

UC Davis GSM Organizational Strategy and Structure

MGB 401BY (Hybrid)—Fall 2022

Instructor: Dr. Naga Lakshmi Damaraju

Syllabus

Zoom link for Tuesday sessions (6-8 p.m)

<https://zoom.us/j/99331539479?pwd=aGRjUkRBSnZrSjVVTTR3R1V2M2I0dz09>

Meeting ID: 993 3153 9479

Passcode: 048799

Office hours: Zoom on Tuesday 8 p.m. to 9 p.m. and/or by appointment

Strategic management, as a field of theory and practice, aims at answering the key question: “What are the sources of superior firm performance?” This course is about understanding how and why some firms outperform (or underperform) others and are able to sustain the performance. The first part of the course covers “business strategy,” i.e., how firms develop competitive advantages to compete in a single business. The later part of the course mostly focuses on “corporate strategy,” i.e., how firms gain advantages when operating in multiple businesses simultaneously. Structure, alignment with strategy, and implementation are essential themes that permeate throughout the course.

Required course materials:

1. Course packet available at: <https://hbsp.harvard.edu/import/980019>

2. Barney, Jay B. (2011) *Gaining and Sustaining Competitive Advantage*, 4th ed. Upper Saddle River, NJ: Prentice Hall. ISBN: 9780136120926

3. WSJ article access is available through your library.

<https://www.proquest.com/shibboleth?accountid=14505>) **This will enable you to start analyzing the business news with the knowledge gained in the class. You will post two WSJ articles of interest towards your assignments.**

4. Linked items are available online or through the UC Davis library. If noted, links will need to be accessed from on campus or by using the [library VPN](#). Some items will need to be searched for directly. The link will take you to main the database page of the journal. Click on “Search within this publication” and then search for the indicated text written as, “AN [Insert number]” in the second field.

Evaluation and Grading

<i>Grade Component</i>	<i>Percentage of grade</i>
Class participation (Individual)	20%
TWO Group case written analyses	20%
Group integrative case presentations	10%
Group integrative case analyses (written)	20%
Two WSJ article posts and discussion (Individual)	20%
Peer evaluation by group members	10%
Total	100%

Class Participation

This is a case-based class and class participation is an important part of the student evaluation process. Three elements are combined in this evaluation process: (1) student answers to pre-set questions, (2) qualitative evaluation of student performance, and (3) peer evaluations.

Student Answers to Pre-Set Questions. For each case, the professor will come to class with several questions around which the case analysis will be organized. *These may or may not be the same as the study questions listed in the syllabus.* Individuals will be randomly selected before class to answer one of these questions. Professor will note how effectively the question is answered.

When students are called on, they can (1) answer the question, (2) fake it (because they have not read or analyzed the case), or (3) pass. Each student is allowed one pass during the course. We all have busy lives, so use your pass judiciously. Also, people who “fake it” waste valuable class time. This is not good class participation.

Qualitative Evaluation of Student Performance. In addition to answering questions when called upon, students can volunteer comments as well. To the extent that these comments help move the analysis along, generate interesting insights, or suggest new ways to think about the case facts, such volunteer comments will be positively reflected in the qualitative evaluation of student performance. To the extent that these comments fail to move the analysis along, simply repeat facts from the case without analysis, or represent efforts by a student to get disproportionate “air time” in class, such volunteer comments will be negatively reflected in the qualitative evaluation of student performance.

At the end of each case discussion, the professor will typically note 2 or 3 people in the class who made unusually insightful or helpful comments. Over the course, these notes will be used in forming a qualitative evaluation of a student’s class participation.

Peer Evaluation. Since case discussions involve a great deal of peer to peer learning, a peer evaluation of class participation is an important component in evaluating overall class participation. Towards the end of the course, students must complete a form that lists the eight students in the course who, in their view, had the best overall class participation during the entire course. ***Students who fail to turn in this form cannot receive the highest class participation grade.***

The final class participation grade is determined by combining these three sources of information. Students who do well across all three of these measures of class participation will receive the top participation grade (20 points); those that do less well across these measures will receive the second level participation grade (17 points); those that do poorly across these measures will receive the lowest participation grade (14 points). Class participation points cannot be contested.

