

## SI 345, Consulting for Information Professionals, Fall 2020, COVID-Style!<sup>1</sup>

John L. King, Instructor

Welcome to SI 345, Consulting for Information Professionals, Fall 2020, COVID-Style! Read this syllabus all the way through. Then return to the Read Me Getting Started document. *Include the footnotes and links* (the blue things you click on). Contingencies (the concept will appear later) make this <emergent>. <sup>2</sup> This syllabus will evolve.

### COVID-Style!

The first instance of this class was Fall 2019, before the \_\_\_\_\_. Life, like this syllabus, is an endless pop quiz, especially if you go into consulting. In some cases you answer right away; in others you have time to look it up or ask or wait. The correct answer in this case is <pandemic>. (You already know what to do with terms between the < and>.) SI 345 couldn't have been COVID-Style in Fall 2019. COVID wasn't named yet. The thing we call COVID-19 was initially called different things. International committees for <taxonomies> provide official names, usually acronyms. These are "must knows" for consultants. An earlier name for this pandemic <pathogen> was 2019-nCoV: 2019 date, n for "novel, and CoV for coronavirus family. The new name, COVID-19, dropped the "n," called it COVI for coronavirus, added disease (D), and abbreviates 2019 to 19. A lot of SI 345 is learning terms.

The first thing to ask in any consulting job is "what makes this different?" Why would anyone hire *you* as a consultant unless they figure you know more than they do about *something*. Give yourself a break: find out about COVID-19. You say "but I'm not a virologist." *Au contraire!* You are if you want to be a consultant and everyone is preoccupied with a <virus>. You need to learn a lot about this *in a hurry!* You won't know as much as a real virologist, but you don't have to. The trick is to know more than other non-virologists.

The pathogen is the <novel> coronavirus. Novel means new. Researchers are learning about it. It is full of surprises. President Schlissel has acknowledged that the university has never seen anything like it in his experience.<sup>3</sup> He was cautiously optimistic in April that things would get back to normal, or at least a new normal. It now seems he was insufficiently cautious and/or overly optimistic. In March of 2020 researchers thought COVID-19 was mainly respiratory, calling the disease SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2). Some now say it is a vascular pathogen, attacking blood, coagulation, blood vessels, etc. It is not flu. Flu stands for influenza, a different virus. COVID-19 has killed many people. We take it

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<sup>1</sup> There is no UMSI (University of Michigan School of Information) 345. Why? The answer is a timing thing.

<sup>2</sup> In SI 345 when you see anything between < and >, enter the string between those symbols in a search engine like Google or Bing or Yahoo. Last I looked, "pandemic" had nearly 600 million hits on one major search engine. (Note: If quotation marks appear between the < and > include them in the string.) Use the [online Oxford English Dictionary](#) any time you need a word defined. (You have to be in the umich domain.) To save you the trouble on the next term, <pandemic>, the use is related to disease: pandemic from the Greek; referring to all people, a disease that covers the whole world, bigger than an *epidemic*. <Size> matters.

<sup>3</sup> <https://www.michigandaily.com/section/administration/daily-sits-down-president-schlissel-mayor-taylor>

seriously. Common ground is what you share with others. COVID-Style will provide common ground for a long time to come. Keep at it. There is much about COVID-19 to know.

The second thing to ask in any consulting job is what is the same. For SI 345 it starts with information professionals considering work as consultants, and wanting to get the right consulting job, keep it and move up. Did you know that 1/5 of BSI graduates go into consulting? As with Fall 2019, this class uses case studies, reading, discussion, and directed inquiry. You already know some of what's different (e.g., COVID). Those remain the same. This enables "compare/contrast" to determine what *must* be the case. SI 345 in Winter 2020 will be much like Fall 2019 but done "remote." SI 345 makes a virtue of remote. The <context> of contemporary management consulting covers history, terminology, practice and theory It building on agents, stakeholders, interests in context, infrastructure, requirements, etc.

