Memorandum

TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

DATE: March 12, 2012

RE: Request for course additions to the W/C Course graduation requirement

The W and C Course Advisory Committee voted to approve the following courses to satisfy the requirement for graduation. The W and C Course Advisory Committee reviewed each course and agreed that all aspects were consistent with requirement guidelines.

Course submitted for C certification:

- MARA 416 Port Operations, Administration and Economics

Courses submitted for W recertification:

- ENDS 112 Environmental Responsibilities and Design
- INFO 465 Information Technology for Supply Chain Management
- PHIL/ENGR 482 Engineering and Ethics
- SOCI 312 Population and Society
- SOCI 430 Contemporary Sociological Theory
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Robert Desrosiers, Department of Maritime Administration
     Bill McMullen, Head, Department of Maritime Administration
     Donna Lang, AOC Dean, Texas A&M Galveston
DATE: March 12, 2012
SUBJECT: REPORT ON PROPOSED C COURSE: MARA 416

We recommend that MARA 416 Port Operations, Administration and Economics be certified as a
communication-intensive (C) course for four academic years (1/12 to 1/16). We have reviewed a representative
syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 41%
2. Course content appropriate to the major
3. Total number of words: 3500
4. Total minutes of oral presentation: 5 individual and 15 collaborative
5. Instructor to student ratio for one section: 1:30

MARA 416 includes a 5-minute oral presentation with an accompanying script, a short paper, a take-home
essay exam, and a 15-minute group presentation. For practice, students participate in an extensive online
discussion. For the group presentation, group members are asked to peer-review member participation to
determine a multiple to be applied to the group grade. After the first presentation, or upon the indication of a
problem, individuals or groups are counseled as needed. Formative feedback occurs through peer review of the
presentation script and short paper. Students are asked to visit the TAMUG Writing Lab to review drafts.
Instruction includes classroom time and references to TAMU and TAMUG online resources and an online
lesson on plagiarism (through CITI).
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
   MARA 416 PORT OPERATIONS, ADMINISTRATION AND ECONOMICS

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: Robert Desrosiers
Printed name and signature (Date)

Received: Valerie Balester
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Donna Lang
Printed name and signature (Date)

Department Head: Joan Mileski, PhD (Acting Dept Head)
Printed name and signature (Date)
SPRING 2012 (January 2012)
MARA 416. Port Operations, Administration and Economics

Meeting Days: Mondays, Wednesdays, Thursdays  Professor: Robert Desrosiers, PhD
Meeting Time: 401: 0930 – 1045  Email: via Blackboard/WebCT email
  402: 1300-1350  Telephone: 409-740-4441
Meeting Room: 401: SAGC 401  Office: CLB 218
  402: PMEC 243  Office Hours: Monday 1430-1530
                      Wednesday 1100-1200
                      And by appointment

COURSE DESCRIPTION: Credit 3. Concepts of the port and methods of intermodal and transfer. Port functions
divided and analyzed along business lines: economics, management, finance, accounting, and marketing; Cost stu-
dies.

PREREQUISITES: MARA 301. Junior or senior classification.

COURSE OBJECTIVES: The aims of this course are to provide students with an understanding of the main activi-
ties associated with port operations and port management and highlight current and future opportunities facing port
operators and government regulators while developing critical thinking and individual and group communication
skills.

Upon completion of this course, students should be able to:

- Recognize the importance of ports to the local, regional and national economies;
- Classify ports by geographic and functional elements;
- Identify the elements of a strategic port plan;
- Describe port administration and management schemes;
- Describe the operational and administrative processes at marine terminals;
- Identify the factors involved in port productivity;
- Calculate a port’s/terminal’s productivity;
- List key elements of equipment maintenance and repair;
- Assess the impact of technology on port operations;
- Evaluate the role of safety and security regulations on port operations;
- Develop the ability to communicate with various audiences
- Think critically, or view ideas or events from different perspectives

TIME: As in the transportation industry, time is a valued commodity, use it well. You can expect to spend 8-12
hours per week outside of class for this course.

When indicating times for this course, the 24-hour clock will be used (note the use of the 24-hour clock in class
times).

GRADING AND GRADING SCALE:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>15%</td>
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<td>Exam II</td>
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<td>Exam III</td>
<td>15%</td>
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<tr>
<td>Individual Papers &amp; Presentation</td>
<td>20%</td>
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<tr>
<td>Group Project &amp; Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Homework, Quizzes, Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Grades will be assigned as follows:

A – 90-100; B- 80-89; C- 70-79; D- 60-69; F- <60

Grades cannot be discussed by email or phone due to privacy issues. But as grades become available, they will be posted to the Blackboard/WebCT Gradebook.

COMMUNICATIONS:
Communications with the professor/facilitator will be via email through the course website on WebCT or in-person during office hours. Responses to Blackboard/WebCT emails will be posted by the end of the next business day.

READINGS:
The course text is available at the TAMUG bookstore. It is also available from the publisher or online booksellers.

Patrick M. Alderton, Port Management and Operations (Lloyd’s Practical Shipping Guides), 2009 ISBN 9781843117506 (A-chapter #) NOTE: The expected price in the bookstore will be $140.


Additional required readings will also be available on the course Blackboard/WebCT site or given in class. These readings are important to the course and the quality of our learning experience. Online quizzes should be completed prior to class to assist you in your reading.

BLACKBOARD/WebCT: Blackboard/WebCT is TAMUG’s Learning Management Software and used for communications, course material and lessons. Check the site daily. Make use of the online environment and its collaborative features (discussion/bulletin board, course email, etc.) to work with your classmates. Check Blackboard/WebCT daily.

Course Management Preparation:
Prior to starting the course, make sure you are able to the navigate Blackboard/WebCT. If you are not already familiar with eLearning, TAMU ITS has an eLearning for Orientation for Students course at http://itsinfo.tamu.edu/elearning-orientation/. A more complete listing of file types that you may require can be found at http://webaccess.tamu.edu/resources/fileTypes.html.

TAMUG CIS recommends Mozilla Firefox 3.x as the most compatible browser. If you are using an offsite computer, ensure you have the TAMUG Virtual Private Network (VPN) software installed, available at: http://www.tamug.edu/computing/vpn/

When you experience a technical computer problem, contact the Computer and Information Services (CIS) Helpdesk:

CLB (Building 3007), Suite 115
Helpdesk: x4480 (409-740-4480)
Email: helpdesk@tamug.edu
Web: http://www.tamug.edu/computing/

ASSIGNMENTS

Course Papers and Project: Will be submitted as specified in the assignment description.

Homework Assignments: Homework and/or assignments will be as instructed.

As part of your standing homework assignment, you will be required to keep abreast of the news pertaining to transportation regulations and policy in the US. One of your homework assignments will be to
prepare a one page executive brief for the class regarding port related news items. Make good use of the library, periodicals and on-line resources.

**Tutorials:** Tutorials are online sessions covering information that is not in the book. They will be available online via Blackboard/WebCT. No all tutorials are listed in this syllabus.

**Quizzes/Reading:** Short post-reading pre-class quizzes will be administered online via Blackboard. They will be open book with time limits. You will be able to take the quiz twice, seeing only your grade. There may be occasional unannounced in-class quizzes. There will be no make-ups for in-class quizzes. You are expected to keep up with the readings, class lectures and discussions.

**On-line Discussions:** You are expected to participate in the online unit discussions, to include at least 1 original comment and 2 responses for each topic. You should also use discussions to socialize questions you may have about coursework or concepts. Your classmates may have the same question(s), while other may have an answer from their own experience or something they keyed on in class or in the reading.

**Exams:** Missed exams will be replaced by a comprehensive make-up exam at the end of the semester. Only one missed exam can be made up in this manner. A second missed exam will result in a score of zero, or in the case of excused absences, an average of your existing exams. At least two exams will have an out of class component.

**Proper Use of English:** As upper level university students, you are expected to write at a level appropriate to your academic status for all assignments, tests and exams. Use of the TAMUG Writing Center is mandatory.

**Extra Credit:** Extra Credit assignments/questions will be available to all students as outlined elsewhere in this document.

**Timeliness:** No homework/assignments will be accepted outside the assigned timeframes/due dates.

**PARTICIPATION:**

For the benefit of your fellow classmates, please refrain from arriving late to class or leaving early, it is unprofessional and disruptive. In addition, please do not disturb the class with pagers, phones, or conversation with your fellow students during class. This is extremely distracting and rude to others and the instructor. Regularly violating these common procedures will result in loss of class participation points, will detract from your final grade in the class, and may lead to an invitation for you to leave the classroom.

If you miss class, you are responsible for obtaining lectures notes from your classmates and making up assignments.

Computer, cell phones, iPads, etc. are NOT to be used in class.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587.

**ACADEMIC INTEGRITY STATEMENT AND POLICY**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”
For any question consult to the Honor Council Rules and Procedures on the web:
http://www.tamug.edu/HonorSystem.

Please ensure that you print the following on assignment and examinations:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Signature of the student

Statement on Absences

Information concerning absences is contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).
**Syllabus.** The syllabus is a guide and subject to modification.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Text</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td>Course Introduction</td>
<td>A-1</td>
<td>Syllabus Quiz, Pre-course ‘test’ Quiz</td>
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<td></td>
<td>1/20</td>
<td>to Ports</td>
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<td>2</td>
<td>1/23</td>
<td>Introduction to Ports</td>
<td>A-1</td>
<td>Port Geography tutorial</td>
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<td></td>
<td>1/25</td>
<td>Geography</td>
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<td></td>
<td>1/27</td>
<td>Port Development</td>
<td>A-2</td>
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<td>3</td>
<td>1/30</td>
<td>Port Development</td>
<td>A-2</td>
<td>Port Planning tutorial</td>
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<td></td>
<td>2/1</td>
<td>Impact of Technology</td>
<td>A-3</td>
<td>2/3 Draft Port Presentation Script due in class</td>
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<td></td>
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<td>4</td>
<td>2/6</td>
<td>Port Approaches and Inland Transportation</td>
<td>A-4</td>
<td>Port Presentations</td>
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<td>2/8</td>
<td>Port Organization, Authorities and Management</td>
<td>A-5</td>
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<td>2/10</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>Port Organization, Authorities and Management</td>
<td>A-5</td>
<td>Port Presentations</td>
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<td>2/15</td>
<td>Port Policy</td>
<td>A-6</td>
<td>Port Economics and Impact Tutorial</td>
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<td>2/17</td>
<td>Test I</td>
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<td>6</td>
<td>2/20</td>
<td>Berth and Terminals</td>
<td>A-7</td>
<td>Maintenance and Repair tutorial</td>
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<td>2/22</td>
<td>Port Productivity</td>
<td>A-10</td>
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<td>7</td>
<td>2/27</td>
<td>Port Productivity</td>
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<td>2/29</td>
<td>Port Pricing</td>
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<td>3/2</td>
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<td>3/5</td>
<td>Speaker</td>
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<td>CFR tutorial</td>
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<td>3/7</td>
<td>Test II</td>
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<td>9</td>
<td>3/12-16</td>
<td>Spring Break</td>
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<td>10</td>
<td>3/19</td>
<td>Port Marketing and Competition</td>
<td>Tutorial and online material</td>
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<td>3/23</td>
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<tr>
<td>11</td>
<td>3/26</td>
<td>Port Operations, Logistics and Equipment</td>
<td>A-8</td>
<td>Group Presentations</td>
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<td>3/28</td>
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<td>Port Operations, Logistics and Equipment</td>
<td>A-8</td>
<td>Group Presentations</td>
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<td>4/4</td>
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<tr>
<td>13</td>
<td>4/9</td>
<td>Port Labor</td>
<td>A-9</td>
<td>Review A-4, 4/13 Final News summaries due in class and on Turnitin</td>
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<td></td>
<td>4/11</td>
<td>Port Safety</td>
<td>CFR</td>
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<td>14</td>
<td>4/16</td>
<td>Port Safety</td>
<td>CFR</td>
<td>Review A-4, Tutorial, Online material</td>
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<td></td>
<td>4/18</td>
<td>Port Environmental Matters Security</td>
<td>A-12, CFR</td>
<td>Review A-4, Tutorial, Online material</td>
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<td>4/20</td>
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<td>CFR</td>
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<td>15</td>
<td>4/23</td>
<td>Security</td>
<td>CFR</td>
<td>Review A-4, Tutorial, Online material</td>
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<td>4/25</td>
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<td>4/27</td>
<td>Test III</td>
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<td></td>
<td>5/2-3</td>
<td>Reading Days</td>
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<td>As per the TAMUG exam schedule</td>
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<tr>
<td></td>
<td>Sect 401 Make-Up Exam</td>
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<tr>
<td></td>
<td>Sect 402 Make-Up Exam</td>
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INDIVIDUAL AND GROUP PROJECTS

Detailed assignment and rubrics will be provided on WebCT/Blackboard. All written work will be accompanied by a Writing Center counseling sheet indicating at least two (2) counseling sessions were held for each assignment. All written work will conform to APA format with inline citations, unless otherwise noted. All written work will be in Times New Roman 12 point font, double spaced, no additional spaces between paragraphs. Paragraphs will be indented. Individual work will be turned in via Turnitin as well as a hardcopy with the Writing Center counseling sheet. All student/group presentations are testable and will be posted to the student/group.

Individual (20%)

These assignments will be graded as per the rubrics.

Individual Presentation.

Each student will give a 5 minute presentation in the first 1/3 of the semester on an assigned port. The purpose of the presentation is to present background information on an assigned port to give the student practice in presentations as well as informing their fellow students about various ports around the world. A PowerPoint template will be provided on WebCT/Blackboard. A script will be required to be provided to the instructor.

Individual Paper (News Summary).

One individual paper of no less than 4 pages covering recent events for a given topic/subject as assigned by the instructor.