Group Written Case Analyses

The class will be divided into groups. Each group will be required to submit two Written Case Analyses. Groups are assigned the cases and these write-ups are to be submitted prior to or by the time the class begins.

What Should Be Included in a Group Written Analysis? When writing these case analyses, groups should adopt the role of an outside analyst. Imagine that your group works for an investment or consulting firm and that it has been given the assignment of evaluating the current state, and future potential, of the strategies being pursued by the firm in the case. In preparing an analysis, your group should:

- (1) identify the key strategies being pursued by a firm;

- (2) evaluate the effectiveness of these strategies;
- (3) explain why these strategies are effective or ineffective; and
- (4) recommend any changes that should be made to increase the effectiveness of these strategies.

In addition, in many of the cases, the firm in question is contemplating, or has implemented, several specific strategic actions (e.g., an acquisition, a divestiture, a strategic alliance). In this situation, the written case analysis should also include an evaluation of these specific strategic actions and, where appropriate, recommendations should be made and justified.

Written Case Analysis Evaluation Criteria. Previous experience suggests several important differences between excellent and mediocre written case analyses.

Excellent written analyses “tell a story” about a firm’s strategies: What are the fundamental economics of a firm’s strategy? How are different parts of the strategy related? What are the longer term objectives of a firm’s investment in a strategy? Excellent analyses justify each major point with reference to critical facts in the case. Ideas and concepts from the readings are incorporated into the discussion as appropriate and in a seamless way. The application of these ideas and concepts often leads to surprising, counter-intuitive analyses and recommendations. At the end of these excellent written analyses, the reader is absolutely convinced of the wisdom of any final recommendations.

Mediocre written analyses have few of these attributes. Instead of “telling a story” about a firm’s strategies, these analyses simply repeat the facts and assertions contained in the case. Critical facts in the case are ignored or not integrated into the paper. For example, these mediocre written analyses will often include a summary and cursory analysis of a firm’s profit and loss statement and its balance sheet, but will fail to discuss the strategic implications of these analyses. The authors of these reports often seem more interested in making sure that every theory or model mentioned in the book is mentioned in the report rather than making sure that the report tells an integrated story about a firm’s strategy. Often, the different parts of these mediocre analyses are not linked—almost as if different people wrote different sections, but no one took the time to bring these sections together, to discuss the implications of each section for other sections. These written analyses rarely generate any counter-intuitive or surprising analyses or recommendations. At the end of reading these reports, the reader is only convinced that, in fact, members of the group read the case. The reader is not convinced about the wisdom of any final recommendations.

Length and Other Requirements. Written case analyses can be no longer than **eight pages**, double spaced. Figures, tables, and exhibits can be included in an appendix to these analyses and are not counted against this page limit. Groups do not need to draw on sources of information outside the case materials. **In particular, groups should NOT telephone or write to the companies that are in their assigned case studies.**

Group papers are due on the days specified in the course schedule prior to or at the beginning of the class. No late papers will be accepted. Papers that are not turned in, or not turned in on time, will receive a zero. Unless the University closes down, or the computer goes down, there will be no exception to this rule, so please plan accordingly.

Group Evaluation Forms. In general, each member of the group will receive the same grade for case write-up assignments. However, there may be times when one or more members of a group will “free ride” on the work of other members. The grades of such free riders will be substantially reduced if consistent evidence

of free riding is found. To discover free riding, each member of a group may submit an individual Group Evaluation Form any time during the quarter. This form is appended in this syllabus. Feel free to submit to your professor. If someone does not submit a Group Evaluation Form, the professor will assume that, from this student's perspective, at least, no free-riding problems existed.

Individual WSJ Article Posts

The Nature and Purpose of the Article posts. There is NO mid-term and NO final exam in this class. The WSJ article post #1 assesses student understanding of business level strategy issues; the WSJ article post #2 assesses student understanding of corporate level strategy issues.

