Note:  * The best way to contact me is via e-mail.  
(consider identifying your class MBAD 506 on the subject)  
* Instructor reserves the right to change/modify this syllabus as deemed necessary.  
* Students are responsible for keeping themselves informed about any announcements, syllabus adjustments or policy changes made during scheduled classes.

COURSE DESCRIPTION:

WELCOME TO OPERATIONS MANAGEMENT COURSE. This course an introduction to the concepts, principles, problems, and practices of operations management. Operations produces and delivers the products compared to marketing that focuses on sales and finance that focuses on the capital for the products. This course covers topics related to operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, inventory control, quality assurance, and supply chain management.

Unlike many courses in the core, which tend to treat the firm as a “black box”, we emphasize on opening up the black box and discover what is going on inside of the box. Compared to your managerial courses, our focus is on operational aspect of the firm. As an MBA student, you explore the role of operations in building the competitive strength of the firm and in fulfilling the firm’s goal of creating value and delivering customer satisfaction. Focus is on the leading decisions Operations Managers must make within the wider corporate and industry context, from initial product and process design to inventory and quality management, maintenance and development over time.

Both the teaching approach and the textbook emphasize a real-world strategic, and global focus. Current issues and the latest strategies and tools are discussed. The importance of operations in a firm’s quest to create competitive advantage in the global marketplace is shown. The teaching approach, a mix of lectures and case analyses, encourages students to develop logical, well-supported recommendations. *Teams will be employed in case and other analysis in order to simulate working situations.*
**COURSE OBJECTIVES:**
Upon completion of this course, students should have an in-depth understanding of production processes. More specifically, students should be able to:

- Understand the tradeoffs among different types of production/operations systems in terms of key characteristics, management tasks, organization and control, and impact on the strategy and direction of the firm.
- Understand the strategic production/operations management issues and their relationship to the other functional areas of the firm.
- Develop basic competence with the quantitative tools and techniques used by operations professionals in managing operations and setting operations policy.
- Develop an understanding of the managerial implications of choosing policies that can be used to manage manufacturing and service systems based on the context; be able to create, analyze and evaluate alternative policies that can be generated from the tools.

**REQUIRED MATERIALS:**

You only need one of the two versions offered here. Usually the hardback is cheaper, but not always. The local bookstore may only carry one version or the other.

**Hard back version:**

**Harvard Business Reviews:**
- Articles
- Case studies

In addition, you will be bringing your own non-programmable calculator and pencil for exams. Supplemental materials/readings will be posted on OAKS and/or provided in class when necessary.

You should read and study the material covered in the readings before the class in which the material is discussed.

**This course addresses the following SB learning goal:**

*Communication Skills* Students will be introduced to contemporary business concepts, terminology (e.g., JIT, MRP, SAP, LSS) and provided an understanding of the differences between various types of business processes. Students will also gain valuable experience in writing and presenting individual and group projects on information technology in the workplace.

*Quantitative Fluency* Students will gain experience and training on advanced functionality in Microsoft Excel to support information management and decision making.

*Global and Civic Responsibility* Students will become aware of the current ethical issues associated with corporate use of information and technology, and common corporate policies that address these issues.
Also, students will learn about the role of enterprise IT architecture in managing distributed business processes across the global enterprise.

**Intellectual Innovation and Creativity** After gaining training and exposure to database systems and decision support systems (Excel), both of these systems will then be used to solve structured and unstructured business problems. Also, students will become aware of a variety of emerging technologies, and how companies are/should be leveraging these technologies for competitive advantage.

**Synthesis** By combining OM and business principles, students will gain experience integrating knowledge from complementary disciplines and applying this knowledge to the development, evaluation, and improvement of any business process.

**ELECTRONIC DEVICES:**

It is encouraged that you do not bring your cell phone to class. Any other electronic device is optional and not needed to perform the work required of you in class. If a laptop, tablet, or other device is being used, it should only be used for class-related activities.

