

ECO344-800 International Trade, Spring 2022 (CRN 12643) Syllabus

Prerequisite courses include Principles of Microeconomics (ECO101) and Macroeconomics (ECO200). I presume competence in basic algebra, graphing, and supply/demand modeling of perfectly competitive markets. If you are not comfortable with these, I **strongly** suggest a thorough brush-up before attending/taking this class.

Instructor: Mihai Paraschiv

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Lecture Times/Location: MWF from 12:40PM to 1:35PM / 122 Mahar Hall

Office: 445 Mahar Hall

Office Hours: MWF 1:45PM - 2:45PM or by Appointment

Course Website: Blackboard Section of ECO344-800 International Trade. This can be accessed through the MyOswego portal or at <https://www.oswego.edu/blackboard/>

Teaching Assistant: Colin Murphy

Email: cmurph23@oswego.edu

Office Hours: Thursdays (12PM-1PM Penfield Library, Back Area of 2nd Floor) and Thursdays (2PM-3PM via Zoom, <https://oswego-edu.zoom.us/j/92159087741>)

Course Objectives

(C.O. #1) The first part of the course represents an inquiry into the theoretical foundations of international trade and its goal is to answer four, key questions: why countries trade, what explains the pattern of trade observed to occur among nations, (what are the effects of trade on consumption, production, and overall welfare, what are the effects of trade on the distribution of income. Students who engage with this part will (i) recognize and differentiate among these economic models/theories and will (ii) apply/use such tools to answer the above-noted questions. Students will (iii) analyze these answers and, in addition, they will (iv) evaluate both the economic models/theories and the insight they provide. Lastly, students will (v) expand their understanding of the economic models/theories and the insight they provide by verifying the extent to which these economic models/theories are explaining current events/data.

(C.O. #2) The second part of the course centers on trade policy and the associated normative and positive aspects. Students who engage with this part will (i) remember and differentiate among the various trade policies (e.g., tariffs, anti-dumping and countervailing duties, quotas, export subsidies). Students will (ii) apply/use the supply/demand model to (iii) analyze and examine the effects of such policies onto perfectly-competitive markets. Students will also use the supply/demand model to (iv) evaluate these implied effects while acknowledging the drawbacks brought about by this model. Lastly, students will (v) expand their understanding of the supply/demand model and the implied effects of trade policies by verifying the extent to which these economic models/theories are explaining current events/data.

(C.O. #3) The third part of the course is directed towards the inner-workings of trade blocs and the World Trade Organization, the issues that concern the relationship between trade and the environment and/or economic growth, and international factor movements. **Students who engage with this part will (i) recognize, recall, and differentiate among different stages of economic integration and their impact on trade (i.e., trade diversion and trade creation), the implied effects of trade onto the environment, and factors that drive international capital (i.e., multinational activity) and labor movements (i.e., emigration/immigration). Students will also (ii) evaluate, compare, and criticize the implied effects of economic integration on trade, the effects of trade onto the environment, the factors that drive international capital and labor movements. Lastly, students will (iii) apply/use the supply/demand model to (iv) examine, evaluate, and compare these effects/factors.**

Broadly, students successfully completing this course should leave with a solid understanding of (a) the forces that govern and shape international trade patterns, (b) the costs and benefits brought about by various international trade policies, and (c) the connection between trade and the environment, economic growth, and international factor movements (i.e., multinational activity and immigration). In addition, students should be able to analyze, evaluate, critique and make inferences based on (a), (b), and (c) above.

Statement on Diversity and Inclusion

The course caters to learners across the entire diversity spectra (including backgrounds and perspectives) as I strongly believe that the course's strengths, benefits, and the depth are driven by the diversity of its learning community (i.e., you, the students). Diversity and inclusion also enhance our exposure to ideas and viewpoints that are different than our own thereby expanding the normative (i.e., how the world should or should not be) reach of the course as well as of our thinking. This is especially important given the strong connection between the course (and economics, as a field of study, in general) and policy making. Simply put, the increased diversity of viewpoints advanced as part of the debate over the existing policies translates into a more accurate understanding of such policies, their exclusivity, and their unintended consequences, and, implicitly, a lower the likelihood of perpetuating the drawbacks of current policies.

