

**International Business**  
**Course Number: 22:553:593**  
**Course Title: International Business**

## **COURSE DESCRIPTION**

In the “America First!” era, international business still dominates headlines every day. Persistent trade war with China! Is China’s “Belt and Road Initiative” giving it leverage over countries in Africa and beyond? Sweatshops in Mexico and Vietnam! Factories moving out of the US... to where?! Poor people in Africa and Asia accessing mobile finance not yet available in the US! Governments collaborating on regulation of social media platforms, carbon emissions, and tax collection! And, oh yeah, the pandemic, with its waves of shocks to global supply chains, leading to even greater global reliance on Chinese manufacturing capacity.

Even as nationalism, populism, and Covid cases and variants roar around the world and trade wars simmer, the global economy continues getting more and more interconnected. In the U.S., the combined value of annual imports and exports is equal to approximately a quarter of the US GDP. Goods, money, information, and services are all traded across national boundaries and markets. In fact, even the production of individual goods and services is increasingly spread across multiple countries.

Advances in information and communication technologies allow instantaneous communication worldwide, facilitating coordination among all parts of an international enterprise. Even simple actions, such as executing import and export orders denominated in foreign currency, require hedging decisions to minimize foreign exchange risk. Many other decisions are not based entirely on economic rationality, as cultural factors also influence the success of global business operations.

How much does the world beyond the US borders matter for your future career? Is the world getting more or less accessible? Are you sure you know what national comparative advantage is and how it matters? The International Business course at RBS is designed to help you be a smart consumer of information on international business and to engage intelligently with fellow business leaders about how international factors can and do influence firm strategies and bottom lines, whether in the US or abroad.

The course introduces both country and company perspectives on international business operations. The first two-thirds focuses mostly on the macro country and regional views, including issues of trade, currency exchange, institutions, and government policies. The final third then turns to firm strategies pertaining to operations and stakeholder management across country borders.

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## **COURSE MATERIALS**

This course requires the reading of a combination of cases, articles, blogs, and book chapters. You can purchase the required HBS Publishing cases (NOTE: *Harvard Business Review* articles also need to be purchased) at discounted rates from the Harvard Publishing website using the following link to the course packet: (NOTE: you need to register on the website. For other required readings (which I can legally help you access for free), I will post PDFs on Canvas and am including URL links for many within the detailed week-to-week schedule at the end of this document. I have marked these non-HBSP Coursepack readings in the schedule with “\*\*”).

*Other Recommended Readings (for keeping up with relevant current affairs):* The Economist, Wall Street Journal, World News, Financial Times, New York Times, Foreign Affairs Magazine.

Please check Canvas and your official Rutgers email account regularly.

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## **LEARNING GOALS AND OBJECTIVES**

The major learning goals of the International Business Course are:

- (1) Knowledge: Students, who complete this course, will develop a working knowledge of current basic and advanced international business concepts and tools and an ability to apply these tools to practical business problems. Students will be apply international business concepts to solve practical problems in terms of international business operations, foreign direct investment, foreign exchange rates and to develop an understanding of country level business environments.
- (2) Ethical Judgement: Students, who complete this course will develop and apply ethical judgement and decision-making skills to critically evaluate international business transactions and operations.
- (3) Global perspective. Students who complete this course will have developed the breadth of perspective necessary to succeed in a global and diverse business environment. Students will demonstrate a deep knowledge of the diversity of past and current economic, legal, political, and social structures and understand the impact of cultural and demographic diversity on business interactions both in the domestic and international environment.

(4) **Effective Communication:** Students, who compete this course will enhance their ability to construct and deliver clear, concise, and convincing oral and written business communication.

Students develop these skills and knowledge through the following course activities and assignments:

(1) Lectures and discussions will provide students with practical applications and current international business issues faced by companies and managers.

(2) **Case Analyses.** Careful reading and thought on cases, supported by other related readings, and then discussed in class provide you with an opportunity to hone your analytical skills and develop an enterprise-wide perspective by applying the tools of international to actual company situations. The challenge is how to present your thoughts in a clear, concise, convincing and persuasive way.

