

New York University  
Steinhardt School of Culture, Education and Human Development  
Department of Teaching & Learning

**ENYC-GE 2005 001 Cities and their Environments**

Fall Semester, 2019  
Tuesday 6:45 - 8:30 pm  
Room: R25W4\_C-1

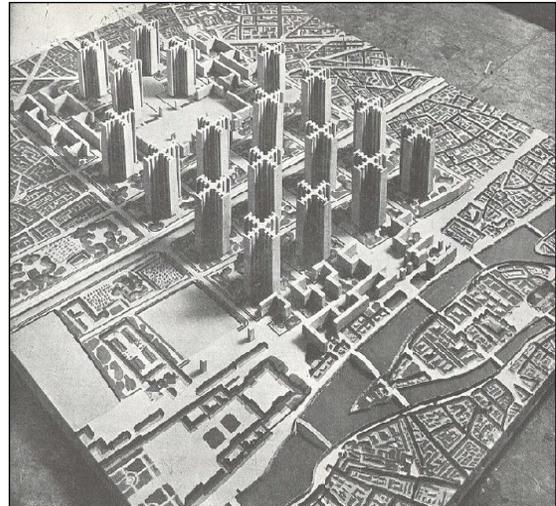
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Office Hours: 9-12 noon Wednesdays and by appointment.

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"This strangest of islands, I thought, as I looked out to sea, this island that turned in on itself, and from which water had been banished. The shore was a carapace, permeable only at certain selected points. Where in this riverine city could one fully sense a riverbank? Everything was built up, in concrete and stone, and the millions who lived on the tiny interior had scant sense about what flowed around them. The water was a kind of embarrassing secret, the unloved daughter, neglected, while the parks were doted on, fussed over, overused."

Teju Cole, Open City

Catalogue Description: The course revolves around recognizing and assessing the complex interrelationships between the city and its environment. The central problem is the alienation of urban residents from nature. Different conceptual frameworks for integrative analysis of human-environment relationships are used. The intent is to reconceptualize the city in ways that make these phenomena explicit, and to engage multiple publics. Students will also learn to study some aspect of a local place and re-envision it in ways that support deeper engagements between person and nature. No prerequisites for the course, save that of an inquiring mind.



Course Overview: Focusing on the city as its built form and the people who use it, we inquire into the interactions between the city, as defined, and its environment. In particular, how does urban society relate to environment, and how do we regard and support nature in the city? We will study some theories that help us understand the human-nature separation. We will also look at how these concepts lead us to practices that might address the issue. How do modernity and postmodernity contribute to the society-environment gap? In the second part of the semester, we focus on alternative ways of understanding the city and human-nature relationships that may lead to ideas

for reform and education. In so doing, we build, in progressive fashion, our own theories of city-environment interactions and interventions in the same.

### Course Objectives:

By the end of the course, students will be able to:

1. integrate scientific and social scientific aspects of urban environments.
2. analyze the interrelationships between human and nature, city and environment.
3. understand theories about human-nature separation and reflect on their practical application.
4. apply a working understanding of the causes and global manifestations of urbanization in explaining these phenomena to a wider public.
5. assess the impacts of urbanization on the world's resource base and the quality of the environment.
6. educate and dialogue with regulators, environmental professionals, and nonprofits in environmental quality issues and on urban nature.
7. evaluate, empirically, patterns of interaction between humans and nature in the city and develop recommendations for improving these and redesigning urban spaces.

### Course Materials and Requirements: Online Course Reader.

Attendance and Lateness Policy: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. We are a learning community and value everyone's regular contribution to the learning process. Two (2) absences (with an explanation or not) will result in a grade deduction. The only exceptions will be cases of documented illness or other family emergency. Also, every student must make an effort to be in class on time. Attendance and tardiness will be counted in the calculation of your final grade. Students will deal with others in class respectfully and professionally. Also, see university-wide policies on religious holidays and other matters at the end of this document. For example, we respect one's desire to observe religious holidays and will work with the student(s) to make sure they are able to cover the material taken up during any missed meetings (e.g., often, make-up lectures are possible) --but students should work these out with the instructor ahead of time.

### Assignments/Requirements:

#### 1. Midterm

There will be a midterm examination during class hours on Oct. 22. The midterm exam will be essay format and will test your knowledge of the concepts discussed in class as well as the assigned readings. This will be an individual exam to be conducted by email (no group work). The intent of the midterm is to assess both the degree to which the student has understood the material as well as their ability to translate concepts into practical real-world action.

#### 2. Group Project/Paper

Each group (of 3-4 students) will select a suitable site and conduct an empirical investigation of patterns of interaction between humans and nature and develop recommendations for redesigning the site. There should be 4 groups in all. The paper will be due on Dec. 18 (to be emailed to

lejano@nyu.edu). Groups are expected to visit the site/neighborhood of interest and document (with a field notes, photos, etc.) their observations of the issues of concern.