Textbook and Course Materials

1. **International Economics by Thomas Pugel.** The latest edition is the 17th *but any of the last 2 editions would do.* These are rather inexpensive (around \$20) and can easily be found on Amazon. **The course and test material closely follow the book.**

2. **The iClicker Student App.** We will make use of a classroom response system for in-class quizzes and other class activities. Given the current state of affairs, there is a small probability that we may not be physically present in the classroom. Because of this, we will be using the iClicker Student App (ISA) as opposed to the more-popular, remote-style, iClicker. Starting this semester, ISA access is provided free of charge to Oswego students. Accessing ISA involves creating an account (using your oswego.edu email) and following the on-screen prompts. However and when pairing your account to this course, make sure to

look for the course labelled **ECO344800S2022**. A browser version of iClicker Cloud may also be used to participate in the polling sessions.

3. **The Remind App.** For better and timely communication of announcements, deadlines, feedback, and other course related aspects, we will also be using the Remind App (in addition to the traditional Blackboard channel). The app is “free” and can be downloaded and used on any iOS and Android device. The app can also be used from a regular computer by visiting <https://www.remind.com/>. To sign up, text @eco344oz to 81010 or visit [the link embedded here](#).

4. **The Chapter Notebook.** Each chapter comes with an associated notebook, which will be posted in the respective folder on Blackboard. The notebook is meant to facilitate note taking and enhance class participation. **Ideally you will bring it to class for annotating/note-taking purposes or annotate the notebook’s electronic version;** otherwise you will have a hard time paying attention and writing down the content on the slides.

5. **Articles from newspapers and magazines and/or podcasts.** These will be assigned and discussed throughout the semester. You will find that outside references will help you immensely in understanding the applications of the economic tools and concepts discussed in class.

Course Outline and Readings

Chapter 2 covers the basics of international trade in a supply-demand framework. **Chapter 3** focuses on the concept of comparative advantage, the pattern of international trade, and the gains from trade. **Chapters 4 and 5** introduce the Heckscher-Ohlin theoretical framework and reassess the pattern of international trade as well as the gains from trade. **Chapter 6** brings forward the new international trade theory and discusses its implications on the pattern and gains from cross-border trade. **Chapters 8 and 9** analyze the costs and benefits of various trade-restricting policies (e.g., tariffs and quotas) within a perfectly competitive framework. **Chapter 10** discusses arguments for and against protection. **Chapter 11** analyzes the costs and benefits of trade-promoting policies (e.g., export subsidies and dumping). **Chapter 12** provides an overview of the inner-workings of the World Trade Organization (WTO) and discusses the economics of trade blocs. Finally, **chapters 13, 14 and 15** focus on topics concerning the relationship between trade and the environment, economic growth, as well as multinationals and immigration. **Classes will be conducted assuming that you have done the reading prior to coming in.**

1. Trade Theory

- II The Basic Theory Using Demand and Supply; (Read Chapter 2, pages 13-30)
- III Why Everybody Trades: Comparative Advantage; (Read Chapter 3, pages 31-46)
- IV Trade: Factor Availability and Factor Proportions Are Key; (Read Chapter 4, pages 47-65)

- V Who Gains and Who Loses from Trade; (Read Chapter 5, pages 66-87)
- VI Scale Economies, Imperfect Competition, and Trade; (Read Chapter 6, pages 88-89)

2. Trade Policy Analysis

- VIII Analysis of a Tariff; (Read Chapter 8, pages 137-159)
- IX Non-Tariff Barriers to Imports; (Read Chapter 9, pages 160-191)
- X Arguments For and Against Protection; (Read Chapter 10, pages 192-221)
- XI Pushing Exports; (Read Chapter 11, pages 222-251)
- XII Trade Blocs and Trade Blocks; (Read Chapter 12, pages 252-274)