(3) **Exams.** The exams will provide you with an opportunity to demonstrate your knowledge of international business concepts and tools and allow you apply that knowledge.

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## **PREREQUISITES**

Enrolled in the Rutgers Business School MBA program

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## **ACADEMIC INTEGRITY**

*I do NOT tolerate cheating.* Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See [business.rutgers.edu/ai](https://business.rutgers.edu/ai) for more details.

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## **ATTENDANCE AND PREPARATION POLICY**

Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, serious illness, or family emergency/death and you seek

makeup work, also send me an email with full details and supporting documentation. You will not be penalized with a reduction in class participation points for legitimate absences that meet the exceptions outlined in the Rutgers attendance policy. In such circumstances, you are responsible to discuss with your classmates what you missed. Each student is allowed one unexcused absence without penalty. No explanation required. This unexcused absence cannot be used on examination dates and students who miss an exam due to an unexcused absence should not expect to pass the class. There is a three-point deduction in your class participation grade for any unexcused absence in excess of the one allowed. Given the shorter nature of the class, students who miss more than three classes for any reason, even if they are excused, should also not expect a passing grade.

For weather emergencies, consult the campus home page. If the campus is open, class will be held. Use common sense in determining if it is safe for you to attend class. Avoiding loss of class participation points is not more important than your safety! Given the lessons of the last year, if campus is not open, we will likely pivot to Zoom. In this case, please be on the look out for an email for me, which will probably direct you to a Zoom link on Canvas.

Expect me to arrive on time for each class session. I expect the same of you. Expect me to remain for the entirety of each class session. I expect the same of you. Any combination of two late arrivals and/or early departures is considered the same as one absence and points will be deducted from your class participation grade accordingly.

Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared.

Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention. Consequently, no electronic devices are to be out or turned on during class sessions. If you have special circumstances that warrant the need for you to be accessible at all times during class then discuss these circumstances with me before class and we can determine appropriate arrangements that will not disrupt other students. While I will not necessarily remind you, I will take note of violations of the “no electronics” policy and dock your class participation grade.

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## **CLASSROOM CONDUCT**

Students should be respectful of the professor and of their fellow classmates at all times. The goal is to learn through productive interaction and dialogue. Students should be willing to challenge the thinking of others but do so in a respectful manner. With many of the business topics we will discuss, there is not an absolute right or wrong perspective. As such, while a student may have strong feelings and facts to support their view, it is prudent to acknowledge and consider other points of view, as well. Frequently, in fact, a major point of the class discussion is the legitimacy of different points of view and the value for a manager to understanding those alternative perspectives and their underlying rationales.

Again, I strongly prefer that you do not use your laptop, tablet, or phone in class—unless explicitly asked to do so. It has been shown that taking hand-written notes leads to better retention, but more to the point is that you will get distracted. You can tell me that you are doing it for research purposes or because you are taking notes in a super efficient way, but you will get distracted, you will distract others, you will participate less, and, ultimately, you will get less out of the class. Please consider this like a local cultural norm when you go to a foreign country. You should try to fit in to the local culture, even if it is a bit uncomfortable for you. I will not harass you and talk with you extensively about how I do not want you to be using your technologies in class. But I will take note and your non-adherence to the classroom culture will negatively influence your participation grade.

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## **EXAM DATES AND POLICIES**

There are two exams in this course. It will include essay and multiple-choice questions.

Dates of exams:

- Mid-Term:
- Final:

During exams, the following rules apply:

- If you have an accommodation that modifies testing procedures, please provide me an official letter from the Office of Disability Services ***at least two weeks before the exam.***
- No cell phones or other electronics are allowed in the classroom.
- Alternate seating; do not sit next to another student or in your usual seat.
- Use the restroom prior to the exam start!

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## **GRADING POLICY**

Grades for this class will be based on the following point system:

Class Participation	20%
Weekly Pre-Class Reading Reactions	30%
Mid-Term Exam	20%
Final Exam	<u>30%</u>
Total	100%

There are no extra credit points available in this course.

