

**PADM-GP 4186**

**Leadership and Social Transformation**

**Fall 2024**

**Instructor Information**

Professor Judy Pryor-Ramirez (AKA “Professor J”)

Email: jpramirez@nyu.edu

Student hours: By appointment only, email Prof. J.

# Course Information

Time: Tuesdays, 6:45 - 8:35pm

Location: Room C14 at 60 Fifth Avenue

# Course Prerequisites

CORE-GP 1022, Introduction to Public Policy; CORE-GP 1020, Management and Leadership; PADM-GP 2106, Community Organizing

# Course Description

This course aims to engage students in a transformative learning experience that contributes to challenging, deconstructing, and reconstructing their understanding of social change leadership; this, with the purpose of reflecting on the implications for enacting their leadership as they engage in work that addresses some aspect of social inequality and exclusion. The course draws on research insights and practical lessons from leadership in social change organizations that want to transform existing thinking, policies, and structures by pursuing democratic systemic solutions to problems associated with their communities’ experience of exclusion. The course challenges a traditional–single, heroic– approach to leadership that emphasizes the “leader-follower” relationship. Instead, it is grounded on a leadership perspective that fosters a collaborative mindset, a bottom-up participatory approach, and relational principles to engaging the world, namely, collective leadership.

# Course Design & Pedagogy

The course is structured as a reading seminar. It is, therefore, very important to prepare both readings and any other content before class and to participate actively in the discussions. In-depth course discussions, readings, and group-led discussions will provide opportunities to apply theories, concepts, and research findings to particular situations to hone your understanding of leadership for social transformation. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

# Learning Objectives

By the end of the course, you will be able to:

1. Be able to contrast a perspective of leadership (emphasizing its collective dimensions) with traditional perspectives (emphasizing its individual dimensions); and articulate the benefits and challenges of a collective perspective to produce effective social change.
2. Assess examples of leadership practices in social change organizations to see how they help individual efforts become collective achievements and appreciate the power of leadership work that weaves individual, organizational, and policy levels of action.
3. Articulate and share lessons drawn from the process and product of the projects by engaging in deep conversations and teamwork with peers who share the passion for addressing shared concerns around some aspect of social inequality.

# Course Material

* Brightspace Page: You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here: <https://brightspace.nyu.edu/d2l/home/384609>.
* Readings: To keep costs down, I am providing you with the readings, and will be on Brightspace.

# Course Schedule

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| Class Date | Topic | Texts & Assignments Due |
| 9/4 | Intro to Leadership for Social Transformation  | [El Mundo Zurdo](https://drive.google.com/file/d/1mA7M2FldmZEZ4yGzWOg0MUCLgWG6JIDE/view?usp=sharing) in *This Bridge Called My Back* by Anzaldúa |
| 9/11 | Historical Case Study: Ella Baker | [Introduction and Chapter 1](https://drive.google.com/file/d/1e3hPDhWgPQCiCNzm0JV2YO8tHGuu4dic/view?usp=drive_link) in *Ella Baker's Catalytic Leadership* by Parker |
| 9/18 | Philosophies for Change | [Chapter 2](https://drive.google.com/file/d/1MNL5x9S_eSDpJjpfnJ_seQtG29m3qjWq/view?usp=drive_link) in *Reckoning:* *Black Lives Matter and the Democratic Necessity of Social Movements* by Woodly[I/We/It: Leadership for Social Change](https://drive.google.com/file/d/1MpoLG3QX15NwX9Vb2JrlCiIgbPJ5qeLt/view?usp=drive_link) by McLeod Grant et al.  |
| 9/25 | Organizations for Change | [Chapter 8](https://drive.google.com/file/d/1SOaiPD0H0RA5TfRodEEg_QFMshR40hGZ/view?usp=drive_link) in *Another Politics: Talking across Today's Transformative Movements* byDixon[Building Resilient Organizations](https://forgeorganizing.org/article/building-resilient-organizations) by Mitchell  |
| 10/2 | Leadership Typologies for Change | [Chapter 7](https://drive.google.com/file/d/1FuplK4Zsz74Mo1e6bTfnM8o_jZksddyi/view?usp=drive_link) in *Another Politics: Talking across Today's Transformative Movements* byDixon[The Wisdom of Cicadas](https://changeelemental.org/resources/the-wisdom-of-cicadas/) by Tchume |
| 10/9 | Funding for Change | [Introduction](https://drive.google.com/file/d/19zAHB-4-oNXmnVlzC1WH-yGL0NnypUJp/view?usp=drive_link) in *The Revolution Will Not Be Funded* by INCITE [Transformative Philanthropy for Racial Justice](https://drive.google.com/file/d/103KOONi04cjSfkW4TmOCo_zCw00vnTmY/view?usp=drive_link) by Hayling |
| 10/16 | Narratives for Change | [Chapter 4](https://drive.google.com/file/d/17Z43KKKrxeSyLQ-7eJXxlGnNifldymVy/view?usp=drive_link) in *Ella Baker's Catalytic Leadership* by Parker[Changing Our Narrative about Narrative: The Infrastructure Required for Building Narrative Power](https://nonprofitquarterly.org/changing-our-narrative-about-narrative-the-infrastructure-required-for-building-narrative-power-2/) by Robinson |

