

**NEW YORK UNIVERSITY**  
**ROBERT F. WAGNER SCHOOL OF PUBLIC SERVICE**  
Strategic Philanthropy  
PADM-GP.2413/EXEC-GP.2413  
Spring 2021  
Saturdays: 9:00 am – 12:30 pm  
Via Zoom  
*Last Updated: January 24, 2021 (subject to change)*

**FACULTY INFORMATION**

**Molly Schultz Hafid**

**Email:** [mshafid@nyu.edu](mailto:mshafid@nyu.edu) (preferred form of contact)

**Phone Number:** Available on request via email

**Office Hours:** By appointment only

**REQUIRED READING**

1. Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs, 2007.
2. Villauneva, Edgar. *Decolonizing Wealth*. Oakland, CA: Berrett-Koehler Publishers, 2018
3. Powell, Walter W. *The Nonprofit Sector a Research Handbook*. New Haven [Conn.]: Yale University Press, 2006.
4. HBR Coursepack, <https://hbsp.harvard.edu/import/798840>

**COURSE DESCRIPTION**

This course will explore the fault lines within the field of philanthropy and prepare students to effectively leverage resources for their organizations. The course will examine different approaches to grantmaking including social entrepreneurship, effective altruism, venture philanthropy, social justice grantmaking, and strategic philanthropy. Students will learn the differences across these conceptual frameworks and understand how they influence the ways in which foundations establish goals, develop strategies, evaluate grantees, and determine grant awards. By exploring both the conceptual and pragmatic dimensions of across grantmaking frameworks, students will understand the tensions and debates within the philanthropic sector and be well prepared to identify those foundations most likely to support their work.

Coursework will include case studies, individual foundation research, and opportunities for students to become familiar with the research by and about the philanthropic sector. Classes will combine lectures and class debates to understand and analyze different approaches to grantmaking, identify how they shape foundation priorities, and learn how to effectively position their work within the philanthropic sector.

## **LEARNING OUTCOMES**

By the end of this course, every student should understand:

1. History of foundations in the United States and the tensions between private wealth, government oversight, charitable giving and the broader goals of the nonprofit sector.
2. Conceptual models and organizational forms of a wide-range of philanthropic approaches including community-based, corporate, family, venture, social justice, direct cash-transfer, and social entrepreneurship
3. Philanthropic strategies and what they reveal about a funder's mission, values, and goals; and, how they relate to foundation functions like the type and length of support, expectations for grantee outcomes, and approach to grantee evaluation.
4. Strategies for nonprofit executives to identify appropriate philanthropic resources and make a strong case for support.

## **COURSE REQUIREMENTS AND GRADING**

- **In-Class Participation** (15% of grade): Raising questions showing insight into the implications of ideas presented and participation in class activities.
- **Written Assignments** (50% of grade):
  - **Class Memos** (30% of grade): Each session will include written assignments to be submitted by the student PRIOR to the start of class. Each submission should demonstrate an understanding of how class concepts and readings apply to the case studies, debate or discussion topic. Late assignments will not be accepted.
  - **Group Debate Performance and Talking Points Memo** (10% of grade): Students will be evaluated as a team on their overall preparation for the debate, the strength of the written arguments in the team's group talking points memo, and the quality of their oral arguments in class. Late assignments will not be accepted.
  - **Individual Annotated Bibliography** (10%) Prepare an annotated bibliography of at least 10 articles on your debate subject. Annotations must be relevant to the debate subject. Late assignments will not be accepted.
- **Term Paper** (35% of grade): Ability to execute meaningful research and analysis; and, effort to identify and establish learning relationships with subjects. Late assignments will not be accepted.

## **ASSIGNMENTS**

All assignments are posted in greater detail on the course website. It is your responsibility to download and review the assignments.

**All completed assignments must be submitted via the course website prior to the start of class (unless otherwise indicated).** You are responsible for confirming an assignment was properly uploaded and received by the instructor. Problems submitting assignments via the course website will not be accepted as an excuse for a late submission. If you are not sure you have successfully uploaded an assignment, you are encouraged to email it to [mshafid@nyu.edu](mailto:mshafid@nyu.edu).

