GLOBAL
SOCIAL ENTREPRENEURSHIP

New York University
Robert F. Wagner Graduate School of Public Service
Leonard N. Stern School of Business
UPADM-GP-270-001
2 credit course, Minor in SE
Spring 2014

Professors:

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COURSE DESCRIPTION:

The purpose of this 2-credit course is to provide students with an academic overview and experience with the issues and challenges in contemporary Global Social Entrepreneurship. This area has become one of the fastest growing segments for business and academic development, and this course is a component of the Wagner/Stern Minor in Social Entrepreneurship http://wagner.nyu.edu/undergrad/minors#sec-SE for NYU undergraduates.

To provide experiential as well as academic learning, this unique course involves classroom time at NYU of up to 24 hours. Global internships are optional and not a required component of this course. Students who are interested in global internships can be connected to social entrepreneurs in Shanghai, Qingdao, Thailand, Bali, Singapore, Arizona, NYC, and elsewhere. The class will focus on ventures from each of the major continents most active in social entrepreneurship. Teams of students will be presenting each week the highlights and learnings from each of the global site about various social entrepreneurship activities. Students will also work in teams to finalize a report on a global social entrepreneurship initiative that would address a currently pressing need.

This intensive course covers global trends in social entrepreneurship, a detailed overview of social innovation, cultural psychology, cultural competency skill training, and fund-raising work for global causes. The NYU classes will take place on Fridays from 12:45pm-4:45pm for the first six Fridays of the spring semester. There is also an emphasis on experiential learning in this class from case studies presented by local global social entrepreneurs.

The primary text for the skills is “CORE 4” and various readings, with a focus on skills related to global experience. Global social entrepreneur skills center on cultural competency, emphasizing four specific themes: connection, liner (setting boundaries), convertor and strategist—all applied to global issues and settings. These skill sets will enable students to be more effective global citizens and contributors for positive change in the world and a springboard for further opportunities in global settings and companies. The other primary texts are selected chapters from Cultural Psychology, which will be available online and provide an overview of the academic perspectives in this emerging and important field and there will also be readings from Half the Sky—which describes various global problems and solutions. The Blue Sweater will also be read in its entirety, providing further context for real world problems and solutions. In addition to presentations, there will be a reading quiz and a paper due at the end of the course.
COURSE COMPONENTS & HOURS:

- 24 hours of class time for the first six Friday afternoons in the Spring Semester of 2014.
- Classes will occur in NYU’s Global Center (Room 269) from 12:45pm-4:45pm.
- The class will be 2 credits and meet the requirements for the Minor in Social Entrepreneurship.

POTENTIAL INTERNSHIP OPPORTUNITIES:

Global internships may be available for students who wish to experience directly global social entrepreneurship in various places. This is not a formal school sanctioned activity so students participate in these internships as private citizens. Internships are not required for this course. Below are examples of past internships students have utilized. While independent of NYU, students have reported great experiences.

Global Internships:

1) Shanghai, China: participate in social entrepreneurship and innovation activities in one of the fastest growing cities and economies.

2) Thailand: working with the hill tribes’ restoration efforts and eco-tourism.

3) Qingdao, China: intern at Succeed Oversees, an enterprise training Chinese students with success skills for study and work abroad. Work with co-founders, a Chinese-native with an MBA from NYU & an American recent college grad.

National Internships:

4) Tucson, Arizona: working at Circle Tree Ranch to empower distressed families in Dragonfly Village, build a Social Entrepreneurship Center for Native Americans and work in SE projects at the facility with diverse populations. Had 4 students as private citizens at this site last summer.

5) Los Angeles, CA: working at the Amity Program in a therapeutic
community housed in the shadow of USC. Had two students here in previous years. Both have returned to Amity at different times because the experience was so positive.

Local Internships:

6) **NYC**: various globally oriented local internships will be described throughout the semester and students can participate at their own accord.

All internships are set up by the student out of his or her own volition as private citizens. All expenses are covered by the student. NYU is not responsible for any liability, activities, or expenses incurred during the internship.
REQUIRED READING:


   (Digital copies of selected chapters will be made available on NYU Classes.)


   (Chapters will be made available on NYU Classes.)