# Major Assignments and Deadlines

Below are descriptions of the major assignments and their deadlines. Further details about these assignments can be found on Brightspace in the Assignments Tab or on the hyperlinked assignment sheet.

## Two Critical Response Essays (Individual Work)

To think more deeply about the course themes, you will respond to the course readings and the group presentations and how collectively they inspire (or not) your understanding of the topic and/or the broader aims of this course. You must complete two response essays related to the content for Weeks 2 through 7. You can pick and choose which two weeks best work for you. Please complete your response essay for the corresponding week by the next class. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/14JfWDmmp5HDs675AHHrGvQ_JABrJPdflaMj2btChUys/edit?usp=sharing).

## Reading Group Led Discussion (Group Work)

To practice collaborative and catalytic leadership, you will work in groups to foster deep engagement with the weekly readings and to develop your skills in leading a dynamic and interactive class discussion. You will guide your peers through a conversation exploring the assigned material's key themes, questions, and implications. Provide at least three questions ahead of time that you want the class to consider and be prepared to discuss. For more information, see Brightspace or this [assignment sheet.](https://docs.google.com/document/d/1MPe4oXjjUOhHTHAnLYv9IJlekKkp1Hivs3U3u70-IuQ/edit?usp=sharing)

## Final Reflection Essay (Due Date: TBA)

Reflect on the course keywords/phrases/readings — social transformation, collective and liberatory leadership, narrative change strategy, organizational structures, and power (or others!). Choose at least three that most resonate with you. Then, write a 2-page paper single-spaced based on the prompts. For more information, see Brightspace or this [assignment sheet](https://docs.google.com/document/d/1Bv5sKwl781GCccCmeOM5ZThQtSQLzcCcsSxvQbNleKk/edit?usp=sharing).

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| **Grading Elements** | **Percent of Final Grade** |
| Weekly active in-class participation (Individual)  | 20% |
| Two Critical Response Essay (Individual) | 25% |
| Reading Group Led Discussions  | 30% |
| Final Reflection Essay (Individual) | 25% |

# In-Class Participation

Each of us brings different and relevant experiences to the classroom, so we will learn from each other, challenge our assumptions, and try to understand the reasoning underlying our colleagues’ comments and ideas. To actively participate and offer insightful comments is to read carefully each week, annotate your readings, and take strong notes. Group notetaking in class is encouraged!

# Statement of Academic Integrity

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 you are unsure about what is expected and how to abide by the academic code, you should consult with me.

# ChatGPT Guidance

The [policies of Wagner](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html) 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](https://wagner.nyu.edu/portal/students/policies/code#sec-B1) .

# Prof. J’s Classroom Policies

* *Attendance and Punctuality:* You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, 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.
* *Revise & Resubmit:* Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for “revise and resubmit” consideration.
* *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.)
* *Tech in Class:* Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

# 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 email me at least one week prior to the next class if you should be absent for a religious holiday.

# Wagner Writing Center

The Wagner Writing Center offers writing support through tutors, workshops, and a writing series. Visit them at: [https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center)

# 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: <https://www.nyu.edu/students/academic-services/writing-center.html>

# Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page: <https://guides.nyu.edu/subject_nonprofit>

If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](http://guides.nyu.edu/c.php?g=276562&p=1844731) or [Ask a librarian](https://library.nyu.edu/ask/). 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](https://asklib.library.hbs.edu/loader.php?fid=8880&type=1&key=005238e43b16109f77fdcb0515af673b). Also commonly used in the public service field is the [APA style](https://apastyle.apa.org/).

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

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html), call 212- 998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

# 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)*

# Inclusion, Diversity, Belonging, Equity and Access Statement

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, equity, and access (IDBEA) in public service and to bringing an IDBEA lens to the various domains that shape our institutional culture and help advance our mission. We know that markers of difference shape the way we see the world, the way resources are distributed, the way policies are made, the way boundaries are drawn, and the way institutions are managed. We value the multiple perspectives that a diverse community brings to policy discussions, and we emphasize the importance of including a wide range of opinions, perspectives, and experiences to address issues of public importance.

*“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)*