**Sustainable Development**

**Course: GLOB1-GC 2440**

**3 credits**

New York University School of Professional Studies

M.S. Program in Global Affairs

Spring Semester 2022
January 24, 2022 – May 9, 2022

Thursdays 3:30 – 6:10 p.m. ET

Remote Format – via Zoom

[Dr. Michael Shank](http://www.michaelshank.tv)

michael.shank@nyu.edu

Office hours by appointment

**Course Description**

The world’s population is expected to grow to over [9.7 billion](https://www.un.org/en/global-issues/population) by 2050 and to an estimated [11 billion](https://www.sciencedaily.com/releases/2015/08/150810110634.htm) by the end of this century. This growth will impact every imaginable resource: *water* for drinking, *food* for eating, *energy* for heat and electricity, *minerals* for building, *land* for farming and sanitation, *air* for breathing, *rare earths* for technology, and more.

To sustain the projected population growth, food production alone, as one example from above, will have to increase [70 percent](http://www.fao.org/news/story/en/item/35571/icode/) by 2050. Corresponding surges in energy and water demand will be equally intensive.

Managing those increases, and ensuring that everyone has access to food, water, and energy, while also keeping the climate in balance, won’t be easy. It’ll require a very different modus operandi. At current pace, we’re breaking too many records – from hottest year ever on record to highest greenhouse gas emissions on record. And as the latest pandemic has illustrated, the way we do things, and the way we’ve done things, will have to change, and fast.

The issue of sustainability, then, should be a priority for any policymaker, which is why 193 member states of the United Nations adopted [17 Sustainable Development Goals](https://sdgs.un.org/goals) to tackle this very problem. It is now front and center on the global stage.

This class couldn’t be better timed as the international community comes together to consider how to sustainably develop socially, economically, and environmentally, amid worsening Covid and climate-related crises. A more sustainable path is a must if our society wants to sustain the kind of population growth and energy, water, and food consumption that is expected.

This isn’t merely an urban or rural development exercise. It’s about our survival as a human race. Preventing resource scarcity or resource insecurity – whether it’s over water, food, or fuel – is also about preventing wars, violence, and legal conflicts over natural resources, which are now occurring on every continent.

This class, therefore, is not only about sustainability, but also about stability, safety, and security. It’s that serious, and it’s that timely.

The course will cover sustainable development in several segments:

Overview of Problems – Module 1
 Overview of Solutions – Module 2

Food, Agriculture – Module 3

Water – Module 4

Energy – Module 5

Economy – Module 6

Industry – Module 7

Cities – Module 8

Consumption, Production – Module 9
 Oceans – Module 10

Forests – Module 11

Peace, Conflict – Module 12

Partnerships – Module 13

Presentations – Module 14

**Course Prerequisites**

No prerequisite for this course

**Course Structure/Methods**

The course delivery format will be entirely virtual. This course will meet weekly online and will be a mixture of presentations – by the professor and guest speakers – as well as group exercises, workshops, and problem-solving activities. Correspondence between the professor and the students, as well as assignment submissions, will take place online via NYU Brightspace as well as via NYU email.

**Expectations**

This class is intended to be practical, experiential, and immediately relevant to what’s happening now, in 2022, and beyond. The Covid and climate crises are happening here and now and, consequently, the need for sustainable development, in response, is equally vital. Students keen to explore and engage solutions to the problems identified in the course will do well. It’s assumed that students who are committing to this course will bring the following energy and effort to the class:

Critical Thinking: A willingness to challenge the status quo is a must, given how entrenched and embedded traditional socio-economic development thinking and formulas remain. Everything should be on the table and up for discussion, from food and fashion to family planning.

Engagement Inside Class: Respect for the learning environment should be a priority for each student. To ensure a high-quality, educational experience for fellow learners and students, consideration is key. Since nonverbal cues are harder to read online in a virtual classroom, making and respecting space for collegial engagement requires thoughtful and constant observation.

Engagement Outside Class: What’s learned inside the classroom has little relevance unless it’s applied, reflected upon, and exercised outside the classroom in the real world. It must be tested, torn apart, and rebuilt through the lived experience.