### 3. Group Presentation (in class)

Each group will give presentations (Dec. 3, 10) in class on their group paper/project. The aim is for students to begin teaching about ways to improve human-environment relationships –in this case, communicating their research to the rest of the class.

### 4. Article Discussion

During the second half of the semester, each group will also discuss a paper, sharing with the class the main points of the paper and their reflections on it. See the weekly schedule below for the timing of papers/group discussions.

5. There will be no meeting on Nov. 26, as this is an opportune time for groups to finalize their site analysis and prepare for the presentation on Dec. 3. In lieu of meeting on Nov. 26, the class is scheduled to attend the Thesis (Final Seminar) presentations of the graduating ECE students, tentatively scheduled for Dec. 9, 2019 from 5-6:15 pm. Since these theses presentations are directly relevant to the discussions in this class, this is a requirement for the class --for those students with schedule conflicts, let the professor know so a suitable make-up requirement can be assigned the week prior.

#### Assessment/Grading Criteria:

Attendance, participation, professional conduct	20%
Midterm	30%
Group project/paper	30%
Group report	10%
Article discussion	10%

#### (i) Attendance and Participation:

Classroom meetings are meant to be as much dialogue as they are lecture. So being, these meetings are meant to be occasions for students to raise questions, discuss concepts and practical implications, and exchange ideas. They are asked to come to class already having done the readings for that day and prepared to take up the subject matter beyond the readings. Each student is asked to participate in class discussions. In terms of rote information, half of the foundational concepts are to be found in the readings –the other half emerging from the discovery that happens in class.

#### (ii) Midterm:

Students are expected to reflect an in-depth knowledge of the material taken up in the first six weeks of the class. This means digesting the readings and lectures and making the ideas in them operational in their own research and professional agendas. In grading the essays, the instructor will assess the degree to which the student has digested and can communicate the entire breadth of the knowledge taken up thus far and the ability to apply these concepts to practical situations in everyday personal and professional life. The midterm will be held during class hours (by email) on Oct. 22; details to be provided in class.

(iii) Group Project/Report:

Specs for the project will be handed out in the first half of the semester, but a key criterion will be the quality of field investigation and the group's ability to employ concepts studied in the second half of the semester. The instructor will provide more details, in class, regarding format and essential elements in the project and report. The group report is the final deliverable for the course and is due (by email) on Dec. 18.

(iv) Group Report:

Students should practice communicating their project results, learning effective ways of educating the rest of the class in 30 minutes. Effectiveness of communication and clear linkage of research to output are key elements of a good presentation. Though not everyone in the group needs to present, everyone should have been involved in the project. Groups will present their work in class (Dec. 3 and 10).

(v) Article Discussion:

Each group will also take up one article and share with the class what the article is about, walking the rest of the class through its theoretical background and (if relevant) its empirical investigation. The group should also discuss its relevance for our ongoing investigation of human-nature relationships in the city. Though not every member of the group needs to present, everyone should have been involved in analyzing and interpreting the article. Specs for the analysis will be given in class. Key is the effectiveness of communicating salient lessons from the article. Presentations should take about 20-30 minutes.

Incomplete Policy: Incompletes will only be granted in extreme cases such as serious illness or family emergency and only where almost all of the work for the semester has already been completed. A request for an incomplete must be in writing and documentation (such a note from a doctor or clergy) must be provided.

Accommodations for Students with Disabilities:

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, [www.nyu.edu/csd](http://www.nyu.edu/csd).

Finally, please regularly check the **NYU Classes** course page on NYUHome (<https://home.nyu.edu>). Announcements, updates, the syllabus, and items of interest will be posted on NYU Classes. Copies of key course documents such as the syllabus and paper guidelines will be available on NYU Classes.





(instances of alienation) and exchange ideas about what the problems are and how we might address them --themes include immigrants in the city and neo-conservatism, property speculation and gentrification, climate denialism, etc.

Readings: Gandy, M. (2003). "Symbolic order and the urban pastoral," in *Concrete and Clay: Reworking Nature in New York City*. MIT Press, excerpt.

Lejano, R. (2016), *The Monocentric City Model* (Memo).

Jacobs, J. (1961). "Introduction" in *The Death and Life of Great American Cities*. Random House Digital, Inc.

Kaika, M. (2012). Chapter 2 (Modernization and Nature) in *City of Flows: Modernity, Nature, and the City*. Routledge, New York.

Week 4      Human-Nature Separation: Diagnosis and Intervention      Sept. 24

We focus on the environmental psychology of the human-nature gap. We will see that how we diagnose the problem suggests the practices we need in response.

Readings: Gatersleben, B. (2008). Humans and nature: Ten useful findings from Environmental Psychology research, *Counselling Psychology Review* 22(2):24-34.

Ernst, J., & Theimer, S. (2011). Evaluating the effects of environmental education programming on connectedness to nature. *Environmental Education Research*, 17(5), 577-598.