You know how to look up "pandemic." Don't stop looking until you understand what pandemic means for you and everyone around you. The most immediate element of context for *this* class is COVID-19 as in COVID-Style! No one can predict the future, but we can make smarter guesses. We bet even when all bets are off. Context makes this possible.

### The Value Prop

Look up <value proposition> sometimes called the Value Prop. The University of Michigan (U-M) value proposition to you includes <residential education>.<sup>4</sup> Diminishment of residential education is a loss of the kind that happens in pandemics. U-M and UMSI are trying to deliver residential education in this pandemic, but safety first. You are a stakeholder. You want value. You won't let the value proposition diminish. But the pandemic means distancing and residential education is congregate. Instead of giving up on the value proposition, we exchange "residential education" for "coping with disruption" and "remote learning." The university could not disrupt things like the pandemic has done. It doesn't have to. That already happened! You have the opportunity to cope with disruption. That's what made The Greatest Generation great.

Some think naming [generations](#) is stupid. After noting the objections we use the idea with abandon. Most in SI 345 are Generation Z, born after 1996. Those born between 1980 and 1995 are Millennials. SI 345 seems like <Boomer> Central, with the rallying cry, "[OK, Boomer!](#)" Some call COVID-19 Boomer Remover.<sup>5</sup> In SI 345 the instructor and two other significant actors are Boomers who don't want to be removed. There's a <connection> between pandemic and boomer. According to the Centers for Disease Control and Prevention (CDC), people above age 65 are "at-risk" for serious consequences (possibly including death) from COVID-19. I was born in 1951. Do the math. <Comorbidities> are health problems exacerbated by or that exacerbate COVID-19 to put one at greater risk. Neither U-M nor UMSI compels at-risk people to teach in-person. People who live with at-risk people are treated similarly. In principle, SI 345 might meet in-person. However, due to the pandemic we are improvising by going remote, part of our new

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<sup>4</sup> You should also know all about residential education. Look it up. You go to the university to learn stuff and to become a good maze-runner. We will discuss this.

<sup>5</sup> It isn't that funny.

value proposition. Entrepreneurs call rapid change the <pivot>. A lot of consulting work is helping clients pivot.

A start on the pivot means being in the right position to begin – the stance. What sounds better when talking about SI 345 with a recruiter who might be a boomer? Option 1: “The pandemic sucked because in SI 345 we were stuck learning from stupid boomers who didn’t come to class because they didn’t want to croak.” Option 2: “SI 345 gave me experience with remote work, which is the way of the future.” Both might be true, but Option 2 sounds better for recruiting because it is shorter and it demonstrates the right attitude. Consulting was *already* moving toward remote work before the pandemic. It has been increasingly remote over the last 20 years. Consulting teams were often geographically distributed, with members doing most or all of their work online, attending meetings via conference calls and video conferencing., etc. The pandemic accelerated this trend, but it did not create. Part of the value prop: you can work in-person (everyone can), but you can *also* work remote.

SI 345 is kinda like a consulting project, except you don’t get paid (quite the contrary), you are expected to ask questions that make you look like an ignoramus, and you can challenge the bosses. Think of SI 345 as a play. The Manager is played by Boomer 1, the instructor, John King. Also in the cast is Boomer 2, Ed Happ, Senior Manager and Partner from New York who never visits in person, but comes in via video. In last year’s SI 345 Ed was a “finder” (we’ll get to finder/grinder). The cast also includes Boomer 3, Walt Borland, the client for this project. His role is head of an association of consulting clients. He represents what they need. You have the opportunity to learn from three boomers. “OK, Boomer!” If anyone asks, you can say you are reminded of what Mark Twain is reported to have said about his father, \_\_\_\_\_.<sup>6</sup> As a member of the cast you participate in <learning by doing>.<sup>7</sup> For reasons we will discuss, this class does not involve actual consulting for a client.

