

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 418

Course Title: Import-Export Management

(4 units, 45 hours of lectures plus 45 hours of a research project)

Course Start Date: August 25, 2014

Course End Date: December 8, 2014

Time: Monday, 12:30 pm to 3:15 pm

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.

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 global supply chain networks, and infrastructure.
3. Students will have practiced planning, developing, and constructing viable product and service import/export systems in a transnational or multinational context.
4. Students will gain an understanding of the financial transaction, regulatory, and legal issues involved in international supply chain networks.
5. Students will have worked in a team on business case studies to analyze cases from a global supply chain perspective, and developed strategies to successfully solve the issue(s). They will have discussed their strategies for the firm with the class for their evaluation and consideration using the MICA model for interactive case analysis.
6. Students will be introduced to individuals and organizations through guest speaker sessions who are directly involved in the import-export industry. Two confirmed guests are the U.S. Department of Commerce and the former CEO of Cargo Chief.
7. Student will have analyzed a business case involving the design of a supply chain network, and presented his/her findings to an audience on December 15, 2014.

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.

Suggested Supplemental Text:

Weiss, E.

2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-X

<https://canvas.instructure.com>

- Provide “lincolnuca.edu” e-mail address at the beginning of class to be invited.
- Copies of syllabus and assigned coursework will be posted.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.
- Assignments can be posted if a student prefers not to submit a printed version.

Instructor:

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031

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

Office Hours: Room 301, Wednesday (11:45 am to 12:45 pm) by arrangement

Instructor Profile:

Academic: AS degree in Social Science, BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree.

Professional 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. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for State of California POST.

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).

Assistant to the Instructor (ATI):

Assistant To the Instructor (ATI):

Ms. Sonal Gill is my Assistant to the Instructor (ATI) for this course. She has completed more than one year of her DBA studies 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. 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@lincolnucsf.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, Vietnam, Okinawa, and many other locations in the Pacific Rim. It was here that I became interested in the import-export field and commerce in general. This was before the Internet age and GPS so they 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 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. In addition to communicating information in-class, an optional resource for this is the Canvas course site. It is important for you to come to class prepared! Class time will be spent enhancing your reading

assignments. The instructor's expectation is that you have read the chapters before class as assigned.

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, guest speakers, group work, buzz groups, practical exercises, and multimedia resources.

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@lincolnucasf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total at any time.

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.

Learning Group Homework Assignments 9-15 & 9-29: Each learning group will work together to complete the assignments. Homework 9-16 does not include an oral presentation, but Homework 9-29 does. Homework 9-16 focuses on a logistics issue from the viewpoints of both the consumer and vendor. Homework 9-29 looks at the issues surround the location of a production facility.

- Team Homework 9-15 (8 points): 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 (seller).
- Team Homework 9-29 (8 points): 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 group will create an **original** poster, picture, or graphic (meaning that it is not a series of slides) explaining their decision, which they will be present to the class in a 5 minute or less presentation.

Individual Global Supply Chain Network Research/Historical Paper: This assignment requires a student to identify a modern global supply chain network of their choosing (import or export perspective). Next, they have to investigate how the initial global supply chain network evolved into its current state using the elements covered in class. Depending on the network, it could be recent or even be centuries old. It is important to incorporate concepts and terms that are common to global supply chain network management

Group Global Supply Chain Network Export or Import Trade Project: Each learning group will be assigned a **specific country** and **product** where they will be required to develop a realistic global supply chain network that addresses all of the issues presented during this course. The approach can reflect an import or export perspective. The project does not need to include both perspectives. The project will include the following elements or issues: Location of manufacturing facility, production design, transportation, contractual and regulatory requirements, inventory, culture, local and regional economic issues, currency and transaction, distribution system (if taking the importer perspective), resource availability, and any other applicable logistical issues discussed during this course. The group will prepare a 10-12 page written narrative report (not a PowerPoint handout) and PowerPoint presentation indicating their decisions and discussing their rationale for their supply chain choices. Each group will deliver a 10-minute presentation to the class on December 8.