Group Presentations (15%)

The group projects are designed for the assigned group to work on together. The group grade will have a multiplier that will be determined by group members. If group grade is 100 and a member’s multiplier is 1.1, the member grade will be 110. Additional information will accompany the grading rubric. Terminal Operations presentations will be no more than 7 minutes in length and given during Weeks 6 & 7.

Project – 15 minutes

Terminal Operations – Physical (Cargo, trucks, equipment, etc.) and administrative (Import, export, customs, etc.) flows.

EXTRA CREDIT TO FINAL GRADE (1-3 PTS EACH)

Students will have 2 opportunities for extra credit. These are not last minute extra credit assignments; they should be planned in advance. Extra credit is due on/before 4/25/2012. If you chose to actively participate, provide a written copy of your speech or presentation. Extra credit will only be applied to your grade if you have completed all the major assignments, exams and grading groups.

Toastmasters.

There is a Toastmasters club in Galveston, as well as other local chapters (see www.toastmasters.org). Provide proof of attending one meeting (1 pts). Additional credit will be given if you provide a formal presentation/speech at the meeting (2 pts).

Port Meeting.
US seaports generally have a monthly meeting open to the public. Attend a meeting and provide proof of attendance (1 pt). Additional credit (2 pts) will be given for speaking at the meeting during open comment periods. You can familiarize yourself by reading online agendas, as well as viewing online videos if available.

**Sampling of Books on Library Reserve:**

- Planning and design of ports and marine terminals
- The box: how the shipping container made the world smaller and the world economy bigger
- Economic impact of the container traffic at the Port of Algeciras Bay
- Ports in proximity: competition and coordination among adjacent seaports
- Federal port policy in the United States
- Container Terminal Capacity and Performance Benchmarks
- Port maintenance: a manual
- Modern Marine Terminal Operations and Management
- Cargo work for maritime operations
- Economic impact of Texas ports and waterways
- Public port financing in Texas: an overview of current

**Useful Webpages**


http://www.solomonchen.name/download/7ms/GUIDE%20FOR%20PORT%20SECURITY.pdf

http://www.ppic.org/content/pubs/report/R_606JHR.pdf

http://www.toastmasters.org/

http://coastalisland.toastmastersclubs.org/

http://anico.toastmastersclubs.com/
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Julie Rogers, Department of Architecture
    Ward Wells, Head, Department of Architecture
    Leslie Feigenbaum, AOC Dean, College of Architecture

DATE: March 12, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: ENDS 112

We recommend that ENDS 112 Environmental Responsibilities and Design be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 80%
2. Course content appropriate to the major
3. Total number of words: 3200
4. Instructor to student ratio for one section: 1:20

In ENDS 112, a one-credit course, students write three assignments (two essays and one review). Writing assignments total 3,700 words and 80% of the total grade. Two graduate assistants help evaluate and comment on student writing. The first draft of Assignment #2 is peer-reviewed using Calibrated Peer Review; the first draft of Assignment #3 is reviewed in draft form by the graduate assistants. Writing instruction includes lectures, in-class writing, and reading. Students also get additional practice through oral presentations.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   **ENOS 112 : ENVIRONMENTAL RESPONSIBILITY AND DESIGN**

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator:  **JULIE ROGERS**
Printed name and signature
(Date)

Received:  **Valerie Balester**
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean:  **JULIE ROGERS**
Printed name and signature
(Date)

Department Head:  **JULIE ROGERS**
Printed name and signature
(Date)
TEXAS A&M
UNIVERSITY
Department of Architecture

Syllabus

Course: ENDS 112 Sec. 901/902
Semester: Fall 2013
Schedule: Wednesday, 6:10pm - 7:40pm, Langford Rm. C207
Instructor: Valerian Miranda Ph.D v-miranda@tamu.edu, Rm. 006 Williams (W 9-10)
Assistants:
sect. 901: Crystal Dyll, crystaldyll@neo.tamu.edu, Rm. 006 Williams (M 10-12)
sect. 902: Phillip Nielsen, pgnielsen79@tamu.edu, Rm. 006 Williams (W 10-12)

I. Catalog Description
112. Environmental Responsibilities and Design. (0-2). Credit 1.
Introduction to ethical issues related to the design professions; issues related to life and environmental safety in buildings and the larger impact of urbanization and sprawl on the global environment. Prerequisite(s): Lower division classification in the BED Architectural Studies Option.

II. Introduction
Identifying, articulating and communicating ethical issues are becoming increasingly important as the design professions encounter more diverse populations of clients and collaborators. This course introduces ethical issues as they relate to the built environment and design professions and is intended to begin a dialog and spark a student’s continuing interest in design and environmental ethics.

III. Objectives
Upon completing this course the student should be able to:
- Identify and articulate ethical questions related to the built environment from commonly encountered contexts.
- Summarize key factors supporting ethical approaches to multiple dimensions of a project’s environmental context.
- Communicate the challenges and potential strategies towards addressing ethical issues in a project’s environmental context.
- Evaluate and improve his or her own written communications as well as those authored by others.
IV. Course Schedule

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Class Introduction</th>
<th>Assignment #1: Awareness of Environmental Ethics: Concepts (Begin to read Text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 18</td>
<td>Lecture: Discussion on Ethics &amp; the Environment: The Problem, Your Responsibility, The Solutions</td>
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<tr>
<td>WEEK 2</td>
<td>Lecture: Cradle to Cradle Introduction, William McDonough video</td>
<td>Assignment #2: &quot;Cradle to Cradle&quot; Synopsis Assignment #1 due</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>Assignment #2 due</td>
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<tr>
<td>WEEK 3</td>
<td>Lecture: Ethics of Sustainability / Ethics &amp; Sustainability</td>
<td>Draft for #2 due</td>
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<tr>
<td>Feb. 01</td>
<td>Peer review comments for #2 due</td>
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<tr>
<td>WEEK 4</td>
<td>Lecture: Your Carbon Footprint and Biomimicry</td>
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<tr>
<td>Feb. 08</td>
<td>Assignment #3: Sustainability on Campus Final Assignment #2 due</td>
<td></td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Peer review comments for #3 due</td>
<td></td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Lecture: Kelly Wellman – TAMU Sustainability Officer</td>
<td></td>
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<tr>
<td>WEEK 6</td>
<td>Lecture: Scaling Sustainability: Policy to Practice to Personal Behavior</td>
<td></td>
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<tr>
<td>Feb. 22</td>
<td>Assignment #3 due</td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Peer review comments for #3 due</td>
<td></td>
</tr>
<tr>
<td>Feb. 29</td>
<td>Lecture: AIA Code of Ethics and Tom Fisher - ethical dilemmas</td>
<td></td>
</tr>
<tr>
<td>WEEK 8</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Mar. 07</td>
<td>Lecture: Case Studies in Environmentally Sensitive Design Feasibility Discussion</td>
<td></td>
</tr>
<tr>
<td>WEEK 9</td>
<td>Draft for #3 due</td>
<td></td>
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<tr>
<td>Mar. 21</td>
<td>Discussion: Class discussion on Assignment #3 progress</td>
<td></td>
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<tr>
<td>WEEK 10</td>
<td>Peer review comments for #3 due</td>
<td></td>
</tr>
<tr>
<td>Mar. 28</td>
<td>Lecture: Tom Friedman's Hot, Flat &amp; Crowded</td>
<td></td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Peer review comments for #3 due</td>
<td></td>
</tr>
<tr>
<td>Apr. 04</td>
<td>Lecture: Conclusion lecture- Tying it all Together</td>
<td></td>
</tr>
<tr>
<td>WEEK 12</td>
<td>Assignment #3 presentations</td>
<td></td>
</tr>
<tr>
<td>Apr. 11</td>
<td>Presentation rehearsal &amp; critique</td>
<td></td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Assignment #3 presentations</td>
<td></td>
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<tr>
<td>Apr. 18</td>
<td></td>
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<tr>
<td>WEEK 14</td>
<td></td>
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<tr>
<td>Apr. 25</td>
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</tbody>
</table>

V. Performance Evaluation

- Since this is a writing intensive course, assignments submitted (including drafts) with spelling or grammatical errors will receive automatic 20% deduction.
- Students who do not have a University excused absence and submit late assignments (including drafts, peer reviews, and any other tasks) will incur a penalty of 10% per day. The assignment is considered late if submitted any time after the due time. The second day begins at 12am. Ex: Assignment Due Wednesday at 9am. Submitted Wednesday at 2pm = -10%. Submitted Thursday at 6am = -20%. Students who have a University excused absence must present documentation to the professor. The professor will then establish an alternate due date. The alternate date will carry the same penalties for late submittal as above.
- Excused and unexcused absences are described in the Aggie Honor Code and Student Conduct Code. Three unexcused absences will result in a failing grade.
Letter grades will be based on the evaluation of each assignment, attendance and class participation as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
</tr>
<tr>
<td>Pop Quizzes (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

The participation grade will be based on active participation in class activities (papers, group activities, and class discussions). A student who attends all classes, is well prepared, contributes to class discussion, and demonstrates their engagement with the material and their peers will earn an A for participation.

Letter grades are based on the following standard:

A ... excellent performance in all work, clearly superior work well beyond stated requirements and expectations.

B ... good performance in all work, satisfying all stated requirements and expectations.

C ... satisfactory completion of all work.

D ... below average, unsatisfactory performance.

F ... failure: substandard work throughout.

VI. Assignment Requirements & Resources

- Drafts are expected to be complete, correctly formatted versions of the final paper. Outlines will not be accepted.
- Peer reviews should include significant input to help your classmate. Any review not seen as providing such may be discredited at the digression of the teaching assistant or professor.
- All assignments will be submitted through Turnitin.com (see instructions below; more detailed instructions will be included with Assignment 1).
- Cite all sources using APA-style formatting.
- The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. UWC consultations are highly recommended but are not required. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.
VII. Turnitin.com Instructions:
Detailed instructions will be included with Assignment # 1

VIII. Required Texts:
- Cradle to Cradle, William McDonough and Michael Braungart, North Point Press, 2002.

References

IX. Cost
Cost of required text, a class notebook and normal classroom supplies.

X. Policies
Attendance Policy:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Americans with Disabilities Act (ADA Policy Statement):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy:
AGGIE HONOR CODE
"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not
exclude any member of the TAMU community from the requirements or the processes of the Honor System.
For additional information please visit: http://www.tamu.edu/aggiehonor

Care of Facilities:
The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.

Laptops & mobile devices:
The use of laptops and other electronic mobile devices is not necessary for this class. Hence, as a courtesy to others, please turn of all such devices during class.
TO BE RETURNED TO THE INSTRUCTOR

NOTE: After you have read the entire syllabus handed out in class, please clarify with the instructor any of your questions regarding the syllabus, workload, what is expected of you, grading criteria, etc.. Then sign and date the declaration below, detach this sheet and hand it back to the instructor.

DECLARATION

I have read and understood the syllabus for ENDS 112, Sec 901/902, Spring 2012, handed to me in class.

NAME (capitals): ______________________

SIGNATURE : _______________________

UIN : _______________________

TAMU e-mail : _______________________

DATE : _______________________

TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Gregory Heim, Department of Information and Operations Management
    Rich Metters, Head, Department of Information and Operations Management
    Martha Loudder, AOC Dean, Mays Business School

DATE: March 12, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: INFO 465

We recommend that INFO 465 Information Technology for Supply Chain Management be certified as a writing-intensive (W) course for four academic years (1/13 to 1/17). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 15,500 (5000 individual)
4. Instructor to student ratio for one section: 1:23

Students in INFO 465 write ten business memos (comprising 5000 words and 30% of the total grade based on writing) and two documents collaboratively (an RFI document and an RFI response). The instructor, on request, provides written and oral feedback on any draft, and a Writing Assistant provides feedback on finished memos. Although there is no requirement that drafts of each memo receive feedback, students may revise an unsatisfactory memo and submit it for re-grading. Teams also peer-review the RFI document, and the instructor provides written feedback on draft of the RFI and RFI response documents. Instruction includes lectures on writing, discussion of model documents, and two classes devoted to professional writing topics. The memo assignments are scaffolded so students can build skills from one to the next. A Writing Assistant from the University Writing Center has always helped with this class.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

/INFO, 465, "Information Technology For Supply Chain Management"

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Dr. Gregory R. Heim

Printed name and signature

(Date)

Received: Valerie Balester

(W Course Coordinator, University Writing Center)

(Date)

Approvals:

College Dean: Dr. Jerry R. Strawser

Printed name and signature

(Date)

Department Head: Dr. Rich Metters

Printed name and signature

(Date)
Course Catalog Description

Overview of information technology applications for planning and controlling the design, manufacture and distribution of goods and services; managerial and technical aspects of information technology for product design, shop floor, factory, enterprise, and supply chain management. Prerequisites: Information and operations management majors only or approval of instructor.

Course Overview and Objectives

Information technology (IT) is no longer an ancillary subject in Operations Management (OM) and Supply Chain Management (SCM). Companies traditionally left this facet of their operations to the Information Systems Department to manage. Today, however, IT plays an integral role in managing and restructuring operations. In one survey, 87% of operations managers cited at least a joint responsibility for IT decision making. Many developments are driving this finding:

1. The need for quick-response operations, the explosion of product variety, and the increasing brevity of product life-cycles. Given these circumstances, managers have more information to manage and can gain greater advantages by managing information well. IT thus becomes a key part of operations and supply chains.

2. Steady improvements over time in computing device processor speed, storage capacity, and data transmission bandwidth. These IT improvements enable process performance improvements.

3. Distributed n-tier computing architectures place information technology in the hands of users (i.e., individual employees) rather than with central data processing departments. Powerful portable devices, desktop computers, client-server architectures, and open standards for information

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1 This introduction is partially drawn from notes of Prof. David Upton and Prof. Andrew McAfee of the Harvard Business School.
sharing allow end users within operations functions an unprecedented amount of control over their own information systems.

4. The Internet opened up communications, expanded the global set of trading partners, lowered transaction costs, and redefined supply chain relationships. Managers now face few technological limits on the business processes they can attempt to enable.