We don’t assume that the cast of SI 345, instructors and students, *prefer* the pandemic. But we accept it as-is. We also question U-M’s value prop built around residential education. The pandemic makes residential education difficult if not impossible. As astute consultants, we ignore wishful thinking. We expect no return to a mythical Golden Age. We know the pandemic causes hardship. A *Lord of the Rings* fan like me is reminded of this exchange between Frodo and Gandalf: “I wish it need not have happened in my time,” said Frodo. “So do I,” said Gandalf, “and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us.”<sup>8</sup> The pandemic was handed to us. We have to decide what to do. In SI 345 we are coping with disruption.

You want to seem like a “natural” for consulting. There’s a lot to know. SI 345 concentrates on what you have to know to get the right consulting job, keep it and move up. COVID-Style makes consulting for SI 345 a kind of <emergency service>. A friend enlisted in the Coast Guard and stationed aboard a cutter at Base Woods Hole on the North Atlantic, summarized emergency service in one sentence: when the other boats are speeding to port to escape the emergency, the Coast Guard is heading *out*. Even without a pandemic,

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<sup>6</sup> “When I was a boy of fourteen, my father was so ignorant I could hardly stand to have the old man around. But when I got to be twenty-one, I was astonished at how much he had learned in seven years.” The origin of this quote is [contested](#).

<sup>7</sup> Kudos to anyone who reads Kenneth Arrow’s famous paper on this topic.

<sup>8</sup> Tolkien, J.R.R., *The Fellowship of the Ring*, Chapter 2.

organizations call on consultants to help them deal with problems. The pandemic turns up the gain, increasing power and speed.<sup>9</sup> Consultants help organizations figure out what to do. They are ahead of their clients. It is a lot easier to say, “I’m ahead,” than to be ahead.

### Timing

There is an old saying: in love and war, timing is all. Timing often seems trivial because it is “baked in” to routine operations, part of <Standard Operating Procedure> (SOP). But it is more important than that: if you try to change it you find out. One of my favorite discussions is from Joan Didion’s *The White Album* [Editor’s note: tiresome Boomer discourse on some band called The Beatles deleted]. In the 1970s Didion visited Caltrans (the California Department of Transportation), then implementing the high-occupancy vehicle (HOV) system known as the Diamond Lane on California freeways. She recounts a discussion with a Caltrans planner who said, “Any time you try to rearrange people’s daily habits they’re apt to react impetuously. All this project requires is a certain rearrangement of people’s daily planning. That’s really all we want.” Didion says rearranging people’s daily planning is rather a great deal to want.<sup>10</sup> It took 20 years to routinize Diamond Lanes, complete with road rage and gunfights.

The pandemic has drastically altered timing in two ways that show how disruptive it really is. First, it has decoupled scheduling from classroom assignments. How many classrooms are there at Michigan? Fall and Winter each have about 6500 classes. Second, it has altered the Academic Calendar. This calendar is close to cast in concrete, yet it has been disrupted. We adhere to this disruption. The right expression is, “Wow, this disruption is so big it even altered the academic calendar!” Here’s the setup:

Event	Date
Classes begin	Monday, Aug. 31, 2020
First day of SI 345	Thursday, September 3
Fall break	cancelled
Last day of in-person classes	Friday, Nov. 20
Thanksgiving day	Thursday, Nov 26
Nine-day Thanksgiving break to	Monday, Nov. 30
Last day of SI 345	Thursday, Dec. 3
Last day of class	Tuesday, Dec. 8
Fall finals	Thursday, Dec. 10 – Friday, Dec.18
December Commencement	cancelled
MLK Day Symposium Jan. 18	cancelled
Winter classes begin	Tuesday, Jan. 19, 2021

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<sup>9</sup> Gain is a term that will endear you to people who understand electronics. Look it up the details [here](#). Gain is sometimes called “volume” or “loudness” on an amplifier. It increases input power to output by adding energy. (We deal a lot with <ambiguity> in SI 345; this is an example.) Smart people – like many of the people who created the Internet – were electronics professionals with electrical engineering (EE) or physics degrees, and/or pursued electronic hobbies like ham radio. The expression is, “The pandemic really turned up the gain.”