3. Topics in International Trade¹

- XIII Trade and the Environment; (Read Chapter 13, pages 275-308)
- XIV Trade Policies for Developing Countries; (Read Chapter 14, pages 309-333)
- XV Multinationals and Migration: International Factor Movements; (Read Chapter 15, pages 334-369)

Evaluation Criteria

Your final grade for the course is based on the following distribution: **A: 93%-100%**, A-: 90%-93%, B+: 87%-90%, **B: 83%-87%**, B-: 80%-83%, C+: 77%-80%, **C: 73%-77%**, C-: 70%-73%, D+: 67%-70%, **D: 63%-67%**, D-: 60%-63%, **E: 60%** and below. Grading for this course will be based upon problem sets, three midterm exams, and a final exam.

Task	% of Course Grade
Problem Sets	15%
Daily Concept Quizzes	15%
Case Study Group Assignment	15%
Exam I	7.5%
Exam II	10%
Exam III	15%
Final Exam	22.5%
Total	100%

1. **Problem Sets** (Blackboard required) There will be approximately 10 homework assignments (approximately one for each chapter). The problem sets are to be submitted via Blackboard using the designated link (located in the associated chapter folder) **before** the beginning of class. **Each problem set must be submitted as one, legible and properly named (e.g., Last Name - Homework #), .pdf file. Problem sets that do**

¹Coverage of this last section depends on the progress we make with the first two sections.

not meet the criteria outlined above will not be considered. Problem sets that are late will be discounted by 10 %-points for each day past the due date. Problem sets that are submitted past the second day over the deadline will not be considered. The two problem sets, with the lowest scores, will be dropped when calculating your final grade. You may work together on these assignments (in fact I highly encourage this) but **must turn in own versions of the answers.**

2. **Daily Concept Quizzes (DCQs)** (iClicker Student App (ISA) required). To be completed as we explore a chapter. One fifth of the scores will be dropped. One attempt is allowed for each DCQ and the overall score will define its grade. DCQs are taken via ISA in class. **In addition to paying attention to the class, participating, and taking notes, engaging with past concepts/ideas and solving the questions within each chapter's activity sheet is crucial for the successful completion of the Daily Concept Quizzes.**

3. **Case Study Group Assignment.** Details of the case study group assignment (CSGA) will be discussed in class. A set of instructions on how to write and submit the assignment will also be posted on Blackboard. The CSGA will take the form of group presentations via Zoom. Each group (consisting of four or five students) will prepare a 15 minute presentation on one of the topics listed below. You will have ample time between the CGSA discussion date and the due date to consider a topic, ask questions, and complete the CSGA. I expect each group member to become accustomed with the instructions. Points will be deducted if these are not followed. The presentations are scheduled for the last week of classes. A presentation draft is required two weeks prior to the presentation date. **Late assignments will not be accepted.**

Each student's CGSA grade is based on four components:

- The peer grade (20%). This is included in order to prevent free riding and it is calculated as the average of the grades assigned by other group members.
- Individual presentation grade (30%). This reflects the student's mastery of the topic presented. One question from the audience and/or from myself will also be used to assess the topic mastery.
- Group presentation grade (10%). This reflects the group's overall performance in presenting the topic. Some aspects counted here include whether the presentation occupies the entire allotted time slot, follows an organized and logical pattern, benefits from the input of all members, and conveys group mastery with regards to the topic.
- Group project grade (40%). This reflects the overall quality of the assembled slides. Some aspects counted here include whether the slides contain a presentation outline, a properly written bibliography, a discussion regarding the policy/international organization analyzed, a discussion regarding the international context in which the policy/international organization was adopted/founded, a discussion regarding the intended and unintended consequences brought about by the policy/international organization adoption/foundation. The reference and use of class concepts (e.g., supply-demand framework) as well as the use of data series and graphs to describe the topic

and support your arguments are highly encouraged. 5 %-points of this grade component are allocated for the correct submission of a presentation draft.

