Entrepreneurship Explored
IMBX-SHU 232 1
Fall 2020-14 weeks
4 credits
Wednesday 1.15 p.m. - 4.15 p.m.
RM 900, NYU Shanghai

Please note that if you are taking this course remotely, all the time on this syllabus refers to Shanghai time (GMT+8).

Instructor: Yanyue YUAN, Assistant Arts Professor, NYU Shanghai
Office: RM 949-5
Happy Hour: 11a.m.-12 p.m. Thursday (or by appointment)
Email: yanyue.yuan@nyu.edu

Important Notice:

1. Flexibility and Contingency Plans
This course will be taught in person. However, every one of us need to abide by the regulations set by community standards of NYU Shanghai and make conscious efforts to responsibly support the health and safety within our community. In response to the changing health situations, we might need to change the teaching format and if these circumstances arise, your respect to flexibility and contingency plans will be much appreciated.

2. Communication
If you need to postpone any form of participation due to any urgent personal matters, please make sure that you keep the instructor informed in advance. Otherwides, your grades will be affected according to the policy.
Please be patient and flexible as lesson plans might be changed and updated during the semester (please refer to the updated syllabus each week).
During the semester, I will aim to reply to all your emails within 24 hours. We will also be using Google Chat for instant messages and quick announcements.

3. Expenditure
This course embraces sustainability and cost-effectiveness. Your expenditure related to the coursework is expected to be between 50-200 RMB, including public transportation for your individual fieldwork and purchase of project-related materials. You are highly suggested to creatively and strategically apply recycled materials and available resources to deliver your work. Should you have any financial concerns, please talk to the instructor in advance.
COURSE INFORMATION

Course Overview
Entrepreneurship refers to the quality of paving new opportunities and bringing about disruptive and meaningful changes through taking initiatives and strategically responding to risks, failures and possibilities. The main aim of this course is to equip students with analytical and strategic thinking by reviewing existing entrepreneurial practices. Students will carry out individual case study research, participate in in-class discussions, debates and mock meetings and work on a course project to solve real world problems they identify. By linking entrepreneurial practices with the wider social, economic and technological trends, the course also emphasizes social responsibility and future-oriented thinking.

Prerequisites: This course does not have any prerequisites.

Course Learning Outcomes
By the end of the course, students will be able to
- Compose an academic style case study with clear structure, well-articulated arguments and well-presented insights by evaluating existing entrepreneurship practices;
- Explain the role of entrepreneurship in promoting social, economic, and technological changes and summarize challenges and future potentials of entrepreneurial practices;
- Value the role of social responsibility in conceiving an idea or developing a solution (recognizing ethically in/appropriate approaches; understanding the diversified needs of different groups of people, and the balance between individual interest and the social good);
- Develop creative solutions to solve the identified problem through strategic and systemic thinking;
- Work collaboratively with team members on course projects and demonstrate ability to critically evaluate peer’s and one’s own work in progress and final delivery;
- Practise project management skills to implement your project ideas (display capacity to navigate through multiple tasks; stick to deadlines; manage and break down tasks into smaller ones);
- Value ambiguity and uncertainty and develop courage to experiment with new and unfamiliar approaches.

Instructor Goals
At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:
- Provide a framework for lifelong learning;
- Create an open, transparent, and accessible learning environment;
- Show respect and concern for all students;
- Respond to different learning habits and needs;
- Be passionate, caring and open minded;
- Strive to stimulate and maintain students’ curiosity and motivation for learning;
- Provide relatable materials that touch upon emerging practices and future trends;
- Challenge preconceptions and assumptions with questions and discussions.
GRADES (Assessment, Measurement and Evaluation)

