



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM-GP 4137 * EXEC-GP 4137

**Communications and Branding
for Nonprofits
Spring 2021**

Instructor Information

- Farra Trompeter
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- Emails and calls will be returned within one business day
- Office Hours: After class sessions or by appointment. Please schedule in advance.

Course Information

- Class Meeting Times: Saturdays, 9:00-10:40am, 1/30, 2/13, 2/27, 3/13, 4/3, 4/17, 5/1
- Class Location: Online via Zoom (accessed via the Zoom tab in NYU Classes)

Course Prerequisites

- There are no prerequisites for this course.

Course Description

An organization's brand can help it raise money, create change, and recruit participants as it effectively communicates its mission. But a brand is more than just a logo or a memorized elevator pitch, it is the way both internal and external audiences perceive your organization—and shaping this perception is as essential to the success of nonprofit and public organizations as it is to for-profit organizations. And since many nonprofits have limited staff and financial resources available for communications activities, it is even more important that these resources be deployed as strategically as possible. This course will offer an overview of branding and communications concepts, helping students approach communications in a way that builds commitment to their organization's mission, increases trust, creates ambassadors, and strengthens impact. Students will gain a basic familiarity with a variety of branding principles

and develop strategic communication recommendations for an organization they are familiar with.

Course and Learning Objectives

By the end of this course students should be able to:

1. Understand how a brand can act as the driver to an organization's overall communications strategy.
2. Define positioning and personality for a nonprofit organization and apply these tools to make decisions around an organization's brand and communications channels.
3. Apply best practices for managing communications.
4. Explain the elements of a strategic framework and use it to make better decisions.
5. Produce strategic recommendations for an organization, movement, or campaign.

Learning Assessment Table

Graded Assignment	Course Objective Covered
Organization overview worksheet	#1
Brand refinement worksheet	#1, #2
Case study worksheet	#3
Final memo	#4, #5

Required Readings

- All readings, videos, podcasts, case studies, and other materials for each session, can be found online and are listed under each class below.
- For each session, there will be required readings and optional ones offered.
- There are no required textbooks for this course, but we will be referring to content from the following book: Durham, Sarah. *Brandraising*. California: Wiley, 2010. You can read it online via [NYU Library ProQuest Ebook Central](#).
- You will select and purchase two case studies via links noted in session 5.

Participation and Attendance

Class attendance and preparation are critical. All of us bring different perceptions and ideas to this dialogue about strategic communications. Please prepare for each class by immersing yourself in the assignments and participating in discussion forums and breakout rooms. I'd like you to be ready to provide an open and comfortable atmosphere in which you and your classmates can share comments and participate.

As your instructor, I will happily share my knowledge and experience, but I see myself as a facilitator. Our sessions will be interactive and I expect that you'll be ready to share your insights from the readings and engage one another in a discussion. This course is for the student who wants to engage with the material and each other. Class participation is important and will count toward your overall grade. If speaking in public is difficult for you, please let me know early on.

Since we are only meeting for seven sessions, you are required to attend every class and arrive on time. If you are not able to attend a class:

- Notify me beforehand via email.
- If there is an assignment due on a date you are absent from class, it is still due at the beginning of class unless you are granted an extension. Extensions will be granted only in case of emergency, out of respect for those who abide by deadlines despite hectic schedules. (See *late submission policy* below.)
- If you'd like to maintain a high participation grade, you are welcome to submit an optional reflection paper on one of the readings due for the class you miss before the next time we meet two weeks later.
- Please review the slides/recordings and resources I post after class sessions and ask me or a classmate any questions about the material we cover.

Assessment Assignments and Evaluation

For your assignments, you will need to select a nonprofit or public sector organization, movement, or campaign to serve as your case study. You can pick an organization you are already connected to, one that you admire, or even one you just learned about. While you can do the assignments without talking to an actual organization, connecting with a staff person there will make your projects better. If you need help selecting an organization, let me know after our first session.