Why do I state this? Several studies (and my past experience) have shown that students using electronic devices in class spend a great deal of time on non-class-related activities and that these distractions negatively impact both learning and grades (e.g., Ellis, Y., B. Daniels, & J. Andres (2010), *Research In Higher Education Journal* 8(1), pp.1-10). Using electronic devices in class also can hinder instruction and learning, not only for the student using the device but also for other students. Recent studies have supported the fact that non-class-related use of electronic device distracts and impacts the learning of other students nearby (e.g., Fried, C. B. (2008), *Computers & Education* 50(3), pp.906-914; Turner, R. (2011), *VIU Faculty of Education* 2(1), pp.1-39).

If I find that a device is being used for non-class related activities, you may be asked not to bring it with you to class again.

There are Assignments in every class. The honor code is applied here, I trust that you will act like a professional business student and follow these guidelines, as a future ethical business person. No make-ups will be given. No time extensions on assignments or case study, make sure to submit everything on-time or you get a 0.

This class is organized based on face-to-face and online learning:

**Rules Specific to Online Learning**

- Students are expected to participate in all online activities (videos, connect, etc.) A full day of not login into OAKS is considered an absence. If a video is assigned and you don’t watch it by the end of the day, that is considered an absence. The combination of 2 absences (excused or unexcused will result in the reduction of the final course grade to the next lowest grade (i.e. from B- to C+). This policy is non-negotiable. Do not waste your allowed absences, keep them for when you need them, i.e. sickness, family emergencies, etc.

- Excessive absences (3 or more days of absence in online assignments), excused or unexcused, will result in the student receiving a WA (an equivalent to an “F”) for the course.
✓ It is your responsibility to obtain any missed material from another student or OAKS. Do not email the professor asking what was covered during your absence. You are ultimately responsible for the information given in class, regardless of whether you were physically there. I will not go over missed material in office hours/individual zoom meetings.

**For the students who are taking this course completely online:**

✓ Because we don't meet face-to-face, you must maintain an active presence in the class, checking OAKS regularly and viewing the assigned lectures/videos as soon as they are posted, before the next videos/lectures come! Remember that I can see when you log onto OAKS and monitor your progress through the class.

✓ Online is NOT easier than a physical class environment. On the contrary, if you don't have the discipline and organization to keep up with the class on your own, online can be more difficult than regular physical environments.

✓ Much of the class will be run like a traditional course, except that the online format should encourage more exchanges between students than you might be accustomed to in a physical classroom. You will be expected to do the same sorts of activities that you do in a regular class such as reading and writing, guided by feedback from me, and heavy video watching and practicing on your own.

✓ You must stay on top of the course assignments. I will post due dates and reminders, but it is on you to make sure that you don't get behind. Do not make the mistake of thinking this is an easy class because we're meeting online. The material is quite difficult and will take a lot of effort on your part to master. A regular physical week-class normally entails 3.15 hours of classroom time per day of class (class in this section is 2 days a week), plus a minimum of 8 hours per week of study time. The workload for this class will be the same for you to succeed.

✓ Weekends! Although I expect you to be working on the course during weekends, you should not expect me to answer emails during Weekends or night time. My times to answer emails are 8:30 am to 5 pm. Now and then I answer emails outside the set time, however, do not expect me to do so regularly. The maximum time for me to respond to emails during the week is 24 hours.

**CLASS PARTICIPATION:**

Most managers spend little time reading and even less time writing reports. This is especially true for managers in operations-intensive settings. For this reason, the development of speaking and listening skills is given a high priority in this course.

Discussions and individual contributions are encouraged, expected, and shall count toward your final performance evaluation (15% of your final grade). There will be a variety of opportunities for class participation during the course. Your participation score will be determined based on the quality/quantity of your participation. To make the most of your participation, you should read and think about the assigned text and materials before coming to class. Not every class member is expected to have input in every class session, but you should strive to be a regular contributor.

