



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 6/6/12

1. ACADEMIC UNIT: Supply Chain Management
2. COURSE PROPOSED: SCM 463 Global Supply Chain Management 3:0
3. CONTACT PERSON: Name: Michele Pfund Phone: 480-965-6409
Mail Code: 4706 E-Mail: michele.pfund@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

A curriculum checklist is provided to describe how SCM 463 meets the Global Awareness criteria.

CROSS-LISTED COURSES: No Yes; Please identify courses:

Is this multisection course?: No Yes; Is it governed by a common syllabus? Yes

Dr. John Fowler
Chair/Director (Print or Type)

John W. Fowler
Chair/Director (Signature)

Date: 6-6-12

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
SCM	463	Global Supply Chain Management	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE:</p> <p>2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE:</p> <p>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE:</p> <p>Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1: Study addresses or lead to an understanding of the contemporary world outside the U.S.</p>	<p>The course focuses on global issues as they relate to the supply of goods and services across national boundaries</p>	<p>Using international case studies, Sessions 2, 10 & 12 examine how China has become an attractive sourcing location for manufactured products and the challenges of operating in China. Sessions 3, 4 & 12 examine similar issues in European countries and Session 6 & 9 examine similar issues in other developing countries e.g. India and Indonesia.</p>
<p>2a: study examines culture-specific elements of a region, country or culture group</p>	<p>The course examines in-depth issues that affect the production of goods and service or the export/import activities in a specific industry in a non-U.S. context or country.</p>	<p>The course project assigns a non-U.S. country to each student team. Students are required to focus on a specific industry within a non U.S. country and research into factors such as cultural, labor, legislative, economic and demographic factors that impact the production of goods and services in that country/ region. For example, students have researched these issues in the automobile industry in Brazil, South Africa, India, China, Hungary, Poland and Japan.</p>

<p>2d.study the cultural significance of a non-U.S. centered global issue</p>	<p>The course examines how incidences of a global supply chain issue that occurs in Thailand and Spain can be handled and communicated effectively to customers located in global markets.</p>	<p>Cultural issues as they relate to the sourcing and supply of goods and services across international boundaries are discussed throughout the course. Specifically, Sessions 7 &8 focus on understanding the key cultural factors of different regions of the world. For example, using a role play simulation exercise, students assume the role of a global supply chain manager that has to manage the supply of products from a chicken factory in Thailand where a case of Avian flu had been detected. The manager has to communicate with and assure customers about the safety of the firm's product in different regions including Japan, Germany, Africa, India, UK and so on. In addition to the strategy adopted for ensuring continuous product supply, the content and the delivery of the message must reflect the manager's understanding of the target market and audience and this must be tailored to the specific culture of the market.</p>
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Global Supply Chain Management

SCM 463 Fall 2011

SLN 79165

Adegoke Oke, Ph.D

BA 420

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Email: adegoke.oke@asu.edu

Wednesdays 11:30am–12:30pm

Office Hours:

Objectives:

With increased globalization and offshore sourcing, global supply chain management is becoming an important issue for many businesses. Like traditional, supply chain management, the underlying factors behind the trend are reducing the costs of procurement and decreasing the risks related to purchasing activities. The big difference is that global supply chain management involves a company's worldwide interests and suppliers rather than simply a local or national orientation. This course will enable the understanding of **global supply chain management issues** including:

1. **Global sourcing**
2. **Outsourcing: Make or Buy**
3. **Supplier selection and Global facility configuration**
4. **Managing cultural diversity in Global supply chains**
5. **Ethical issues in global supply chains.**
6. **Managing operations in developing countries**
7. **Environmental issues in Global supply chains**
8. **Managing global supply risks**
9. **Supplier network development**

10. Global distribution network: Global logistics, warehousing etc.

11. Evolution of global sourcing locations.

12. Critical global supply chain issues in specific contexts including Brazil, Russia, India, China and South Africa

Learning Methods

- We will use cases and relevant articles to help us understand the issues surrounding the above-mentioned areas.
- Through guest lectures we will try to understand the current thinking in Global SCM.
- Through a course research paper we will analyze and understand critical issues in Global SCM.

