



LSCM 4360.002
GLOBAL ALLIANCES &
INTERNATIONAL SUPPLY CHAIN
Spring 2024
6:30 PM – 9:20 PM Monday
BLB 073
Dr. M. T. Farris



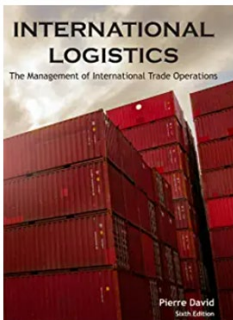
Office: 336A BLB Denton Campus
 Phone: Office: (940) 565-4368 (565-GENT)
 Office Hours: Immediately after class or by appointment
 Contact: CANVAS messages ONLY

Welcome to LSCM 4360. The text does an excellent job of providing a basic foundation of international logistics. Coupled with current events awareness and a tertiary assignment (résumé) students will be exposed to a strong blend introducing them to international logistics. While we will use a textbook, it is static and unchanging, so we will 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. Can you connect the dots on the right?



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. 6th Edition: Cicero Books, ISBN-13: 978-1736945605; ISBN-10:1736945602. 866 pages, 3.36 pounds

LEARNING OBJECTIVES:

The course has the principal objective of introducing 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.

This live course requires:

- Résumé submission in the correct format on time
- Timely completion of on-line quizzes prior to each class session
- Class Attendance
- Responding to verbal questions about current events that have occurred within two weeks prior to the session
- Completion of a live cumulative written final exam held on the Denton campus

GRADING (1,000 TOTAL POINTS POSSIBLE):

Résumé	25 points	Grading scale is 90%+ = A, 80%+ = B, 70%+ = C, and 60%+ = D. Dr. Farris reserves the right to adjust the grading scale in the favor of the class using the “grading by the gaps” method discussed on the first day of class.
On-Line Quizzes	350 points	
In class Current Events	400 points	
Written Cumulative Final	225 points	
TOTAL	1,000 points	

NO OPPORTUNITIES FOR EXTRA CREDIT:

No extra credit will be available.

RÉSUMÉ (25 points = 2.5% FINAL GRADE):

Time to start thinking about graduation! Do you have your résumé ready? You never know when you will be asked for a copy. Assume you attend a CSCMP meeting and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your résumé by 11:59 AM Saturday.”

In order to be prepared you will be required to submit a résumé for this class.

Your assignment: In order to receive credit, you must electronically submit your résumé in CANVAS ASSIGNMENTS no later than 11:59 AM on Saturday 27 January. 11:59 AM. There is a 100% penalty for late submissions. Students adding the course 24 August or later will have 48 hours from the time they add the course to complete their submission.



Use the following naming convention for your WORD document which you will upload into Canvas Assignment.

Full or Intern_StudentLastName_SemesterofGraduation_YearofGraduation

For example,

Full_Farris_Spring_2050.DOC OR Full_Farris_Spring_2050.DOCX

Student Farris is seeking a full-time position and will be graduating Spring 2050. ¹

Failure to properly name your file, incorrect file formats (anything other than a WORD Doc such as PDF), or missing the submission deadline will receive 0 points. If you do not want your résumé distributed, please send Dr. Farris a CANVAS Message to let him know.

ON-LINE QUIZZES (350 points = 35.0% FINAL GRADE):

The text does an excellent job of providing a basic foundation of international logistics. Coming to the lecture without previously reading the text may diminish what you gain from the lectures. Each lecture will begin by asking if there are any questions over the reading. To encourage students to read the material prior to the lecture, students must complete an on-line quiz in CANVAS. Each quiz will open at 11:59 AM the day prior to class, will be open for 24 hours, and closes at 11:59 AM the day of class. If you miss a quiz, you miss the quiz regardless of the reason (late enrollment, doctor's appointment, family issues, work issues). Alternative completion times will not be arranged because of the release schedule for the results.