   Half the Sky lays out an agenda for enhancing experiences for the world’s women, especially in developing countries. The book focuses on three major abuses: sex trafficking and forced prostitution; gender-based violence, including honor killings and mass rape; and maternal mortality.


   To be purchased as an e-book for $10 (discounted from $20 print ed.). Please bring cash payment on the 1st day of class to be collected by the TAs.

   While most are trained in quantitative skills and learning, it’s emotional and social intelligence that characterizes our most successful social entrepreneurs, and provides them with the capabilities to bring entire organizations with them. Dr. McGrath has developed four core principles to grow leadership capacity in these areas. These Core 4 skills are: connecting with the world around you; setting and identifying boundaries; converting challenges into change; and strategic steps to lead transformative efforts as global citizens and beyond.


   (Available for purchase through Amazon or your local bookstore).

   Written by the founder and CEO of Acumen Fund, The Blue Sweater
chronicles the author’s journey to understand global poverty and find solutions. She shows that traditional charity often fails, but how a new form of philanthropic investing called "patient capital" can help make people self-sufficient and change lives.

5. **Various readings to be handed out in class and posted on NYU Classes. Please check announcements for notification.**

**RECOMMENDED READING:**


Reflections from NYU students in 2010 Global Social Entrepreneurship class, with introductory essay by course professor Ellen McGrath. Describes field experiences with social entrepreneurship in rural Thailand.


As the founder of Grameen Bank, Yunus pioneered microcredit, the innovative banking program that provides poor people—mainly women—with small loans they use to launch businesses and lift their families out of poverty. This book describes how Yunus has launched the world’s first purposely designed social businesses.


A team of four authors, including two from NYU, investigate the power of social ventures—in this case, organized around microfinance endeavors—to transform the lives of some of the world’s poorest residents. Mixing field experience, empirical analysis, and experimental approaches, Portfolios of the Poor provides an inspiring look at approaches to global poverty.

An overview of global social entrepreneurship opportunities in some of the world’s poorest countries; attention to best practices and why certain strategies were not effective.

EFFECTIVE GLOBAL NOT-FOR-PROFITS:


1. **BRAC**, [www.brac.net](http://www.brac.net), a Bangladesh-based aid group that’s expanded in Africa and Asia. It has an office in New York City and accepts interns.


4. **International Women’s Health Coalition**, [www.iwhc.org](http://www.iwhc.org), based in New York, has been a leader in the struggle for reproductive health rights around the globe.


6. **Tostan**, [www.tostan.org](http://www.tostan.org), is one of the most successful organizations in overcoming female genital cutting in Africa. It accepts interns.
Dr. McGrath, a clinical psychologist currently practicing in New York City, is consistently rated as one of America’s most “outstanding” psychologists. Author of three books on stress and depression management and four books on executive coaching, Dr. McGrath is the only Senior Media Consultant to the American Psychological Association. She was the psychology expert on ABC’s “Good Morning America” for two years, and continues to appear on ABC News, 20/20, and other national media. She is a past President of both the Media Psychology Division and the Division of Psychotherapy of the APA, and an APA Council Representative.

Listed by three national magazines as one of the top therapists in the country, Dr. McGrath was honored again in 2001 as the Outstanding Psychologist of the Year by the Psychotherapy Division of the APA. In 1995, she was chosen “Business Woman of the Month” by Orange Coast Magazine. As a retreat leader for the Women’s Young President Organization, she is also an international speaker and teacher on the newest success skill applications.

With over forty years of experience, Dr. McGrath also works with a number of Fortune 500 Executives, family-owned businesses, entrepreneurs, and innovators. She is the President and Founder of the educational and training center, Bridge Coaching Institute, and leads numerous trainings for various profit and not-for-profit organizations.

Dr. McGrath spent twelve years on the faculty at the University of California Irvine Medical School, and four years at the University of Rochester School of Medicine. Currently, she teaches as a full time clinical associate professor at New York University in the Wagner Graduate School of Public Service and the Stern School of Business. She teaches four courses on social entrepreneurship: 1) a Fundamentals class for students practice success skills and study the history and trends of social entrepreneurship, 2) an Advanced course and 3) an Incubator class to support students on starting their own social impact projects, and 4) a Global course that offers internships around the country and the world to study international entrepreneurship and innovation. Her classes are consistently rated #1 by the students and received feedback such as, “This class changed my life!,” and "This class is the best at NYU!” Her book, CORE 4: Just Connect It, is used as one of the textbooks for all the classes.

