

INSTITUTIONAL SYLLABUS - GBTT 251-02 TRANSPORTATION SYSTEMS

SPRING 2012

I. COURSE DESCRIPTION

GBTT 251 Transportation Systems 3 class hours, 3 credits. This course presents an overview of the global transportation systems that help integrate our world, including their operation, design, and the economic factors that help drive and influence the supply chains of which they are a part. This course is the first in a sequence of two courses, the other being GBEC 428 Economic Geography, that integrates the presentation and learning of three elements primary to contemporary transportation: 1) system design, organization, and control; 2) global environments and factors, including culture and ethics, that influence transportation processes and activities; and 3) the economics of transportation, including the effects of demand and supply, private sector costing and pricing strategies, and government regulation at all levels.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBUS 100

Corequisite(s): None

Follow-On Courses: GBEC 428 Economic Geography

Role in Curriculum: Major course

II. TEXT(S)

A. Required Text(s):

- I. Coyle, J. J., Novack, R. A., Gibson, B., & Bardi, E. J. (2010). *Transportation: A Supply Chain Perspective* (7th ed.). South-Western Cengage Learning. 0-324-78919-X . Chapter 3 is required for course module 4; chapters 5, 6, and 8 are required for course module 6; chapter 10 is required for course module 10.
 - a. You may find of interest the following option since only four chapters are required from this text for this course
 - (a) Point your browser at *Cengage Learning > Higher Education* at <http://www.cengage.com/search/market.do?N=16>
 - (b) Enter the ISBN number (0-324-78919-X) in the box labeled *Find Learning Products* then click *Search*.

- (c) To the right of the resulting screen you will see a box labeled *Purchase at CENGAGE brain*. Click on the *View* button in that box and you will be presented with a screen labeled *Purchase Options*.
 - (d) Make your selection and complete the transaction.
2. Stutz, F. P., & Warf, B. (2012). *The World Economy: Geography, Business, Development* (6th ed.). Saddle River NJ: Pearson Education. 0-321-72250-7. Chapter 1 is required for course module 1; chapter 9 for course modules 3, 4, and 5; chapter 13 for course module 9; chapter 14 for course module 13.

Please note that this text is also used in GBEC 428.

- a. You may find the following of interest since only four chapters are required from this text for this course.
 - (a) Point your browser at *myPearsonstore* at <http://www.mypearsonstore.com/index.asp>
 - (b) Enter the ISBN number, 0-321-72250-7, in the box labeled *Find Your Textbook*, then click *Search*.
 - (c) On the resulting screen you will see a box giving you two choices for *Online Book* or purchasing the book; *Textbook*.
 - (d) Make your selection and complete the transaction.

B. Supplemental Material:

Distributed through ANGEL

Please note that is a blended course wherein a learning management system, ANGEL, complements the classroom experience.

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

Upon successful completion of GBTT 251, the student will:

- 1. Have the perspective, information, tools, and techniques that enable an understanding of transportation in the past, present, and future tenses.
- 2. Be able to use this understanding as the basis to deliver value by suggesting improvements to current and future systems.
- 3. Be able to apply the principles of critical thinking and communicate the results of this analysis.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

Written assignments

Midterm and final examinations

In-class discussion contribution

Attendance

B. External Assessments

Performance in follow-on course(s)

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Dean Tardis Johnson at tjohnson@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

COURSE SYLLABUS– GBTT 251-02 TRANSPORTATION SYSTEMS SPRING 2012

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: see Faculty and Staff > Faculty/Staff Contact on the Maritime website. Scroll down to Prof. James Drogan and click on the name. Scroll down to see Office Hours.

CLASS MEETINGS

1000AM – 1115AM, Mondays and Wednesdays

Fort A06

CLASS POLICIES

All mobile phones must be kept off and away

Attendance is mandatory. **Four or more unexcused absences will result the deduction of a full letter grade (e.g., A to B, B- to C-) from the final grade.** Please notify the instructor by any available means if you expect to be absent.

Laptops may be used during class if the use is for purposes of the class. This privilege will be rescinded if there is a substantial amount of unauthorized use.

GRADING

Assessment	Points	Percent
Attendance	28	7%
Written Assignments (15 pts ea)	180	46%
Midterm Examination	90	23%
Final Examination	90	23%
Total Points	388	100%

Participation in in-class discussions will be counted as extra credit. There is also a module that calls for you to share your research with your fellow students. That sharing will also count as extra credit

No makeup work will be assigned and extra credit is limited to that covered in the immediately preceding sentence.

