

# LINCOLN UNIVERSITY COURSE SYLLABUS

## COURSE NUMBER: BA 318

### Course Title: Import-Export Management

(3 units, 45 lecture hours)

Course Start Date: August 26, 2013

Course End Date: December 9, 2013

Time: Monday, 15:30 – 18:15 (3:30 pm to 6:15 pm)

#### Course Description:

Consideration of procedures and transactions involved in the import-export business. Practical financial, legal, transportation and technical aspects are considered.

#### 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.
4. Students will gain an understanding of the financial transaction, regulatory, and legal issues involved in international supply chains.

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#### Required Text:

David, P., Stewart, R.

2010 International Logistics: The Management of International Trade Operations, 3<sup>rd</sup> 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](http://www.atomicdog.com) or [www.cengage.com](http://www.cengage.com).

The atomicdog.com BA-318 course registration identification number is: **2714000213060**. Use this number when registering for this course at Atomicdog.

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## **Instructor:**

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031

**Lincoln University e-mail address:** [mguerra@lincolnuca.edu](mailto:mguerra@lincolnuca.edu)

Office Hours: Room 301, Monday (2:00 pm to 3:00 pm) by arrangement

## **Instructor Profile:**

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive experience in government and non-profit organizations. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and select for-profit firms.

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## **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, 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 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 Lincoln University e-mail.

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### **Class 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.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, group and team work, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom. There may also be guest speakers from organizations within the global logistics field. There may also be a field trip to the Port of Oakland.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and 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).

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.

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.

### **Assignments & Coursework:**

**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.

**Online Practice Textbook Chapter Quizzes:** The short online chapter quizzes are available at [www.atomicdog.com](http://www.atomicdog.com). You will need to register as a student using the BA-318 registration number, which is 2714000213060.

**Learning Team Chapter Review & Original Question(s):** Learning teams will work together to review key learnings from each chapter, and as a team construct one to two original questions from the reading material to ask the rest of the class. Team members will rotate the responsibility for presenting team questions to the class. At the end of the class session, the team will turn in their question(s) with the name of each participating team member.

**Textbook Chapter Quizzes:** As the schedule below indicates, there are written quizzes for most textbook chapters. The quizzes generally occur one week after learning teams have had a chance to review and discuss what they've read. The quiz questions are short answers, and you can use your textbook and notes. You cannot use electronic devices unless you have a digital copy of the textbook. You also cannot talk to each other during the quiz.

**Team Homework Assignments 9-16 & 9-30:** Each learning team will work together to complete the assignments. Homework 9-16 does not include an oral presentation, but Homework 9-30 does. Homework 9-16 focuses on a logistics issue from the viewpoints of both the consumer and vendor. Homework 9-30 looks at the issues surround the location of a production facility.

**Individual Global Supply Chain Research Paper:** This assignment requires a student to identify a global supply chain of their choosing. Next, they have to investigate how the initial global supply chain evolved into its current state using the elements indicated in the schedule below.

**Team Global Supply Chain Project:** Each learning team 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 have to support their decisions in an 8-10 page paper and a PowerPoint slide presentation that they will present to the class.

**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. Electronic submissions without these items will not be counted and you must use your lincolncasf account for electronic submissions.

### **Class Attendance 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) If you are absent from class on a day when there is a quiz and have a valid excuse, you make take a make-up quiz at a time scheduled with the instructor within two weeks of the missed assignment. 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.

**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.

Students are required to follow Lincoln University’s Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student’s grade.

**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:**

Category	Percent	Point
Individual: Online textbook Practice Quizzes (12 x .50/1 point)	9%	9
Team: Learning Team Chapter Review & Original Question (11 x 1 to 2 points)	16 %	16
Individual: Chapter Quiz (9 x 2 to 4 points)	30%	30
Individual: Global Supply Chain Research Paper	10%	10
Team: 9-16 Logistics Issue	5%	5
Team: 9-30 Facility Placement	5%	5
Team Global Supply Chain Project (Paper & Presentation)	25%	25
	<b>100%</b>	<b>100</b>
<b>Individual Performance = 49% &amp; Team Performance = 51%</b>		

## 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 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.

(3) Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucsf.edu).

