

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-418

Course Title: Import-Export Management

4 Total Units

(3 Units: 45 classroom hours, plus 1 Unit: 45 research/project hours)

Course Start Date: August 25, 2015

Course End Date: December 19, 2015

Time: Tuesday, 1530-1815 hours (3:30 pm to 6:15 pm)

LU Catalog Course Description:

Consideration of procedures and transactions involved in the import-export business. Practical financial, legal, transportation and technical aspects are considered. A one-unit written research project and its oral presentation are required for the course. (4 units)

Additional Instructor Description: This is a master's degree level course that requires students to apply the skills, knowledge, and abilities expected of a student enrolled in a master's degree program. The classroom portion of this courses ends on December 1, 2015. Students have additional time to complete the research part of this course, which can continue up to December 19, 2015 when the two business cases are due.

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of international management that focus on international import-export trade operations.
2. Students will gain an understanding of international logistics and infrastructure
3. Students will have practiced planning, developing, and constructing a viable global supply chain network.
4. Students will gain an understanding of the financial transaction, regulatory, and legal issues involved in international supply chains.
5. Students will be introduced to individuals and organizations through guest speaker sessions who are directly involved in the import-export industry.
6. Students will have analyzed two business case studies relating to global supply chain networking; and will have researched and applied practices, theories, and concepts to resolve the issues presented in a case along with recommendations for improving efficiency and effectiveness.

Required Text:

David, P., Stewart, R.

2010 International Logistics: The Management of International Trade Operations, 3rd edition. Cengage Learning. Mason, Ohio. ISBN 10: 1-111-21955-9

Hardcopies, electronic versions, and rentals of David are available through the publisher at www.atomicdog.com or www.cengage.com.

This textbook will provide foundational material relating to global supply chain networking in conjunction with more current business case studies and supplemental course materials that will be provided to students on Canvas.

CANVAS:

<https://canvas.instructure.com>

- Provide “lincolnucsf.edu” e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. **You will need to physically change it from your e-mail to your name.** Those who only use their e-mail will not be recognized, nor added to the Canvas class roster. It is the student’s responsibility to follow these directions, and no scores/grades will be recorded for those choosing not to follow directions. The Canvas website provides a “help” feature, customer support, and LU’s computer lab staff can also be of assistance. **Lincoln does not have an institutional account so there is no code to provide for course registration.**
- Copies of the syllabus and assigned coursework will be posted on Canvas along with any updates or revisions.
- All business and role-playing cases will be posted here for download or printing.
- Canvas may function as a forum for class discussion as necessary.
- Canvas provides a calendar for course with important dates.
- Students can access their individual grades/point to date.
- Assignments and copies of assignments handed out in class will be posted in Canvas. E-mailed and printed assignments not posted in Canvas will not be accepted unless approved in advance by the instructor. Printed versions of the self-assessment exercises can be turned in during class or posted in canvas.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions may involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as: www.polleverywhere.com, www.goanimate.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on

vibrate or the volume turned down so that it will not distract the class. In addition, this does not mean you have permission to use your devices for things unrelated to this course. If you are checking texts/emails, watching videos, listening to music, etc., you will lose the privilege to use your device in class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Wednesday (2:15 pm to 3:15 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate MBA business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions since 1998. I also taught undergraduate courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I often consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degree educational programs.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization

Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucaf.edu.

Introduction:

Welcome to Import-Export Management!

In this syllabus, I will provide an overview of the course and the student expectations for this semester. It is important that you note the schedule of events, and assignments.

As a teenager and young adult, I hung around my dad and grandfather while they were at work in the family export business, which was called Hawaii Pacific International. They were in the business of procuring, supplying, and exporting construction supplies to commercial construction companies building military bases, hotels and resorts, office buildings, and other commercial construction projects in Hawaii, Guam, the Philippines, South Vietnam, Okinawa, and many other locations in the Pacific Rim. It was here that I became interested in the import-export field and business in general. This was before the Internet age and GPS so we had to track cargo ships through the print media and the teletype machine in the office, which was a game for me. I used to try to predict the actual day and time when a cargo ship would finally arrive at its destination. I also used to like examining construction blue prints for things like a Hilton hotel as my grandfather would try to figure out how many feet of wood, steel, and concrete would be needed for the project so they could submit a bid to supply the building materials. As you can see, I am still enthusiastic about this field so I look forward to our first day in class.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Policies & Procedures:

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. The schedule below will provide you with the homework and in-class coursework schedule.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

You should have an active Lincoln University e-mail account so you can use Canvas to receive any course revisions, feedback on your assignments, coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total or status of submitted coursework at any time.