Case Study Topics:

- CS01: The E.U.-U.S. World Trade Organization (WTO) banana dispute.
- CS02: The Brazil-U.S. cotton subsidies dispute.
- CS03: The Mexican Hass avocado case.
- CS04: The Argentinian citrus fruits case.
- CS05: The Russian embargo (1980).
- CS06: The U.S. soybean export embargo (1974).
- CS07: The U.S. sugar import quota program.
- CS08: The world beef market (the U.S. beef exports).
- CS09: The E.U. beef hormone ban case
- CS10: The World Trade Organization.
- CS11: Green, blue, and amber boxes.
- CS12: Agriculture and the WTO.
- CS13: The N.A.F.T.A., the E.U., and the U.N.A.S.U.R.
- CS14: Predatory, cyclical, seasonal, sporadic, and persistent dumping.
- CS15: The world honey market.
- CS16: The Harley-Davidson case.
- CS17: G.A.T.T., the U.S. versus Mexico tuna/dolphin case.
- CS18: The E.U. sugar subsidies case.
- CS19: The 2002 U.S. steel tariffs case.
- CS20: The E.U.-China/Vietnam shoes case.
- CS21: The Multifibre Agreement (MFA).
- CS22: The 2018 Steel and Aluminum Tariffs case.
- CS23: The 2018 Washing Machine Anti-Dumping case.
- CS24: The 2018 Solar Panel Tariffs case.
- CS25: The 2018 Section 301/Tariff Act of 1974 Tariff case.
- CS26: The World Market for Coffee
- CS27: The World Flower Market (from convo. w/ Josh Sandler)

4. **End-of-Semester Trade Talks.** This assignment will be completed instead of the CSGA **if, and only if, we are switching to remote instruction.** This activity involves participating three, separate discussion boards. Participation in each discussion board requires you to listen to one Trade Talks podcast episode and connect the discussion within to the course/concepts ideas. The episodes selected for this semester's round of End-of-Semester Trade Talks will be announced after our second midterm.

Specifically, you must post at least one reply to the thread initiated by me and respond to at least one existing reply to this thread. The objective of this exercise is to facilitate further engagement with the course's content so that the concepts and ideas discussed in class are rigorously connected with a new piece of information (i.e., the podcast's content and its real-world relevance) for a longer-lasting, relevant, and higher-order learning. To aid with

the discussion effort a set of discussion pointers will be provided for each podcast. In posting your replies and besides a brief summary of the podcast, you must add something new to the discussion board by drawing on the theoretical models discussed in class as well as the data patterns observed and the ideas discovered. Re-summarizing the podcast or simply agreeing/disagreeing with what has already been posted will not count.

Responses should be approximately 250-350 words (2-3 paragraphs) and should address all components of the discussion question. Replies may be shorter, on the order of 100-150 words. All responses are expected to be made by the listed deadline, keeping in mind that failure to meet the deadline impacts your peers' ability to reply in a timely manner. Responses made within 24 hours after the deadline are subject to a 20% grade discount, and no credit will be received for responses submitted 24 hours past the deadline.

5. **Exams** (Class presence required) To be completed after finishing the associated chapters (please refer to the course calendar for more details). **The exams will be administered in class during class times.** *If the course moves online, the exam will be taken via Blackboard during class times and no backtracking allowed (i.e., once you have answered a question, you cannot go back and change the answer to it).* *The exam time is 55 minutes.* Extra time and other accommodations will be provided upon notification from DSS. Since the final exam is comprehensive, its grade may replace only one of the midterms as long as the grade on the final is higher.