Each quiz will draw from the textbook test bank and posted material and will vary in length. Typically, one question will be asked for every 3 to 5 pages of reading. Reading the material prior to taking the quiz is highly recommended. **CAUTION:** When you open a quiz, the timer will automatically start. If you have problems immediately log back on. Usually, the problem is at the user end but if needed, for assistance, contact the UNT Student Helpdesk (940) 565-2324 or helpdesk@unt.edu. Unlike the final exam, each quiz, by definition, is open-book and open-note and is intended to help you determine how well you have mastered the material. Be wary of your time restriction. Each quiz will be timed based on prior history. Running out of time during the quizzes is a

¹ This student obviously does not plan to pass LSCM 4360 on the first attempt!

clear indication that you have not prepared sufficiently prior to taking the quiz (usually this means you need to be more comprehensive in your reading. “Reading” a chapter is not the same as “comprehending” the chapter). After completing each quiz, you will immediately receive a total grade for the quiz. Detailed results will be released after the quiz deadline and will be available only until the deadline for the following quiz. Take advantage of the feedback while it is available.

IN-CLASS CURRENT EVENTS RESPONSES: THE WORLD IS OUR TEXTBOOK (400 points = 40.0% FINAL GRADE):

In addition to the static text, current events play an important part of understanding the international arena. Students must stay current with what is going on the world as it relates to ever-changing international logistics. Beware of “fake news.” Obviously **DO NOT** read every article but learn how to scan headlines to sort out the wheat from the chaff before you drill down



American Shipper News (www.americanshipper.com)

CSCMP Supply Chain SmartBrief (cscmp@smartbrief.com)

FreightWaves (newsletter@freightwaves.com)

Hellenic Shipping News Online Daily Newspaper
(www.hellenicshippingnews.com)

Institute of Supply Management Report on Business (www.ismworld.org)

Supply Chain Dive (newsletter@divenewsletter.com) or

(www.supplychainedive.com)

Wall Street Journal Logistics Report (interactive.wsj.com; contact paul.page@wsj.com)

Don't forget to look at the posted readings/graphics!

Throughout the semester each student will randomly be called on to discuss a current event (using reliable non-Fake news) source that were published within 2 weeks prior. Content will be drawn from the 7 sources listed above. 40 points will be awarded for solid discussion, 15 points will be awarded for a basic answer but incomplete discussion, and 0 points will be awarded for non-responses, or “I do not know.” If you are called upon and not in attendance (without an excused absence) you will receive -40 points. Each student will be called upon a minimum of 10 times throughout the term.

After students have been called upon for an answer, the professor may open the floor to comments or discussion but no points will be awarded for the open forum.

WRITTEN CUMULATIVE FINAL EXAM (225 points = 22.5% FINAL GRADE):

Starting at 6:30 PM on **Monday 06 May** there will be a live two-hour closed-book, no-note cumulative written final exam covering the quiz elements and potentially current events covered during the course. Most students take about 45 minutes to complete the exam.

ABSENCES:

Students are expected to meet published deadlines. Life happens causing disruptions in plans. It is the uncontrollable elements that cause the most disruptions and I will work with you but you must provide acceptable documentation. Contact me as soon as you can but take care of your family obligations first.

There is no penalty for absences due to university-sanctioned activities. However, it is your responsibility to provide as much advance notice as possible of your scheduled absence and documentation supporting this absence. It is your responsibility in these instances to ensure any assignments or quizzes/tests due during the missed classes are made up in a satisfactory manner to the instructor. You should make these arrangements PRIOR TO missing class.

Absences due to the following reasons may be excused providing proper documentation is received from you and the ability to complete the assignment on-line is not reasonable. This will be managed on a case-by-case basis.

1. Death or major illness/injury involving a family member.
2. Illness of dependent family member.
3. Participation in legal proceedings or administrative procedures that requires the student's presence.
4. Religious holy days.

5. Illness that is too severe or contagious for a student to attend class (as determined by the Health Center or an off-campus physician).
6. Required participation in military duties or civilian emergency (Paramedic, volunteer fire department, etc.) duties
7. Pregnancy complications or medically necessary appointments late in a pregnancy can typically be accommodated easily. Your baby's health is of paramount importance. Please notify Dr. Farris so we can plan a workaround.

Some absences are obviously beyond your control (#1, #2, #5, #6, and #7 above). Please provide proper documentation as soon as practical without neglecting any responsibilities you have due to these situations. Please do not bring me a note to inform me that you are contagious or leave a seriously ill/injured family member to tell me you will miss a class. My personal recommendation is to fulfill your responsibilities to your family/community first and inform me in a timely manner later.