Vining, J., Merrick, M. S., & Price, E. A. (2008). The distinction between humans and nature: Human perceptions of connectedness to nature and elements of the natural and unnatural. *Human Ecology Review*, 15(1), 1.

Week 5      Postmodernity & the Construction of Nature      Oct. 1

We now turn to a different body of thought, opposed to the modern, which is the postmodern. What role does postmodernity play in society's relationship with or understanding of nature. What problems does this pose? What is the postmodern critique of climate discourse; on the other hand, what is the problem of postmodernity vis-à-vis climate change?

Readings: Cronon, W. (Ed.). (1996). *Uncommon ground: Rethinking the human place in nature*. WW Norton & Company. (or Duguid, *Nature in Modernity*), excerpt.

Allen, T.F.H. et al. (2001). Dragnet Ecology—"Just the Facts, Ma'am": The Privilege of Science in a Postmodern World. *BioScience*, 51(6), 475-485.

Gandy, M. (1996). Crumbling land: the postmodernity debate and the analysis of environmental problems. *Progress in Human Geography*, 20(1), 23-40.

Week 6      Reenchantment

Oct. 8

Guest Lecturer: Prof. L. DiCaprio

Up to this point, the class has been engaged in a critical analysis of the city (i.e., how city design and process alienate people from nature and environment). From this week onwards, we will be examining ways to re-imagine the city, conceiving of new ways to design spaces and structures to heal some of the human/environment separation. This week, our guest speaker will take up two ways of re-engineering the city. The first involves reducing our ecological footprint and monitoring the same. The second, biomimicry, involves getting inspiration from nature in designing things in the city. These (and forthcoming) ideas can be of use to you as you analyze your site and conceive of design improvements to the same.

Readings:      Beatley, T. (2011). Chapters 3 and 4, *Biophilic Cities*. Island Press, Washington, D.C.

Benyus, J. (2015). Redesigning Cities with Nature's Technology. *In The Technology of Us* (e-Book) <http://technologyofus.com/benyus-redesigning-cities/>

Online:      L. DiCaprio on High-rise Passive Housing  
<https://atlantic2.sierraclub.org/content/high-rise-passive-house-nyc>  
Gretchen Daily and the valuation of ecosystem services:  
<https://www.nytimes.com/2011/08/09/science/09profile.html>

Week 7      No Class (Monday Schedule per NYU calendar)

Oct. 15

Week 8      MIDTERM (ONLINE)

Oct. 22

This week, we have the midterm, which will be emailed to everyone and, after the designated time, to be emailed back to the instructor. No need to be in the classroom physically, so long as each student has email access. More details on the midterm will be provided in class.

Week 9      Inductive Approaches to Understanding the City

Oct. 29

Another useful approach to understanding how they city works and how to improve its design and functioning is through an inductive approach. We will study some work by Jane Jacobs and William Whyte, both of whom took this approach in understanding what made parks work. In addition, the group assigned to this week's discussion will take up another important inductive approach in the work of Kevin Lynch.

Readings:      Whyte, W. H. (1980). *The Social Life of Small Urban Spaces*, excerpt.

Jacobs, J. (1961). "The use of neighborhood parks," Chapter 5 in *The Death and Life of Great American Cities*. Random House Digital, Inc., New York.

Discussion:      Lynch, K. (1960). *The Image of the City*, excerpt.

(Group 1)

Week 10      Critical Theory and Dialectics

Nov. 5

This week, we start looking at some topics that can be useful for the group report (the final deliverable for the class). We also start focusing on alternative ways of viewing or understanding the city that might give us ideas for better designing them. The first is the use of critical theory and dialectics to construct alternative/innovative ideas. Also, starting this week and over the following weeks, we will have a group present an article for discussion.

Readings:      Burke, D. (2011), "Adorno's aesthetic rationalities," in Biro, A. (Ed.). (2011). *Critical Ecologies: the Frankfurt School and Contemporary Environmental Crises*. U. of Toronto Press.

Lejano, R. (2006), "Critique" in Lejano, R., *Frameworks for Policy Analysis: Merging Text and Context*, Routledge, New York.

Discussion:      Derby, M. W., Piersol, L., & Blenkinsop, S. (2015). Refusing to settle for pigeons and parks: Urban environmental education in the age of neoliberalism. (Group 2) *Environmental Education Research*, 21(3), 378-389.

or

(Group 2)      Evans, J. P. (2011). Resilience, ecology and adaptation in the experimental city. *Transactions of the Institute of British Geographers*, 36(2), 223-237.

Week 11      Seeing the City Anew (Objectives 2, 6, 7)

Nov. 12

Another conceptual and practical strategy is to view the city, and nature in it, through alternative perspectives. We use concepts like foregrounding and cosmopolitics to develop these alternative approaches.