## Academic References

In the United States, Wikipedia is not considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

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## Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
<b>August 26</b>	<ul style="list-style-type: none"><li>• <b>Introduction to course.</b></li><li>• <b>Homework: Read Chapter 1: Introduction</b></li><li>• <b>Learning Team Selection (Join with 3-6 other students to form a learning team).</b></li><li>• <b>Homework (.50 points): Online Chapter 1 Practice Quiz.</b></li></ul>
<b>September 9</b>	<ul style="list-style-type: none"><li>• <b>Before class, read Chapter 2: International Supply Chain Management.</b></li><li>• <b>Learning Team review of Chapter 1(1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</b></li><li>• <b>Homework (.50 points): Online Chapter 2 Practice Quiz.</b></li><li>• <b>Session Schedule: Learning Team Review, Instructor Presentation.</b></li></ul>



September 16	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 3: International Logistics Infrastructure</b></li> <li>• <b>Learning Team review of Chapter 2(1 point).</b> Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (.50 points): Online Chapter 3 Practice Quiz.</b></li> <li>• <b>Team Homework 9-16 (5 points):</b> In a 750-1000 word paper, each team will be asked to analyze a logistics issue from the viewpoints of both the consumer and the vendor. This assignment is due at the start of class on September 30.</li> <li>• <b>Team Global Supply Chain Project (25 points):</b> 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 Team will prepare a 10-12 page written report and PowerPoint presentation indicating their decisions and discussing their rationale for their supply chain choices. Each team will deliver a 10-12 minute presentation to the class on either December 2 or December 9. The paper is due at the time of presentation.</li> <li>• <b>Session Schedule: Learning Team Review, Instructor Presentation.</b></li> </ul>
September 23	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 4 &amp; 5: Methods of Entry into Foreign Markets and International Contracts</b></li> <li>• <b>Learning Team review of Chapter 3(1 point).</b> Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. A team member will present the question to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (1 point): Online Chapters 4 &amp; 5 Practice Quiz.</b></li> <li>• <b>In-class Quiz #9-23 (4 points):</b> Two questions from the Review and Discussion questions for Chapters 1 &amp; 2. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>

September 30	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 6 &amp; 7: Terms of Trade or Incoterms and Terms of Payment</b></li> <li>• <b>Learning Team review of Chapters 4 &amp; 5 (2 points).</b> Based on a team's review, the team will come up with one original question on the subject matter from each chapter to be used for class discussion. A team member will present the questions to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (1 point): Online Chapters 6 &amp; 7 Practice Quiz.</b></li> <li>• <b>Team Homework 9-30 (5 points):</b> Each team 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. This assignment is due on October 14.</li> <li>• <b>Homework 9-16 is due at the start of class.</b></li> <li>• <b>In-class Quiz #9-30 (2 points):</b> One question from the Review and Discussion questions for Chapter 3. The question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
October 7	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 8 &amp; 9: Currency of Payment (Managing Transaction Risks) and International Commercial Documents</b></li> <li>• <b>Learning Team review of Chapters 6 &amp; 7 (2 points).</b> Based on a team's review, the team will come up with one original question on the subject matter from each chapter to be used for class discussion. A team member will present the questions to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (1 point): Online Chapters 8 &amp; 9 Practice Quiz.</b></li> <li>• <b>In-class Quiz #10-7 (4 points):</b> Two questions from the Review and Discussion questions for Chapters 4 &amp; 5. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
October 14	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapters 10 &amp; 11: International Insurance and International Ocean Transportation</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Learning Team review of Chapters 8 &amp; 9 (2 points).</b> Based on a team's review, the team will come up with one original question on the subject matter from each chapter to be used for class discussion. A team member will present the questions to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (1 point):</b> Online Chapters 10 &amp; 11 Practice Quiz.</li> <li>• <b>Team Homework 9-16 due.</b></li> <li>• <b>Individual Research Paper (10 points):</b> In a 750-1000 word paper, choose a global supply chain 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 is due at the start of class on December 9.</li> <li>• <b>In-class Quiz #10-14 (4 points):</b> Two questions from the Review and Discussion questions for Chapters 6 &amp; 7. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
October 21	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 13: International Land and Multimodal Transportation</b></li> <li>• <b>Learning Team review of Chapters 10 &amp; 11 (2 points).</b> Based on a team's review, the team will come up with one original question on the subject matter from each chapter to be used for class discussion. A team member will present the questions to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</li> <li>• <b>Homework (.50 points):</b> Online Chapter 13 Practice Quiz.</li> <li>• <b>In-class Quiz #10-21 (4 points):</b> Two questions from the Review and Discussion questions for Chapters 8 &amp; 9. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
October 28	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 12 &amp; 14: International Air Transportation and Packing for Export</b> <ul style="list-style-type: none"> <li>• <b>Learning Team review of Chapter 13 (1 point).</b> Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion.</li> </ul> </li> </ul>