5. Many companies are using IT to create competitive weapons in the form of powerful new operations and supply chains. These companies adopt a process-based view in which they identify discrete business processes that deliver value and use IT to streamline, speed up, rationalize, smooth out, and “re-engineer” those processes.

6. Beginning in the early 1990s, software vendors started developing enterprise software products that enable entire business processes (e.g., MES, APS, ERP, WMS, SCM, and CRM). These vendors have built large corporate markets for their products.

Despite the potential opportunities and promised riches from IT, managers also repeatedly cite information technology as one of their biggest headaches. IT projects are notorious for labyrinthine complexity, cost overruns, and late delivery. Many highly touted technologies such as Robotics and Flexible Manufacturing Systems led to expensive catastrophes. Further, information technology can often cement an operation to a particular set of technologies, systems, or ways of doing business. In doing so, IT can severely constrain a firm’s strategic flexibility.

With these experiences in hand, an operations/supply chain manager can no longer sit on the sidelines and hope the IT people will eventually come up with a system that will do what the manager wants. Managers must take note of the basic fact that IT system implementations are in reality organizational change efforts. Leading organizational change is an important general management responsibility.

Managers today need to understand technology in a way that allows them to make decisions that are right for their businesses. Managers also need to take greater control of IT than they have in the past. This need is both a blessing and a curse. A blessing, in that it allows technology to be forged into the operations in a way that builds strengthened competitive advantage, by combining it with a deep understanding of how the operation works and what it needs to deliver. A curse, in that it demands knowledge that is distant from that imparted to traditionally trained operations and supply chain managers. Part of the solution is for managers to learn more technical detail about IT.

While technical understanding is rarely a hindrance, simply understanding the technology is not enough. The integration of IT into SCM processes exhibits fundamental and peculiar managerial issues that neither field addresses wholly on its own. These issues relate to the selection, design, adoption, implementation, management, and improvement of IT-enabled supply chain systems.

The process-level IT challenges facing operations managers are very real. Extending these challenges to include both enterprise-level operations and supply chain integration expands the scope of the problem and complicates the issues further for today’s managers. How can management jointly exploit the inherent capabilities of Operations, Supply Chain and Information Technology, and weave them into integrated systems capable of providing competitive advantage?

The objective of this course is to better prepare the student to meet these challenges. We consider IT management from an operations and supply chain management perspective. The course design assumes the student has completed an introductory course in operations management, and preferably completed a basic course in supply chain management. We build upon this background by studying IT applications on the manufacturing shop floor, factory level manufacturing planning and control systems, service applications of IT, and supply chain applications of IT. Throughout the course, we will examine decisions made by OM/SCM managers, leading both to successful and unsuccessful IT implementations. In doing so, we will examine decisions related to the selection, development, implementation, and exploitation of IT within supply chain processes. The goal of our inquiry will focus on identifying how to shape IT in a way that delivers performance consistent with a firm’s competitive strategy.
Learning Outcomes

Upon successfully completing this course, you should be able to:

1. Define and describe the major classes of IT deployed within organizations across the modern (post-1950s) history of supply chain management.
2. Identify and summarize how IT industry developments change the strategic value and business value of IT applications for SCM.
3. Assess and discuss the strategic impact of emerging IT applications upon SCM.
4. Analyze the appropriateness of the application context of a technology.
5. Understand basic elements of effectively managing supply chain technology projects and related organizational changes.
6. Construct concise business memos that draw specific conclusions about opportunities created by IT and problem solutions afforded by IT.
7. Analyze a firm's present operations/SCM status within a Request for Information (RFI) document format commonly used in the IT consulting/services industry.
8. Suggest operational opportunities for a firm posed by IT within a response/proposal document following a format commonly used in the IT consulting/services industry.
9. Role-play as a process consultant by presenting research report findings to an audience.
10. Appraise and critique the suggestions contained with process improvement proposals and presentations related to IT for SCM.

Process Map of Learning Outcomes

- **Student Comprehension Evaluation Activities**
  - Midterm Exam
  - Final Exam

- **Course Topic Matter**
  - Define basic concepts of SCM and technology strategy
  - Review and analyze IT used at plant-level and for new product development
  - Examine how inter-firm relationship drives need for IT in supply chain
  - Appraise how recent strategic SCM developments drive emerging IT applications

- **Professional Training Deliverables**
  - In-class case discussions and presentations
  - Write memos to learn to analyze IT and communicate about IT
  - Write RFI to evaluate operations and supply chain challenges
  - Write RFI response to envision potential benefits from IT in SCM
Course Materials

2. Supporting readings available via eLearning course website.
3. PowerPoint presentation slide decks available through eLearning course website.

An accompanying course schedule document simply lists the cases, presentations, and supporting readings upon which course lectures and discussions are based. To preserve competition for students, I leave it up to the student’s discretion as to if and where to purchase these items.

The case studies can be obtained through many distribution channels:

- One channel consists of students who previously attended the course, who may be willing to sell you their used case packet (which will contain most of the cases for this year) – ask your friends who took the course last year if you can have/buy their old case pack.
- You may buy each case study individually (as a PDF file) by directly licensing the case for the semester from the respective case owner. I have placed URL links in the eLearning system through which you may buy individual cases.
- You may buy a case pack directly from Harvard Business School Press which contains 12 out of the 14 cases we will discuss. I have placed a URL link in the eLearning system for you to do this.
- Paper case packs will be available at Copy Corner (2307 S. Texas Ave., 694-COPY). I will announce when these will be available to pick up.
- The case pack may be available through other vendors such as the MSC Bookstore. Most student bookstores have the capabilities to procure case study licenses and assemble case packets for you. Although this is possible to do, you are on your own to find out which other sources may be willing to assemble a packet for you.

Supporting readings upon which the PowerPoint presentations are based are available through URL links contained within the eLearning course website. Again, I leave it up to the student’s discretion as to if and where to obtain these readings. Through your student tuition and fees, the library licenses these articles. I have chosen articles that are allowed to be linked to via eLearning. If you want to read the supporting readings, simply download the files for free via eLearning.

Additional materials from outside sources are listed in the daily schedule and posted on the course website. These sources may include, but are not limited to: recent newspapers, business journals and monographs, business cases, and the World Wide Web.

Grading and Course Requirements

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Grade Contributions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Business Memos (Individual Writing)</td>
<td>30%</td>
</tr>
<tr>
<td>Team Writing: Activity 1 – Case Analysis and Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Team Writing: Activity 2 – RFI</td>
<td>10%</td>
</tr>
<tr>
<td>Team Writing: Activity 3 – RFI Response</td>
<td>10%</td>
</tr>
<tr>
<td>Instructor Evaluation of Class Participation and Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Self Evaluation and Team Evaluation of Individual Performance</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Letter Grade Determination

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D</td>
</tr>
<tr>
<td>0-59.99</td>
<td>F</td>
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</table>

For items where I will evaluate your performance subjectively (i.e., memos, team writing, participation, professionalism), I will provide you with a grading rubric that gives an idea of how I will assign scores and differentiate between A vs. B vs. C vs. D vs. F work. The grading rubrics are included either below or on the course website. If you have any further questions, please stop by during my office hours.

**Exams.** Examinations will cover material from cases, in-class presentations and associated readings, and class discussions. The exams are closed-book. Exam format will include multiple choice and short answer questions. The midterm exam covers material up to the midterm. The final exam primarily covers material covered after the midterm exam. Students are required to provide a scantron form for each examination.

Make-up exams will be scheduled as needed for any “university excused absence.” For information about what constitutes a “university excused absence,” see Rule 7 of the Student Rules (http://student-rules.tamu.edu). Make-up exams for unexcused absences are at the discretion of the instructor.

**Business Memos.** During the semester, we will discuss many business cases in class. To prepare for discussing each case, you should analyze a business problem presented by the case in a written business memo. Your memo will briefly document a single business problem and present your assessment of the solution or business opportunity. You should prepare a business memo for 10 of the cases. These are individual assignments. Your document should be single spaced with one inch margins. **Maximum length is 1 page.** You may discuss the case problem with colleagues, but you must prepare your own memo.

One of the objectives of this class is to develop a professional writing style. Please stop by my office if you have any questions about active writing style, memo format, document structure, and the like. Feel free to bring a draft of a memo for us to sit down and analyze together.

A second objective is to improve your writing skills by revising your memos. Thus, you will be provided with **three** opportunities to revise and improve a memo and then have it re-graded.

**Team Writing/Presentation Projects.** Each student will be assigned to a team for Activities 1, 2, and 3. These teams may be reorganized at the instructor’s discretion.

**Activity 1.** Each team will be assigned two cases from the daily schedule. On the day of the case, your team (and one other team) will do an in-class presentation of a detailed case analysis in the form of a consultant presentation. **If your team successfully performs this task, you will receive full credit for the activity.** Teams will receive evaluation from their peers on the quality of their presentations.

**Activity 2.** Your team will write a Request For Information (RFI) related to an envisioned business process improvement. You will receive feedback and have an opportunity to revise the RFI document.

**Activity 3.** Your team will receive a Request For Information (RFI) document from a potential client firm. Your team will write a response/proposal that will propose how your firm is qualified to provide IT services for the client.
When I assign each of the above activities, I will provide a grading rubric that I will use to evaluate individual and team performance.

Instructor Evaluation of Class Participation and Professionalism. Class participation grades relate directly to your participation in class. I view each class as a business meeting during which you will have an opportunity to discuss the assigned material. During these meetings, I look for evidence of your preparation and understanding of the class material. This evidence can only be exhibited by your in-class contribution. Of particular importance are those contributions that help advance the understanding of others. In addition, you will be asked to review and provide constructive criticism on draft manuscripts prepared by your fellow students. Evaluating the writing of others will benefit you as well as them.

**Attendance.** To participate and do well in this course, you must attend class. A key part of your participation grade is made up of attendance. Students will be assigned seats, arranged by team, for the whole semester. At the start of each class session, I will take attendance. Late students will be marked absent.

**Case Participation.** During each case discussion, I use a check sheet to keep track of who makes useful contributions that advance the in-class discussion. I tally up the number of checkmarks and enter them into my grading spreadsheet. Students who contribute the most (i.e., highest # of checkmarks) receive 100% of this point value, while students who contribute less are allocated points on a sliding scale, where a student with 0 checkmarks will receive 0 credit.

Self Evaluation and Team Evaluation of Individual Performance. Near the end of the semester, you and your team members will be asked to evaluate your individual contributions and performance during the semester. Your team members will be asked to evaluate the contributions and performance of each member of the team.

Plagiarism Policy

Plagiarism is “the use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work” (Wikipedia, 2009). More broadly, any re-use of written material or previously published content (phrases, sentences, tables, figures, statistics, website content, etc.) without attribution of the source can be considered plagiarism. Further information on plagiarism is available online (e.g., Reference.com, 2009). Finally, plagiarism – copying and pasting from someone else’s document into your own – is dishonest.

Trust me … by now, I am very talented at detecting plagiarism, yet still very disappointed in my students when I find it. I have had my own work plagiarized by other professors. Thus, I consider it my duty to identify and punish those who plagiarize.

I will not tolerate plagiarism in any form. If I identify plagiarism in a document you hand in – whether intentional or not – you will receive a score of 0 for that assignment. The incident also will be turned over to the INFO Department Student Services Office for disciplinary action.

Do not be too lazy to cite or assume that I won’t identify your plagiarism. In my experience, it is far easier and much less painful just to cite your sources. TAMU has several guides on how to cite sources:

- TAMU Writing Center [http://writingcenter.tamu.edu/content/view/12/74/]
- TAMU Library [http://library.tamu.edu/help/help-yourself/citing-sources/citation-styles]

Some students may think that professors are overwhelmed by all of the writing assignments they must grade. These students apparently have never heard of online plagiarism checking tools. In this class, all major assignments will be turned in by students via TurnItIn.com, which is a system that allows professors to check the extent to which students have plagiarized (TurnItIn.com, 2008). You also may want to use a plagiarism checking tool prior to turning in your own document. Several tools are available online, but since the good ones cost money:
• TurnItIn.com – I will make available a directory in TurnItIn where you can upload your files and check the extent to which you have copied material. Your TurnItIn percentage rating generally should be far below 5%.

In summary, do not plagiarize. If you need help with how to properly cite material in your document, stop by my office and ask. I’ll be more than happy to show you. As examples, here’s how to cite someone else’s article (Smith, 1990), or a book (Bookauthor, 2015), as shown in the reference list below:

**References**


I will not fault you if your reference style is not perfect. I view it to be far better to have an imperfect reference than to have none at all.

**Late Work Policy**

Homework assignments or projects turned in late will be discounted by 10% per day. “Late” means submitting an assignment or project any time after the assignment has been collected in class by the instructor. Projects and assignments turned in more than 72 hours late will not be graded.

**Exception**: Students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

**Electronic Course Support**

I use a TAMU course website (elearning.tamu.edu) to support class activities. The website contains the latest syllabus/schedule and other pertinent course information such as handouts and assignments. You should check the course website regularly to be informed of what is happening in class. You should be automatically registered in the website. If you have any difficulties, please contact me.

I also rely extensively on electronic communication with the class. As contemporary professionals, you should develop the habit of regularly checking your TAMU e-mail.

**Email Etiquette**. I use email extensively to communicate with students. You will likely want to communicate with me via email as well. To enable me to understand your email communications, I require the following before I will respond to an email message:

1. Your email message must be sent from your personal TAMU email address – I cannot respond to emails from other internet domains. Please see “FERPA” sections below.
2. Subject Line -- You must include INFO 465 as the first part of the subject line. Then you must add a meaningful description that suggests the content of your message.
3. Salutation -- Use a proper salutation (e.g., Dr. Heim)
4. Closing -- Include a closing (e.g., first name and last name).
5. General Format -- Use proper grammar (e.g., spelling, sentence structure, paragraphs, capitalization, etc.)
FERPA Email Policy. I am legally required to validate that you are who you are in order to comment on your performance. The only way to do this is via the NEO TAMU email system. Thus, I will only communicate with students via their NEO TAMU email account. I will not reply in any manner to emails sent from non-NEO accounts (e.g., Hotmail, Yahoo, etc.).

