil War: A Prelude to Tragedy"](http://topdocumentaryfilms.com/spanish-civil-war/) (topdocumentaryfilms.com/spanish-civil-war/).

"The Conflict in Catalonia." *Royal Elcano Institute*, 2018.

"The European Union: Ongoing Challenges & Future Prospects" *Congressional Research Service*, 2018.

"The True Cost of Austerity and Inequality: Spain Case Study." *Oxfam Case Study* (2013).

Turnbull-Dugarte, Stuart. "Explaining the End of Spanish Exceptionalism and Electoral Support for Vox." *Research and Politics* (2019).

Optional Textbooks & Materials

Please see below two optional readings for the course. If you would like additional suggestions, please see your instructor.

- Preston, Paul. *The Spanish Civil War*. New York: W.W. Norton and Company, 2007.
- Hix, S., and B. Hoyland. *The Political System of the European Union*. London: Macmillan, 2012.
- Nugent, Neil. *The Politics of the European Union*. London: Palgrave, 2017.

Resources

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

Course Policies

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience. Learning in such an environment depends on the active participation of all students. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and 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. In classes meeting once a week, a two percent deduction from the student's final course grade occurs for each unexcused absence. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in harsher penalties including failure.

Absences are excused only for illness, religious observance, and emergencies.

Illness: For a single absence, students may be required to provide a doctor's note, at the discretion of the Assistant Directors of Academics. In the case of two consecutive absences, students must provide a doctor's note. Exams, quizzes, and presentations will not be made up without a doctor's note.

Religious Observance: Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their instructor and the Academic Office in writing via email one week in advance before being absent for this purpose. If exams, quizzes, and presentations are scheduled on a holiday a student will observe, the Assistant Directors, in coordination with the instructor, will reschedule them.

Please note: if you are unable to attend class, you are required to email your professors directly and notify them.

Late Submission of Work

10% is deducted per day for late written assignments. Oral presentations can only be made up if a student has an excused absence.

Academic Honesty/Plagiarism

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community.

Plagiarism: *presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:*

- *a sequence of words incorporated without quotation marks*
- *an unacknowledged passage paraphrased from another's work*
- *the use of ideas, sound recordings, computer data or images created by others as though it were one's own*
- *submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member*
- *altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.*
- *using language translation software.*

For further information, students are encouraged to check [NYU Policies and Guidelines on Academic Integrity](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html) (about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html)

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (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. For more information, see [Study Away and Disability](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html) (<https://www.nyu.edu/students/communities-and-groups/students-with-disabilities/study-away.html>).