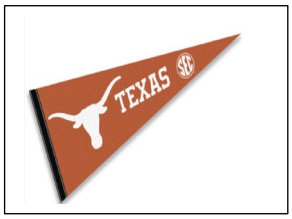
TEXAS McCombs
The University of Texas at Austin
McCombs School of Business
MBA

FALL 2025



Course: MKT 372 T (IB 372T, ANS 361) **Navigating Opportunities In Emerging Markets in Global South: A Consumer Safari**
UTC 1.118 TTH 9:30AM – 11:00AM

Instructor: Vijay Mahajan
Office: CBA 3.228 Tel. 512-471-1128
Office Hours: TTH 11:00 AM - 12:00 PM in the office or by appointment (Zoom or in-person)

Teaching Assistant: Meher Alam (she/her/hers)
Office: CBA 5.334N
Office Hours: By appointment
Email: meher.alam@mccombs.utexas.edu

Global Cultures: *This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.*

COURSE OBJECTIVES

This course will focus on the unique characteristics of Global South markets and the relevant entrepreneurial market strategies.

Global South, which includes the majority of the world's population, not only represents the future of global commerce but presents rich opportunities today. But companies won't realize these opportunities through the market strategies that work in the markets of Global North.

The course is based on five books written by the instructor over the last 20 years. These books are based on the instructor's market visits and hundreds of interviews with consumers, NGOs, and senior executives in Asia, Africa including North Africa, and South America, indeed a thrilling Consumer Safari.

Specifically, the course objectives are to:

* Provide students with an understanding of the unique market realities of Global South
* Discuss creative and profitable market strategies that are being implanted by companies to leverage the global south market opportunities

* Understand the important role being played by NGOs, foundations, social organizations, and entrepreneurs in addressing social problems of the global south markets.

The course will be of particular value to students planning careers in management consulting, foundations, social organizations, government agencies, multinational companies, and anyone who is interested in understanding the uniqueness and importance of global south markets.

RECOMMENDED BOOKS

These are the 5 books written by the instructor. They are available from Amazon (kindle, used copies) and other stores. These books collectively have been translated in 12 languages.

1. Vijay Mahajan and Kamini Banga, The 86 Percent Solution: How to Succeed in the Biggest Market Opportunity of the Next 50 Years, Pearson Prentice Hall, Paperback, 2006. (MB6)
   (received the 2007 best book award from American Marketing Association)

2. Vijay Mahajan, Africa Rising: How 900 Million African Consumers Offer More Than You Think, Pearson Prentice Hall, 2009. (M9)
   (2010 finalist for the best book award from American Marketing Association)

3. Vijay Mahajan, The Arab World Unbound: Tapping into the Power of 350 million Consumers, Jossey: Bass (Wiley), 2012. (M12)

4. Vijay Mahajan, Rise of Rural Consumers in Developing Countries: Harvesting 3 Billion Aspirants, Sage Publications, 2016. (M16)

5. Vijay Mahajan, Digital Leapfrogs: How Technology is Reshaping Consumer Markets in India, Harper Collins , 2022. (M22)

NOTE: These books will be referred to by first letter of last name of author(s) and the year published. For example, MB6 refers to Mahajan and Banga, The 86% Solution (2006).

Here are some of the reviews on these books:

1. "New York Times, October 2, 2005,"
   http://www.nytimes.com/2005/10/02/business/yourmoney/02shelf.html?pagewanted=print&_r=1&
2. "Harvard Business Review, July-August 11, 2012,"
   https://hbr.org/2009/07/the-new-frontiers
3. "KNOWLEDGE@WHARTON, July 15,2009,"
   http://knowledge.wharton.upenn.edu/article/walk-the-market-tapping-into-africas-900-million-consumers/
4. "The Economist, August 11, 2012,"
   http://www.economist.com/node/21560243

5. "KNOWLEDGE@WHARTON, February 19,2013," http://knowledge.wharton.upenn.edu/article/vijay-mahajan-understanding-the-potential-and-power-of-arab-consumers/
6. "Los Angeles Times, August 26, 2012," http://articles.latimes.com/2012/aug/26/business/la-fi-books-20120826
7. Harvard Business Review May 2013, Understanding the Arab Consumer (hbr.org)
8. NY Times, October 2016, 'Africa Rising'? 'Africa Reeling' May Be More Fitting Now - The New York Times (nytimes.com)
9. Financial Times, April 2016, Africa: Between hope and despair (ft.com)
10. 10.Harvard Business Review, December 2016, How Unilever Reaches Rural Consumers in Emerging Markets (hbr.org)
11. "Shanghai Daily.com, January 6, 2017", http://www.shanghaidaily.com/opinion/book-review/Tradition-technology-spur-rural-spending-in-developing-countries/shdaily.shtml
12. "KNOWLEDGE@WHARTON, January 26, 2017," http://knowledge.wharton.upenn.edu/article/why-companies-need-to-understand-rural-markets-in-developing-countries/
13. "Indian Management magazine, October 2017," https://medium.com/texas-mccombs/three-billion-rural-consumers-can-marketers-profit-from-them-792d141049f4
14. Harvard Business Review, October 2020, How Indian Companies Are Using Technology to Reach New Consumers (hbr.org)
15. Texas McCombs School, April 2022 Digital Leapfrogging. Marketing Professor Vijay Mahajan… | by Texas McCombs | Texas McCombs News | Medium

