#### NYU Wagner logo

# **Course Number Course Title**

# **Semester and Year**

## Instructor Information

* [Instructor name]
* Email:
* Office Address:
* Office Hours: DATE and TIME or by appointment.

## Course Information

* Class Meeting Times:
* Class Location:

## Course Prerequisites

* [COURSE NUMBERS and/or prior knowledge]

## Course Description

[Course descriptions should not exceed 150-200 words. Descriptions should state, without using jargon, the course’s focus, and the topics to be covered. In writing a course description, the following information can be included:

* What will students learn in the course (i.e., knowledge, skills, attitudes, as opposed to topics)?
* Why will learning this matter to students?
* How will the course help students develop as scholars, learners, future professionals?]

## Course and Learning Objectives

[Course objectives describe what you are trying to accomplish and what you will cover in the course. Examples re: “Students will gain an understanding of…” and/or “Student will read and analyze seminal works in…” or “Students will study the major U.S. policies in…”

The learning objectives are statements that specify what students will know or be able to *do* as a result of a learning activity. The learning objective describes desired condition such as knowledge, skills, or attitudes that need to be fulfilled -- “At the end of the course, students who complete it successfully will be able to...” In writing your course-level learning objectives, consider the following questions:

* What should my students be able to do/know after completing my course? Note: use [action-oriented verbs](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) that [make learning objectives explicit](https://nyuspscaes.com/wp-content/uploads/2017/08/blooms_taxonomy_action_verbs.pdf) and observable. Ask yourself if the objectives are explicit enough so that your students can focus their learning.
* Within my course, how will I measure (e.g., assessments) whether or not students are achieving the learning objectives I’ve written?
* How do these learning objectives relate to students’ likely prior knowledge plus the amount of practice and feedback they will get during the course?]

### Learning Assessment Table

For PADM-GP, MSPP-GP, PHD-GP, UPADM-GP, and URPL-GP courses, use the following table:

| **Graded Assignment** | **Course Objective Covered** |
| --- | --- |
| Team Paper | #2, #3 |
| Final Exam | #1, #4 |

Refer to the [URPL-GP 1603 Urban Planning and Practice Methods](https://drive.google.com/open?id=1lfCMmymwA4CrOysU3nGyDTEpzJ-OOy_O) course syllabus for format example.

For HPAM-GP courses, use the following directions and table:

Assignments and participation in HPAM-GP courses should be used to assess progress against the program’s competencies, which follow the Commission of Accreditation of Healthcare Management Education (CAHME) core competencies (listed below).  First, consider and then choose the relevant competencies for your course. Second, list them in your syllabus using the table on the following page.

Competencies for MPA, Health Policy and Management

* The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing workforce
* The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations
* The ability to align human resource capacity and practices and processes with strategic organizational goals
* The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance
* The ability to measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations
* The ability to assess population and community health needs from a public service perspective
* The ability to examine social and behavioral determinants of health and understand how health systems can address the needs of vulnerable populations
* The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability
* The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change
* The ability to synthesize evidence, and apply statistical, financial, economic and cost effectiveness methods in organizational analysis
* The ability to communicate and interact productively  in a diverse and changing industry, workforce and citizenry
* The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation
* The ability to engage in continuous learning; to reflect on and assess one’s strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network
* The ability to implement management practices that optimize workforce performance
* The ability to understand health care financing and the ability to use financial analysis as a tool for organizational control
* The ability to understand how policy and delivery processes work, and to consider the demographic, cultural, political and regulatory factors involved in and influencing health policy and management decision-making

Level of Competency

In addition, the level of competency expected to be achieved should be denoted, according to the following key:

[1] = Basic:  Foundational understanding of knowledge/skill/competency

[2] = Intermediate:  Student demonstrates greater depth of understanding of this

knowledge/skill/competency and can use this ability to analyze a problem

[3] = Advanced:  Student demonstrates expertise in this knowledge/skill/competency

and can use this ability to evaluate, judge, and synthesize information

Learning Assessment Table [for HPAM Courses]

| **Program Competency** | **Corresponding Course Learning Objective** | **Corresponding Assignment Title (Memo, Team Paper, Exam, etc.)** | **Denote Level of Competency Expected to Achieve via the Assignment (basic = 1, intermediate = 2, advanced = 3)** |
| --- | --- | --- | --- |
| Text goes here | Text goes here | Text goes here | Text goes here |

Please refer to learning assessment table in the [HPAM-GP 1833 Health Services Management](https://docs.google.com/document/d/1l6ixWuNpbf1e38CYwCR18SARba3msg07qERA1bU7pzU/edit?usp=sharing) course syllabus as example.

