

## Data Science for Social Impact

APSTA-GE 2331 | Fall 2022 | 3 credits

Friday, 2:00 – 4:30 pm ET, 60 5th Ave, Room 150



NEW YORK UNIVERSITY

### Instructors

Jennifer Hill

Office hours: **Wednesday** afternoons from 1:00-2:00 PM (zoom) starting week of 9/12 (prior to that by appointment)

*If you have a general question please either email **both** of us **in the same email**, attend Jennifer's office hours, or schedule a time to speak to Kate. Please do not individually email both of us (separately) as it is likely to duplicate work/responses on our end. You may just opt to only email one of us (but are likely to get a faster response time if cc the other as any given week one of us may have slightly slower response times).*

*If you have questions about your assignments, you should contact Lauren.*

### Course Description

This course focuses on how analysts use data and quantitative evidence to impact policy and practice. Students will learn how to gather and analyze data to address questions about program efficacy and efficient targeting of resources. Topics include how to choose organizational partners, implement change, build trust with organizations and civic agencies, satisfy the needs of stakeholders and manage legal, ethical, and logistical constraints. Students will discuss real case studies and appropriate ways to address the challenges that arise in practice.

### Course Prerequisites

- **REQUIRED:** Two semesters of Statistics or Data Science (for instance APSTA-GE 2003/2004 or DS-GA 1001/1002 or equivalent as approved by the instructor).

### Learning Objectives

Upon completion of the course, students will be able to

- 1) integrate organizational goals and available data into an actionable research plan
- 2) identify and articulate basic legal, ethical, logistical and financial constraints in research involving human subjects and human-generated data
- 3) critically assess and develop applicable frameworks for an ethically sound balance between privacy protection and transparency/reproducibility

- 4) identify the basics of best practice in reproducible research
- 5) articulate how organizations may have to serve the needs of various stakeholders and outline potential pathways to negotiate potentially competing desiderata
- 6) identify and demonstrate how to address complications associated with combining datasets and satisfying human subjects' requirements

### **Course Format**

One 2.5-hour section of class time per week. The course will feature 1 to 1.5-hour guest lectures most weeks along with instructor-led lectures during the rest of class time and will incorporate small group discussions and hands-on activities. Students will be exposed to challenges and opportunities related to research partnerships through case studies presented by guest lecturers of the following types: researchers who have directly encountered such challenges in the field, practitioners working to promote social good at organizations that hire or partner with data scientists, experts on particular topics. Students will be expected to be active, respectful, and intellectually additive classroom participants.

### **Office Hours**

Office hours are for you and for us. If you want to learn more about the topic, we are interested in your thoughts and connecting you with resources. If you are excited about something else you have learned and want to try to connect it to our content, we are interested in discussing. If you are struggling with material or concepts, we are interested in trying to figure out where the roadblocks are. Bottom line, we are interested in you and your learning. Feel free to attend office hours as you need!

### **Course Requirements, Grading, and Responsibilities**

The grade for this course will be determined as follows:  
class participation (20% of grade),  
written/computational assignments (40%), and  
one group final project (40%).

The most recent syllabus, assignments and in-class projects will be posted on the classroom technology platform. Important updates will be sent to your university email address. It is your responsibility to make sure that your university email is set up properly, including the ability to forward emails to an account you check regularly.

### **Attendance**

This is a discussion based class with many guest lectures from experts who are donating their time and as such *attendance is required* and students are also expected to *arrive on time* for class and *stay until the end* of the class. If, on any given week, you are unable to attend class (or will be late or have to leave early), **you must let us know in advance**. If you do so you will need to complete an assignment relevant to the material covered in class. After two such absences the make-up assignment will involve coming to office hours to discuss what happened in class.

Missing class without letting us know in advance will result in losing points from your

participation grade (20% of final grade). Two or more unexcused absences will result in a zero for your overall participation grade.

### **Class Participation and Use of Technology**

Students are expected to attend and participate in *all classes*. Participation is worth 20% of your final grade. Students should arrive on time and stay in class (except during scheduled breaks) until the end. **During the class period, students should have cell phones and other such devices silenced and put away. No texting permitted.** Laptops or ipads are only allowed in extenuating circumstances, with prior professor approval. Students approved to use these devices to take notes will be required to share their notes after each class. Violation of these rules will result in points deducted from the participation grade.

Class participation will be graded based on three activities.

