



Lincoln University

BA 443 – International Banking

COURSE SYLLABUS

Spring, 2018

Instructor: Prof. Albert Loh
Lecture Schedule: Wed 9:00am to 11:45am
Credits: 4 units: 3 units / 45 lecture hours + 1 unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: Monday, 11:15 AM – 12:15 PM
e-mail: aloh@lincolnuca.edu

Textbooks: International Money and Finance (2017). Melvin & Norrbin, 9th edition ISBN-13: 978-0128041062, ISBN-10: 0128041064

Tools: A basic handheld calculator is required. Other mobile device calculator will not be allowed. Supplemental materials (such as periodical, article, or case study) will be provided in class.

Last Revision: February 3, 2018

COURSE DESCRIPTION

An in-depth examination of the development and expansion of international banking; legal aspects of international banking; Eurocurrency/Eurodollar; syndication techniques; letters of credit / banker's acceptances; foreign exchange; offshore banking: Swiss banking; the global debt crisis and debt rescheduling. A one-unit written research project and its oral presentation are required for the course. (4 units)

Prerequisite: BA 140 or BA 303

EDUCATIONAL OBJECTIVES

The objectives of the course are to gain a practical understanding of the global financial market, in particular, foreign exchange markets, exchange rate determinations, tools, and tactics used in the financial management of multinational corporations. Emphasis will be placed on trade finance for import-export businesses.

COURSE LEARNING OUTCOMES*

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Demonstrate an understanding of foreign exchange market and	PLO 2	ILO 1b, ILO 2b	Midterm exam, final exam, in-class

* Detailed description of learning outcomes and information about the assessment procedure are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

	determination of exchange rates.			discussions, home assignments
2	Analyze balance of payments and identify potential risks and policy implications.			
3	Select an appropriate portfolio management strategy			
4	Be able to make coherent forecasts of exchange rate fluctuation and identify effective risk management strategies.			
5	Be able to design and conduct a study in order to formulate a trading strategy and identify resources needed for its effective implementation.	PLO 4	ILO 1b, ILO 7b	Individual research project

INSTRUCTIONAL METHODOLOGY

This is a direct classroom instruction course.

The course will be conducted in the form of lectures and discussions on each topic shown in the class schedule below.

Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [Center for Teaching and Learning](http://ctl.lincolnuca.edu) website (ctl.lincolnuca.edu).

COURSE REQUIREMENTS

While in class, students are expected to conduct themselves in a professional manner. Professionalism includes regular attendance, participation in class discussions, civil conduct, and ethical behavior, etc. If a student is observed coming to class late often, being disrespectful to peers, texting or using mobile devices, or carrying on personal conversations during lecture, the professionalism portion of the grade will be reduced based on a demerit system. The course begins with each student having the full 50 points. Tardiness without valid reasons greater than 1 time will result in 5 points deduction. Behavioral offenses such as texting, using of mobile devices, or engaging in disorderly conduct in spite of reminder or warning will result in 10 points deduction.

Higher education is about learning how to learn. So in acquiring new knowledge, always pay attention to the learning objectives of each chapter or topic. In addition, you will enhance your understanding by solving the chapter problems to be assigned in class. Of course, you are welcome to bring questions to class for discussion by reading ahead of each classroom lecture. Achievement is assured when done repetitively.

INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one unit research project in addition to the coursework described in this syllabus. The specific topic will be assigned by the instructor.

The project requires 45 hours of self-study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations. The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted

PRESENTATION			
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Style and Organization</i>	Presentation is clear, confident and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well-timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident, precise and appropriate responses to all audience question.	Student demonstrates knowledge of the topic by responding adequately to questions of the audience.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to audience questions.

GRADING POLICY

Your performance in this course will be evaluated under the following model:

The final exams will be based on personal notes and include problem-solving questions that are similar to the term assignments. They are designed to test both theory and problem solving. There will be no "extra credit" work during or after the semester.

Mid-Exam 100 points Final Exam 150 points Individual Research Project 100 points Professionalism: 50 points Total 400 points	A = 361 – 400 B = 301 - 360 C = 241 - 300 D = 201 - 240 F = < 200
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The key to success in this course is communication and interaction. Thus, we will have to work as a team. First, we will create a positive learning environment where everyone can participate without fear. Second, relevant reading and problem assignments will be presented and discussed in class. When in doubt, ask.

SCHOLASTIC DISHONESTY

Scholastic dishonesty will not be tolerated. Students who violate rules of academic dishonesty are subject to disciplinary penalties, including failure in the course and/or other actions from the University.

COURSE SCHEDULE

Date	Topics
Jan 20	Course introduction and global financial markets
Jan 27	Chapters 3: Balance of payment
Feb 3	Chapter 4: International market instruments

Feb 10	Chapters 9: Financial Management of MNC's, emphasis on trade finance
Feb 17	Chapter 5: Eurocurrency market
Feb 24	Chapter 6: Exchange rates, interest rates and interest parity
Mar 2	Chapter 7: Purchasing power parity
Mar 9	Mid-term project due & Chapter 8: Foreign exchange risk and forecasting
Mar 23	Special topic: International capital markets for stocks and bonds
Mar 30	Special topic: Multinational cash management
Apr 6	Chapter 10: International portfolio management
Apr 13	Chapter 11: Direct foreign investment, international lending, and syndication
Apr 20	Special topic: Off-shore banking
Apr 27	Special topic: Global debt crisis and restructuring
May 4	2-hour Comprehensive Exam (Personal Notes)

ADDENDUM: SUPPLEMENTAL COURSE MATERIALS

The PowerPoint slides are designed to give students a head start in learning course materials in a concise and coherent fashion. They are not intended to substitute, but complement, the textbook and classroom lectures. Don't just read; you need to absorb and understand the body of knowledge through a synthesis of critical thinking and problem solving skills. Thus attending classroom lectures and completing exercises and assignments are critical to your success.