

Managing in a Global Economy

MASY1-GC 1200 | 103 | Spring 2024 | 01/25/2024 - 05/02/2024 | 3 Credits

Modality: In-Person

Course Site URL: <https://brightspace.nyu.edu>

General Course Information

Name/Title: Burdin H Hickok, DBA, Adjunct Assistant Professor

NYU Email: bh92@nyu.edu

Class Meeting Schedule: 01/25/2024 - 05/02/2024 | Thursday | 2:00 pm - 4:35 pm ET

Class Location: Bldg:MIDC Room 506

Office Hours: | Students can schedule a zoom meeting via Brightspace/ email, or arrange a meeting by appointment before class meetings or as needed after class meetings.

Description

This course examines three facets of a modern economy; markets, government, and international trade, and explores the connections among them. The course covers economic principles that power global businesses and organizations today and discusses how modern economies, markets and governments are no longer contained within national boundaries. Upon completion of this course, students learn how a market-based economy operates in today's global environment.

Prerequisites

N/A

Learning Outcomes

At the conclusion of this course, students will be able to:

- Evaluate stakeholders across different global markets to understand markets, supply chain, and products
- Assess the internal economic drivers that compel organizations to operate and compete globally
- Analyze the impact of cultural differences in implementing a business strategy
- Analyze an enterprise strategy based on managerial roles and responsibilities
- Assess organizational challenges to manage across corporate and national boundaries in order to identify strategic opportunities

Communication Methods

Be sure to turn on your [NYU Brightspace notifications](#) and frequently check the "Announcements" section of the course site. This will be the primary method I use to communicate information critical to your success in the course. To contact me, send me an email. I will respond as quickly as I can usually within 24hrs.

Credit students must use their NYU email to communicate. Non-degree students do not have NYU email addresses. Brightspace course mail supports student privacy and FERPA

guidelines. The instructor will use the NYU email address to communicate with students. All email inquiries will be answered within 24 hours.

Structure | Method | Modality

This course is In-person and will meet once a week on Thursday. Brightspace is the learning management system we will use. Students are expected to check email and/or Brightspace for announcements concerning assignments, class changes or cancellations, and other important information. The course is case analysis based where students read cases before class and be prepared to discuss at length and in detail.

Active learning experiences and small group projects are key components of the course. Assignments and exams will be based on course materials (e.g., readings, videos), lectures, and class discussions. Assessment will be based upon a mid-term and final exam involving case studies, and class participation.

Expectations

Learning Environment

You play an important role in creating and sustaining an intellectually rigorous and inclusive classroom culture. Respectful engagement, diverse thinking, and our lived experiences are central to this course and enrich our learning community. As graduate students, you are expected to conduct yourselves in a professional manner and engage and collaborate with your classmates. SPS classrooms are diverse and include students who range in age, culture, learning styles, and levels of professional experience. To maintain an inclusive environment that ensures all students can equally participate with and learn from each other, as well as receive feedback and instruction from faculty during group discussions in the classroom, all course-based discussions and group projects should occur in a language that is shared among all participants.

Participation

It is required that students attend class and be part of the group case studies that will take place in class. Each student is expected to contribute to the in-class discussions around case studies. Each session will require students to read the case studies individually prior to that session. Each student is required to contribute his or her own ideas, opinions and feedback during group discussions about the case study. To better facilitate discussion and student engagement the class will be divided into groups for case analysis. Please note that these groups will not remain static and will change during the semester.

You are integral to the learning experience in this class. Be prepared to actively contribute to class activities, group discussions, and work outside of class.

Assignments and Deadlines

All students must complete all course assignments. You should come to each class fully prepared, having read the assigned readings and completed the assignments (s), and actively engage in class discussions. See course outline for regular cases and reading to be completed before class. The number of the assignments and their due dates are on the course outline

section of the syllabus. All assignments must be uploaded to the folder on Brightspace labeled "Assignments." Each assignment sub-folder will include the detailed assignment description and grading criteria/rubric.

Missed assignments will lower the student's grade based on the percentage of the grade allocable to it. Late assignments are permitted only with advance notice to, and permission from, the instructor, and the grade will be lowered according to how late the assignment is submitted.

dd here

Course Technology Use

We will utilize multiple technologies to achieve the course goals. I expect you to use technology in ways that enhance the learning environment for all students. All class sessions require use of technology (e.g., laptop, computer lab) for learning purposes. In class, the use of computers is acceptable for note taking and access to cases.