COURSE ORGANIZATION

The course is organized around nine lectures (some lectures with multiple sessions). Here are the tiles of these nine lectures and the corresponding books/chapters:

Lecture	**Book/Chapter**
Lecture 1: Definition of Global South	MB6/Chapter 1 and Conclusion
Lecture 2: My Global North Mindset	MB6/Chapter 1 and conclusion
Lecture 3: Characteristics of Global South	MB6/Chapters 3,5,7 M16/Chapters 1,2,3
Lecture 4: Global South: Navigating Across Centuries and Digital Leapfrogs	MB6/Chapter 8 M22/Chapters 1-6 and Epilogue (skim)
Lecture 5: Tapping Global South Market Opportunities	MB6/Chapters 2,4
Lecture 6: Tapping Global South Rural Market Opportunities	M16/Chapters 4-8 (skim)

Lecture 7: Global South: Rules of Engagement	MB6/Chapters 6,9,10
Lecture 8: Africa Rising: A Consumer Safari in Ubuntu Markets	M9 (skim)
Lecture 9: The Arab World Unbound: A Consumer Rihala and Yalla Arabia	M12 (skim)

SOME QUESTIONS TO THINK ABOUT FROM MY CONSUMER SAFARI:

1. How does wearing a saree (6 or 9 yards) impact the design of cars in India?
2. Islamic calendar is a lunar calendar. Hence, Ramadan does not fall on the same dates of the Gregorian calendar. How does this impact the sales, marketing, and consumption of various products (like ice cream)?
3. Lobola is a marriage tradition that has been practiced for centuries by cultures in southern Africa. In his marriage proposal, the boy offers " certain number of cows " to the girl's family. What is the social impact of this tradition on the young people?
4. In North Africa, the groom pays "mahr (a kind of dowry) " to the bride. He is also expected to have a home before the marriage. With high unemployment, this is impacting the marriage age of both men and women. This is a major social issue and is also impacting the sales and consumption of certain products (like the housing industry, durables like washers and dryers, and other household products).
5. In rural Pakistan, girls cannot go out without a male family member. How should a company like Unilever market cosmetics to the young girls? (amazing story of a very successful Unilever "Guddi Baji " initiative where girls are trained to be beautician and start business in their homes, and they can get customers from their neighborhood and the small village - also an amazing delivery system)
6. Islam does not permit alcohol. Why some of the best wines come from Morocco, Tunisia and Algeria?
7. Why do more rural consumers buy gold in India than the urban consumers?
8. Why do mothers in Vietnam do not breast feed their babies -amazing program funded by the Gates Foundation and others.
9. How do you market toilet paper in many developing countries where people wash themselves with water?
10. Why do many young girls drop out of schools (cultural issues with menstrual disorders). How companies like P & G are helping with this issue.

GRADING

Class Participation and Lecture Discussion Points	35%
Book Review for Harvard Business Review	15%
Country Report	50%

DUE DATES

Country selection for country report	Session 4	TH 9/4
Book review for HBR	Session 7	T 9/16
Chapter 2 of country report	Session 10	TH 9/25
Chapter 3 of country report	Session 16	TH 10/16
Chapter 4 of country report	Session 23	T 11/11
Final Report (Ch 1-5)	Session 29	T 12/2

Suggested approach for country report:
You may start by writing chapters 2, 3 and 4. Then, prepare the final report including chapters 1 and 5. Instructor will provide comments on the submission of chapters 2, 3 and 4. If helpful, please incorporate the comments in the chapters. It may also be helpful to consult someone from the selected country for comments.

RULES FOR USING AI

You are welcome to use AI to explore your thoughts on any of the assignments, please mention when you use AI tools for your assignments.