<sup>10</sup> Didion, Joan (1979). *The White Album*. New York: Farrar, Strauss and Giroux, p. 84.

Spring break	cancelled
Winter finals	Thursday, April 22 - Friday, Dec .29

Classes begin about when they normally would; no fall break (classes continue); Thanksgiving break starts after Friday, November 20 and lasts a week and two weekends; no in-person classes for Fall after November 20; instruction (remote by default) beginning Monday, November 30; last day for all classes Tuesday, December 8. First and last day for SI 345: Thursday, September 3, and Thursday, December 3. There is no scheduled final for SI 345, so Thursday, December 3 is the end of the class. For SI 345 Thanksgiving break begins after Thursday, November 19. This is the gross structure of the calendar. Details on class meetings are at the end of this syllabus.

By the way, November 3 is a general election.<sup>11</sup>

### The Deal

The <deal> incorporates the <reward system>. For SI 345 this includes grading. The objective of SI 345 is get the right consulting job, keep it and move up. That has more to do with learning than grading. The objective of SI 345 is less for you to get a high grade than to learn what you need for the objective. Getting a high grade might be <correlated> with the objective, but they aren't the same. Understand the difference. Having taken SI 345 might be a useful resumé entry that sparks useful conversations with a recruiter. It might increase the likelihood you'll get hired. But SI 345 is really aimed at moving up. Ask the boomers.

SI 345 is not graded on a <curve>. There is no *a priori* notion of what grades *should be*. The class is challenging but the grading is simple. The class is not "gamified." Despite our affection for game theory, this is not a game. Here's the table and a description of the pieces of the class:<sup>12</sup>

Item	Total
Writing assignments (5 @ 10 points each)	50
Exams (2 @ 15 points each)	30
Full Semester consulting project and improvement	20
<b>Total points</b>	<b>100</b>

- **Seminars.** Originally in person, but now mostly remote; they still tie the class together.
- **Writing assignments.** 50% of the grade, so important. OK to work in teams but hand in individual work. Depending on the size of the class instructor comments might be extensive. Each assignment covers something in particular.

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<sup>11</sup> To register and check your voter registration status, vote by mail or absentee without reason (request your ballot under "Absentee Voting" on the navigation page), or sign up to work the polls and get paid, go [here](#). Or contact your city clerk (find your clerk [here](#)). For the U-M voting site, go [here](#) or call (833) 486-8683. For free stamps/envelopes go [here](#). International students go [here](#).

<sup>12</sup> Grading is unsettled, too. See Provost Collins memo in "5-Critical Reading.docx" in Getting Started.

- **Exams.** All exams are “take home, open everything.” Any topic already covered is fair game. There are no in-class quizzes or exams, so no additional time is provided. If you need more time, talk to the instructor.
- **Full semester consult project.** All participants are part a full semester project. .
- **Improvement.** The idea is that individuals get better as the class goes on.
- **Canvas.** Class materials are in Canvas. Make sure Canvas email gets to you. When emailing the instructor use [jlking@umich.edu](mailto:jlking@umich.edu), not the Canvas mailer. Include 345 in subject line.
- **Questions?** Ask: especially important given the experiment with remote.

### Agency Theory and Contracting

Theoretically, SI 345 deals a lot with <agency theory>, sometimes called principal-agent theory. A <principal> (let’s assume for this class the instructor) and an <agent> (assume for this class a student) work together for their interests aligned by a <contract>. The syllabus is a kind of contract that can change as circumstances warrant, but without a mutually agreed-on protocol for <change> it isn’t a very-good contract. Change is a big part of consulting. Did you notice the word “depending” in the context of size above? Size matters. “Depending” makes this is a <contingent contract>.