Lastly, the professor’s teaching pedagogy aligns closely with [Paulo Freire’s](https://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf) pedagogy. This course won’t adhere to a [banking model of education](http://www.pitt.edu/~writecen/BankingConcept.pdf), but rather will aim for a co-created educational environment where student and professor are co-learning together.

**Learning Goals and Outcomes**

This class has, as its goal, the intention of cultivating new knowledge and comprehension of sustainable development practices and their global application, a critical analysis of what is working and what is not, a synthesis of the priority issues impacting sustainability, and an evaluation of the challenges and opportunities facing practitioners and professionals in the field. More specifically, the learning outcomes of this class are the following, wherein students will:

* *Increase their understanding* of the need for, and purpose of, the Sustainable Development Goals, as adopted by the 193 member states of the United Nations, and how the 17 goals are interdependent.
* *Improve capacity* in communicating with local, regional, national, and international constituencies on the need for sustainable development.
* *Assess current resource scarcity and resource security issues* and their relevance in shaping domestic and foreign policy debates.
* *Acquire new analytical frameworks* for employing whole system and cradle-to-cradle design in sustainable development work.
* *Employ root-cause analysis and basic human needs theory* to understand how these potential conflict drivers aid or undermine sustainable development.
* *Analyze the current news cycle* for how trending topics are relevant to sustainable development and how, as practitioners, we can integrate the course’s academic focus into everyday practice.
* *Connect and correspond* with experts and leaders working in the field of sustainable development and attending the class as guest speakers.
* *Propose or assist* in the implementation of a solutions-based development project in a local community.
* *Research the strengths and weaknesses* of a specific sustainable development campaign and propose complementary methodologies and approaches for effective implementation.

**Assignments and Grading**

1) Class Participation: Students will be expected to attend the weekly virtual classes, having done the assigned reading prior to class, and be fully prepared for critical discussion.

2) Monthly Written Analysis: Students will be expected to research news and prepare a monthly 1-page written analysis on timely sustainability concerns throughout the semester, as well as present on those written assignments. These monthly writing assignments will be geared to media outlets (as commentary/columns) and policy audiences (as policy briefs). The professor will explain this assignment in more detail at the start of the course.

3) Project Engagement: Students will be expected to find a local, national, or international project related to sustainable development and engage in ways that enrich both the student and the class. Project identification and implementation will be individually tailored based on student-professor consultation.

4) Final research paper: A final, formal academic research paper (10 pages, 12-point font, double-spaced) will be due at the end of the semester, on or before May 5. Parameters of the paper will be outlined early in the semester.

Percentages:

* Class participation – 15%
* Monthly written analysis and presentation – 25%
* Project engagement – 25%
* Final research paper – 35%

Evaluation Criteria:

* *Research Paper:* Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
* *In-Class Exercises:* Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
* *Class Participation:* Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**Reading List and Other Resources**

All of the books listed here need to be purchased. All other reading material – hyperlinks to articles, for example – will be available online.