Occasionally, special circumstances not covered above may warrant an absence to be excused by the instructor. For example, emergency work-related absences will require a signed letter from your supervisor on company letterhead explaining your situation. My favorite unplanned excuse was a student who was concerned about missing my live final exam because he was in a bank lobby while it was being robbed. When the police arrived and started taking witness statements, the student negotiated a time with the police to return to be interviewed after the "Farris Final." I would have worked with him (and in spite of everything he aced the final!) Keep in mind that ALL documentation will be carefully scrutinized and are subject to confirmation. False documentation will be actively pursued with the Dean of Students.

OFFICE HOURS:

When you need one-on-one assistance, please contact Dr. Farris via CANVAS messaging. Dr. Farris will stay following the class session or an alternative ZOOM session can be arranged. Problems, or potential problems, should be addressed before they become major problems.

CHALLENGE POLICY:

If you feel you should have received more points for a graded activity, you have until the next due date to submit a **written** request in CANVAS for a regrade (known as a "challenge") after your score has been returned to the class. To earn additional points, you must be able to convince Dr. Farris, **in writing**, that your answer is correct.

A WORD ON ACADEMIC MISCONDUCT:

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations for the course include plagiarism or cheating, such as unauthorized assistance on examinations, and fabricated medical documentation. Your work must be entirely your own.

Dr. Farris will specify what materials, if any, may be used on the tests and exams. Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual's exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

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 provide documentation to Dr. Farris prior to the first assignment deadline.

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 or put them on mute. 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. Research has indicated that student performance is significantly correlated with cell phone use in the classroom. A study by Duncan, Hoekstra, and Wilcox (2012) demonstrated that students who reported regular cell phone use in class showed an average negative grade difference of 0.36 ± 0.08 on a four-point scale. Students also underestimated the number of times they accessed their phones while in class. While students reported an average access rate of three times per class period, observation data showed the rate was closer to seven times per period. An interesting finding is that other students are distracted when students text in class (Tindell and Bohlander, 2012). While a student may claim he is only hurting themselves, studies show that others are affected also. Any ringing or twittering cell phones may be confiscated and returned to the owner at the final exam. Use of cell phones during an exam will result in confiscation. Similarly, use of cameras (including Google Glasses) 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.



FINAL GRADES:

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

KEY ACTIVITIES AND DATES

Quizzes must be completed by 11:59 AM Central Daylight Time on the topic date.
Each quiz will be available starting 24 hours prior at 11:59 AM.

DATE	TOPIC
22 January	Course opens. Introduction.
26 January <small>Saturday</small>	Resume submission via CANVAS "Assignments" portal no later than 11:59 AM (25 pts)
29 January	Ch 1 International Trade (19 pts) PMI lecture
05 February	Ch 2 International Supply Chain Management (15 pts) Current Events Q & A starts (22-August to 05-September)
12 February	Ch 3 International Infrastructure (20 pts) Ch 4 International Methods of Entry (20 pts) Walls lecture
19 February	Ch 5 International Contracts (20 pts) Ch 6 Terms of Trade or Incoterms Rules (17 pts) Labor negotiations lecture
26 February	Ch 7 Terms of Payment (22 pts) Ch 8 Managing Transaction Risks (20 pts) Currency Exchange Rate Management and Cryptocurrency lecture
04 March	Ch 9 International Commercial Documents (17 pts) Ch 10 International Insurance (19 pts) Belt + Road lecture
11 March – 15 March No class Spring Break	
18 March	Ch 11 International Ocean Transportation (20 pts) Ch 12 International Air Transportation (15 pts) Sails on Cargo Ships lecture
25 March	Ch 13 International Land & Multimodal Transport (15 pts) FAST Ships and Slow Steaming lecture
01 April	Ch 14 International Terminal Operations & Ch 15 Packaging for Export (19 pts) Piracy and Huge Cargo Planes lecture
08 April	Ch 16 International Warehouses & Distribution Centers (20 pts) Inland Ports and Shipping Containers lecture
15 April	Ch 17 Transport of Dangerous Goods & Ch 18 Transport of Refrigerated Goods (18 pts) Spoilage, Packaging, and the Physical Internet lecture
22 April	Ch 19 International Logistics Security (16 pts) Sustainability lecture
29 April	Ch 20 Customs Clearance (19 pts) Ch 21 Cross-Border Trade & Ch 22 Developing a Competitive Advantage (19 pts) New Stake in the Ground lecture
06 May	WRITTEN CLOSED-TEXT, NO-NOTE CUMULATIVE FINAL EXAM (225 pts) 6:30 PM – 8:30

MY TURN: MAKING THE GRADE

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

It 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.