As with all classes, you must decide whether to accept the contract. You should probably accept it if you *might* want to work in consulting, but it is a contingent contract. Major universities have abruptly reversed course, going online when previously planning to be “hybrid” – a term in quotes because there are many definitions of it (it is ambiguous). If you accept the contract, you place trust in the person who made the contract – the instructor. Most people who took SI 345 last year got As. Does that mean the instructor is an easy grader? That depends on what “easy” means. Ambiguity usually benefits the stronger party. Ask why. If you can understand contingent contracting and ambiguity, you can be good at consulting. It is not required for SI 345, but the bushy-tailed might explore Spinoza’s concept of the contribution of the knower to the known.

In consulting parlance, the principal is usually the client, and the consultant is usually the agent. The contract is assumed to align their interests. This seems straight-forward, but the principal sometimes doesn’t know what’s wanted. The agent has to figure out what’s wanted by both principal and agent. That’s hard! A big part of the consultant’s job is teaching the principal what *ought to be wanted*. This kind of power becomes serious when the consultant remembers how much money and human welfare ride on being right. The challenge of trust in consulting means getting the client’s trust and having that trust be well-placed.

### Asynchronous and Synchronous<sup>13</sup>

<Asynchronous> means each following individual time. <Synchronous> means all together at the same time. Asynchronous means doing things when you like. Canvas is for synchronous. It has lots of bells and whistles that SI 345 doesn’t use. The class is about <point-of-view>, or POV not the affordances of Canvas beyond those of a secure file server. Different

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<sup>13</sup> Partly from [Cornell](#), partly from Jonathan Maybaum.

consulting companies use commercial collaboration tools (e.g., Slack) or their own proprietary tools. For SI 345 almost everything you need from Canvas is in Files. You do not have to buy anything. SI 345 does not use the Canvas grading tools at all. To discuss your grade, contact the instructor. Canvas mail is used for broadcast communication to the class. The Canvas email infrastructure is not the same as the university's email infrastructure but you must be able to get Canvas email.<sup>14</sup> Email others using the standard U-M email system, which, for most of you, is gmail even if it says umich.edu. The instructor's email address is [jlking@umich.edu](mailto:jlking@umich.edu).

For synchronous activity SI 345 uses Zoom. (Video conferencing is, like much information technology infrastructure, much older than many realize.<sup>15</sup>) We'll use my personal U-M Zoom URL for all class purposes

<https://umich.zoom.us/j/2821527532>

Hints:

- Use your U-M Zoom account. Other Zoom accounts will not work.
- [Migrating](#) to U-M Zoom. (Can take several hours; do it before the class meeting.)
- [Logging](#) into U-M Zoom.
- Use a laptop/desktop (better than phone or tablet).
- Keep your Zoom client updated.
- You can change your display name in Wolverine Access: ("Preferred" name in "Campus Personal Information")
- Have your camera on as much as possible during class
- Mute your microphone as much as possible
- Remove or cover items you don't want others to see in background
- Test audio and video - use headphones if necessary

If network connections drop or video freezes, don't give up on the meeting! Hang out for at least 5 minutes while people reboot or switch to cell phones. Forgive intrusions by children, barking dogs, scratching cats, and ringing house phones.

If you are on a low-bandwidth connection:

- Leave video off when you don't need it
- Turn off HD video (in the Zoom app video settings)
- Use screen share only as long as necessary
- Use collaborative (e.g., Google) documents rather than screen sharing
- Mute audio when not speaking (do this anyway)

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<sup>14</sup> There are some important differences. Can you identify any of them?

<sup>15</sup> As with Boomers noted earlier, <age> matters. <Legacy> systems such as the student module (M-Pathways and Wolverine Access) of the big PeopleSoft (now Oracle) enterprise resource planning (ERP) system. The ERP project, was begun at U-M before most of you were born. Some stuff is even older, like the kernels of airline reservation systems that seem modern (e.g., Orbitz) but are still running under emulation on OS/360 assembly code from the 1960s. Look up legacy systems and Y2K.

To improve Zoom performance, ask others at your location to limit high-bandwidth activities while you are online for a course or meeting. Avoid running other data-intensive programs during Zoom meetings, such as streaming video or music or other web sites with dynamic content.