CLASS PARTICIPATION / ATTENDANCE

Each of you is expected to contribute to class discussions. To do well, you must actively participate in presentations and class discussions. Any student who has two unexcused class absences will have his or her end of semester grade reduced by one-half grade. Each additional unexcused absence will result in the student's grade being reduced by an additional one-half grade. Excused absences do not include obligations to other classes or otherwise worthy university or professional activities. Excused absences are for personal events and if you are unable to attend a particular session, please inform us as soon as possible. Out of respect for your fellow classmates, all students must arrive on time for class and not leave until the class is formally dismissed. YOU MUST PLACE YOUR NAME CARD IN FRONT OF YOU IN EVERY CLASS TO RECEIVE CREDIT FOR YOUR ATTENDANCE AND CLASS PARTICIPATION.

In addition to the class attendance, this also includes submission of three (3) discussion points, for each lecture and why each point is important and relevant to the class discussion. That needs to be submitted before class, by viewing lectures uploaded on canvas (and the relevant book). Since there are nine Lectures, there are nine submissions. Each submission should be at least 800 words (double spaced) and submit a hard copy in the class (and upload digital on Canvas). Late submission will not be graded. If you are unable to come to the class, please have someone else bring it to the class.

BOOK REVIEW FOR HARVARD BUSINESS REVIEW (HBR)

Every newspaper, magazine or periodical caters to a certain audience (think about NY Times vs. Wall Street Journal). Harvard Business Review caters to senior executives. Each article has a message. Sometimes it does publish book reviews. This assignment asks you to pick one of the five books by the instructor and write a review for the audience of HBR. You need to assume that the review is going to be published in the year the book was published or the following year. For example, if you decide to write a review of the book published in 2006, you need to assume that the review will be published in 2006 or 2007. Submit a hard copy in the class and upload the digital on canvas.

COUNTRY REPORT FOR THE MCCOMBS MBA OFFICE

Assume that given your expertise on Global South, the MBA office has asked you to write a report on some country that may be of interest to the MBA students as part of their Global Trip. We would like to have a variety of counties. So please consult the instructor about the selected country. Example of sources: International students, immigrants, Embassy/Consulate, Google search for reports from McKinsey, World Bank, IMF, or local Chambers of Commerce (e.g., Greater Austin Asian Chamber of Commerce).

Table 1 - Top 30 Countries with Largest Rural Population 2023

Country	GDP (bln $US)	Population (millions)	GDP per capita($US)	Household consumption % of GDP	Rural population (millions)	Percent rural (%)
India	3,567	1,428	2,484	60%	909.18	65%
China	17,794	1,410	12,614	39%	499.8	35%
Indonesia	1371	277	4,940	54%	115	43%
Pakistan	337	240	1,407	83%	149	62%
Bangladesh	437	173	2,529	69%	102.9	61%
Nigeria	363	223	1,621	78%	102.3	51%
Ethiopia	163	126	1,293	78%	97	76%
Vietnam	429	98	4,346	54%	59.8	61%
United States	27,720	335	81,695	67%	55.9	17%
Philippines	437	117	3,725	76%	60.67	52%
Egypt, Arab Rep.	396	112	3,512	82%	64.13	56%
Congo, Dem. Rep.	66	102	649	62%	53.74	56%
Tanzania	79	67	1,211	54%	42.21	65%
Russian Federation	2,021	144	13,817	49%	35.48	24%
Kenya	108	55	1,949	76%	38.83	72%
Uganda	48	48	1014	71%	35.57	75%
Myanmar	66	54	1,187	48%	37.05	69%
Thailand	514	71	7,171	57%	33.3	48%
Brazil	2,173	216	10,043	63%	26.4	13%
Mexico	1,789	128	13,926	70%	23.6	19%
Sudan	109	48	2,272	80%	30.6	65%
Afghanistan	17	42	562	97%	30.86	73%
Nepal	40	30	1,324	85%	24.13	78%

Iran, Islamic Rep.	404	89	4,502	50%	20.27	25%
Turkey	1,118	85	12,985	59%	19.23	24%
Germany	4,525	84	52,745	49%	18.78	22%
Uzbekistan	101	36	2,496	68%	18.01	49%
Mozambique	21	33	608	78%	20.76	62%
South Africa	380	60	6,253	64%	18.4	33%
Italy	2,300	58	38,373	58%	16.47	28%

Table 2 – Profile of BRICS countries (2023)

Country	GDP (in $US Bln)	Population (millions)	GDP per capita ($US)	Household consumption % of GDP	*Shadow economy (as % of GDP)	Urban Population %
Brazil	$2,173	216	10,043	63%	34%	87%
Russia	$2021	143	13,817	49%	39%	76%
India	$3,567	1,482	2,484	60%	36%	35%
China	$17,794	1,410	12,614	39%	10%	65%
South Africa	$380	60	6,253	64%	68%	67%
USA	$27720	334	81,695	68%	8%	83%

Sources: The Global Economy; Shadow economy from ACCA (the Association of Chartered Certified Accountants); Table 2 (*Shadow economy (as % of GDP) – 2017 values)

The report will include 3 main chapters and two other chapters - Introduction (Chapter 1) and Conclusion (Chapter 5). A hard copy should be submitted in the class and a digital copy on Canvas.

