Course Overview

Course Name & Number: MGMT 509

Quarter: Spring 2019

Start & End Dates: 4/1/2019 - 5/1/2019

Prerequisites: None

Credits: 2 credits

Course Website: https://canvas.uw.edu/courses/1274113

Course Overview:
This course is intended to help you develop a better understanding of the global environment in which businesses compete. Today’s regional economies are increasingly linked to the rest of the world and many industries are global. International markets and competitors cannot be ignored. In a global economy, managers need to develop a broad vision and an organization that can operate and compete effectively worldwide. This requires an appreciation of the various relationships that need to be managed including those with national governments and cross-border partners, as well as those between headquarters and international operations. This course will give you a broad overview of many of the issues that managers face including globalization trends, government-multinational firm relations, country risk, entry modes, cross-border collaborative challenges, and various strategies and organizational structures. To accomplish our learning goals, we will combine multiple learning aids including simulations, case analyses, and discussions.

Course Learning Objectives:
The course will help students to:
★ Understand the foundations of economic globalization and its challenges
★ Manage key multinational firm relationships including those with governments, global regulatory bodies, strategic partners, and those between headquarters and foreign operations
★ Evaluate the institutional voids of countries targeted for investment
★ Assess export vs. cross-border licensing decisions
★ Anticipate the challenges of cross-border collaboration
★ Appreciate differences across national economic systems and their influence on multinational firms
★ Evaluate multinational firm strategies and develop reorganization plans commensurate with these strategies.
Faculty Bio:
H. Kevin Steensma is a Professor of Management, and has been at Foster School of Business, University of Washington, Seattle since 2000. He received his Ph.D. from the Kelly School of Business at Indiana University. His research interests include global strategy, inter-firm collaboration, technology strategy, intellectual property rights, and the flow of knowledge between firms. His work has been published in journals including Academy of Management Journal, Organization Science, Strategic Management Journal, Journal of Applied Psychology, and the Journal of International Business Studies among others. In addition to teaching at the University of Washington, he has taught at the Indian School of Business (ISB) and Grenoble Ecole de Management in Grenoble, France.

Office Hours:
I am available to meet before class or by appointment.

Communications Guidelines:
Please do not hesitate to contact me with any questions or concerns you may have regarding your learning experience in this course. Email is the most efficient method of communication, whether to resolve any doubts or exchange ideas, or to set up a time to meet or talk on the phone.

Email and Internet:
UW Email and the Canvas Discussion Forums in this course are the official means of communication for this class. Students are expected to read and act upon email in a timely fashion. Students should check their email regularly along with the Announcements section of this course. All instructor correspondence will be sent to your @uw.edu email account.

Course Structure and Format

Course Time Commitment:
This 2-credit course requires approximately 4-6 hours of work per module. Please expect to spend more time during those modules which include exams or larger assignments.

Delivery Method:
All classes are delivered in-person and follow the schedule provided on the canvas calendar. This course uses Canvas for the facilitation of communications between faculty and students, posting course materials and activities, submission of assignments, and posting of grades.

Organization:
This course is organized by modules, which correspond to weeks in the Quarter.
| Class | Topic: | Class Date:
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<td>1</td>
<td>Globalization: Promises and Impediments</td>
<td>4/1</td>
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<tr>
<td>2</td>
<td>Institutional Voids: AES-Telasi</td>
<td>4/3</td>
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<tr>
<td>3</td>
<td>Multinational Firms, Governments, and the WTO: Boeing Simulation</td>
<td>4/8</td>
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<tr>
<td>4</td>
<td>Multinational Firms, Governments, and the WTO: Kodak vs. Fujifilm</td>
<td>4/10</td>
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<td>5</td>
<td>The Cross-Border Collaborative Challenge: Cameron Auto Parts</td>
<td>4/15</td>
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<td>6</td>
<td>The Cross-Border Collaborative Challenge: Wil-Mor Technologies</td>
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<td>7</td>
<td>Strategy and Structure of Multinational Firms: Kent Chemical</td>
<td>4/22</td>
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<tr>
<td>8</td>
<td>Strategy and Structure of Multinational Firms: BRL Hardy</td>
<td>4/24</td>
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<td>9</td>
<td>‘Base of the Pyramid’ Strategies: ASR, and Genzyme Gaucher Initiative</td>
<td>4/29</td>
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<td>10</td>
<td>National Culture</td>
<td>5/1</td>
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**Readings**

I have compiled a list of readings from various sources (e.g., The Economist, Harvard Business Review, Wall Street Journal, New York Times, textbooks) that succinctly address the respective topics and provide insight into the cases that we will be discussing. All readings will be available in a course packet that can be purchased at Rams Copies on University Avenue.

