

PADM-GP 2186

Leadership and Social Transformation

Fall 2023

# Instructor Information

Professor Judy Pryor-Ramirez (AKA “Professor J”)

Email: jpramirez@nyu.edu

Student hours: By appointment only, email Prof. J.

# Course Information

Time: Tuesdays, 6:45 - 8:35pm

Location: Room 250 at 60 Fifth Avenue

# Course Prerequisites

CORE-GP 1022, Introduction to Public Policy; CORE-GP 1020, Management and Leadership; PADM-GP 2106, Community Organizing

# Course Description

This course aims to engage students in a transformative learning experience that contributes to challenging, deconstructing, and reconstructing their understanding of social change leadership; this, with the purpose of reflecting on the implications for enacting their leadership as they engage in work that addresses some aspect of social inequality and exclusion. The course draws on research insights and practical lessons from leadership in social change organizations that want to transform existing thinking, policies, and structures by pursuing democratic systemic solutions to problems associated with their communities’ experience of exclusion. The course challenges a traditional–single, heroic– approach to leadership that emphasizes the “leader-follower” relationship. Instead, it is grounded on a leadership perspective that fosters a collaborative mindset, a bottom-up participatory approach, and relational principles to engaging the world, namely, collective leadership.

#  Course Design & Pedagogy

The course combines conceptual frameworks and experiential activities to bring theory to practice and thus is divided into three domains of learning and practice: (1) Contexts for Social Transformation; (2) Organizational Elements for Social Transformation; (3) Leadership Tools for Social Transformation;

The course is structured as a seminar/workshop. Classes are a mix of mini-lectures, group discussions of cases, dialogues, and guest speakers. It is, therefore, very important to prepare both readings and media content before class and to participate actively in the discussions. In-depth course discussions, case studies, reflective memos, in-class exercises, and team presentations will provide opportunities to apply theories, concepts, and research findings to particular situations to hone your understanding of leadership for social transformation. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

#  Learning Objectives

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

1. Recognize your mental models and assumptions about leadership and social transformation, and use these to identify key personal strengths, gaps, and strategies to develop leadership capabilities as an effective social change agent.
2. Be able to contrast a perspective of leadership (emphasizing its collective dimensions) with traditional perspectives (emphasizing its individual dimensions); and articulate the benefits and challenges of a collective perspective to produce effective social change.
3. Assess examples of leadership practices in social change organizations to see how they help individual efforts become collective achievements and appreciate the power of leadership work that weaves individual, organizational, and policy levels of action.
4. Articulate and share lessons drawn from the process and product of the projects by engaging in deep conversations and teamwork with peers who share the passion for addressing shared concerns around some aspect of social inequality.

# Course Material

* Brightspace Page: You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here: <https://brightspace.nyu.edu/d2l/home/297060>
* Readings: To keep costs down, I am providing you with most of the readings and case studies that the copyright allows me to post in NYU Classes except one book. Please secure this book at [NYU Libraries](https://bobcat.library.nyu.edu/permalink/f/ci13eu/nyu_aleph008287997) or [purchase](https://bookshop.org/p/books/the-purpose-of-power-how-we-come-together-when-we-fall-apart-alicia-garza/14720130) it: *The Purpose of Power* by Alicia Garza