Chapter 1 should tell the readers what you are going to tell them about the selected country and Chapter 5 should tell them the main takeaways and other topics that you could not include, and they should research on their own. Max length 10 pages (double spaced, 12-point font) per main chapter Chapters 1 and 5 may be 1-2 pages each.

Chapter 2: Country Profile

What the students should know about this country before going on the Global Trip (e.g., Nigeria)
Country map and its geography
Economic and social indicators
Trade with Texas or USA
Others

Chapter 3: Market Opportunity

This chapter should focus on how companies (local, multinational, NGOs) market their products/services in the selected country (e.g. Coca Cola in Nigeria). Lecture 7 (based on The 86% Solution book) summarizes the various market strategies.

Chapter 4: Home away from Home

Majority of recent immigrants to the USA are from Global South.
(see chapter 3 from "The 86% Solution", Chapter 8 in Africa Rising and Chapter 9 in The Arab World)
Focus on immigrants of the selected country living in any city in Texas (e.g., Nigerians in Austin) or some other city and state. Learn everything you can about this community and how they have created a home away from home: Size, what do they mostly do here, where do they shop for (on or offline) goods from their country (e.g. African stores in Austin), places of worship, how do they celebrate religious or other festivals, entertainment and sports (e.g., Nigerian music, movies, soccer), do they send money home and how (e.g., Western Union or other apps), their own social, business and political organizations, and in general how are they participating in the local economy (e.g., barber shops, beauty salons, grocery stores, gas stations, transportation businesses).

GUEST SPEAKER LIST (Subject to Change)
Please see the bio of the speaker using the LinkedIn link given below

Session 9, Tuesday September 23
Dan Marun (Zoom)
Chief Operating Officer, DKT International, Washington D.C
https://www.linkedin.com/in/daniel-marun-81935850/

Session 11, September 30
Rohit Grover (in -person)
President, International & Global M&A
The Hershey Company, PA ,USA
https://www.linkedin.com/in/rohitgrover1987/
Our Leadership | The Hershey Company

Session 15, October 14
Viren Popli (in-person)
President & CEO (Americas)
Mahindra Farm Equipment Sector, Houston, TX, USA
Viren Popli - Mahindra Ag North America | LinkedIn
https://www.linkedin.com/in/virenpopli/

Session 18 Thursday, October 23
Brijesh Agrawal (Zoom)
Co-Founder & Director, IndiaMART.com ,India
CEO, Busy Infotech Pvt Ltd, India
https://www.linkedin.com/in/brijeshagrawal/

Session 20 Thursday, October 30
Shazia Syed (Zoom)
General Manager, Unilever Arabia (Dubai)
General Manager, Unilever Personal Care Business Group
(Pakistan, Turkey and Bangladesh)

https://www.linkedin.com/in/shazia-syed-1536241/
Shazia Syed - 100 Most Powerful Businesswomen 2025 - Forbes Lists

ABOUT THE INSTRUCTOR

Vijay Mahajan holds the John P. Harbin Centennial Chair in Business at Mccombs School of Business, University of Texas at Austin. He has received numerous lifetime achievement awards including the American Marketing Association (AMA) Charles Coolidge Parlin Award for visionary leadership in scientific marketing. The AMA also instituted the Vijay Mahajan Award in 2000 for career contributions to marketing strategy. In 2006, he received the Distinguished Alumnus Award from the Indian Institute of Technology (Kanpur) for his contributions to management research. He served as the dean of the Indian School of Business, Hyderabad, from 2002-2004. He served as the Associate Dean for Research for the McCombs School of Business, University of Texas at Austin, from 1991-1994. He served on the World Economic Forum Global Agenda Council for The Arab World from 2012-2014. He was elected Fellow of the American Marketing Association in 2020.

Professor Mahajan is the author or editor of fourteen books including his recent 2022 book, Digital Leapfrogs: How Technology is Reshaping Consumer Markets in India. These books have been translated into twelve languages. His book, The 86% Solution, received the Book-of-the-Year award (Berry-American Marketing Association) in 2007 and Convergence Marketing and Africa Rising were among the finalists for the same award in 2003 and 2010 respectively. Professor Mahajan has been invited by The World Bank, several think tanks and more than 120 universities and research institutions worldwide for research presentations. He has also been the editor of the Journal of Marketing Research.