**Case Studies**

All classes entail some form of case analyses. Our discussions will revolve mostly around the case at hand or issues pertaining to the case. All cases will be available in the course packet.

**Individual Written Assignments**

You will be responsible for analyzing and writing up four cases. Case questions are provided below and on Canvas for each class. Such analysis should be no longer than two pages, single space, in length and should simply address the questions associated with the case. These case reports will be graded as ‘high pass’, ‘pass’, and ‘low pass.’ All cases are due at the session that the case is discussed. You have been assigned to your case by name.
**Final Exam**
There will be a final open book exam at the end of the course that will allow you to integrate the various lessons from the topics covered. Further information on this exam will be provided on the completion of our last module.

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**Grading Policies**

**Submitting Assignments**
Instructions for submitting assignments are included with the assignment descriptions within the Canvas course site. Due dates for all graded work are included in the Course Calendar below, and within the Canvas course.

**Late or Missed Assignments**
Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment can’t be submitted by the due date. Published assignment due dates (Pacific Standard Time - PST) are firm. Please follow the appropriate University policies to request an accommodation for religious observances.

**Grading Procedure**
Grades reflect your performance on assignments and adherence to deadlines. The grading turn--around time will be one week. Grades will be posted in the gradebook on the course site.

**Class Participation**
Class participation is extremely important. The class should be a common learning experience. Thus, we want you to take ownership and initiative for the success of the class. It is critical that you arrive for each class fully prepared to lead the discussion if called upon. You should be able to demonstrate your understanding of the relevant issues and problems in the assigned readings and cases. Share your knowledge and help others understand your point of view.

Some of the criteria we will use to judge the effectiveness of your participation include:

★ Are you willing to participate?
★ Do your comments show evidence of appropriate, insightful analysis of the case?
★ Are your comments relevant to the class discussion?
★ Are you a good listener as well as speaker? Can you play off of the comments of others?
★ Are you willing to test new ideas? Or are all of your comments “safe”?
★ Do you work well with others?

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**Graded Material Overview**

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<th>Activity:</th>
<th>#:</th>
<th>Value</th>
<th>Total:</th>
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<tbody>
<tr>
<td>Individual case write-up</td>
<td>4</td>
<td>100</td>
<td>400</td>
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<tr>
<td>Final</td>
<td>1</td>
<td>400</td>
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<tr>
<td>Class Participation</td>
<td></td>
<td>200</td>
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<td>Total:</td>
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Incompletes
An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control.

How does the Honor Code apply to my work in this course?
In order to maximize the student learning experience, the work you submit should be your own. Other than working with fellow team members in accord within the boundaries outlined below, please do not seek or consider outside sources of information in preparing deliverables for the course. This includes students currently or formerly enrolled in the course as well as others outside Foster.

Class Attendance
Student participation in the classroom plays a key role in the learning experience. Consequently, punctuality and regular attendance are important responsibilities.
Globalization: Promises and impediments

In our first class, we will be developing a deeper understanding of the globalization process, why it is occurring, and the winners and losers in the process. The readings should provide you with some insight on the different perspectives on this hot button issue.

Readings/viewings:

Please view the following on-line video clip:

http://www.ted.com/talks/matt_ridley_when_ideas_have_sex.html


Whose arguments resonate with you emotionally or logically- Lou Dobbs or Daniel Drezner?

‘Free-trade blinders’ Dani Rodrik, Project Syndicate, March 9, 2012

Had you been in the MBA class that Rodrik spoke to, how would you have answered his questions?


Haidt provides some insight into the tensions between globalism and nationalism. Do you agree with his analysis?
During this session, we consider the political risk that firms often take on when investing in developing and emerging economies where there are significant institutional voids.

We will explore the difficulties and travails of investing in a somewhat risky environment. Students will internalize and grapple with these risks by deconstructing the attempt of AES Corporation to enter the Republic of Georgia’s energy sector. The case describes some of the challenges that management faced as it attempted to establish a presence.