	<p><b>Turn your question into the instructor with the names of the participating team members on it.</b></p> <ul style="list-style-type: none"> <li>• <b>Homework (1 point): Online Chapters 12 &amp; 14 Practice Quiz.</b></li> <li>• <b>In-class Quiz #10-28 (4 points): Two questions from the Review and Discussion questions for Chapters 10 &amp; 11. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
November 4	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 15: International Logistics Security</b></li> <li>• <b>Learning Team review of Chapters 12 &amp; 14 (2 points). Based on a team's review, the team will come up with one original question on the subject matter from each chapter to be used for class discussion. A team member will present the questions to the class. A role that needs to be rotated within the learning team in following sessions. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Homework (.50 points): Online Chapter 15 Practice Quiz.</b></li> <li>• <b>In-class Quiz #11-4 (2 points): One question from the Review and Discussion questions for Chapter 13. Open book, open notes, no electronics except for a digital text. No talking to each other.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
November 18	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 16: Customs Clearance</b></li> <li>• <b>Learning Team review of Robbins Chapter 15 (1 point). Based on a team's review, the team will come up with one original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></li> <li>• <b>Homework (.50 point): Online Chapter 16 Practice Quiz.</b></li> <li>• <b>In-class Quiz #11-18 (4 points): Two questions from the Review and Discussion questions for Chapters 12 &amp; 14. One question from each chapter and each question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
November 25	<ul style="list-style-type: none"> <li>• <b>Before class, read Chapter 17: Using International Logistics for Competitive Advantage</b></li> <li>• <b>Learning Team review of Robbins Chapters 16 (1 point). Based on a team's review, the team will come up with one</b></li> </ul>

	<p><b>original question on the subject matter to be used for class discussion. Turn your question into the instructor with the names of the participating team members on it.</b></p> <ul style="list-style-type: none"> <li>• <b>Homework (.50 point): Online Chapter 17 Practice Quiz.</b></li> <li>• <b>In-class Quiz #11-25 (2 points): One question from the Review and Discussion questions for Chapter 15. The question is worth 2 points. Open book, open notes, no electronics except for a digital text. No talking to each other.</b></li> <li>• <b>Session Schedule: Quiz, Instructor Presentation, Learning Team Review.</b></li> </ul>
<b>December 2</b>	<ul style="list-style-type: none"> <li>• <b>Team Global Supply Chain Presentations &amp; Papers due</b></li> </ul>
<b>December 9</b>	<ul style="list-style-type: none"> <li>• <b>Team Global Supply Chain Presentations &amp; Papers due</b></li> <li>• <b>Individual Research Paper due.</b></li> </ul>