**Late papers will be marked down one grade level for each overdue day.**

## COURSE OUTLINE

### SESSION 1 (2/6): HISTORY AND OVERVIEW

- History of American Foundations
- Nonprofit Sector Overview
- Foundation Overview
- Philanthropic Affinity Groups
- Foundation Research Resources

#### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Introduction and Chapter 1-4
- Prewitt, Kenneth. "Foundations." *The Nonprofit Sector: A Research Handbook*. Eds. Walter W. Powell and Richard Steinberg. Second ed. New Haven: Yale University Press, 2006. 355.
- Karl, Barry D., and Stanley Katz. "The American Private Philanthropic Foundation and the Public Sphere 1890-1930." *Minerva* 19.2 (1981): 236-70
  - Reich, Rob, editor, Lucy Bernholz editor, and Chiara Cordelli editor. "Introduction: Philanthropy in Democratic Societies." *Philanthropy in Democratic Societies: History, Institutions, Values*. Chicago; London: University of Chicago Press, 2016. Print.
- Reich, Rob. "On the Role of Foundations in Democracies." *Philanthropy in Democratic Societies: History, Institutions, Values*. Chicago; London: University of Chicago Press, 2016. Print.
- Karl, Barry D., and Stanley N. Katz. *Foundations and Ruling Class Elites*. American Academy of Arts and Sciences, 1987.
- MacDonald, Dwight. Dwight MacDonoald Meets the Philathropoids. Volume 8, Number 3, New York. 2015.
- Kan, Lyle Matthew. The 2018 Diversity Among Philanthropic Professionals Report. 2019. <https://lgbtfunders.org/research-item/2018-dapp-report/>

### SESSION 2 (2/20): FOUNDATIONS AND THE GOVERNMENT

- Relationship to Government
- Legal Framework
- Governance and Management

#### **REQUIRED READING:**

- Frumkin, Peter. *Strategic Giving the Art and Science of Philanthropy*. Ed. UPSO. Chicago: University of Chicago Press, 2006.  
REQUIRED EXCERPT: Chapter 8
- Wolpert, Julian. "Redistributional Effects of America's Private Foundations." *The Legitimacy of Philanthropic Foundations: United States and European*

*Perspectives*. Eds. Kenneth Prewitt, et al. New York: Russell Sage Foundation, 2006. 123.

- Karl, Barry D., and Alice W. Karl. "Foundations and the Government: A Tale of Conflict and Consensus." *Philanthropy and the Nonprofit Sector in a Changing America*. Eds. Charles T. Clotfelter and Thomas Ehrlich. Bloomington, Ind.: Indiana University Press, c1999. 52.
- Simon, John, Harvey Dale, and Laura Chisolm. "The Federal Tax Treatment of Charitable Organizations." *The Nonprofit Sector: A Research Handbook*. Eds. Walter W. Powell and Richard Steinberg. Second ed. New Haven: Yale University Press, 2006. 267.
- Scheiber, Noam, and Patricia Cohen. "By Molding Tax System, Wealthiest Save Billions." *The New York Times*, sec. A; Business/Financial Desk; BUYING POWER: 1. December 30 2015.
- Council on Foundations. "Foundation Basics." *Council on Foundations*. Web. <http://www.cof.org/content/foundation-basics>
- Reich, Rob. *A Failure of Philanthropy: American charity shortchanges the poor, and public policy is partly to blame*. Stanford Social Innovation Review. 2005.

#### **ASSIGNMENT DUE:**

1. Introduction (via course website)
2. *Payout Debate Response Article*: Review the Payout Debate articles on the course website and prepare your own response to the series. Write as if you were asked by the *Stanford Social Innovation Review* to comment on the debate. The full selection of opinion pieces for this series is available on the *Stanford Social Innovation Review* [website](#). Your article should address at least four points from across eight required responses. You need to state the point you want to highlight, who is making it, offer your specific reaction, and propose a recommended action. The memo should be 2-3- page single spaced and is due at the BEGINNING OF SESSION 2)

#### **SESSION 3 (3/6): DONORS AND CONTROL**

- Community Foundations
- Donor-Advised Fund
- Donor Intent

#### **CLASS DEBATE**

*Perpetuity or Not?* Social problems will always exist, and we will always have a nonprofit sector. Foundations should exist in perpetuity in order to be available to support future generations of organizations and individuals committed to creating change.

#### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs, 2007.

REQUIRED EXCERPT: Chapter 14

- Sacks, Eleanor W. *The Growing Importance of Community Foundations*. Indianapolis, IN: Lilly Family School of Philanthropy, 2014.
- Carson, Emmett D. 21st Century Community Foundations: A Questions of Geography and Identity. Ed. Jen Bokoff. New York, NY: The Foundation Center, 2015.
- Cantor, Alan. "Growth or Mission? The Silicon Valley Community Foundation Made the Wrong Choice." *The Chronicle of Philanthropy*, sec. Opinion: May 10, 2018.
- Ostrander, S. A. "The Growth of Donor Control: Revisiting the Social Relations of Philanthropy." *Nonprofit and Voluntary Sector Quarterly* 36.2 (2007): 356-72. • Meadows Jr., Curtis W. "Philanthropic Choice and Donor Intent: Freedom, Responsibility, and Public Interest." *New Directions for Philanthropic Fundraising* 2004.45 (2004): 95-102.
- Villanueva, Edgar. *Decolonizing Wealth*. Oakland, CA: Berrett-Koehler Publishers, 2018.  
REQUIRED EXCERPT: Forward, Introduction and Conclusion.
- Madoff, Ray. "When is Philanthropy?: How the Tax Code's Answer to This Question Has Given Rise to the Growth of Donor-Advised Funds and Why it's a Problem." *Philanthropy in Democratic Societies: History, Institutions, Values*. Chicago; London: University of Chicago Press, 2016. Print.
- Steele, Ellen, and Steuerle, Eugene C., "Discerning the True Policy Debate over Donor-Advised Funds." Urban Institute. 2015.
- Gelles, David. *How Teach Billionaires Hack Their Taxes With a Philanthropic Loophole*. New York Times. (2019)
- Collins, Chuck, Flannery, Helen, and Hoxie, Josh. *Warehousing Wealth: Donor Advised Charity Funds Sequestering Billions in the Face of Growing Inequality*. Washington DC. Institute for Policy Studies.
- Renz, Loren, and David Wolcheck. *Perpetuity Or Limited Lifespan: How do Family Foundations Decide?*. New York, NY: The Foundation Center, 2009.
- Bank, David. "Giving While Living: Some Foundations have a New Idea: Spend it all Now - - - Dollars Given Today may have More Impact on Problems; the 'Time Value' Analysis --- Julius Rosenwald's Legacy." *Wall Street Journal*: A.1. Sep 10, 2002
- Hoereth, Joseph K. "Julius Rosenwald and the Rosenwald Fund: A Case Study in Non Perpetual Philanthropy." *Lessons in Philanthropy: A Case Approach*. Ed. Louis T. Delgado. Chicago, IL: Center for Urban Research and Learning, 2007. 149.

#### **CASE STUDIES:**

- (Course Site): Hoereth, Joseph K. "Community Foundations and Donor Intent: Learning from the Dispute between the Chicago Community Trust and the Searle Family." *Lessons in Philanthropy: A Case Studies Approach*. Ed. Louis T. Delgado. Chicago, IL: Center for Urban Research and Learning, 2007. 50.

#### **ASSIGNMENTS DUE:**

1. Case Questions Memo (electronic copy via course site, paper copy due in-class)
2. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

## **SESSION 4 (3/27): FOUNDATION STRATEGY AND EVALUATION**

- Strategy Development
- Evaluation and Measurement
- Theory of Change
- Logic Models

### **CLASS DEBATE**

*More Evaluation or Less?* Formal, rigorous evaluation is the only way to objectively assess the outcomes of a grantee and ensure that a foundation is maximizing the social benefit of their grant dollars.