I look forward discussing with you the challenges that AES faced in its attempt to gain a foothold in the Republic of Georgia.

Reading:


Case:

AES-Telasi: Power trip or power play? (A), The Wharton School of the University of Pennsylvania, 2006

Questions to think about:

1. Could AES’s management style and organization structure work in a post-communist state such as Georgia? Why or why not?

2. What groups supported or hindered Scholey’s attempts to make AES-Telasi a viable company? What were their interests?

3. How should the following stakeholders be dealt with to improve the likelihood of AES-Telasi success:
   - AES-Telasi employees
   - AES-Telasi customers
   - AES-Telasi suppliers
   - US and other intergovernmental organizations
   - Georgian political and regulatory actors
Monday, April 8
Multinationals, governments, and the WTO: Boeing Simulation

During the first segment (1.5 hrs), we will gain a deeper understanding of the relationship among governments, multinational firms and local firms. What does each party want out of the globalization process? We will be analyzing the fictionalized, yet realistic case, ‘A collaborative opportunity’ describing a potential joint venture opportunity for Boeing. To do so, we will be conducting a role-play whereby some of you will be representing the Bonjovian government, others the local potential partner (Basastan), and others will be representing Boeing management. Additional information about your specific objectives will be provided prior to class. You will be asked to hammer out an initial agreement acceptable to all…not an easy task.

Segment 1 Case:


Role assignments

<table>
<thead>
<tr>
<th>Location</th>
<th>Boeing mgt</th>
<th>Basastan</th>
<th>Bonjovian gov’t</th>
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<tbody>
<tr>
<td>Room 1</td>
<td>Agarwal, Green, Schechtman</td>
<td>Brown, Mirsalimi, Wei</td>
<td>El Saghir, Peavey</td>
</tr>
<tr>
<td>Room 2</td>
<td>Bao, Lewis, TM</td>
<td>Cone, Oliver, Gerber</td>
<td>Frisbee, Raycha</td>
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During the second segment, we acknowledge that global firms can use political strategies to further their position. We will examine the Kodak-Fujifilm trade dispute. Kodak files a market-opening petition under US trade law alleging that practices in the distribution systems for photographic film and paper in Japan blocked exports. Kodak accompanied its petition with an integrated market and non-market strategy intended to pressure the US government to pursue vigorously its petition. We will use a debate format to analyze this case. Some individuals will be asked to act as consultants on behalf of Kodak. Others will act as consultants on behalf of Fujifilm (see below). Each side will prepare testimony supporting their case to be presented to the WTO. Note that you are presenting your testimony prior to the resolution of the conflict described in the case. The rest of us will be representing the WTO panel and will render a decision on this case. A lot is at stake for these two companies and I want to see passion behind your stance!
Reading:


‘A subsidy as shameful as they come’ Wall Street Journal, 2016

Who pays the price for US subsidies?

‘Why should Apple have access to consumers if it refuses to pay its fair share of taxes?’, Robert Reich, The Observer, May 26, 2013

‘The 13 billion pound bite: The European Commission’s huge penalty against Apple opens up a new front in the war on tax avoidance’ The Economist, September 3, 2016.

Segment 2 case:

Kodak-Fujifilm Trade Dispute, Stanford University

Assignment:
Agarwal, Bao, Brown, Cone, El Saghir, Frisbee, Green, and Lewis will prepare a brief on behalf of Kodak. Mirsalimi, Oliver, Peavey, Raycha, Schechtman, T M, Gerber and Wei will prepare a brief on behalf of Fujifilm. Do NOT answer the questions at the end of the case. Simply lay out your defense of your client. Anticipate the claims of your opponent. Two pages, single spaced. Post to Canvas prior to class.
A multinational firm can use various modes to enter a new market. Cross-border strategic alliances are becoming increasingly common as a means for firms to gaining access to both resources and markets. Although some prove to be mutually beneficial, others are often short-lived and fail to meet expectations. What are some of the pitfalls of these arrangements? These readings and cases will provide some perspective.

**Segment 1 reading:**


**Segment 1 case:**

Cameron Auto Parts is a small domestic auto parts supplier trying to diversify away from its dependence on the North American auto industry. They develop a new product line with international appeal. Cameron Auto Parts is now faced with decisions of whether to export, license, or form joint ventures.