Required Text:

XanEdu SCM 463 Global Supply Chain Management (Available in ASU Bookstore)

Optional Text:

Simchi-Levi, D., P. Kaminsky, & E. Simchi-Levi (2008). *“Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies”*, Third Edition. McGraw-Hill Irwin.

Course Policy and Requirements:

1. The course grade will be determined as follows:

Participation	= 40 points
Case Analysis – 6 at 20points each	= 120 points
Simulation/Role play	= 40 points
Group project (including presentation and peer evaluation)	= 100 points
Exam 1	= 100 points
Exam 2	= 100 points
Final Exam	= 100 points
Total	= 600 points

Grading Scale

97%-100%	A+	80%-82.99%	B-
93%-96.99%	A	77%-79.99%	C+
90%-92.99%	A-	70%-76.99%	C
87%-89.99%	B+	60%-69.99%	D
83%-86.99%	B	Below 60%	F

Course Grade Components*

1. **Class participation:** This is an individual assessment. This is based on attending classes and actively contributing to the learning environment. Specifically, this includes: (a) Being able to answer questions or at least contribute to the discussion of reading assignments in class. I may call on you individually to answer questions. (b) Participating well in “In-class activities” which include case studies’ discussion and team presentation; (c) Providing new and pertinent information (example: articles) that enhances class value and (d) Actively participating in summarizing at the end of a class; (e) Excellent class attendance. If you do not attend a class, you cannot participate in class discussion. Behavior that disrupts active learning (such as: talking during class that is not related to the course or talking while the lecture is taking place; walking in or out during the class; being distracted or distracting others through communication devices such as cell phones, computers etc..) will be viewed negatively and will affect class participation grade.

2. **Home Work (Case Analysis):** This comprises mainly brief analysis of cases. There are six assignments, which are marked in the detailed course outline. Each assignment is due at the beginning of the class as indicated in the syllabus. The reports are graded for both content and presentation. Team-based case briefs must not exceed two pages. Individual case briefs must not exceed one page. Four of the case assignments will be a team-based assignment and two will be individual assignments. For the individual assignments, while you are encouraged to actively discuss with your team or classmates, you are expected to submit individually but must not copy someone else’s work. The case analysis should be based on the guiding questions posted on the blackboard. Case grading will focus on comprehensiveness and correctness in analyzing the case. You may enhance your score by

- (a). Bringing in additional knowledge through real world contact
- (b). Bringing in additional knowledge through additional library research and using the information in the analysis.
- (c). Linking the analysis to the information in the topic covered

For the team-based case analysis, the team may not include the name of any team member that does not participate in producing a particular case analysis work. You will be responsible for managing the dynamics of your team but you are free to discuss any issues that the team may be having with any member of the team. The instructor reserves the right to award different grades to team members on team-based work. Hence the final grade for all team-based work could vary across team members.

The submission dates for all the assignments are in the course outline. It is your responsibility to take note of these dates and adhere to them. The instructor will notify students should a change be required to the submission dates. I will not remind you of what is due and when. Late homework assignments will not be accepted; you will receive a zero grade for that assignment.

3. **Global Research Paper:** This is a team activity that will enhance the value of learning in this course by researching current and future-critical issues in SCM. Detailed instruction will be provided in BB. Your team will focus on one of the countries assigned to you. Your deliverables include three progress reports, final class presentation and final paper. The deadlines for these deliverables are clearly marked in the course outline. The grading will focus on the thoroughness and depth of the research, and quality of the report. Every member of the group should participate equally in completing the project and the report. Should your group have any problems with this, feel free to contact me and we can resolve the matter in a fair manner. The team will be given “peer evaluation” for this activity. Students will assess team members’ contribution and write a short paragraph that should reflect the key learning on the project. Thus the final grade for the report will be made up grades for the report itself, peer evaluation and self reflection. Hence the final grade for the report could vary across team members.

* Team size should not exceed “five” members for team activities and should be the same team for all team activities. On the first day of the class, I will assign you to your teams.

* All assignments, including case analysis must be submitted as hard copies.

* While I will try and do my best in creating a positive and interesting learning environment, the key to get a good grade in this course (like any other course) depends on your hard work, integrity and focus.