### **REQUIRED READING:**

- Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth is Changing the World*. New York: PublicAffairs, 2007.  
REQUIRED EXCERPT: Chapters 5 – 7 and 10 – 13, p. 58-97 and 149-234
- Brest, Paul, and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press, 2008.  
REQUIRED EXCERPT: Chapter 1-5, 1- 86
- Harvey, Hal. "Why I Regret Pushing Strategic Philanthropy." *The Chronicle of Philanthropy*. Opinion. April 4, 2016.
- Pastor, Manuel; Ito, Jennifer; Rosner, Rachel. *Transactions, Transformations, Translations: Metrics that Matter for Building, Scaling, and Funding Social Movements*. 2011-10-25, 2011.
- *Logic Model Development Guide*. Battle Creek, MI: W.K. Kellogg Foundation, 2004.  
REQUIRED EXCERPT: Chapter 1
- Gibson, Cynthia. Participatory Grantmaking: Has Its Time Come? 2017.  
<https://www.issuelab.org/resource/participatory-grantmaking-has-its-time-come.html>
- Katz, Stanley N. *What does it Mean to Say that Philanthropy is 'Effective'? the Philanthropists' New Clothes*. American Philosophical Society, 2005.
- Snibbe, Alana Conner. "DROWNING in DATA." *Stanford Social Innovation Review* 4.3 (2006): 38-45.
- McGarvey, Craig. Making Measure Work for You: Outcomes and Evaluations. Ed. Jan Jaffe. New York, NY: The Foundation Center, 2006.
- Gugerty, Mary Kay, Karlan, Dean. *Ten Reasons Not to Measure Impact – and What to Do Instead*, Stanford Social Innovation Review. 2018.
- Seelos, Christian; Farley, Sara; and Rose, Amanda. *The 'Thou Shalt Nots' of Systems Change*. Stanford Social Innovation Review. 2021.
- Equitable Evaluation Framework Framing Paper. August 2017.
- Ranghelli, Lisa. *Leveraging Limited Dollars: How Grantmakers Achieve Tangible Results by Funding Policy and Community Engagement*. Washington D.C: National Committee

on Responsive Philanthropy, 2012.

<https://www.ncrp.org/files/publications/LeveragingLimitedDollars.pdf>

### **CASE STUDIES:**

- (E-Reserve via link below): Korten, Alicia Epstein. *Change Philanthropy: Candid Stories of Foundations Maximizing Results through Social Justice*. Ed. Kim Klein. Hoboken, NJ, USA: Jossey-Bass, 2009. REQUIRED: Chapters 1 (Discount Foundation) and Chapter 7 (Liberty Hill Foundation)

### **ASSIGNMENTS DUE:**

1. Case Questions Memo (electronic copy via course site; paper copy due in-class)
2. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

### **SESSION 5 (4/10): PHILANTHROPY AND SOCIAL CHANGE**

- Social Justice Philanthropy
- Venture Philanthropy
- Social Entrepreneurship
- Effective Altruism
- Conservative Philanthropy

### **CLASS DEBATE**

*Change or Charity?* The best way to address the root causes of complex social problems is to support long-term structural change (social justice) rather than simply seeking to give to those with the greatest immediate need (effective altruism).

### **REQUIRED READING:**

- Ruesga, Albert. *Social Justice Philanthropy: An Initial Framework for Positioning This Work*. Philanthropy for Social Justice and Peace Working Group on, 2010 • *Criteria for Philanthropy at its Best*. 2009-03-03, 2009. <http://www.ncrp.org/paib>

REQUIRED EXCERPT: Preface

- Singer, Peter. "What should a Billionaire Give -- and what should You? (Cover Story)." *New York Times Magazine* 156.53796 (2006): 58-87.

- Effective Altruism. An Introduction to Effective Altruism.

<https://www.effectivealtruism.org/articles/introduction-to-effective-altruism/> • Brest, Paul, and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg Press, 2008.

