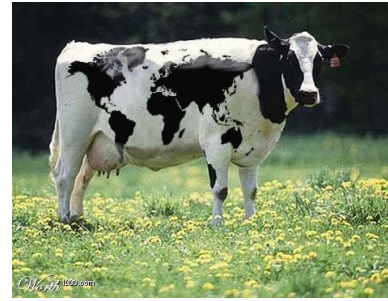


# LSCM 4360.002

## GLOBAL ALLIANCES & INTERNATIONAL SUPPLY CHAIN MGT



**Spring 2020**  
**Dr. M. T. Farris**  
**Monday**  
**18:30-21:20**  
**BLB 060**



**Office:**  
**Phone:**  
**Office Hours:**  
by appointment only; 24 hours in advance  
**Contact:**

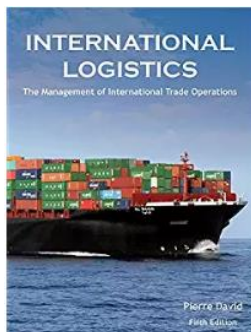
336A BLB  
Office: (940) 565-4368 (565-GENT)  
Monday 15:30 – 18:30  
Canvas eMail messages ONLY

Welcome to LSCM 4360: GLOBAL ALLIANCES & INTERNATIONAL SUPPLY CHAIN MGT. This Senior-level course will likely be much different than any course you have experienced in your college career. We will go beyond learning about things and Socratically seek to understand how to take the vast multitude of information bombarding us on a daily basis and distill it into understanding and meaning. While we will use a textbook, which by definition is static and unchanging, more importantly we will take advantage of the opportunity to monitor current events to connect the dots to develop and hone your skills to understand the ramifications of what is going on in the world.



### **COURSE DESCRIPTION:**

Supply chain and alliance strategy in the multi-national firms. Materials management, international sourcing and distribution, and importing/exporting procedures. International carrier management and operations are examined.



### **COURSE MATERIALS:**

Pierre David, **International Logistics: The Management of International Trade Operations**. 5<sup>th</sup> Edition: Cicero Books, ISBN-13: 978-0989490641  
ISBN-10: 0989490645

### **COURSE OBJECTIVES:**

The course has the principal objective of providing an introduction to logistics operations and issues in an international supply chain environment. Key processes, relationships to logistics management and other business functions, and the strategies and techniques frequently employed to obtain a competitive advantage in a global business environment will all be addressed. Specific objectives for the course include obtaining a competitive advantage through supply chain management, and techniques employed to improve the developing an understanding of the supply chain concept, approaches employed to performance and efficiency of supply chains in an international environment.

To successfully complete this course you must master a number of different measures:

- Correct submission of your resume on time
- Complete 11 in-class quizzes to reflect your mastery of the text
- Complete an individual CSCMP-quality case
- Complete SONA
- Complete the cumulative final exam

**GRADING:**

Resume	50 points	
In-class Quizzes	200 points	Grades are based on the traditional A=90%, B=80%, C=70%, D=60% scale.
SONA	100 points	
CSCMP-style Case	200 points	
Cumulative Final Exam	250 points	
<b>TOTAL</b>	<b>800 points</b>	

**NO OPPORTUNITIES FOR EXTRA CREDIT:**

No extra credit will be available unless it is offered to the entire class.

**RESUME (50 points = 6.25% Final Grade):**

Time to start thinking about graduation! Do you have your resume ready? You should! In order to be prepared you will be required to submit a résumé for this class.

- In order to receive credit you must electronically submit your resume in CANVAS for this course no later than 17:00 on Friday, January 24, 2020. There is a 100% penalty for late submissions. Students adding the course will have 48 hours to make-up this exercise from the time they add the course.
- You must use the following naming convention for your document upload into Canvas.

Full or Intern\_StudentLastName\_Semester\_Year of graduation.

For example,

Full\_Farris\_Spring\_2030.DOC OR MTF\_Full\_Farris\_Spring\_2030.DOCX<sup>1</sup>

Failure to properly name your file or incorrect file formats (anything other than a WORD Doc such as PDF) will receive 0 points.

1. In addition to fulfilling the course requirements by submitting your resume in CANVAS, if you want your résumé to be visible to employers through Career Services you must also submit your resume via Eagle Careers powered by Handshake <http://studentaffairs.unt.edu/career-center/eagle-careers>. You need to have a profile created as well. When you have your resume ready to upload into Handshake you must do the following:
2. Under ‘Personal Goals’, you need to select either, ‘I want a job’ OR ‘I want an internship’, then click ‘Done’
3. You need to choose in the ‘Other’ dropdown ‘Has Public Resume’ if you want to have recruiters see your resume.