**Class Participation (20% of grade):**

Students are expected to come prepared to contribute to every class. Preparation includes reading the assigned material and preparing required assignments. Participation requires timely attendance for all classes, preparing for class by carefully doing required reading, and contributing to class discussion in a constructive, relevant, and respectful manner. Students may be randomly called upon to discuss an assigned topic during class. Documented illnesses and emergencies will be taken into consideration.

Class participation will be graded each week according to the following scale:

- 10 - Evidence of exceptional and careful advance preparation by taking a major role in pointing out new issues and new points of view in case discussions with fellow students.
- 7 - Evidence of careful advance preparation by contributing an analysis and interpretation of some issues on several occasions. Some discussion with fellow students.
- 5 - Evidence of advance preparation by contributing some factual details within an ongoing line of analysis on some occasions.
- 3 – Very little participation or participation only by general agreement with ongoing discussion or participated only when directly asked by the instructor.
- 0 - No participation, or frequent late coming or frequent early leaving or any other behavior that disrupts or distracts from class discussions/lectures.

**Weekly Pre-Class Reactions on Non-Case Reading (15% of grade) and the Case (15% of grade):**

Each week, including the first week, students will be expected to post two separate write-ups on the Canvas Discussion Board giving their thoughts on:

1. The first non-case reading (as listed in this syllabus). More specifically, the assignment is for each student to, first, identify an argument or claim in the first listed non-case reading that the

student finds particularly meaningful; second, present a counterargument to that argument or claim; and, third, explain whether they agree with the reading's position or the counter position.

2. *The week's case.* More specifically, the assignment is to independently sum up what they see as the case's main takeaway and why.

In both cases, the idea is to encourage students to independently reflect on, and then express in written form, the ways in which the reading matters to them. This should help with ensuring that the whole class is well prepared for our in-class discussions. Students may choose one week to skip for each of the two reactions. This includes the first week.

***The deadline for both entries each week is 7am the morning of the relevant class. This includes the first week.*** Each thread should include a minimum of 100 words. You will realize that this is quite short. Please also aim for quality over quantity, so I recommend also adhering to a max of around 500 words (but this is flexible, if you really feel you need extra words). I recommend strongly that you first draft your reactions in Word, to minimize grammar and spelling mistakes.

I will post individual forums for both non-case and case reactions each week and, each week, students should create individual threads within the appropriate forum to post their assigned reaction. Each forum will be set up such that students will only see the threads of others after they have completed their own thread. As noted, this is meant to encourage independent work on initial thought about the readings, although, obviously, it is possible to collaborate with classmates to work around this obstacle. But I encourage you not to do so, since that would undermine the main point and diminish your learning and development of your analytical abilities and free thought. After posting, I do encourage you to look at what others have posted and to engage them with replies when you disagree or when you have related thoughts. Please, of course, be constructive and always polite in these exchanges. I will follow and will give some extra credit within this grade component for particularly engaged and meaningful participation. This can include post-class discussion, as well.

I will be grading you primarily on the level of thoughtfulness and creativity of your reactions, not on whether you are, in an objective way, correct or incorrect. I will also look positively, especially as the semester progresses, on evidence of careful reading and integration of other lessons from the class. Clarity and organization will naturally also be viewed positively.

**Mid-Term (20% of grade) and Final Exams (30% of grade):**

The two exams will cover material reviewed and discussed in class, including in lecture and in case discussions. The Mid-Term will cover material in the first half of the course and the Final will cover material from the whole semester. Both exams will include a combination of multiple-choice questions and relatively short essay type questions. I will example essay questions the week before each exam and do my best to get exam grades back to students within a week of each of the two exams. With the Mid-Term, we will do some review the following week in class.

Agreement to reschedule a student's exam is generally only given when authorized in accordance with the University's exam policy. Make-up exams are given at the sole discretion of the instructor and generally are more difficult in order to compensate for the additional preparation time. In some cases, students may not be able to take the final exam make-up test until the following academic session. In these circumstances, the student will receive a temporary grade until the make-up exam is taken and graded and a final grade is posted. Temporary grades are not a part of the student's permanent academic record unless the student does not complete the make-up exam in a timely fashion.