REQUIRED EXCERPT: 149-166

- National Committee for Responsive Philanthropy. *Power Moves: Your Essential Philanthropy Assessment Guide for Equity and Justice*. Washington D.C. 2018. <https://www.ncrp.org/initiatives/philamplify/power-moves-philanthropy>
- Letts, Christine W., William Ryan, and Allen Grossman. "Virtuous Capital: What Foundations can Learn from Venture Capitalists." *Harvard business review* 75.2 (1997): 36-44. (Harvard Course Pack)

- Edwards, Michael. *Just another Emperor? The Myths and Realities of Philanthrocapitalism*. New York, NY: Demos, 2008.
- Bishop, Matthew, and Michael Green. "Philanthrocapitalism Rising." *Society* 52.6 (2015): 541-8.
- Light, Paul C. "Reshaping Social Entrepreneurship." *Stanford Social Innovation Review* 4.3 (2006): 47-51.
- "Social Entrepreneurship Revisited." *Stanford Social Innovation Review* 7.3 (2009): 21-2.
- Rich, Andrew. "War of Ideas." *Stanford Social Innovation Review* 3.1 (2005): 18-25.
- Incite! Women of Color Against Violence. *The Revolution Will Not be Funded: Beyond the Non-Profit Industrial Complex*. Cambridge, Mass.: South End Press, 2007.  
REQUIRED EXCERPT: Introduction, [http://collectiveliberation.org/wp-content/uploads/2013/01/Smith\\_Intro\\_Revolution\\_Will\\_Not\\_Be\\_Funded.pdf](http://collectiveliberation.org/wp-content/uploads/2013/01/Smith_Intro_Revolution_Will_Not_Be_Funded.pdf)
- Shambra, William A. "Philanthropy's Misguided Focus on 'Root Causes,'" *Chronicle of Philanthropy*, sec. Opinion: June 28, 2007 2007.
- Krehely, Jeff, Meaghan House, and Emily Kernan. Axis of Ideology: Conservative Foundations and Public Policy. Washington, D.C.: National Committee for Responsive Philanthropy, 2004. <https://www.ncrp.org/publication/axis-of-ideology>

#### **ASSIGNMENTS DUE:**

1. Program Officer Job Posting
2. Final Project Overview: <https://forms.gle/tN6aGY7rkkkVBjSWA>
3. DEBATE TEAMS ONLY: Annotated Bibliography and Debate Talking Points Memo

#### **SESSION 6 (4/24): FAMILY AND CORPORATE PHILANTHROPY**

- Family Philanthropy
- Corporate Philanthropy
- Corporate Social Responsibility

#### **REQUIRED READING:**

- Michael E. Porter; Mark R. Kramer; Simon Zadek. *Redefining Corporate Social Responsibility*. Cambridge: HBR Article Collection, 2007. (HBR Course Pack)
- Brest, Paul. "Reconciling Corporate Social Responsibility and Profitability: Guidelines for the Conscientious Manager." *Philanthropy in Democratic Societies: History, Institutions, Values*. Chicago; London: University of Chicago Press, 2016. Print.
- Soskis, Benjamin J. The Pre- and Early History of American Corporate Philanthropy. Saint Paul, MN: Center for Ethical Business Cultures at the University of St. Thomas, 2010.
- Boris, Elizabeth, Carol J. De Vita, and Marcus Gaddy. *2020 Trends Study*. Washington, D.C.: National Center for Family Philanthropy, 2020.

REQUIRED EXCERPT: Executive Summary



- Reiser, Dana Brakeman. *The Rise of Philanthropy LLC's*. Stanford Social Innovation Review. 2018.  
<http://ssir.ebookhost.net/ssir/digital/55/ebook/1/download.pdf>
- Blau, Andrew. *Why Donors Are Not Investors*. Global Business Network and Monitor Institute. 2005.  
<https://www.futureofphilanthropy.com/files/donors.pdf>
- Rosqueta, Katherina, Kathleen Noonan, and Miriam Shark. "I'm Not a Rockefeller: Implication for Major Foundations Seeking to Engage Ultra-High Net-Worth Individuals." *The Foundation Review* 3.4 (2011): 95.
- Vaid, Urvashi, and Maxton, Ashindi. *The Apparitional Donor: Understanding and Engaging High Net Worth Donors of Color*. New York. The Advancement Project and The Vaid Group, LLC.