Cameron Auto Parts (A), Ivey School of Business, 87G001

**Questions to think about:**

**Assignment:**

Agarwal, Bao, Brown, Cone, El Saghir, Frisbee, Green, and Lewis will write up this case

1. Should Cameron have licensed its technology to McTaggart or continued to export?
2. Was McTaggart a good choice for licensee?
3. Was the royalty rate reasonable? Did Cameron leave money on the table?
Modes of market entry and the collaborative challenge: Cameron Auto Parts

For this class, we are considering the case of Wil-Mor Technologies, a joint venture between a Japanese auto parts supplier and a U.S. auto parts supplier. The case describes the each partner’s motivation and some of the problems that have arisen. We will also delve into the challenges facing China today and consider whether they are following in the footsteps of Japan circa 1992.

Readings:


*Is China following in the footsteps of Japan? What sort of changes might they need to make to take their economy to the next level?*

Segment 2 case:

Wil-Mor Technologies, Inc.: Is There a Crisis?, Ivey School of Business, 8A99M42

Questions to think about:

Assignment:
Mirsalimi, Oliver, Peavey, Raycha, Schechtman, T M, Gerber and Wei will write up this case

1. What are the major problems in the relationship between Wilson and Morota? Can either Wilson or Morota continue to justifiably lose money on the joint venture?

2. As Ron Berks, analyze the various options that you now have with regard to the joint venture. What are the possible ramifications of each?
In our first case on strategy and organization, we examine Kent Chemical as they struggle coordination their international operations and consider various structural remedies. From the readings, you should understand the different types of strategies that a multinational firm can pursue, the fit between these strategies and the competitive environment, and the appropriate means of organizing the multinational firm. You will be provided with additional case material in class.

**Segment 1 Readings:**


**Segment 1 Case:**

Kent Chemical: Organizing for International Growth, HBS, 4409

**Questions to think about:**

1. What were the problems facing Luis Morales as he began implementing Ben Fisher’s international expansion strategy?

2. How would you evaluate the organizational changes he made in response to those problems? Why were they unsuccessful?

3. What should be done now? How would you restructure?

**Deliverables:**

No formal writeup. Just think about the questions - in particular, how you think the organization should be restructured?
Wednesday, April 24  
Strategy and structure of multinational firms: BRL Hardy

The second case on this topic considers BRL Hardy, an Australian wine company with operations in the United Kingdom. Management is faced with two decisions that impact the European market and BRL Hardy’s overall global strategy. This case provides further insight on the critical relationship between headquarters and subsidiaries.

Segment 2 Case:

BRL Hardy: Globalizing an Australian Wine Company, HBS 9-300-018

Questions to think about:

Assignment: All students prepare a two-page write-up discussing these questions

1. How do you account for BRL Hardy’s remarkable post-merger success?

2. What is the source of tension between Stephen Davies and Christopher Carson? How effectively has Steve Millar handled their differences?

3. Should Millar approve Carson’s proposal to launch D’istinto? Why/why not?

4. What recommendation would you make to the organization concerning the conflicting proposals for Kelly’s Revenge and Banrock Station? What would you decide to do as Carson? As Millar?
Saturday, May 5
‘Base of the pyramid’ strategies

To what extent can multi-nationals solve the ills of the world? Billions of people live on less than $3000 per year in the informal economy of the developing world. There may be opportunities to align business-oriented investments with local resources and demand that will lead to both high returns and alleviate poverty. However such opportunities present significant challenges.

Readings:

‘A new approach to capitalism’ Bill Gates, Creative Capitalism, 2008


Can global capitalism and philanthropy work together to solve the ills of this world (no small question)?


Do you agree or disagree with Karnani’s perceptions and arguments?

Case 1:

Questions to think about:
Assignment: Agarwal, Bao, Brown, Cone, El Saghir, Frisbee, Green, and Lewis will write up this case

1. In terms of building a distribution network, what are the major differences between the rural Tanzanian context and a developed country?

2. Which approach – top down or bottom up- would you recommend the African Solar Rise use to scale up its distribution? What is the role of local entrepreneurs under each approach?