**In-Class Quizzes (200 points= 25.0% Final Grade):**

Instead of conducting lectures that just reiterate the text, students are expected to cover the text material outside of class BEFORE the lecture. This reserves time to extend beyond the basic concepts and explore current events. Each quiz will take place in the first 15 minutes of class. Answers will be released at the beginning of the next class. If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor’s appointment, family issues, work issues, new puppy). Alternative completion times will not be arranged because of the release schedule for the results.

<sup>1</sup> This student obviously does not plan to pass LSCM4360 on the first attempt!

Each quiz will randomly draw questions from the textbook test bank and will vary in length. Typically one question will be asked for every 3 pages of reading. [Note: The text reading for the course averages 53 pages per week including all the pictures.] If no student makes a perfect score on the quiz the entire class quiz score will be uplifted based on the difference between the highest score and 100%. Students not in attendance when the quiz feedback is provided forfeit the uplift.

### **SONA SUBJECT POOL PARTICIPATION (100 points= 12.5% Final Grade):**

Business research is a field of study in which a company obtains data and analyzes it in order to better manage the company and understand customers. Research on aspects related to a business, can help predict consumer trends, project sales, spot opportunities, and avoid potential problems. As part of your learning experience in this course, you will be required to participate in research studies conducted by faculty members of the Department of Marketing and Logistics.

To participate in research studies, you **must** create an account on the College of Business SONA page—[unt-cob.sona-systems.com](http://unt-cob.sona-systems.com)—which is a web application that allows you to browse available studies. Credit is assigned based on the length of time the study takes to complete and whether you participate online or in the COB behavioral Lab (BLB 279). Generally, lab studies are worth double relative to online surveys:

- Short online studies (5-15 minutes) earn 1 credit
- Medium online studies (15-30 minutes) earn 2 credits
- Long online studies (30-45 minutes) earn 3 credits
- On-campus, lab studies (30-45 minutes) earn 5 credits



To fulfill the 10% course requirement, you must earn a total of **10 SONA credits** throughout the semester (i.e., 1 credit = 1 percent of your final grade) assigned to this course. All credits earned will be added to your final course grade at the end of the semester. You must complete your participation no later than **17:00 (CDT) Sunday, 26-April.**

To sign up, please visit [unt-cob.sona-systems.com](http://unt-cob.sona-systems.com). If you have questions, DO NOT contact your professor. Contact the behavioral lab manager by email at [COB.REP@unt.edu](mailto:COB.REP@unt.edu). Your questions will be addressed promptly. Step-by-step instructions will be provided in a separate PDF document once you create your account.

**\*\*Note:** Don't delay in creating your account! This is very important. Do it ASAP. Completing studies is on a first come, first serve bases. You are highly encouraged to access the studies early and often to make sure you have first access to available studies. Once you sign up, the lab manager will update you periodically about new studies that have been posted.

### **The World is Our Textbook:**

In addition the static text, current events play an important part of understanding the international arena. Lectures will include a strong current events component. Students can best benefit from this part of the course if they stay current with what is going on the world. **DISCLAIMER:** Due to the nature of current events we will potentially delve into politically incorrect subject matter such as politics, immigration, racial and cultural differences, and nationalism. Each student is expected to practice tolerance and respect the opinions of others. Handled as mature adults these discussions can be both broadening and enlightening. If you are uncomfortable with these topics please see the professor.

### **Staying Current:**

For current events Dr. Farris draws on the following sources:

- *American Shipper News* ([www.americanshipper.com](http://www.americanshipper.com))
- *Bloomberg BusinessWeek* (subscription)
- *CSCMP Supply Chain SmartBrief* ([cscmp@smartbrief.com](mailto:cscmp@smartbrief.com))
- *eMarketer Daily* ([emarketer\\_daily@emarketer.com](mailto:emarketer_daily@emarketer.com))
- *Forbes Magazine* (subscription)
- *Fortune Magazine* (subscription)
- *FreightWaves* ([newsletter@freightwaves.com](mailto:newsletter@freightwaves.com))

- *Hellenic Shipping News Online Daily Newspaper* ([www.hellenicshippingnews.com](http://www.hellenicshippingnews.com))
- *Nightly Business Report* ([www.nbr.com](http://www.nbr.com)) - If you do not already watch the *Nightly Business Report*, you should. It is the best source summarizing what is going on in the business world and should become an active component of your professional toolkit. If you have the ability to record the nightly show off your favorite PBS station, it is advised to do so. A 30 minute show can be watched in 20 minutes. A second, less desirable, option is to download and read the transcripts of each show from [www.nbr.com](http://www.nbr.com).
- *Supply Chain Dive* ([newsletter@divenewsletter.com](mailto:newsletter@divenewsletter.com) )
- *Time Magazine* (subscription)
- *Wall Street Journal* (subscription) UNT student rate is \$10/month.