- Rescheduling the final exam because of a conflict, must align with the university regulations, which require that you submit a written request to me two weeks before the date of the final exam.
- Makeup exams are scheduled only for excused absences or if the student has obtained the instructor's prior approval. If you miss an exam with an unexcused absence you will receive a zero for the exam.² **If you miss an exam for an unforeseen reason you should contact me as soon as you can.** The makeup exam will be held at one time during the week following the regularly scheduled exam time. While the difficulty level will remain unchanged, the questions on the makeup exam will differ from those included within the previously administered version.
- Disputing an exam grade requires the submission of a written grievance. The grievance must (i) identify the item in dispute and provide arguments supporting the student's position, (ii) be submitted no later than two class periods following the return of the exam. **Note: the exam needs to be attached to the grievance and is subject to full recheck.**

²The University defines the following as excused absences: illness of the student or serious illness of a member of the student's immediate family; death of a member of the student's immediate family; University sponsored trips; or major religious holidays. In each foreseen case, written verification will be required at least one week before the scheduled exam and permission to miss an exam must be secured before the scheduled exam time unless the cause of the absence is unforeseen.

Cheating and Academic Dishonesty

Cheating of any kind is not tolerated at the State University of New York and I take all such offenses seriously. All cheating incidents will be reported to the Chair of the Economics Department, the Dean of Students, and the Dean of the College of Liberal Arts and Sciences. See the full policy on intellectual integrity at <http://www.oswego.edu/integrity>. Details about the penalties for cheating and other forms of academic dishonesty (e.g., plagiarism, unauthorized sharing of intellectual property) as well as some rules designed to discourage such behaviors are discussed below.

1. The penalty for cheating on an exam is a failing grade for the exam and/or the course. You may not work together nor discuss answers on exams, period. Copied or substantially identical work will receive a grade of zero.
2. During exams, I reserve the right to require special seating/reassign seating for anyone taking the tests, especially those who arrive late.
3. During exams, phones, tablets, smart watches, and all other electronic/communication devices will be switched to “airplane” mode and placed away. If, during an exam, you are found communicating or attempting to communicate with colleagues or third-parties (electronic or otherwise) you will automatically receive a zero for that exam and/or for the course.
4. Homework assignments may be worked on together, but everyone must turn in their own and, where the case (e.g., open-ended questions, analyses), unique and original answers. If I discover otherwise, this will be grounds for one of the following penalties: (a) a zero on the question in the particular homework, (b) a zero on that entire homework, (c) a zero on the entire homework component of the course or (d) a failing grade in the course.
5. Using multiple response platforms (i.e., devices containing different iClicker Student App accounts) during class is a form of cheating. First offense brings about a zero for the *entire* daily concept quizzes portion of the course. A second offense is grounds for a failing grade in the course.
6. Suspicion of cheating will be pursued as follows. (a) If I suspect that a student receives/has received an inappropriate amount of assistance (including assistance from Chegg.com and/or other, similar online resources) on any type of graded work, I reserve the right to discuss the questions/answers with that student and require subsequent proctored testing/retesting/evaluation/reevaluation. (b) If I suspect an inappropriate amount of collaboration/overlap on any type of graded work, I reserve the right to discuss the questions/answers with that student and require subsequent proctored testing/retesting/evaluation/reevaluation. (c) If I suspect an inappropriate amount of assistance and/or collaboration/overlap on the final exam, the final exam grade will not replace the lowest midterm grade as stated above, in the Graded Assignments section. In addition, (a) and (b) above still apply.
7. Copying from the book, lectures notes, or other published work without using quotations and citing the sources is considered plagiarism and will be penalized. First offense will bring

about a grade of zero on the work involved. Repeated offenses will bring about grades of zero on the work involved and/or a failing course grade. Remember that if you can find something online, I can find it too!

8. Theft of intellectual property will be penalized. This course includes content created by me, and I hold the copyright to that content. You do not have my permission to share it, physically or electronically, with unauthorized third parties (including uploading it to other websites or online media). If you are caught sharing course materials with unauthorized third parties, you will be penalized. First offense will bring about grades of zero for any graded work related with the shared materials. Second offense will bring about grades of zero on all graded work except exams. Third offense will bring about a failing grade for the course.