Student Working Groups: For this course, small student learning groups are an essential part of the instructional design of this course. Consequently, group work is designed to simulate the challenges confronting group development and performance in different work environments. You will have the opportunity to work in different groups throughout the semester. On the first day of class, you will self-organize your first group. However, you will be moved to different groups during the course to simulate a real-world work environment. So far, the plan is to organize groups by a combination of letters, numbers, and colors. For example: “A, 1, Blue.”

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by

each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Late Assignment Policy: Individual Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late, you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be "0." If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Class Attendance Policy Defined:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Assignments that do not require team participation may also be made-up with a valid excuse. A valid excuse requires that you present the instructor with a doctor's note indicating an illness prevented you from coming to class, a court subpoena, jury duty, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, a non-emergency appointment with an attorney, or being called into work are not valid reasons for being absent.

(3) Attendance will be taken only once for each session, and it will be done within the first 15 minutes of the class session. Those not present when attendance is taken will be marked "Absent." Please refer to the late policy for this course for further guidance.

Learning Environment: The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Format for Submitting Assignments:

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit or not graded in Canvas if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

LU Student Honor Code & Standards of Conduct: Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade. Acts of misconduct will be referred to the Dean of Students for action.

Assignments & Coursework:

Homework Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session.

1. Syllabus Confirmation: After reviewing the class syllabus in Canvas, please post a message in Canvas indicating you have reviewed and understand the syllabus. If you have any questions about the syllabus, please ask me before acknowledging that you understand the syllabus. You can just send a simple reply in the body section of a Canvas posting. You should not send an attached document.

2. Business Case Research & Analysis: To satisfy the 1-unit research component of this course, students will analyze two business cases relating to global supply chain networking. The business case report format is available in Canvas under the “files” section. Students are expected to research the issues presented in the two cases and determine approaches to resolve the issues in the case so there is an improvement in effectiveness and efficiency. The due date for this assignment is after the classroom portion of this course ends. You will need to contact the instructor by e-mail or during office hours if you need assistance or have a question during this time. The student will present their reports in a presentation to be scheduled when the Spring 2016 semester begins. Should students want to finish in the Fall 2015 semester that will be okay, and they will be able to make their presentations during the final exam week. Otherwise, the final grade for this course will be issued in the spring semester, but will count for the fall semester.

3. Current Global Supply Chain Networking Issues, Trends, and Problems: In the first 15 minutes of twelve class sessions, each learning group will have 2-3 minutes to informally discuss a current global supply chain issue, trend, or problem with the class. This is an oral presentation and does not involve PowerPoint or handouts. Each group is required to submit documentation of their discussion topic that can be a magazine article, newspaper article, digital printout, etc. at the beginning of each class session with the names of those group members present at the time of discussion. Only those group members present during this 15 minute time period will receive course credit. Since this is a group assignment, it cannot be made-up. If you are late and your group has already completed the assignment, you will not receive credit.

4. Individual Regional Supply Chain Network Development Papers (x3): During this course, students will be assigned geographic regions and assigned products or services with the goal of developing a workable global supply chain network for these specific regions and specific products or services. These are three separate assignments. These are written assignments that can be printed or digitally posted on Canvas by the due date (Refer to the schedule below for due dates). Each student will be assigned three different regions and products/services. The supply chain can start in a country of your choosing, but it cannot be from the same region as the one where the product or service will be delivered for sale or use. In addition, the end user can be a business or

retail. Each assignment should be approximately five pages in length. There is no presentation in class.

List of Regions for this Course:

1. Africa (AU countries)
2. Southeast Asia
3. Southern Asia
4. Eastern Europe
5. Latin America
6. EU (Tier 1 and Tier 2 countries)
7. South America
8. Middle East
9. Pacific Islands
10. North Africa
11. China
12. Canada
13. Cuba
14. EU Candidate Countries

Products or Services to be used:

1. Retail Software
2. Livestock
3. Pharmaceuticals
4. Fresh Fruits and Vegetables
5. Frozen Fancy Foods
6. Bulk Commodities
7. Financial Services
8. Training and Educational Services
9. Motor Vehicles
10. Commercial Machinery
11. Private Security Services
12. Building Materials
13. Home or Commercial Appliances
14. Green Energy Technology
15. Work clothes
16. Consumer Electronics
17. Industrial Chemicals
18. Construction Materials

5. Individual Historical Supply Chain Network Research Paper: In 5-8 pages, identify a historical supply chain network of their choosing in. Next, they have to investigate how the initial global supply chain evolved into its current state using the elements indicated in the schedule below. Post this assignment on Canvas by December 1.

6. Group Homework Assignments #1 & #2: Each learning group will work together to complete the assignments. Homework #1 does not include an oral presentation, but Homework #2 does. Homework #1 focuses on a logistics issue from the viewpoints of both the consumer and vendor. Homework #2 looks at the issues surrounding the location of a production facility.