* [*The Age of Sustainable Development*](https://www.amazon.com/Age-Sustainable-Development-Jeffrey-Sachs/dp/0231173156/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1467920505&sr=1-1&keywords=age+of+sustainable+development+by+jeffrey+sachs)*,* byJeff Sachs, Columbia University Press, 2015 (Amazon: $12.83)
* [*The Big Pivot: Radically Practical Strategies for a Hotter, Scarcer, and More Open World*](http://www.amazon.com/The-Big-Pivot-Radically-Strategies/dp/142216781X)*,* by Andrew S. Winston, Harvard, 2014 (Amazon: $1.60)
* [*The No-Nonsense Guide to World Food,*](http://www.amazon.com/No-Nonsense-Guide-World-Food-Guides/dp/1904456960) by Wayne Roberts, New Internationalist, 2008 (Amazon: $5.00)
* [*In Defense of Food: An Eater’s Manifesto*](https://www.amazon.com/Defense-Food-Eaters-Manifesto/dp/0143114964), by Michael Pollan, Penguin, 2009 (Amazon: $1.16)
* [*Blue Future: Protecting Water for People and the Planet Forever*,](http://www.amazon.com/Blue-Future-Protecting-People-Forever/dp/1595589473) by Maude Barlow, The New Press, 2014 (Amazon: $2.23)
* [*The Great Transition: Shifting from Fossil Fuels to Solar and Wind Energy*](http://www.amazon.com/The-Great-Transition-Shifting-Fossil/dp/039335055X), by Lester Brown, W.W. Norton and Company, 2015 (Amazon: $0.35)
* [*The Price of Inequality: How Today's Divided Society Endangers Our Future*](http://www.amazon.com/The-Price-Inequality-Divided-Endangers-ebook/dp/B007MKCQ30)*,* by Joseph E. Stiglitz, W.W. Norton and Company, 2012 (Amazon: $1.11)
* [*The Spirit Level: Why Greater Equality Makes Societies Stronger*,](http://www.amazon.com/The-Spirit-Level-Equality-Societies/dp/1608193411) by Richard Wilkinson and Kate Pickett, Bloomsbury, 2011 (Amazon: $1.99)
* [*Natural Capitalism: Creating the Next Industrial Revolution*](https://www.amazon.com/Natural-Capitalism-Creating-Industrial-Revolution/dp/0316353000?ie=UTF8&*Version*=1&*entries*=0), by Paul Hawken, Amory Lovins, and Hunter Lovins, USGBC, 2000 (Amazon: $1.17)
* [*The Agile City: Building Well-Being and Wealth in an Era of Climate Change,*](http://www.amazon.com/gp/product/1597267244?keywords=The%20Agile%20City%3A%20Building%20Well-Being%20and%20Wealth%20in%20an%20Era%20of%20Climate%20Change%20By%20James%20S.%20Russell%20Island%20Press%2C%20312%20pages&qid=1451340642&ref_=sr_1_fkmr0_1&sr=8-1-fkmr0)by James S. Russell, Island Press, 2011 (Amazon: $6.87)
* [*This Changes Everything: Capitalism vs. The Climate*](http://www.amazon.com/This-Changes-Everything-Capitalism-Climate/dp/1451697392), by Naomi Klein, Simon and Schuster, 2015 (Amazon: $2.46)
* [*Preventing Violence*](http://www.amazon.com/Preventing-Violence-Prospects-Tomorrow-Gilligan/dp/0500282781), by James Gilligan, Thames & Hudson, 2001 (Amazon: $1.49)
* [*Conflict Mediation Across Cultures*](http://www.amazon.com/Conflict-Mediation-Across-Cultures-Pathways/dp/0664256090)*,* by David Augsburger, Westminster John Knox Press, 1995 (Amazon: $3.49)

**Guest Speakers**

To the extent possible, this course will feature guest speakers who are professionals and experts working in the field of sustainable development. The previous semesters’ speaker lineups included representatives from the United Nations, The State of New York, The City of New York, U.S. Environmental Protection Agency, UN Global Compact, World Bank, UN Sustainable Development Solutions Network, Bloomberg News, nonprofit organizations (e.g. Demos, Climate Nexus, World Resources Institute, Food and Water Watch, Grace Communications Foundation, Rodale Institute, Institute for Economics and Peace, The Century Foundation) and businesses (e.g. Zady.com). This spring course will similarly include a diverse lineup of sustainable development professionals and practitioners.

**Module Themes**

Each week of the semester will feature a new sustainability theme. Students will be expected to stay up to date with the weekly reading schedule outlined later in the syllabus. This will be essential background for all writing and engagement assignments.

The following outline distributes the readings throughout the entire semester, providing a more manageable overview of sustainable development issues, themes, challenges and opportunities.