Readings:      Karvonen, A., & Yocom, K. (2011). The civics of urban nature: enacting hybrid landscapes. *Environment and Planning-Part A*, 43(6), 1305.

Hinchliffe, S., Kearnes, M. B., Degen, M., & Whatmore, S. (2005). Urban wild things: a cosmopolitical experiment. *Environment and planning D*, 23(5), 643.

Blair, D. (2009). The child in the garden: An evaluative review of the benefits of school gardening. *The Journal of Environmental Education*, 40(2), 15-38.

Discussion:      Čapek, S. M. (2010). Foregrounding nature: An invitation to think about (Group 3) shifting nature-city boundaries. *City & Community*, 9(2), 208-224.

Week 12      Relationality and Aesthetics

Nov. 19

We discuss the ethic of relationality, which is viewing a city not in objectivist (or subjectivist) terms but as a network of relationships. This suggests new ways of reconfiguring the city and life within it. According to scholars of aesthetics, art is another route to a more relational and integrative way of understanding the city. Lastly, what are some relational practices we can bring into our professional life (and, more immediately, into the group project)?

Readings: Lejano, R. (2018). Climate change and the relational city. *Cities* 85:25-29.

Song, Y. I. K. (2012). Crossroads of public art, nature and environmental education. *Environmental Education Research*, 18(6), 797-813.

Vasko, Z. (2016). Connections between Artistic Practice and Experiences in Nature: Considerations for how Art Education Can Engender Ecological Awareness. *Canadian Review of Art Education: Research and Issues/Revue canadienne de recherches et enjeux en éducation artistique*, 42(2), 69-79.

Discussion: Dewey, J. (1958), Experience, nature, and art, Chapter 9 in *Experience and Nature*, Dover, New York.

(Group 4)

Week 13      No meeting in class      Nov. 26

This week is to be used by groups to finalize their site analysis and prepare for the group presentation on Dec. 4. In lieu of a meeting this week, the class is scheduled to attend, from 5-6:15 pm on Dec. 9, the research thesis presentations of the graduating ECE students. Since these theses presentations are directly relevant to the discussions in this class, this is a requirement for the class --for those students with schedule conflicts, a suitable make-up requirement will be assigned the week prior.

Week 14      Preview of Sites, Notes on Analysis      Dec. 3

This week, we will discuss how to integrate theory into the site analysis and utilize them to construct alternative design concepts for the site. Each group should also spend 10-15 minutes or so introducing their site to the rest of the class (you are encouraged to show pictures and video). This is just an intro to the site, however, and will not touch on the site assessment/evaluation and design recommendations (which will be discussed Dec. 11) --this week's presentation can be thought of as Part I of the group report (Part II being the presentation on Dec. 11).

Week 15      Special Meeting      Dec. 9

In lieu of a class meeting on Nov. 26, students are asked to attend the ECE research presentations on Dec. 9 in the evening (5-6:15 pm). Location to be announced.

Week 15      Group Presentations      Dec. 10

Group(s) will present their site evaluation this week. Details to be provided in class.

FINAL DELIVERABLE

Group Report due Dec. 18, to be emailed to lejano@nyu.edu.  
Specs for the report to be provided in class at least a month prior.

## Grading Scale/Rubric:

### A—Outstanding Work

An "A" applies to outstanding student work. A grade of "A" features not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but importantly, sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues.

An "A" paper is excellent in nearly all respects:

It is well argued and well organized, with a clear thesis

It is well developed with content that is specific, interesting, appropriate and convincing

It has logical transitions that contribute to a fluent style of writing

It has few, if any, mechanical, grammatical, spelling, or diction errors

It demonstrates command of a mature, unpretentious diction

### B—Good Work

A "B" is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material.

A "B" paper shares most characteristics of an "A" paper, but

It may have some minor weaknesses in its argumentation

It may have some minor lapses in organization and development

It may contain some sentence structures that are awkward or ineffective

It may have minor mechanical, grammatical, or diction problems

It may be less distinguished in its use of language

### C—Adequate Work

Work receiving a "C" is of good overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student's command of the material or problems with presentation.

A "C" paper is generally competent; it is the average performance. Compared to a "B" paper, it may have a weaker thesis and less effective development.

It may have serious shortcomings in its argumentation

It may contain some lapses in organization

It may have poor or awkward transitions

It may have less varied sentence structures that tend toward monotony

It may have more mechanical, grammatical, and diction problems

### D or F—Unsuccessful Work

The grade of "D" indicates significant problems with the student's work, such as a shallow understanding of the material or poor writing.

It presents no clear thesis

It displays major organizational problems

It lacks adequate support for its thesis

It includes irrelevant details

It includes confusing transitions or lacks transitions altogether

It fails to fulfill the assignment

It contains ungrammatical or poorly constructed sentences.

An "F" is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, or fails to follow the directions in an assignment, or fails to hand in an assignment. Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade.