Feedback and Viewing Grades

I will provide timely meaningful feedback on all your work via our course site in NYU Brightspace. You can access your grades on the course site Gradebook, though I caution you that Gradebook is not necessarily updated throughout the course.

Attendance

Students are expected to attend all class sessions regardless of modality. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student's final grade. Students are responsible for assignments given during any absence.

If for some reason (excused absence) you will not be in class, you must notify the instructor prior to the scheduled session if you will not be attending and the reason.

Each unexcused absence or being late may result in a student's grade being lowered by a fraction of a grade. A student who has three unexcused absences may earn a Failing grade.

Students who join the course during add/drop are responsible for ensuring that they identify what assignments and preparatory work they have missed and complete and submit those per the syllabus.

Refer to the [SPS Policies and Procedures](#) page for additional information about attendance.

Textbooks and Course Materials

Students can purchase through the NYU Bookstore, or buy used online or rent if possible. HBS course pack is available directly through the HBS link:

<https://hbsp.harvard.edu/import/1077219>

Case Analysis Coach: Harvard Business Publishing: If this is the first course that incorporates case study method I would strongly suggest that you purchase and read this tutorial. It will help you in this class and future classes where case studies are used.

Required: Transnational Management: Text, Cases, and Readings in Cross-Border Management, Bartlett, Christopher A., Beamish, Paul W., 8th Edition, Cambridge University Press, '18 ISBN: 978-1108422437

Case Studies not in Text will be announced in Brightspace and available online through HBS Publishing at this link: <https://hbsp.harvard.edu/import/1123369>

*** Important note*** **Best to not purchase the course pack in its entirety at the beginning of the course.** Because of the rigidity of the HBS website, I have intentionally labeled all materials in the course pack as “optional”. This allows for greater flexibility to add and/or subtract materials during the course. It is best if you access the specific reading materials when you need to prepare for class

Required: Global Political Economy; Robert Gilpin, Princeton Paperbacks, '01 (We will only read 4 chapters in this book, however, it is cheaper for you to buy a used copy than to have the individual chapters included in a course pack, additionally there is supplementary reading & it is a highly regarded survey book of current thought on international economics and politics) **ISBN:** 069108677X / **ISBN13:** 9780691086774.

Grading | Assessment

Your grade in this course is based on your performance on multiple activities and assignments. Since all graded assignments are related directly to course objectives and learning outcomes, failure to complete any assignment will result in an unsatisfactory course grade. All written assignments are to be completed using APA format and must be typed and double-spaced. Grammar, punctuation, and spelling will be considered in grading. Please carefully proof-read your written assignments before submitting them for a grade. I will update the grades on the course site each time a grading session has been completed— typically three (3) days following the completion of an activity.

<u>DESCRIPTION</u>	<u>PERCENTAGE</u>
Participation	20%
Midterm Exam	35%
Final Exam	45%
TOTAL POSSIBLE	100%

See the [“Grades” section of Academic Policies](#) for the complete grading policy, including the letter grade conversion, and the criteria for a grade of incomplete, taking a course on a pass/fail basis, and withdrawing from a course.

Course Outline**Start/End Dates:** 01/25/2024 - 05/02/2024 / Thursday**Time:** 02:00pm -- 04:35pm**No Class Date(s):** Thursday, 03/21/2024**Special Notes:** Spring Break 03/18/24 - 03/24/24

All assignments and exams are to be submitted through Brightspace

Class 1 – January 25: Assignments – To be read before class**Case Analysis Coach;** Tutorial;**Global Political Economy:** Chapters 5, 6, 8, & 11**Transnational Management:** Chapter 1; Expanding Abroad: Motivations, Means and Mentalities, pp. 1-16**Case 1-3:** MABE: Learning to be a Multinational pp. 47

Following brief introductions, Course Overview, and Syllabus Review we will discuss background economic theory that helps put our course into a global context. Gilpin's Global Political Economy provides a valuable overview of current thought on global macroeconomics and the world in which MNEs operate. How can recent work in macroeconomic theory help managers of global enterprises? What is our role as managers in a global firm? What is the role of corporations in general? Expanding to new markets in new countries entail a great deal of foresight, assumptions and hard work for success.