## **GRADE DISTRIBUTION**

There is no grading curve in this class. The professor retains the right to use a curve, at his sole discretion, if necessary to properly reflect the performance of the class overall. The average grade for this course is generally between a "B+" and an "A-" (3.5 GPA level) but can vary from 3.0 to 3.75 depending on the overall performance of the students in this section.

Your final grade is not subject to negotiation. If you believe I have made an error, submit your written argument to me no later than one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities or job dismissals, or based on special circumstances that affected your grade and/or did not represent your true mastery of the material. In addition, I do not give grades based on the amount of effort you invested to earn a good grade. If the effort did not translate to good work deserving of a good grade then it was not productive effort. Do not ask me to modify a final grade for any reason other than a clear error in the calculation. It is dishonest to attempt to influence faculty in an effort to obtain a grade that was not clearly demonstrated in your exams and assignments, and it will not work in this course. You must earn your grade based on the work you submit and your performance on exams and in the classroom.

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## **COURSE SCHEDULE**

***(NOTE: THIS SYLLABUS IS SUBJECT TO CHANGES. IF THERE ARE CHANGES, I WILL MAKE EVERY EFFORT TO GIVE ADVANCE NOTICE OF A COUPLE WEEKS)***

Required readings marked with a \*\* will be made available on Canvas or can be accessed through links included in the syllabus. Other required readings are found in the HBSP coursepack.

### **DETAILED COURSE SCHEDULE**



## SECTION 1:

### CLASS 1: INTERNATIONAL BUSINESS INTRODUCTION

#### Required Readings:

Moss, David (2014). *A Concise Guide to Macro Economics, Second Edition: What Managers, Students, and Executives Need to Know*, “Chapter 1: Output.”

**Case:** Siegel, Jordan & Yi Kwan Chu (2010). “Globalization of East Asian Pop Music,” 9-708-479.

#### Study Questions:

1. What factors best explain why the music market has strongly recovered in East Asia, whereas the rest of the world’s music industry is crumbling and the largest music companies around the world have been laying off thousands of employees? What is unique about the region, and what is unique about the particular markets in Japan, South Korea, or China that explains this renewed growth and profitability?
2. What best explains why some Asian singers and bands succeeded in expanding across their national borders while many others failed?
3. In the present, would you advise that the Asian music companies profiled in the case turn to other Asian markets or to wealthier markets in the West? Why? And how would you advise them to accomplish this?

#### Suggested Readings:

Friedman, Thomas (2005). “It’s a Flat World, After All.” *New York Times Magazine*, April 3.  
[http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html?\\_r=0](http://www.nytimes.com/2005/04/03/magazine/its-a-flat-world-after-all.html?_r=0)

Hofstede, Geert (1993). “Cultural Constraints in Management Theories.” *The Executive* 7(1), February, pp. 81-94.

### CLASS 2: THE HISTORY OF GLOBALIZATION

#### Required Readings:

Moss, David (2014). *A Concise Guide to Macro Economics, Second Edition: What Managers, Students, and Executives Need to Know*, “Chapter 4: A Short History of Money and Monetary Policy in the United States.”

**Case:** Reinert, Sophus & Federica Gabrieli (2018). “Globalization Past, 1850-1914 (A),” 9-718-023

#### Study Questions:

1. Should Britain declare war on Germany in August 1914?
2. What were the causes of nineteenth century globalization?
3. What were the weaknesses of the global system at the time?
4. What can we learn from the moment?

**Suggested Readings:**

Porter, Michael (1990). "The Competitive Advantage of Nations." *Harvard Business Review*, March/April, pp. 73-91. <https://hbr.org/1990/03/the-competitive-advantage-of-nations> \*\*

Krugman, Paul (1994). "Competitiveness: A Dangerous Obsession." *Foreign Affairs*, March/April. <https://www.foreignaffairs.com/articles/1994-03-01/competitiveness-dangerous-obsession> \*\*

**CLASS 3: CHINA & OUR EVOLVING GLOBAL SYSTEM****Required Readings:**

Moss, David (2014). *A Concise Guide to Macro Economics, Second Edition: What Managers, Students, and Executives Need to Know*, "Chapter 6: Reading a Balance of Payments Statement."