Late penalty for all assignments is **one third of a letter grade per day**. So, an ‘A’ project that is one day late will be graded an ‘A−’, two days late a ‘B+’, three days late a ‘B’, etc. The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation (attendance, in-class exercises and engagement)</td>
<td>10</td>
</tr>
<tr>
<td>Readings</td>
<td>20</td>
</tr>
<tr>
<td>Case Study (written: progress 10% + final version 15%)</td>
<td>25</td>
</tr>
<tr>
<td>Case Study (presentation)</td>
<td>5</td>
</tr>
<tr>
<td>Pop Up Project (Portfolio)</td>
<td>20</td>
</tr>
<tr>
<td>Pop Up Solution (Demo)</td>
<td>10</td>
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<tr>
<td>Peer Review</td>
<td>10</td>
</tr>
</tbody>
</table>

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% and higher</td>
</tr>
<tr>
<td>A−</td>
<td>90.00% – 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>82% - 85.99%</td>
</tr>
<tr>
<td>B−</td>
<td>78% - 81.99%</td>
</tr>
<tr>
<td>C+</td>
<td>74% - 77.99%</td>
</tr>
<tr>
<td>C</td>
<td>70.00% - 73.99%</td>
</tr>
<tr>
<td>C−</td>
<td>67.5% - 69.99%</td>
</tr>
<tr>
<td>D+</td>
<td>65% - 67.49%</td>
</tr>
<tr>
<td>D</td>
<td>62.5% - 64.99%</td>
</tr>
</tbody>
</table>
Grading Evaluation Scale
NYU Shanghai follows the same grading practices as NYU New York. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. There are some additional grades—P for pass, W for Withdrawal—which are awarded administratively.

Grade Dissemination
Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book Function of NYU Classes.

Group Work
Pop up project is group work. All members of a group will receive the same score; that is, the project progress and delivery are assessed and everyone receives this score. However, once serious freeriding is noted and confirmed, individual team members will be assigned a lower grading. I hope this will not happen and that you will learn to take responsibility for group work and learn and grow together as a team.

How Teams are Formed
The instructor will assign you to a team, but you have the freedom to switch between teams upon obtaining permission from all team members (each team needs to have 3 or 4 members). You are encouraged to work with different students for the two projects.

*Once formed, teams cannot be changed, except for unusual circumstances (e.g. serious illness, course withdrawal, unresolvable conflicts). Only under extreme conditions will the instructor offer permission to rearrange/split teams to ensure the best learning experience and outcome for each student. You are encouraged to keep the instructor informed and updated about any concerns you might have over group work as early as possible.

LEARNING MATERIALS
Handouts will be distributed in class and all materials covered in class will be shared in this document with hyperlinks.

*Please note that most in-class activity sheets and reading materials are printed out, and most assignments will be shared as electronic copies. If you have a strong wish to work with e-copies in class to save paper or to be given a printed copy of a reading assignment, please let the instructor know.
MAIN COURSEWORK

Important Notice

For submitting your individual assignments and group work, please use google folder (google doc and google slides). Create and add a shortcut of folder link to this course folder and make sure you offer edit access to the instructor. (Your own individual assignment will only be viewed by the instructor and will not be shared with anyone else unless your permission is granted. Your team folder will be viewed and edited by the instructor and every member of the team, and will not be shared with anyone else unless your permission is granted.)

Submission of assignment is based on the content in the required folder before the deadline as indicated on the syllabus (unless otherwise agreed) and the instructor will review and comment on your work directly on the document unless an alternative format is preferred and communicated in advance.

1. Individual folder: named as ‘X (first name initial) and XX (surname)_EE_Fall 2020’ (e.g. Y Yuan_EE_Fall 2020)
2. Group folder_Pop Up Project: named as ‘xxxx (group name)_Pop Up_EE_Fall 2020’ (e.g. Sunshine_Pop Up_EE_Fall 2020). Only one folder needs to be created for each group.

Case Study: individual written work

Please use this template for your writing. Please read these Sample Case Studies (sample 1, sample 2, sample 3) so that you can get a sense of what a high-quality piece (grade A) might look like.

Key dates:

You will need to submit your proposal and outline of case study by the end of week 2.
During week 6, you will present your case in a pechakucha format in class.
Final Draft is due by the end of Week 9.