# ADDENDA

## University Policies

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### Statement on Academic Integrity

"Your degree should represent genuine learning."

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

Cheat on an exam

Submit the same work for two different courses without prior permission from your professors

Receive help on a take-home examination that calls for independent work

Plagiarize

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

Copy verbatim from a book, an article or other media

Download documents from the Internet

Purchase documents

Report from other's oral work

Paraphrase or restate someone else's facts, analysis and/or conclusions

Copy directly from a classmate or allow a classmate to copy from you

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

### Avoiding Academic Dishonesty

Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.

Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.

Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted.

Know the source of each citation.

Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.  
Save your notes and drafts of your papers as evidence of your original work.

### **Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

### **Departmental Procedure**

The professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).

If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:

- Allow the student to redo the assignment
- Lower the grade for the work in question
- Assign a grade of F for the work in question
- Assign a grade of F for the course
- Recommend dismissal

Once an action(s) is taken, the professor will inform the program director and department chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the department chair for his or her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Discipline Within the Steinhardt School as outlined in the Steinhardt School of Culture, Education, and Human Development Student's Guide.

### **Referral to the Steinhardt Committee on Student Discipline**

In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

### **New York University Anti-Harassment Policy**

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment - an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender and/or gender identity or expression, color, creed, religion, age, national origin, ethnicity, disability, veteran or military status, sex, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

Students in the Steinhardt School may refer instances of harassment to the Associate Dean for Student Affairs, Pless Hall, 2nd Floor, 212 998 5065. To learn more, visit [www.nyu.edu/eo/anti-harass-policy.pdf](http://www.nyu.edu/eo/anti-harass-policy.pdf)

NEW YORK UNIVERSITY GUIDELINES FOR COMPLIANCE

WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Inquiries may be submitted to [ferpa@nyu.edu](mailto:ferpa@nyu.edu).

Among its several purposes, the Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. FERPA also permits the disclosure by an institution without a student's prior consent of so-called directory information about that student. Students have the right to file complaints with the Department of Education's Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA. In accordance with the statute and the FERPA regulations issued by the Department of Education, New York University ("NYU" or "the University") has adopted the following policies and procedures.

"Student" includes any person with respect to whom the University maintains an education record, whether or not that person is currently in attendance. Persons who have not been in attendance are not "students" entitled to review their records. Thus, persons who have applied to and been admitted by the University, but who have not yet begun to attend classes, are not eligible to review their records. Also, students who, while attending one school or college of NYU, have applied to another NYU school or college, are not entitled to review records of the school or college to which they are applying until they have been accepted and are in attendance at that school or college.

"Education records" available for review are defined as those records, files, documents, and other materials that contain information directly related to a student and that are maintained by the University. The form in which the information is maintained by the University does not matter; for example, computerized or electronic files, audio or video tape, photographic images, film, etc., with such information are "education records". This includes communications and documents distributed or received by e-mail, or other similar University systems, which are retained in these systems, either by the sending or receiving party.

In general, records maintained by the University that are available for student review are: recorder's docket, admissions docket, departmental docket, placement docket (if student has a file there), financial aid docket (if student has applied for aid), advisement and counseling dockets from the various schools, and bursar's docket. Not all of these categories of records are maintained for any given student, and there may be others. Students have the right to review original documents from their files.

Under FERPA and its related regulations the following types of University records are not "education records" and are, therefore, not available for student review:

Personal notes or records (including computerized files) that are kept by an individual University employee solely in her or his possession, are used only as a personal memory aid, and are not accessible or revealed to others, except to a temporary substitute. Records that relate to an individual who is employed by the University and that (a) are made and maintained in the normal course of business, (b) are not available for use for any other purpose, and (c) relate exclusively to the individual in that individual's capacity as an employee. This exception does not apply to records that relate to a student in attendance at the University who is employed as a result of his or her status as a student.

Medical and psychiatric records created, maintained, and used only in connection with the treatment of a student and that are not available to anyone other than the persons providing such treatment. Such records can be personally reviewed by a physician, psychologist, or other appropriate health professional of the student's choice. (Students who have received treatment from the University Health Center or from the University Counseling Services may contact those offices to inquire concerning access to patient information.)

Records that contain information relating to an individual who no longer is a student at the University and that are not directly related to the individual's attendance as a student, i.e., alumni records.

Grades or peer-graded papers before they are collected and recorded by an instructor.

Also, the University does not have to permit a student to review education records that are:

Financial records of the parents of a student.

Confidential letters and statements of recommendation placed in the education records of a student (a) prior to January 1, 1975, as long as they are used only for the purposes for which they were specifically intended; and (b) after January 1, 1975, if the student has waived access to such letters and recommendations and if such letters and recommendations relate to the student's admission to an educational institution (including admission to NYU), application for employment, or receipt of an honor or honorary recognition (see Section V, Waivers).