The students should demonstrate they understand and can apply the concepts and models presented in class sessions and in the books to these articles. Students need to develop their own approach to analysis. It is all open book and open note. A sample WSJ article and some questions the Professor used to organize analyses are attached in this syllabus. Please refer to it. **ANALYSIS FOR EACH POST SHOULD NOT EXCEED ONE PAGE, 12-POINT TIMES NEW ROMAN, SINGLE-SPACED, 1-INCH MARGINS.**

Evaluation Criteria. The following criteria are used to evaluate your article submission:

Excellent analyses must demonstrate both a student's understanding of the theories and models discussed in class and in the books *and* a student's ability to apply these theories and models to generate insights about real business situations facing firms.

Good analyses demonstrate either that a student understands the theories and models *or* that a student can generate insights about a real business situation facing firms, but not both.

Poor analyses demonstrate neither a student understands other theories and models nor a student can generate insights about real business situations facing firms.

Students are required to comment on ONE submission made by a fellow classmate, preferably someone who did not already receive comments. Comment should be substantive using the evaluation criteria mentioned above.

Group Integrative Case Analyses & Presentation

These case analyses will be graded using the same evaluation criteria mentioned above for grading group written analyses. Group presentations will be graded for content, flow, and delivery. Any form of presentation including creative forms, e.g., a skit, role-play, etc., will also be accepted.

I also reserve the right to add additional written assignments during the semester, particularly if I feel the class is failing to prepare adequately for case discussions.

About your Professor

Professor Naga Lakshmi Damaraju teaches competitive strategy and corporate strategy courses focusing on sustainability of competitive advantage of firms in single and multiple lines of businesses. In 28 years of experience in this field, she taught in the United States and in India. She is a tenured Associate Professor of Business Administration at the Sonoma State University. Prior to relocating to the United States, she served as a tenure-track Assistant Professor at the Indian School of Business and taught in the FT-ranked flagship Post-graduate program in Management. She was a resource faculty for Goldman Sachs 10000 women entrepreneurs' program in India and was involved in training over 1200 women entrepreneurs on issues of strategic management. She also taught executive programs for McKinsey, Ernst & Young, and Accenture, India.

Professor Damaraju's research interests span Strategy and Entrepreneurship areas. She focuses on institutional and environmental factors influencing strategic phenomenon, e.g., business divestments, CEO selections, network choices, and entrepreneurial activity. Her work is published in the Strategic Management Journal, European Management Journal, Entrepreneurship Theory and Practice, among others. In addition, she is an experienced case-writer and published several cases with instructional materials in textbooks and as part of Ivey Case Collection and Harvard Business Case Collection.

She is an active member of the Academy of Management (AOM) and Strategic Management Society (SMS) and consistently presented at their conferences since 2006. She served as the Global representative from South East Asia at the AOM and as the Chair of the Strategy and Entrepreneurship Interest group, the second largest interest group of SMS. She organized several high-powered symposia on topics of importance in strategy and entrepreneurship.

She is a member of the editorial board of the Strategic Management Journal and reviews for several other important journals in the fields of Strategic Management and Entrepreneurship.

Professor Damaraju obtained her MBA-MS in strategy from the University of Texas at Dallas and PhD from the Ohio State University, in addition to holding multiple degrees from India.

