## NYU Wagner logo

# PADM-GP 2197

# Taub Seminar

# Spring 2023

**Instructor Information**

Yehuda Sarna
Email: js1643@nyu.edu

Office Hours: by appointment

**Course Description**

In the context of a robust and competitive landscape, this course aims to train students in developing their visions for American Jewish organizations. It begins with theoretical frameworks in how organizational visions are typically formulated. What do professionals, funders, or board members mean by “vision”? Is vision best communicated through statements, stories or actions? Who are the optimal spokespeople for an organization’s vision? Beyond the theoretical plane, guest speakers representing local and national Jewish organizations will visit our class, offering real-life case studies and opening themselves to questions and challenges. In advance of each speaker, students will research the history and current state of the organizations represented, thereby gaining both experiential and empirical knowledge of the Jewish organizational sector. The incremental assignments culminate in a grant proposal on behalf of the organization, focused on the statement of vision and unique positioning of the organization.

**Learning Outcomes**

Through this course, students will learn to:

1. Identify theoretical frameworks for expressing vision
2. Assess the relative strength of vision statements put forward by an organization or project in relation to what they are or where they want to be
3. Craft their own vision on behalf of an organization or project, connecting the abstract to a concrete proposal

**Requirements**

1. *Class Participation:* Students are required to attend all classes and complete all assignments on time. Please notify the instructors through email before class if you are unable to attend.
2. *Oral Presentation*: Students will present on a different Jewish organization
3. *Written Assignment:*Students will incrementally develop a 10-15 page written grant proposal, including an executive summary and in-depth sub-sections.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Course Objective** | **% of Grade** |
| **Class participation** | 1, 2 | 15.00 |
| **Oral Presentation** | 2 | 20.00 |
| **Assignment #1 (“Why”)** | 1, 3 | 20.00 |
| **Assignment #2 (“Who”)** | 2, 3 | 20.00 |
| **Assignment #3 (“How”)** | 3 | 20.00 |
| **Executive Summary** | 3 | 5.0 |
| **Total** |  | 100.00 |

Course Materials

Required Texts

1. Gardner, Howard. *Leading Minds: The Anatomy of Leadership.* Basic Books: 2011.
2. Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action.*Portfolio: 2011.
3. Rick Warren.*The Purpose Driven Church: Growth Without Compromising Your Message and Mission.*Zondervan: 2007.

Articles

1. Ganz, Marshall. ["Public Narrative, Collective Action, and Power."](https://elibrary.worldbank.org/doi/10.1596/9780821385050_CH18) In Accountability Through Public Opinion: From Inertia to Public Action, eds. Sina Odugbemi and Taeku Lee: 273-289. Washington D.C: The World Bank. 2011.
2. Jack Wertheimer.[“Giving Jewish: How Big Funders have Transformed American Jewish Philanthropy.”](https://avichai.org/knowledge_base/giving-jewish-how-big-funders-have-transformed-american-jewish-philanthropy/) Avichai: 2018.
3. Sarna, Yehuda. [“How I became Chief Rabbi of the UAE and why that matters to global Jewry”](https://blogs.timesofisrael.com/how-i-became-chief-rabbi-of-the-uae-and-why-that-matters-to-global-jewry/). Times of Israel: August 2020.

Videos

1. Mills, Linda and Clinton, Chelsea. [*Of Many: Then and Now*](http://www.ofmanyfilm.com/)*[Film].*Spicy Icy Productions. 2014. [www.Ofmanyﬁlm.com.](https://brightspace.nyu.edu/javascript%3A/)
2. Gallagher, Tom. *Amen. Amen. Amen.*Religion Media Company. 2021. [www.amenthfilm.com](https://www.amenthfilm.com/)

Teaching & Learning Methodologies

Four learning methodologies will be involved in this course:

|  |
| --- |
| LecturesThe lectures will provide relevant historical knowledge, highlight the intellectual contexts of the required readings, spell out key concepts and outline analytical implications. |
| Participation and discussionMuch of the work of the class involves introspection, reﬂection, and sharing of ideas and experiences. Readings will provide theoretical frameworks and case studies, which will be deliberated in class. We will often break into small groups to allow for a more focused and participatory learning experience. |
| Written assignmentsYou will be expected to write three assignments and an executive summary. The assignments build on each other, incrementally bringing you to the ﬁnal project. |
| Oral presentation - Organizational Vision and ActionStudents will each present on an organization in advance of a speaker for a given class. |

Class Participation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PerformanceIndicator | “A” Level | “B” Level | “C” Level | “D” Level |
| Frequency of participation in class and in meetings | Frequently initiates contributions and offers to respond to questions posed in class; regularly raises questions in meetings | Occasionally initiates contributions and offers to respond to questions posed in class; occasionally raises questions inmeetings | Rarely initiates contributions and offers to respond to questions posed in class; rarely raises questions in meetings | Does not initiate contributions and will only respond to direct questions posed to student; does not raise questions inmeetings |
| Quality of | Comments always | Comments mostly | Comments are | Comments are |
| comments / | insightful and | insightful; mostly | sometimes | uninformative; does |
| questions | constructive; uses | uses appropriate | constructive; does | not use appropriate |
|  | appropriate legal | legal terminology; | not use appropriate | legal terminology; |
|  | terminology; asks | asks questions that | legal terminology; | heavy reliance on |
|  | insightful questions | demonstrate a good | comments too long | general sentiment |
|  | that demonstrate | understanding of | or not always | (“I don’t like the |
|  | student has done | the material | relevant to | idea”, “sounds |
|  | the reading and has | presented during | discussion | great”) |
|  | actively listened to | the presentation |  |  |
|  | the presentation |  |  |  |
| Listening skills | Actively listens | Mostly attentive | Often inattentive | Does not listen to |
|  | during meetings / | when others present | and needs reminder | others; speaks while |
|  | presentations, | or pose questions; | to focus in class; | others speak; |
|  | including when | occasionally needs | interrupts others or | detracts from |
|  | other students | reminder from | otherwise disrupts | discussion |
|  | speak; builds on | instructor to focus or | others who are |  |
|  | comments of others | comment | speaking |  |