When selecting a case, you can start by thinking about one of the following items that you are interested in

- A company (e.g. IKEA)
- A brand (e.g. Zara)
- A project (e.g. Lesswalk movement donating unused bikes to poor areas)
- A person/group of people (e.g. young entrepreneurs, taobao shop owners)
- Others (events, campaigns, social trends and other aspects that you might want to focus on in your case study)

Please be sure to cover the following elements in your case study:
(The following points, however, are not the structure and outline of your case study.)

- Why: why choosing this particular case (consider your own passion and interest, significance of this particular case in terms of its contexts and wider implications)
• **What:** a clear description of the case (including contexts, opportunities, challenges, problems)
• **How:** critical analysis of why certain aspects of the project worked (how innovative it is) and what might be the aspects that need rethinking/change/ transformation
• **So what:** insights from this case and its wider implications
• **What next:** future directions (limitations of current research and gaps for future studies)

The following table outlines the timeline of your case study:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2</td>
<td><strong>Progress 1:</strong> Case study outline</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Progress 2:</strong> Preliminary research: a short description of the case and list 3-5 key questions that guide your case study</td>
</tr>
<tr>
<td>Week 4-5</td>
<td><strong>Progress 3:</strong> Desk research in response to the key questions you posed during progress 2</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Pechakucha Presentation</strong></td>
</tr>
<tr>
<td>Week 6-8</td>
<td><strong>Progress 4:</strong> Adding further insights and revisions of the main content as well as a complete introduction and conclusion</td>
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<tr>
<td>Week 8-9</td>
<td><strong>Submit your final version</strong> after revising and polishing the full document</td>
</tr>
</tbody>
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**Pop Up Project:** Team Project

**Key dates:**
The pop up project will be launched in week 7.
In **week 13**, you will present your pop up solution. Your pop up demo needs to present your solution to an identified problem and is usually in the form of product/service/program/campaign. Details of the Pop Up Projects will be updated later.
# Tentative Course Schedule

The following schedule is subject to slight changes. Please consult the most updated google doc version for reference. A more detailed agenda will be provided one week before each session and links to course slides will be added accordingly.