## Required Readings

[Learning resources might include any of the following: textbooks, software, relevant reading materials, videos, recordings. In addition to listing learning resources, this section could also address these questions:

* How will students access learning resources (e.g. NYU Classes, bookstore, library, etc.)?
* Are there any suggested resources in addition to those required in the course?
* How will students use required learning resources for the course (e.g. preparation, in-class reference, completing assignments, etc.)?]
* [LIST READINGS AS BULLET POINTS]
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* [LIST READINGS AS BULLET POINTS]
* [LIST READINGS AS BULLET POINTS]

## Assessment Assignments and Evaluation

[This section is a brief overview of the assignments and elements that factor into a student’s final grade. Also make note of which course learning objective is assessed in each assessment, or if all are assessed. Below is an example:]

### **Individual Assessment**

* Contribution to discussion & learning, 20%
* Professionalism, 10%
* Final exam, 30%
  + This is a closed book exam.

### **Team Assessment**

* Two analytical memos, 20%
* Congruence model analysis, 15%
  + The paper must be submitted via NYU Classes.
* Congruence model presentation, 5%
  + Your team will give a 10-minute PowerPoint presentation on the last day of class.
  + Submit slide deck via NYU Classes.

[Include a brief description of each assignment and include expectations: format (font size, margins etc.), writing style (if applicable), and form of submission (in class, NYU Classes etc.) Further details can be expressed in class or in the assignments tab in NYU classes.]

### **Late Submission Policy for Assignments**

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 20% per 24-hour period.

[Include a statement on your assignment late submission policy. Policies range from statements that you accept late submissions only via prior arrangement or emergencies, to penalties of a point or grade reduction. Additional example language is below:

1. Extensions on assignments will be granted only in case of emergency or special circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding schedules. Assignments handed in late without authorized extensions will be penalized one-third of a grade per day.
2. Assignments are due prior to 6.45 pm on the dates indicated on NYU classes. Late submission of problem sets will lead to a two-point reduction for missing the deadline, another one-point reduction for a one-week delay, and zero thereafter.
3. I accept late work (that is, having a time stamp later than the time and date on which assignments are due) after the due date only by prior arrangement. You must type and print out any grade appeals, attaching supplemental information as appropriate, and present them to the instructor in hardcopy.
4. Late assignments will not receive any credit except in extreme circumstances, such as serious medical emergencies.]

## Overview of the Semester

* Week 1
  + Date: January 26
  + Topic: Introduction to the course
* Week 2
  + Date: February 2
  + Topic: The Development Project
* Week 3
  + Date: February 9
  + Topic: Politics, Power, and Learning
  + Deliverable: Assignment 1 due at 5 pm on Feb. 9
* Week 4
  + Date: February 16
  + Topic: Geography and Natural Resources
* Week 5
  + Date: February 23
  + Topic: Historical Legacies
* Week 6
  + Date: March 2
  + Topic: Culture
* Week 7
  + Date: March 9
  + Topic: Simulation
* SPRING BREAK – NO CLASS
  + Date: March 16
* Week 8
  + Date: March 23
  + Topic: State-building
  + Deliverable: Midterm exam closes 5 pm on March 23
* Week 9
  + Date: March 30
  + Topic: How Change Happens
* Week 10
  + Date: April 6
  + Topic: Engendering Development
* Week 11
  + Date: April 13
  + Topic: Netmap exercise
  + Deliverable: Final paper proposal due at 5 pm on April 13
* Week 12
  + Date: April 20
  + Topic: Politics of Policy
* Week 13
  + Date: April 27
  + Topic: Rights-Based Approaches to Development, Citizenship, and a Politics of Accountability
* Week 14
  + Date: May 4
  + Topic: Final Class - Topic TBD by class/guest speaker
* Week 15 – NO CLASS
  + Date: May 11
  + Deliverable: Final paper due at 5 pm on May 11

## Letter Grades

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

### Student grades will be assigned according to the following criteria:

* (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
* (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
* (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Detailed Course Overview

[This section details week-by-week class topics, assigned readings, assignments, discussion questions, etc. Below is an example of one day:]