TOPIC	COURSE CALENDAR						
	6-8 p.m. (Zoom)			In-person (1.30 p.m. to 5 p.m.)			
	Mon 9/26	Tue 9/27	Wed 9/28	Thu 9/29	Fri 9/30	Sat 10/1	Sun 10/2
INDUSTRY STRUCTURE & STRATEGIC POSITIONING		Course Introduction				Cola Wars Continue: Coke & Pepsi in 2010	
INDUSTRY STRUCTURE & STRATEGIC POSITIONING	Mon 10/3	Tue 10/4	Wed 10/5	Thu 10/6	Fri 10/7	Sat 10/8	Sun 10/9
		Crown Cork & Seal in 1989					
CREATING ADVANTAGE--LOW COST	Mon 10/10	Tue 10/11	Wed 10/12	Thu 10/13	Fri 10/14	Sat 10/15	Sun 10/16
		Southwest Airlines (mini-case)*				Delta Airlines: Low-Cost Carrier Threat & Southwest Airlines (updated case)*	
CREATING ADVANTAGE--DIFFERENTIATION	Mon 10/17	Tue 10/18	Wed 10/19	Thu 10/20	Fri 10/21	Sat 10/22	Sun 10/23
		DUCATI					
CREATING ADVANTAGE--DIFFERENTIATION & LOW COST	Mon 10/24	Tue 10/25	Wed 10/26	Thu 10/27	Fri 10/28	Sat 10/29	Sun 10/30
		Lululemon				Apple Computers & Samsung Electronics	
CORPORATE GROWTH--GLOBAL EXPANSION	Mon 10/31	Tue 11/1	Wed 11/2	Thu 11/3	Fri 11/4	Sat 11/5	Sun 11/6
		GE Medical systems					
CORPORATE GROWTH--VERTICAL INTEGRATION & DIVERSIFICATION	Mon 11/7	Tue 11/8	Wed 11/9	Thu 11/10	Fri 11/11	Sat 11/12	Sun 11/13
		Pennzoil Co.				Harlequin Enterprises & Sunrise Medical	
MANAGING STRATEGIC CHANGE	Mon 11/14	Tue 11/15	Wed 11/16	Thu 11/17	Fri 11/18	Sat 11/19	Sun 11/20
		KODAK					
	Mon 11/21	Tue 11/22	Wed 11/23	Thu 11/24	Fri 11/25	Sat 11/26	Sun 11/27
		GE Meltdown*					
CONTEMPORARY ISSUES & STRATEGY IMPLEMENTATION	Mon 11/28	Tue 11/29	Wed 11/30	Thu 12/1	Fri 12/2	Sat 12/3	
		Corporate ethics, Diversity-equity-inclusion				Silvio Napoli and Schindler India-- Integrative case	
*These materials will be provided by Instructor	NO FINAL EXAM						

Readings, Chapters, and Study Questions for the Cases Class 1 (Sep 27)

Course Introduction

Textbook: Chapter 1

Reading: Michael E. Porter, "[What Is Strategy?](#)" Harvard Business Review, Nov/Dec, 1996 [Needs VPN]

No case

Class 2 (Oct 1)

Textbook: Chapter 2 & 3

Reading: What is strategy? (continued)

Case and questions: Cola Wars Continue: Coke and Pepsi in 2010

- Why is the soft drink industry so profitable?
- Compare the economics of the concentrate business to the bottling business: why is the profitability so different?
- Why do concentrate producers want to vertically integrate into bottling?
- Are the international businesses in large and growing markets like India, China and Indonesia likely to evolve with a similar industry structure? Why or why not?

Class 3 (Oct 4)

Textbook: Chapter 3 & 4

Case and questions: Crown, Cork and Seal in 1989

- How attractive is the metal container industry?
- How would you characterize the strategies of other large firms in this industry?
- What is Crown's strategy? (Hint: It is not described in the section of the case labeled "Crown's Strategy")
- If you were Avery, what would you do next?

Class 4 (Oct 11)

Textbook: Chapter 5 & 6

Case and questions: Southwest Airlines

- Mini-case: Quantify Southwest's competitive advantage. Why was Southwest so successful?
- Is Southwest's advantage sustainable?

Textbook: Chapter 3, 4, 5 & 6

Class 5 (Oct 15)

Written case analysis: Groups 1 & 4 (Delta Airlines Questions ONLY)

Cases and questions:

1. Delta Airlines

- How attractive is the U.S. airline industry in the 1990s?
- Why have all of the low-cost substitutes of legacy airlines, including Delta Express, failed?
- Based on the information available to you, what course of action would you recommend to Delta's board?

2. Southwest Airlines (updated case)

- Is Southwest's advantage sustainable?

Class 6 (Oct 18)

Textbook: Chapter 5 & 7

Case and questions: Ducati

- What was the logic of the turnaround? What is Ducati's strategy?
- At the time of the case, do you think Honda or Kawasaki can compete with Ducati in its niche? Why? Why not?
- Do you think Ducati should enter into Harley-Davidson's niche? Why? Why not?

Class 7 (Oct 25)

Textbook: Chapter 5 & 7

Case and questions: Lululemon

- What is Lululemon's strategy?
- How sustainable is its advantage?
- What is a viable growth plan for Lululemon?