4. **Exams:** There are three exams and one simulation activity. They are marked in the course outline. Exams will cover the issues covered in the lectures, case discussions and reading assignments. They will be a combination of multiple choice and short answer questions. Reviews before each exam will provide useful hints and sample questions. The simulation activity will be a team-based activity. It will comprise an analysis of a scenario that demonstrates a global supply chain issue in different cultural contexts and a presentation. This activity may be video recorded.

No books or papers will be permitted during exams. No sharing of materials is permitted.

5. Make sure to bring your own calculator to every examination if required; sharing calculators is not permitted.

6. In general, make-up examinations will **not** be given. See point 13 below for the exam policy.

7. I will be using Blackboard to post announcements, any updates to the syllabus, assignments’ questions, lecture notes, and other important information. **Make sure that you read the Blackboard regularly!** You are welcome to use this conference to post questions or other communications relating to the course.

8. **Honor Policy:** The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the University or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities.

9. **Academic Integrity:** Each student has an obligation to act with honesty and integrity, and to

respect the rights of others in carrying out all academic assignments. Additional information on the student academic integrity code is at:

www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Academic Dishonesty and the grade of XE: A grade of XE is reserved for "failure for academic dishonesty."

The grade goes on the student's transcript; the student needs to petition to have it removed after 1 year.

Students found to be involved in academic dishonesty will be removed from the class and a grade of XE for the course will be submitted to the registrar. The student will be advised to repeat the course with another professor, possibly at another institution. This is the least action taken. Further, more serious actions may be taken if the situation indicated that such actions are appropriate. We will act very harshly against cheating during Quizzes or Exams.

10. ***Withdrawals:*** The instructor will **NOT** withdraw students for any reason. Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student's responsibility to be aware of their registration status.

Withdrawal transactions must be completed by the deadline date. If not, you will still be officially enrolled and you will receive a grade based on your work completed.

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

11. ***The Grade of Incomplete:*** A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. A grade of incomplete will **NOT** be awarded unless there is documented evidence of extreme personal or immediate family hardship. Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The chair of the Department must approve any incomplete grade requests.

12. ***Reasonable Accommodations for Students with Disabilities:*** The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

13. ***Final Exam Policy:*** The final exam schedule listed in the *Schedule of Classes* will be strictly followed. Only the **Associate Dean** can approve requests for early final exams; only the Department Chair can approve requests for make-up exams.

Make-up exams will NOT be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed

“Request for Grade of Incomplete” must be submitted by the student and approved by the student’s instructor and the chair of the Department.

14. Please be sure to turn off your cell phone or beeper while class is in session.

15. The Instructor reserves the right to make changes to this syllabus as needed.

Important Dates

*First Day of School, FALL 2011: **Thursday, August 18, 2011***

Labor Day Holiday ASU Holiday Observed, Monday, September 5, 2011 – No Classes

Course Withdrawal Deadline – In Person and Online Wednesday, November 2, 2011

Complete Withdrawal Deadline – In Person & Online Tuesday, December 6, 2011

Academic Status Report #1 September 15 – 22, 2011

Graduation Filing Deadline October 1, 2011

Academic Status Report #2 October 20 – 27, 2011

*Veterans Day ASU Holiday Observed, **FRIDAY**, November 11, 2011 – No Classes*

Thanksgiving Holiday ASU Holiday Observed, Thursday and Friday, November 24 and 25

*Last day of Classes **Tuesday, December 6, 2011***

Reading Day Wednesday, December 7, 2011

Final Exams Thursday, December 8 through Wednesday, December, 14, 2011

*NOTE Final Exam schedule can be found at : <http://students.asu.edu/final-exam-schedule>. BUT this schedule is
SUBJECT TO CHANGE!*