Your final grade will be calculated as follows:

1. Class attendance and participation: 25% (live sessions and discussion forums)
2. Worksheets: 40%
 - a. Organization overview: 5%
 - b. Brand refinement: 15%
 - c. Case study answers: 20%
3. Final memo: 35%

Grading Rubric

I will evaluate your work on the quality of your insights and your ability to demonstrate that you have processed the readings and reflected on our class discussions. I expect your projects to be organized and thoughtful. Your projects should be well written and reflect professional quality in spelling, grammar, punctuation, and clarity.

Worksheets

- 5: Excellent: sets an example for others to follow

- 4: Very Good: clearly understands concepts
- 3: Good: basic grasp of concepts
- 2: Marginal: missing some of the concepts
- 1: Unacceptable/poor: doesn't understand most or all of the concepts
- 0: Not submitted

Final memo

- **WRITING (25%):** The writing is fluid; sentences/paragraphs are well structured; proper grammar; shows a command of graduate-level vocabulary and understanding of concepts; polished, not drafty.
- **PROFESSIONAL PRESENTATION (10%):** Correct spelling/no typos; length limits honored (if given); timeliness and other instructions followed.
- **ANALYTICAL THINKING (25%):** Uses material from class to develop and support ideas; demonstrates an effort to integrate materials; paper has a logical flow that presents and develops a clear, unified position/argument; the argument is consistent (no contradictions or gaps) and based on critical thinking.
- **RECOMMENDATIONS (30%):** Reflects realities of nonprofit organization's resources, mission, and community; applies insights to a practical discussion of strategic communications.
- **REFERENCES (10%):** Uses and cites references appropriately. You can use ANY reference system of your choice, as long as you are consistent.

Participation

I will use this rubric when calculating your participation grade:

- 23-25%: "A" Level Participation
 - Attends all classes. If late, sends an email to the professor ahead of time.
 - Frequently contributes to the class conversation (roughly once or twice per class in-person as well as in the discussion forums). Note: offering input does not mean you will always be called upon.
 - Comments are clear, succinct, and relevant to the current conversation.
 - Is prepared for class, as evidenced by:
 - providing substantive responses
 - applying ideas from the readings to the discussion
 - challenging or extending ideas in the readings; and
 - integrating or contrasting ideas from current readings with previous readings
- 20-22%: "B" Level Participation
 - Misses one class. May not send an email to the professor ahead of time.
 - Infrequently contributes to the class conversation during sessions or in the discussion forums.
 - Comments are sometimes unclear, long-winded, or not relevant to the discussion.
 - Is less prepared for class (see above).
- 17-19%: "C" Level Participation

- Misses two classes. Doesn't email the professor ahead of time.
- Arrives late more than once.
- Rarely contributes to the class conversation during sessions or in the discussion forums.
- Is unprepared for class (see above).

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 prior permission will be penalized by a letter grade per day (e.g. B+ to B).

1. Assignments are due before 9:00 am on the dates indicated on NYU classes.
2. 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.

Overview of the Semester

- Class 1
 - Date: January 31
 - Topic: Understanding strategic communication and defining Brandraising
 - Deliverable: Assignment 1 due at 9 am on Feb. 6
- Class 2
 - Date: February 13
 - Topic: Setting goals and engaging audiences
- Class 3
 - Date: February 27
 - Topic: Brand strategy and identity – what are we communicating?
 - Guest speaker: Morgan Fletcher, A National Agenda for Black Girls/Girls for Gender Equity
- Class 4
 - Date: March 13
 - Topic: Brand experience and brand architecture
 - Deliverable: Assignment 2 due at 9 am on Mar. 13.
 - Guest speaker: Ambar Mentor-Truppa, Vice President of Communications, Shriver Center on Poverty Law
- Class 5
 - Date: April 3
 - Topic: Making real-life brand and communications decisions
 - Deliverable: Assignment 3 due at 9 am on Apr. 3.
 - Guest speaker: Mohan Sivaloganathan, CEO, Our Turn
- Class 6

- Date: April 17
- Topic: Using campaigns and social media to attract supporters; practicing racial equity
- Guest speaker: Eliel Cruz, Director of Communications, NYC Anti-Violence Project
- Class 7
 - Date: May 1
 - Topic: Final Class - Internal communications, strong teams, and developing plans
 - Guest speakers: Danielle Brigida, Deputy Director of Digital Strategy, U.S. Department of the Interior and Fatima Jones, Senior Director of Marketing and Communications, Apollo Theater
 - Deliverable: Final assignment due at 9 am on May 8.