In Homework Assignment #1 each group will prepare a 3-5 page paper that analyzes a logistics issue from the viewpoints of both the consumer and the vendor. The group can select the product/service of their choosing. For Homework Assignment #2, Each group will decide where to place a bicycle manufacturing facility based on labor costs, production costs, resource availability, markets, market regulation, political and legal issues. For this assignment, modes of transportation and transportation costs will not be part of the criteria. The group will create a poster or graphic explaining their decision, which will be presented to the class in a 5 minute or less presentation. If you use PowerPoint this means a graphic on one slide.

7. Group Global Supply Chain Project: Each learning group will be assigned a specific country and product where they will be required to develop a global supply chain that addresses all of the issues presented during this course. The team will determine if they will produce the product within the country, or produce it one country and export it to their assigned country. The team can choose whether to import or export. One issue to consider is the supply chain for getting the resources to the team's manufacturing site in order to produce a product. The team is required to research the logistics and costs for the transportation costs, and present a comparison to justify the rationale for selecting specific methods. The group will have to support their decisions through a PowerPoint slide presentation that they will present to the class, and post on Canvas as a handout. The PowerPoint slides need to be saved as a handout and distributed to all class members before the presentation (Remember, the handout needs to be posted on Canvas). This will serve as a written report for this assignment. Students not participating in both the development of the slide presentation and class presentation activities will receive one full grade below what students in their group earned for participating in both the paper and presentation. In addition, students who do not sufficiently contribute to both parts of this assignment will receive lower grades or receive an "F" grade depending on the level of non-participation.

Assignments must have: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions.

<i>Assignment</i>	<i>Frequency</i>	<i>Individual or Group?</i>	<i>Letter Grade or Full/Partial Point Credit</i>	<i>Where to Submit?</i>
Syllabus Confirmation and Understanding Assignment	Once	I	"0" or Full Point CR	Canvas
Individual: Historical Supply Chain Network Research Paper	Once	I	A-F Letter Grade	Canvas
Individual: Regional Supply Chain Network Development Paper	3x	I	A-F Letter Grade	Canvas
Individual: Business Case Research and Analysis Reports and Presentations	2x	I	A-F Letter Grade	Canvas for Report and Presentations will be scheduled
Group: Homework Assignment #1	Once	G	A-F Letter Grade	Canvas
Group: Homework Assignment #2	Once	G	A-F Letter Grade	Print and submit in-class or on Canvas
Group: Global Supply Chain Network Development Project	Once	G	A-F Letter Grade	PowerPoint Handout needs to be posted on Canvas and provided to the class before the presentation
Group: Weekly Current Global Supply Chain Issues, Trends, Problems Discussion	12x	G	"0" or Full/Partial CR	Print and submit in-class or on Canvas

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as

original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Group: Current Global Supply Chain Issues, Trends, and Problems (x12 – 0.50 points per session, CR/PC/NC grading)	6%	6
Group: Homework Assignment #1 (A-F grading)	8%	8
Group: Homework Assignment #2 (A-F grading)	8%	8
Group: Global Supply Chain Network Development Project & Presentation (A-F grading for both a combination of the paper and presentation)	10%	10
Individual: Historical Supply Chain Network Research Paper (A-F grading)	7%	7
Individual: Regional Supply Chain Network Development Paper (x3, 15 points each, A-F grading)	30%	30
Individual: Syllabus Confirmation in Canvas (CR/NC grading)	1%	1
Individual: Two Business Cases (x2, 15 points each, A-F grading, Reports and Presentations)	30%	30
	100%	100
Individual Performance = 68% & Group Performance = 32%		

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 25	<ul style="list-style-type: none"> • Introduction to course. • We will cover Chapter 1 in class. • Pre-Class Homework: Read Chapter 1: Introduction for this session. • Homework: Read Chapter 2: International Supply Chains for the next session. • Learning Group Selection (4-6 students). • Homework (1 point): Read the Class Syllabus and post on Canvas that you have reviewed and understand the contents. If you do not understand something, please let me know, and do not post a note that you understand everything if you do not.
September 1	<ul style="list-style-type: none"> • We will cover Chapter 2 in class. • Homework: Read Chapter 3: International Logistics Infrastructure for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to