3. Should ASR adopt a pay-as-you-go system to finance customers and entrepreneurs? What are the pros and cons of such a system? What are the alternatives?
Case 2:
Genzyme’s Gaucher Initiative: Global Risk and Responsibility, HBS 9-303-048

Questions to think about:
Assignment: Mirsalimi, Oliver, Peavey, Raycha, Schechtman, T M, Gerber and Wei will write up this case

1. What do you think of Henri Termeer’s “universal provision” and “universal pricing” policies? Are they socially responsible? Commercially viable? Competitively sustainable?

2. How can the company reconcile the tension created between Gaucher Initiative’s humanitarian commitments and Genzyme’s commercial imperatives?

3. Exhibit 7 describes the situation of Amaru, a Peruvian child, who has come to Boston to receive treatment and now must go back to Peru. How do you perceive Genzyme’s actions in this case? Are they pursuing a hostage strategy? Price discrimination strategy? Or introductory pricing strategy?
We will generalize how the values and behavior of individuals differ in different regions of the world. For example, the concept of time and appreciation for space differ across societies. Some cultures place more focus on the individual, while others emphasize the collective. These differences can have a significant influence on the workplace and interactions between people. We will review the various dimensions of culture and consider a Boeing case (‘Caught between two cultures…’) where we see these come into play.

Readings:

‘Quotations of foreign visitors’, Robert Kohls

Which of these quotations resonate with you? Which do you find surprising?

“Diagnosing the new cultural code,” Adam Molinsky, 2013

‘Caught between two cultures: An American’s attempt to manage Japanese/Korean supplier relationships,’ H. Kevin Steensma, 2009

‘The ethnic theory of plane crashes- ‘Captain, the weather radar has helped us a lot’’, Outliers, Malcom Gladwell, 2008 (scan)

Optional Survey:

https://globe.foster.uw.edu/

You may want to play around with this survey. It will provide you with insight as to what your cultural values are and how you compare to the national averages of a host of different countries. It is fun...
APPENDIX

Why we use the case method

The case method is one of the most effective means of management education. It is widely used in schools of business and major corporations throughout the world. This use is predicated upon the belief that tackling real business problems is the best way to develop practitioners. Real problems are messy and complex.

The case method requires you to be an active participant in the closest thing to the real situation. It is also a way to learn a great deal about how certain businesses operate, and how managers manage. There are few programmable, textbook solutions to the kinds of problems faced by real general managers. When a problem becomes programmable, the general manager gives it to someone else to solve on a repeated basis using the guidelines he or she has set down. Thus the case situations that we will face will require the use of analytical tools and the application of your personal judgment.

Sources of cases

All the cases in this course are about real companies. You will recognize many of the names of the companies, although some of them may be new to you. These cases were developed in several different ways. Occasionally, a company will come to a business school professor and request that a case be written on that company. In other situations, a professor will seek out a company because he or she knows that the company is in an interesting or difficult situation. Often, the company will agree to allow a case to be written. Occasionally, cases will be written solely from public sources. This is perhaps the most difficult type of case writing because of the lack of primary data sources.

In those situations where a company has agreed to have a case written, the company must “release” the case. This means that they have final approval of the content of a given case. The company and the case writer are thus protected from any possibility of releasing data that might be competitively or personally sensitive. Public source cases, obviously, do not need a release. Given the requirement for release, however, it is amazing the amount of information that companies will allow to be placed in a case. Many companies do this because of their belief in the effectiveness of the case method.

Preparing for class

When you prepare for class, it is recommended that you plan on reading the case at least three times. The first reading should be a quick run-through of the text in the case. It should give you a feeling for what the case is about and the types of data that are contained in the case. For example, you will want to differentiate between facts and opinions that may be expressed. In every industry, there is a certain amount of conventional wisdom that may or may not reflect the truth. On your second reading, you should read in more depth. Many people like to underline or otherwise mark up their cases to pick out important points that they know will be needed later. Your major effort on a second reading should be to understand the business and the situation. You should ask yourself questions like: (1) How does this business work? (2) What are the economics of this business?
On your second reading, you should carefully examine the exhibits in the case. It is generally true that the case writer has put the exhibit there for a purpose. It contains some information that will be useful to you in analyzing the situation. Ask yourself what the information is when you study each exhibit. You will often find that you will need to apply some analytical technique to the exhibit in order to benefit from the information in the raw data.