At NYU, FERPA is administered by Associate Provost Barnett W. Hamberger (note exceptions below), the Office of the Associate Provost is located at 194 Mercer Street, Room 403F, 212-998-2310. Except as noted below, requests to review records, for copies of the statute or its attendant regulations, or for additional information concerning FERPA, should be directed to the Office of the Associate Provost.

Current and former NYU students wishing to review records must complete a record request form in person at the office of the Associate Provost, Mr. Hamberger. The office is located at 194 Mercer Street, Room 403F. The request should specify what records are to be inspected. Upon receipt of a request, the record review officer notifies the office(s) maintaining the requested record(s), arranges for the transmittal of the record(s), sets up an appointment for the student's review of such records, and supervises the review. Students are provided with this review opportunity within a reasonable time, not to exceed 45 days from the date of receipt of the request by the appropriate record review officer. If any material or document in the education record(s) of a student includes information on more than one student, the student may inspect and review or be informed of only that part of the material or document relating to herself or himself. Students may duplicate materials other than NYU transcripts at a cost of 10 cents per page. Students will not be permitted to remove the original record(s) from the record review office. At the conclusion of the review the record(s) is returned to the originating office(s).

If a student is physically unable to come to the appropriate record review office, and if this inability would effectively deny the student access to her or his records, the student may obtain a record request form by calling or writing to the appropriate record review officer. The student should then return the completed request form by mail to the record review officer. The officer will make special arrangements for the review.

A student may waive his or her right to access to confidential recommendations for any of the following: admission to an educational institution; employment; receipt of an honor or honorary recognition. Waiver forms are available from each Dean's Office and in Departmental Offices. The waiver must be in writing and must be signed by the student. If a student waives her or his right to access, the recommendations must be used solely for the purposes for which they were intended, and, if the student so requests,

the University will give her or him the names of the individuals who made the recommendations. Recommendations mailed to third parties should include a copy of the signed waiver, so that the third party is aware that the student has waived access to the recommendation, and, hence, cannot obtain access to it from the third party's records in the future. The University does not have the right to make the student's waiver a condition to the student's receipt of any service or benefit from the University. Waivers may be revoked by the student, but the revocation will not enable the student to gain access to confidential recommendations made while the waiver was in effect.

If a student believes that any of the education records relating to her or him contain information that is inaccurate, misleading, or in violation of her or his rights of privacy, she or he may ask the University to correct or delete such information. The student may also ask that additional explanatory material be inserted in the record. Requests for amendment of a record or the addition of explanatory material should be submitted at the conclusion of the record review on form PL 93-3803, available from the appropriate record review officer. The reasons for the request should be set forth on the form and should clearly identify the part of the record the student wants changed and specify why it is inaccurate or misleading. There is no obligation on the part of the University to grant such a request. If the University declines to amend the records as requested by the student, it will so inform the student, and the student may request that explanatory material be inserted into the record or may request a hearing (see Section VII). The right to challenge the contents of an educational record may not be used to question substantive educational judgments that have been correctly recorded or to contest the assignment of a grade. Grades given in the course of study include written evaluations that reflect institutional judgment of the quality of a student's academic performance.

If the University declines to amend a student's record as he or she requests, the student has the right to a hearing. The hearing will be held within a reasonable time after the University receives the student's request for it. The hearing may be conducted by any person, including an official of the University, who does not have a direct interest in its outcome. At the hearing, the student may be assisted or represented by one or more individuals, including legal counsel, of the student's choice at the student's expense. Within a reasonable time following the hearing, the hearing officer will make her or his recommendation(s) in writing to the President (or his designee). This recommendation, and the written decision of the President or his designee on behalf of the University, will be based solely on the evidence presented at the hearing and will include a summary of that evidence and the reasons for the conclusions reached. If the decision of the President or his designee is to amend the record, the record will be amended and the student will be given written notice of the amendment. If the decision of the President or his designee is not to amend the record, the student will be informed that he or she has the right to place a written statement in his or her record, which will be kept in the file as long as the file itself is kept. The statement may comment on the contested portion of the file or say why the student disagrees with the decision of the President or his designee, or do both. If the contested portion of the file is disclosed to anybody, the student's statement will also be disclosed.

Prior to disclosing personally identifiable information from a student's education records, the University will obtain the student's signed and dated written consent to such disclosure, unless consent is not required by law. The student's written consent must "specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or class of parties to whom the disclosure may be made." In the case of certain offices, such as the career services or preprofessional committees, students can sign a blanket consent for disclosure of specified records to "appropriate third parties." Signed and dated written consent "may include a record and signature in electronic form that identifies and authenticates" the student as the source of the consent and indicates the student's "approval of the information contained in the electronic consent." Such consent is not needed for disclosure of directory information (see Section IX below) or for disclosure:

to the student;

to school officials with legitimate educational interests; school officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment.

