

Agribusiness Logistics  
AGEC 632  
Syllabus  
Fall 2021

**Instructor:**

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Class Times: MWF 9:30 a.m. to 10:20 a.m.

Class Location: 208 Calvin Hall (In Person)

Office Hours: By appointment

Communication Plan: The CANVAS site will be the main way of delivering slides, homework assignments and readings. You can also contact me by email to arrange a time that fits in our schedules. I check and answers email within twenty-four hour and I am available for phone calls and Zoom.

Course Overview:

A number of recent events and trends that include globalization, urbanization, public health and agro-industrialization are placing increasing demands on the organization of agrifood chains and networks. In this course we study supply chain and logistics from a practical standpoint to realize that a significant competitive advantage derived from the management of materials. To study firm logistics, we use planning for efficient and resilient uses of transportation, storage and processing facilities in the handling of raw materials and products for agribusiness firms. This course adds elements of inventory, purchasing, and information to provide a complete overview of the agrifood supply chain.

Student Performance Objectives:

When you complete this class, you should be able to:

1. Explain the foundations of business logistics and supply chain management;
2. Analyze the key drivers and components of the supply chain strategy;
3. Identify the link having major influence on the structure of the total supply chain and the implications for other members of the supply chain;
4. Appraise how social and economic changes have affected the structure and behavior of the supply chain for food and agriculture, including changes in food safety, quality, industry concentration and consumer demands.
5. Evaluate the strategic fit between a firm's competitive strategy and its supply chain strategy and assess the decisions or options available to get the best strategic fit.

### Study Materials:

All the materials will be provided (Slides, Readings, Assignments and Case Studies).

Optional Book: Supply Chain Management: Strategy, Planning and Operation, Sunil Chopra and Peter Meindl, editors. Other reading materials will be distributed as needed.

## COURSE WORK DESCRIPTION

The course is divided into 17 weeks. Each of these assignments is designed to actively engage you with the concepts covered and to strengthen your understanding of the material across lessons in a way that facilitates practical application. Therefore, these assignments also function as 'lessons', by deepening and integrating your knowledge of the material. Each lesson will consist of assigned readings, a series of PowerPoint lectures, suggested practice exercises, and a multipart written assignment.

In-Class: Classes will be a combination of lecture and directed discussion. There will be some assignments and quizzes. Throughout the course, you are encouraged to share with classmates and me via-email or the message board, but you are expected to do your own work that you turn in for a grade (see section on academic honesty).

Evaluation Criteria: In general, I am looking to the student to demonstrate what he/she has mastered from the material presented. Use the answers to assigned essay questions to show me that you have read, understood, and thought about the assigned reading in the text (i.e., all the important issues that are relevant to the questions posed). Answers often require integration of material across a chapter or readings as well as thoughtful inference (rather than an isolated piece of information). An effective strategy is to answer the question directly, i.e., "hit the nail on the head" and then fill out the relevant details and interconnections. Always justify your ideas (i.e., give supporting reasons for your responses).

In particular, I am looking for simple, clear examples and detailed explanations of a concept or principle. Since this is an economics course, I expect examples to be economically relevant whenever possible. Course grades will be based on a percentage of the point earned for the course. Possible points for the course are as follows:

Grading: Your final grade will depend on your performance on exams, quizzes, case study, homework assignments, and professional conduct.

<b>Student Evaluations</b>	<b>#</b>	<b>%</b>
Assignment	9	27%
Quizzes	8	8%
Mid-Term Exams	2	30%
Final Project	1	10%
Professional Conduct (Participation, Attendance)	45	5%
Final Exam	1	20%
		100%

\*missing more than 4 classes during each evaluation period will result in a "0" score for professional conduct.

Letter grades will be assigned based on your final numerical average. A final course average of 90 or above is an A, 80 - 89 is a B, 70 - 79 is a C, 60 - 69 is a D, and below 60 is an F. If at any time during the semester you wish to discuss your performance in the course, please do not hesitate to discuss your standing. I do round up final grades. For example, a grade of 79.5% will receive a grade of 80% or a B. Likewise, a grade of 79.4% will be treated as 79%, which is a grade of a C.

**The following criteria will be used to evaluate your work:**

- Is your answer clear and to the point? Extraneous information will cloud the point you are trying to make. Be clear and concise.
- Do you demonstrate higher order level thinking including evaluating, creating and analyzing?
- Have you addressed the question appropriately and completely? Answers should be self-contained. The reader should not have to refer to the textbook to understand your point.
- Does your answer reflect serious thinking about the question asked?
- Are your arguments well developed? Are they supported by facts or conjecture?

## About Exams

There will be three —two midterms and one final. You will have 1 hour to complete the midterm exams and 2 hours to complete a comprehensive final. They will cover information selected from the readings, commentary, practice and written assignments. They are designed to assess your knowledge and application of the concepts. Your ability to define, differentiate, and apply concepts and techniques presented in the lessons will be evaluated. These exams will consist of multiple-choice questions and short answers. The final exam will be comprehensive (integrating material across the entire course), but the emphasis will be on material in the last half of the course. You will not be permitted to use textbooks or any other supplemental notes during exams.