Professor Mahajan's research has been reported and reviewed in dozens of media outlets in many countries including CBS, BBC, NPR, Wall Street Journal, NY Times, Washington Post, LA Times, Financial Times UK, Economist, Harvard Business Review, Time magazine, Knowledge@Wharton, Fast Company, Shanghai Daily, Ode, Inc., Economic Times India, Indian Management magazine, IndiaNow (India Brand Equity Foundation/Ministry of Commerce and Industry), Livemint (India), Austin-American Statesman, Hindu Business Line, Jeune Afrique France, African Business UK, Gulf News, Asharq Alawsat UK, Chosunilbo South Korea, Absatzwirtschaft Germany, LaPresse Canada, Lactualite Canada, The Island Sri Lanka, Lider Crotia, MS Marketing Srbija Serbia, Management Today UK, Domus Italy, Business Day South Africa, Politiken Denmark, The Nation UAE, and Kitaab Singapore, Hindustan Times (Podcast and Premium), Business Standard (India), Outlook Business (India) and Money Control (India). Professor Mahajan has consulted with various Fortune 500 companies and has delivered executive development programs worldwide. Mahajan received B.Tech in Chemical Engineering from the Indian Institute of Technology at Kanpur, his M.S. in Chemical Engineering and Ph.D in Management from the University of Texas at Austin.

ABOUT THE TEACHING ASSISTANT

Meher is a fourth-year Ph.D. candidate in Marketing at the McCombs School of Business, where she explores how new product development and emerging technologies reshape marketing strategy. Her current work examines product innovation within highly regulated industries and the consequent financial spillovers for rival firms. Originally from Pakistan, Meher earned a BSc (Hons) in Accounting and Finance from the Lahore University of Management Sciences and an M.S. in Consumer Science from Purdue University as a Fulbright Scholar.

Class Schedule

Navigating Opportunities in Emerging Markets in Global South
(Subject to availability of the guest speakers)

SESSION	DATE	LECTURE
1	T 8/26	• Introduction, Lecture 0 and Lecture 1
2	TH 8/28	• Introduction and Lecture 1
3	T 9/2	• Lecture 1 and Lecture 2
4	TH 9/4	• Lecture 1 and Lecture 2
5	T 9/9	• Lecture 3
6	TH 9/11	• Lecture 3
7	T 9/16	• Lecture 3 and Lecture 4
8	TH 9/18	• Lecture 4
9	T 9/23	• Guest Lecture
10	TH 9/25	• Lecture 5
11	T 9/30	• Guest Lecture
12	TH 10/2	• Lecture 5
13	T 10/7	• Lecture 5 and Lecture 6
14	TH 10/9	• Lecture 6
15	T 10/14	• Guest Lecture
16	TH 10/16	• Lecture 6 and Lecture 7
17	T 10/21	• Lecture 7
18	TH 10/23	• Guest Lecture
19	T 10/28	• Lecture 7
20	TH 10/30	• Guest Lecture
21	T 11/4	• Lecture 8
22	TH 11/6	• Lecture 8
23	T 11/11	• Lecture 8 and Lecture 9
24	TH 11/13	• Lecture 9
25	T 11/18	• Lecture 9
26	TH 11/20	• Lecture 9
27	T 11/25	• Thanksgiving Break
28	TH 11/27	• Thanksgiving Break
29	T 12/2	• Country Presentations
30	TH 12/4	• Country Presentations

Students with Disabilities

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at http://deanofstudents.utexas.edu/ssd/index.php. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Academic Dishonesty

I have no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

The responsibilities for both students and faculty with regard to the Honor System are described on http://mba.mccombs.utexas.edu/students/academics/honor/index.asp and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.

Honor Code Purpose

Academic honor, trust and integrity are fundamental to The University of Texas at Austin McCombs School of Business community. They contribute directly to the quality of your education and reach far beyond the campus to your overall standing within the business community. The University of Texas at Austin McCombs School of Business Honor System promotes academic honor, trust and integrity throughout the Graduate School of Business. The Honor System relies upon The University of Texas Student Standards of Conduct (Chapter 11 of the Institutional Rules on Student Service and Activities) for enforcement, but promotes ideals that are higher than merely enforceable standards. Every student is responsible for understanding and abiding by the provisions of the Honor System and the University of Texas Student Standards of Conduct. The University expects all students to obey the law, show respect for other members of the university community, perform contractual obligations, maintain absolute integrity and the highest standard of individual honor in scholastic work, and observe the highest standards of conduct. Ignorance of the

Honor System or The University of Texas Student Standards of Conduct is not an acceptable excuse for violations under any circumstances.