Textbook: Chapter 5, 6 & 7

Class 8 (Oct 29)

Reading: [How Industries Change](#), Harvard Business Review. 2004. Vol. 82, Iss. 10.
[Needs VPN, search for, "AN 14599926"]

Written case analysis: Groups 2 & 5 (Apple computers)

Written case analysis: Groups 3 & 6 (Samsung Electronics)

Cases and questions:

1. Apple computers

- How attractive was the PC (IBM-Intel) industry in the 1980s?
- How attractive was the PC (IBM-Intel) industry in the late 1990s?
- What are the causes for the decline in Apple's profitability over time? Could Jobs resurrect Apple to success in its core business at the time of the case?

2. Samsung Electronics

- What recommendation would you make to Chairman Lee regarding Samsung's response to the threat of large-scale Chinese entry?
- What were the sources of Samsung's competitive advantage in DRAMs in 2003?

Class 9 (Nov 1)

Individual WSJ article #1 due (for chapters focused on business strategies)

Textbook: Chapters 11 & 15

Reading: [Competitive Advantage of nations](#), Porter Harvard Business Review. Mar/Apr90, Vol. 68 Issue 2, p73-93
[Need VPN, search for “AN 9005210820”]

Cases and questions: GE Medical Systems

- What is the logic of the “Global Product Company”? What parts of the value chain are centralized and what parts are localized? Why?
- Should GEMS do “In-China, For China?” Why? Why not?

Class 10 (Nov 8)

Textbook: Chapter 10

Case and questions: Pennzoil Co.

- Should Pennzoil buy Jiffy Lube? If yes, why? If no, why not?

Textbook: Chapter 11 & 12

Class 11 (Nov 12)

Written case analysis: Groups 1 & 4 (Harlequin)

Written case analysis: Groups 2 & 5 (Sunrise Medical)

Cases and questions:

1. Harlequin

- Why was Harlequin so successful for so long?
- Should Harlequin enter the single title business? If yes, how? If no, why not?

2. Sunrise Medical

- Who in the wheelchair industry is best positioned to take advantage of changes in this industry?
- Should Sunrise let Guardian introduce a lightweight standard wheelchair product? If yes, why? If no, why not?

Class 12 (Nov 15)

Textbook: Chapter 11 & 12 (and prior chapters)

Written case analysis: Group 3 & 6

Case and questions: Kodak

- Evaluate Kodak’s strategy in traditional photography. Why has the company been so successful throughout the history of the industry?
- Evaluate Kodak’s response to Sony’s introduction of the Mavica in 1981. Was it appropriate?
- How would you assess Fisher’s attempt to transform Kodak? Why did it fail?

Class 13 (Nov 22)

Individual WSJ article #2 due (pertains to chapters focused on corporate strategies)

Textbook: Chapter 11 & 12 (and prior chapters)

Case and questions: [GE: Burned Out](#). Gryta, Thomas; Mann, Ted. Wall Street Journal, Eastern edition; New York, N.Y. [New York, N.Y.]. 15 Dec 2018: B.1. [Needs VPN]

- What went wrong at GE, a classroom leadership lesson for so long around the world?

Class 14 (Nov 29)

Bring your examples on best corporate practices for ethics and diversity, equity, and inclusion

Class 15 (Dec 3)

Group final presentations, Group written analyses & Course wrap-up

Reading: [Turning Great Strategy into Great Performance](#) Harvard Business Review, July-August 2005. [Needs VPN, search for “AN 17601908”]

Integrative Case and questions: Silvio Napoli and Schindler India

- Do you think Silvio was the right choice for kick-starting the operations in India? (Do not use his performance after his arrival in India to answer this question)
- As Luc Bonnard, how will you evaluate Silvio's first seven months as the general manager of the Indian operations? What advice would you give him?

Group Evaluation Form

Information from this form is used to identify any “free riders” in your group. If several people in a group identify the same “free riders,” those individuals may have their overall grade adjusted downwards. For this reason, it is very important for everyone in the class to complete this form and return it to me at any time during the quarter, at least by Dec 3, 2022.

Your Name:

Please list the members of your group (excluding yourself) and allocate 100 points across these people. If there are four people listed and they all contributed to the group’s work over the course of the quarter, each would receive 25 points. If two of these people did most of the work, and the other two were “free riders,” the two hard working people would get, say, 40 points each, and the two “free riders” might get only 10 points each. Please allocate all 100 points.