Module 1 (Week of Jan 24) – Overview of Problems

Module 2 (Week of Jan 31) – Overview of Solutions

Module 3 (Week of Feb 7) – Food, Agriculture

Module 4 (Week of Feb 14) – Water

Module 5 (Week of Feb 21) – Energy

Module 6 (Week of Feb 28) – Economy

Module 7 (Week of March 7) – Industry

***Week of March 14 – No Class (Spring Break)***

Module 8 (Week of March 21) – Cities

Module 9 (Week of March 28)– Consumption, Production

Module 10 (Week of April 4) – Oceans

Module 11 (Week of April 11) – Forests

Module 12 (Week of April 18) – Peace, Conflict

Module 13 (Week of April 25) – Partnerships

Module 14 (Week of May 2) – Presentation of Research Papers

*\*The modules above focus on many of the salient issues related to sustainability but not all. In the Sustainable Development Goals, poverty, hunger, health, education, gender, and climate change are explicitly identified within the goals, whereas this syllabus, instead, will integrate these topics into the entire course conversation, recognizing their essentiality and complementarity to all class discussions.*

**Module 1: Overview of Problems (January 27)**

Sachs: Chapter 6, “Planetary Boundaries”

 Sachs: Chapter 12, “Climate Change”

 Winston: Chapters 1-5

**Module 2: Overview of Solutions (Feb 3)**

Sachs: Chapter 1, “Introduction to Sustainable Development”

 Sachs: Chapter 14, “Sustainable Development Goals”

 Winston: Chapters 6-14

 The Sustainable Development Goals ([Reading](https://sustainabledevelopment.un.org/sdgs))

**Module 3: Sustainable Agriculture (Feb 10)**

Roberts: Chapters 1-7

Pollan: Sections I-III
Sachs: Chapter 10, “Food Security”

Sachs: Ch. 6, Section IV, “The Case of Food”

**Module 4: Sustainable Management of Water (Feb 17)**

Barlow: Chapters 1-12

**Module 5: Sustainable Energy for All (Feb 24)**

Brown: Chapters 1-9

Sachs: Ch. 6, Section III, “The Case of Energy”

Jacobsen et al: 100% Clean and Renewable Wind, Water, and Sunlight All Sector Energy Roadmaps for 139 Countries of the World ([Report](https://web.stanford.edu/group/efmh/jacobson/Articles/I/CountriesWWS.pdf))

*\*First Writing Assignment Due (Policy Brief)*

**Module 6: Sustainable Economic Growth (March 3)**

Stiglitz: Chapters 1-10

Wilkinson, Pickett: Chapters 1-3, 12

Sachs: Ch. 6, Section VI, “Economic Growth Within Planetary Boundaries”

Sachs: Ch. 8, Section IV, “Social Mobility”

**Module 7: Sustainable Industrialization (March 10)**

Hawkens, Lovins and Lovins: Chapters 1-15

Wilkinson, Pickett: Chapter 15

***No Class on March 17 – SPRING BREAK***

**Module 8: Sustainable Cities (March 24)**

Russell: Chapters 1-10

Sachs: Chapter 11, “Resilient Cities”

One New York: The Plan for a Strong and Just City ([Report](http://www.nyc.gov/html/onenyc/downloads/pdf/publications/OneNYC.pdf))

**Module 9: Sustainable Consumption and Production (March 31)**

Klein: Chapters 1 – 13

Sachs: Ch. 6, Section V, “Population Dynamics”

*\*Second Writing Assignment Due (Opinion Piece)*

**Module 10: Sustainable Use of the Oceans (April 7)**

*BioScience*: Ocean Calamities, Hyped Litany or Legitimate Concern ([Article](https://academic.oup.com/bioscience/article/65/8/745/240468))

*Science*: Marine Defaunation: Animal Loss in the Global Ocean (Article)

*PNAS*: Changing Recruitment Capacity in Global Fish Stocks ([Article](http://www.pnas.org/content/113/1/134.abstract))

Johnson: To Save the Climate, Look to the Oceans ([Article](https://blogs.scientificamerican.com/observations/to-save-the-climate-look-to-the-oceans/))

Sachs: Ch. 13, Section III, “Oceans and Fisheries”

**Module 11: Sustainable Management of Forests, Land (April 14)**

Sachs: Ch. 13, Section IV, “Deforestation”