The effectiveness of the Honor System results solely from the wholehearted and uncompromising support of each member of the Graduate School of Business community. Each member must abide by the Honor System and must be intolerant of any violations. The system is only as effective as you make it.

Faculty Involvement in the Honor System

The University of Texas at Austin McCombs School of Business Faculty's commitment to the Honor System is critical to its success. It is imperative that faculty make their expectations clear to all students. They must also respond to accusations of cheating or other misconduct by students in a timely, discrete and fair manner. We urge faculty members to promote awareness of the importance of integrity through in-class discussions and assignments throughout the semester.

Expectations Under the Honor System

Standards

If a student is uncertain about the standards of conduct in a particular setting, he or she should ask the relevant faculty member for clarification to ensure his or her conduct falls within the expected scope of honor, trust and integrity as promoted by the Honor System. This applies to all tests, papers and group and individual work. Questions about appropriate behavior during the job search should be addressed to a professional member of the Career Services Office. Below are some of the specific examples of violations of the Honor System.

Lying

Lying is any deliberate attempt to deceive another by stating an untruth, or by any direct form of communication to include the telling of a partial truth. Lying includes the use or omission of any information with the intent to deceive or mislead. Examples of lying include, but are not limited to, providing a false excuse for why a test was missed or presenting false information to a recruiter.

Stealing

Stealing is wrongfully taking, obtaining, withholding, defacing or destroying any person's money, personal property, article or service, under any circumstances. Examples of stealing include, but are not limited to, removing course material from the library or hiding it from others, removing material from another person's mail folder, securing for one's self unattended items such as calculators, books, book bags or other personal property. Another form of stealing is the duplication of copyrighted material beyond the reasonable bounds of "fair use." Defacing (e.g., "marking up" or highlighting) library books is also considered stealing, because, through a willful act, the value of another's property is decreased. (See the appendix for a detailed explanation of "fair use.")

Cheating

Cheating is wrongfully and unfairly acting out of self-interest for personal gain by seeking or accepting an unauthorized advantage over one's peers. Examples include, but are not limited to, obtaining questions or answers to tests or quizzes, and getting assistance on case write-ups

or other projects beyond what is authorized by the assigning instructor. It is also cheating to accept the benefit(s) of another person's theft(s) even if not actively sought. For instance, if one continues to be attentive to an overhead conversation about a test or case write-up even if initial exposure to such information was accidental and beyond the control of the student in question, one is also cheating. If a student overhears a conversation or any information that any faculty member might reasonably wish to withhold from the student, the student should inform the faculty member(s) of the information and circumstance under which it was overheard.

Actions Required for Responding to Suspected and Known Violations

As stated, everyone must abide by the Honor System and be intolerant of violations. If you suspect a violation has occurred, you should first speak to the suspected violator in an attempt to determine if an infraction has taken place. If, after doing so, you still believe that a violation has occurred, you must tell the suspected violator that he or she must report himself or herself to the course professor or Associate Dean of the Graduate School of Business. If the individual fails to report himself or herself within 48 hours, it then becomes your obligation to report the infraction to the course professor or the Associate Dean of the Graduate School of Business. Remember that although you are not required by regulation to take any action, our Honor System is only as effective as you make it. If you remain silent when you suspect or know of a violation, you are approving of such dishonorable conduct as the community standard. You are thereby precipitating a repetition of such violations.

The Honor Pledge

The University of Texas at Austin McCombs School of Business requires each enrolled student to adopt the Honor System. The Honor Pledge best describes the conduct promoted by the Honor System. It is as follows:

"I affirm that I belong to the honorable community of The University of Texas at Austin Graduate School of Business. I will not lie, cheat or steal, nor will I tolerate those who do."

"I pledge my full support to the Honor System. I agree to be bound at all times by the Honor System and understand that any violation may result in my dismissal from the Graduate School of Business."

The following pages provide specific guidance about the Standard of Academic Integrity at the University of Texas at Austin. Please read it carefully and feel free to ask me any questions you might have.

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University (Sec. 11-801, *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;

- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the *Institutional Rules on Student Services and Activities*.

What is Scholastic Dishonesty?

In promoting a high standard of academic integrity, the University broadly defines scholastic dishonesty—basically, all conduct that violates this standard, including *any act designed to give an unfair or undeserved academic advantage*, such as:

- Cheating
- Plagiarism
- Unauthorized Collaboration
- Collusion
- Falsifying Academic Records
- Misrepresenting Facts (e.g., providing false information to postpone an exam, obtain an extended deadline for an assignment, or even gain an unearned financial benefit)
- Any other acts (or attempted acts) that violate the basic standard of academic integrity (e.g., multiple submissions—submitting essentially the same written assignment for two courses without authorization to do so)

Several types of scholastic dishonesty—unauthorized collaboration, plagiarism, and multiple submissions—are discussed in more detail on this Web site to correct common misperceptions about these particular offenses and suggest ways to avoid committing them.

