



# **CORE-GP-1020-Section 002 Management & Leadership Spring 2024**

## **Instructor and Course Assistant Information**

<b>Name</b>	<b>Role</b>	<b>Email Address</b>	<b>Office Address</b>	<b>Office Hours</b>
Martha E. Stark (she, her, ella)	Professor	<a href="mailto:Martha.Stark@nyu.edu">Martha.Stark@nyu.edu</a>	395 Lafayette Street, Room 3070	Tuesdays 2:00-5:00 and by <a href="#">Appointment</a>
Arianna Afsar (she/her)	Course Assistant	<a href="mailto:Aa8764@nyu.edu">Aa8764@nyu.edu</a>		

## **Course Information**

<b>Class Day</b>	<b>Class Time</b>	<b>Class Format Class Location</b>
Wednesday	4:55-6:35 pm	In Person 194 Mercer Street, Room 306B (If absolutely needed due to illness or other personal circumstances, you may join class using the zoom link on our <a href="#">Brightspace</a> site.)

## **Course Prerequisites**

- None

## **Course Description**

Management and Leadership is designed to empower you with the skills you will need to make meaningful change in the world—whether you care about bike lanes, criminal justice, prenatal care, community development, urban planning, social investment, or something else. Whatever your passion, you can only have an impact by leading and managing organizational processes. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to run effective and efficient organizations embedded in diverse communities, policy arenas, sectors, and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—first, diagnosing them and then, identifying solutions—to explore how organizations can meet and exceed their performance objectives. As part of that process, you will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

# Course Design & Pedagogy

The course combines conceptual and experiential approaches to management and leadership and therefore is divided into four contexts of learning and practice: (1) Leadership-Self: Managing Yourself; (2) Management-Interpersonal Dynamics: Power & Influence, Decision-making & Ethics, Negotiation, Motivation, Stakeholder Engagement; (3) Teams: Managing People & Leading Teams; (4) Organizational-Designing & Aligning: Strategy & Structure, Culture, Alignment; and Leading Change.

Readings will introduce key concepts and useful ways of thinking about common situations in managing public service organizations. Case studies, exercises, and class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

## Learning Objectives

The course combines conceptual and experiential approaches into five general areas:

1. Leadership Approach—Know Thyself First
2. Teams and teamwork
3. Interpersonal dynamics
4. Designing and aligning organizations
5. Leading change

There are three learning objectives that cut across each class:

1. Analytical thinking and its supporting skillsets are as follows:
  - a. Identify, analyze, and address underlying problems and opportunities.
  - b. Recognize, analyze, and manage complex relationships.
  - c. Reframe the way you approach people and situations.
2. Leveraging diversity and its supporting skillsets are as follows:
  - a. Identify, understand, and use different types of diversity.
  - b. Explore how to create, participate in, and coach diverse teams.
  - c. Develop skills to address the challenges and opportunities of diversity.
3. Communication and its supporting skillsets are as follows:
  - a. Recognize the importance of clear communication with stakeholders.
  - b. Prepare effective, clear, organized written reports and presentations.
  - c. Conduct effective meetings and facilitate group/team discussions.

**“When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful.”**

**– bell hooks, Ph.D. (1952-2021)**

## Learning Assessment Table

Graded Assignments	Course Objective(s) Covered	Level of Competency	Description
Individual Case Study Memos	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
Class Participation, Contribution to Learning	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
Team Case Study Memos	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
Exercises and Simulations	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
Assessments	Analytical Thinking- Reframing approach to people and situations	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
Final Project	Analytical Thinking, Leveraging Diversity, Communication	3-Advanced	Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information

## Course Information and Materials

- **Course Information**—[Brightspace Page](#) where you will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides.
- **Course Material:** To keep costs down, I am providing you with most of the readings and case studies that copyrights allow me to post in Brightspace.
  - Case Study Coursepack: Purchase the [coursepack](#) for the cases we will read during the semester for \$19.80.
  - Simulation Coursepack: You only need to purchase the [coursepack](#) for the team simulation for \$27.50 **by our fourth class** for the professor to set up the simulation on the system's back end.
  - Textbook: We will use the textbook Management in a Changing World by Imani, Wong and Ahuja. This book is available [online](#) at NYU Libraries or you can [purchase](#) it. The first chapter has been copied and made available on our Brightspace site.