- 1) Raising thoughtful questions **about guest lectures**. There are two ways to earn points for this. Asking a question in class and reporting it via [this Google form](#) earns 2 points. Posing a question about the lecture on the discussion forum in BrightSpace earns 1 point. You cannot receive credit for more than 1 question per week. You must earn 10 points for these questions over the course of the semester. **These questions must be asked/reported within 1 week of the lecture in question.** (10 points; 25% of participation grade)
- 2) Participating in small group discussions during class. (5 pts; 12.5% of participation grade)
- 3) Providing a specified number of comments each week on the readings for that week. These comments should engage with, extend, or challenge given readings or make connections between readings and will be made directly on each reading using Perusall. Comments should be posted by 10PM the night before each class. (This starts in Week Two). (25 points; 62.5% of participation grade)

### **Assignments**

Assignments will be the following:

- 1) Interview someone at the intersection of data science and social impact (note separate due dates for different parts of the assignment);
- 2) Understanding research questions, site selection, and measurement (and how they relate!);
- 3) Costs and benefits of randomization;
- 4) Creation of reproducible computer code for a simple data analysis;
- 5) Completing CITI human subjects' certification;
- 6) Final presentations and written report for a major group project.

The class culminates in a final group project that requires navigating a research scenario and making decisions based on available data and resources as well as organizational goals and constraints. The project group will be required to perform activities such as

considering the stakeholders and implementation constraints, reproducing previously published results, and devising new research and dissemination strategies.

Assignments are to be submitted before the start of class on the due dates listed below. Unless you speak to us in advance regarding extenuating circumstances (and we arrange an alternate plan for the work due), assignments will be marked down 1 point (i.e. 1% of the total points for an assignment) for every three hours late that they are submitted.

## **COURSE OUTLINE**

The following readings may be supplemented or changed by materials suggested by guest speakers. Only finalized readings will be posted on Perusall. Readings marked \*\* are optional.

### **Week 1                      Defining Data Science and Social Impact** *Sept 2*                      No guest speakers

*About your instructors:*

[Jennifer Hill](#) is a statistician whose work focuses on how to draw causal conclusions in situations where the design and data may be less than pristine. She created this class in response to discussions with employers who struggle to find employees who understand the broader issues around making impact using data that extend far beyond what model or algorithm is used. Jennifer has worked on projects as varied as school choice in NYC, to interventions to reduce HIV risk among high-risk populations, to the impact of a video visitation program for prisoners. She received her doctorate in Statistics from Harvard University and also completed a postdoctoral fellowship in Child and Family Policy at the Columbia University School of Social Work.

[Kate Schwartz's](#) research focuses on improving education and supporting the adults most critical to child development for children and youth growing up in disadvantaged circumstances. The majority of her work is conducted in partnership with on the ground not-for-profit organizations and focuses on for who and how programs work, better understanding programs, and program improvement in addition to main impact analyses. She received her doctorate from NYU's Psychology and Social Intervention program and is currently a Senior Research Scientist at Global TIES for Children: a research center within the Institute for Human Development and Social Change that focuses on pre-primary and primary education in conflict-affected and low-income countries. Kate's main work there is a collaboration with the International Rescue Committee and Sesame Workshop providing early childhood education and caregiver support for 0-6 year olds within the Syrian refugee response (with NYU as the external research partner). She also acts as an internal point person for quantitative research/design.

### **Reading**

Gawande, A. (2011, Jan 24). "The Hot Spotters: Can we lower medical costs by giving the neediest patients better care?" *The New Yorker*.

## **Research Design**

### **Week 2                      Qualitative research**

9 Sept                      Guest Speakers: [Nivida Chandra](#), Founder/Director, [KindSpace](#),  
Co-Founder, [The Shrinking Couch](#)

Chandra's research focuses on emotional abuse and parentification of children in India. She is an expert in qualitative methodology with extensive experience partnering with government and not-for-profit partners. She is also a clinical psychologist who founded KindSpace in response to problems she saw with the current discourse around emotional wellness and self-care. At The Shrinking Couch, which she co-founded, she publishes informational and experiential articles for those affected by mental health concerns. Chandra received her PhD in psychology from the Indian Institute of Technology, Delhi and was awarded the Fulbright fellowship to New York University in August 2017. She has specific interest in, and will discuss with us, what it means to be a qualitative researcher; how that impacts ideas of data and science; what (who) qualitative research privileges; and how it interacts with a desire many of us carry to save (or maybe more accurately, solve) the world.