Final Grade Assignments

The initial final grade is assigned according to the following table.

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade represents the points attained divided by the total points available. This mathematical guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

COURSE OUTLINE

Overview

Transportation systems connect centers of economic activity. These centers may be sources of supply and demand for products and services and/or centers, such as an airport, where goods and services transfer within and between modes. A transportation system does not exist alone; it requires a means of management in order to produce the desired outcome, and a means of regulation to insure it operates within the bounds of accepted legal and economic principles. We can't really discuss transportation systems without mention of management and regulation. However, in this course the principal focus will be on the system. Other courses of study will take up management and regulation.

Key points include:

- Transportation systems ameliorate the affects of economic geography thereby enabling the well-being of mankind.
- Transportation management allocates and control resources thereby enabling effective and efficient transportation systems.
- Transportation regulation establishes the means for controlling the excesses of mankind for the purpose of maximizing the well-being of the majority.

The course begins with an examination of how centers of economic activity developed, how this shaped the transportation system, the impact

of the industrial, technological and knowledge ages, and how developments in these ages overcame the restrictions of geography.

The second third of the course focuses on the three primary transportation modes -- trucks, railroads, water -- their similarities and differences, the manner in which modes can be combined to improve the customer experience, and the challenges presented by globalization.

The last portion of the course takes up the matter of future transportation systems including potential services, and their design, implementation and operation.

The aim of this course is to provide you with the perspective, information, tools, and techniques that enable an understanding of transportation in the past, present, and future tenses. This understanding provides the basis for you to deliver value to by suggesting improvements to current and future systems.

Course Design

The course comprises 14 modules, each of which is, in general, taught over two course periods. The first period introduces the topic of the module through a lecture. At the conclusion of the first period you will be assigned reading and writing. The reading builds upon the lecture and the writing asks you to apply what you have learned from the lecture and reading to a specific issue. The reading and writing is to be completed 24 hours before the beginning of the second period in the module. Written assignments that are late will not be accepted.

The second period of the module comprises an in-class discussion of the topic including instructor feedback on the written assignment.

The Modules

A description of the objective for each of the modules is given along with the assigned reading. The principal texts are Coyle and Stutz. Lecture notes and links to other material will be on ANGEL.

- I. Introduction to the Course and to Transportation Systems
 - a. Description

Transportation systems, including their context, are outlined as well as the manner in which they will be studied and the approach for assessing student performance.

- b. Reading
 - Economic Geography: An Introduction (Stutz & Warf, 2012, chap. 1)
 - Ethics, Critical Thinking, and Communications (Drogan, 2009a)
 - The Value of Introspection (Drogan, 2009b)
 - c. Writing
 - The Relative Advantages and Disadvantages of the Silk Road(s)
2. Transportation Systems Prior to the Industrial Revolution
- a. Description

Transportation systems have a long history. The fundamentals that gave rise to transportation systems -- linkage of economic centers of activity, demand, supply, place and time utility -- continue to shape transportation systems. History is ignored at peril. "What's past is prologue." William Shakespeare, *The Tempest*.
 - b. Reading
 - A Splendid Exchange (Bernstein, 2008, sec. Introduction)
 - The Silk Road ("Silk Road," 2011)
 - Transportation Basics (Drogan, 2007a)
 - c. Writing
 - The Relative Advantages and Disadvantages of the Silk Road(s)
3. The Transformation of the Industrial Revolution
- a. Description

The Industrial Revolution provided innovations, steam and canals come to mind, that overcame the tyranny of geography and resulted in the onset, in a significant way, of globalization.
 - b. Reading
 - Transportation and Communications (Stutz & Warf, 2012, pp. 245–251 to General Properties of Transportation Costs)
 - Industrial Revolution ("Industrial Revolution," 2011)
 - c. The Impact of the Industrial Age on Transportation
4. The Rise of Regulation

a. Description

Success tends to breed both hubris and greed resulting in man taking unfair advantage of his fellow man. Consequently, regulation of various types results. Regulation has both benefits and costs. Some of each are planned for and achieved; others of each are unexpected, welcomed, and sometimes, endured.

b. Reading

Transportation and Communications (Stutz & Warf, 2012, pp. 251–254 to Personal Mobility in the United States)

Transportation Regulation and Public Policy (Coyle, Novack, Gibson, & Bardi, 2010, pp. 56–66)

c. Writing

Discuss the implications of the first sentence in the sixth full paragraph on page 59 of Coyle et.al.