Office Hour Policy

Office hours provide an opportunity for you to obtain specific guidance and enhance your understanding of the material. I expect you to use them as your needs demand. I am unsympathetic toward individuals with grade problems at the end of the semester who never attempted to get help via my office hours.

Family Educational Rights and Privacy Act of 1974 (FERPA) Regulations

FERPA regulates how educators must and may handle educational records of their students. FERPA allows students to specify individually how certain personal data should be handled. FERPA also set standards for instructors, leading me to set the following policies in this class:

- **Handing back exams/assignments/grades.** I am legally required to ensure that only you pick up your graded work product. Please do not request to pick up a friend’s exam or assignment for him/her.
- **Communicating with students via email.** I am legally required to validate that you are who you are, in order to comment on your performance. The only way to do this is via the NEO email system. Thus, I will only communicate with students via their NEO email account. I will not reply in any manner to emails sent from non-NEO accounts (e.g., Hotmail, Yahoo, etc.).
- **Privacy of grades.** I do not discuss scores or grades over the phone or via e-mail. If you would like to discuss your scores or grades, please visit me during office hours.
- **Parents, guardians, spouses.** I cannot legally talk with any third party regarding your performance (or even attendance) in this course. If such a third party calls me, I will decline to talk with them.

If you have any questions regarding FERPA and its implementation in this course, please feel free to contact the Office of Admissions and Records (979.845.1059).

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.

Religious Holidays

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://student-rules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the
Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://www.tamu.edu/aggiehonor

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.”

(http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

The steps and processes outlined in the Honor Council Rules and Procedures will be followed in all cases of academic misconduct in this class.

Food and Drink in the Classroom

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, I need you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

Class Policies

- **Do not engage in disruptive behavior in the classroom.** Interfering with your fellow students’ ability to learn will not be tolerated.

- **Turn off all laptops, cell phones, PDAs, iPads, iPods, and other electronic devices during class.** These devices interfere with your fellow students’ ability to learn. Students desiring to use a laptop for note taking during class must make an appointment to talk with me beforehand to obtain my permission, or must provide me with appropriate TAMU/ADA documentation and forms so I will know you are legally allowed to use them in class.

- **Turn assignments in when they are due.** I will accept late assignments and projects as outlined under “Late Work Policy” above. “Late” means anytime after the assignment has been collected in class by the instructor.

- **Be prepared.** Each student is expected to come to class fully prepared to discuss the material from the assigned readings. I will expect students to have read the text (or other material) before class and rely on their preparedness to drive class discussions.

- **Attend class.** If you must miss class, it is your responsibility to find out what material, homework assignments, schedule changes, etc. you missed. Do not come to my office later and ask, “Did I miss anything?” (Assume I would answer “yes” to this question.)

- **Arrive on time and stay for the duration of each class.** If you must be late to class or leave early from class, please let me know beforehand and be as unobtrusive as possible when entering/departing. It is very disruptive to have students walking in and out during class time.

- **Maintain back-up copies of all work.** You are responsible for retaining back-up copies of all work. When you submit your written work for grading, you should ensure that you have a duplicate back-up copy of the assignment just in case it is lost during the grading or revision process.

- **Take exams during the scheduled time.** I will follow guidelines as established by the TAMU Student rules regarding excused absences. Students with excused absences will be allowed adequate time and opportunity to make-up missed exams after they provide proper
Miscellaneous Class Notes

Problems. Let me know, as early as possible, if you have trouble with the material, ask questions during class; come see me during office hours; send e-mail messages to me; visit the TA; stop by the help desk in the West Library Computer Lab; etc. In short, if you are doing the work and need help, get it. I cannot help you if I am not aware of the problem.

Syllabus changes. The topics and dates as outlined in the course schedule are subject to change. All necessary changes will be announced and discussed in class. In addition, a notice will be posted to the course website. You are responsible for making sure you are aware of any such changes. However, the dates of the examinations will not change.

INFO Student Services Communications Portal

The INFO Student Services Office (SSO) communicates with all INFO students (undergraduate and graduate) via eLearning. Students are made aware of important deadlines, scholarships, job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eLearning (http://elearning.tamu.edu/).

When accessing the INFO Student Services Communications portal through eLearning, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all INFO students will be able to access the posted content at any time.

There are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Undergrad MIS students, and Undergrad SCM students. The same information that is posted in the folders will be sent to students through the e-mail function within eLearning; however, the messages will be sent only to the students for whom they are directly relevant.

In summary, all messages posted to the folders of this course will be available at any time to all INFO students. The students for whom a specific message is directly relevant will also receive the same information via e-mail.

It is recommended that students set the auto forward option in the eLearning system in order to forward any e-mails received from the SSO to their tamu.edu accounts.

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list.
Department of Information and Operations Management
INFO 465 -- Information Technology for Supply Chain Management

SPRING 2012

Course Schedule
(last revised January 12, 2012)
(most recent changes highlighted in blue text)

I. Course Introduction

Session 1
Tues, Jan 17
Course Introduction
This session introduces the course structure, materials, activities, and deliverables.
- Syllabus
- Lecture Notes: Welcome and Course Introduction
- Form Teams and Assign Team Seating

Session 2
Thurs, Jan 19
Why General Managers Should Be Actively Involved in IT Decisions for SCM
This session covers basic concepts related to IT and SCM. We consider why top-level managers should be involved in IT decisions for supply chain management, and how their roles are changing. We motivate the need for process changes and organizational/cultural changes to accompany technology changes. The readings suggest how strategic objectives are changing for building the supply chains of tomorrow.
- Lecture Notes: Basic Concepts for IT/SCM
- Readings:

II. Making the Business Case for Technology Investment

Session 3
Tues, Jan 24
Value, Thought Leadership, BPR, and IT
This session explores how notions of value, and how value is generated, have changed over time, partly due to IT improvements. The readings examine how IT can enable supply chain strategy and enhance value generated by operations and supply chains.
- Lecture Notes: What is Value? How is Value Created? What Role Does IT and BPR Play?
- Readings:
  - Schmidt, G., 2008. TIRP: 4 supply chain management principles that might have averted the need for TARP. POMS Chronicle, 15(2), 3-4.
Session 4
Thurs, Jan 26

Making the Business Case: Evaluating, Justifying, and Selecting IT Investments
This session reviews concepts and methods for evaluating whether an IT application is suitable for a firm’s SCM needs. The readings review the traditional DCF/NPV/ROI approach to evaluating IT, alternate approaches used by leading firms, and how firms today are attempting to make the business case for analytics applications that can make use of the massive amounts of data collected within their IT systems.

- Lecture Notes: Methods for Evaluating IT Investments
- Readings:
- Hand Out: Team Case Analysis and Presentation Assignment (Activity 1)
- Hand Out: Team Writing Assignment (Activity 2)

Mays Communication Lab Open House: The open house will be 1-4 p.m. Jan. 26 in 339 Wehner. Students are invited to explore this resource for improved professional writing and speaking.

Session 5
Tues, Jan 31

Evaluating IT Investments: Real Options Thinking
A key step in assessing an IT investment for SCM involves identifying potential options for the envisioned project. This session examines the real options that may be available within an IT project.

- Lecture Notes: Identifying Options in IT/SCM Projects
- Readings:

Session 6
Thurs, Feb 2

SCM Consultant Skills: Writing Skills in IT for SCM
This and the next session review the technical document formats you will need to use in the professional world. We also examine the issue of plagiarism, and how to protect oneself and one’s employer from intellectual property violations.

- Lecture Notes: Learning by the Case Method
- Lecture Notes: Writing a Case Write-up as a Business Memo
- Lecture Notes: Plagiarism and Protecting Yourself by Using TurnItIn.com
- Lecture Notes: Writing Pointers for Developing an Active Writing Style
- Hand Out: Grading rubrics for memos and reports.
- Readings:
Session 7  
Tues, Feb 7  
**SCM Consultant Skills: Professional Skills in IT for SCM**

Internal and external consultants often are hired to help with the process of evaluating, installing, and transitioning to new IT. This session reviews the personal characteristics and capabilities of successful IT/SCM consultants, as well as their deliverables.

- **Lecture Notes:** Writing RFIs, RFPs, Responses, and Project Proposals
- **Lecture Notes:** Personal Characteristics of the IT/SCM Consultant
- **Readings:**

**Additional Resources:** If you would like to know more about consulting roles in IT and SCM, you might check out the following links:


Session 8  
Thurs, Feb 9  
**Warm-Up Case Discussion: Consultant Skills and Deliverables**

This case examines the situation of a junior consultant who is thrown into a difficult and vague BPR consulting engagement. The case provides a view into the incentives and common behaviors of the firms, managers, and consultants involved in a supply chain transformation.

- **Case:** “*Deloitte & Touche Consulting Group*” (Harvard, 9-696-096)
  1. Is the present unsatisfactory situation Maria Chen’s fault? What should she do at this point?
  2. What is your opinion about the activities of the partner and senior manager charged with leading this engagement?
  3. Is SKS Manufacturing’s senior management supportive of this project? What about the line personnel? What needs to be done?
- **Assignment Due:** Hand in your Deloitte & Touche business memo.
- **FOCAL QUESTION (A):** Write your memo to Ms. Maria Chen. Suggest what you believe to be the root cause of the inventory problems at SKS Manufacturing, provide evidence for your claim, and suggest a potential solution to counteract that root cause.
- **FOCAL QUESTION (B):** Write your memo to Mr. Hendry or Ms. Wattley-Davis. Suggest a principle of effective consulting practice that is not being followed. Present evidence for your claim. Propose a solution to remedy this issue and get the consulting engagement back on track.
III. Early IT for Product and Process

Session 9  
Tues, Feb 14  
Plant Floor Control: CAD/CAM/CAPP/FMS

This session introduces students to early computerized applications used to automate manufacturing in the 1980s and 1990s. The John Crane case provides a view into the managerial dilemmas that resulted from the introduction of CAD/CAM onto the plant floor. The use of CAD/CAM to improve product design and the operational process led to unexpected impacts on interpersonal, interfunctional, and interorganizational processes.

- **Background Reading:**

- **Case:** “John Crane UK Ltd: The CAD-CAM Link” (Harvard, 9-691-021)
  1. What were the most important steps on Crane’s improvement path?
  2. How would you address the CAD-CAM dilemma?

- **Assignment Due:** Hand in your John Crane business memo

**FOCAL QUESTION:** Write your memo to Mr. Bob Gibbon. Provide a recommendation in response to Bob’s question: “Should the shop floor operators be allowed to write CAM part-programs for their own machines while working on the shop floor?” Provide support for your claim.

Session 10  
Thurs, Feb 16  
Product Lifecycle Management (PLM) Software

By the late 1990s, many manufacturers and supply chain service providers were using tools such as CAD to improve product design processes. Increasingly, buyers demanded greater product variety and instant order fulfillment. Companies such as Agile Software developed IT applications to enable product content synchronization across a product’s life cycle, and between supply chain product design partners. This session introduces an attempt to develop software for product lifecycle management, examines the potential market trajectories for the software, and considers the difficulty of ensuring the long-term survival of this IT application.

- **Background Reading:**

- **Case:** “Agile Software – I Want My WebTV” (Tuck/Stanford, GS20-PDF-ENG)
  1. What is product data management (PDM) software? What does it do?
  2. How does PDM software enable the whole set of product development and redesign across the product lifecycle?
  3. What are the advantages of using PDM software for PLM with suppliers, versus only using a group technology database of product design information within one firm?
  4. What should be the strategic direction of Agile Software’s products? What would you recommend doing?

- **Assignment Due:** Hand in your Agile Software business memo

**FOCAL QUESTION:** Write your memo to Mr. Joe Fazio. Propose and analyze a strategic threat to the long-term survival of Agile Software. Provide support for your claim. Recommend tactics to deal with this threat.
IV. Modern IT for Product and Process Design

Session 11
Tues, Feb 21

Emerging IT Uses: Involving Customers, Mass Customization, 3D Printing
This session examines how IT derived from CAD/CAM can facilitate mass customization and consumer innovation. We consider how the IT has moved outside of factory walls and into consumer hands, enabling consumers to perform their own software-enabled custom product design and production. Businesses today may use IT to enable advanced “lead user” customers to design and debug their own products. Still, it can be very challenging to turn insights from lead-user innovations into mass-marketable products.

• Readings:
    • See [www.dimensionprinting.com](http://www.dimensionprinting.com)
    • See [www.stratasys.com](http://www.stratasys.com)
    • See [www.3dsystems.com](http://www.3dsystems.com)
    • See [www.2objet.com](http://www.2objet.com)
    • See [www.fortus.com](http://www.fortus.com)
    • See [www.redyeondemand.com](http://www.redyeondemand.com)

• Lecture Notes: Early CAD to Emerging Uses: Mass Customization, 3D Printing, and Consumer Innovation

• Video – Jay Leno, Trimensional 3D iPhone Scanner

First Draft of Activity 2 Writing Assignment Due
• Draft Due: Your team will deliver a 5-page (approximate length) draft (single spacing). You will receive feedback, and will revise the RFI based on the feedback. Bring 2 printed copies to class.

Session 12
Thurs, Feb 23

IT in Mass Customized Service: 3D Printing and Manufacturing Execution Systems
This session introduces an example of CAD and 3D printing within a service application focused on mass customization – orthodontic braces. The Align Technology case introduces the capabilities of Manufacturing Execution System (MES) software platforms, and contrasts them against the shortcomings of an Enterprise Resource Planning (ERP) system already in place within Align. Managers must consider which (if any) technologies to invest in further in order to improve the customer service delivered by Align’s poorly performing supply chain and manufacturing process.