## Assessments

- Emotional Intelligence-Take the Mind tools quiz below:
  1. [Take the Mind Tools Emotional Intelligence Quiz](#): Free 15 question assessment, you may have to register your NYU email address on the site. The questions from the test are also on the Emotional Intelligence tab in this [google sheet](#).  
Optional: If you are really interested in emotional intelligence, these other two tests are available.
  2. [Take the IHHP Quiz](#): Free 17 question assessment from the Institute of Health and Human Potential.
  3. [Psychology Today Emotional Intelligence Test](#): Free 145 question assessment that provides summary results, you must pay \$9.95 for complete results.
- [Clifton Strengths for Students Top 5](#) (\$20 if you register with your student email). Submit your results next to your name on the strengths tab on [our google sheet](#).
- Motivation-Take the Mind tools quiz below:
  1. [Take the Mind Tools Motivation Quiz](#): Free 12 question assessment, you may have to register your email address on the site. The questions from the test are also on the Motivation tab in this [google sheet](#).  
Optional: If you are really interested in motivation, this other test is available.
  2. [Psychology Today Career Motivation Quiz](#): Free 102 question assessment that provides summary results, you must pay \$6.95 for complete results.

## Articles

- We will be reading case studies and articles that, where possible, will be made available on our [Brightspace](#) site for free.

## Assessments, Assignments, and Evaluation

At the beginning of the semester, you will be placed on a 5-person team. You will be required to work with your team on simulations, case study reviews, and some other assignments. However, most of your final grade will be based on assignments that you are responsible for completing individually and independently.

# Individual Work, 70.0%

## Participation: contribution to discussion & learning, 15.0%

- Your active participation is important and essential. Your grade will be based on both the quantity and quality of your comments. We recognize that students will want to participate in different ways and so your participation will be based on diverse factors including:
  - ✓ Traditional In-Class participation in discussions.
  - ✓ For those less comfortable speaking in a large group, contributions to your team discussions will also be considered.
  - ✓ Posting regular comments in the Brightspace discussion section with your thoughts about the reading and guiding questions.

For all participation, infrequent quality comments that show preparation and insight are valued more than the number and length of comments. And, it is fine to invoke the “ditto” rule or a more modern—that was dope—to signify your agreement with the sentiments being expressed.

Our course assistant will keep track of your participation throughout the semester. At the end of the semester, you may also be asked to grade your own participation as well as the participation of your class and teammates. The grade that you provide for yourself and classmates will be blended with the course assistant’s and instructor’s assessment of your participation and contribution to the discussions and learnings.

## Assessments, 10.0%

- Completing the required “know yourself” assessments will be worth 10 percent of your grade. You may want to compile and keep your assessment results in a journal. All of your assessment results should be entered onto [this google sheet](#) in the appropriate tab.

## Individual Case Study Memoranda, 15.0%

- Reading and reflecting on case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence in the memos. You will be responsible for completing three (3) individual case study memos.

## Simulations and Exercises, 10.0%

- We believe we often learn best by doing and by play. Therefore, you will be participating in two (2) simulations included in the [simulation coursepack which can be accessed here](#). Each student must individually register for and [purchase the simulation coursepack](#). The [simulation coursepack](#) cannot be shared as each student needs to be able to access the simulation at the same time.
  - 1) A simulated climb of Mount Everest to learn: (i) how teams can improve the way they make decisions; (ii) how opposing interests and asymmetric information affect team dynamics; (iii) how leaders shape team decision-making and performance in competitive and time-sensitive situations; (iv) how teams and their leaders deal with tradeoffs between short-term task completion and longer-term team effectiveness, and (v) how cognitive biases impair decision making (**5.0%**). Your grade for this exercise will be based on the percent of your individual goals that you achieve during the exercise.
  - 2) An organizational behavior simulation entitled: Leveraging Networks to understand the power and importance of networks and demonstrate (i) how the properties of one's network affect one's ability to derive benefits from it; and (ii) change perceptions of networking as selfish, opportunistic, or insincere by recognizing its benefits and potential for reciprocity (**2.0%**). Your score will be based on your participation in the simulation.