Of course, I expect all of you to conduct yourself in a professional, courteous, and respectful manner. Please be respectful of your fellow classmates — it makes for a positive learning environment. My goal is to create and maintain a learning environment where all students, no matter their experience/knowledge/skill levels, feel comfortable sharing their thoughts and receiving feedbacks and constructive criticism.
We will also take attendance in many classes. Obviously, step one in class participation is to show up; step two is to speak up.

To help me get familiar with you, each student is asked to bring his/her name tent to each class meeting.

**Discussion Board Activity:**

There will be several discussion board activities in this course. Discussions may involve any combination of prepared materials, journal articles, textbook readings, mini-cases, problems, videos, or other resources. **During the week of discussion activity, students are expected to create at least one Discussion Thread by Day 1 (Monday) of each week that a discussion topic is assigned and then by Day 4 (Thursday) have responded to at least two other posted thread by other students in the class.** All postings including responses are to be substantive and further the discussion of the topic of interest. For some specific situations, these general timeframes may be changed, some discussions may even continue over multiple weeks. Postings on the discussion board must reflect student’s reading and comprehension of the assigned readings and/or related discussion activity. Discussion postings must reflect the ability to synthesize concepts presented through writing at a college level. The minimum length of a post is 200 words not including references listed. The discussion boards will close on the specified times, and you will not be able to retroactively participate in discussions.

In addition to these specific assigned discussions, there will be also be a general class forum (Café Analytics) for discussing issues related to the class, but these will not be graded. In evaluating class participation, I emphasize the quality of participation more than quantity. I try to assess how your contributions enhance both the content and process of a discussion:

- Do your comments provide new insights?
- Do the comments add to our understanding of the issues or is it frivolous?
- Are the comments timely and linked to the comments of others?
- Are the comments action-oriented or are they simply descriptive statements?
- Do the comments move the discussion along by giving a new perspective?
- Are the comments clear and concise or obscure and rambling?
- Do the comments reflect a concern for maintaining a constructive and comfortable classroom atmosphere?

*** The list of articles from Harvard Business Reviews are provided in the table of content for each week. You can search and read them in advance.

**Case Study and Short Assignments**

Case studies are used to further illustrate real-world examples of subject topics. For all assigned cases, students should be prepared to answer questions about the case and be able to illustrate in class its more
subtle aspects. In-class discussion of case studies serves to highlight analytical methods, indicating specifically, ways to discern the most relevant focal points. Learning teams will analyze 4-5 cases. These assignments are designed to give students a closer look at managerial and strategic issues across segments. For each case, teams should address the questions posed in the OAKS. Case write-ups should adhere to the following guidelines: 5 page limit, 1.5 spacing, single-sided, 12 point font, maximum of two additional pages for charts, etc. Cases are due by 3:00 P.M. on the specified dates.

SNAP Students/Special Accommodations/Athletes

➢ The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for SNAP services or athletes are required to present official letters to the professor within the first 2 days of class. Failure to do this means the student waives the right for special accommodations for the remaining of the extended summer.
➢ No additional time will be given for quizzes. We measure in quizzes the ability of the student to respond within a specific time what is being tested, additional to answering the question correctly.
➢ For all other tests, the student is required to remind the professor a week before each test so she can make the appropriate accommodations. No additional time is allowed for homework or projects.