List Members of Your Group	Allocation of Points
1.	
2.	
3.	
4.	
5.	
Total	100

Peer Participation Evaluation Form

As part of the class participation component of the grade, each member of the class can nominate up to eight (8) people who, in their view, consistently demonstrated excellent class participation during the quarter. Please do not nominate yourself. This information will be used, in conjunction with my independent evaluation of class participation, to determine each student's final class participation grade. Please complete this form and return it to me by Dec 3, 2022.

Your Name:

List of Up to Eight Class Members that Consistently Demonstrated Excellent

Class Performance

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Sample WSJ article and Questions for Analyses

1. **How attractive is the milk processing industry? Justify your answer with facts from the article.**
2. **What generic strategy are retailers like Kroger, Albertsons, and WalMart pursuing in the milk processing industry? Justify your answer using facts from the article.**
3. **A rationale for Kroger, Albertsons, and WalMart's generic strategy is provided in the article. Evaluate this rationale.**
4. **What generic strategies might incumbent firms—including Dean Foods and Dairy Farmers of America pursue? Evaluate these possible generic strategies.**

Wal Mart Stores : Grocers Spoil Milk Processing for Dairy Industry – WSJ

10/14/2017 | 02:48am EDT

By Heather Haddon and Benjamin Parkin

This article is being republished as part of our daily reproduction of WSJ.com articles that also appeared in the U.S. print edition of The Wall Street Journal (October 14, 2017).

Food retailers are becoming big players in the milk processing and bottling business, a development that threatens to squeeze a longstanding network of dairy processors and farmer-owned plants.

Milk is a low-margin commodity, susceptible to price swings. Americans are drinking less of it, even as demand rises for cheese, butter and other dairy products. But grocery executives say ensuring for themselves a steady supply of what remains one of the most frequently purchased items in their stores is worth spending millions of dollars on manufacturing facilities. "Virtually every basket that goes through has milk," said Erin Sharp, group vice president for manufacturing at Kroger Co., the largest U.S. supermarket chain by revenue and stores.

Kroger, which built a fully automated dairy plant three years ago in Colorado, is now processing 100% of the fresh milk it sells. Competitor Albertsons Cos. opened a 55,000 square-foot plant in Pennsylvania this summer that will be able to produce orange juice, ice tea and other drinks when milk demand is low or prices dip.

"We are lot more agile" than traditional dairy processors, said Evan Rainwater, Albertsons's senior vice president for manufacturing. "You can do a lot more in a dairy plant than make dairy." Wal-Mart Stores Inc. said it plans to open what would be one of the country's biggest dairy plants in Indiana by next year.

Some cooperatives say the new processing plants could give hard-pressed farmers dealing with a dairy glut more places to sell their excess milk. Grain prices have dropped in recent years, encouraging some farmers to expand their herds even as milk consumption has dropped.

Chris Galen, spokesman for the National Milk Producers Federation, said food retailers' growing bottling operations have farmers and executives at dairy production companies and cooperatives asking how grocers will make money in the low-margin business.

Wal-Mart's plant will supply milk to more than 600 stores across five Midwest states that are now supplied by Dean Foods Co., one of the world's largest milk producers. Dean will still supply Wal-Mart stores elsewhere, but the new plant will cost Dean roughly 100 million gallons of annual milk sales out of 2.5 billion total beginning next year, according to Dean. The lost business from its biggest customer could affect earnings next year, Dean executives said.

"We're going to bear with our partners at Wal-Mart and we're going to do the best we can to ensure a smooth transition," Dean Chief Executive Ralph Scozzafava told investors recently. Dean's stock has lost more than half its value this year as the company contends with competition and other customer volume losses. A company spokesman declined to comment ahead of its next earnings.

With milk prices falling a third from 2014 to 2016, traditional processors have had little incentive to invest in new plants that could turn the excess into increasingly popular cheese and butter, said Mike McCully, a dairy-industry consultant in New Buffalo, Mich. Cheese and butter prices have also dropped despite rising demand. As a result, some farmers are dumping excess milk on their fields. Others have gone out of business.