### **Readings**

John W. Creswell & Dana L. Miller (2000) Determining Validity in Qualitative Inquiry, *Theory Into Practice*, 39:3, 124-130, DOI: 10.1207/s15430421tip3903\_2

Schiff, B. (2012). The function of narrative: Toward a narrative psychology of meaning. *Narrative Matters*, 2(1), 33-47.

Fine, M., Torre, M. E., Boudin, K., Bowen, I., Clark, J., Hylton, D., ... & Upegui, D. (2003). "Participatory action research: From within and beyond prison bars." In camic, P., Rhodes, J.E., & Yardley, L. (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association, 173-198.

\*\*Mathias K, Rawat M, Thompson A, Gaitonde R, Jain S. Exploring community mental health systems – a participatory health needs and assets assessment in the Yamuna valley, North India. *Int J Health Policy Manag*. 2022;11(1):90–99. doi:10.34172/ijhpm.2020.222

16 Sept                      ASSIGNMENT 1A DUE (Who will you interview? What will you ask?)

### **Week 3                      Site and participant selection from a Qualitative/Participatory Action Lens**

16 Sept                      Guest Speaker: [Janet Njelesani](#), Asst. Prof. of Occupational Therapy, NYU

Njelesani's work focuses on the intersection of occupational therapy, global health, and international development in regard to access to and participation of individuals with disabilities. In this, she takes a critical occupational approach (a new qualitative methodology) that focuses on the relationships among key systems and factors that influence participation in various occupations. She has worked in North America, Southeast Asia, Europe, the Caribbean, West Africa, East Africa, and Southern Africa. Njelesani is an occupational

therapist with 15 years clinical experience who received her PhD in Rehabilitation Science and Global Health from the University of Toronto. She has advised governments, NGOs, and the United Nations and was a contributing writer for the WHO World Report on Disability and UNICEF's A Rights-Based Approach to Inclusive Education for Children with Disabilities.

## Readings

Berghs, M., Atkin, K., Hatton, C., & Thomas, C. (2019). Policy Briefing: Implementing empirical ethics and rights-IDEAS for ensuring disability equity in research. (see attached policy brief)

Hunleth, J. M., Spray, J. S., Meehan, C., Lang, C. W., & Njelesani, J. (2022). What is the state of children's participation in qualitative research on health interventions?: A scoping study. *BMC Pediatrics*, 22(1), 1-13.

Nixon, S. A. (2019). The coin model of privilege and critical allyship: Implications for health. *BMC Public Health*, 19(1), 1-13.

Njelesani, J., Stevens, M., Cleaver, S., Mwambwa, L., & Nixon, S. (2013). International research partnerships in occupational therapy: A Canadian–Zambian case study. *Occupational Therapy International*, 20(2), 78-87.

## **Week 4                      Site and participant selection/recruitment from a Quantitative Lens**

23 Sept                      Guest Speaker: [William Tsai](#), Asst. Prof. of Applied Psych, NYU

Tsai's research interests are at the intersection of cultural, health, and clinical psychology. His work focuses on the wellbeing of ethnic minority cancer survivors from a cultural and biopsychosocial lens with the goal of improving health outcomes and reducing cancer health disparities. Other areas of research include investigating how culture shapes the way we regulate our emotions, the way we reflect over negative experiences, and their implications for psychological and physical health. He serves on the editorial board of the Asian American Journal of Psychology, Cultural Diversity and Ethnic Minority Psychology, and Annals of Behavioral Medicine and has received national recognition for his research including Early Career Awards from the American Psychological Association, the Asian American Psychological Association, and the Association for Psychological Science. Tsai is a professor in the Counseling Psychology Ph.D. program at NYU and earned his B.S. in Psychology from the University of Michigan, Ann Arbor and his M.A. and Ph.D. in Clinical Psychology from the University of California, Los Angeles.

## Readings

Tsai, W., Zhang, L., Park, J. S., Tan, Y. L., & Kwon, S. C. (2021). The importance of community and culture for the recruitment, engagement, and retention of Chinese American immigrants in health interventions. *Translational Behavioral Medicine*, 11(9), 1682-1690.

Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process.

*Psychological science*, 8(3), 162-166.