Dr. McGrath is an inspiring presenter and teacher who is able to genuinely connect with her audience, while making her classes and workshops fun! A mother of now-grown sons, Dr. McGrath combines a warm, energy with the knowledge and wisdom of 30 years of experience as a social innovator and executive consultant to bring out the best in all of her clients, students, and those around her.

She’s currently working on a children’s book to promote empathy, Happy Banana Café, with a team of former students. The book was developed and inspired by, Ashoka’s Empathy Initiative, which is currently in effect in 26 schools nationwide.
WEEKLY CLASS SCHEDULE

Classes 1
Friday, January 31, 2014
12:45pm to 4:45pm

Welcome & Overview of Global Social Entrepreneurship

We will begin by introducing our course with an overview of the academic content and description of various global SE ventures. The challenges, opportunities, and obstacles to starting a successful social venture are different in global settings. In each class throughout the semester, we will have presentations by faculty, students, and guests about different countries or global regions that are standout examples of social entrepreneurial activities.

In this first class, we focus on examples of direct accounts of social entrepreneurship ventures in our major areas of focus: South America, Africa, China, India. These examples provide us with a rich and real set of data for understanding how social entrepreneurship is viewed and actualized in the world’s fastest growing economy. This presentation also serves as an example for students who will be doing their own group presentations in future classes.

Students will be divided into focus groups to present on regions of the globe that are standout examples of social entrepreneurial development (or failure): 1) China, 2) South America, 3) Africa, 4) India, and finally 5) Global SE Overview & Trends group. The teams will meet outside of class and present their findings in later classes.

Afterwards, we will move into experiential learning to directly practice cultural-competency and team-building skills. CORE 4 is the primary text for this training and exercises. The texts Cultural Psychology, Half the Sky, and Blue Sweater will also be introduced to contextualize particular cultural and global issues.

Readings for Next Class:

1) Cultural Psychology: Chapter 2 (pp. 32-58)
2) CORE 4: Section 1, Chapter 2 & 3 (pp. 1-52)
3) Supplemental Readings will be posted on NYU Classes. Please check for announcements.

Assignments for Next Class:

1) Bring in the results of your CORE 4 Challenge in bar-graph format
2) Prepare for group presentation for the second class (China group).
Classes 2  
Friday, February 7, 2014  
12:45pm to 4:45pm

We continue to build on our understanding of cultural competency and start the class with a 20-minute discussion on assigned reading materials from the previous class. All students are expected to participate, contribute, and demonstrate a critical understanding of the assigned material.

Afterwards, the China focus group will give us their team presentation, followed by Q&A. We will continue this into a class discussion that incorporates the readings for today’s class. Then, we will do a few CORE4 exercises focusing on cultural connection skills.

For the Global Team Project, student teams will choose from a pre-existing list of what’s been useful before or an idea they already have in mind. Student teams will be given time in Classes 3-5 to work on this project.

Readings for Next Class:

1) Cultural Psychology: Chapter 10 (pp. 383-422)  
2) The Blue Sweater: Chapters 1-8 (pp.1-145)  
3) Supplemental Readings will be posted on NYU Classes. Please check for announcements.

Assignments for Next Class:

1) Prepare for group presentations for the third class (South America).

Class 3  
Friday, February 14, 2014  
12:45pm to 4:45pm

We begin with a 20-minute discussion on assigned reading material from the previous class. All students are expected to participate, contribute, and demonstrate a critical understanding of the assigned material.

Afterwards, the South America focus group will give us their team presentation, followed by Q&A. We will continue this into a class discussion that incorporates the readings for today’s class. Then, we will do a few CORE4 exercises focusing on cultural connection skills. Students will be given time to work on their Global Team Project.
Readings for Next Class:

1) **CORE 4**: Chapters 4-6 (pp. 53-121)
2) **Cultural Psychology**: Chapters 14 (pp. 528-567)
3) **Half the Sky**: Intro (“The Girl Effect”; xi-xxii), Chapter 1 (“Emancipating Twenty-First-Century-Slaves”; pp. 3-21), Chapter 14 (“What You Can Do”; pp. 233-252) & edited list of organizations supporting women from *Half the Sky’s* Appendix listed on pp. 7 of syllabus.
4) **Supplemental Readings will be posted on NYU Classes.** Please check for announcements.