### **CSCMP-style Case (200 points=25.0% Final Grade):**

Executive dashboards have become popular. You will be provided a data file and asked to use it to develop a one-slide PowerPoint slide (with the data embedded behind each graphic). First, you will need to determine 5 meaningful KPIs to provide your executive and then create the one-page slide. Readability, understandability, and strategic impact of which KPIs you select will figure into the grading.

This is a new, unpublished CSCMP case undergoing a trial run. Some of the slides submitted may be used (with attribution) in the case teaching notes and Solutions Power Point slide. If the CSCMP case is selected it will be available to academics teaching Logistics and Supply Chain Management domestically and abroad. Your project is due via CANVAS 17:00 (CDT) on Friday, 28-February.

### **CUMULATIVE FINAL EXAM (250 points=31.25% Final Grade):**

During finals week there will be a cumulative final exam.

### **SHINY OBJECT GUIDELINE:**

Preferably content-related questions are asked in class for the benefit of the entire class. Individual issues should be discussed during office hours. Immediately after each lecture is completed some students try to discuss issues with Dr. Farris. When Dr. Farris walks out of the classroom he tends to get distracted by shiny objects. Assume he will not remember what was discussed and make it a practice to follow-up any discussions with a Canvas email message so anything discussed is agreed upon and documented. All Canvas emails messages are retained until the end of the course.

### **OFFICE HOURS:**

When you need one-on-one assistance, please schedule an appointment for posted office hours. Problems, or potential problems, should be addressed before they become major problems. When in the office Dr. Farris logged on to Canvas.

### **CHALLENGE POLICY:**

You have until the start of the next class to submit a **written** request for a regrade (known as a "challenge") after an exam or assignment has been returned to the class. To earn additional points, you must be able to convince me, **in writing**, that your answer is correct.

### **A WORD ON ACADEMIC MISCONDUCT:**

Each student should be aware of the guidelines for academic honesty as outlined in the UNT Student Guidebook. Dishonesty, including, but not limited to, cheating on tests, plagiarism for submissions in class, or posting copyrighted material (e.g. quiz or exam questions) in the public domain (such as Quizlet or StudyBlue). These violations are taken seriously, will be investigated, and academic sanctions will be actively pursued. The minimum penalty is an "F" in the course and referral to the Dean of Students for disciplinary action which may include expulsion from the University. For additional information about the University Integrity policy go to <http://vpaa.unt.edu/academic-integrity.htm>

## **FINAL GRADE APPEALS, CHANGES, AWARDING AND REMOVAL OF AN 'I':**

This instructor strictly follows the guidelines set forth in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete.' Please check the latest Catalog for details and procedures.

## **AMERICANS WITH DISABILITIES ACT:**

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability, as defined in the Americans with Disabilities Act and would like to request accommodation, please see Dr. Farris as soon as possible. Students who are accommodated MUST take their exams at the ODA Center.

## **CLASSROOM ETIQUETTE**

To promote your plunge into business professionalism there are three simple classroom etiquette requirements:

- 1) **No cell phones or cameras.** Please turn your cell phone off. Ringing cell phones (as well as twittering) are a distraction to the class and an insult implying that you are more important than anyone around you. Use of cell phones during an exam will result in confiscation. Similarly, use of cameras or scanning devices in the classroom are distracting and prohibited. Dr. Farris reserves the right to assign a failing grade for unauthorized use of either in the classroom.
- 2) **Business professionals do not wear hats indoors.** Please no headgear in the classroom. Violators may be asked to leave.
- 3) Please do not come to class late or depart early unless you have an emergency. It is discourteous and an interruption to the class.

## **EMERGENCY EVACUATION PROCEDURES FOR BUSINESS LEADERSHIP BUILDING:**

- **Severe Weather** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the basement level. In rooms 170, 155, and the restrooms on the first floor.
- **Bomb Threat/Fire** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the building and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

## **FINAL GRADES**

It is the practice of Dr. Farris to send a confirmatory Canvas email message identifying your final grade on Canvas. (See *Making the Grade* attached at the end of this syllabus)