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 a 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 objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but the 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 the 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

SESSION 1: UNDERSTANDING STRATEGIC COMMUNICATION AND DEFINING BRANDRAISING

Readings Due

- [“How Nonprofits Can Use a SWOT Analysis”](#) by Kristen Hay (2017)
- [“Why Most SWOT Analyses Stink and How You Can Make SWOT Work for You”](#) by Lincoln Arneal (2016)
- [“The Role of Brand in the Nonprofit Sector”](#) by Nathalie Kylander & Christopher Stone (2012)
- [“Building a brand for social change”](#) by Ally Dommu (2018)
- [“Three factors that can jeopardize your branding process”](#) by Farra Trompeter (2019)
- [“How does your nonprofit define communications?”](#) by Sarah Durham (2020)
- (Podcast) [“Marketing versus communications: what’s the difference?”](#) by Sarah Durham and Samantha Campbell (2021)

Recommended Reading

- [“Are you underestimating the power of communications?”](#) by Elizabeth Ricca (2017)
- [“Marketing & Communications in Nonprofit Organizations”](#) by David Williamson (2009)
- [“Mindshare: How your organization stays front and center”](#) by Sarah Durham (2020)
- Podcast: [“What happens when people think they know your organization but they don’t?”](#) by Sarah Durham and Teresa C. Younger (2020)

Online Activities

- Before class (by 5 pm on January 29), [please fill out this survey](#).
- After class (by 9 am on February 6) tell the class more about you and the organization you’ll be studying during the semester -- see the thread in the Forums.
 - Where are you located? (borough or town/state if out of New York City)
 - What issue/cause(s) are you most passionate about? (examples: animal rights', international development, racial justice, LGBTQIA equality, poverty eradication, education reform, etc.)
 - What organization, movement, or campaign, will you be studying for the assignments and why did you interested in it? (include the name, URL, and what your relationship is to the organization--e.g. Employee, volunteer, alumni, donor, volunteer, activist, new observer, etc.)
- Be sure to take a look at your classmates' responses after all are submitted, and before our second session on February 13.

Assignment

Submit organization overview worksheet. **Due 9 am on Saturday, February 6.**

SESSION 2: SETTING GOALS AND ENGAGING AUDIENCES

Readings Due

- [Achieve more: Putting strategy to work for your nonprofit](#) (ebook), Big Duck (2018)
- [“Encourage inclusion and equity at your organization with SMARTIE goals”](#) by NTEN/The Management Center (2018)
- [“Nice to meet you, audience.”](#) by Elizabeth Ricca (2012)
- [“Strategies to avoid bias when defining your nonprofit's audiences”](#) by Laura Fisher (2020)
- [“Inclusive branding”](#) by Chris Tuttle (2019)

Recommended Reading

- Podcast: [“What is strategy?”](#) with Sarah Durham, Laura Fisher, and Gil Mejia (2019)
- [“5 Ways To Use Your Audience Persona To Tell A Better Story”](#) by Vanessa Chase
- [“Creating an inclusive and equitable research process”](#) by Ally Dommu (2019)
- [“Meaningful Forms--Methods for Overcoming Racial and Social Biases and Creating Socially Responsible Design”](#) by Senongo Akpem (2019)

Online Activities

Be sure to do the reading to inform your comments.

- Before class (by 5 pm on February 12), please share one goal you think the organization you are studying has for communications. In the forum, let us know:
 - What organization, movement, or campaign you are studying (name, URL)?
 - What is one goal you think they have for communications?
 - What evidence do you have that this is an important goal for them (e.g. emphasis or specific content on their website or social media)?
 - What is one objective they might set related to that goal?
- After class (by 9 am on February 20), comment or ask questions on at least two of your classmates' posts.

Assignment

Complete the worksheet “Audience Profile” for one audience using your selected organization and be ready to share it during our live session (we’ll break out into small groups). **Due 9:00 am on Saturday, February 13.**

SESSION 3: BRAND STRATEGY AND IDENTITY – WHAT ARE WE COMMUNICATING?