**Case:** Friedman, Jeremy, "The Last Hegemon? US-China Relations and the Future of World Order," 9-718-059

**Study Questions**

1. Is China seeking to replace the current American-led world order with a new one of its own design? What would that look like? Is China capable of playing the role of global hegemon?
2. How should the United States respond to China's rise/challenge? Should it seek to preserve the hegemony? Can it maintain key elements of its position and the world order without conflict?
3. Is a shift in hegemony an inevitable product of shifts in underlying forces—economics, demographics, etc—or is it within the power of political leaders to determine? What sort of choices would determine it?

**Suggested Readings:**

Sam Huntington (1993), "The Clash of Civilizations." *Foreign Affairs*, 72(3) (Summer). <https://www.foreignaffairs.com/articles/united-states/1993-06-01/clash-civilizations> \*\*

The Economist (2018). "A New Hegemon: The Chinese Century is Well Underway." October 27<sup>th</sup>, 2018. <https://www.economist.com/graphic-detail/2018/10/27/the-chinese-century-is-well-under-way>

**CLASS 4: TRADE THEORY & FOREIGN EXCHANGE****Required Readings:**

Moss, David (2014). *A Concise Guide to Macro Economics, Second Edition: What Managers, Students, and Executives Need to Know*, "Chapter 7: Understanding Exchange Rates."

Desai, Mihir (2007). "Foreign Exchange Markets and Transactions," 9-205-016.

**In Lue of Case:** Roberts, Russell (2001). *The Choice: A Fable of Free Trade and Protectionism*.

Upper Saddle River, NJ: Prentice Hall. pp. 1-25. (This is a “fable” about David Ricardo coming back to life to discuss the meaning of theories of free trade and protectionism in the modern world.) \*\*

**Suggested Readings:**

Davis, Bob and Jon Hilsenrath, “Whatever happened to free trade?” *Wall Street Journal*, March 29, 2017. <https://www.wsj.com/articles/whatever-happened-to-free-trade-1490800293>

Baily, Martin and Adam Looney, “The True Trade Deficit,” *Wall Street Journal*, May 18, 2017. <https://www.wsj.com/articles/the-true-trade-deficit-1495148868>

**CLASS 5: MID-TERM & CORRUPTION IN FOREIGN LANDS**

**MID-TERM EXAM!**

**CLASS 6: CHINA & TRADE POLICY**

**Required Reading:**

Krugman, Paul (1993). “The uncomfortable truth about NAFTA: it's foreign policy, stupid,” *Foreign Affairs*, Nov./Dec. [https://www.foreignaffairs.com/articles/mexico/1993-12-01/uncomfortable-truth-about-nafta-its-foreign-policy-stupid\\_\\*\\*](https://www.foreignaffairs.com/articles/mexico/1993-12-01/uncomfortable-truth-about-nafta-its-foreign-policy-stupid_**)

**Case:** Cavallo, Albert, Mariana Cai, & Anne Laski (2019). “The U.S.-China Trade War,” 9-719-034

**Study Questions:**

1. What are President Trump’s accusations against China?
2. Who wins and who loses in this trade war?

**Suggested Reading:**

Solis, Mireya (2021). “Is America Back? The High Politics of Trade in the Indo-Pacific.” The Brookings Institution, January 4, 2021. <https://www.brookings.edu/blog/order-from-chaos/2021/01/04/is-america-back-the-high-politics-of-trade-in-the-indo-pacific/>

Eric Li (2013), “The Life of the Party”, *Foreign Affairs*. <http://www.foreignaffairs.com/articles/138476/eric-x-li/the-life-of-the-party>

Yasheng Huang (2013). “Why democracy still wins: A critique of Eric X. Li’s ‘A tale of two political systems’” <http://blog.ted.com/2013/07/01/why-democracy-still-wins-a-critique-of-eric-x-lis-a-tale-of-two-political-systems/>

**CLASS 7: NATIONAL INSTITUTIONS, SUBNATIONAL INSTITUTIONS, & ECONOMIC DEVELOPMENT**

**Required Reading:**

Rodrik, Dani and Arvind Subramanian (2003). “The Primacy of Institutions.” *Finance and Development*, June, 40(2). <https://www.imf.org/external/pubs/ft/fandd/2003/06/pdf/rodrik.pdf> \*\*

**Case:** Iyer, Lakshmi (2009). "Special Economic Zones in India: Public Purpose and Private Property (A)," HBS 9-709-027.