- In addition, there will be two exercises (3.0%) where you will receive full credit just for participating:
  - 3) Allocating and advocating for a hypothetical candidate for a kidney transplant to understand decision-making and the power of persuasion (1.5%).
  - 4) A two-part negotiation exercise to hone or develop your skills (1.5%).

### **Final Individual Assignment that will include a Self-Reflection, 20.0%**

- There will be a final written assignment that will be due a week after the semester ends.

### **Team Assessments, 30.0%**

#### **Team Launch, 3.0%**

- You will be assigned to a five-person team in the beginning of the semester. You will meet as a team to discuss your strengths and how you want to work together. Your team will submit a completed team launch document documenting your team agreement.

#### **Mount Everest Simulation Climb-Team Score and Debrief Reflections, 7.0%**

- Team Score: Your team will participate in a simulated climb of Mount Everest. Your team score will be based on the percent of the goals you achieve as a team. (5.0%)

#### **Analytical Case Study Memoranda, 10.0%**

- As a team, you will submit two (2) case study memoranda for [Marie Trelle Kane](#) and [Carolina for Kibera](#). The prompts for the case study memo assignments will be more fully described on Brightspace.

#### **Organizational Diagnosis: Congruence Management Model Team Presentation, 10.0%**

- Your team will prepare a 7–8-minute PowerPoint presentation for Class session #14 analyzing a management-related issue that your team chooses. (More details will be provided later in the semester.) Your team should submit the slide deck right before class via Brightspace or email the presentation to the course assistant or me.

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

Extensions will be granted in cases of emergency, out of respect to those who abide by deadlines despite challenging schedules. Late submissions without approved extensions will be penalized 10% per one-week period and no late assignments will be accepted three weeks after the deadline.

## Letter Grades

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

Letter Grade	Course Points	GPA Points	Criteria
<b>A</b>	> 93.0	4.0	<b>Excellent:</b> Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.
<b>A-</b>	> 90.0	3.7	<b>Very Good:</b> Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
<b>B+</b>	> 87.0	3.3	<b>Good:</b> Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
<b>B</b>	> 83.0	3.0	<b>Adequate:</b> Competent work 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 student has not been thorough or has shown other weaknesses or limitations.
<b>B-</b>	> 80.0	2.7	<b>Borderline:</b> Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate.
<b>C+</b>	> 77.0	2.3	<b>Deficient:</b> Inadequate work; does not meet the minimal expectations. 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.
<b>C</b>	> 73.0	2.0	<b>Deficient:</b> Inadequate work; does not meet the minimal expectations. 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.
<b>C-</b>	> 70.0	1.7	<b>Deficient:</b> Inadequate work; does not meet the minimal expectations. 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.
<b>F</b>	< 70.0	0.0	<b>Fail:</b> Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