## Topics, Agenda and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Sept 16 (Wed)</td>
<td><strong>Session 1: Introduction and Trendhunting</strong>&lt;br&gt;  - Warm-Up (Desert Island Challenge)&lt;br&gt;  - Introduction to Class Culture, Expectations, Rules and Regulations, Grading and Course projects&lt;br&gt;  - Getting to know each other&lt;br&gt;  - Q&amp;A on case study</td>
<td><strong>Reading 1</strong> (6 pages, 45 mins)&lt;br&gt;<strong>Case Study Topic Selection</strong> (30 mins-1 h)&lt;br&gt;  <em>Please start your own research and brainstorming to identify possible topics that you might want to work on. (No submission required, but we will discuss this during session 2)</em>&lt;br&gt;<strong>Due:</strong> 11.55 p.m. (Sun) Sept 20th&lt;br&gt;<strong>Before Session 2</strong> (20 mins)&lt;br&gt; - Collect all your trashes produced after waking up on Sept 23th (Prepare a trash bag/a recycled plastic bag and bring your trash collection)&lt;br&gt; - Select a trend and prepare a mini-pechakucha presentation</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Sept 23 (Wed)</td>
<td><strong>Session 2: Constraints (Circular Economy)</strong>&lt;br&gt;  - *Galaxy meeting&lt;br&gt;  - Warm-Up (Paperclip Exercise)&lt;br&gt;  - Trash Collection&lt;br&gt;  - Circular Economy&lt;br&gt;  - In-Class Case Study&lt;br&gt;  - Case study Topic Pitch</td>
<td><strong>Case Study Progress 1</strong> (1-1.5h)&lt;br&gt;<strong>Submit</strong> an outline of your case study, including (<strong>template here</strong>)&lt;br&gt;  1. A preliminary title&lt;br&gt;  2. A short paragraph to justify why you have chosen this specific case&lt;br&gt;  3. All section titles and a brief description of the content in each section&lt;br&gt;<strong>Reading 2</strong> (4 articles+2 videos, 1.5-2 h)&lt;br&gt;<strong>Due:</strong> 11.55 p.m. (Sun) Sept 27th&lt;br&gt;<strong>Before Session 3</strong> (30-45 mins)&lt;br&gt;Prepare for <strong>role play</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Session</td>
<td>Activities</td>
</tr>
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</tbody>
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| 3    | Session 3: Social Responsibility | - Warm-Up  
- Role Play: Fair Trade Roundtable discussion  
- In-Class Case study  
- Starting with ‘Why’?  
- Case Study Peer Review | Case Study Progress 2 (1-1.5 h)  
(Preliminary research)  
Submit  
1. Introduction section:  
- the context/background of your selected case  
- the ‘why’ question  
2. list 3-5 key questions that guide your case study  
Due: 11.55 p.m. (Sun) Oct 4  
-----------------------  
Before Session 4  
TBC | | |
| 4    | Session 4: Contrast and Combination | - Warm-Up  
- Observation Exercises  
- What is Pop Up  
- In-Class Case study  
- In Class Challenge: From Pains to Gains  
- Case Study Peer Review | Case Study Progress 3 (1-1.5 h)  
(Desk research in response to the key questions you posed during progress 2)  
Submit your progress  
Due: 11.55 p.m. (Sun) Oct 11th  
-----------------------  
Before Session 5 (45 mins-1 h) | Prepare for role play (M&S re-entering China) |
| 5    | Session 5: Context | - Warm Up  
- Role Play (M&S re-entering China)  
- Free Innovation  
- In-Class Case study | Reading 3 (8 pages, 45 mins-1h)  
Case Study Progress 3 (1-1.5 h)  
(Desk research in response to the key questions you posed during progress 2)  
Submit your progress  
Due: 11.55 p.m. (Sun) Oct 18  
-----------------------  
Before Session 6 (2h) | Send your Pechakucha slides |
| 6    | Session 6: Case Study Pechakucha Presentation | | Case Study Progress 4 (1.5h)  
Adding further insights and revisions of the main content as well as a complete introduction and conclusion  
Submit your progress (optional)  
Due: 11.55 p.m. (Sun) Oct 25th  
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Before Session 7 | TBC |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session</th>
<th>Reading Responses</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 7      | Oct 28 (Wed) | Session 7: Pop Up Inspirations  
- Warm-Up (Free Association)  
- Pop Up Project Kick-Off  
- Mindmap  
- Case Study Peer Review | 4 (own readings, 1-1.5h) | **Extra Reading:** What would google do? (By Jeff Jarvis) |
|        |            | Reading Responses 4          |                   |       |
|        |            | Pop Up Project Portfolio 1  (1h) | Mindmap           |       |
|        |            | Due: 11.55 p.m. (Sat) Oct 31st |                   |       |
|        |            | Session 8: Guest Session  
- Guest Session (TBC)  
- Interview Techniques | Case Study Progress 4 (1.5h) |       |
| 8      | Nov 1 (Sun) | Adding further insights and revisions of the main content as well as a complete introduction and conclusion | Submit a complete version of your first draft | **Before Session 9** TBC |
|        |            |                               |                   |       |
|        |            | Session 9: Field Research | Case Study Final Version (1h) |       |
|        | Nov 4 (Wed) | Session 10: Fieldwork  
- NO CLASS MEETING (Independent fieldwork for Pop Up Project) | Pop Up Project Portfolio 3 (2h) |       |
|        |            | POP UP PROJECT PORTFOLIO 3 (2h) | Fieldwork Plan and Findings |       |
|        |            | Due: 11.55 p.m. (Sun) Nov 8th |                   |       |
|        |            | Before Session 10 | TBC |       |
| 11     | Nov 18 (Wed) | Session 11: Root Problems and Solutions  
- Warm up  
- Root Problems  
- In-Class Case Study  
- Interview Presentation  
- What If ...?  
- Value Map | Pop Up Project Portfolio 4 |       |
|        |            | Potential Solutions | Due: 11.55 p.m. (Sun) Nov 22nd |       |
|        |            | Before Session 12 | TBC |       |
| Week 12 | Nov 25 (Wed) | Session 12: Storytelling  
- Warm-up (Story Relay)  
- Storytelling  
- Pop Up Demo Trial | Reading Responses 6 (14 pages, 30-45 mins)  
Pop Up Project Portfolio 5  
Video and Poster  
Due: 11.55 p.m. (Sun) Nov 29th |
|---------|-------------|-------------------------------------------------|--------------------------------------------------|
| Week 13 | Dec 2 (Wed) | Session 13: Pop Up Demo | Before Session 13  
TBC |
| Week 14 | Dec 9 (Wed) | Session 14: Reflection | |
Course Policies