Objective and Outcomes –

- Understand what you may have learned in school is only part of the picture. In with the “new” out with the “old?” Failures of Neoclassical economics and new theories that better describe a dynamic global economy
- Understand and apply key roles of a corporation and shareholder value may dictate expansion (growth) internationally? Why Shareholder value?
- Understand and apply the Motivations, Means and Mentalities for international expansion

Discussion points that should guide your reading and understanding of this case

Mabe: Learning to be a Multinational

- What action should Ramiro Perez take regarding the JV in Russia? Outline 3 strategic options Perez could consider and develop your preferred option.

Context-

- What are the driving factors to be competitive in the appliance business? Mabe had a history of success in cross border expansion – what 3 key factors led to their success?
- How did Ramiro pick Russia as their next expansion country?
 - Should Mabe have not gone into Russia?? If not Russia, where?
 - Was Fagor a good JV partner? What metrics should we consider??(how does the JV approach mitigate risks??)
- Why was Mabe less successful in expanding in Russia when other cross border investments had done so well?

Class 2 – February 1: Assignments – To be read before class: Transnational Chapter 2;

- **Case 2-4:** Mahindra & Mahindra in South Africa; pp. 134
- **Case:** Acer, Inc.; Taiwan's Rampaging Dragon, HBS Course pack

Mahindra & Mahindra Discussion questions

- What is the challenge(s) CEO Shah is facing?
- What is your assessment of M&M's experience with its South African Sub to date??
- How Attractive is the South African auto market for growth and profitability? What potential roles can M&M's South African sub play in the company's global network?
- What options are available to M&M and What should be Shah's(your) recommendation to M&M's board of Directors/



ACER, Inc

1. As Stan, what action would you take on Aspire?
Should he approve its continued development?
Should he allow AAC to continue to lead the project?
Should Aspire become a global product? If so, who should manage the worldwide rollout??
 - What accounts for Acer's (Multitech) outstanding startup? What caused the company to outpace scores of other Taiwanese PC companies??
 - After such a strong decade, why did Acer's growth and profitability tumble in the late 1980's? How do you evaluate Leonard Liu's performance??
 - How effective has Shih been in rebuilding Acer in the early/mid-1990's? What do you think of the new business concept ("fast food" model, Uniload, Smiling curve, etc) and his new org model (clientServer, 21 in 21, etc)? Is this a visionary framework for Acer's future competitiveness or a random series of ill-conceived top-down initiatives?

Class 3 – February 8: Understanding the International Context – Doing business internationally and understanding the conflicting environmental forces

Assignments – To be read before class

- Distance Still Matters (CAGE), HBS Course pack;
- **Case 2-2 Text:** MTN and the Nigerian Fine, pp. 104

Discussion Questions for MTN

The Context-

- Why was MTN successful in so many difficult markets?
- The Nigerian context – the country, the market and the telecom sector
- What was MTN strategy going into 2015?

What happened & Why? -

- Is the fine appropriate??
- What do you think of MTN response? How do you advise the acting chairman and CEO Nhleko?
- **Case:** The Globalization of CEMEX, HBS Course pack

Questions to consider- CEMEX

1. What benefits has CEMEX derived from globalization? How can cross - border activities add value in an industry as seemingly localized as cement?
2. Consider the sequence in which CEMEX entered foreign markets? How does that change over time?
3. How specifically has CEMEX managed to outperform leading global competitors in the cement industry? Focus on Holderbank - what does the data in exhibits 4 -8 tell you about the how competitive the industry is among the major players?
4. Going forward what would your global investment strategy look like if you were CEO of CEMEX?? What kinds of countries would you focus future investments in?

Class 4 – February 15: Assignments – To be read before class

- **Case:** Intel: Strategic Decisions in Locating a New Assembly and Test Plant (A) – HBS Course pack

INTEL: Strategic Decisions in Locating a New Assembly and Test Plant

- Where do you decide to locate Intel's next Assembly and Test Plant?
 - Think of three or four criteria that you would establish for considering the next AT Factory location for Intel.
 - Considering the government incentive packages, which are more attractive to Intel, and what should Intel be asking of governments??
 - Based on your criteria rank the optional locations provided in the case.
- **Case 4-2 Text:** Lundbeck Korea: Managing an International Growth Engine, page 245

Questions/Challenges Lundbeck Korea

- VP Andersen is questioning whether the existing structure of having Lundbeck Korea report through Lundbeck Asia is holding back the very strong growth of Korea. Is there a potential "win/win/win" solution where Andersen wins and Rajar and/or Jun does not leave the company?
 - What are the challenges between Jun and Rajar? What is Rajar's role in the company? What is Jun's role in the company?
 - What might be consequences if Andersen changes the reporting structures? Should Andersen not make changes? Is there a need to change reporting structures that better meet the company's 4 strategic drivers? Support your solution.