# Course Schedule

## Unit 1: Contexts for Social Transformation

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| --- | --- | --- |
| **Class Date** | **Topic** | **Texts & Assignments** |
| 9/5 | Intro to Leadership for Social Transformation | [Freedom Dreams 20 Years Later by Robin D.G. Kelley](https://drive.google.com/file/d/1aezAxdWLGKVsJmISDud6cWBXkfY3A6m_/view?usp=sharing) Read Part I (Intro - Ch. 2) in *The Purpose of Power* by Alicia Garza |
| 9/12 | Social Transformation: Conceptual Frameworks | Read Part II (Ch. 3-7)  in *The Purpose of Power* by Alicia Garza [Social Service or Social Change?](https://drive.google.com/file/d/1kQrF4Jb8yapv2tVxrs_LtMa4G6C4LAN_/view?usp=sharing) By Paul Kivel in *The Revolution Will Not Be Funded*Podcast: [Elections vs. Movements: A Strategy Showdown with Sunrise](https://radiopublic.com/irresistible-fka-healing-justice-WznLEJ/s1%21fd2df) on the Healing Justice Podcast (1hr and 2 minutes)  or read the [podcast transcript](https://drive.google.com/file/d/1a7JRnlfAfX18gz5PVfeXEpEBj1x2xgjN/view?usp=sharing)Research by Lomeli, et al. |
| 9/19 | Social Transformation: Critical Histories and ContextsR&R Day: \*\*Class Online\*\* | Reading Part III (Chapters 8-18) in *The Purpose of Power by Alicia Garza*[Streets to Statehouse](https://drive.google.com/file/d/1b8DAGzzgYrQkyJJPVal4tUbWB5271pO9/view?usp=sharing) by North Star Fund**Unit 1 Critical Essay due 9/22 by 11:59pm ET.** |

## Unit 2: Organizational Elements for Social Transformation

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| **Date** | **Topic** | **Readings** |
| 9/26 | Org Shapes & Structures | [Organizational Development for Social Change](https://drive.google.com/file/d/11T7vTN2QRM6yPjI0I4lcMP5KvL29DZYh/view?usp=drive_link) by Sinclair and Russ[Building Resilient Organizations](https://forgeorganizing.org/article/building-resilient-organizations) by Mitchell [Shared Leadership](https://drive.google.com/file/d/16e5H3IjFb_IopneWn8wEupEWr0BoJPXd/view?usp=sharing) by Allison, Misra, and Perry  |
| 10/3 | Funding | [Introduction](https://drive.google.com/file/d/1zSXNl0wRuUaV7e-mJMu9dmqkkw5PyCRs/view?usp=sharing) in *The Revolution Will Not Be Funded* by INCITE [Linking Fundraising to Sustainability for Social Change Organizations](https://drive.google.com/file/d/1B1uxZ4jmy5xkyawjXm_A-541znHSRyb9/view?usp=sharing) by OspinaPodcast: [The Racist Roots of Nonprofit & Philanthropy](http://www.theethicalrainmaker.com/listen-now/episode-7-the-racist-roots-of-nonprofits-philanthropy-with-christina-shimizu) on The Ethical Rainmaker Optional: [Why We Need an Ethic of Care for Program Officers](https://www.philanthropyconcafe.com/post/why-we-need-an-ethic-of-care-for-program-officers) by Garcia |
| 10/10 |  | *R&R Day: No Class – Legislative Monday* |
| 10/17 | Power  | [Power Analysis](https://drive.google.com/file/d/1-SBiZX_gOW99SjQpq1osfkjcaFuNxwS6/view?usp=sharing) (pg. 276-283) by Petit[Chapter 2 in Grassroots and Nonprofit Leadership](https://drive.google.com/file/d/1BMv5kK2Au8LGQSPKWXCwnE4MG_v7F72D/view?usp=sharing) - Lakey, Lakey, Napier and Robinson [Sterling Network NYC: A Bold Experiment in A Bold Experiment in Relationships, Power & Imagining Leadership Otherwise](https://www.rsclark.org/resources) by Pryor-Ramirez |
| 10/24 | People & Culture | [“Chapter 8 - Investing in People”](https://drive.google.com/file/d/1uMpP-7J6Zxk-6B4ktOR93VF7NmjW5mmY/view?usp=sharing) in *Management in a Changing World* by Imani, Wong and Ahuja[Nuts and Bolts for Building Resilient Organizations](https://convergencemag.com/articles/nuts-and-bolts-for-building-resilient-organizations/?link_id=10&can_id=a3baa3f701c5519c5b2fe2679374225c&source=email-happy-may-day-from-convergence-read-can-labor-seize-its-movement-moment-and-more-2&email_referrer=email_2022129&email_subject=our-latest-from-laid-off-sierra-club-staffers-durham-nc-tenants-and-more) by Halsted, Chin, and Graham[Into the Fire: Lessons from Movement Conflicts](https://drive.google.com/file/d/165HF73VA7ckNO9XrfK8mVXGPaiIuGcgy/view?usp=sharing) by Benedict, Ghadbian, and Ross |
| 10/31 | In-class Presentations  | Unit 2 Assignment Due: “Take It Outside” Interview (No readings due) |