For the University's official definition of scholastic dishonesty, see Section 11-802, *Institutional Rules on Student Services and Activities*.

Unauthorized Collaboration

If you work with another person on an assignment for credit *without the instructor's permission to do so*, you are engaging in unauthorized collaboration.

- This common form of academic dishonesty can occur with all types of scholastic work—papers, homework, tests (take-home or in-class), lab reports, computer programming projects, or any other assignments to be submitted for credit.
- For the University's official definitions of unauthorized collaboration and the related offense of collusion, see Sections 11-802(c)(6) & 11-802(e), *Institutional Rules on Student Services and Activities*.

Some students mistakenly assume that they can work together on an assignment as long as the instructor has not expressly prohibited collaborative efforts.

- Actually, students are expected to complete assignments independently unless the course instructor indicates otherwise. So working together on assignments is *not* permitted unless the instructor specifically approves of any such collaboration.

Unfortunately, students who engage in unauthorized collaboration tend to justify doing so through various rationalizations. For example, some argue that they contributed to the work, and others maintain that working together on an assignment "helped them learn better."

- The instructor—not the student—determines the purpose of a particular assignment *and* the acceptable method for completing it. Unless working together on an assignment has been specifically authorized, always assume it is not allowed.
- Many educators do value group assignments and other collaborative efforts, recognizing their potential for developing and enhancing specific learning skills. And course requirements in some classes do consist primarily of group assignments. But the expectation of individual work is the prevailing norm in many classes, consistent with the presumption of original work that remains a fundamental tenet of scholarship in the American educational system.

Some students incorrectly assume that the degree of any permissible collaboration is basically the same for all classes.

- The extent of any permissible collaboration can vary widely from one class to the next, even from one project to the next within the same class.
- Be sure to distinguish between collaboration that is authorized for a particular assignment *and* unauthorized collaboration that is undertaken for the sake of expedience or convenience to benefit you and/or another student. By failing to make this key distinction, you are much more likely to engage in unauthorized collaboration. To avoid any such outcome, always seek clarification from the instructor.

Unauthorized collaboration can also occur in conjunction with group projects.

- How so? If the degree or type of collaboration exceeds the parameters expressly approved by the instructor. An instructor may allow (or even expect) students to work together on one stage of a group project but require independent work on other phases. Any such distinctions should be strictly observed.

Providing another student unauthorized assistance on an assignment is also a violation, even without the prospect of benefiting yourself.

- If an instructor did not authorize students to work together on a particular assignment *and* you help a student complete that assignment, you are providing unauthorized assistance and, in effect, facilitating an act of academic dishonesty. Equally important, you can be held accountable for doing so.
- For similar reasons, you should not allow another student access to your drafted or completed assignments unless the instructor has permitted those materials to be shared in that manner.

Plagiarism

Plagiarism is another serious violation of academic integrity. In simplest terms, this occurs if you represent *as your own work* any material that was obtained from another source, regardless how or where you acquired it.

- Plagiarism can occur with *all* types of media—scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, and other forms of expression. (See Section 11-802(d) of the *Institutional Rules on Student Services and Activities* for the University's official definition of plagiarism.)
- Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpts from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc.
- As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment *or* a draft that is being submitted to an instructor for review, comments, and/or approval.

Using *verbatim* material (e.g., exact words) without proper attribution (or credit) constitutes the most blatant form of plagiarism. However, other types of material can be plagiarized as well, such as *ideas* drawn from an original source or even its *structure* (e.g., sentence construction or line of argument).

- Improper or insufficient paraphrasing often accounts for this type of plagiarism. (See additional information on paraphrasing.)

Plagiarism can be committed intentionally *or* unintentionally.

- Strictly speaking, any use of material from another source without proper attribution constitutes plagiarism, regardless why that occurred, and any such conduct violates accepted standards of academic integrity.
- Some students deliberately plagiarize, often rationalizing this misconduct with a variety of excuses: falling behind and succumbing to the pressures of meeting deadlines; feeling overworked and wishing to reduce their workloads; compensating for actual (or perceived) academic or language deficiencies; and/or justifying plagiarism on other grounds.
- But some students commit plagiarism without intending to do so, often stumbling into negligent plagiarism as a result of sloppy notetaking, insufficient paraphrasing, and/or ineffective proofreading. Those problems, however, neither justify nor excuse this breach of academic standards. By misunderstanding the meaning of plagiarism and/or failing to cite sources accurately, you are much more likely to commit this violation. Avoiding that outcome requires, at a minimum, a clear understanding of plagiarism *and* the appropriate techniques for scholarly attribution. (See related information on paraphrasing; notetaking and proofreading; and acknowledging and citing sources.)

