

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-134

Course Title: Principles of Import-Export Management

(3 Units, 45 classroom hours)

Course Start Date: August 25, 2015

Course End Date: December 1, 2015

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

LU Catalog Course Description:

This course covers the major facets of the import-export transactions and procedures required to do business overseas successfully. The focus is on practical applications, ranging from understanding the objectives of parties involved in importing and exporting to basics of letters of credit, packaging, and transporting shipments. The instructor discusses cross-cultural differences, role of banks and freight forwarders; foreign currency management; and documents used in international trade. (3 units) *Prerequisite: BA 10 or equivalent*

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.

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 degreed 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@lincolnucsf.edu.

Introduction:

Welcome to Principles of 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 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.

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. Individual Reflection Journal for Current Global Supply Chain Networking Issues, Trends, and Problems Class Discussion: In the first 15 minutes of twelve class sessions, each master's degree level learning group will have 2-3 minutes to informally discuss a current global supply chain issue, trend, or problem with the class. You are to maintain a journal of your reflections about what these groups discuss. This requires some degree of deep learning that includes critical thinking and analysis that is more than a mere summary of what was discussed. Your journal will be reviewed three times throughout the semester, and the submission dates are indicated in the following schedule. If you maintain a digital journal, you must post it on Canvas at the start of the class. If you maintain a printed journal, you must submit it at the beginning of class. Printed copies will be reviewed and returned to you during the class session.

3. Individual Historical Supply Chain Network Research Paper: In 5-8 pages, identify a historical supply chain network 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. Post this assignment on Canvas by December 1.

4. Midterm & Final Exams:

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
Reflection Journal	x3	I	"0" or Partial/Full Credit	Canvas for digital, and in-class for hard copies
Individual: Historical Supply Chain Network Research Paper	Once	I	A-F Letter Grade	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. A superior performance. The assignment is well-written and contains an interesting and insightful analysis. The assignment has a central theme or idea and has supporting points. The analysis or argument is supported by primary academic resources. For a grade of 100%, the standard is publication quality.

A- = 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. 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. 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 expressed as in the "B+" category above.

B- = Above Average performance. 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. 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. 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. 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. 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. 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. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Course Grade Weighting		
Syllabus Review & Understanding	1%	1
Individual: Historical Supply Chain Network Research Paper (A-F grading)	15%	15
Individual: Reflection Journal (x3 Checks, 4.67 points each, CR/PC/NC grading)	14%	14
Individual: Midterm Exam (A-F grading)	35%	35
Individual: Final Exam (A-F grading)	35%	35
	100%	100

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. • 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.
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.
September 15	<ul style="list-style-type: none"> • We will cover Chapter 4 in class.

	<ul style="list-style-type: none"> • Homework: Read Chapters 5 & 6: International Contracts and Terms of Trade or Incoterms for the next session.
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. • Due: Reflection Journal Check.
September 29	<ul style="list-style-type: none"> • We will cover Chapters 7 & 8 in class. • Homework: Read Chapters 9 & 10: International Commercial Documents and International Insurance for the next session. • A 90-minute midterm is scheduled for October 6 and will cover course material from the start of class through September 29.
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. • Midterm Exam following the first 15 minutes of class.
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. • 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. • Due: Reflection Journal Check.
October 20	<ul style="list-style-type: none"> • We will cover Chapter 12 in class. • Homework: Read Chapter 13: International Land and Multimodal Transportation for the next session.
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.
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.
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 Competitive Advantage for the next session.
November 17	<ul style="list-style-type: none"> • We will cover Chapters 16 & 17 in class. • Due: Reflection Journal Check.
December 1	<ul style="list-style-type: none"> • Final Exam (90 minute exam covering course material from October 6 to date).