• Case: “Aligning the Supply Chain” (Tuck School of Business, #6-0024)
  1. How is CAD and 3D printing allowing orthodontic dentistry to progress from being an “art” to being a computerized “science”?
  2. How do 3D models and 3D printing enable the Invisalign product?
  3. Why did the ERP system not work well for Align Technology’s mass customized product/service package?

• Assignment Due: Hand in your Align Technology business memo.

• FOCAL QUESTION: Write your memo to Mr. Len Hedge. How should Len move forward with demonstrating the need and value of the manufacturing execution system (MES) to the executive team? Defend your proposal.
Session 13
Tues, Feb 28  Midterm Examination

V. Business Process IT – Coordinating Business Processes and Supply Chain Planning

Session 14
Thurs, Mar 1  Enterprise Resource Planning (ERP): Concepts

This session introduces capabilities of Enterprise Resource Planning (ERP) systems. The articles describe potential benefits from implementing ERP in a firm's operations and key project management factors for making sure an ERP project succeeds. The Tektronix case provides an example of how a major company successfully deployed ERP throughout their global operations.

- Lecture Notes: ERP: Concepts and Issues
- Readings:
- Case: “Tektronix, Inc.: Global ERP Implementation” (Harvard, 9-699-043)
  1. What were the principles that Tektronix followed that allowed their ERP implementation to end up so successful?
- Assignment Due: Hand in your Tektronix memo.
- FOCAL QUESTION: Write your memo to Mr. Carl Neun or Mr. Bob Vance. Identify what you believe is the one most important factor (e.g., managerial tactic, implementation tactic, etc.) responsible for the success of the Tektronix ERP implementation. Provide evidence supporting your claim.

Friday Mar. 2 -- CMIS Women in IT Conference: Please consider attending the Center for the Management of Information Systems Women in IT Conference! This event is for women to network and learn from other women who are currently building their careers in IT. Registration information is at: http://cmis.tamu.edu/newsite/events/WIT.aspx

Session 15
Tues, Mar 6  Implementing ERP Systems

This session introduces what can go wrong when Enterprise System project planning is poor and project teams fall prey to classic mistakes that lead to failed IT/SCM projects.

- Readings:
- Case: “Foremostco, Inc. (A)” (Harvard, 9-604-017)
  1. Why did this project get into so much trouble?
  2. How would you have ensured that progress was being made in the development of the new system?
  3. During implementation, what might you have done to prepare employees for the change?
  4. What will you do to recover from the crisis described at the end of the case?
- Assignment Due: Hand in your Foremostco business memo
- FOCAL QUESTION: Write your memo to Ms. Penny Roberts. Identify one classic IT project management mistake that occurred during the Foremostco project. Defend your claim with evidence. Suggest a solution to plan for or avoid such mistakes in future projects.
Session 16
Thurs, Mar 8

Supply Chain Management Systems
This session introduces applications for planning and coordinating activities across the supply chain. Over the past 20 years, ERP system vendors have expanded their software offerings to enable supply chain activities. Many smaller vendors of software focused on supply chain planning and execution also were founded. The i2 Technologies case describes a wonderfully successful supply chain planning software vendor that has competitors hot in pursuit of its business. Managers must consider what direction to take.

- **Readings:**
  - **Case:** “i2 Technologies, Inc.” (Harvard, 9-699-042)
    1. Why was i2 Technologies successful in supply chain optimization at the time of the case?
    2. What happened to i2? Why is it being acquired by another firm in 2010?

- **Assignment Due:** Hand in your i2 Technologies memo.

- **FOCAL QUESTION:** Write your memo to Mr. Sanjiv Sidhu. Play the role of a technology futurist. Propose a strategic threat in the form of how IT will develop over the next decade. Describe the key future developments in IT that you have seen (in your mind, as a futurist), but that Mr. Sidhu may be overlooking. Suggest an improved vision for the future business path of i2 Technologies.

Fri, Mar 9

- Hand in Team Writing Project

- **Assignment Due (Activity 2):** Hand in your final RFI.

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Tues, Mar 13

- **No Class -- Spring Break!**

Thurs, Mar 15

- **No Class -- Spring Break!**

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VI. Demand Chain IT

Session 17
Tues, Mar 20

Revenue Management, Yield Management, and Loyalty Management Systems
Since the 1960s, service firms have been developing IT systems to sense customer demand and manage pricing with respect to the firm’s available service capacity. Originally developed for airlines, hotels, and car rental agencies, yield/revenue management systems more recently have spread to restaurants, health clinics, casinos, sports even ticketing, and international cargo transportation. This session considers basic properties of the systems.

- **Readings:**

- **Lecture Notes:** Revenue, Yield, and Loyalty Management Systems

- **Yield Management Game**

Hand Out Team Writing Assignment (Activity 3): The case for Activity 3 will be made available to teams today.
Session 18
Thurs, Mar 22 Revenue Management in Cargo Transportation
This session examines a case of how revenue management methods and IT might be applied to a container transportation services provider. The firm must consider what the benefits of revenue management systems might be.

- Case: “Container Transportation Company” (Ivey, 908E05)
  1. The historical revenue management application businesses are airlines, hotels, and rental cars. In what way is container shipping similar to or different from these application areas?
  2. Can CTC easily segment its demand into separate customer segments? What are those segments?
  3. If CTC decides to do further work on implementing revenue management systems, what might be the next steps that will need to be taken? What data will need to be collected? What IT may need to be evaluated?
  4. What makes for container “loadability” and how should CTC include the “loadability” factor into its pricing decision?

- Assignment Due: Turn in your Container Transportation Company memo.
- FOCAL QUESTION: Write your memo to a CTC manager. Address one of the above questions.

Session 19
Tues, Mar 27 Customer Relationship Management (CRM)
One shortcoming of ERP and SCM systems is that they do not do a good job of coordinating customer service touchpoints (e.g., phone call centers, websites, fax, etc.) through which customers can interact with a firm. Around the year 2000, many firms started considering how to integrate and coordinate their many customer touchpoints. This session introduces Customer Relationship Management (CRM) systems.

- Background Articles:

- Case: “Moore Medical Corporation” (Harvard, 9-601-142)
  1. What potential benefits are associated with the CRM software? How will the benefits be measured?
  2. What are the benefits of the “bolt-on” software? How will these benefits be measured?
  3. What recommendations do you have for Linda Autore?

- Assignment Due: Hand in your Moore Medical business memo
**Session 20**
**Thurs, Mar. 29**

**Supply Chain Management and Industrial Dynamics**

Principles such as supply chain transparency, robustness, and coordination mechanisms are thought to help improve supply chain performance, while issues such as information asymmetry and trading partner incentive incompatibility are thought to worsen supply chain performance. This session considers the impact of misaligned incentives in the supply chain. Consumers have desires and needs. Retailers have business objectives and provide incentives to consumers. Manufacturers have different business objectives and provide different incentives to retailers and consumers. Together, these behaviors may lead to agency problems and the bullwhip effect. Several tactics have been suggested for remediating the bullwhip effect, including changing the way that trading partners communicate, coordinate, and contract with each other.

- **Lecture Notes:** The Bullwhip Effect and the Impact of Consumer and Trade Promotions
- **Readings:**

**Session 21**
**Tues, Apr. 3**

**Demand and Supply Chain Coordination: Transparency from Customer Information Sharing: Impact of Mobile Devices and Social Networks**

Without a focus on basic supply chain management principles, IT investments in CRM still may not get a firm much payback in the form of a well-operating supply chain. Customers appear willing to form business relationships in which firms collect and use data about their consumption. Yet, how do these technologies affect supply chain management tactics and operational performance?

- **Readings:**

- **Case:** “Cardagin: Local Mobile Rewards” (Darden, UVA-M-0825)
  1. Does Cardagin’s mobile promotion/loyalty IT alleviate or exacerbate the potential for the bullwhip effect?
  2. What sort of operational process changes or training need to occur to make this Cardagin IT effective within a service firm?
  3. What sort of operating risks or supply chain risks might this Cardagin IT expose a firm to?
  4. If you owned a small business, would you participate in the Cardagin loyalty network?

- **Assignment Due:** Hand in your Moore Medical business memo
- **FOCAL QUESTION:** Write your memo to Mr. Rob Masri. Play the role of an operations analyst. Analyze one or a few operational and supply chain implications of the Cardagin system. Propose a means to resolve such risks, or to prepare small retailers for the changes necessitated by the Cardagin IT.
VII. Automatic Identification and Data Capture (AIDC) Technologies

**Session 22**  
**Thurs, Apr. 5**  
**Digitizing Supply Chain and Customer Touchpoints**

This session examines the potential for firms to modernize logistics and inventory management by using RFID. We look at some examples of RFID, and compare them to other forms of automatic identification and data capture such as barcodes and QR codes.

- **Readings:**

- **Lecture Notes:** Automatic Identification and Data Capture: Supply Chain Network and Customer Aspects

**Session 23**  
**Tues, Apr. 10**  
**Sensing and Responding to Customers: Digitizing Customer Touchpoints via RFID**

This session examines the potential for firms to modernize logistics and inventory management by using RFID. We consider whether retailers will be open to installing RFID-enabled customer touchpoints, and whether consumers will be willing to adopt the RFID-enabled systems during their shopping trips.

- **Case:** “RFID at the Metro Group” (Harvard, 9-606-053)
  1. What is the value from RFID to the retail supply chain participants? What is the value of RFID to the end consumer shopping in the grocery store?
  2. If your firm were a CPG manufacturer/supplier to Metro Group, how would you react to Metro’s RFID initiative?
  3. What do you think the future holds for RFID at the Metro Group? Can RFID be used to improve customer relationships?
  4. Should Metro managers move quickly into a full deployment of RFID throughout their stores, or should they use some other strategy?

- **Assignment Due:** Hand in your Metro Group business memo

- **FOCAL QUESTION:** Write your memo to a Metro Group manager. Propose either that Metro Group should (i) stick with pallet level RFID, (ii) move to case level RFID, or (iii) implement item level RFID. Provide support for your recommendation.

**Session 24**  
**Thurs, Apr 12**  
**In Class Presentations**

- **In Class Presentation:** Each team will present a very brief (4-5 minute) presentation of their proposed solution for Activity 3.
VIII. Inter-Firm Trading Partner IT – Linking Supply Chain Processes

Session 25  Tues, Apr 17

Must Collaborative Information Flows be Hi-Tech? – The Minimalist IT Approach
This session examines whether successful supply chain coordination necessarily requires lots of IT. The Tamago-Ya case provides an example of a fairly successful firm that has deployed minimal IT systems. Does their IT level match their supply chain strategy? Should they change their business strategy? If they do change their business strategy, what will be the impact upon their IT strategy and their SCM strategy?

• Case: “Tamago-Ya of Japan: Delivering Lunch Boxes to Your Work” (Stanford, GS-60)
  1. How do human/manual information flows facilitate Tamago-Ya’s daily production and delivery of lunch boxes?
  2. Are there limitations to this business model resulting from the available information?
  3. Does the business model contain any risky aspects?
  4. What would be required to translate this business model into a successful joint venture targeted at school meal programs or foreign governments?

• Assignment Due: Hand in your Tamago-Ya memo
• FOCAL QUESTION: Write your memo to President Sugahara. Make a recommendation about what other opportunities might be reasonable for Tamago-Ya to undertake. Provide evidence to support your recommendation.

Session 26  Thurs, Apr 19

Using IT for Inter-Firm Collaboration: ECR, VMI, CPFR
The Syncra Systems case provides an example of a software vendor that sells an IT application for Collaborative Planning, Forecasting, and Replenishment (CPFR). Amazingly, few trading partners in the retail supply chain are willing to install Syncra’s CPFR software. What can be done to turn this situation around?

• Case: “Syncra Systems” (Harvard, 9-601-035)
  1. What might Jeff Staman do in order to better convince unbelieving CEOs about the benefits of their standards-compliant IT solution for CPFR?
  2. Why don’t Excel spreadsheets work very well for full-scale CPFR?
  3. Why won’t companies just program their own CPFR applications?
  4. Is a fully “open” solution like Syncra Ct better than a fully integrated solution?

• Assignment Due: Hand in your Syncra Systems business memo
• FOCAL QUESTION: Write your memo to Mr. Staman. Identify the key problem related to his dilemma. Provide a recommendation. Support the recommendation with evidence.

Assignment Due (Activity 3): Hand in your final RFI response.
Session 27  
Tues, Apr 24

From Outsourcing to B2B Logistics Solutions and Supply Chain Governance

Outsourcing, in any of its forms, can be viewed as a business-to-business service performed by one firm for another firm. Recent research identifies little formal management or control of service procurement expenditures – providing a low-hanging fruit for future supply chain improvement. Mechanisms are needed to control supply-chain-wide costs of these services. As a result, a few companies experienced in using supply chain IT are offering their experience and talents with supply chain coordination as new forms of supply chain service.

- **Readings:**

- **Lecture Notes:** Manufacturing and Service Outsourcing, and Third-Party Coordinators

Session 28  
Thurs, Apr 26

IT Coordination of Supply Chain Solution Providers

The combination of globalization and advanced e-commerce IT drove increased levels of IT application outsourcing, manufacturing outsourcing, and service outsourcing. The Highly Confident Transportation case presents an example of a leading 3PL provider that built its supply chain solution business upon increasingly complex generations of IT.

- **Case:** “Highly Confident Transportation: Dynamics of IT Application in Supply Chain Management” (Asia Case Research Center, HKU782)
  1. What cultural change does the CEO of HCT believe needs to take place within his firm?
  2. What emerging IT might help HCT to overcome its present challenges?
  3. What challenges come with being a full-service supply chain solution coordinator that is located in Taiwan?
  4. How might HCT prepare itself for the political and economic dynamics of China-Taiwan relations?

- **Assignment Due:** Hand in your Highly Confident Transportation business memo.