### WEEK 1: INTRODUCTION: WHY A POLITICS OF DEVELOPMENT?

#### Readings Due (found on NYU Classes)

1. Tracy Kidder, **Mountains Beyond Mountains**.
2. [Binyavanga Wainaina, “How to Write about Africa,” Granta 92: The View from Africa](http://www.granta.com/Archive/92/How-to-Write-about-Africa/Page-1)
3. Ross Coggins, The Development Set,” [NYU Classes]
4. Ivan Illich, “To Hell with Good Intentions” [NYU Classes]
5. Video of Boniface Mwangi, a Kenyan activist, speaking to a class of US college students. How different are his views from those of Ivan Illich? [Link on NYU Classes]
6. Courtney Martin “The Reductive Seduction of Other People’s Problems,” Medium [Link on NYU Classes]
7. Paul Farmer, **Pathologies of Power**, Preface by Amartya Sen, Preface to Paperback Edition, and Introduction (pp. xi–22) [NYU classes]
8. Peter Singer, “The Singer Solution to World Poverty,” The New York Times Magazine, September 5, 1999 [NYU Classes]
9. **Doing Good,** excerpts [NYU classes]
10. Dale Jamieson, “Duties to the Distant: Aid, Assistance, and Intervention in the Developing World,” The Journal of Ethics, 2005 [NYU Classes]
11. Duncan Green, “Fit for the Future? Development Trends and the Future of International NGOs” [NYU Classes]

#### Discussion Questions

* For **Mountains Beyond Mountains**, think about these questions:
  + Is there a vision of politics that animates Partners in Health and/or Paul Farmer, and if so, what is it?
  + What's the cost and benefit of critiquing a focus on cost-effectiveness/benefit analysis in healthcare (or in development general)?
  + Is there a tension between human rights and cost-benefit/cost effectiveness analysis?
  + What's the ethical stance of Farmer/PIH and how useful is it as the basis for a politics of development/justice/preferential option for the poor?

* For the other pieces, keep in mind the following questions as you read:
  + What do the authors mean by development? Is development different than growth? Progress? Modernization? Justice? How?
  + What vision of politics do the authors have? Where does the politics of development take place?
  + What ethical issues frame the development debate, in terms of practitioners, policies, and institutions?
  + How do we conceive our roles as development policy analysts, practitioners, and/or citizens in the context of deep inequalities of income, power, and privilege?

#### Recommended Reading

1. [Global Ethics Corner, Am I My Brother’s Keeper?](https://www.carnegiecouncil.org/studio/multimedia/20091211b/index.html)
2. [Video of Peter Singer discussing his book, **The Life You Can Save**](http://www.carnegiecouncil.org/studio/multimedia/20090323b/index.html)
3. [Scott Baldauf, “Five myths about Africa,” Christian Science Monitor, August 6, 2011](http://www.csmonitor.com/World/Africa/2011/0806/Five-myths-about-Africa)
4. [Nicholas D. Kristof, “D.I.Y. Foreign-Aid Revolution,” The New York Times, October 20, 2010](http://www.nytimes.com/2010/10/24/magazine/24volunteerism-t.html?pagewanted=all)
5. [Pranab Bardhan, “Who Represents the Poor?” Boston Review, July 19, 2011](http://www.bostonreview.net/pranab-bardhan-who-represents-the-poor)
6. [Kent Annan, “Poverty Tourism Can Make Us So Thankful,” The Huffington Post, January 3, 2011](http://www.huffingtonpost.com/kent-annan/poverty-tourism-can-make-_b_803872.html)
7. Bruce Wydick, “Taking the Cellphone Challenge,” [Link on NYU Classes]

## NYU Classes

[This section should describe how the course will use NYU Classes. See example below:]

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. 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 any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

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

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD(212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## 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 notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Class Policies

[Feel free to make this section your own. Add any additional instructions or information that you believe students need to know. Some examples of categories for this section: attendance [for those of you teaching intensive courses, please be explicit since missing even one day or a portion of a day may be too much and students may need to choose a different course], reporting illnesses or emergencies, participation, re-grading, late submission policy, technology use in the classroom, your response time, [incomplete policy](https://wagner.nyu.edu/portal/students/policies/incompletes), [course withdrawal policy](https://wagner.nyu.edu/portal/students/academics/registration/add-or-drop), etc.]