to accrediting, testing, and similar organizations;

to parents of dependent students (see Section XI below);

to certain federal, state, and local officials and authorities, in each case as specified in Subpart D of the FERPA Regulations, 34 C.F.R. Part 99;

in connection with financial aid for which the student has applied or received, under the conditions set forth in the FERPA Regulations.

to comply with a subpoena or judicial order, provided that the University attempts to notify the student of the order or subpoena before complying with it (unless, in the case of a Federal grand jury subpoena or other subpoena issued for a law enforcement purpose, the subpoena orders that such notification not be made), or to provide information to the Attorney General of the United States or to his designee, without notification to the student, in response to a court order issued in connection with the investigation or prosecution of terrorism crimes as specified in Title 18, U.S. Code, sections 2331 and 2332 (g) (5) (B). Permission is not needed

for disclosure to a court when the University has initiated legal action against a parent or student or when necessary for the University to defend itself when a parent or student has initiated action against it.

in an emergency where there is an articulable and significant threat to the health or safety of a student or other individual, to appropriate parties whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. In such cases, the University will maintain a record of the articulable and significant threat which formed the basis for disclosure and the parties to whom the information was disclosed.

when forwarding education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or receiving services from, that institution while she or he is attending NYU, provided that the disclosure is for purposes related to the student's enrollment or transfer. The student's consent is not required for such disclosure, nor is any other notice of the transfer required, although a copy of each record so disclosed will be provided to the student if the student asks for it.

of the final results of any University disciplinary proceeding relating to a crime of violence or non-forcible sex offense allegedly perpetrated by a University student to an alleged victim of that crime or offense, regardless of whether or not it is concluded that a violation was committed. The consent of the alleged student perpetrator is not a condition to this disclosure.

of the final results of any University disciplinary proceeding reached on or after October 7, 1998 if it is determined that a student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the University's rules or policies with respect to the allegation. The names of other students, including the victim or witnesses, may not be disclosed without their prior written consent.

to the parent of a student regarding the student's violation of any Federal, State, or local law, or any rule or policy of the University, regarding the use or possession of alcohol or a controlled substance, provided that the University has determined that the student has committed a disciplinary violation with respect to that use or possession and the student is under the age of 21 at the time of the disclosure.

#### State sex offender registration and community notification programs

In the case of certain offices, such as the career services or preprofessional committees, students can sign a blanket consent for disclosure of records to "appropriate third parties."

The University will maintain a record of each request for and disclosure of personally identifiable information from the education records of a student to persons outside the University for as long as such records are maintained. The record will indicate the parties who have requested or obtained the personally identifiable information and the legitimate interest these parties had in requesting or obtaining the information. The student has the right to inspect and review this record of requests. The requirement to keep records of requests does not apply to: disclosures to the student; disclosures made pursuant to the written consent of the student; disclosures to University employees determined by the University to have legitimate educational interests; disclosures of directory information; or disclosures made in compliance with a Federal grand jury or other law enforcement subpoena which orders that the existence or the contents of the subpoena or the information furnished not be disclosed to the student.

In instances where disclosure of personally identifiable information from an education record to a third party is permitted (see above), the third party is subject to the requirements of the FERPA Regulations with respect to possible redisclosure of that information and the University must so inform the third party.

When a student gives his or her written consent to the disclosure of personally identifiable information from his or her records to persons outside the University, the student may request that the University provide him or her with a copy of any records thus disclosed, and the University will do so.

The purpose of the consent form is to permit the student to have some control over the disclosure of personally identifiable information in her or his education records. The fact that a student signs a consent form, whether specific or "blanket," does not, however, bind the University to make the student's records available to the third party or parties who have obtained the student's consent to their review of his or her files. The student's records are still the property of the University and, even if a consent has been signed, the University will exercise its discretion in each case by disclosing to the third party only such information, records, and files, if any, as the University deems appropriate in light of the reason that the third party is seeking access to the student's records. Because of this, all consents obtained directly from students by third parties must include a specification of the records to be disclosed, the purposes of the disclosure, and the person or groups of persons to whom disclosure may be made. The original signed consent must be provided to the University by the third party at the time the request for access is made. The University will retain the original consent. Records to which students are denied access because they are not "education records" usually will not be made available to an outside party. In addition, the third party generally will not be permitted to make copies of records to which he or she is granted access, even if the consent signed by the student explicitly gives permission for such copies to be made. If the student wishes the third party to have copies of documents in her or his file, or if there are other documents to which the third party has not been granted access by the University but which the student wishes the third party to have, the student may copy those records (see Section IV above) and provide such copies to the third party directly.

The University has designated the following student information as "directory information." Directory information may be disclosed for any purpose, at the discretion of the University, except as provided below.

Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full or part-time status, degree(s) conferred (including dates), honors and awards (including dean's list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), e-mail address and NetID. [Important. See notes (1) and (2) below.]

(1) E-mail address and NetID are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out.

(2) Under federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to "physical mailing address" but not e-mail address.