Assignments for Next Class:

1) Continue preparing for group presentations on your particular continent for Global SE
2) Prepare for group presentation for the fourth class (Africa).

Class 4
Friday, February 21, 2014
12:45pm to 4:45pm

We will highlight the key points from *Half the Sky* and *Cultural Psychology* and have an in-depth group discussion about these two readings. We ask: how do these two texts inform each other? What do they teach us about principles and practices of effective global social entrepreneurship? What narratives were presented that featured effective (and less effective) people and practices in this sector?

Also during today’s class, the Africa focus group will give us their team presentations, followed by Q&A. We continue with **CORE 4** exercises focusing on Liner, Converter, and Strategist skills. Students will be given time to work on their Global Team Project.

Readings for Next Class:

1) **CORE 4**: Section 3 & Appendices (pp. 123-176)
2) **The Blue Sweater**: Chapter 9-12 (pp.146-212)

Assignments

1) Prepare for course exam next week (review all readings & class notes)
2) Prepare for group presentation for the fifth class (India).
Class 5
Friday, February 28, 2014
12:45pm to 4:45pm

We will have a 20-minute discussion on assigned reading material from the previous class. All students are expected to participate and contribute demonstrating a critical understanding of the assigned material.

Afterwards, the India focus group will give us their team presentations, followed by Q&A. Groups will be given the opportunity to put the finishing touches and delegate final tasks for the Global Team Project.

Readings for Next Class:

3) CORE 4: Section 3 & Appendices (pp. 123-176)
4) The Blue Sweater: Chapter 13-16 (pp.213-284)

Assignments

3) Prepare for course exam next week (review all readings & class notes)
4) Prepare for group presentation for the sixth and final class (SE Global Overview & Trends).

Class 6
Friday, March 7, 2014
12:45pm to 4:45pm

Today we summarize and review all of our class learnings from readings, class discussions, and student presentations. Students are permitted to ask any final questions before taking the Reading Quiz for up to 20 minutes.

Then, the SE Global Overview & Trends focus group will present their findings to the class and lead into a discussion.

We will continue our experiential training with CORE 4 exercises that focus on cultural immersion, communication and understanding, team-building, and project completion.

Global Team Project is due. A hard copy is given to the TAs and an electronic copy must be sent to the TAs prior to the beginning of class.

***Each class will feature a presenter sharing their experience of global SE, giving us a real-life example of topics discussed in class.
ASSIGNMENT RUBRICS:

FOCUS GROUP PRESENTATION ON GLOBAL SE

Purpose: The purpose of the focus group presentations is to give the entire class an overview of social entrepreneurial activities around the world, while providing a chance for individual students to do in-depth research in some specific areas. Following the Teaching Team’s presentation about China, there will be focus groups about:

- Class 2: China
- Class 3: South America
- Class 4: Africa
- Class 5: India
- Class 6: Global SE Overview & Trends

Format: **The presentation should be 25-30 minutes, followed by 10 minutes of Q&A not exceeding 40 minutes total.** Groups should use a Powerpoint, Prezi, or some other presentation or form of media to supplement their lecture. An electronic copy of the presentation must be given to the TAs and to the Professor on or before the presentation date. Presentations skills and style will factor into the group grade, including: speaker eye contact, speaker and group body language, equal time presenting between all group members, keeping within time, etc. Groups are allowed to assign any short readings to the class the week before their presentation, and do any short activities during their presentation providing they are relevant.

Content: The presentation should at least include the following components.

- Introduction to the global region
- Outline of the SE trends within the region and any specific countries
- Three case study examples of the most intriguing social enterprises or SE efforts, including: successes, failures, next steps, & suggestions for growth
- A cultural analysis (using Cultural Psychology) of how we can better understand the SE information in terms of the specific cultures themselves
- Relevant information should be displayed on a Powerpoint or Prezi (please site your sources on the slides)
- Handouts for every student should be provided for each student with a list of the primary research resources, and a short summary to learn more about your regions or countries.
GLOBAL TEAM PROJECT REPORT

Work in teams on a global social entrepreneurship initiative that would address a currently pressing need.