- **FOCAL QUESTION:** Write your memo to Mr. Chen Rong-Chiuan. Pick a key dilemma of his. Recommend a solution. Defend your proposal.

- **Course Wrap-Up**
  - Course summary and synthesis.
  - Course evaluations

Tues, May 1.  
Redefined day, students attend their Friday classes.

May 2-3  
No Class. Reading day.

Final Exams  
Fri., May 4  INFO 465 Section 902: Final Exam – 12:30 p.m. - 2:30 p.m.
Mon., May 7  INFO 465 Section 903: Final Exam -- 1:00 p.m. - 3:00 p.m.
Wed., May 9  INFO 465 Section 901: Final Exam -- 1:00 p.m. - 3:00 p.m.
TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Ed Harris, Department of Philosophy
Gary Varner, Head, Department of Philosophy
Ray W. James, AOC Dean, Dwight Look College of Engineering

DATE: March 12, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: PHIL/ENGR 482

We recommend that PHIL/ENGR 482 Engineering and Ethics be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 5500
4. Instructor to student ratio for one section: 1:26

PHIL/ENGR 482 is managed by two engineering professors and one philosophy professor, with 14 graduate-level assistants from philosophy and engineering. Some of the course is taught in large-lecture format, but the graduate assistants work with breakout groups of up to 26 students. Writing assignments are a memo proposing a class project and then a write-up of the project. The project is either a case (e.g., the BP oil spill) or a topic (e.g. whether engineers should be registered in order to practice engineering) in engineering ethics. The memo gets feedback in the form of peer review, and the project’s write-up gets two peer reviews. There are also some in-class writing assignments. Students are encouraged to set up individual conferences with their graduate assistant. Throughout the semester, instruction comes in the form of lectures on writing in engineering, and the TAs frequently discuss writing in short lectures during the breakout sessions.

Since original certification was granted, the number of writing assignments has been reduced, but the length of the paper and the number of required drafts has increased, with the result being that students receive more formative feedback.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE

Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   PHIL 482 : Engineering Ethics

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Charles E Harris (Date) 11/23/11
Printed name and signature

Received: Valerie Balester (W Course Coordinator, University Writing Center) (Date) 11/30/11

Approvals:

College Dean: (Date) 11/23/11
Printed name and signature

Department Head: (Date)
Printed name and signature
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   ENGR 482 Engineering and Ethics

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

   Instructor / Coordinator: Ray W. James
   Printed name and signature
   (Date)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center)
   (Date)

   Approvals:

   College Dean: Robin Aujeswicz
   Printed name and signature
   (Date)

   Department Head: Ray W. James, for ENGR
   Printed name and signature
   (Date)
Spring 2012 Syllabus  
ENGR/PHIL 482 Engineering and Ethics

Dr. Ed Harris  
Dr. Ray W. James, PE  
Dr. Debjyoti Banerjee

YMCA 411  
204 Zachry  
310 Mechanical Engrg Bldg

Hrs: M 8-10, 3-5; W 8-10, 4-5  
Hrs: MT11:10-12:00  
Hrs: M & W, 12-1

e-harris@philosophy.tamu.edu  
r-james@tamu.edu  
dbanerjee@tamu.edu

979-845-7200  
979-845-4500

Consult the Course Vista page for office hours, location, phone numbers, and TA Contact Information.

“Why should I take this course in ethics? I am an ethical person.” Please remember that this is a course in professional ethics, not personal ethics. Empirical research, some of it done on this class, suggests that training in professional ethics is related to lower incidents of professional malpractice. You should consider this course an integral part of your professional training.

I. Course Learning Outcomes:

This class will challenge you to explore the relationship between ethics and engineering, both theoretically and practically. Our course objectives (which we hope you will not only seek to know, but master):

- Know some common methods for analyzing and resolving ethical problems.
- Develop the capacity to think analytically, critically, and creatively about ethical and professional issues in engineering and technology.
- Know some of the classic cases in engineering ethics and some of the typical ethical and professional issues which arise in engineering.
- Know the NSPE code, the code of your own professional society, and the major professional societies and organizations in engineering.
- Improve skills in effective communication, both oral and written, especially with regard to ethical and professional issues in engineering.

II. Required Textbooks:


Please note:

- The references in the syllabus (under the topic “Calendar of Topics”) are to this book (see next section). Lecture notes will be available on the class web page.
- The lecture notes are a valuable study aid in topical form, but not a substitute for attending class or reading the textbook.
- Many of the questions on the mid-term and final exams are taken directly from the textbook.
III. Access to Class Materials:

Access class materials through Vista (formerly Web-CT) at elearning.tamu.edu

- To access Vista, using Mozilla Firefox instead of Internet Explorer is better
- To access Vista, and the class materials, point Firefox to http://elearning.tamu.edu. You will be presented with a Vista login screen. Select the top box labeled “TAMU (NetID)” and login with your NetID and password. You will be presented with a screen with a list of courses associated with your name. Select the engineering ethics course. You will be presented with the home page for this course and links to course resources.

IV. Grading and Exams:

- Mid-Term & Final Exam: Multiple Choice (20% each): Total of 40%
- First Writing Assignment: Total of 10%
- Second Writing Assignment: Total of 10%
- Third Writing Assignment Total of 20%
- Recitation Quizzes Total of 10%
- Participation in Recitation Sessions Total of 10%

- Points deducted for Non-attendance in Lecture and the three peer reviews:
  a) 1-3 total lecture absences: No penalty. If no more than 3 classes are missed, you do not have to submit any documentation of excused absences.
  b) If 4 or more lectures are missed, all absences will be considered unexcused until proper documentation of excused absences is submitted.
  c) Your grade will be reduced according to the remaining number of unexcused absences as follow: each unexcused lecture absence will result in a 5-point reduction.
  d) Please note: the first three absences are not “free;” you just don’t have to submit excuses unless you miss four or more lectures. If you miss four or more, you have to submit excuses for any, even the first three that you wish to be excused from.
  e) Points deducted for non-participation in the peer review. This is a writing-intensive course, and this means that we must give special emphasis to writing. One of the most important ways we do this is to have peer reviews of the writing assignments, which should serve as significant learning experiences for the reviewers and those whose work is reviewed. In order to encourage attendance in and participation in the three peer review sessions, the following policy has been set. If you miss the peer review for the memorandum, ten points will be deducted from the memorandum grade, so that the highest grade you can make is 90. If you miss one of the peer reviews for the final paper, the highest grade you can make is 90. If you miss both peer review sessions for the final paper, the highest grade you can make is 80.
  f) Finally, because this is a Writing Intensive course, failure to earn an average of at least a C (70) on the three out-of-class essays will result in failure to pass the course, regardless of your grades in other aspects of the course.
V. Other Matters:

- Additional Classroom Information:
  a. Attendance in lectures will be taken. Signing in for another student is dishonest and can be subject to penalties.
  b. University excused absences will always be recognized for lecture and discussion sections.
  c. Other excuses will be considered on an individual basis. Your TA makes these determinations, sometimes in consultation with the instructors.
  d. Make-up exams for the mid-term and final exams will be given for excused absences, and there will be no penalty for excused absences. Your TA will handle all of this.
  e. The multiple-choice parts of the mid-term and final exams will consist of 40 questions and will focus on the lecture and textbook material.

- Scholastic Integrity (Know the Code!):
  “An Aggie does not lie, cheat, or steal or tolerate those who do.” Students are expected to understand and abide by the Aggie Honor Code presented on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor). No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrications, falsifications, multiple submissions, plagiarism, complicity, etc. These are more fully defined on the above website. Violations will be handled in accordance with the Aggie Honor System Process described on the website. Scholastic dishonesty can result in failure of the course. One form of scholastic dishonesty that is not well understood is plagiarism. As commonly defined, plagiarism consists of passing off the work of another as one’s own work. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the other person. Plagiarism is a very serious offense. In the professional world, plagiarism destroys the trust among colleagues, without which research and testing cannot be effectively pursued or communicated. Consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty” for further comments on this issue.

- Writing-Intensive Course:
  Studies show that engineers spend over half of their time in communication. In fact, written communication is probably more important in engineering than in any other profession, except law. Recognizing, evaluating, and resolving ethical issues, and writing about these issues, hones critical thinking skills as well as improves your communication skills. For this reason, practice in communication is an important part of an engineer’s professional education. In light of this, the course has been designated as writing-intensive. In order to qualify as a writing course, it must be mathematically impossible to pass the course without making a passing grade on the writing aspect of the three out-of-class writing assignments.
- The Writing Center:
  a. If you need help with writing, the Undergraduate University Writing Center is the place to go. They will help you with virtually every aspect of a writing assignment, short of writing it for you.
  b. They provide one-on-one writing assistance, including help in creating a rough draft, grammar, organization, citation, and revision.
  c. Each session lasts approximately 30-45 minutes and begins on the hour. If you are more than five minutes late for an appointment, you forfeit your appointment time.
  d. Come prepared. Bring a copy of your assignment and think about what you want to work on at the Center.
  e. The Center is located in the Evans Library, second floor, room 1.214. The phone is 979-458-1455. The web address is http://wrc.tamu.edu/apprcal/student. You can also print handouts on virtually every aspect of writing from http://wrc.tamu.edu/handouts/.
  f. The hours of the Center are Monday-Thursday, 9:00am-10:00pm, Friday, 9:00am-2:00pm, and Sunday 5:00pm-10:00 pm.
  g. Americans with Disabilities Act (ADA) Policy Statement:
     The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. If you believe that you have a disability requiring accommodation, contact the Department of Student Life Services for Students with Disabilities, Cain Hall, B-118, or phone 845-1637.

- Turnitin.com
  Out-of-class writing assignments will be turned in through a Vista link which will send the papers through turnitin.com, where they will be checked for originality against all other papers and an extensive database. Be particularly careful to cite all material taken from other sources.

- Accessing the DVD’s Played in Class:
  a. These directions are given by Educational Media Services on the fourth floor of the Library Annex. There are links to these materials in Vista, under the “Web Links” tool (Course Tools on the left hand side of the page).
  b. Alternatively, you can access these materials directly through the Educational Media Services:
     1. Type in the URL: http://mediamatrix.tamu.edu
     2. Log on with your Net ID and password.
     3. Select the Home tab.
     4. Scroll down to see the published streams listed under the tabs and select the appropriate tab: Published to my NetID/Guest user, Published to my courses, or Published to my UIN.
     5. Click the “view” link to watch/listen to the stream.
  c. Note: Real Player is required to view the film streams. Flash Player is required to listen to mp3 streams.
  d. If the stream is choppy, here is the solution:
     1. Open Real Player from your Start>Programs menu.
2. Go to Tools>Preferences
3. Go to the “Connection” settings.
4. Under “Bandwith,” make sure your normal setting is your internet connection speed. The problem is usually caused by having your normal setting set too low. If you are on campus, select the T1 connection.
5. Click “Ok”
6. Exit Real Player

- How to do well in this class:
  a. Attending class and recitation sections is important. Read the textbook. Many questions on the mid-term and final come directly from the textbook, although others come from the lectures. Take full advantage of the peer review sessions and the Writing Center.
  b. Take advantage of the ability to see your TA and the professors. We all have office hours listed on the class webpage. We really are on your side, and we want to make this course a valuable part of your professional training. It can make a difference in your professional career.
### VI. Calendar of Topics and Instructor Responsibility for Lectures:
Semester: Fall 2011

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<th>E=Engineering Instructor Responsible</th>
<th>H=Harris Responsible</th>
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### Part One: Professionalism and Methodology

**Jan. 18**  
Introduction, Personal Ethics, Professional Ethics (Ch.1) (H). **First Out-of-Class Essay Assigned**

**Feb. 1**  
Two Great Moral Ideas (Ch. 3-4) (H)

**Part Two: Preventive Ethics**

**Feb. 3**  
Discussion Section: Discussion of Chapters 3-4  (Read Ch. 3-4 before class.)  
**First Out-of-Class Essay Due, Second Out-of-Class Essay (Memorandum) Assigned**

**Feb. 6**  
Professional Responsibility: *Challenger* and *Columbia* (Ch. 2) (E)

**Feb. 8**  
Professional Responsibility: The BP oil spill case (Dr. James)

**Feb. 10**  
Discussion Section: Discussion of Chapter 2 (Read Ch.2 before class.)

**Feb. 13**  
Communication in Engineering (Dr. James)

**Feb. 15**  
Conflicts of Interest and Other Situations that Corrupt Professional Judgment (Chapter 6) (E)

**Feb. 17**  
Discussion Section: Discussion of Chapter 6 **Peer Review of Second Out-of-Class Essay**  
(Read Ch. 6 before class.)

**Feb. 20**  
Risk Management: the Ever-Present Issue in Engineering: The Engineering View (Ch. 7) (E)

**Feb. 22**  
Risk Management: the Ever-Present Issue in Engineering: The Lay Public and
Government Regulator View (Ch. 7) (E)

24 Discussion Section: Discussion of Chapter 7) Review for Mid-Term Exam (Read Ch. 7 before class.)

27 Incident at Morales (DVD)

29 Mid-Term Exam


Mar. 2 Discussion Section: Essays on "Social Networking and the Virtues" and "Is Technology Neutral?" (Available on Website. Read before class.)