Trinh-Shevrin, C., Sacks, R., Ahn, J., & Yi, S. S. (2018). Opportunities and challenges in precision medicine: improving cancer prevention and treatment for Asian Americans. *Journal of racial and ethnic health disparities*, 5(1), 1-6.

Kim, J. H., Lu, Q., & Stanton, A. L. (2021). Overcoming constraints of the model minority stereotype to advance Asian American health. *American Psychologist*, 76(4), 611.

## **Week 5                      Measurement**

30 Sept                      Guest Speaker:                      *Natalia Rojas, Asst. Prof. Population Health, NYU Langone*

Rojas is a mixed methods community-based researcher whose work focuses on supporting low-income and underrepresented families and the social emotional development of young children. Much of her work has been with families and classrooms in NYC with a focus on dual language learners and early child educators and classrooms. She employs methods that both let her assess individual teacher patterns of instruction and recognize that - even within the same classroom - different students' experiences may not align. Indeed, children in the same classrooms often experience quite different types, patterns, and quality of engagement and discourse from their teachers. Rojas received her PhD from the Psychology and Social Intervention program here at NYU where she received a Spencer dissertation award to fund her work with dual language learners in preschool classrooms in NYC. Most recently, she has been working to improve support for and digital engagement of immigrant parents/caregivers of young children through the COVID-19 pandemic.

## **Readings**

Rojas, N. M., Yoshikawa, H., & Melzi, G. (2020). Preschool teachers' use of discourse practices with Spanish-speaking dual language learners. *Journal of Applied Developmental Psychology*, 69, [101158]. <https://doi.org/10.1016/j.appdev.2020.101158>

Calarco, Jessica McCrory (2018, Jun 1) "Why Rich Kids Are So Good at the Marshmallow Test," *The Atlantic*.

Hruschka, D.J., Munira, S., Jesmin, K., Hackman, J., & Tiokhin, L. (2018). Learning from failures of protocol in cross-cultural research. *PNAS*, 115(45): 11428-11434.

6 Oct                      **ASSIGNMENT 2 DUE (Research Questions; Site Selection; Measurement)**

## **Week 6                      Randomized experiments: Gold standard but not without challenges**

7 Oct                      Guest Speaker:                      [Elise Cappella](#), Vice Dean for Research, NYU

Cappella's research focuses on understanding and promoting social-emotional and academic learning and behavioral and mental health among students in pre-k to 8th grade. In partnership with school districts and community organizations serving students of color from low-income



families, she studies school and afterschool climate, teaching practices, peer relationships, and social and behavioral interventions for students with emotional or behavioral difficulties. Her work has been supported by grants from the National Institute of Mental Health, Spencer Foundation, Institute of Education Sciences, and Foundation for Child Development. The ultimate goal of her work is to enable more education settings to create equitable opportunities for positive development for students with diverse strengths and needs. Cappella is a former fourth grade teacher with a bachelor's degree from Yale University and a doctorate in Clinical and Community Psychology from the University of California, Berkeley. Along with being Vice Dean for Research, she is a professor in NYU's Psychology and Social Intervention program and co-Director of NYU's Institute of Education Sciences Predoctoral Interdisciplinary Research Training (IES-PIRT) program dedicated to training the next generation of education scientists and leaders.

### Readings

Atkins, M. S., Shernoff, E. S., Frazier, S. L., Schoenwald, S. K., Cappella, E., Martinez-Lora, A., ... & Bhaumik, D. (2015). Redesigning community mental health services for urban children: Supporting schooling to promote mental health. *Journal of Consulting and Clinical Psychology*, 83(5), 839.

Cappella, E., Hwang, S. H., Kieffer, M. J., & Yates, M. (2018). Classroom practices and academic outcomes in urban afterschool programs: Alleviating social-behavioral risk. *Journal of Emotional and Behavioral Disorders*, 26(1), 42-51.

Gelman, A., Hill, J. and Vehtari, A. (2020). "Causal inference and randomized experiments." Chapter 18 from *Regression and Other Stories*, Cambridge University Press.

**Week 7**                      **Quasi-Experimental Designs and Variation in Impact Analyses**  
*14 Oct*                      No Guest Speaker

### Readings

Pierson et al. (2020) "A large-scale analysis of racial disparities in police stops across the United States" *Nature: Human Behavior*

Hatzenbuehler, M. L., McKetta, S., Kim, R., Leung, S., Prins, S. J., & Russell, S. T. (2022). Evaluating Litigation as a Structural Strategy for Addressing Bias-Based Bullying among Youth. *JAMA Pediatrics*, 176(1), 52-58. <https://doi.org/10.1001/jamapediatrics.2021.3660>

Taubes, G. (2007, Sep 16). Do we really know what makes us healthy? *New York Times Magazine*, 52.