Public Health Requirements and COVID-19 Student Code of Conduct
You are expected to comply with the COVID-19 Student Code of Conduct, including the requirements for physical distancing and face coverings. Classrooms have been configured accordingly. If you violate the COVID-19 Student Code of Conduct or fail to follow your instructor's related warnings, you may be asked to leave the classroom and/or may be subject to disciplinary action. You may review the Code on NYU Shanghai’s Community Standards page.

Attendance and Tardiness
Attendance in all classes is mandatory. If you are unable to attend a class, please let me know in advance so we can figure out how you can make up for what you missed in class. Two unexcused absences will lead to a failing grade. If you are ill and need to miss more than a week of classes, you must speak to the Health & Wellness Office to get an excused absence.

Absence Exceptions

Observance of Religious Holidays: You may miss class for the observance of religious holidays. If you anticipate being absent because of religious observance, notify me in advance so we can create a plan for making up missed work. For more on this policy: https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html

Competitions, Conferences, Presentations: You are permitted to be absent from classes to participate in competitions, conferences, and presentations, either at home or out of town, as approved by the Associate Provost for Academic Affairs. Review the Undergraduate Bulletin for the conditions you must meet to obtain approval for this kind of absence.

Extended Illness: If you are ill and need to miss more than one week of classes, you must speak to the Health & Wellness Office. Once Health and Wellness verifies the reasons for your extended absence, I will consult with Academic Affairs and recommend the best course of action. I will not look at doctors’ notes, both for your health privacy reasons and because I cannot verify the authenticity or content of the notes.

Tardiness
Punctual arrival is mandatory for this class. Be on time. Please do not leave in the middle of class unless it is an emergency.
Late Assignments

Assignments are due at the date and time indicated on this syllabus. Please note that the late penalty for all assignments is one third of a letter grade per day. So, an 'A' project that is one day late will be graded an 'A-', two days late a 'B+', three days late a 'B', etc.

Electronic Devices

Mobile Devices: You may not use mobile devices in class unless otherwise indicated.

Recording Class: To ensure the free and open discussion of ideas, you may not record classroom lectures, discussion and/or activities without my advance written permission; any such recording can be used solely for your own private use. If you have approved accommodations from the Office of Disability Resources permitting the recording of class meetings, you must present the accommodation letter to me in advance of any recording. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded.

Instructional Technology

Email Communication: I will contact you regularly via the NYU Classes system. You should check for emails from me (reminders, logistics, updates, etc.) at the email address connected to NYU Classes. Please note that I will try to respond to your emails within 24 hours. Do not expect immediate responses to emails sent late at night or on the weekends.

Assignment Notification: All assignments will be posted to our class NYUClasses site. You are responsible for looking at NYUClasses after each class period to learn about the next homework assignment.

Instructional Tools: We will be using [fill in the blank] instructional technology resources in this class. You can learn about the tools used in this class through the Student Digital Learning Toolkit. You are responsible for communicating with me in a timely fashion if you are facing any challenges using these tools.

Instructional Technology Assistance
If you need assistance with these tools, you may email shanghai.rits@nyu.edu.