Course Expectations

1. **Being Prepared:** *You are expected to read the relevant book chapter(s) before attending class. I cannot stress how important reading the book is; especially for non-economics majors. Attending class is key for your success in this course but don't fall into the trap of thinking that you can absorb the material by just doing so. You are also expected to take part in class discussions and activities. Being prepared also means going through the notes from previous class periods before attending the next. If you look at the new material at least once within forty-eight hours of first seeing it, you will be able to learn the material more thoroughly and studying for the exam will be much easier. To facilitate note taking, please print the relevant slide notebook before attending class. This is designed to facilitate note taking and can be downloaded from Blackboard. You will not be able to follow the class discussion and write down all the information within the slides.*

2. **Being in Class:** Consistent attendance is **essential for acceptable performance in the course**. Many students find economic concepts difficult to grasp. Missing class will only make the process of absorbing this material more difficult. I will also present material in class that may not be found in the text. If you find yourself falling behind or you are having problems with the material, I encourage you to come to me for assistance. The posted office hours list the times during which you are guaranteed to find me in my [virtual] office. However, if you have a conflict, you may arrange a meeting time outside [virtual] office hours. **Courses will NOT be canceled due to weather conditions unless directed so by the University's Administration.**

3. **Being Courteous and Respectful:**

- As part of the course, we will be exploring policies such as taxes, price ceilings, and price floors, scenarios in which markets fail and some government intervention is warranted, and/or topics that cater to inequality in general. The diversity of the learning community and its experiences with the above will, inevitably, bring to the table viewpoints that do not necessarily align. As such, it is important to maintain a respectful discussion/debate etiquette that centers on agreeing on disagreeing, everyone has a voice, and

everyone should be able and allowed to finish their thought uninterrupted. A respectful discussion/debate also involves a marked effort to understand your peers' viewpoints.

And this is useful outside of class too. This is simply because, as you trek through life, you will encounter individuals with different viewpoints that yours and, rather than running away from or simply dismissing these viewpoints as inferior, seeking to understand these will allow you to grow and better yourself as an individual and member of the society.

- If you do plan to attend the class, please do so on time. If you need additional time to get to our class from another, please let me know in advance.
- Please avoid carrying on private conversations during class. This behavior shows disrespect for your classmates who would like to hear the lecture and can have a negative impact on the learning experience of the entire class. If these conversations must happen, please leave and return to the classroom as quietly as possible.
- Please turn on silent any cell phones and other electronic devices. It is also distracting if you text message during the class. Please put off texting until the end of class. In addition, research is pretty clear on this – increased attention leads to better learning.
- You may use laptops/tablets/phones for taking notes and/or accessing/using the iClicker Student App (ISA). If I observe that you using your laptop/tablet/phone for any purpose other than note-taking or accessing/using the ISA, you will forfeit any quiz credit earned that day.
- Your communication (written or verbal) with me and other colleagues should be clear and respectful. Anything less than this breeds miscommunication, generates lack of mutual respect, and, overall, fosters an environment that is not conducive to learning. Since all of us must wear masks (at least until 9/24), let us be patient with one another as we communicate while masked.
- **The University mandates that all individuals (vaccinated or unvaccinated) wear masks while in public spaces (including the classroom) until 9/24. For obvious safety reasons I expect you to observe this. Of course, you may remove your mask while drinking. However, eating while in class is not allowed as this implies removing your mask for a prolonged period of time. If you find yourself in need of breathing some fresh air, please go outside of the building a return as fast as possible.**
- At times teaching assistants (TAs) may be part of the course. Please treat them with courtesy and respect. Please, be mindful that it is not the TA's duty to recall due dates on your behalf. Please check the course's Bb shell and/or the class announcements to bring yourself up to date. At the same time, the TA is under no obligation to schedule office hours outside those posted on the syllabus' first page. Nor is the TA under the obligation of instantaneously responding to emails – they are students, just like you, so please give them 24 hours to do so.