By merely changing a few words or rearranging several words or sentences, you are *not* paraphrasing. Making minor revisions to borrowed text amounts to plagiarism.

- Even if properly cited, a "paraphrase" that is too similar to the original source's wording and/or structure is, in fact, plagiarized. (See additional information on paraphrasing.)

Remember, your instructors should be able to clearly identify which materials (e.g., words and ideas) are your own *and* which originated with other sources.

- That cannot be accomplished without proper attribution. You must give credit where it is due, acknowledging the sources of any borrowed passages, ideas, or other types of materials, and enclosing any verbatim excerpts with quotation marks (using block indentation for longer passages).

Plagiarism & Unauthorized Collaboration

Plagiarism **and** unauthorized collaboration **are often committed jointly.**

By submitting *as your own work* any unattributed material that you obtained from other sources (including the contributions of another student who assisted you in preparing a homework assignment), you have committed plagiarism. And if the instructor did not authorize students to work together on the assignment, you have also engaged in unauthorized collaboration. Both violations contribute to the same fundamental deception—representing material obtained from another source as your own work.

Group efforts that extend beyond the limits approved by an instructor frequently involve plagiarism in addition to unauthorized collaboration. For example, an instructor may allow students to work together while researching a subject, but require each student to write a separate report. If the students collaborate while writing their reports *and* then submit the products of those joint efforts as individual works, they are guilty of unauthorized collaboration as well as plagiarism. In other words, the students collaborated on the written assignment without authorization to do so, and also failed to acknowledge the other students' contributions to their own individual reports.

Multiple Submissions

Submitting the same paper (or other type of assignment) for two courses *without prior approval* represents another form of academic dishonesty.

You may not submit a substantially similar paper or project for credit in two (or more) courses unless expressly authorized to do so by your instructor(s). (See Section 11-802(b) of the *Institutional Rules on Student Services and Activities* for the University's official definition of scholastic dishonesty.)

You may, however, re-work or supplement previous work on a topic with the instructor's approval.

Some students mistakenly assume that they are entitled to submit the same paper (or other assignment) for two (or more) classes simply because they authored the original work.

Unfortunately, students with this viewpoint tend to overlook the relevant ethical and academic issues, focusing instead on their own "authorship" of the original material and personal interest in receiving essentially double credit for a single effort.

Unauthorized multiple submissions are inherently deceptive. After all, an instructor reasonably assumes that any completed assignments being submitted for credit were actually prepared for that course. Mindful of that assumption, students who "recycle" their own papers from one course to another make an effort to convey that impression. For instance, a student may revise the original title page or imply through some other means that he or she wrote the paper for that particular course, sometimes to the extent of discussing a "proposed" paper topic with the instructor or presenting a "draft" of the paper before submitting the "recycled" work for credit.

The issue of plagiarism is also relevant. If, for example, you previously prepared a paper for one course and then submit it for credit in another course without citing the initial work, you are committing plagiarism—essentially "self-plagiarism"—the term used by some institutions. Recall the broad scope of plagiarism: all types of materials can be plagiarized, including unpublished works, even papers you previously wrote.

Another problem concerns the resulting "unfair academic advantage" that is specifically referenced in the University's definition of scholastic dishonesty. If you submit a paper for one course that you prepared and submitted for another class, you are simply better situated to devote more time and energy toward fulfilling other requirements for the subsequent course than would be available to classmates who are completing all course requirements during that semester. In effect, you would be gaining an unfair academic advantage, which constitutes academic dishonesty as it is defined on this campus.

Some students, of course, do recognize one or more of these ethical issues, but still refrain from citing their authorship of prior papers to avoid earning reduced (or zero) credit for the same works in other classes. That underlying motivation further illustrates the deceptive nature of unauthorized multiple submissions.

An additional issue concerns the problematic minimal efforts involved in "recycling" papers (or other prepared assignments). Exerting minimal effort basically undercuts the curricular objectives associated with a particular assignment and the course itself. Likewise, the practice of "recycling" papers subverts important learning goals for individual degree programs and higher education in general, such as the mastery of specific skills that students should acquire and develop in preparing written assignments. This demanding but necessary process is somewhat analogous to the required regimen of athletes, like the numerous laps and other repetitive training exercises that runners must successfully complete to prepare adequately for a marathon.