5 Is Technology Out of Control? (Mr. Cody Moore)(Ch. 5)

7 Introduction to Computer Ethics: ACM Code. Are Computer Scientists Engineers? Are They Professionals? (Dr. Daugherity)

9 Discussion Section: Discussion of Technology and Society (Read Ch. 5) Second Out-of-Class Essay (Memorandum) Due, Third Out-of-Class Essay (Project Paper) Assigned

12-16 Spring Break

19 Computing and Privacy (Dr. Tracy Hammond) (Or Dr. Ricardo Battati)

21 Computing and Intellectual Property (Dr. Walker, Head of Computer Science)

23 Discussion Section: Discussion of Privacy and Intellectual Property (Read Ch. 5 before class.)

26 Bovay Lecture (Dr. Bernard Amadei, Founder of Engineers Without Borders)

28 Emerging Issues in Professional Employee Rights (Chapter 8) (H)

30 Discussion Section: Chapter 8 (Read Ch. 8 before class.) Peer Review of Third Out-of-Class Essay (Project Paper)

Apr. 02 Environmental Ethics (Ch. 9) (Dr. Holtzapple)

04 Environmental Ethics (Dr. Holtzapple)

06 Reading Day: No Classes

09 Sustainable Engineering (Dr. Robin Autenrieth)

11 Sustainable Engineering (Dr. Robin Autenrieth)

13 Discussion Section: Chapter 9 and Sustainability. Third Out-of-Class Essay (Project Paper) Due

16 Aspirational Ethics (H)

18 Cidicorp (DVD)
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>20</td>
<td>Discussion Section: “Tragedy of the Commons” (Read before class. Available on class website.) Discussion of Aspirational Ethics.</td>
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<tr>
<td>23</td>
<td>International Engineering (Ch. 10) (H)</td>
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<td>25</td>
<td>International Engineering (Ch. 10) (H)</td>
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<td>27</td>
<td>Discussion Section: Review for Final Exam</td>
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<td>30</td>
<td>TBA</td>
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<td>May 1</td>
<td>Redefined Friday: Discussion Section: Review for Final Exam</td>
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<td>Final Exam, AM Section, Friday, May 4, 3-5 PM, Zach 102</td>
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<tr>
<td></td>
<td>Final Exam, PM Section, Tuesday, May 8, 10:30-12:30 PM, Zach 102</td>
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</tbody>
</table>
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Dudley Poston, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, College of Liberal Arts
DATE: March 12, 2012
SUBJECT: REPORT ON PROPOSED W COURSE: SOCI 312

We recommend that SOCI 312 Population and Society be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 45%
2. Course content appropriate to the major
3. Total number of words: 6000
4. Instructor to student ratio for one section: 1:20

Graduate students (2-3) assist with this class. Students write eight sections of a long paper related to demographics and population change. Feedback consists of instructor and assistant comments on each section as it is turned in. Students then turn in a final term paper consisting of the eight rewritten sections plus maps, tables, and charts. Early in the semester, before the first section is due, there is instruction on writing style, grammar, and spelling. The class reviews examples of both good and poor writing, especially examples having to do with demography. These general instructions are repeated as appropriate when each of the eight sections is graded and evaluated.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

5061-312 Population and Society

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Dudley L. Poston 2-14-2012
Printed name and signature (Date)

Received: Valerie Balester 2-17-12
(W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature
(Date)

Department Head: Jane Sell 2/14/2012
Printed name and signature JANE SELL (Date)
Sociology 312  
Population and Society  
Fall, 2011  
M-W, 4:10 to 5:25  
O&M 103

Instructor

Dudley L. Poston, Jr.  
Office: Academic Building 425B  
Office Hours: M,W, 2:00 to 3:00 PM, & by appointment  
Tel: 979-862-3947 (office), 979-574-5055 (cell)  
Electronic Mail Address: d-poston@tamu.edu

Teaching Assistants

Danielle Xiaodan Deng  
Office: Academic Building 409  
Office Hours: M,W, 1:00 to 2:00 PM  
e-mail address: danielle523@gmail.com

Kate Qian Xiong  
Office: Academic Building 409  
Office Hours: T, Th, 1:00 PM to 2:00 PM  
e-mail address: qian_xiong@neo.tamu.edu

I. The Course. This is an introduction to the sociological study of populations, i.e., social demography. My definition of demography is: the scientific study of human populations - their size, composition, and distribution - and the changes in these factors as they occur through the three processes of fertility, mortality and migration.

Our course will focus in particular on the demography of the United States, China, and Texas.

The course outline below pretty much follows my above definition. When you complete this course, you will be able to perceive, analyze and discuss at rather sophisticated levels the dynamics of human
populations. You will be especially knowledgeable about the populations of the U.S., China and Texas. You will also be able to discuss with anyone the theme of our course, “Demography is Destiny.”

Few issues in the world are as important these days as population growth and change. This course will enable you to view population issues from the perspective of the social sciences.

II. Texts.


3. There will be several additional readings assigned, and I will send them to you electronically.

III. Basis for Grade Computation. The final grade will be based on two examinations, and two written assignments, as follows:

--two 75-minute noncumulative examinations (25 points each, for a total of 50 points) will be held on October 19th and December 13th. The exam on October 19th will be held at our regular class time; the exam on December 13th will be from 3:30 to 4:45 pm.

--two written assignments, as follows:

the first written assignment is a short (about 4 pages) population autobiography which will be submitted to me at the end of class on September 7th (5 points).

the second written assignment is a “Demographic Analysis of Your Home County (CDP).” You will undertake a demographic study of your home county in Texas, i.e., the county in which you were raised. If you were not raised in Texas, you should choose a county in Texas – I will help you select one. No county may be chosen by more than one student. There are 254 counties in Texas, so there are more than enough counties for everyone to have his or her own county. Most of
the demographic information that you will need to conduct your
demographic study will be available on the internet. Each section of
the “Demographic Analysis of Your Home County” will be submitted to
me during the semester according to a schedule I will provide. The
final and revised version of your CDP will be submitted to me on the
last lecture day of our course (November 30th). The CDP will count
for **45** points. I will assign a maximum of 30 of these points to the
sections as you submit them during the semester; and I will assign a
maximum of 15 points to the final revised copy of the CDP submitted
to me on November 30th.

**IV. Extra Credit.** Students may earn extra credit in this course by
reading, and writing a review of, a book selected from a list of
books attached at the end of this syllabus. The review will consist
of no less than 8 double-spaced typed pages (about 250 words per
page), consisting of no less than 4 pages of summary and 4 pages of
critique, appraisal and reflection. I will assign one of three
grades to the review: A, B, or C. The grade of A on the review will
raise the student's final course grade by 2/3rds of a grade, for
example, raising it from B to A-. The grade of B on the review will
raise the student's final course grade by 1/3rd of a grade, for
instance, raising it from C+ to B-. The grade of C on the review
will result in no change in the student's final course grade. The
book reviews will be submitted to me on the last class day of the
course (November 30, 2011). No more than two students may choose the
same book to review. So, if you decide that you will write a book
review for extra credit, make your selection soon from the attached
list, and inform me in writing over email of your selection. If two
others have already chosen the book you wish to review, you will
need to choose another book. Students who usually receive the grades
of A or B on these book reviews are those who write more than the
minimum eight page book reviews.

**V. Examinations.** Each of the two examinations will be available in
multiple-choice and essay formats. If the student wishes to take the
essay examination, he/she must inform me via electronic mail, on no
later than the class day before the exam day, of the intention to
take the essay exam. If I am not informed otherwise I will assume
the student will be taking the objective version of the test. **The
two examinations will be administered on October 19th and December
13th.** All students must take both exams. There will be no make-up
exams unless there is some extraordinary and unique situation
(extreme sickness, or death in the immediate family are the only two
examples I can think of). In the case that the student misses an
examination owing to such a situation, s/he must provide to me a
written letter from a medical person (in the case of sickness) or a letter from a parent or close relative, accompanied by a copy of a death notice from a newspaper (in the case of a death in the immediate family). If I decide in such extreme cases to administer a make-up exam, the exam will be an essay exam.

VI. Written Assignments. As already noted, the first written assignment will be submitted on September 7th. The second assignment, the CDP, will be submitted to me in sections during the semester, and the final version will be turned in on November 30th. Each assignment will be typed double-spaced. Detailed instructions about each of the two assignments will be provided in writing. I will downgrade assignments if they contain spelling and grammatical mistakes. Both assignments must be submitted and completed to receive a passing grade in the course.

The first assignment will be considered “late” if I do not have it in my possession when I leave the classroom at the completion of the class lecture on the day (September 7th) it is due. If the first assignment is submitted late, the following rule will apply. The assignment will be read and graded. I will then reduce the assigned grade by one full grade (e.g., a B+ to a C+) for every class period it is late; the maximum reduction a late paper will receive is three grades, irrespective of how late it is turned in.

The final version of the second assignment, the CDP, will be considered “late” if it is not submitted to me by 5:00 PM on November 30th. If it is submitted to me after 5:00 PM on November 30th, but by 12 Noon of the day of the 2nd examination (December 13th), I will downgrade it by eight points. If the assignment is submitted to me after the date of the 2nd examination, I will downgrade it by 10 points.

Each of the eight sections of the CDP will be submitted to me according to a schedule I will provide you. Each section will receive a maximum of 3-4 points (eight sections for a maximum total of 30 points). If a section is submitted late, I will downgrade it by one point for every class period it is late, up to three periods.

Both assignments must be submitted and completed to receive a passing grade in the course.

VII. Attendance Requirements. Students are required to attend class on a regular basis. Class attendance will be taken during each class, beginning on September 5th. At the end of the semester after I
have calculated the student’s final course grade, I will raise by 1/3rd of a letter grade (e.g., from a B+ to an A-) the final grades of all students who have missed no classes or one class during the semester. I will reduce by 1/3rd of a letter grade (e.g., from a B- to a C+) the final grades of all students who have missed between four and seven classes during the semester. I will reduce by 2/3rds of a letter grade (e.g., from a B- to a C) the final grades of all students who have missed between eight and eleven classes during the semester. I will reduce by a full letter grade (e.g., from a B- to a C-) the final grades of all students who have missed twelve or more classes during the semester.

VIII. Powerpoint Lecture Notes/Slides. I will send to you electronically at least one day prior to each class lecture a copy of the Powerpoint Slides of my lecture. Also, I will send you all class hand-outs (syllabus, assignments, etc.) electronically.

IX. Class Electronic List. I will use electronic mail to communicate on various topics with the students in this class. Also, students are encouraged to raise and send questions and reflections to me about any of the topics covered in this course. I will answer/respond to the questions, and will also send the questions/answers to all students on the electronic list. If you send me an electronic message and do not want your question, and my answer, sent to all the students in our class, indicate so by typing “PRIVATE” at the beginning of the message. I check my electronic mail several times daily. The best way to communicate with me, outside the classroom, is through electronic mail. My e-mail address is:

d-poston@tamu.edu

X. Schedule of Lecture Topics and Reading Assignments. Here is a general schedule, with reading assignments, for the various demographic topics to be covered in this class. The dates of the two non-cumulative examinations are firm.

August 29
Course Introduction
August 31, September 5
Readings: 1. Poston/Bouvier, chapter 1.
2. Wattenberg, chapter 1.

September 7
Lecture 2: The Sources and Materials of Demography
Readings: 1. Poston/Bouvier, chapter 2.

September 12, 14
Lecture 3: Population Increase/Decrease and the Demographic Transition
Readings: 1. Poston/Bouvier, chapters 9 and 10.
2. Wattenberg, chapters 2-3.

September 19, 21
Guest Lectures

September 26, 28
Lecture 4: Population Composition: Age and Sex
Readings: 1. Poston/Bouvier, chapter 8.

October 3, 5
Lecture 5: Sexuality
Readings: 1. Poston/Bouvier, pp. 231-236.
2. Walther, Poston and Gu, “Ecological Analyses of Gay Male and Lesbian Partnering in the Metropolitan United States in 2000” (sent to you electronically)
3. Poston and Baumle, “Patterns of Asexuality in the United States” (sent to you electronically)
4. Garcia, Terrell, Poston, and Walther. “Patterns of Sexual Activity in China and the United States” (sent to you electronically)

October 10, 12, 17
Lecture 6: Population Distribution and Urbanization
Readings: 1. Poston/Bouvier chapter 11.
2. Wattenberg, chapters 4 and 5.
October 19
First Examination

October 24, 26
Lecture 7: Fertility
         2. Wattenberg, chapters 6 and 7.

October 31
Lecture 8: The World at 7 Billion

November 2, 7
Lecture 9: Mortality
Readings: 1. Poston/Bouvier, chapter 5

November 9, 14, 16
Lecture 10: Migration
Readings: 1. Poston/Bouvier, chapters 6 and 7

November 21
Lecture 11: Population Policy
Readings: 1. Poston/Bouvier, chapters 12, 13 and 14
         2. Wattenberg, chapters 8, 9, 10.

November 23
Movie: “And the Band Played On”

November 28, 30
Lecture 12: Applications of Demography
Readings: 1. Baumle/Poston, “Apportioning the House of Representatives in 2000: The Effects of Alternative Policy Scenarios” (sent to you electronically)
         2. Poston, “Puerto Rico Gain as a State Could Be Loss for Texas: An Addition Would Lead to Subtraction” (sent to you electronically)
         3. Wattenberg, chapters 11, 12, 13.

December 13
XI. COPYING AND PLAGIARISM AND OTHER ISSUES. The handouts used in this course are copyrighted. By “handouts,” I mean all materials I have generated for this class, including but not limited to syllabi, quizzes, exams, course assignments, review sheets, etc. Also included are the powerpoint slides I will provide to you over email. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission. I do hereby give each of you permission to make one copy of the powerpoint slides and articles for your own use. Making more than one copy is not allowed without my permission.

Use of Electronic Devices in the Classroom
Cell phones should be turned off during lectures. If a person’s cell phone rings, he/she is expected to turn it off immediately and to leave the classroom; in such an occurrence, the person will be counted as absent for that class.

Text messaging during lectures or during examinations is strictly prohibited. Persons found to be texting during a lecture will be asked to leave the classroom and will be recorded as absent for that class. Persons found to be texting during an examination will be asked to leave the classroom and will receive a zero on the exam.

No electronic devices (laptop computers, palm pilots, blackberries, tablets, i-phones, translators, calculators, cell phones, etc.) may be used during any lecture sessions or examinations, unless specifically requested in advance by TAMU student services on the student’s behalf, or approved by the instructor.

Scholastic Dishonesty. The Aggie Code of Honor is simple: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.”