Blackboard

All course-related materials (due dates, announcements, handouts, lecture slides, homework and quizzes, practice problems, answer keys, etc.) will be posted on Blackboard. It is essential that you check this resource regularly for updates. **If you miss class, this is the first place to go to determine what you have missed and what you need in order to bring yourself "up-to-date".**

The Office for Learning Services (OLS)

The OLS provides tutoring for ECO101 and ECO200, among many other courses. The office is located in room 173 of the Marano Campus Center. Their telephone number and email address are (315) 312-2571 and ols@oswego.edu, respectively.

Policy on Accessibility Accommodations

If you have a documented condition that requires academic accommodations, please see me as soon as possible during the scheduled office hours. In order to receive accommodations, you must provide a notice from the Office of Accessibility Resources (OAR). If you have not yet connected OAR, but have a temporary health condition or permanent/temporary disability (these include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts) that necessitates accommodations, please reach out to the OAR office, which is located at 155 Marano Campus Center. Additional contact information is available at <https://www.oswego.edu/accessibility-resources/contact>.

Clery Act/Title IX Reporting Statement

SUNY Oswego is committed to enhancing the safety and security of the campus for all its members. In support of this, faculty may be required to report their knowledge of certain crimes or harassment. Reportable incidents include harassment on the basis of sex or gender prohibited by Title IX and crimes covered by the Clery Act. For more information about Title IX protections, go to <https://www.oswego.edu/title-ix/> or contact the Title IX Coordinator located at 405 Culkin Hall. The Coordinator can also be reached at 315-3125604 or titleix@oswego.edu. For more information about the Clery Act and campus reporting, go to the University Police annual report <https://www.oswego.edu/police/annual-report>.

ECO344 800 International Trade Spring, 2022 Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Jan 24th First Day Introductions Syllabus	25th	26th Chapter #2	27th	28th Chapter #2	29th	30th
31st Chapter #2 Ch. #1 Hw. Due (11:59PM)	Feb 1st Info. Sheet Due (11:59PM)	2nd Chapter #2	3rd Syllabus Acknowl- edgement and Predict Course Grade Assig. Due (11:59PM)	4th Chapter #3 Ch. #2 Hw. Due (11:59PM)	5th	6th
7th Chapter #3	8th	9th Chapter #3	10th	11th Chapter #3 Ch. #3 Hw. Due (11:59PM)	12th	13th
14th Exam #1	15th	16th Chapter #4	17th	18th Chapter #4	19th	20th
21st Chapter #4	22nd	23rd Chapter #5	24th	25th Chapter #5	26th	27th
28th Chapter #5	Mar 1st	2nd Chapters #5+6	3rd	4th Chapter #6	5th	6th
7th Chapter #6	8th	9th Chapter #6	10th	11th Exam #2	12th	13th
14th Spring Break	15th Spring Break	16th Spring Break	17th Spring Break	18th Spring Break	19th	20th

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
21st Chapter #8 C.S. Groups Due	22nd	23rd Chapter #8	24th	25th Chapter #8 Midterm Grades Due	26th	27th
28th Chapter #8	29th	30th Chapter #9	31st	Apr 1st Chapter #9	2nd	3rd
4th Chapter #9	5th	6th <u>Quest Day</u> <u>No Class</u>	7th	8th Chapter #10	9th	10th
11th Chapter #10	12th	13th Chapter #10	14th	15th <u>Good Friday</u> <u>No Class</u>	16th	17th
18th Exam #3	19th	20th Chapter #12	21st	22nd Chapter #12	23rd	24th
25th Chapter #13	26th	27th Chapter #13	28th	29th Chapter #13	30th	May 1st
2nd C.S. Pres. / EOSTTs	3rd	4th C.S. Pres. / EOSTTs	5th	6th C.S. Pres. / EOSTTs	7th	8th