## **SESSION 7 (5/8): FINAL PROJECT PRESENTATIONS**

### **ASSIGNMENTS DUE:**

1. Final Project

### **TERM PAPER OPTIONS**

#### **OPTION #1: RESEARCH TERM PAPER**

Each student will conduct an in-depth 12-15-page analysis of one of the approaches to grantmaking reviewed in the course. The paper will focus on the strategy of one foundation or other grantmaking institution of your choice. Students will apply the frameworks, dimensions of strategy, and conceptual debates discussed in class to the selected subject. The paper should offer an overview and original analysis of the challenges, opportunities, accomplishments and evaluation of the strategy employed by the institution. Students may not select one of the institutions or case studies highlighted in class. The term paper must cite at least five sources not included on the syllabus. Citations can include scholarly works, popular literature, reports produced by or about the foundation, blog posts, etc. In one of the final sessions, students will be asked to make a brief formal presentation of their findings to the class.

#### **OPTION #2: NONPROFIT FOUNDATION STRATEGY MEMO (advance approval required)**

*This option should only be selected if you currently work for a nonprofit organization and have access to the people and materials required to understand the overall organization, fundraising needs, and current foundation support.*

The student will develop an in-depth 12-15-page strategy memo on how to position the nonprofit organization within the foundation sector. The memo will include:

- SWOT analysis (strengths, weaknesses, opportunities and threats) of the overall organization. You should also identify 3-5 organizations doing similar work that are receiving foundation support and articulate what is different/similar about the approach of your organization.

- Strategy for raising money for the overall organization. This could include identifying sources for general support as well as targeted fundraising for specific initiatives.
- Identify a minimum of 10 NEW foundations for the organization to cultivate for support and include background on those foundations. The foundation overview should outline:
  - Similar grants the foundation has made
  - Name of the program area and program officer responsible for the work
  - Name(s) of any affinity groups in which the foundation or their staff are involved – board, steering committee, conference planning committee, conference sponsor, session designer, moderator etc..
  - Foundation background must also correctly identify the funding approach and type of foundation
- The final element of the proposal is an outline of strategies the organization could use to raise the profile of your leadership and organization. The memo must:
  - Identify at least three affinity groups the organization could approach
  - Funders (current or prospective) who could advocate for your organization to be included on panel presentations
  - People who the organization already knows who can introduce you to new foundations and/or program officers.
  - Review the Philanthropy New York (or other relevant regional association) website and identify a program topic or design from the past two years that you could replicate to feature your organization.

In the final session, students will be asked to make a brief formal presentation of their strategy memo to the class.

### **ADDITIONAL COURSE NOTES**

**Grades:** Grades in the A- to B+ range reflect proficient graduate-level performance. An “A” is reserved for exceptional work.

**Class Attendance:** To pass this course, students may miss no more than one class session.

**Class Participation:** Class participation is an essential part of class and includes keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time. Class participation is graded after each session.

**Course website:** Use of the course website is central to this course. Assignments must be submitted via the site. The assignments and additional resources will be posted to course website throughout the term. It is an important resource for this class and students should check it for announcements before coming to class each session.

**Academic Honesty and Integrity:** Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. Students are responsible for understanding

Wagner's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Resources regarding the school policy on academic honesty and integrity and can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

**Plagiarism:** Students handing in material that clearly reflects copying directly from the Internet or other students' work will receive an automatic F for the course and are subject to disciplinary actions that include possible expulsion from the University. Resources regarding the school policy on plagiarism and how to avoid it can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

**Responsibility:** Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

**Delays:** In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom and an announcement about the missed lecture and course materials will be posted on the course website.

**Students with Disabilities:** In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact the Henry and Lucy Moses Center for Students with Disabilities (CDS). CDS will determine what accommodations are required and at that point, I will review the letter with you and discuss these accommodations in relation to this course. For more information please visit the Center for Students with Disabilities (CDS): <http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>