## Unit 3: Leadership Tools for Social Transformation

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| **Date** | **Topic** | **Readings** |
| 11/7 | Facilitation Workshop w/Kendra Danowski | Select [chapters](https://drive.google.com/file/d/1ELr3K8Kf2SRTRf9tTTre_gpIs78-tQvM/view?usp=sharing) from *Holding Change* by adrienne maree brownPodcast: [Power, Intention, and Gathering with Priya Parker](https://www.findingourwaypodcast.com/individual-episodes/s2e9) on the Finding Our Way podcast (58 min, 3 secs or read [transcript](https://docs.google.com/document/d/1snlpGll5pMCBOFGw3REl2akrnsBDYT1i/edit?usp=sharing&ouid=103624422595104189022&rtpof=true&sd=true)) |
| 11/14 | Leadership Frameworks for Social Transformation | [Chapter 12](https://drive.google.com/file/d/1I9hDQrV6f80goCgCkqrdUer7b3zvR9Ci/view?usp=sharing) in *Baker* by Ransby [Enacting Collective Leadership in a Shared-power world](https://drive.google.com/file/d/186jre_S9iEwsNN-5lrnwxsL0CEn5-RXj/view?usp=sharing) by Ospina and Foldy[Liberatory Leadership](https://leadershiplearning.org/webinars/session-1-what-does-liberatory-leadership-mean/) by Leadership Learning Community (1 hr, 12 minutes) |
| 11/21 | Leadership Tool #1: Mind & Body | [I/We/It: Leadership for Social Change](https://drive.google.com/file/d/1MpoLG3QX15NwX9Vb2JrlCiIgbPJ5qeLt/view?usp=drive_link) by McLeod Grant, Block, Fors[What Your Body Has to Do With Social Change](https://www.yesmagazine.org/social-justice/2019/05/14/adrienne-maree-brown-social-change-body-pleasure-activism) by Brown |
| 11/28 | Leadership Tool #2: Narrative Strategy | [Webinar](https://www.youtube.com/watch?v=WBzfCJeDiHw) on Narrative Change by Collective Impact Forum (1 hour) ([transcript](https://collectiveimpactforum.org/blog/video-and-transcript-the-role-of-narrative-change-in-collective-action/))[Chapter 5](https://drive.google.com/file/d/19uFh3bnzoTwCFc8179cRMKukJPndRedT/view?usp=drive_link) in *Re-Imagining Change* by Reinsborough and CanningOptional: [Butterfly Lab Report](https://drive.google.com/file/d/1VpM_iWcU-A3YAxtEO4j3EebwpkSWUbm-/view?usp=sharing) 2022 (pages 4 - 26) |
| 12/5 | Leadership Tool #3: Community-based Participatory Action Research | [Resident experts: The potential of critical Participatory Action Research to inform public housing research and practice](https://drive.google.com/file/d/1_27ML2F3Oj-sH53O17gXBitsv1OVp67z/view?usp=sharing) by Thurber, et. al.[CBPAR Toolkit](https://drive.google.com/file/d/1AIWLvOsgc5u-FxL-h812KJdd_OKd8paT/view?usp=sharing) by NIN at Drew University |
| 12/12 | Leadership Tool #4: Radical Rest & Respite | [“Rest: A Middle Finger to Oppression, a Road Map to Justice”](https://nonprofitquarterly.org/rest-a-middle-finger-to-oppression-a-road-map-to-justice-by-shawn-ginwright/) in *NPQ* by GinwrightPodcast: [Rest as Reparations](https://irresistible.org/podcast/40) on the Healing Justice/Irresistible Podcast (1hr, 2 minutes) |
| 12/19 | Finals Week - no class | Final Reflection Essay due to Brightspace by 11:59pm ET |

# Major Assignments and Deadlines

Below are descriptions of the major kinds of assignments and their deadlines. Further details about these assignments can be found on Brightspace in the Assignments Tab or on the hyperlinked assignment sheet.