Climate Change and Desertification: ([Report](https://sustainabledevelopment.un.org/content/documents/19303sc.unccd.impulse-report.pdf))

Biodiversity and Human Health ([Report](https://sustainabledevelopment.un.org/content/documents/1785Connecting%20Global%20Priorities.pdf))

Land Degradation, Poverty and Inequality ([Report](https://www.unccd.int/sites/default/files/documents/2020-09/200909_08_Brief%20note%20%E2%80%93%20Poverty%20and%20Inequality.pdf))

Land Degradation Neutrality Interventions to Foster Gender Equality ([Report](https://catalogue.unccd.int/1222_UNCCD_gender_briefing_note.pdf))

**Module 12: Sustainable, Inclusive Peace (April 21)**

Barlow: Chapters 13-16

Wilkinson, Pickett: Chapter 10

Gilligan: Chapters 1-2, 5

**Module 13: Sustainable Partnerships (April 28)**

Augsburger: Chapters 1 – 9

SDG Partnerships ([Article](http://www.huffingtonpost.com/michael-shank/the-missing-ingredient-in_b_8924852.html))

**Module 14: Final Paper Due & Final Presentation in Class: May 5**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Brightspace Academic Policies tab for all course sites as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding and complying with all of these policies.”

The full list of policies can be found at the web links below:

University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>

NYUSPS: <https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html>

**Communication Policy**

Students are strongly encouraged to come to me with any questions or concerns about this course or their program of study at CGA. I am always available by email. Credit students must use their NYU email to communicate. NYU Brightspace course-mail supports student privacy and FERPA guidelines. Students who are experiencing academic or personal issues that influence their performance in the course should see me as soon as possible. It is much easier to address extenuating circumstances before an assignment is due than after the fact. All written work must be submitted via the Assignment Tool on NYU Brightspace. All required assignments in this course will be scanned by Turnitin plagiarism-detection software.

**Plagiarism** is presenting someone else’s work as though it were one’s own. More specifically, plagiarism is to present, as one’s own, a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; creative images, artwork, or design; or facts or ideas gathered, organized, and reported by someone else, orally and/or in writing and not providing proper attribution. Since **plagiarism is a matter of fact, not of the student’s intention**, it is crucial that acknowledgement of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism. **Penalties for plagiarism range from automatic failure for a paper or course to dismissal from the University.**

**Evaluation Criteria**

* ***Research Paper:*** Clear evidence of wide and relevant research and critical thinking about the data and sources; a strong thesis or problem to address; effective analysis that leads to a compelling conclusion; good, accurate and persuasive writing.
* ***In-Class Exercises:*** Contributions of insight to the analysis; raising questions showing insight into the implications of the analysis; accurate work.
* ***Quizzes and Exams:*** Mastery of the facts and scholarship involved; accurate answers; drawing insightful conclusions based on analysis.
* ***Class Presentation:*** Clear understanding of the issues at hand; ability to present them in an interesting, lucid and professional manner appropriate to the audience.
* ***Class Participation:*** Active, respectful and collegial engagement in class discussion; evidence of reading and preparation.

**SPS Grading Scale and Policies:**

Grading for graduate programs is by letter grade: A, A-, B+, B, B-, C+, C, C-, and F. For NYUSPS’s complete graduate grading policies, including criteria for a grade of

Incomplete, taking a course on a pass/fail basis, and withdrawing from a course, see the Grades section of the Policies and Procedures:

<https://www.sps.nyu.edu/homepage/student-experience/policies-and-procedures.html#Graduate1>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Letter**  | **%** | **GPA** | **Descriptions** | **Definitions** |
| A | 95-100 | 4.0 | Exceptional | Demonstrates exceptional mastery of all learning outcomes of the course and thorough and complete understanding of all concepts.  |
| A- | 90-94 | 3.7 | Excellent | Demonstrates highly competent mastery of all learning outcomes of the course and strong understanding of all concepts.  |
| B+ | 87-89 | 3.3 | Very Good; exceeds course standards | Demonstrates mastery of all learning outcomes of the course and understanding of core concepts.  |
| B | 83-86 | 3.0 | Good; meets course standards | Demonstrates mastery of some learning outcomes; understanding of some core concepts could be improved.  |
| B- | 80-82 | 2.7 | Somewhat Satisfactory; meets some course standards and requires improvement | Demonstrates basic understanding of some learning outcomes; improved understanding of all core concepts is needed.  |
| C+ | 77-79 | 2.3 | Less than Satisfactory; requires significant improvement  | Demonstrates partial understanding of all learning outcomes and core concepts; requires significant improvement.   |
| C | 73-76 | 2.0 | Unsatisfactory; requires substantial improvement  | Demonstrates partial understanding of some learning outcomes and core concepts; requires substantial improvement. |
| C- | 70-72 | 1.7 | Unsatisfactory; requires extensive improvement | Demonstrates poor understanding of all learning outcomes and core concepts; requires extensive improvement. |
| F | Below 70 | 0.0 | Fail | Demonstrates minimal to no understanding of all key learning outcomes and core concepts; work is unworthy of course credit towards the degree. |

**Additional Student Resources**

* Accommodations for Disabilities: Any student who needs a reasonable accommodation based on a qualified disability is required to register with the Moses Center for Student Disabilities for assistance (<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>).
* Student Resources: <http://www.nyu.edu/life/resources-and-services.html>
* Virtual Computer Lab: <https://vcl.nyu.edu/vpn/index.html>
* SPS International Student Support Center: <https://www.sps.nyu.edu/homepage/student-experience/International-Students.html>
* Health and Wellness: To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help.

**Writing Assistance**

Some students may find they need improvement in writing academic papers in a clear and concise manner. Because writing is one of the most important skills for a professional career in Global Affairs, we highly recommend that any students experiencing difficulties with writing seek assistance in this area. One free, on-campus resource is the NYU Writing Center, located at 411 Lafayette St., 3rd Floor, Telephone: 212 998-8866 Email: writingcenter@nyu.edu. Additional resources are also available for international students through SPS at: <https://www.sps.nyu.edu/homepage/student-experience/resources-and-services.html>

**Additional Policies**

* **Attendance and Lateness policy**: All students must attend class regularly. Your contribution to classroom learning is essential to the success of the course. Any more than two (2) absences (other than for verifiable medical or similar reasons) during Fall and Spring and one (1) absence during summer may lead to a need to withdraw from the course or negatively impact your final grade.
* **Incomplete policy**: Incompletes are only granted in extreme cases such as illness or other family emergency and only where almost all work for the semester has been successfully completed and the basis for the Incomplete can be verified. A student’s procrastination in completing his/her paper is not a basis for an Incomplete.

**Technical Requirements:**

Computer Hardware Recommended Requirements

* Computer with at least 4GB of memory or more (RAM)
* Windows 8.0 or Mac OS X 10.9 (Mavericks) or higher
* Broadband (high-speed) internet access (direct connection or Wifi)
* Webcam and microphone (for online meetings)

**Student Technical Skills:**

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

* Google Chrome (recommended browser for viewing online course materials)
* Mozilla’s Firefox (latest version; Macintosh or Windows)
* Adobe’s Flash Player and Reader plug-in (latest version).
* Apple’s QuickTime plug-in (latest version).
* Microsoft Office Suite (free for NYU Students).
* Zoom web conferencing tool
* Link to any additional software required.

**NYU Brightspace Orientation and Training:**

To actively participate in this course, you will need to get familiar with the course environment. If you are not familiar with how to navigate this environment as a student or use any of these tools, please visit NYU’s Getting Started with NYU Brightspace page for a full tutorial on using NYU Brightspace.

**NYU Brightspace Support:**

To receive 24/7 live support or deliver NYU Brightspace feedback, contact the IT Service Desk:

* Phone: 1-212-998-3333
* Email: AskIT@nyu.edu
* In-Person: Visit the IT Service Desk at 10 Astor Place, 4th Floor (M-F 9 am-6 pm EST)
* For support at NYU’s global locations visit [www.nyu.edu/it/servicedesk](http://www.nyu.edu/it/servicedesk).