5. The Transformation of the Information Age

a. Description

While the tyranny of geography was largely overcome in the industrial age, transportation systems encountered another barrier, that of information. This barrier began to be overcome with the onset of the information age (circa 1970) and the pursuit of two fundamental goals. The first is that everything of interest is visible. The second is that everything that needs to be managed is reachable. This course considers this the second of the three ages that have radically transformed transportation.

b. Reading

Transportation and Communication (Stutz & Warf, 2012, pp. 256–269 begin with Telecommunications)

c. Writing

Information Technology in a Transportation System

6. The Fundamental Modes of Transportation

a. Description

There is general acceptance of five modes of freight transportation; air, pipeline, railroad, truck, and water. Each of these modes presents a different set of capabilities to the market. The three most

significant modes, based on volume, are railroad, truck, and water. These are covered in some detail.

b. Reading

Truck (Coyle et al., 2010, pp. 163–177)

Railroad (Coyle et al., 2010, pp. 195–223)

Water (Coyle et al., 2010, pp. 256–269)

c. Writing

Moving Newsprint from Vancouver to San Diego

7. Issues of Design, Implementation, and Operation

a. Description

Transportation systems, both real and virtual, are a combination of what is permitted within geoclimatic constraints and the ambitions of those seeking to connect centers of economic activity thereby satisfying demand with supply whilst providing economic benefit. Transportation systems are a product of increasingly sophisticated thinking regarding design, implementation, and operation.

b. Reading

Networks (Drogan, 2007b)

Introduction to System Design and Control (Drogan, 2008)

c. Writing

Midterm Examination

8. Intermodal Transportation

a. Description

If a single mode could provide all the capabilities required to meet global needs, then, quite likely, only one mode would exist. Each of the three major modes has strengths and weaknesses. Often the strengths of one mode offset the weakness of another mode. Inevitably one is led to combining the strengths of the modes to overcome the weaknesses of the modes in order to provide higher levels of economic value to the user of the transportation system.

b. Reading

Global Transportation Planning (Coyle et al., 2010, pp. 344–349)

Intermodal Transportation (Rodrigue, Slack, & Comtois, 2011)

c. Writing

Seatrain Louisiana

9. Globalization and Its Impact on Transportation Systems

a. Description

The third major age that is transforming transportation systems is globalization, the growing interdependency amongst nations and people of the world. There is, in a sense a growing co-dependence between globalization and transportation. This trend is not likely to lessen over the near future.

b. Reading

International Trade Patterns (Stutz & Warf, 2012, chap. 13).

The Anatomy of a Taco (Schwartz, 2010)

c. Writing

Improving Globalization by Improving Transportation

10. Economic and Legal Boundaries and Freedoms

a. Description

Transportation systems exist with the context of a dynamic economic and legal context. The freedom to operate within boundaries are set at the local, state, regional, national, and international level.

‘Adrian Gonzalez...ARC Advisory Group, estimated that a typical cross-border shipment involves the accurate completion and filling of 35 documents, interfacing with 25 parties including customs, carriers and freight forwarders, and complying with over 600 laws and 500 trade agreements that are constantly changing.’

b. Reading

Global Transportation Planning (Coyle et al., 2010, pp. 331–344)

The World Trade Organization in Brief (“The World Trade Organization in Brief,” 2009)

c. Writing

Free Trade and Global Regulation

11. Advances in Infrastructure and Equipment

a. Description

Man is a restless animal, always on the prowl for new and better ways of thinking and doing. This translates into advances in transportation infrastructure and equipment, of which the container is perhaps the most significant example that fundamentally transform the transportation system.

b. Readings

Maersk Orders Ten Triple-E Mega-ships (“Maersk Orders Ten Triple-E Mega-ships,” 2010)