# KEY ACTIVITIES AND DATES

DATE	TOPIC
Monday January 13	Course Overview
Monday January 20	NO CLASS – Martin Luther King Day
Friday January 24	Resume deadline via CANVAS due no later than 17:00 CDT
Monday January 27	Chapter 1 International Trade Chapter 2 International Supply Chain Management
Monday February 03	Chapter 3 International Infrastructure
Monday February 10	Chapter 4 International Methods of Entry Chapter 5 International Contracts CSCMP-style Executive Dashboard case assigned
Monday February 17	Chapter 6 Terms of Trade or Incoterms Rules Chapter 7 Terms of Payment
Monday February 24	Chapter 8 Managing Transaction Risks Chapter 9 International Commercial Documents
Friday February 28	CSCMP-style Executive Dashboard due CANVAS no later than 17:00 CDT
Monday March 02	Chapter 10 International Insurance
Monday March 09-13	NO CLASS – Spring Break
Monday March 16	NO CLASS
Monday March 23	Chapter 11 International Ocean Transportation Chapter 12 International Air Transportation Chapter 13 International Land & Multimodal Transport
Monday March 30	Chapter 14 Packaging for Export Chapter 15 International Warehouses and Distribution Centers
Monday April 06	Chapter 16 International Logistics Security Chapter 17 Customs Clearance
Monday April 13	Chapter 18 Supply Chain Operations - Inventory Chapter 19 Supply Chain Operations - Quality
Monday April 20	Chapter 20 Developing a Competitive Advantage
Sunday April 26	SONA completion deadline no later than 17:00 CDT
Monday April 27	Current Events Stake in the Ground Final Exam Q&A
Monday May 04	Final Exam

# MY TURN: MAKING THE GRADE

BY KURT WIESENFELD  
*Newsweek, June 17, 1996, p. 16*

**I**t was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class? I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?"

After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

Many students wheedle for a degree as if it were a freebie T shirt

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society?

Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grouching 10 percent. Say that you won't (not can't, but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.

- 01 “Food shortages and inflation (in Venezuela) were estimated to reach \_\_\_% in 2018, have produced frequent civil war unrest, and rising discontent within the ruling Socialist Party and the military, along with the region’s worst refugee crisis.”
- A. 1,000,000
  - B. 100,000
  - C. 10,000
  - D. 1,000
  - E. 100
- 02 “According to FXC Intelligence, a company that tracks foreign-exchange specialists and their rates, the cost of converting euros into dollars through leading U.S. banks range from about \_\_\_% to \_\_\_% of the euro amount being converted.”
- A. 6.0% to 7.4%
  - B. 4.6% to 6.0%
  - C. 3.2% to 4.6%
  - D. 1.8% to 3.2%
  - E. 0.4% to 1.8%
- 03 “The average price for cranberries has fallen below \$30 a barrel -- \$5 below the cost of production – and growers say they expect prices to slide further as sales abroad dry up due to the trade tariffs. About one-third of U.S. production is exported, and trade groups estimate tariffs would amount to \$\_\_\_ million each year in an industry that last year sold a total of about \$270 million in cranberries.”
- A. 5
  - B. 15
  - C. 25
  - D. 50
  - E. 100
- 04 “Chinese exports to the U.S. in 2018, measured in dollars, \_\_\_\_\_ incoming American goods to China (exports from the U.S.) by a \_\_\_\_\_ margin.”
- A. underperform; 3 to 1
  - B. underperform; 2 to 1
  - C. outnumber; 2 to 1
  - D. outnumber; 3 to 1
  - E. outnumber; 4 to 1
- 05 “Tariffs on imports were once the chief source of federal revenue. Before Trump’s tariff fight began, 1.2% (\$40 billion) of federal revenue came from tariffs. If all Trump’s tariffs are imposed, their contribution to government revenue would be the highest since the \_\_\_\_\_.”
- A. 1970’s
  - B. 1960’s
  - C. 1950’s
  - D. 1940’s
  - E. 1930’s



- 06 "Of the world's top 10 unicorn companies, \_\_\_\_ is (are) from China."
- A. One
  - B. Three
  - C. Five
  - D. Seven
  - E. Nine
- 07 "China acceded to the World Trade Organization (WTO) in 2001. Since then (2001 to 2017 before Trump became president) China's average import tariffs \_\_\_\_\_."
- A. Increased from 15.2% to 23.2%
  - B. Increased from 9.8% to 15.3%
  - C. Increased from 8.9% to 14.8%
  - D. Decreased from 15.3% to 9.8%
  - E. Decreased from 23.2% to 15.2%
- 08 "According to the Freightos Baltic Index, shipping a 40-ft container from the U.S. to Europe and back costs \_\_\_\_\_ storing those goods at an Amazon FBA fulfillment center for one month."
- A. more than
  - B. about the same as
  - C. less than
- 09 Who is projected to be the front-runner in the 2021 German Chancellor elections against Angela Merkel?
- A. Franz Staberhofer of the Center-Right Christian Democratic Union Party (CDU)
  - B. Markus Gerschberger of the Center-Left Social Democratic Party (SDP)
  - C. Patrick Freinberger of the Green Party
  - D. Other
- 10 Autumn brought us the busiest shopping day of the year. Supply chain professionals need to plan ahead to get inventory in place for this surge in sales. To plan ahead for 2019, just what day was the busiest shopping day in 2018?
- A. Monday, 15-July and Tuesday, 16-July 2019 (in 2019 Prime Day was extended to a 48-hour event)
  - B. Sunday, 11-November 2018
  - C. Thursday, 22-November 2018
  - D. Friday, 23-November 2018
  - E. Monday, 26-November 2018