Required Technology (MANDATORY AND YOUR RESPONSIBILITY)

- Hardware
- Computer with high-speed internet access.
- Software:
  - CONNECT from McGraw Hill)
  - Microsoft Office. If you have a Mac, you can still use it for everything we do in class, but you will have to learn it on your own if they happen to be different from the Windows version. However, it is highly recommended to use Office 365 that you have free with the CofC account: https://www.office.com/?auth=2
  - Adobe Flash Player
  - Adobe Reader
  - Browser

Zoom for online office hours: a link will be provided once you make the appointment (you must make an appointment)

TECHNICAL SUPPORT

➢ If you have technical problems, please contact the Student Computing Support Desk at 843.953.5457 or email StudentComputingSupport@cofc.edu. Check for computing downloads and tutorials at blogs.cofc/scs/
➢ Resolve problems promptly. Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date. You must not leave homework/quizzes/exams to the last minute!
➢ Connect technical support at 1-800-331-5094 or by chat: http://mpss.mhhe.com/contact.php
➢ The professor won’t provide any technical assistance on connect or any computer-related problem, you must use either Connect technical support or Student Computer Support Desk.
ATTENDANCE AND PREPARATION POLICY

—I trust you to use your own judgment about your reasons for missing class and whether you can afford to do so. I will deduct one (5) point for every absence beyond 3 missed classes. Use these “free” absences as you like (Covid-19, job interview, personal matters, religious holidays, etc.). You may choose any day for a free absence except a day in which you present or when there is an evaluation activity.

However, if you are absent or has missed any part of the class, then it is YOUR responsibility to obtain the missed information from the instructor or other students.

It is important that you arrive on time (online / Face-to-Face) so that we may start class promptly. Arriving late to class is very disruptive and discourteous to the class. Being late three (3) times will be counted as one (1) absence.

HOMEWORK:
There will be homework assignments. Each homework accounts for 5% of your final grade (25% in total). Specifics and due dates will be announced in class and on Blackboard. Most assigned homework will consist of problems from the textbook. Each homework should be electronically submitted to OAKS — Please DO NOT e-mail me your homework submissions. No late homework submissions will be accepted.

** do not wait until the last minute to submit your assignments. Following excuses are not acceptable: Laptops are stolen. Hard drives crash. Your wireless connection fails. You were confused with submission time (p.m or a.m).

EXAMINATIONS:

Two (2) exams will be given during the semester. Note that the exams are NOT cumulative.

The exams may consist of multiple choice questions, short answer / open ending questions, calculating answers which incorporate all materials covered in lecture class, homework assignments, case studies and assigned textbook readings.

Seating chart may be randomized on the exam day. You will be tested on all materials covered from lectures and text. Exams will test your ability of solving problems and understanding of concepts. The exams are closed book, however a formula sheet will be provided if it is needed. All books and notes will be placed under desks during exams. All hats are to be removed during exams and placed under desks. All noise making devices should be turned off before the exam begins to avoid distracting others.

I will NOT hold make-up exams unless a student has a very valid reason. In my opinion, there are very few valid reasons for missing an exam.
Examples of acceptable reasons for missing an exam:
- Covid-19 confirmed case (documentation required)
- Unforeseen documented medical emergency (documentation required)
- Official COFC events

Examples of unacceptable reasons for missing an exam:
- Placement interviews
- Social events
- Schedule conflicts with other classes

Students missing a scheduled exam due to the above acceptable reasons must PREARRANGE an alternate time to take the exam. Any other missed exams will receive a grade of zero.

**Workload and grading**
The requirements for the course follow.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Participation</td>
<td>%15</td>
</tr>
<tr>
<td>Assignments</td>
<td>%25</td>
</tr>
<tr>
<td>Hot Topic Presentation</td>
<td>%10</td>
</tr>
<tr>
<td>Case studies</td>
<td>%20</td>
</tr>
<tr>
<td>Exam 1</td>
<td>%15</td>
</tr>
<tr>
<td>Exam 2</td>
<td>%15</td>
</tr>
</tbody>
</table>

**Grading and Evaluation:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.99</td>
</tr>
<tr>
<td>B</td>
<td>80-85.99</td>
</tr>
<tr>
<td>C+</td>
<td>76-79.99</td>
</tr>
<tr>
<td>C</td>
<td>70-75.99</td>
</tr>
<tr>
<td>F</td>
<td>&lt;69.99</td>
</tr>
</tbody>
</table>