Get Ready for the Panama Canal Expansion (“Get Ready for the Panama Canal Expansion,” 2011)

c. Writing

Ideas for Eivind Kolding, CEO of Maersk Line

12. Advances in Business Systems and Information Technology

a. Description

Contemporary with advances in infrastructure and equipment (tools) are advances in the management (techniques) of these assets. Advances in tools and techniques are forever locked in a pas de deux of co-creation.

b. Readings

The Case for Smarter Transportation (IBM, 2010)

c. Writing

Determining for Yourselves the Best Way to Move from Origin to Destination

13. Cultural and Ethical Issues

a. Description

Transportation systems should be understood as global transportation systems. This is not to suggest that local transportation systems are unimportant (see Westport CT Minibus), but rather to indicate that transportation systems of scale and scope are not immune to the effects of culture and ethics.

b. Readings

Development and Underdevelopment in the Developing World (Stutz & Warf, 2012, chap. 14).

Cultural Acumen for the Global Manager: Lessons from Project GLOBE (Javidan & House, 2001).

The Affect of Cross Cultural Management Factors on the Design of Global Business Systems (Drogan, 2010)

c. Writing

An Intersection Between a Cultural Dimension and a Transportation System Key Point

14. Future Transportation Systems

a. Description

The further one pushes beyond today, the more unfamiliar the territory. The age of the rotary phone restricted one to an area defined by the length of the cord connecting the microphone and earpiece to the cradle has given way to the smartphone where almost anything is possible at anytime from anyplace. The "anys" are a modern mantra. There is every reason to think that any product may someday be available at anytime and anyplace to anyone. Making this possible will be the transportation system responding to, and perhaps provoking, the needs and wants of the global citizen. There is the anticipation of significant advancements in transportation systems, the most significance of which may be in the roles, responsibilities, risks, and rewards associated with the most critical of components, the human.

b. Readings

A Smart Transportation System: Improving Mobility for the 21st Century (Palmisano, 2010)

Managing the Business (Drogan, 2007c)

c. Writing

Outside the Box

Schedule

#	Class Dates	DOW	Topic
1	1/11/2012	Wednesday	M1: Introduction to the Course and to Transportation Systems
	1/16/2012	Monday	Martin Luther King Holiday - No Classes
2	1/17/2012	Tuesday	Ethics, Critical Thinking and Communications; Helpful Hints for Writing Short Essays
3	1/18/2012	Wednesday	M2: Transportation Systems Prior to the Industrial Revolution
4	1/23/2012	Monday	
5	1/25/2012	Wednesday	M3: The Transformation of the Industrial Age
6	1/30/2012	Monday	
7	2/1/2012	Wednesday	M4: The Rise of Regulation
8	2/6/2012	Monday	
9	2/8/2012	Wednesday	M5: The Transformation of the Information Age
10	2/13/2012	Monday	
11	2/15/2012	Wednesday	M6: The Fundamental Modes of Transportation
	2/20/2012	Monday	President's Day - No Classes
12	2/22/2012	Wednesday	M7: Issues of Design, Implementation, and Operation; Midterm Examination
13	2/27/2012	Monday	
14	2/29/2012	Wednesday	M8: Intermodal Transportation
15	3/5/2012	Monday	
16	3/7/2012	Wednesday	M9: Globalization and Its Impact on Transportation Systems
17	3/12/2012	Monday	
18	3/14/2012	Wednesday	M10: Economic and Legal Boundaries and Freedoms
19	3/19/2012	Monday	
20	3/21/2012	Wednesday	M11: Advances in Infrastructure and Equipment
21	3/26/2012	Monday	
22	3/28/2012	Wednesday	M12: Advances in Business Systems and Information Technology
23	4/2/2012	Monday	
24	4/4/2012	Wednesday	M13: Cultural and Ethical Issues
25	4/5/2012	Thursday	
	4/9/2012	Monday	Spring Break - No Classes
26	4/11/2012	Wednesday	M14: Future Transportation Systems
27	4/16/2012	Monday	
28	4/18/2012	Wednesday	Review for Final Exam

GBAT Assessment Objectives

GBAT recognizes six learning outcomes (leftmost column in the following table). Not all GBAT courses focus to the same degree on each of these outcomes. For example, there is little focus on applying leadership skills in this course. This table describes the weight assigned each of the learning outcomes and the GPA associated with the four assessment levels.