Readings Due

- [“Brand strategy: translating your vision and mission into everyday communications”](#) (ebook) by Ally Dommu and Ryan Gerhardt (2020)
- [“How to inclusively shape your organization's voice”](#) by Hannah Thomas (2020)
- [“An Emotional Connection Matters More than Customer Satisfaction”](#) by Alan Zorfas and Daniel Leemon (2016)
- [“How Great Leaders Inspire Action”](#) (TED talk) by Simon Sinek (2009)
- [“Using your brand strategy every day in everything”](#) by Sarah Durham (2017)
- [“The basics of nonprofit brand assets”](#) by Sarah Durham (2020)
- [“The case for a boring elevator pitch”](#) by Dan Gunderman (2019)
- [Make your brand strategy visible, every day](#) by Claire Taylor Hansen (2020)

Recommended Reading

- [“The Eight-Word Mission Statement”](#) by Kevin Starr (2012)
- [“The 4 levels of nonprofit vision statements”](#) by Lila Tublin (2020)
- [“The language of values”](#) by Dan Gunderman (2016)
- [“Messaging considerations for a movement”](#) by Hannah Thomas (2020)
- [“Getting your new name right: ensuring a successful organizational renaming process”](#) by Farra Trompeter (2018)
- [“Make your logo stand out from the pack”](#) by Wing Sze-Ho and Sandy Zimmerman (2020)
- [“How this nonprofit’s reimagined brand helps it serve its mission”](#) by Adele Peters (2018)
- Webinars
 - [Name change with case studies](#) (2019)
 - [Mission statements and messaging](#) (2019)
 - [Brand personality with a case study](#) (2017)
 - [Developing your nonprofit’s brand strategy](#) (2020)
- Podcasts
 - [“How are organizational values and personality different?”](#) with Sarah Durham and Farra Trompeter (2018)
 - [“Does your nonprofit need a new logo?”](#) with Sarah Durham and Claire Taylor Hansen (2019)
 - [“Should you rename your nonprofit?”](#) with Sarah Durham, Dan Gunderman, and Farra Trompeter (2019)
 - [“What type of tagline works best?:](#) with Sarah Durham and Ryan Gerhardt (2020)

Online Activities

Be sure to do the reading to inform your comments.

- Before class (by 5 pm on February 26), record a brief elevator pitch for your selected organization/movement/campaign using Voice Thread.
- After class (by 9 am on March 6), please listen and record a comment to at least two of your classmates' recordings.

Assignment

Draft the positioning and personality statements for your selected organization/movement/campaign and be ready to share them during our live session (we'll break out into small groups). **Due 9:00 am on Saturday, February 27.**

Guest speaker

[Morgan Fletcher](#), Director of Marketing and Storytelling, Girls for Gender Equity, about their latest campaign, [A National Agenda for Black Girls](#)

SESSION 4: BRAND EXPERIENCE AND BRAND ARCHITECTURE

Readings Due

- [“Rebuild before repainting: What's really holding your communications back?”](#) by Elizabeth Ricca (2014)
- [“The importance of creating a good experience with your brand online and beyond”](#) by Sarah Durham and Farra Trompeter (2020)
- [“Brand architecture: Strategies to strengthen your nonprofit's family of programs, events, and initiatives”](#) (ebook) by Big Duck (2017)
- [“Why bad brand architecture happens to good organizations”](#) by Ally Dommu (2016)
- [“When you know you've got a brand architecture problem: an exercise”](#) by Claire Taylor Hansen (2018)

Recommended Reading

- [“Six steps to ensure your rebranding sticks”](#) by Sarah Durham (2014)
- [“How to take credit when it's not that simple”](#) by Dan Gunderman (2018)
- [“Does your brand have a shelf-life?”](#) by Sarah Durham (2019)
- [“Don't make it harder to get the attention you deserve”](#) by Elizabeth Ricca (2016)
- [“Brand stickiness: Building, integrating, and managing your nonprofit's voice so it succeeds”](#) ebook by Ally Dommu and Hannah Thomas (2018)
- Webinar: [Brand architecture](#) (2016)
- Podcast: [“How can you get your new brand to stick?”](#) with Ally Dommu and Sarah Durham (2018)

Assignment

Submit the brand refinement worksheet for your selected organization. **Due 9:00 am on Saturday, March 13.**

Guest speaker:

[Ambar Mentor-Truppa](#), Vice President of Communications, [Shriver Center on Poverty Law](#)

SESSION 5: MAKING REAL-LIFE BRAND AND COMMUNICATIONS DECISIONS

Readings Due (to be purchased)

Please read and purchase at least two of the following case studies and then submit answers to a set of questions for one of them. You can purchase the case studies at [the Harvard Business Publishing site](#) and [the Yale School of Management site](#).