Exam 1 (September 22) Chapter 1, 2, 14, 4

Exam 2 (October 29) Chapter 6, 7, 9, 10

Final Exam (TBD) Chapter 15, 16, Project Presentations and Previous Chapters

## About Quizzes

All quizzes will be given during class on the designated dates. The quiz will be handed out by the instructor at the start of the class and students will be given approximately 15 minutes to complete it. The quizzes are design to provide a barometer of your progress in the course. Quizzes will also help the instructor to communicate the key methodological and practical aspects of the unit studied. Each quiz will be worth 10 points.

## About Homework Assignments

All homework assignments are available on Canvas. Submit your homework online on its due date. The homework is designed to provide you with a greater understanding of the theoretical and professional aspects of the supply chain. Feel free to work on the assignments in a group or ask me clarifying questions. This is intended to be a learning centered activity.

## About The Case Study(s) and Other Reading

This course will include “real life” example of supply chain and logistics challenges in the agrifood industry. Our goals include the development of critical thinking skills; acquiring the ability to work collaboratively and honing the art of apply theoretical concepts to actual historical and contemporary situations in the logistics for food and fiber.

## Late Assignment Policy

Anything turn in after the deadline, but within 24 hours will have a 20 percent deduction. After 24 hours, that assignment will receive zero credit. If you need to make special arrangements to turn in an assignment, please contact me in advance of the due date to avoid penalty. No papers will be accepted after graded papers are returned.

## Class Preparation

It is generally recognized that the average University course requires a minimum of two hours study time in preparation for each hour of class time. That is to say you should normally plan on studying about 6 hours per week for this course. This course will require outside work before every class. The case study method may be unfamiliar to you. Be prepared to read the cases 1-2 days before class to be prepared for the discussion.

## Course outline (Tentative)

### Part 1.

- **Building a Strategic Framework to Analyze Supply Chains**
- **Designing and Planning Transportation Networks**

#### **Week 1 (Aug 23 to Aug 27)**

- Syllabus (First Day of Classes)
- Chapter 1. Understanding the Supply Chain

#### **Week 2 (Aug 30 to September 3)**

- Reading #1
- Chapter 2. Supply Chain Performance: Achieving Strategic Fit and Scope

#### **Week 3 (September 6 to September 10)**

- Labor Day Holiday (No Class)
- Reading #2
- Chapter 14. Transportation in a Supply Chain

#### **Week 4 (September 13 to September 17)**

- Reading #3
- Chapter 4. Designing Distribution Networks and Applications to Sales

#### **Week 5 (September 20 to September 24)**

Review

Exam 1 (September 22)

Exam Solution

### Part 2. Planning and Coordinating Demand and Supply in a Supply Chain

#### **Week 6 (September 27 to October 1)**

- Reading #4
- Chapter 6. Designing Global Supply Chain Networks

#### **Week 7 (October 4 to October 8)**

- Reading #5
- Chapter 7. Demand Forecasting in a Supply Chain

#### **Week 8 (October 11 to October 15)**

- Reading #6
- Chapter 9. Sales and Operations Planning: Planning Supply Demand in a Supply Chain

#### **Week 9 (October 18 to October 22)**

- Reading #7
- Chapter 10. Coordination in a Supply Chain

#### **Week 10 (October 25 to October 29)**

Review

Exam 2 (October 20)

Exam 2 Solution

### **Part 3. Agribusiness Logistic Project**

#### **Week 11 (November 1 to November 5)**

- Reading #8
- Project (Group 1, 2, 3, 4)

#### **Week 12 (November 8 to November 12)**

- Project (Group 5, 6, 7, 8)

#### **Week 13 (November 15 to November 19)**

- Project (Group 9, 10, 11)

#### **Week 14 (November 22 to November 26)**

Thanksgiving Break

### **Part 4. Managing Cross Functional Drivers in a Supply Chain**

#### **Week 15 (November 29 to December 3)**

- Chapter 15. Sourcing Decisions In A Supply Chain

#### **Week 16 (December 6 to December 10)**

- Chapter 16. Pricing and Revenue Management in a Supply Chain
- Review

#### **Week 17 (December 13 to December 17)**

Final Exam

## K-STATE COURSE SYLLABI STATEMENTS

### **Statement Regarding Academic Honesty:**

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: [www.k-state.edu/honor](http://www.k-state.edu/honor). A component vital to the Honor System is the inclusion of the Honor Pledge, which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### **Statement for Academic Accommodations for Students with Disabilities:**

"Any student with a disability who needs a classroom accommodation, access to technology, assistance during an emergency evacuation, or other assistance in this course should contact Disability Support Services and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety." For a student enrolled in courses on the Manhattan or Olathe campus, contact [dss@k-state.edu](mailto:dss@k-state.edu); on Salina campus, contact Danielle Brown, [dnbrown@k-state.edu](mailto:dnbrown@k-state.edu); and for online courses, Andrea Blair, [andreab@k-state.edu](mailto:andreab@k-state.edu).

### **Statement Defining Expectations for Classroom Conduct:**

All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Governing Association By Laws, Article VI, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

### **Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces**

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

### **Statement Regarding Wearing of Face Masks**

All students are expected to comply with K-State's face mask policy. As of August 2, 2021, everyone must wear face masks over their mouths and noses in all indoor spaces on university property, including while attending in-person classes. This policy is subject to change at the university's discretion. For additional information and the latest on K-State's face covering policy, see <https://www.k-state.edu/covid-19/guidance/health/face-covering.html>.

### **Campus Safety Statement:**

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University's main page, [www.k-state.edu](http://www.k-state.edu), and click on the Emergency Information button.

### **Academic Freedom Statement:**

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission. Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.