Learning Outcome	Applicable/Weight	Exceeds (3.0-4.0)	Meets (2.5-2.9)	Approaches (2.0-2.8)	Fails to Approach (0-1.9)
1. Identify issues clearly, formulate hypotheses, collect data, and evaluate	Yes .2	Three or more critical issues are clearly identified, hypotheses are well formed and clearly link to the issues, the data collection plan is appropriate as are the techniques and tools for evaluation.	One or two critical issues have been missed, the linkage between the issues and hypotheses are unclear, the data collection plan and evaluation techniques are not complete.	One critical issue has been identified, the hypotheses are poorly stated and exhibit loose linkage to the issues, the data collection plan and evaluation techniques are inadequate.	Little to no understanding of the critical thinking process is evident.
2. Apply Leadership Skills	No				
3. Express ideas clearly concisely and persuasively	Yes .2	Oral and written communication demonstrates an excellent understanding of the topics and issues; reasoning is clear and compelling.	Oral and written communication demonstrates a good understanding of the topics and issues; reasoning and clarity is acceptable.	Oral and written communication demonstrates an adequate understanding of the topics and issues; reasoning and clarity is fair.	Oral and written communication is unacceptable.
		<p>Note on Oral and Witten Communication: Oral and written communication demonstrates an excellent understanding of the topics and issues, and reasoning is clear and compelling if:</p> <ul style="list-style-type: none"> • One uses the appropriate grammar and syntax in an accepted fashion. • There is a structure – beginning, middle, and end – to the communication that tells a story. • Appropriate data and illustrations are used to support the points and all material from elsewhere is properly cited. <p>Poor spelling and grammatical errors, bad structure of sentences, a story structure that presents a disjointed argument, all make it difficult for the reader. The more difficult it is for the reader, they less s/he are likely to become involved and, as a consequence, the hoped for outcome will not be attained.</p>			

Learning Outcome	Applicable/Weight	Exceeds (3.0-4.0)	Meets (2.5-2.9)	Approachs (2.0-2.8)	Fails to Approach (0-1.9)
4. Integrate ethical viewpoints into one's life if only by demonstrating compliance with principles of academic integrity	Yes .2	No ethical issues of any kind; sets an excellent example of ethical behavior; identifies and raises ethical issues that are real, but not readily apparent; clearly understand the meaning of ethics within the broader cultural context	No ethical issues of any kind; sets an excellent example of ethical behavior.	A small number of ethical lapses occur that, when brought to the attention of the student, are acknowledged and do not recur.	Ethical lapses are a common occurrence and require substantial effort to correct.
5. Understand the dynamic issues of transportation systems	Yes .2	Aware of current significant issues in transportation systems; brings these issues into the classroom environment; discusses these issues in an informed, compelling manner.	Aware of current significant issues in transportation systems; discusses these issues in the classroom.	Occasionally aware of current significant issues in transportation systems; discusses these issues when prompted.	Little to no awareness of current significant issues in transportation systems; unable or unwilling to discuss these in class.
6. Know the basic principles, skills, and tools of transportation systems	Yes .2	Fully aware of the basic principles, skills, and tools of transportation systems; frequently calls upon this awareness in oral and written communications to explain situations in transportation systems; fully aware of the shortcomings in the basic principles, skills, and tools.	Fully aware of the basic principles, skills, and tools of transportation systems; occasionally calls upon this awareness in oral and written communications to explain situations in transportation systems.	Partially aware of the basic principles, skills, and tools of transportation systems; infrequently calls upon this awareness in oral and written communications to explain situations in transportation systems.	Little to no awareness of the basic principles, skills, and tools of transportation systems.

Five of these six leaning outcomes are taken into consideration when assessing a quiz or the final. Equal weight is given to the remaining five learning outcomes.

References

- Bernstein, W. J. (2008). *A Splendid Exchange: How Trade Shaped the World*. New York: Atlantic Monthly Press.
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- Palmisano, S. J. (2010, May 5). *A Smart Transportation System: Improving Mobility for the 21st Century*. Speech presented at the Intelligent Transportation Society of America, 2010 Annual Meeting & Conference, Houston. Retrieved from http://www.ibm.com/smarterplanet/global/files/us__en_us__transportation__ibm__samjpalmisano_smartertransportation_systems_05052010.pdf
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Silk Road. (2011, January 14). *Wikipedia*. Retrieved January 15, 2011, from http://en.wikipedia.org/wiki/Silk_Road

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