- “Marketing New York City” by V. Kasturi Rangan, Anita Elberse (2008)
- “Social Media and the Planned Parenthood/ Susan G. Komen for the Cure Controversy” by Laura Winig, Archon Fung (2012)
- “The Public Theater” by Steven C. Koernig (2015)
- “Commonwealth Shakespeare Company” by Clare Gillan Huang (2020)
- “The Wellness Institute: To Brand or Not to Brand” by Sara Penner (2019)

Recommended Reading

- “[For economic and racial justice: A rebrand story](#)” by Ambar Mentor-Truppa (2019)
- “[Engaging staff for a successful rebrand that lasts](#)” by Katherine Ollenburger and Karla McLean (2019)

Assignment

Submit the case study worksheet for one of the cases and come to class ready to discuss both of the case studies you read. **Due 9:00 am on Saturday, April 3.**

Guest speaker

[Mohan Sivaloganathan](#), CEO, [Our Turn](#)

SESSION 6: USING CAMPAIGNS AND SOCIAL MEDIA TO ATTRACT SUPPORTERS; PRACTICING RACIAL EQUITY

Readings Due

- “[The difference between your nonprofit’s brand and its campaigns](#)” by Sarah Durham and Lila Tublin (2017)
- “[Weaving campaigns into your bigger story](#)” by Will Nolan (2018)
- “[Color of Change: Tackling Systemic Racism One Strategy at a Time](#)” by Pierre-Antoine Louis (2020)
- “[Nonprofit Marketing: Challenges, Strategies and Best Practices](#)” by David Gorodetski (2018)
- “[Stop Raising Awareness Already](#)” by Ann Christiano and Annie Neimand (2017)

- [Reports — Diversity | Equity | Inclusion](#) by Communications Network (2020)
- [How to make your communications team a catalyst for DEI](#) by Tina Chong and Colleen Flynn (2019)
- [Using brand personality to guide your presence on social media](#) by Ryan Gerhardt (2020)

Recommended Reading

- [“A Chorus for Wildlife: How World Wildlife Fund helped organize a global clarion call to stop wildlife crime.”](#) by Carter Roberts & Steve Ertel (2016)
- [“Branding & Collateral--DEI Report”](#) by Communications Network (2020)
- [Writing with an antiracist lens](#) by Lila Tublin (2020)
- [“The real reason your organization isn’t well-known”](#) by Sarah Durham (2017)
- [“The Science of What Makes People Care”](#) by Ann Christiano & Annie Neimand (2018)”
- [“How to Plan And Execute A Stellar Nonprofit Social Media Campaign”](#) by Wagisha Jha (2020)
- [“Social Media for Nonprofits: 11 Essential Tips for Success”](#) by Katie Sehl (2020)
- [“Social Media in Government: Benefits, Challenges, and How it's Used”](#) by Tony Tran and Yael Bar-Tur (2020)

Online Activities

- Review the online presence of Color of Change -- [take action on one of the active campaigns](#) (sign/send alerts and then analyze the messaging and engagement), review social media channels: [Facebook](#), [Twitter](#), and [Instagram](#).
 - Before class (by 9 am on April 10), share your thoughts about what they are doing well and what they could be doing better in the discussion forums
 - Before class (by 5 pm on April 16), comment on at least one of your classmates’ submissions

Guest Speaker

[Eliel Cruz](#), Director of Communications, [NYC Anti-Violence Project](#) regarding social media and advocacy work regarding justice for Layleen Polanco

