

Management 480
Transportation Systems Management
Fall, 2009
Tues, Thur, 12:30 – 1:45
104 DH
E-mail: amp@uic.edu

Professor Pagano
Room 2218 UH
Phone: 996-8063
Office Hrs:
Tues, Thur, 11:15 – 12:15
or by appointment

This course and its associated coursework are being administered under the policies of the University of Illinois at Chicago (UIC) College of Business Administration Honor Code. All students are expected to respect and uphold this code.

Text: Coyle, Bardi and Novack, Transportation -Sixth ed.(CBN)
Donald V. Harper, Transportation In America, Ch. 2,7,8 (handout)
Articles on Blackboard

Course Outline

1. Introduction and Review of Microeconomics - Class Notes

2. Transportation and the User - CBN Ch 1, Harper Ch 2

“Emerging Commuting Trends: Evidence from the Chicago Area”
Joseph DiJohn, Joost Berman, Siim Soot,
Urban Transportation Center
University of Illinois at Chicago (Blackboard)

3. Logistics and Supply Chain Management - CBN Ch 1

“Framework for the Disaggregate Truck Trip Generation Model based on the Survey of Retail Businesses”
Hyeon-Shic Shin and Kazuya Kawamura
Urban Transportation Center
University of Illinois at Chicago (Blackboard)

4. International Transportation - CBN Ch 8

“Transportation Infrastructure In Asia: Priorities That Will Facilitate Trade With Europe”
Nikolaos Deonas and Carl Martland, MIT (Blackboard)

5. Private Transportation - CBN Ch 10

6. Transportation Costs and Pricing - CBN Ch 9

Transportation Costs - Harper Ch 7, CBN 9-A
Transportation Pricing - Harper Ch 8, CBN 9-B

“Lessons Learned From The Value Pricing Pilot Program”
Patrick DeCorla-Souza, Susan Lee and Angela Jacobs
Federal Highway Administration, Washington, DC (Blackboard)

“A New Public-Private Partnership Model for Road Pricing Implementation”
Patrick DeCorla-Souza, Federal Highway Administration (Blackboard)

“Financing Transportation in Fiscally Constrained Times: Transportation Strategies for Mumbai, India”, Prakash M.Apte (Blackboard)

7. Service Characteristics of the Modes of Transportation
Motor Carriers - CBN Ch 3
Railroads - CBN Ch 4

“Improving Intercity Passenger Rail in the U.S.”
Patrick M. Golier (Blackboard)

Air Carriers - CBN Ch 5

“Airline Entry Following U.S. Deregulation: The Definitive List of Startup Passenger Airlines, 1979-2003”
William A. Jordan, York University (Blackboard)

“Impact of Air Transport Liberalization and the role of framing Economic Mechanism in Airport Regulation and Competition – Modern Approach towards Regulating Public Utility Industry” P.S.Senguttuvan, Airports Authority of India (Blackboard)

Domestic Water Carriers - CBN Ch 6

“North American Containerport Capacity”
Michael Maloni, Eric Jackson, Black School of Business, Penn State Erie (Blackboard)

“Analysis of Applicability of Innovative Systems for Transport of Marine Containers”,
Branislav Dimitrijevic, M.S., Lazar N. Spasovic, Ph.D, N. Aboobaker, Ph.D., New Jersey Institute of Technology (Blackboard)

Pipelines - CBN Ch 6

“Oil Pipeline Markets And Operations,” Bradley Hull (Blackboard)

8. Intermodal and Special Carriers - CBN Ch 7

“Planning Considerations for Projected Intermodal Rail Yards in the Chicago Region Studied By Key-Informant Interviews”

Norm West, Kazuya Kawamura,
University of Illinois at Chicago (Blackboard)

9. Governmental Role in Transportation - CBN Ch 2

“Public/Private Transportation Partnerships and American Space Transportation”

Patrick O’Neil, Carol Ebdon, Ph.D., University of Nebraska at Omaha (Blackboard)

Grading

Two exams, each worth 30% of grade. Article Presentations - 10%. A project worth 30% of grade. Class participation encouraged and will be taken into account in borderline cases.

Class Presentations

Students will be responsible for making article presentations in class. You will be assigned to a group for each of the presentations. Groups will consist of 3 students. Each student in the group will be responsible for developing and presenting a PowerPoint presentation covering an aspect of the article. It is up to the group to decide how to split up the article. The presentations should be put together into one PowerPoint presentation. Each student must participate in the presentation. No more than 5 minutes of presentation per student. Send PowerPoint slides to Professor Pagano (amp@uic.edu) to be posted on Blackboard prior to presentation.

Making a presentation in class

Not only is content important in your presentation, but how you present is also important.

Be enthusiastic

Smile

Look at your audience

If you are shy, get over it

Pronounce words clearly

Project your voice so all in the class can hear you

Stand straight

Don’t read your slides; the slides should be used to emphasize your points

Keep slides simple and to the point- but make sure there is enough content on the slides-a delicate balance

A picture is worth a thousand words

Honor Code for the College of Business Administration

As an academic community the College of Business Administration at the University of Illinois at Chicago is committed to providing an environment in which teaching, learning, research, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the college community – students, faculty, staff, and administrators – share the responsibility of insuring that high standards of integrity are upheld so that such an environment exists.

In pursuit of these high ideas and standards of academic life, as a student I hereby commit myself to respect and uphold the University of Illinois at Chicago (UIC) College of Business Administration Honor Code during my entire matriculation at UIC. I agree to maintain the highest moral and ethical standards in all academic and business endeavors and to conduct myself honorably as a responsible member of the college academic community. This includes the following:

- Not to seek unfair advantage over other students, including, but not limited to giving or receiving unauthorized aid during completion of academic requirements;
- To represent fact and self truthfully at all times;
- To respect the property and personal rights of all members of the academic community.

University of Illinois at Chicago Code of Classroom Etiquette

The University of Illinois at Chicago Code of Classroom Etiquette has been established to encourage a deeper appreciation of and respect for the classroom environment so as to enhance the learning experience for all students. An understanding of and adherence to this code adds value by creating an environment more conducive to meaningful and constructive classroom discussion.

Students are therefore expected to understand and adhere to basic standards of classroom etiquette based on the following key principles:

- **Attendance:** Students are expected to attend every class throughout the term, especially during the first week of class. As a courtesy, when students are unable to attend class (due to illness or for other work or school related reasons) they should notify the professor in advance. Students are expected to adhere to the specific attendance policies established by their professors.
- **Punctuality:** Students are expected to arrive for class on time so that their professor may start and end the class according to his/her schedule.
- **Exiting and Entering the Classroom:** Students are expected to remain in the classroom for the duration of the class. If a student must depart early due to unavoidable circumstances, the student should inform the instructor prior to the start of class. Students should ensure they return from classroom breaks at the specified time.
- **Respect for the Classroom:** Students should demonstrate respect for the professor and fellow students during the class period. Students are expected to refrain from activities unrelated to class material, such as disruptive eating and holding side conversations. In addition, students are expected to help maintain the appearance of the classroom by ensuring their work area is clean and discard all trash after class. Students are also expected to turn off all cellphones, pagers, and other devices that may generate disruptive noise during the class.