Written Assignments

Assignment #1 - “Why”

Due February 13

*3-5 pages, typed and double-spaced, 12pt font, and 1-inch margins.*

The purpose of this assignment is to explore an area of need or opportunity and offer a compelling way to address it. This section is the moment for vision and the baseline of any grant. Be sure to include relevant data and to cite recent studies, etc.

1. What is the problem/opportunity? Who might it affect and how?
2. Why is the problem important?
3. Who is already addressing the problem and how?
4. What is at the root of the problem?

Assignment #2 - “Who”

Due March 20

*3-5 pages, typed and double-spaced, 12pt font, and 1-inch margins.*

The purpose of this assignment is to make a compelling case for why your organization or unit is best positioned to address the problem or opportunity.  Be sure to mention an “origins” story, recent successes, and relevant resources.

1. Why does your organization exist? How was it founded and why?
2. How does your story connect with that of the organization?
3. What are the unique resources we can bring to bear?
4. What is unique about our positioning that distinguishes us from others?

Assignment #3 - “How”

Due April 17

*3-5 pages, typed and double-spaced, 12pt font, and 1-inch margins.*

The purpose of this assignment is to outline the key strategies necessary to bring about change. This does NOT need to include full project detail, how many staff, what the budget is, etc. The focus is less on the project design than on the strategies which would guide project design.

1. How does the unique story, vision and positioning of your organization inform this solution?
2. How are you adapting or tweaking “tried and true” methods which others have used?
3. Which truly innovative strategies are you introducing?

Executive Summary

Due May 8

Provide a 1-page executive summary, followed by each of the three writing assignments (Why, Who, How).

Organizational Vision

Each student must prepare a 7-10 minute presentation on the organization which a guest speaker helps lead. The powerpoint presentation should be approximately 6 content slides and address the following:

1. Stated vision of an organization
2. Origins story
3. Counter-story
4. Key Strategies/Actions
5. Role of individual in organization
6. Assessment

Course Schedule

Unit 1: Introduction to Visionary Leadership

1. January 23
	1. Visionary leadership and the art of public narrative
		1. Read Gardner (pp. 3-65), Ganz (full article)
2. January 30
	1. What is vision?
		1. Read Warren, Sinek
3. February 6
	1. The Jewish communal context
		1. Stories and counter-stories
		2. Read Wertheimer

Unit 2: Advocacy

1. February 13
	1. Interfaith Relations
2. February 20
	1. Anti-semitism
3. February 27
	1. Israel
4. March 6 - Purim - asynchronous class
5. March 13 - Spring Break - no class

Unit 3:  Jewish Identity

1. March 20
	1. Diversity
2. March 27
	1. Spirituality
3. April 3
	1. Scholarship
4. April 10 - Passover/Easter - asynchronous class

Unit 4: Philanthropy

1. April 17
	1. Federations
2. April 24
	1. Large Foundation
3. May 1
	1. Family Foundation
4. May 8
	1. Discussion of final proposals

Policy Statements

Attendance Statement:

Each unexcused absence results in the deduction of one mark from the ﬁnal course grade (e.g. from an A- to a B+). Excusing absence is at the discretion of the instructor. Students who miss more than three classes, excused or unexcused, cannot pass the course. If the absences are excused, the student will be withdrawn from the course. If more than one of the absences is unexcused, the student will fail the course.

Academic Integrity:

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential. As part of the NYU global network, NYUAD students are also subject to NYU’s all-school policy on [Academic Integrity for Students at NYU.](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html)Alleged integrity violations are resolved using NYUAD’s [Academic Integrity Procedure](https://students.nyuad.nyu.edu/academics/registration/academic-policies/academic-integrity/)

Moses Center for Student Accessibility (CSA): mosescsa@nyu.edu

New York University is committed to providing equal educational opportunity and participation for students with disabilities. CSA works with students to determine appropriate and reasonable accommodations that support equal access to a world-class education. Conﬁdentiality is of the utmost importance. Disability-related information is never disclosed without student permission. If you have any questions or would like to have further information about the Moses Center, please visit the [following link](https://www.nyu.edu/students/communities-and-groups/student-accessibility.html).

Health Resources:

As a University student, you may experience a range of issues that can interfere with your ability to perform academically or impact your daily functioning, such as heightened stress, anxiety, difﬁculty concentrating, sleep disturbance, strained relationships, grief and loss, personal struggles. If you have any well-being or mental health concerns please visit the Counseling Center on the ground ﬂoor of the campus center from 9am-5pm Sunday - Thursday, or schedule an appointment to meet with a counselor by calling: 02-628-8100, or emailing: nyuad.healthcenter@nyu.edu.If you require mental health support outside of these hours, call NYU's Wellness Exchange hotline at 02-628-5555, which is available 24 hours a day, 7 days a week. You can also utilize the Wellness Exchange mobile chat feature, details of which you can ﬁnd on the student portal.