**IN-CLASS PRESENTATION (This Part may move to online platform due to Covid-19):**

In groups of 5-6, students will be expected to introduce a recent problem regarding recent topics/issues/news on operation management and present their thoughts/opinions to the class using MS-PowerPoint. The oral presentations are designed to help you improve your communication skills and to become more comfortable with public speaking. The time allotted for each presentation will be approximately 16 minutes (consisting of a 12-minute presentation and 4-minute Q&As) depending on the number of students and time available.
SCHEDULE:
The last two weeks of class will be used for presentations. Please plan on presenting on one of the two days. Once you select your presentation date, it is YOUR responsibility to be prepared on that date or find another student to change with you. Only documented illness will be considered a reason to change your presentation date at the last minute.

PRESENTATION FILE SUBMISSION:
Presentation file should be submitted to the designated drop box at OAKS, and then the instructor will download the files to his laptop for students’ convenience (Please DO NOT e-mail me your presentation file submissions). The presentation file submission is due the evening after your presentation by 23:59:59. For fair evaluation, each student/team CANNOT change/resubmit their presentation file after the due.

HANDOUT:
A handout containing copies of all slides used in the presentation must be provided to the instructor and the class.

GRADING:
In-class or On-line presentation will be graded on the following three (3) criteria: 1) relevance to the course (i.e. application of theories and tools from the classroom to specific industries or companies), 2) interests of the research (i.e. well-known vs. interesting), 3) contribution to other students’ learning in this course. Thus, your presentation is STRONGLY recommended to contain your own arguments on the above three grading criteria.

SOURCES:

College of Charleston Honor Code

❖ Lying, cheating attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.
❖ Incidents, where the instructor determines the student’s actions are related more to a misunderstanding, will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.
❖ Cases of suspected academic dishonesty will be reported directly by the instructor and/or others knowing about the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course.
due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

❖ Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz, and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

❖ Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

❖ Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Miscellaneous Policies:
Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check OAKS schedule for the most recent calendar of activities and dates.

➢ The professor does not give additional projects to increase students’ grades before or after the exam(s). The professor does not round grades; a 59.9 total grade is an F. Homework is individual work, and should be completed only by the student taking the course! Students will be able to obtain feedback 1 hour after the due date of the homework. No late homework assignments will be accepted under any circumstances.

WHAT YOU SHOULD KNOW TO SUCCEED IN THIS COURSE:

I am NOT here to try to fail you or to give you a hard time; I am here to educate you and help you ALL succeed in this course.

Attend every class on time and actively participate in discussions.

My goal as a professor is to make this course as enjoyable and beneficial to you as possible. I hope you will leave my course with useful knowledge that will provide you with a new outlook on the business world around you. Thus, feel free to ask me lots of questions if you are unclear about anything from the lecture, textbook, materials, or in-class discussion. The email subject should start with SCIM.

Start studying for exams early. By studying and reviewing each night you are not only helping to prepare for the exam more effectively, you are also more prepared for class each day and any bonus assignments or quizzes that may be given.

The time to seek help from me is BEFORE, not after, the exams. Do NOT wait until the last week of classes to ask for help. The earlier you seek help, the better.

Have a positive attitude. Again, I am here to help you, but you must be willing to help YOURSELF.
Read and be familiar with the syllabus. I have tried to include everything you need to know to succeed in this course. Yes, this is a bit lengthy document but definitely worth it.