Individual Kulicke & Soffa Business Case Analysis and Presentation:

Written analysis and presentation due on December 12, 2014), and is required to include:

1. What is/are the GSC/Trade related problem(s) (Cite the appropriate GSC theory/approach)?
2. Where does this GSC/Trade problem or problems come from?
3. If you were in the position to resolve the GSC/Trade problem(s), what would you do and what GSC/Trade approaches and practices would you use to resolve any problems?

Overall, you need to directly connect your analysis and problem solving to specific GSC/Trade concepts, and justify why those were selected.

Learning Group Business Case Analysis & Discussion: Learning groups will select and/or be assigned one or more business case studies that focus on the global supply chains (GSC) and trade. The timing for introducing these cases to the learning groups is not yet set since it will be based on student enrollment and, the subsequent number of learning groups. Learning groups will be responsible for analyzing their assigned case(s), preparing a written report, and discussing their strategies for dealing with the GSC issue(s) using the MICA model. The cases analysis needs to demonstrate an understanding and application of GSC concepts from this course. The evaluation (grading) standards for the written report are contained in this syllabus. For the class discussion part, we are going to approach your facilitation skills as an opportunity for skill building and development instead of evaluation. Consequently, your class discussion skills will not be formally graded (A-F). However, you will receive feedback so that you can improve your skills and abilities.

- Cases Selected for this class will increase or decrease depending on student registration for the course:
 - Kulicke & Soffa Industries, Inc.: Designing a Supply Chain Network

- Supply-Chain Management at W'UP Bottlery
 - Transportation & Consolidation at Elevalt, Ltd.
- Group Written Case Questions (Due the week following the group's class discussion):
4. What is/are the GSC/Trade related problem(s) (Cite the appropriate GSC theory/approach)?
 5. Where does this GSC/Trade problem or problems come from?
 6. If you were in the position to resolve the GSC/Trade problem(s), what would you do and what GSC/Trade approaches and practices would you use to resolve any problems?
 7. Overall, you need to directly connect your analysis and problem solving to specific GSC/Trade concepts, and justify why those were selected.
- Class Discussion:
1. Following the MICA model for integrative case discussion, a group facilitating the case will prepare a class handout containing the following (Due on the day of the group's discussion):
 - a. A summary of the GSC/Trade problem(s) discovered.
 - b. The recommended GSC/Trade strategies/interventions that should effectively fix and/or resolve the problem(s).
 - c. The group will categorize and include GSC/Trade solutions presented in case recommendation forms in their class discussion. The group will return the completed recommendation forms to students on the day of their presentation along with the handout.
 - d. The group will distribute the handout to the class before their presentation.
 2. The class participants will read the case being discussed prior to class discussion, and complete a case recommendation form that will be turned in two-weeks before a group's scheduled class discussion.

The point value for each will be determined on the first day of class when I will know how many students are enrolled in the class.

Audience Participation in Group Case Discussions: Please pay attention to class discussion point #2 above. You will receive points for participating in class case discussions by turning in your recommendations and for participating as a member of the audience when the discussion occurs. If you are not present during the case discussion and/or do not participate when the group discusses your recommendation(s), you will not receive full credit. If you complete the written deliverable on time and participate, you will receive 100% of the point value for the assignment. If you turn in your written case recommendations late and/or are not present in class for the case discussion, you will receive a minimum grade of 59% of the points. The point value per exercise will be equally divided based on the number of cases to be presented during our class. The actual number of times cannot be determined until the first day of class.

In-Class Learning Group Textbook Chapter Quizzes (0.50 point value for each quiz):

These quizzes are indicated on the schedule at the end of this syllabus, and they are closed book. Each quiz will have five matching questions. Make sure that only those group members present list their names on the quiz. Quizzes will be graded using the grading criteria indicated in this syllabus (A-F). If you are late or miss the quiz, this group quiz cannot be made up.