Cheating in any form during quizzes, take-home assignments, or exams, will result in a zero for that examination and possible other disciplinary actions per current TAMU Student Rules. Students observed giving or receiving answers during an exam will receive a zero on that examination.

More generally, instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the new website:

http://www.tamu.edu/aggiehonor.
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, one is committing plagiarism if one copies the work of another person and turns it in as his or her own work, even if one should have the permission of that person to do so. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely conducted and communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules at:

http://student-rules.tamu.edu

Look under the section “Scholastic Dishonesty.”

**Grade Disclosure.** All personal information concerning your performance in this course is covered by federal privacy legislation, known as the Family Educational Rights and Privacy Act of 1974 (FERPA). I am not allowed to provide grades or grade/enrollment status questions to students by telephone or email.

**ADA Statement.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for the reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.

**XII. Books for Review**

Any of the books on this list may be used for the extra-credit book review in this course. The Texas A&M University Library should have most, if not all of them. I do not want more than two students to review the same book. So if you decide to review a book, make your choice and inform me in writing (electronic mail is best) right away. Once a book has been selected by two students, no one else may use it for his/her review.


TO: Faculty Senate Executive Committee

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

CC: Katheryn Dietrich, Department of Sociology
    Jane Sell, Head, Department of Sociology
    Donald J. Curtis, AOC Dean, College of Liberal Arts

DATE: March 12, 2012

SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: SOCI 430

We recommend that SOCI 430 Contemporary Sociological Theory be certified as a writing-intensive (W) course for four academic years (1/12 to 1/16). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 40%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

Students in SOCI 430 write four 1000-word theoretical analyses. Each of the four papers is submitted for instructor comments, but only the first two can be revised and re-submitted. Because the assignments are analyses of contemporary events using the theories covered in class, writing instruction includes class discussion of the concepts. Supplemental writing instruction is given via lecture and assigned readings. A portion of each class before the due dates of revisions of Papers 1 and 2 is devoted to peer help (i.e., the students are paired to help each other make corrections to their papers), and the instructor encourages students to visit with her for personal consultation about their papers and additional writing instruction.

No significant changes have been made since original certification was granted.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Baleser, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   _SOCI 430 - CONTEMPORARY SOCIAL THEORY_

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: _Katheryn Dietrich_  
Printed name and signature  
(Date)  
Received: _Valerie Baleser_  
(W Course Coordinator, University Writing Center)  
(Date)

Approvals:

College Dean: _Michael T. Stephenson_  
Printed name and signature  
(Date)

Department Head: _Jane Sell_  
Printed name and signature  
(Date)
SYLLABUS
SOCI 430 - CONTEMPORARY SOCIOLOGICAL THEORY
Semester, Year
Location of Class

INSTRUCTOR:  Dr. Katheryn Dietrich
306 Academic Building
Office Phone: 845-9223
e-mail: kdietrich@tamu.edu

OFFICE HOURS:  M,W,F 2:00-4:00; T 10:30-4:00; R 2:00-4:00

TEXT:  Collins, Randall. 1994. Four Sociological Traditions. New York: Oxford University Press. (Note: Collins also has another book with a similar name, Four Sociological Traditions: Selected Readings. That is NOT the text for this course.)

OTHER REQUIRED READINGS are posted online on our eLearning site.

OBJECTIVES:
The purpose of this course is to examine major currents of thought in contemporary sociological theory. To place these trends of thought in comparative context, we will briefly trace their origins in classical social philosophy and sociology, but we will concentrate primarily on major theoretical contributions to sociology since the middle of the 20th century. To help us understand the utility of these contemporary theoretical ideas for empirical analysis of social behavior, we will give examples of how they can be used to analyze contemporary social events and trends and argue the theories’ strengths and weaknesses in this respect.

This section of SOCI 430 is a writing intensive course. This means that the course is designed to enhance students’ writing capabilities in the discipline of sociology. To accomplish this objective, the course includes four papers in which you use the contemporary sociological theories to explain particular contemporary events. Writing instruction will be incorporated into class lectures and discussions as needed throughout the semester. However, the primary source of writing instruction will be through individual conferences in my office.

GRADING:
4 exams 60%  A=90-100
4 analytical papers 40%  B=80-89
               C=70-79
               D=60-69
               F≤59

Exams
Exams will consist primarily of long- and short-answer essay questions but will include some multiple choice and true-false questions. They will cover assigned readings AND class lectures. Make-up examinations will be given only for officially excused absences (i.e., a written and signed excuse by a doctor or TAMU official).

Papers
The purpose of the papers is threefold: (1) to help you understand the theoretical ideas and their potential for empirical application; (2) to develop your analytical abilities; (3) to enhance your writing skills. You are to apply as many ideas as possible from the theories we study in a tradition to analyze the real-life situations described in the assigned readings. You should use ideas of the theorists that I present in class PLUS any major ideas presented solely in your assigned readings. [NOTE: Do NOT use information from outside references, unless these other sources of information are the ORIGINAL WORKS of the theorists.]

You need to submit your papers via eLearning Vista. Your paper grade will reflect how thoroughly you apply contemporary theoretical ideas, your insights regarding theoretical meanings and their applications, organization and clarity of written presentation, and correctness of grammar and spelling. To thorough apply
the theoretical ideas, the papers should be a MINIMUM of 4 double-spaced pages, Times New Roman 12 font, 1 inch margins. There is NO maximum page limit. For the first two papers, I will grade your initial submission of each paper for substantive content (i.e., your use of the contemporary theories), and I will indicate problems in writing that you need to correct. You will have the opportunity to revise and resubmit the first two papers you submit for errors related to written expression, such as clarity of expression, organization, grammar, and spelling. However, you may NOT revise any of your papers for substantive content, so be sure to visit with me before your initial submissions if you have any questions about the assignments. See course schedule for paper topics and due dates.

ACCESSING ELEARNING

In addition to the class discussion, I will use eLearning to post required readings, the exam review questions, syllabus, and any changes to the schedule, or other important information or announcements. To access eLearning, you need to set up a university computer account, if you have not already done so. Then simply type in the URL: elearning.tamu.edu. At the prompt, type in your NetID and password; then click on TAMU.

ACADEMIC HONESTY

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and submit it as your own, even if you have the permission of that person. Any student in this class who copies the work of another person and turns it in as his or her own will receive a grade of zero on the paper or examination and be referred to the Dean for appropriate disciplinary action. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.”

RELIGIOUS HOLY DAYS

If I have scheduled an exam during a day that is designated a holy day by your religion, you are entitled to take a makeup exam if you desire. Please notify me prior to the regularly scheduled exam.

THE AMERICAN WITH DISABILITIES ACT

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at Cain Hall, Room B118, phone: 845-1637.
COURSE SCHEDULE

Classes 1,2  THE NATURE OF SOCIOLOGICAL THEORY
*Required Reading


Class 3  THE DURKHEIMIAN TRADITION
A. Two Wings of Development
   *Collins Text: Pp. 181-194

B. Analyzing Macro Social Systems
1. Classical Foundations
   a. Social Morphology: Montesquieu, Comte, Spencer
   *Collins Text: Pp. 194-197

   b. Durkheim on Solidarity, Collective Conscience, and the Social Nature of Man


   *Online Reading: “Egoistic Suicide and Anomic Suicide,” by Émile Durkheim, translated excerpt from Suicide [1897]. Pp. 78-90 in Farganis.

Classes 4,5 2. Modern Functionalism
   *Collins Text: Pp. 198-202

   a. A Grand Conceptual Scheme: Talcott Parsons
   *Online Reading: Biographical Sketch: Parsons


Class 6  b. Empirical Functionalism: Robert Merton
   *Online Reading: Biographical Sketch: Merton


Class 7  c. The Functions of Social Conflict: Lewis Coser

Class 8  d. Neofunctionalism: Niklas Luhmann


**PAPER 1 ASSIGNMENT: An analysis in CONTEMPORARY Durkheimian tradition of packet readings “Mother Cow” by Marvin Harris. Pp. 6-27 in Cows, Pigs, Wars and Witches (see eLearning for specific assignment instructions).
** Class 9**  
**WRITING SEMINAR** (Note: You absolutely must be present on this date or 15 points will be deducted from your paper 1 grade.)


* “Handout on Common Writing Errors and Corrections” by Katheryn Dietrich (Bring to class with you.)

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**Class 10**

C. Spanning Micro and Macro: Rituals and Symbols

1. Another Classical Theory of Emile Durkheim
   
   *Collins Text*: Pp. 203-204
   

2. Ritual and Social Stratification
   
   a. Durkheim’s Application of Fustel de Coulanges
      
      *Collins Text*: Pp. 205-214

   b. The Ritual Basis of Social Class: W. Lloyd Warner
      
      *Collins Text*: Pp. 214-219

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**Class 11**

c. Stratifying Effects of Interaction Rituals: Erving Goffman

   *Collins Text*: Pp. 218-219

   *Online Reading*: Biographical Sketch: Goffman


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**Class 12**

d. Ritual Theory of Class Cultures: Collins, Bernstein, Douglas

   *Collins Text*: Pp. 219-224

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**Class 13**


   *Collins Text*: Pp. 224-234

   *Online Reading*: Biographical Sketch: Randall Collins


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*** Class 14 ***

**EXAM I**

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**Class 15**

**THE CONFLICT TRADITION**

A. Classical Legacies

   *Collins Text*: Pp. 47-62

1. The Sociological Contributions of Marx and Engels

   *Collins Text*: Pp. 62-80


Class 16 2. Weber’s Theory of Rationality
*Collins Text: Pp. 81-92

Classes 17,18  B. Analyzing Arenas of Conflict: Contemporary Applications of Marx/Engels and Weber. 1. Organizations as Power Struggles
   a. Mannheim, Etzioni, Harrison White
      *Collins Text: Pp. 94-102

   b. The Power Elite: C. Wright Mills

Class 19 2. Class Conflict

   a. Power and Class Conflict: Ralf Dahrendorf
      *Online Reading: History and Biography: Dahrendorf

Classes 20,21  b. Historical Conditions Producing Economic Inequality: Gerhard Lenski

   c. Classes and Political Conflict: Stinchcombe, Moore, Calhoun

Classes 22,23  C. Critical Theory: The Frankfort School and Jurgen Habermas
*Collins Text: Pp. 92-94
*Online Reading: Biographical Sketch: Habermas


Class 24  D. Geopolitics, States, and Global Inequality
*Collins Text: Pp. 108-112

The World System: Wallerstein
**Online Reading:** Biographical Sketch: Wallerstein


***Class 25***

EXAM 2

** Class 26  **

THE MICROINTERACTIONIST TRADITION

A. American Philosophical and Sociological Legacies

**Collins Text:** Pp. 242-247

1. The Pragmatism of Charles Sanders Peirce and William James

**Collins Text:** Pp. 247-253


2. Society is in the Mind: Charles Horton Cooley

**Collins Text:** Pp. 253-256


**Online Reading:** “Society is in the Mind,” by Charles Horton Cooley. Pp. 283-289 in Lemert.

**Class 27**

3. A Sociology of Thinking: George Herbert Mead

**Collins Text:** Pp. 256-260


B. Modern Interactionism: The Symbolic Interactionism of Herbert Blumer

**Collins Text:** Pp. 260-266


**Online Reading:** “Society As Symbolic Interaction,” by Herbert Blumer. Pp. 263-266 in Lemert.

**Classes 28,29**

C. The Sociology of Consciousness

1. The Philosophies of Existentialism and Social Phenomenology: Heidegger, Husserl, Schutz,

**Collins Text:** Pp. 266-276

2. Ethnomethodology: Harold Garfinkel

**Online Reading:** Biographical Sketch of Garkinkel


3. The Sociology of Language and Cognition: Sacks, Schegloff, and Cicourel

**Collins Text:** Pp. 276-277

**Class 30**

D. Frame Analysis: Erving Goffman

**Collins Text:** Pp. 277-283


Class 31

STRUCTURALISM
A. Constructivist Structuralism: Pierre Bourdieu
   *Online Reading: Biographical Sketch: Bourdieu
   *Online Reading: “Structures, Habitus, and Practices,” by Pierre Bourdieu

Class 32

B. Structuration Theory: Anthony Giddens
   *Online Reading: Biographical Sketch: Giddens

Class 33

C. Poststructuralism: Michel Foucault and Jacques Derrida

***Class 34

EXAM 3

Class 35

POSTMODERNISM
A. Precursors of Postmodern Theory
   *Online Reading: Biographical Sketch: Riesman

Class 36

B. Defining Postmodern

Classes 37,38

C. The Postmodern Condition
   1. An Age of Simulation: Jean Baudrillard
      *Online Reading: Biographical Sketch: Baudrillard
      *Online Reading: “Simulacra and Simulations: Disneyland,” by Jean Baudrillard
   2. Late Capitalism: Frederic Jameson
   3. The Postmodern Emotion of Ressentiment

**PAPER 4: A post-modern analysis of the movie “When Harry Met Sally.” [NOTE: Movie will be streamed on eLearning.]

Class 39

THE RATIONAL/UTILITARIAN TRADITION
A. The Classical Legacy from Utilitarian Philosophy
   *Collins Text: Pp. 121-133

B. Exchange Theory
   1. The Exchange Theories of Homans and Blau
      *Collins Text: Pp. 133-139
      *Biographical Sketch: Homans
   *Collins Text: Pp. 139-153

Class 40
   C. Rational-Choice Theory
      1. Limits of Rationality: March and Simon and Mancur Olson
         *Collins Text: Pp. 153-159

Class 41
   2. Rational Explanations of Social Solidarity: Michael Hechter
      *Collins Text: 159-163

Class 42
   3. Markets of Rational Choice: Harrison White and James Coleman
      *Collins Text: 163-168

   4. Rational Theories of the State and the New Utilitarian Policy Science
      *Collins Text: 169-173

***Final Exam Date/Time EXAM 4