Class 5 – February 22: Developing Transnational Strategies – Developing and understanding strategies for Global Companies

Assignments – To be read before class

Transnational Management: Read Chapter 3, Developing Transnational Strategies; Building Layers of Competitive Advantage, pp. 208-222

Lecture: Hofstede's Cultural Score Card

- **Case:**
- **Case:** Arla Foods and the Cartoon Crisis - - Ivy Publishing course pack-
<https://www.iveycases.com/Coursepack.aspx?id=30489> (you will need to register to access the case.)

Arla Foods and the Cartoon Crisis

- Arla found itself in an unexpected cultural situation, one they didn't cause
- Culture, religion and management action - What are the management issues that Arla needs to consider and what should Arla do?
 - Who/What are the stakeholders specifically mentioned in the case??
Can you prioritize groups from a management response perspective?
(areas of action does Arla need to consider in developing a crisis management plan?)
 - What are the major societal issues raised by this crisis?
- Why did Arla become a lightning rod for both pro and anti immigration groups in Denmark?

- Case 7-3: " Silvio Napoli at Schindler India" page 452

Class 6 – February 29: Midterm – Case analysis – TBA

This exam will follow a similar discipline as previous cases we have discussed in class. A case will be assigned to be read before class. During class time you will be given several themes of analysis and questions to be answered through a written analysis and requiring supporting arguments.

Class 7 – March 7: Transnational Management chapter 4: Developing a Transnational Organization, Managing Integration, Responsiveness and Flexibility - How do we develop a transnational organization? What are the integrations and is it necessary to be responsive and flexible when developing this organization?

Assignments – To be read before class

- **Read Chapter 4:** Developing a Transnational Organization, pp. 215
- **Case:** Global Diversity and Inclusion at Royal Dutch Shell (A) – **HBS Course Pack**



Questions to Consider for Royal Dutch Shell

- How do evaluate Shell's progress in diversity and inclusion (D&I) to date?
 - What do the terms "best," "merit", and "fair" mean in the context of D&I? or Positive action vs positive discrimination?
 - How compelling is Shell's "business case" for D&I? What obligations do you have as an organization's leader if the business case is not compelling? Adler table 5 -1 page
 - As Voser, how are you going to handle the restructuring?
-
- **Case:** Global Leadership in a Dynamic and Evolving Region: Molinas@ The Coca-Cola Company (A) only – **HBS Course Pack**

Coca Cola - Molinas

- How should Molinas respond to Bozer's instructions – grow! But don't dilute Turkey!! Is this a mandate for change or continuity?? Explain!
- Centralize? Decentralize? Or a mixture of both? What 2 -3 criteria would you develop to guide your decision?? Consider the impact on HR, Marketing, finance, technical, public affairs and customer services.
- Are Molinas' high performing, mostly female, all -Turkish senior leaders the right team to manage the newly combine business unit?? (*How does Molinas define diversity????*)

Class 8 – March 14: Assignments – To be read before class

- **Reading** Matrix Management: Not a Structure, A Frame of Mind, **HBS Course pack**
- **Case 4-1 Text:** Kent Chemical: Organizing for International Growth p. 235



Kent Chemical

- What were the problems facing Luis Morales as he began implementing Ben Fisher's international expansion strategy?
 - Describe the 2 organizational changes implemented by Morales and How would you evaluate the changes? Successful? Unsuccessful? Why?
 - What did you think of Sterling Partners recommendations? What did Kent get for the \$1.8MM fee?
 - What should Morales recommend? What should Chairman Fisher decide??
-
- **Case:** Managing a Global Team: Greg James at Sun Microsystems, **HBS Course pack**

Managing a Global team: Greg James at Sun Microsystems, Inc.

- **What should James do in the short – term and the long -term? (offer specific courses of action based upon your analysis of the case)**
 - How well has James managed his global team? (Why didn't James know about the problems? Should he have? What responsibility should have been on team leaders? Sun's responsibility?
 - Who(or what)is responsible for the HS Holdings crisis? Are basic geographic and cultural issues creating fault lines? How can they be resolved?
 - What role did the "open Work" environment play in the case? What's working ? What's not?
 - What role did diversity play on this team? Was there any team cohesion? Or team identity?