Format: 15-20 pages, 1.5-spaced, double-sided, each team member will be responsible for one section of this assignment, delegate as appropriate and note the name of the person who authored each section.

DUE: Class 6, March 7th

Statement of Need
- Why should people care and support your initiative? Tell at least one dramatic and emotionally compelling anecdote that would touch the hearts of your audience, helping them see the human dimension of the situation.
- What is the need you are addressing? Show with statistics from reputable sources that you have done some research on the social problem that you are addressing.
- Why is it compelling and urgent that you start a new initiative?

Mission Statement
- Now that you have met with your groups and decided on a project, what is your concise mission statement to accomplish your vision for your social enterprise?

Environmental Scan
- Based on your research, what have you found to be the most powerful ideas for solving your target problem? Why are these most effective?
- Who are the most innovative thinkers and visionaries in the world currently working to address this problem? What ideas and insights are they adding to conversation about change?
- What other programs and organizations already exist to address this problem (at least 3)? Where are they successful vs. struggling?
- How is your idea different from all of the competing ideas out there? How will your venture be different from other organizations, including those you discussed above?

Group Roles and Expectations
- Describe the dynamics of your project team and how you have decided to work together. Who is taking on what roles?
- What are the expectations for each member of the team? Are there specific assignments for each member and deadlines associated with those assignments?

Venture Budget Needs
- Create a table for the budget of your basic financial needs to accomplish your goals over the course of a semester. (see example below)
- Discuss the budgetary needs of the broader vision for your venture (over the next couple of years, as opposed to just this semester). What kinds of expenses would you have?
- What is your income strategy (i.e. an earned/for-profit model, donation receiving not-for-profit model, etc.)?
- How could your organization continue to operate if you do not raise the necessary funds?

**Fundraising Strategy**
- What is your strategy for finding additional start-up funds?
- List at least 3 specific sources (individuals, foundations, corporations, government grants, etc.) that you could approach to try to raise money. How would you approach these sources?

**Team Development**
- What people (or types of people, according to their role and skill-sets) do you need to be directly involved in your venture in order for it to function successfully?
- Who could serve as your greatest champions for your enterprise (i.e. top supporters, collaborators, allies, mentors)?
- Who could you approach to be advisors or potential board members to your organization and what skills/expertise/networks would they add?

**Networking Strategy**
- Describe the strategy you would use to recruit supporters for your organization and keep them engaged in your work.
- Describe a strategy for connecting to the people that you see as great potential mentors/allies, but do not know directly.

**Facing Obstacles**
- Describe some of the challenges that you and your team have faced this semester in developing your social venture. How have you dealt with these challenges?
- Describe some of the bigger challenges that you anticipate facing down the road and discuss some strategies (especially using CORE 4) you could use to overcome them.

**Example Budget**

[This example budget was developed by Elizabeth Sherman for her thesis research at Dartmouth. For our purposes, you can see the format she used, citing specific costs, how she determined the costs, and justifications for each expense. This project involves more expenses than a typical individual budget in Advanced Social Entrepreneurship, but may be a good]
<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$360</td>
<td>Estimate 4 round-trip visits to NYC to conduct interviews on weekends (3-4 interviews per trip for a total of about 15 interviews); $90 for round-trip ticket on Amtrak. Traveling to NYC is an important piece of the study; it will enable me to conduct interviews from a more diverse sample of women than I would probably be able to find in the Upper Valley and I already have crucial connections to a number of potential participants.</td>
</tr>
<tr>
<td>Transcriptions</td>
<td>$2,025</td>
<td>About 15 interviews of up to 90 minutes in length. Transcribed by escriptionist.com for $1.50 per minute. This is also a key piece of the project; in order to thoroughly analyze the interviews, I will need to transcribe them so that I am not relying on memory to analyze them and so that I am not using valuable research time attempting to transcribe them myself.</td>
</tr>
<tr>
<td>Photo-copying and printing</td>
<td>$30</td>
<td>Printing of transcribed interviews for analysis.</td>
</tr>
<tr>
<td>Printing and Binding of final thesis</td>
<td>$200</td>
<td>Cost for printing and binding of final thesis, numerous copies needed to be given to WGST dept advisor, and others; Estimate based on advice from friends who have completed theses in the past.</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$2,615</td>
<td></td>
</tr>
</tbody>
</table>
CLASS REQUIREMENTS