**Study Questions**

1. Should the Indian government change the law on eminent domain, so that they can acquire land for Special Economic Zones?
2. Is setting up Special Economic Zones the right development strategy for India?
3. What could Tata Motors have done in their Singur project to mitigate the protests from farmers?
4. Under what circumstances and to what extent should the government intervene in market transactions?

**Suggested Readings:**

Krugman, Paul (1994), "The Myth of Asia's Miracle." *Foreign Affairs*, 73(6), Nov/Dec, pp. 62-78. <https://www.foreignaffairs.com/articles/asia/1994-11-01/myth-asias-miracle> \*\*

Banerjee, Abhijit and Lakshmi Iyer (2005). "History, Institutions, and Economic Performance: The Legacy of Colonial Land Tenure Systems in India." *The American Economic Review* 95: 4. \*\*

Bloom, Nick et al. (2013). "Does Management Matter? Evidence from India," *Quarterly Journal of Economics*, 128:1, February, pp. 1-51. \*\*

**CLASS 8: INTERNATIONAL STAKEHOLDER MANAGEMENT**

**Required Reading:**

Bach, David and David Allen (2010). "What Every CEO Needs to Know about Non-Market Strategy", MIT Sloan Management Review. <https://sloanreview.mit.edu/article/what-every-ceo-needs-to-know-about-nonmarket-strategy/> \*\*

**Case:** Vietor, Richard (2000). "Freeport Indonesia," HBS 796-124.

**Study Questions:**

1. What is your evaluation of Freeport Indonesia's environmental management?
2. What is your evaluation of Freeport's treatment of social and cultural affairs?
3. Is this project, or could this project be, "sustainable?" How should economic rents be distributed?
4. Should Freeport expand? Should Indonesia allow it?

**Suggested Reading:**

Mitchell, Ronald, et al (1997). "Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of What and What Really Counts," *Academy of Management Review*, 22(4), pp. 853-886. \*\*

Ross-Sorkin, Andrew (2020). "Deal Book—BlackRock CEO Larry Fink: Climate Change Crisis Will Reshape Finance," February 24, 2020. [https://www.nytimes.com/2020/01/14/business/dealbook/larry-fink-blackrock-climate-change.html?.?mc=aud\\_dev&ad-](https://www.nytimes.com/2020/01/14/business/dealbook/larry-fink-blackrock-climate-change.html?.?mc=aud_dev&ad-)

keywords=auddevgate&gclid=CjwKCAjw95yJBhAgEiwAmRrutNKQkmL6MycAn\_-  
Tuh8Jm7GQmUtBSDeC9IvZAWPsMkdCwSB5Gex4DxoCLV8QAvD\_BwE&gclsrc=aw.ds

**CLASS 9: IB WRAP UP & FINAL EXAM**

**FINAL EXAM!**

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**SUPPORT SERVICES**

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at [ods.rutgers.edu](http://ods.rutgers.edu).

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email [dsoffice@echo.rutgers.edu](mailto:dsoffice@echo.rutgers.edu)]

[Rutgers University-Newark ODS phone (973)353-5375 or email [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu)]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email [jackie.moran@rutgers.edu](mailto:jackie.moran@rutgers.edu)]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu)]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email [deanofstudents@echo.rutgers.edu](mailto:deanofstudents@echo.rutgers.edu)]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email [DeanofStudents@newark.rutgers.edu](mailto:DeanofStudents@newark.rutgers.edu)]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout\\_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7) . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu)]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: [PALS@newark.rutgers.edu](mailto:PALS@newark.rutgers.edu)]

[Rutgers–New Brunswick: [eslpals@english.rutgers.edu](mailto:eslpals@english.rutgers.edu)]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]