Class 9 – March 28: Worldwide Innovation and Cross-Border Collaboration - How do we create worldwide innovations and whom do we involve? Understand cross-border knowledge management

Assignments – To be read before class

- **Read Chapter 5:** Creating Worldwide Innovation and Learning, pp. 293

- **Case 5-2 Text:** Applied Research Technologies, Inc.: Global Innovation's Challenges, pp. 324

Applied Research Technologies, Inc.

- How has ART been able to foster innovation and an entrepreneurial environment in the context of a large corporate entity?
 - How well had Vyas managed the global challenges?/How effective has Vyas been as a front line manager at ART?
 - How effective has Jackson been as an ART division Vice President? Wagner as product manager??
 - As Peter Vyas, how would you handle the expenditure request for the relaunch of the mini water oxidation system?
 - As Cynthia Jackson would you approve the expenditure request if Vyas sends it up to you?
- **Case:** Tara Swan@ Nickelodeon Latin America – **HBS Course pack**

Taran Swan at Nickelodeon LA

- Describe the culture at Nickelodeon Latin America.
- How did Swan go about building that culture? (Consider the interrelationships among Nickelodeon LA content, design factors, culture and outcomes.)
- Describe Swan's leadership style. What impact has it had on the culture?
- What are the challenges that Swan faces at the end of the case? What actions should she take? Should she assign an interim director??

Class 10 – April 4: Assignments – To be read before class

- **Read Chapter 6:** Engaging in Cross-Border Collaboration: Managing Across Corporate Boundaries, pp. 477-493 (more Japan readings)
- **Case 6-2 Text:** Eli Lilly in India: Rethinking the Joint Venture Strategy, p. 376



Questions to consider for Eli Lilly/Ranbaxy JV

- Did Eli Lilly pursue the right strategy to enter the Indian market? What were the compelling reasons for entering the Indian market as they did?
 - Consider the evolution of the Joint Venture. Summarize the nature of the challenges faced by the three JV leaders?
 - How would you assess the overall performance of the JV? Did it turn out to be a smart investment for Eli Lilly?
 - What do you(Eli Lilly) do next regarding the Ranbaxy partnership? Consider at least three options going forward. How would you implement your decision?
-
- **Case 6-3 Text: Case:** Apple and its Suppliers: Corporate Social Responsibility – HBS course pack

Discussion Points for Apple Inc and its suppliers

- In the position of Jeff Williams, what, if anything, is your response to the allegations of supplier misconduct and what should be done differently, again if anything, going forward?
 - Would onshoring, insourcing, or a combination of the two represent a suitable response to Apple's problems?
 - Is there necessarily a trade off between Apple maximizing profits and greater focus on effective CSR?
 - Has the CSR problems at Apple had a meaningful impact on financial performance?
 - Can Apple learn from the CSR response in other industries or is this an industry specific issue?
-

Class 11 – April 11: Building Leadership Competencies:

Assignments to be read before class:

- **Case 7-2, Text:** Unilever's Lifebuoy in India: Implementing the Sustainability Plan. p. 436

Discussion point for Unilever Lifebuoy

- As Sitapati, what decision would you make regarding the three hand washing behavior change programs that have been proposed? What risks and benefits are associated with each? And, as Singh, what action, if any, would you take to influence Sitapati's decision? What would you do if he chooses not to implement either of your preferred Jakarta models?
 - How would you evaluate Samir Singh's first three years as Global Brand VP for Lifebuoy soap? How difficult was the situation he inherited? How Effective has he been in dealing with those challenges? Where has he fallen short?
 - What do you think of PauPolman's USLP strategy? How realistic is it to overlay USLP's bold sustainability goals with the financial objectives? What implications does it have for middle managers like Singh and front line managers like Sitapati?

-
- **Case:** Cyberattack: The Maersk Global Supply-Chain Meltdown – **HBS Course pack**

Cyberattack: The Maersk

- Why was Maersk vulnerable to a cyberattack? What the attack intentionally directed at Maersk?
- Describe the attack and how operations of Maersk were effected.
- How did Maersk recover from the attack? What actions did Maersk take immediately and what were the lessons learned?
- Evaluate Maersk post attack/ What would be included in "best practices"??