Academic Honesty/Plagiarism*

Carefully read NYU Shanghai’s Statement on Academic Integrity (in the Undergraduate Bulletin). Breaches of academic integrity could result in failure of an assignment, failure of the course, or other sanctions, as determined by the Academic Affairs office.

Disability Disclosure Statement*
NYU Shanghai is committed to providing equal educational opportunity and participation for students with disabilities. It is NYU Shanghai’s policy that no student with a qualified disability be excluded from participating in any NYU Shanghai program or activity, denied the benefits of any NYU Shanghai program or activity, or otherwise subjected to discrimination with regard to any NYU Shanghai program or activity. Any student who needs a reasonable accommodation based on a qualified disability should register with the Moses Center for Student Accessibility for assistance. Students can register online through the Moses Center and can contact the Academic Accommodations Team at shanghai.academicaccommodations@nyu.edu with questions or for assistance.

Title IX Statement
Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in educational programs. It protects victims of sexual or gender-based bullying and harassment and survivors of gender-based violence. Protection from the discrimination on the basis of sex includes protection from being retaliated against for filing a complaint of discrimination or harassment. NYU Shanghai is committed to complying with Title IX and enforcing University policies prohibiting discrimination on the basis of sex. Mary Signor, Executive Director of the Office of Equal Opportunity, serves as the University’s Title IX Coordinator. The Title IX Coordinator is a resource for any questions or concerns about sex discrimination, sexual harassment, sexual violence, or sexual misconduct and is available to discuss your rights and judicial options. University policies define prohibited conduct, provide informal and formal procedures for filing a complaint and a prompt and equitable resolution of complaints.

Links to the Title IX Policy and related documents:
- Sexual Misconduct, Relationship Violence, and Stalking Policy
- Procedures for Complaints Against Students
- Procedures for Complaints Against Employees
- Resource Guide for Students
- Resource Guide for Employees

Academic Resources

ARC Services
The Academic Resource Center (ARC) offers both individual, one-on-one tutoring as well as group sessions in a variety of ways, in a variety of courses. You can log on to WCOnline to book an appointment with a Global Writing & Speaking Fellow or a Learning Assistant (LA). The Global Writing & Speaking Fellows conduct individual consultations on writing, speaking, reading, and academic skills coaching. LAs provide both individual and small-group tutoring support in over 30 STEM, Business, Economics, IMA/IMB, and Chinese Language classes. Visit shanghai.nyu.edu/arc for more information about ARC services.
The Academic Resource Center (ARC) offers distance support for students who are enrolled in NYU Shanghai courses during the mixed teaching mode. Students taking classes at another campus/site should also take advantage of academic support resources available at those locations. You can log on to WCOnline to book an appointment with a Global Writing & Speaking Fellow or a Learning Assistant (LA). The Global Writing & Speaking Fellows conduct individual, synchronous online consultations on writing, speaking, reading, and academic skills coaching. LAs provide both individual and small-group online tutoring support in over 30 STEM, Business, Economics, IMA/IMB, and Chinese Language classes. Visit shanghai.nyu.edu/arc for more information about ARC services and refer to this site to learn more about how to access online tutoring services.

Library Support

Library Services
The Library is available to support your research needs. They have access to over 20,000 print resources, 2,000 DVDs, and 1,000 databases (including over a million e-books, as well as streaming audio and video and image databases).

Librarians with expertise in your research topic are available to meet either in person or online by appointment or by email to help you navigate the research process, from developing a research question and formulating a research strategy, to selecting databases, requesting materials, and citing your sources. Visit shanghai.nyu.edu/library for more information on:

- 24/7 access to e-books, e-journals, streaming media, and databases
- Booking one-on-one consultations for research help
- Asking the Library questions via chat or e-mail

Electronic Reserves
Students can access course readings using their NYU credentials for courses they currently enrolled in at https://ares.library.nyu.edu/

Interlibrary Loan Service
For materials not available to you immediately, you can request scanned copies of a book chapter or journal article through our Interlibrary Loan (ILL) service. If you don't know which chapter you need, you can request a Table of Content through ILL.