**APPROXIMATE SCHEDULE:**

Class schedule can be changed/modified as the semester progresses at the discretion of the instructor, and it is the student’s responsibility to keep up with such changes/ modifications that will be announced in class and/or on OKAS. In general, even if the specific date of coverage may change, the order of coverage should remain as presented below.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Materials</th>
<th>Discussion Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11-Jan</td>
<td>Introduction</td>
<td>Text Book, Notes</td>
<td>Don’t Let Metrics Undermine Your Business by Michael Harris et al</td>
</tr>
<tr>
<td></td>
<td>13-Jan</td>
<td>Process Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18-Jan</td>
<td><strong>College Closed</strong></td>
<td>Syllabus, Chapter 2</td>
<td>Don’t Let Metrics Undermine Your Business by Michael Harris et al</td>
</tr>
<tr>
<td></td>
<td>20-Jan</td>
<td>Process Flow (Capacity)</td>
<td>No Case Study</td>
<td>Six Myths of Product Development by Thomak et al</td>
</tr>
<tr>
<td>3</td>
<td>25-Jan</td>
<td>Set up times and EOQ Model</td>
<td>Chapters 3</td>
<td>Inventory Management in the Age of Big Data by Cohen</td>
</tr>
<tr>
<td></td>
<td>27-Jan</td>
<td></td>
<td>No Case Study</td>
<td>Creating a Culture of Quality by Srinivasan</td>
</tr>
<tr>
<td>4</td>
<td>1-Feb</td>
<td>Quality and Statistical Process Control</td>
<td>Chapter 5</td>
<td>Lean Doesn’t Always Create the Best Products by Kolko</td>
</tr>
<tr>
<td></td>
<td>3-Feb</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8-Feb</td>
<td>Lean Operations and Toyota Production System</td>
<td>Chapter 8</td>
<td>How to Make 3D Printing Better by D’Aveni et al</td>
</tr>
<tr>
<td></td>
<td>10-Feb</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>15-Feb</td>
<td>Variability and its impact on process performance</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17-Feb</td>
<td></td>
<td>Lean Process Improvements at Cleveland Clinic</td>
<td>No Case Study</td>
</tr>
<tr>
<td>7</td>
<td>22-Feb</td>
<td></td>
<td></td>
<td>How to Make 3D Printing Better by D’Aveni et al</td>
</tr>
<tr>
<td></td>
<td>24-Feb</td>
<td>Midterm Exam Review (Chapters 2, 3, 5, 7, 8, 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1-Mar</td>
<td>Forecasting</td>
<td>Chapter 13</td>
<td>Sales Teams Aren’t Great at Forecasting. Here’s How to Fix That by Suh</td>
</tr>
<tr>
<td></td>
<td>3-Mar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>8-Mar</td>
<td>Inventory Management</td>
<td>Chapter 14</td>
<td>Control Your Inventory in a World of Lean Retailing by Abernathy et al</td>
</tr>
<tr>
<td></td>
<td>10-Mar</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>15-Mar</td>
<td>Risk Pooling Strategies</td>
<td>Chapter 17</td>
<td>Your Company Is Too Risk-Averse by Lovallo</td>
</tr>
<tr>
<td></td>
<td>17-Mar</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>22-Mar</td>
<td>Revenue Management</td>
<td>Chapter 18</td>
<td>The Good-Better-Best Approach to Pricing by Mohammed</td>
</tr>
<tr>
<td></td>
<td>24-Mar</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>29-Mar</td>
<td>Supply Chain Management</td>
<td>Chapter 19</td>
<td>Coronavirus Is a Wake-Up Call for Supply Chain Management by Choi et al</td>
</tr>
<tr>
<td></td>
<td>31-Mar</td>
<td></td>
<td>No Case Study</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5-Apr</td>
<td>Global Supply Chain Management</td>
<td>Rading Notes</td>
<td>Nike versus New Balance: Trade Policy in a World of Global Value Chains by Shah</td>
</tr>
<tr>
<td></td>
<td>7-Apr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14-Apr</td>
<td>Presentation</td>
<td></td>
<td>Global Supply Chains in a Post-Pandemic World by Shah</td>
</tr>
<tr>
<td>14</td>
<td>12-Apr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>19-Apr</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-Apr</td>
<td>Trip to Israel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>26-Apr</td>
<td>Trip to Israel</td>
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