Currently enrolled students may refuse to permit disclosure of this information. To do so, a student enrolled in any school other than the College of Dentistry, School of Medicine, School of Law, or Stern School of Business - Graduate Division should complete a form requesting nondisclosure at the Office of the University Registrar, 25 West 4th Street, and submit it to that office. A hold will be placed on the release of directory information filed with the University Registrar, which will remain in effect until the student files a written request to remove it. Students in the College of Dentistry, School of Law, School of Medicine, or Stern School of Business - Graduate Division should complete the nondisclosure form available in the Recording Office of the school in which he or she is enrolled. Students in these schools will be informed if they must file a new nondisclosure form each academic year. A request not to disclose directory information applies to the entire category of such information and cannot be selective with regard to specific items defined as directory information. Similarly, a request not to disclose directory information applies to all individuals and organizations, subject to the exceptions stated in Section VIII above, and cannot be selective with regard to specific individuals or organizations.

A student may not use the withholding of directory information to prevent the University from disclosing or requiring the student to disclose his or her name, identifier, or institutional e-mail address in a class in which the student is enrolled.

Students should consider very carefully the effect of a decision to withhold directory information. If that decision is made, any requests during that academic year for such information from non-University persons or organizations will be refused (subject to the exceptions stated in Section VIII above or unless the student has subsequently removed the hold by notifying the Registrar or appropriate Recording Office in writing). If a student does not specifically request the withholding of directory information by filing the appropriate University form, as indicated above, the University assumes that he or she approves of the disclosure of such information. The University disclaims any and all liability for inadvertent disclosure of directory information designated to be withheld.

Authorized representatives of government agencies may occasionally ask to see a student's education records. Such requests are usually made when a student or former student has applied for a government job. The government agent should be referred to the appropriate record review officer, as indicated in Section IV above. Generally, the University will handle such requests in the same manner as other requests for access to student records by third parties (see Section VIII), provided that the government agent shows official identification and provides a signed release from the student, a copy of which will be retained by the University.

If a government agent has a subpoena, she or he should be referred to the Office of Legal Counsel. Under the FERPA regulations, the University is required to make a reasonable attempt to notify the student prior to complying with the subpoena unless, in the case of a subpoena issued for law enforcement purposes, the subpoena orders that such notification not be made. (See Section VIII above.)

Occasionally, a parent will request information from a student's education records or a copy of the student's transcript. Under FERPA, institutions are not required to disclose such information to the student's parent, but may do so if: (a) there is written consent to the disclosure from the student, or (b) the parent requests the information in writing and provides evidence that the student is his or her dependent under the Internal Revenue Code of 1986 (See Section VIII above.), or (c) the student has violated a Federal, State, or local law or any rule or policy of the University regarding the use or possession of alcohol or a controlled substance, provided that the University has determined that the student has committed a disciplinary violation with respect to that use or possession and the student is under the age of 21 at the time of the disclosure.

If the procedure indicated under (b) is followed, the University's practice is to ask the parent to establish dependency by providing a copy of her or his latest federal income tax return. Confidential information on the return may be expunged, provided that the information that remains is sufficient for the University to ascertain that the parent has claimed the student as a dependent. Further, it is also the practice of the University (except in a health or safety emergency) to inform the student of such a request and of the information requested before deciding whether to provide the requested information to the parent. "Parent" is defined by FERPA as "a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian."

The University will inform students of these Guidelines and of their rights under FERPA and the Department of Education's FERPA regulations by placing a notice about them on the website of the Registrar. For Annual Notice, go to <http://www.nyu.edu/registrar/university-policies/ferpa.html>.

## Memorandum

**Date:** August 27, 2015  
**To:** Deans, Chairs, and Faculty  
**From:** Provost David W. McLaughlin  
**Re:** Students' Religious Observance and Class Attendance

As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. The policy and principles to be followed by students and faculty may be found here: [The University Calendar Policy on Religious Holidays](#).

This autumn is a time of important religious observance for many of our students who celebrate the Jewish High Holy Days and Sukkot holiday in September and October, and the Muslim holiday of Eid al Adha in September. Some students may miss a significant amount of class early in the semester, as they choose to observe some or all the holidays.

Notwithstanding the University's supportive approach to these matters, some students may feel uncomfortable alerting their professors to upcoming absences related to religious observance. As we start the new semester, I thank you for your continued cooperation in creating an atmosphere of understanding and accommodation in response to our students' commitment to religious observance. Where questions arise about applying the policy to specific circumstances, faculty should consult with their department chairs and Deans of their schools.

## **Students with Disabilities**

The School works with the Henry and Lucy Moses Center to ensure that all students with disabilities are able to participate fully and benefit from classes. Students with disabilities can confer and work with the Center, who then in turn work with instructors, to ensure that such participation is promoted and to make any necessary arrangements in this regard. The Center's services and policies can be found at:

<http://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html>