Connectivity failures during live class sessions can sometimes be remedied if attendees have access to a backup communication method (e.g., a cell phone). John King's cellphone number is 734-904-5777. He will have it for each discussion in case you call. Mail will go out to all if there is a big problem and we have to get offline.

You can't go through UMSI without a serious <sheep dip> experience with technology. IT is a <complementary asset>.

### **Leadership and Deportment**

Don't want to be a leader? Too late! You are at Michigan, home of the [Victors](#):

*Hail! to the victors valiant.  
Hail! to the conquering heroes.  
Hail! Hail! to Michigan,  
The leaders and best!  
Hail! To the victors valiant.  
Hail! to the conquering heroes.  
Hail! Hail! to Michigan,  
The champions of the west!*

Note the line, "Hail! Hail! to Michigan, the leaders and best!" The good news: people anticipate that you are or will be a leader. The bad news: they're serious. As the Kathy White video suggests, leadership is harder than it looks. (Watch the video in the Getting Started folder, "Leadership Video.mp4.") Two kinds of <leadership> are essential: technical leadership, meaning knowhow that clients hire a consultant for: and thought leadership, so you can figure out what's important for the future. It is tied to value proposition, which in turn is akin to <return on investment>, often abbreviated ROI. You might not be hired if you don't know what this means. To learn more, go to this Wikipedia [page](#) and go web surfing. Do not stop until you know what ROI means and how it is measured.

<Deportment> is how you behave and present yourself, how you come across to others. Consultants evaluating a new person wonder whether they can take the new consultant to meet clients. If so, the deportment is OK. Deportment is a big part of leadership.

### **Academic Integrity and Collaboration**

Collaboration can be useful. It is specified in SI 345. Be careful about plagiarism. Assume in SI 345 that all written submissions must be your own, original work, and not merely paraphrasing of someone else's work. It is safest to not share final written answers with other students. Excerpts, statements, phrases, or quotations from the work of others must be clearly

identified, with a proper citation provided. Copy-editing assistance is OK. Student handbooks (e.g., on the UMSI intranet) define plagiarism, set standards for academic and professional integrity, and point to resources to help you avoid trouble and consequences if caught. Consequences are initially determined by the faculty instructor, but additional sanctions may be imposed by the assistant dean for academic and student affairs. Ask if in doubt.

### **Accommodations for Students with Disabilities<sup>16</sup>**

If you think you need an accommodation for a disability, please let me [instructor] know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we [instructor, GSIs] teach may be modified to facilitate your participation and progress. As soon as you make me [instructor] aware of your needs, we [instructor, you] can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; <https://ssd.umich.edu/>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I [instructor] will treat any information that you provide in as confidential a manner as possible.

### **Student Mental Health and Wellbeing**

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). Since many students are remote during fall 2020, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>

### **COVID Syllabus Statement – 8/12/20**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our

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<sup>16</sup> Excepting clarifications [in brackets] this section and the next are taken verbatim from <https://sites.google.com/a/umich.edu/umsi-policies/umsi-academic-programs/course-management-policies>

community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis (if available) or to disenroll from the class. I also encourage you to review the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.

**Now...**

Links in this and other documents might break due to <referencing> protocols or other reasons. This includes phone numbers. If you run into broken links, contact the instructor. You started with “Read Me – Getting Started.docx.” That pointed you to this subroutine. You can return to that. But before you do, think about the effects of contingencies. The schedule of classes for SI 345 follows. Things are ambiguous. We will fill in details as some contingencies become clearer. Ambiguity is a feature of this class. We will do our best to make true your statement “I have a high tolerance for ambiguity.”<sup>17</sup> One term of the contract is unambiguous: any time you want to drop, you can.

Week #	Thursday Date	
1st class	September 3	
2	September 10	
3	September 17	
4	September 24	
5	October 1	
6	October 8	
7	October 15	
8	October 22	
9	October 29	
10	November 5	
11	November 12	
12	November 19	
13	November 20-30	
14 last class	December 8	

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<sup>17</sup> I wish I had said that. [You will, Oscar, you will.](#)