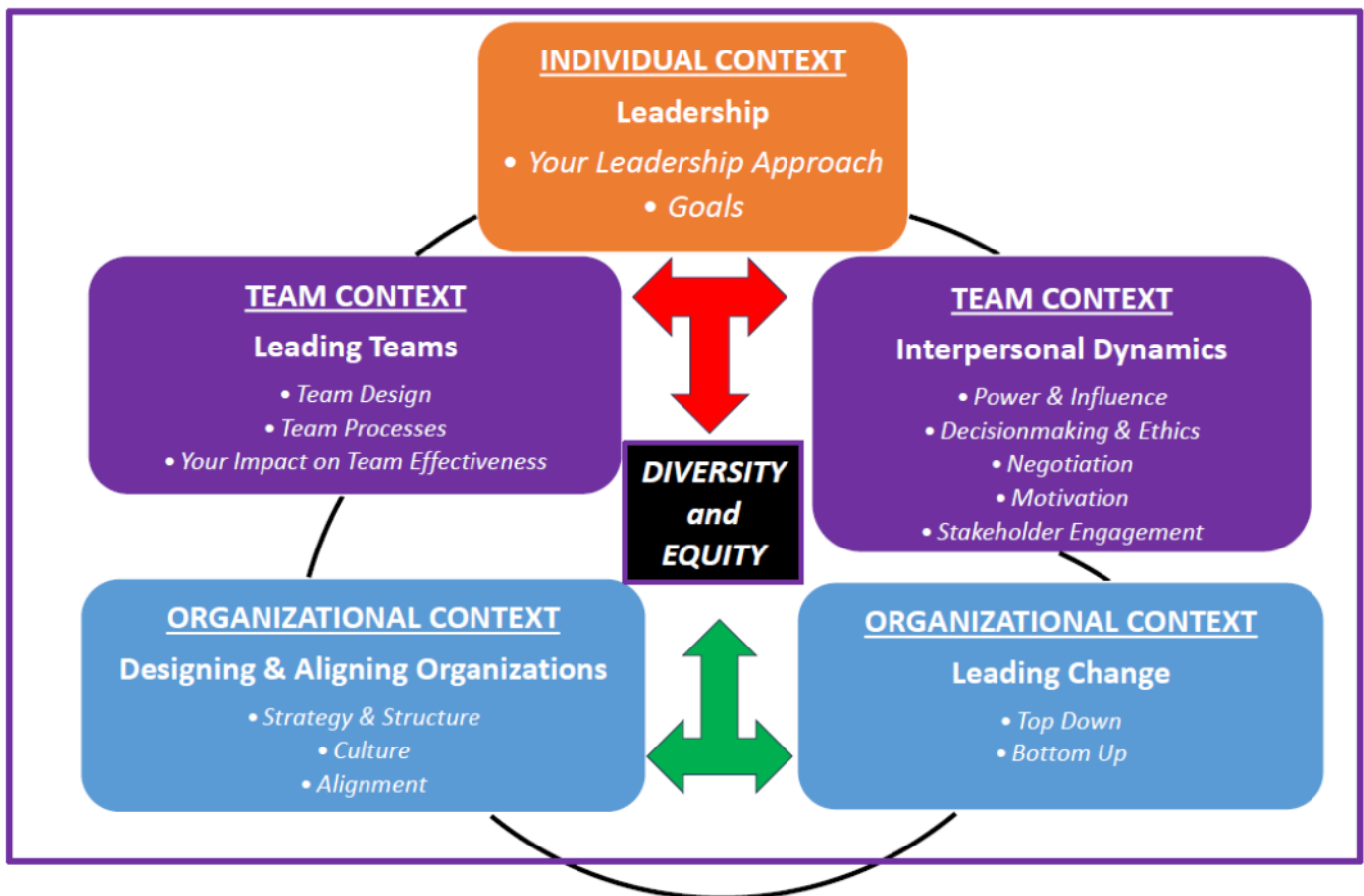
## Course Structure

Management and Leadership is a required core course for all Wagner students. Pre-COVID the course met for a longer period, but the course now meets for just 100 minutes. Therefore, you will be expected to complete about 30-60 minutes of pre-work before each class individually or in some instances with classmates.

The general class structure will be:

- Check-In: Management and leadership in the news/ What is going on in your management and leadership world? Reflections on/Opportunities to Use Materials? (10-15 minutes)
- Case Study/Material Discussion-Think/Pair/Share (10-15 minutes)
- Lecture, Discussion, In Class Activity/Exercise (40-60 minutes)
- Concluding Thoughts/ Preview of Assignments for Next Class (5 minutes)

## Management & Leadership Course Map



Developed 1/2024



Course Schedule (also see Brightspace for links to readings and assignment details)