SESSION 7: INTERNAL COMMUNICATIONS, STRONG TEAMS, AND DEVELOPING PLANS

Readings Due

- [“The Back-of-the-Envelope Guide to Communications Strategy”](#) by Ann Christiano and Annie Neimand (2017)
- [“Internal communications: elements to include in your nonprofit’s plan”](#) by Meg Shannon (2016)
- [“Developing the mission of your communications team”](#) by Laura Fisher (2019)
- [“4 steps to more powerful communications”](#) by Elizabeth Ricca (2017)

- [“4 Steps to Strategic Communications”](#) by Maura F. Farrell (2018)
- Podcast: [“Ep 104: Creating a Nonprofit Communications Engine \(with Sarah Durham\)”](#) by Sarah Durham and Joan Garry (2020)

Recommended Reading

- [“Best practices for your internal communication strategy”](#) by Aria Solar (2019)
- [“DARCI framework”](#) by Robert Gass (2013)
- [“MOCHA model”](#) by The Management Center
- [“Four Steps Every Nonprofit Should Take Before Creating Its Strategic Communications Plan”](#) by Michael & Susan Dell Foundation (2016)
- [“What Goes Into A Nonprofit Marketing And Communications Plan Or Strategy?”](#) by Kivi Leroux-Miller (2019)
- [“What can the right communications staff really do for your nonprofit?”](#) by Sarah Durham (2017)
- [“7 Signs Your Communications Strategy Isn’t Strategic”](#) by Kivi Leroux Miller (2017)
- [“18 Internal Communications Best Practices for 2020”](#) by Colin Bovet (2020)
- Podcasts
 - [“How can you facilitate better internal communications?”](#) by Sarah Durham and Wayne Ho (2019)
 - [“How do you structure a growing communications team?”](#) by Sarah Durham and Suzanne Shaw (2019)

Guest speakers

[Danielle Brigida](#), Deputy Director of Digital Strategy, [U.S. Department of the Interior](#)
[Fatima Jones](#), Senior Director of Marketing and Communications, [Apollo Theater](#)

Assignment

Submit a 4-5 page memo proposing the strategic framework and communications recommendations for your selected organization. **Due 9 am on Saturday, May 8.**

NYU Classes

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. Also, I will occasionally send emails about course details, including possible guest speakers and logistics, to your NYU email account. *Please check both the course website and your NYU email account regularly.*

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](#). All Wagner students have already

read and signed the [Wagner 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 Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or 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](#) 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](#) 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.

Classroom Norms and Netiquette

Students should arrive for Zoom sessions promptly, mute their audio unless participating, pose questions using either the chat or raise hand function. You are expected to participate in each class with your Zoom audio and video on. Please review Wagner’s [Zoom in the Classroom series](#) about classroom etiquette, participation, and more. Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

Because all of our sessions will be remote/online-only, I have moved some course content that would otherwise be covered in class into an asynchronous format. To this end, some of the classes will have a check-in around the asynchronous preparation material (please see the detailed course calendar and updates during the semester for details). These are typically short reflections or other brief written assignments. The intent is for the check-ins to be a lower time commitment than the other assignments and please consider the length guidelines in the syllabus to be firm; the objective is to show that you have thoughtfully spent time with the material for the upcoming class discussions, considered the main points, and are prepared to

engage with your colleagues. Check-ins are due at 9 am on the Saturdays between our class sessions; see dates in the detailed session listing.

Being part of an online community calls for each of us to exercise extra care in being present for ourselves and our colleagues. Many of you will have used Zoom (or similar) for work and other courses, and please be mindful of basic video conference etiquette:

- Please plan to be five minutes early to all class sessions to manage any technical issues before class begins (the class zoom room will be open at 8:50 am on class mornings);
- Please keep your camera on throughout the class and be sure your environment is not overly distracting to those viewing (the pre-packaged zoom backgrounds rarely travel well in large groups);
- Please do your best to have a distraction-free environment and resist the urge to multitask during class time;
- Please keep your microphone muted except when you are speaking (background sounds especially in NYC can be very distracting);
- Please return from breaks promptly at the stated times to avoid the disruption of late re-starts.
- Because of the challenges of online engagement, the class participation component of the final grade will receive somewhat more emphasis than in past years. Similarly, to be sure that we hear everyone's voice, I may from time to time call on specific students by name (be prepared!).