	<p>the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment.</p>
September 8	<ul style="list-style-type: none"> • We will cover Chapter 3 in class. • Homework: Read Chapter 4: Methods of Entry into Foreign Markets for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Group Homework #1 (10 points): In a 3-5 page paper, your group needs to analyze a logistics issue of the group's choosing from the viewpoints of both the consumer and the vendor. This assignment is due at the start of class on September 22.
September 15	<ul style="list-style-type: none"> • We will cover Chapter 4 in class. • Homework: Read Chapters 5 & 6: International Contracts and Terms of Trade or Incoterms for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Group Homework Assignment #2 (8 points): Each group will decide where to place a bicycle manufacturing facility based on labor costs, production costs, resource availability, markets, market regulation, political and legal issues. For this assignment, modes of transportation and transportation costs will not be part of the criteria. The team will create a poster or graphic explaining their decision, which will be presented to the class in a 5 minute or less presentation (Groups will receive reduced grades for exceeding the 5 minute limit). This assignment is due on September 29.
September 22	<ul style="list-style-type: none"> • We will cover Chapters 5 & 6 in class. • Homework: Read Chapters 7 & 8: Terms of Payment and Currency of Payment for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Group Homework #1 due to be posted to Canvas by the end of class.
September 29	<ul style="list-style-type: none"> • We will cover Chapters 7 & 8 in class.

	<ul style="list-style-type: none"> • Homework: Read Chapters 9 & 10: International Commercial Documents and International Insurance for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Group Homework #2 in-class Presentations. • Formation of new student learning groups.
October 6	<ul style="list-style-type: none"> • We will cover Chapters 9 & 10 in class. • Homework: Read Chapter 11: International Ocean Transportation for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Group Global Supply Chain Project (14 points): Each team will be tasked with designing an effective and efficient global supply chain located in an assigned country with an assigned product. The project will include the following elements or issues: Location of facility, production design, transportation, contractual and regulatory requirements, inventory, culture, local and regional economic issues, currency and transaction, and any other logistical issues discussed during this course. The group will prepare a PowerPoint presentation indicating their decisions and discussing their rationale for their supply chain choices. Each group will deliver a 12-15 minute presentation to the class and post the PowerPoint Handout of their presentation on Canvas on December 1.
October 13	<ul style="list-style-type: none"> • We will cover Chapter 11 in class. • Homework: Read Chapter 12: International Air Transportation for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Individual Historical Supply Chain Network Research Paper (10 points): In a 5-8 page paper, choose a supply chain network in a country of your choosing. Analyze the supply chain to identify how from a historical perspective it evolved to its present state. Also, include other relevant elements such as: socio-political, operational costs, design, competitive advantage, currency transaction, etc. This assignment needs to be posted on Canvas at the start of class on December 1.
October 20	<ul style="list-style-type: none"> • We will cover Chapter 12 in class.

	<ul style="list-style-type: none"> • Homework: Read Chapter 13: International Land and Multimodal Transportation for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment.
October 27	<ul style="list-style-type: none"> • We will cover Chapter 13 in class. • Homework: Read Chapter 14: Packaging for Export for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Individual Homework: Regional Supply Chain Network Paper #1: In approximately five written/typed pages, develop a workable global supply chain network for your assigned region and specific product/service using coursework we have covered to date. Posted your paper on Canvas by the start of class on November 10. • Homework/Research: Two business cases will be assigned, and will be available on Canvas in the "files" section. The format for the business case report can also be found in the "files" section. The due date for both cases is December 19, and they must be posted on Canvas by this date.
November 3	<ul style="list-style-type: none"> • We will cover Chapter 14 in class. • Homework: Read Chapter 15: International Logistics Security for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment. • Individual Homework: Regional Supply Chain Network Paper #2: In approximately five written/typed pages, develop a workable global supply chain network for your assigned region and specific product/service. Posted your paper on Canvas by the start of class on November 17.
November 10	<ul style="list-style-type: none"> • We will cover Chapter 15 in class. • Homework: Read Chapters 16 & 17: Customs Clearance and Using Intertional Logistics for Competetive Advantage for the next session. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the

	<p>group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment.</p> <ul style="list-style-type: none"> • Individual Homework: Regional Supply Chain Network Paper #3: In approximately five written/typed pages, develop a workable global supply chain network for your assigned region and specific product/service using coursework we have covered to date. Posted your paper on Canvas by the start of class on December 1.
November 17	<ul style="list-style-type: none"> • We will cover Chapters 16 & 17 in class. • Group: During the first 15 minutes of class, each group is required to informally present, in 2-3 minutes, a current global supply chain issue, trend, or problem to the class. This is an oral presentation and only requires that the group turn in a printout of the topic and those group members who are present at the time the group discusses their topic. Those group members who come to class after their group's discussion will not receive credit for the assignment.
December 1	<ul style="list-style-type: none"> • Group Global Supply Chain Development Presentations.
December 19	<ul style="list-style-type: none"> • Business Case Reports are due by the end of the day. Post to Canvas. You can post earlier if you want, and schedule a presentation earlier as well. Contact the instructor if you want to consider this.