On your third reading, you should have a good idea of the fundamentals of the case. Now you will be searching to understand the specific situation. You will want to get at the root causes of problems and gather data from the case that will allow you to make specific action recommendations. Before the third reading, you may want to review the assignment questions in the syllabus. It is during and after the third reading that you should be able to prepare your outlined answers to the assignment questions.

**Class discussions**

In each class, we will ask one or several people to lead off the discussion. If you have prepared the case, and are capable of answering the assignment question, you should have no difficulty with this lead-off assignment. An effective lead-off can do a great deal to enhance a class discussion. It sets a tone for the class that allows that class to probe more deeply into the issues of the case.

The instructor’s role in the class discussion is to help, through intensive questioning, to develop your ideas. This use of the Socratic method has proved to be an effective way to develop thinking capability in individuals. The instructor’s primary role is to manage the class process and to insure that the class achieves an understanding of the case situation. There is no single correct solution to any of these problems. There are, however, a lot of wrong solutions. Therefore, we will try to come up with a solution that will enable us to deal effectively with the problems presented in the case.

After the individual lead-off presentation, the discussion will be opened to the remainder of the group. It is during this time that you will have an opportunity to present and develop your ideas about the way the situation should be handled. It will be important for you to relate your ideas to the case situation and to the ideas of others as they are presented in the class. The instructor’s role is to help you do this.

**The use of extra or post-case data**

You are encouraged to deal with the case as it is presented. You should put yourself in the position of the general manager involved in the situation and look at the situation through his or her eyes. Part of the unique job of being a general manager is that many of your problems are dilemmas. There is no way to come out a winner on all counts. Although additional data might be interesting or useful, the “Monday morning quarterback” syndrome is not an effective way to learn about strategic management. Therefore you are strongly discouraged from acquiring or using extra- or post-case data.

Some case method purists argue that a class should never be told what actually happened in a situation. Each person should leave the classroom situation with his or her plan for solving the problem, and none should be falsely legitimized. The outcome of a situation may not reflect what is, or is not, a good solution. You must remember that because a company did something different from your recommendations and was successful or unsuccessful, this is not an indication of the value of your approach. It is, however, interesting and occasionally
useful to know what actually occurred. Therefore, whenever possible, I will tell you what happened to a company since the time of the case, but you should draw your own conclusions from that.

Course Policies

Academic Integrity and Student Conduct
This program employs the principles and procedures espoused by the University of Washington Community Standards and Student Conduct guidelines to maintain academic integrity in the course. The Code establishes the expectation that students will practice high standards of professional honesty and integrity.

In particular, implementation of the Code at the Foster School of Business prohibits cheating, attempted cheating, and plagiarism—including improper citations of source material—as it pertains to academic work. Suspected violations will be handled in compliance with the University of Washington Student Conduct Code as outlined in Washington Administrative Code 478-121.

For more information on academic integrity, including the policy and appeal procedures, please visit the TMMBA Class 17 Program Information Course.

Copyright
The course content is for class purposes only and are to be used only by the student enrolled in the course. All rights reserved. No part of this course may be reproduced, distributed, or transmitted in any form or by any means, including photography, video recordings, screen shots, or other electronic or digital methods, without the prior written permission of the instructor.

Access and Accommodations
Your experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at:

Website: http://depts.washington.edu/uwdrs/
Guide: Getting Started / Accessing Resources
Email: uwdrs@uw.edu
Phone: 206-543-8924
Fax: 206-616-8379
Course Evaluation
Course evaluations are done toward the end of the quarter during a predetermined time period. Students will have 24-48 hours to complete their course evaluation, which is delivered digitally from the UW Office of Educational Assessment.

All evaluations are anonymous and are used to make improvements to the course, and are included in a faculty member’s annual review. It is important to complete the evaluations and provide your honest assessment both in the quantitative and qualitative measures.

Tech Support

Network Use Policies
Please read the University of Washington’s Student Use of UW Computing Resources Policy.

Canvas Support
https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-students/

Syllabus Purpose and Disclaimer:

This syllabus serves as a guideline for what to expect in this class and an implicit agreement between the instructor and the student.

Before contacting the instructional staff, please review these documents first to see if your question is addressed. Every effort will be made to avoid changing the course schedule, but adjustments may be necessary to accommodate errors, omissions, or unforeseen events (such as weather events).

In the event changes are made to the syllabus, students will be informed during class, on the course website, and via email. It is your responsibility to be aware of these changes, so please check your email and the course site often.