Class 12 – April 18: Shaping the Transnational Future/Leading Change

Assignments to be read before class:

- **Case:** Cynthia Carroll at Anglo American – HBS Course pack

Questions to consider Anglo American

This case is about leading change. Carroll has as her mission the goal of changing the operations, expectations and culture of a nearly 100 -year-old firm.

- What should Carroll do about the series of fatalities at the Rustenburg mines? (meaning what should be her short -term response)
 - Regardless of what she does about Rustenburg specifically, what should Carroll do to achieve her goal of “zero harm” for all of Anglo American? (What should her long -term strategy be to change Anglo American? Include all relevant stakeholders' roles)
 - Is Carroll the right person to lead this change? Why/ Why not?
-
- **Case:** text 6-3: “ Amazon and the Future group: rethinking the Alliance Strategy” – HBS Course pack

Amazon and the Future Group Discussion Questions

- What action would you recommend for the Amazon –Future Group partnership going forward, and why? Comment on the structure and details of the original alliance. What do you recommend should have been taken care of going forward?
 - Have Amazon and Future Group made the right decision with respect to selecting each other as alliance partners? (Did Amazon follow the right strategy to enter India?)
 - What probable risks were faced by Amazon and Future Group?

Class 13 – April 25: Final Exam Day 1

- **Final Exam** (Cases to be announced the week before)

Class 14 – May 2: Final Exam Day 2:

- **Final Exam** (Cases to be announced the week before)

NOTES:

The syllabus may be modified to better meet the needs of students and to achieve the learning outcomes.

The School of Professional Studies (SPS) and its faculty celebrate and are committed to inclusion, diversity, belonging, equity, and accessibility (IDBEA), and seek to embody the IDBEA values. The School of Professional Studies (SPS), its faculty, staff, and students are committed to creating a mutually respectful and safe environment (*from the [SPS IDBEA Committee](#)*).

New York University School of Professional Studies Policies

1. **Policies** - You are responsible for reading, understanding, and complying with [University Policies and Guidelines](#), [NYU SPS Policies and Procedures](#), and [Student Affairs and Reporting](#).
2. **Learning/Academic Accommodations** - New York University is committed to providing equal educational opportunity and participation for students who disclose their dis/ability to the [Moses Center for Student Accessibility](#). If you are interested in applying for academic accommodations, contact the [Moses Center](#) as early as possible in the semester. If you already receive accommodations through the Moses Center, request your accommodation letters through the Moses Center Portal as soon as possible (mosescsa@nyu.edu | 212-998-4980).
3. **Health and Wellness** - To access the University's extensive health and mental health resources, contact the [NYU Wellness Exchange](#). You can call its private hotline (212-443-9999), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.
4. **Student Support Resources** - There are a range of resources at SPS and NYU to support your learning and professional growth. For a complete list of resources and services available to SPS students, visit the [NYU SPS Office of Student Affairs site](#).
5. **Religious Observance** - As a nonsectarian, inclusive institution, NYU policy permits members of any religious group to absent themselves from classes without penalty when required for compliance with their religious obligations. Refer to the [University Calendar Policy on Religious Holidays](#) for the complete policy.
6. **Academic Integrity and Plagiarism** - You are expected to be honest and ethical in all academic work. Moreover, you are expected to demonstrate how what you have learned incorporates an understanding of the research and expertise of scholars and other appropriate experts; and thus recognizing others' published work or teachings—whether that of authors, lecturers, or one's peers—is a required practice in all academic projects.

Plagiarism involves borrowing or using information from other sources without proper and full credit. You are subject to disciplinary actions for the following offenses which include but are not limited to cheating, plagiarism, forgery or unauthorized use of documents, and false form of identification

[Turnitin](#), an originality detection service in NYU Brightspace, may be used in this course to check your work for plagiarism.

Read more about academic integrity policies at the NYU School of Professional Studies on the [Academic Policies for NYU SPS Students](#) page.

7. **Use of Third-Party Tools** - During this class, you may be required to use non-NYU apps/platforms/software as a part of course studies, and thus, will be required to agree to the “Terms of Use” (TOU) associated with such apps/platforms/software.

These services may require you to create an account but you can use a pseudonym (which may not identify you to the public community, but which may still identify you by IP address to the company and companies with whom it shares data).

You should carefully read those terms of use regarding the impact on your privacy rights and intellectual property rights. If you have any questions regarding those terms of use or the impact on the class, you are encouraged to ask the instructor prior to the add/drop deadline.