\*Raifman, J., Moscoe, E., Austin, S.B., Hatzenbuehler, M.L., & Galea, S. (2018). State laws permitting denial of services to same-sex couples and mental distress among sexual minority adults: A difference-in-difference-in-differences analysis. *JAMA Psychiatry*, 75, 671-677

*20 Oct*                      **ASSIGNMENT 3 DUE (Causal)**



**Week 8                      Translating research into policy into practice (organization confirmed speakers/readings tentative)**

21 Oct                      Guest Speakers:                      *Megan Thorsfeldt, Director of Research and Analytics at Office of the New York State Attorney General (OAG)*  
*Gautam Sisodia, Data Scientist at OAG*

The NYS Attorney General is both the “People's Lawyer” and the State's chief legal officer. Her office works in numerous legal and regulatory arenas, including protecting the rights of investors and consumers, coordinating statewide criminal investigations, promoting economic and social justice, encouraging harm-reducing public health strategies, and preserving the State’s environment. The OAG also advises the executive branch of state government and defends actions and proceedings on behalf of the State. The Research and Analytics team at the OAG works with senior staff and divisions through the OAG to support the OAG's major initiatives, investigations, and policy development. They research and write analytical reports garnering national attention, direct multi-million dollar grant programs, and support the office’s major investigations.

**Readings**

Hillandale, a recent price gouging case against one of the largest egg producers and wholesale suppliers in the country ([press release](#) and [complaint](#), it’s a short complaint but most relevant sections intro p1-13)

The Opioids litigation ([press release](#) and [first amended complaint](#) most relevant sections intro p1-13, and Cardinal 164-178)

NYPD preliminary report ([press release](#) and [report](#), most relevant sections intro and factual summary p4-25)

**Week 9                      Understanding and balancing the needs of different stakeholders/audiences**

28 Oct                      Guest Speaker:                      [Angela Hawken](#), Ph.D., Director, the Litmus Program

Angela Hawken is the Director of the Marron Institute, as well as the founder and director of BetaGov, a resource center for practitioner-led trials that provides tools to develop and conduct experimental tests of practices and policies in order to increase the pace of innovation in criminal justice and other policy areas. She is also a Professor of Public Policy at NYU’s Marron Institute of Urban Management.

**Readings (*tentative*)**

Boaz, Annette et al. (2018) "How to engage stakeholders in research: design principles to support improvement," Health Research Policy and Systems, 16(1): 60.

Goodman et al. (2017) “The science of stakeholder engagement in research: classification, implementation, and evaluation,” *Translational Behavioral Medicine*, 7(3): 486-491

4 Nov                    **ASSIGNMENT 1B DUE (Interview Blog Write-Up)**

**Week 10                    Reproducibility, replicability, pre-analysis plans, p-hacking**

4 Nov                    Guest Speaker: [Vicky Rampin](#), NYU Libraries

Rampin is the Librarian for Research Data Management and Reproducibility, as well as the subject specialist librarian for data science at New York University Libraries. She supports students, faculty, and staff in creating well-managed, high quality, and reproducible research. Her research centers on integrating reproducible practices into the research workflow, advocating openness in all facets of research (manuscripts, code, data, analysis tools, etc.), and building/contributing to open infrastructure. She is also the co-founder of the LIS Scholarship Archive, a repository for library and information science scholarship. She works on Taguette, a free and open source qualitative analysis tool, as well as ReproZip, a free and open source computational reproducibility tool.

## Readings

Amrhein, V., Greenland, S., McShane, B. (2019) “Scientists rise up against statistical significance,” *Nature*, March 20, 2019

Miguel, E. et al. (2014) “Promoting Transparency in Social Science Research,” *Science*, 343(3): 30-31.

Olken, B. (2015) “Promises and Perils of Pre-Analysis Plans,” *Journal of Economic Perspectives*, 29(3): 61-80.

Katherine Casey & Rachel Glennerster & Edward Miguel, 2012. "[Reshaping Institutions: Evidence on Aid Impacts Using a Preanalysis Plan](#)," *The Quarterly Journal of Economics*, Oxford University Press, vol. 127(4), pages 1755-1812.