Class Date	Topic & Guiding Question	Readings & Assignments Due
01/24	<p>Introductions</p> <p>Impromptu Networking, Who Are Our Leaders?</p> <p>Guiding question: Who are our leaders? Am I comfortable calling myself a leader?</p>	<ul style="list-style-type: none"> <li>➤ <b>Provide information</b> about yourself by completing the Introduction tab on <a href="#">our class google sheet</a>. Before answering the question of “why do you matter” <b>Watch:</b> <a href="#">this short video</a>.</li> <li>➤ <b>Complete:</b> the <a href="#">Emotional Intelligence Test</a> and enter your results on the Emotional Intelligence-Entry tab on <a href="#">our class google sheet</a>.</li> <li>➤ <b>Complete:</b> the Myers-Briggs Assessment:               <ol style="list-style-type: none"> <li>1. Download a copy of the <a href="#">Myers-Briggs google assessment</a> sheet,</li> <li>2. Complete the assessment on the tab labeled “Test-Answer MBTI Questions Here”,</li> <li>3. Review your results on the tab labeled “Your MBTI Results Will Be Here”,</li> <li>4. Enter your results under your name on the Myers-Briggs tab on <a href="#">our class google sheet</a>.</li> </ol> </li> </ul>
01/31	<p>Introduction to Management and Leadership</p> <p>Guiding question: How can we challenge conventional wisdom about the history and practices of management and leadership?</p>	<ul style="list-style-type: none"> <li>➤ <b>Read:</b> <ol style="list-style-type: none"> <li>1. Chapter 1 - <a href="#">The Fundamentals of Effective Management</a> in Management in a Changing World by Imani, Wong and Ahuja</li> <li>2. <a href="#">The Incomplete Leader</a> by Russell</li> <li>3. <a href="#">The Messy Link Between Slave Owners and Modern Management</a> by Johnson</li> <li>4. <a href="#">The Responsibility to Craft Purposes</a> by Behn</li> <li>5. <a href="#">Always Start with Purpose</a> by Behn</li> </ol> </li> </ul>
<b>The Individual Context</b>		
02/07	<p>Tending to Personal Ecology: Vision and Values</p> <p>Guiding question: What values underpin my leadership, and how do they support my vision?</p>	<ul style="list-style-type: none"> <li>➤ <b>Read:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Chapter 2</a> in The Leader You Want to Be by Su</li> <li>2. <a href="#">Resonant Leadership</a> by McKee, Johnston, and Boyatzis</li> <li>3. <a href="#">The Three Dimensions of Effective Management</a> by</li> </ol> </li> <li><b>Complete:</b> <ol style="list-style-type: none"> <li>1. Activities in Chapter 2-<a href="#">Resonant Leadership</a> and bring your responses to class</li> <li>2. <a href="#">Register and Take Any Two (2) Implicit Association Tests</a>, Enter Your Results on the tab on <a href="#">the Class Google Sheet</a></li> </ol> </li> <li><b>Watch:</b> <ol style="list-style-type: none"> <li>1. <a href="#">Lollipop Leadership Video</a></li> <li>2. <a href="#">10 Leadership Theories Video</a></li> </ol> </li> </ul>