"It's been extremely hard on the small independent farmers that have lost their market in the last year or two," said Michael Barnes, a dairy farmer in central New York and board member at Agri-Mark, Inc. dairy cooperative in Massachusetts. Mr. Barnes expanded his herd sevenfold from 2010 only to see his profits dry up as prices fell.

Some dairy farmers are building or expanding their own processing plants to keep up with expanding milk supplies. Dairy Farmers of America, a national cooperative, has invested more than \$750 million in plants in the Northeast and Midwest in the last five years to increase capacity there. A group of producers in New York invested over \$100 million to open a facility, Cayuga Milk Ingredients, in 2014.

Cooperatives tend to focus on processing products like butter and milk powder rather than fluid milk. But some farmers worry the huge new retailer-owned plants will speed the gradual consolidation of the dairy industry, squeezing their cooperative-owned facilities out of business. The U.S. pork and poultry industries are already organized around large meatpacking companies that control of every segment of production, from raising chicks and piglets to selling chicken breasts and cold cuts.

"Everybody is getting closer to the producer and everybody wants that control," said Brad Rach, dairy director at the National Farmers Organization.

Write to Heather Haddon at heather.haddon@wsj.com and Benjamin Parkin at Benjamin.Parkin@wsj.com

1) Statement on Accommodation

UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. All students who are interested in learning about how disabilities are accommodated can visit the [Student Disability Center](#) (SDC). If you are a student who requires academic accommodations, please contact the SDC directly at sdc@ucdavis.edu or 530-752-3184. If you receive an SDC Letter of Accommodation, submit it to your instructor for each course as soon as possible, at least within the first two weeks of a course.

2) Rights and Responsibilities

All participants in the course, instructor and students, are expected to follow the UC Davis [Principles of Community](#), which includes affirmation of the right of [freedom of expression](#), and rejection of discrimination. The right to express points-of-view without fear of retaliation or censorship is a cornerstone of academic freedom. A diversity of opinions with respectful disagreement and informed debate enriches learning. However, in this course, any expression or disagreement should adhere to the obligations we have toward each other to build and maintain a climate of mutual respect and caring.

You are expected to take UC Davis's [Code of Academic Conduct](#) as seriously as we do. You were given this code of conduct with explicit explanations of violations (e.g. plagiarism, cheating, unauthorized collaboration, etc.) and your responsibilities in regard to them during orientation, and you signed a statement affirming that you understand it. Academic conduct violations will not be tolerated, and your instructor will not hesitate to turn violators over to Student Judicial Affairs. If you are uncertain about what constitutes an academic conduct violation, please refer to the code linked above, contact your instructor, or refer to the [Office of Student Judicial Affairs](#).

All material in the course that is not otherwise subject to copyright is the copyright of the course instructor and should be considered the instructor's intellectual property.

3) Safety and Emergency Preparedness

UC Davis has many resources to help in case of emergency or crisis. While reviewing campus [Emergency Information](#), you may want to register for UC Davis Warn Me and Aggie Alert, which will give you timely information and instructions about emergencies and situations on campus that affect your safety.

If there is an emergency in the classroom or in non-Davis locations, follow the instructions of your instructor.

4) Student Wellness

You deserve respect, and are encouraged to [practice self-care](#) so that you can remain focused and engaged; that might mean getting a drink of water, leaving to use the restroom, taking a moment to stretch, or doing something else you need to do to take care of yourself. Please be respectful of others by minimizing distractions when practicing self-care – especially in lab, field or studio settings where safety is imperative.

College life can be overwhelming at times but know that you are not alone if you're feeling stressed. For many of us, systems of oppression such as racism, sexism, heterosexism or cissexism may cause additional stress. Please remember to practice self-care and reach out for support if and when you need it.

You can visit [Virtual UC Davis](#) to find resources related to health and well-being, academics, basic needs (food and housing) and more.

5) Disclaimer

Unexpected events might require elements of this syllabus to change. Your instructor will keep you informed of any changes.

6) Miscellaneous

You may have unexpected events that effect your participation or ability to fulfill course requirements. Please reach out to your instructor earlier than later to make it possible to receive support.