**Unit 1 Critical Essay**

**Due: Friday, 9/22 by 11:59pm ET on Brightspace**

To think more deeply about social transformation, you will explore what the texts mean in the context of social transformation and how the texts help or not help you understand the broader aims of this course toward leadership and social transformation. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/1myGIp9UZW1LE7tr2k-0xI5uGs-NKivmD5sp3UuF5xiU/edit?usp=sharing).

**Unit 2 “Take It Outside” Interview**

**Due: Wednesday, October 31, 6:00pm ET on Brightspace**

You will interview a “social transformation professional” in your community/context who can help shed light on two or more topics we have discussed in Unit 2. You will produce components for this assignment: (1) Interview Questions; (2) Interview Report; and (3) Slide Deck. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/1iKhvMvxSRkMd3reSBGQEmUesROvXaMal879oKEEzvc0/edit?usp=sharing).

**Unit 3 Leadership Tools Practice (various dates, see Brightspace)**

To develop our leadership skills for social transformation work, we must practice it even if we don’t get it right. In pairs, you will design an experience for the class to practice one of the leadership skills for social transformation outlined in Unit 3 of the syllabus. As you prepare, find ways to attain equitable participation from class members. Your job is not to lecture but instead facilitate an experience in which all class members can participate and come to a fuller understanding of the leadership practice for the week. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/1AzhN8xwt9q7LQ2vd3f9M6m0cgtJFbdbRK_IE0K6wDyk/edit?usp=sharing).

**Final Reflection Essay (Due Date: December 19, by 11:59pm ET)**

Reflect on the course keywords/phrases/readings — social transformation, systems change, collective and liberatory leadership, systems thinking, narrative change strategy, organizational structures, and power (or others!). Choose at least three that most resonate with you. Then, write a 2-page paper double-spaced based on the prompts. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/1Bv5sKwl781GCccCmeOM5ZThQtSQLzcCcsSxvQbNleKk/edit?usp=sharing).

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| **Grading Elements** | **Percent of Final Grade** |
| Weekly active in-class participation (Individual)  | 15% |
| Unit 1 Critical Essay (Individual) | 15% |
| Unit 2 Interview (Individual) | 20%  |
| Unit 3 Leadership Tools Practice (Team) | 30% |
| Final Reflection Essay (Individual) | 20% |

# In-Class Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our colleagues’ behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

#  Statement of Academic Integrity

All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

# ChatGPT Guidance

The [policies of Wagner](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html) require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don’t, this violates the school’s norms, and you will be held to the guidance outlined in [Wagner’s Academic Integrity Policy](https://wagner.nyu.edu/portal/students/policies/code#sec-B1) .

# Prof. J’s Classroom Policies

* *Attendance and Punctuality:* You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean’s Office.
* *Changes to readings/assignments:* This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
* *Late assignments:* Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
* *Revise & Resubmit:* Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for “revise and resubmit” consideration.
* *Eating & Drinking:* Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)
* *Tech in Class:* Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

#  NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please email me at least one week prior to the next class if you should be absent for a religious holiday.

# Wagner Writing Center

The Wagner Writing Center offers writing support through tutors, workshops, and a writing series. Visit them at: [https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center)

# NYU Writing Center

NYU’s general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system.

Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to NYU Writing Center's website: <https://www.nyu.edu/students/academic-services/writing-center.html>

# Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page: <https://guides.nyu.edu/subject_nonprofit>

If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](http://guides.nyu.edu/c.php?g=276562&p=1844731) or [Ask a librarian](https://library.nyu.edu/ask/). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](https://asklib.library.hbs.edu/loader.php?fid=8880&type=1&key=005238e43b16109f77fdcb0515af673b). Also commonly used in the public service field is the [APA style](https://apastyle.apa.org/).

# Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html), call 212- 998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

# Land Acknowledgement

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor’s past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. *(Adapted from Bard College)*

# Justice, Equity, Diversity and Inclusion Statement

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, and religious oppression among others impact the learning process.

As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. *(Adapted from Bard College)*

*“When everyone in the classroom, teacher and students, recognizes that they are*

*responsible for creating a learning community together, learning is at its most meaningful and useful.”*

*– bell hooks, Ph.D. (1952-2021)*