Class Date	Topic & Guiding Question	Readings & Assignments Due
02/14	<p>Tending to Personal Ecology: Emotional Intelligence</p> <p>Guiding question: How does understanding self and social awareness aid me in my leadership practice? What self-management practices do I need to cultivate for my leadership?</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Chapters 3 and 7</a> in the Color of Emotional Intelligence by Harris</li> <li>2. <a href="#">Chapter 5</a> in The Leader You Want to Be by Su</li> <li>3. <a href="#">How to Read and Write a Case Study</a></li> </ol> <p><b>Complete:</b></p> <ol style="list-style-type: none"> <li>1. Individual Case Study Memo--<a href="#">Fostering Success</a>.</li> <li>2. Emotional Intelligence assessment if you did not and review your results.</li> <li>3. Emotional Quotient assessment (45 min).</li> <li>4. DEI Assessment (30 min).</li> </ol> <p><b>Reminder:</b> <a href="#">Purchase simulation coursepack!!!!!!!</a> <b>Please!!!!!</b></p>
<b>The Team Context</b>		
02/21	<p>Introduction to Teams:</p> <p>Guiding question: How can we practice making decisions and prioritizing as individual contributors, members of a team, and leaders?</p>	<p>➤ <b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 5- Making Decisions &amp; Prioritizing in Management in a Changing World by Imani, Wong and Ahuja</li> <li>2. Read simulation materials about your role in the online <a href="#">coursepack</a>. <b>Submit:</b> Your completed <a href="#">Team Launch Doc</a>.</li> </ol>
02/28	<p>Introduction to Teams:</p> <p>Guiding question: How can we practice managing others when others aren't directly reporting to us? How do we manage the expectations of others?</p>	<p>➤ <b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Chapter 10 - Managing Up and Sideways in Management in a Changing World by Imani, Wong and Ahuja</li> </ol> <p><b>Submit:</b></p> <ol style="list-style-type: none"> <li>1. Simulation team debrief reflection assignment.</li> </ol>
03/06	<p>Building Effective &amp; Diverse Teams</p> <p>Guiding question: What are the benefits and limits of an effective and diverse team?</p>	<p>➤ <b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Building an Effective Team</a> by Hill</li> <li>2. <a href="#">Secrets of Teamwork</a> by Haas and Mortensen</li> <li>3. <a href="#">How Diversity Makes Us Smarter</a> by Phillips</li> </ol>
03/13	<p>Leveraging Power &amp; Persuasion</p> <p>Guiding question: What role does power play in management and leadership and what role do social identities play in power?</p>	<p>➤ <b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">A New Prescription for Power</a> by Long-Lingo and McGinn</li> <li>2. <a href="#">Power Analysis for Social Change</a> by Petit</li> <li>3. <a href="#">The Power of Persuasion</a> by Cialdini</li> </ol> <p>➤ <b>Complete:</b></p>
03/20	<b>SPRING BREAK</b>	

## Course Website Brightspace

The course website can be found on NYU Learning Management System (“NYU LMS” or “Brightspace”), accessible via the “Academics” tab on NYU Global Home. Throughout the semester, documents such as lecture slides, homework solutions, and practice exams will be posted to this site. In addition, we will occasionally send emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

## Technology Support--For All Students

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](#) for troubleshooting and student guides for all NYU-supported tools (Brightspace, Zoom, etc). Contact [askIT@nyu.edu](mailto:askIT@nyu.edu) or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](#) (includes a chat function), or review [Zoom’s support resources](#). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](#).

## ChatGPT Guidance

The [policies of Wagner](#) require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don’t, this violates the school’s norms, and you will be held to the guidance outlined in [Wagner’s Academic Integrity Policy](#).

## Classroom Policies

- Attendance and Punctuality: You are expected to attend all class sessions and arrive at class on time. Please email me or our course assistant if you will miss class and it is your responsibility to make up all work if absent from class. If you are absent more than three times, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean’s Office.
- Changes to readings/assignments: This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
- Late assignments: Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
- Eating & Drinking: Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)

## Classroom Norms and Netiquette

If you are enrolled in an online section, or if our in-person class pivots to a remote online setting, you are expected to participate in each class with your Zoom audio and video on (unless circumstances prevent it). 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 LMS (Brightspace) site and are for students enrolled in this course only.

**If you are in an in-person section:** Every member of our NYU community has the option to wear face coverings if they so choose. As COVID is still with us, please be careful and do not come to class should you be exposed or you're not feeling well.

## 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 Student Accessibility website](#) and click the "Get Started" button. You can also call or email (212-998-4980 or [mosescsa@nyu.edu](mailto:mosescsa@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.

## Wagner Writing Center

[The Wagner Writing Center](#) offers writing support through tutors, workshops, and a writing series.

## NYU Writing Center

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

Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to [NYU Writing Center's website](#).

## Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research [guide page](#). If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

## Land Acknowledgement

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

## Justice, Equity, Diversity and Inclusion Statement

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. (Adapted from Bard College)