**Week 11                    TBD**

11 Nov

17 Nov                    **ASSIGNMENT 4 DUE (Reproducibility)**

**Week 12                    Ethical and legal framework for data collection, analysis, and sharing**

18 Nov                    Guest Speakers: [Anne Washington](#), Asst. Prof. of Data Policy, NYU  
Panel composition in progress

Moderator: Anne Washington, Assistant Professor of Data Policy, ASH, NYU  
Washington applies her expertise in digital government to emerging data governance issues in organizations with a public mission. As a computer scientist trained in organizational

ethnography, she unites inductive qualitative research methods with technology tools. At the broadest level, her multi-disciplinary work considers the impact of technology on society through the lens of digital record keeping. She has earned degrees from Brown University (CS), from Rutgers University (Library & Information Science), and The George Washington University (Information Systems and Technology Management). She has served as a fellow at the Data & Society Research Institute of New York and the Peter Pribilla Foundation of Munich and Leipzig Germany.

## Readings

Lee LM. Ethics and subsequent use of electronic health record data. *Journal of Biomedical Informatics*. 2017 Jul;71:143–6.

Muoio, Dave (September 18, 2020) “[COVID-19 tracking tech – weighing personal and public health benefits against privacy](#)” MobiHealthNews, Global Edition

MDRC Practice Brief. Educational Research: Three Key Stages to Protect Student Data

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. April 18, 1979

\*MDRC IRB Application Form Help and Guidance

*Also, please look at the example consent forms for students and parents.*

**25 Nov      No Class: Thanksgiving Holiday**

*1 Dec              ASSIGNMENT 5 DUE (CITI Certificate)*

**Week 13      Alternative Evaluation Models and Course Wrap Up**

*2 Dec              Guest Speaker:      [Jack Buckley](#), Head of People Science & Analytics, Roblox*

Buckley is currently *Head of People Science & Analytics, Roblox*. Previously Buckley had nearly 30 years of experience in education and technology including acting as President and Chief Scientist at Imbellus (a game-based assessment startup); Senior Vice President at the American Institutes for Research (AIR); Senior Vice President of Research on The College Board; Commissioner of the U.S. Department of Education’s National Center for Education Statistics (NCES); and Senior Technical Advisor to the Department of Education and Co-Chair of its Data Strategy Team. While at The College Board he helped lead the redesign of the SAT and at NCES, he was responsible for the measurement of all aspects of U.S. education, including conducting the National Assessment of Educational Progress and coordinating U.S. participation in international assessments. At AIR, where he still serves as Institute Fellow, he has overseen projects across education, health, and the workforce in the United States and internationally, always with the goal of expanding our knowledge about how best to improve people’s lives, particularly the disadvantaged. Buckley began his career in the US Navy as a nuclear engineer and holds an MA and PhD from SUNY Stony Brook and an AB from Harvard.

## **Readings (not finalized)**

Glasgow, R. E., & Emmons, K. M. (2007), "[How can we increase translation of research into practice? Types of evidence needed](#)," Annual Review of Public Health

Ioannidis JPA (2005) Why Most Published Research Findings Are False. PLoS Med 2(8): e124.  
<https://doi.org/10.1371/journal.pmed.0020124>

Acosta, J., & Brooks, S. (2021). Descriptive statistics are powerful tools for organizational research practitioners. *Industrial and Organizational Psychology*, 14(4), 481-485.  
doi:10.1017/iop.2021.116

\*Rynes, S. (2007) "Let's Create a Tipping Point: What Academics and Practitioners Can Do, Alone and Together," *Academy of Management Journal*, 50(5): 1046–1054.

**Week 14      Student Presentations**  
*9 Dec*

*16 Dec*      **FINAL PROJECT DUE**

### **Academic Integrity**

All students are responsible for understanding and complying with the New York University Steinhardt School Statement on Academic Integrity. A copy of this statement is available at: [http://steinhardt.nyu.edu/policies/academic\\_integrity](http://steinhardt.nyu.edu/policies/academic_integrity).

### **Students with Disabilities**

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980 and online at <http://www.nyu.edu/csd>) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

### **Inclusion**

NYU values an inclusive and equitable environment for all our students. We hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is our intent that all students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource and strength. If this standard is not being upheld, please feel free to speak with us.