Graduate Students Commencement Wednesday, December 14, 2011

Undergraduate Students Commencement Thursday, December 15, 2011

Final Grades Due December 12 – 19

Final day for entering grades is 11:59 p.m. Monday, December 19

Holiday Break Christmas Break – Monday, December 26 & Tuesday, December 27

New Years Break – Monday, January 2, 2012

Tentative Outline

Date	Topic	Pages in Coursepack	Deliverables
24-Aug	<p>Intro to GSCM: <i>Discussion of Syllabus, Course Projects, Grading... etc.</i></p> <p>Globalization: <i>Rationale, Issues, Opportunities and Barriers.</i></p> <p>Read “The everyday problems of global sourcing” Loren Gary, HBR</p> <p>“What is a Global Manager? Bartlett & Ghoshal, HBR, August 2003</p>		Meet your team members
31-Aug	<p>Global Sourcing</p> <p>Case discussion: Xbox</p> <p>Read “ Achieving excellence in Global Sourcing, Trent & Monczka, Sloan Management Review, Fall 2005</p>	1	Individual assignment: Prepare and submit answers to case study questions (1 page only).
7-Sept	<p>Outsourcing – Make or Buy</p> <p>Case discussion: ECCO</p> <p>Read “Volatile Exchange rates can put operations at risk”, Lessard & Lightstone, HBR July-Aug, 1986</p> <p>“Global Strategy –in the World of Nations”, Sloan mgt Review, 1989, 31(1)</p> <p>“Offshoring work: business hype or the onset of fundamental transformation?” Long Range Planning, 2006, 39(3)</p>	15	Team assignment: Prepare and submit answers to case study questions (2 pages only).
14-Sept	<p>Supplier selection and Global facility configuration</p> <p>Case discussion: Tegan CCC</p> <p>Read: Oke et al. Criteria for sourcing in developing countries, Strategic Outsourcing, An International Journal Vol. 2 (2), pp. 145-164. 2009</p>	47	1 page summary of progress on Global SCM project due Prepare answers to case questions for class discussion
21-Sept	<p>Guest Speaker: Managing global supply risk</p> <p>Read: Managing Disruptions in a Retail Supply Chain”, International Journal of Production Economics, Vol. 118, pp. 168-174, 2009 by Oke & Gopalakrishnan.</p>		
28-Sept	<p>Exam 1</p> <p>Ethical issues in Global supply chains</p> <p>Case discussion: Ikea</p> <p>Read “Improving work conditions in a Global supply chain, Locke & Romis, Sloan Management Review, Winter, 2007</p>	53	Team assignment: Prepare and submit answers to case study questions (2 pages only).

5-Oct	<p>Managing Cultural Diversity in Global supply chains.</p> <p>Video cases</p>		1 page summary of progress on Global SCM project due
12-Oct	<p>Managing Cultural Diversity in Global supply chains. Simulations and role play</p>		Role play
19-Oct	<p>Managing operations in developing countries</p> <p>Environmental issues in Global supply chains</p> <p>Case discussion: Freeport Indonesia</p> <p>Read "Beyond Greening: Strategies for a sustainable world" Stuart Hart, HBR, Jan-Feb, 1997</p>	67	Individual assignment: Prepare and submit answers to case study questions (1 page case brief only).
26-Oct	<p>Supplier network development</p> <p>Case discussion: Shanghai VW</p>	99	Prepare answers to case questions for class discussion
2-Nov	<p>Exam 2</p>		
9-Nov	<p>Global distribution network: <i>Global logistics, warehousing etc.</i></p> <p>Case discussion: Polaroid</p> <p>Read "The Logistics cost of achieving supply chain flexibility: An analysis of the downstream logistics operations of a South African FMCG Producer" International Journal of Production Economics 108, pp. 176-182, 2007 by Oke & Long.</p>	117	Team assignment: Prepare and submit answers to case study questions (2 pages case brief only).
16-Nov	<p>Evolution of global sourcing locations</p> <p>Case discussion: Palliser Furniture</p> <p>Read: Maltz et al. Global Sourcing: The Regional Dynamic. Supply Chain Management Review 14 (2), 2010</p>	139	Team assignment: Prepare and submit answers to case study questions (2 pages only).
23-Nov	<p>Implementing International Strategy</p> <p>Case discussion: Wal Mart 2005</p>	37	<p>Prepare answers to case questions for class discussion</p> <p>1 page summary of progress on Global SCM project due</p>
30-Nov	<p>Presentations</p>		Global SCM project submission
14-Dec	<p>Final Exam: 7:30am to 9:20am</p>		To be confirmed

Note: The instructor reserves the right to make changes to this outline