Syllabus Confirmation and Understanding Agreement (0.50 point value): The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Canvas.

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 lincolnucsf account for electronic submissions.

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 "0" 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 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 be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from coming to class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments 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 thoughts 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: Syllabus Confirmation and Understanding Assignment	0.56%	0.56
Learning Group Chapter Quizzes (9 x 0.66 points, each question is .13 points)	5.94%	5.94
Learning Group: Homework 9-15	8%	8
Learning Group: Homework 9-29	8%	8
Individual: Global Supply Chain Network Research/Historical Paper	17.5%	17.5
Learning Group Global Supply Chain Network Export or Import Trade Project	15%	15
Individual: MICA Case – Audience Participation (Recommendations and Participation during Learning Group Class Discussion)(Point value per case will be equally divided based on the number of cases discussed in class. The number of cases will vary depending on how many learning groups are in the class)	15%	15
Learning Group Written Case Analysis & Facilitated Class Discussion (Point value per case will depend on student enrollment on the first day of class)	10%	10
Individual Research Project: Kulicke & Soffa Industries, Inc.: Designing a Supply Chain Network Case Analysis and Presentation	20%	20
	100%	100

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 to Canvas will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucaf.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.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 25	<ul style="list-style-type: none"> • Introduction to course and syllabus review (0.50 point for review). • Completion of an Individual MBA Key Experiences Assessment In-Class. This needs to be turned in at the end of class today. • Video Relating to Global Supply Chain Network Management for Trade Operations. • Learning Group Selection (Join with 4-5 other students to form a learning group). • Homework: Read Chapter 1 (Due at the start of class on 9/8).
September 8	<ul style="list-style-type: none"> • Learning Group Quiz on Chapter 1 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapter 1 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 2 & 3 (Due at the start of class on 9/15).
September 15	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 2 & 3 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 2 & 3 Concepts: Lecture/Class Discussion/Class Exercises. • Overview of the MICA case analysis model & Case Assignments. • Homework: Read Chapters 4 & 5 (Due at the start of class on 9/22). • Homework (Due at the start of class on 9/29): Learning Group Exercise 9-15.
September 22	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 4 & 5 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 4 & 5 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 6 & 7 (Due at the start of class on 9/29).
September 29	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 6 & 7 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 6 & 7 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 8 & 9 (Due at the start of class on 10/6).

October 6	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 8 & 9 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 8 & 9 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 10 & 11 (Due at the start of class on 10/13). • Homework: Individual: Global Supply Chain Network Research/Historical Paper (Due 11/3 at the start of class).
October 13 (Columbus Day)	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 10 & 11 (0.66): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 10 & 11 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 12 & 13 (Due at the start of class on 10/20). • Learning Group: Homework 9-29 (Due 10/27).
October 20	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 12 & 13 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 12 & 13 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 14 & 15 (Due at the start of class on 10/27).
October 27	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 14 & 15 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 14 & 15 Concepts: Lecture/Class Discussion/Class Exercises. • Homework: Read Chapters 16 & 17 (Due at the start of class on 11/10). • Homework: Learning Group Global Supply Chain Network Export or Import Trade Project (Due at the start of class on 12/8)
November 3 (Ms. Gill)	Special Topic
November 10	<ul style="list-style-type: none"> • Learning Group Quiz on Chapters 16 & 17 (0.66 points): In the first 10 minutes of class, there will be a five-question quiz. • Chapters 16 & 17 Concepts: Lecture/Class Discussion/Class Exercises.
November 17	MICA Case Discussions
November 24 (11/25-29 Thanksgiving Break)	MICA Case Discussions
December 1	MICA Case Discussions
December 8	Learning Group Global Supply Chain Network Export or Import Trade Project Presentations
December 15	Research Project and Presentation due