1. Class Participation

The success of this course depends on the active, enthusiastic participation of each student. Students need to display great initiative, motivation, and a passion for learning. Respectful engagement and full commitment in all activities is integral for both our students and those sharing with us to grow. In order to have the greatest chance of successfully influencing other people and changing the world, you need to be fully present!

2. Assignments

All assignments must be completed thoroughly and handed-in in a timely manner. No late work will be accepted.

3. Reading Quiz

The final Reading Quiz will be given the last day of class on March 7th. The Quiz should take no more than 20 minutes and covers all course readings, discussion, and other materials.

GRADE BREAKDOWN

- Class Participation and Attendance: 25%
- Team Presentations on Global SE Region: 15%
- Global Team Project Report: 40%
- Reading Quiz: 20%

LEARNING OBJECTIVES:

1. Academic overview of current practices and challenges in global social entrepreneurship.

2. Explore details of collaborative leadership in global SE; reflect on how students can utilize this leadership approach in their work and team building.

3. Reflect on the psychology and entrepreneurial activities of various cultures.
4. Experience what it means to be a "developing" country and how this ‘status’ and choices in development affect the future of its people.

5. Integrate immersion experiences within the broader context of global engagement and become more thoughtful global citizens.

GRADING CRITERIA

Grading scale:

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You speak often, engage your fellow students, and always offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning and come to class with an open mind to new ideas; you always show great motivation and interest. You complete all the assignments, and you do an excellent, thorough job on each one. You come to every class session and you are always on time. You know the names of all of your fellow students and empower other people to do their best. You care about your classmates and how they are doing in class.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest, even if you are a naturally quiet person. You are a very active listener, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You complete all the class assignments, and it appears that you put a great deal of thought and effort into them. You go beyond what is required of you. You are absent or late to no more than 2 classes. You know at least 80 percent of your classmates’ names.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You complete all the assignments and you do what is required of you. You are absent or late to no more than 4 classes. You know at least 67 percent of your classmates’ names.

D - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You complete the assignments, but it appears like you put little time or effort into them. You are late or absent more than 4 times. You know less than 67 percent of your classmates’ names.
F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. You do not complete many of the assignments. Overall, you put no effort into the class. You are absent or late to class more than 7 times. You know less than 50 percent of your classmates’ names.

OTHER CLASS RULES:

Out of respect to the professor, guest lecturers, and your classmates:

1. Cell phones must be turned off and students are strongly encouraged not to use computers in class. If students are unable to take notes by hand, they are allowed to use their computers but it is preferred that any notes be taken by hand so that other features of computer use do not distract students from participating in class discussion.

2. Please arrive on time to the start of class and return from breaks in a timely manner.

POLICY ON DISABILITIES:

I encourage students with disabilities, including “invisible” disabilities, to come talk with me after class or during my office hours to discuss appropriate accommodations that might be helpful to them.

Terms and Limitations:

By enrolling in this class, you agree to all the terms and limitations of the syllabus, which serves as a legally binding contract between the party of the first part (hereinafter referred to as “the professor”) and the party of the second part (hereinafter referred to as “the students.”) This contract will be in accordance with all federal and state regulations, pursuant to the rules set forth by New York University, and any applicable statutes of the United States or the county of New York, except where the professor decides otherwise. The rules, requirements, and benefits of this contract are subject to change at the end of the first week of classes, or at any other time by the University or other governing authorities, including, but not limited to, the professor and the administrators of the educational department under which this course is offered. The professor reserves the right to change the terms of the contract at will, and may exercise his personal discretion in revoking all rights of the students without just cause. No person is authorized nor entitled to refute the terms of this contract, nor subject the policies described herein to any form of strict scrutiny or critical questioning.