



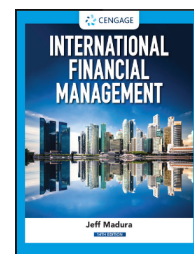
Lincoln University

BA 414 International Finance

COURSE SYLLABUS

Spring 2021

Instructor:	Dr. Mohamed Tailab
Lecture Schedule	Thursday, 12:30 pm – 3:15 pm
Credit:	4 units (3 units/45 lecture hours + 1-unit individual research project)
Level	Mastery 2/Research (M2R)
Office Hours:	Monday, 12:00 pm – 2:30 pm, 4th Floor, Room 407 (Faculty Office) Wednesday, 2:00 pm – 2:30 pm, 4th Floor, Room 407 (Faculty Office)
	E-mail: mtailab@lincolnuca.edu
Textbooks:	Jeff Madura, International Financial Management, 14th Edition, Cengage Learning (2020), ISBN-13-978-0357130544, ISBN-10: 0357130545
Recommended:	Wall Street Journal, Finance Times
Prerequisite:	BA 140 Fundamentals of Finance or BA 303 Finance Management.
Last Revision:	January 4, 2021
NOTE:	This schedule is subject to change



COURSE DESCRIPTION

A study of the theory and practice of international monetary relations; the gold standard; the balance of payments; foreign exchange management and determination; foreign exchange controls; the Euro-currency market; the international bond market; the virtue and functions of the IMF and the World Bank; and the global debt crisis. A one-unit written research project and its oral presentation are required for the course. (4 units).

The course is organized around four modules:

- (1) Exchange Rates Behavior
- (2) International Financial Instruments
- (3) International Corporate Finance
- (4) Multinational capital Budgeting

EDUCATIONAL OBJECTIVES

Globalization has changed the ways financial decisions are made. Considerations are no longer limited to domestic factors of production in commerce and trade. This introductory course exposes students to global financial markets and operations of multinational corporations. Topics include foreign exchange markets, international financial markets, international banking, euro-markets, risk management, and investment decisions in the global marketplace. Other topics to be covered are international banking, the balance of payments, the determination of exchange rates, the developing country debt crisis, and the Asian meltdown.

COURSE LEARNING OUTCOMES ¹

	Course learning outcomes (CLOs)	Program Learning Outcomes	Institutional Learning Outcomes	Assessment activities
1	An understanding of international fund flows and international financial markets and how they affect multinational corporations.	PLO 1	ILO 1c, ILO 2c, ILO 7c	Course project, quizzes, midterm/final exam
2	Identify the reasons for exchange rate fluctuations and calculate the impact of exchange rate fluctuations	PLO 1	ILO 1c, ILO 2c, ILO 4c	Course project, quizzes, midterm/final exam
3	Determine various risk management strategies with regard to the global markets.	PLO 3	ILO 1c, ILO 2c, ILO 6c	Course project, quizzes, midterm/final exam
4	Analyze the processes and techniques used to make international investment decisions	PLO 4	ILO 2c, ILO 7c	Course project, quizzes, midterm/final exam
5	Demonstrate the advantages of international diversification.	PLO 4	ILO 4c, ILO 5c, ILO 6c	Course project, quizzes, midterm/final exam

OTHER MATERIALS

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).

KEYS TO SUCCESS IN INTERNATIONAL FINANCE BA 414

The most important to success in this course is to have a good preparation for class, I strongly recommend you to follow these steps:

1. Before class, read the PowerPoint slides posted on Canvas.

2. Take notes in the class; summarize the main ideas in your index cards.
3. If you are having difficulty, read the specified pages of the textbook and work through the end of chapter problems and solutions to supplement your understanding of the material.
4. If you are still facing some challenges, stop by my office either during office hours or any time by appointment through e-mail.

CLASSROOM PROTOCOL

Students are expected to arrive on time and be prepared to take quiz and participate. If for some reason you are running late, do not skip the class. I prefer that you come late than not at all. If you must leave class early, please tell the instructor before class starts. If you cannot attend the class or other activities such as quizzes for a strong reason, please inform the instructor in advance so that arrangements can be made to complete any missed work after the absence. All communication and electronic devices should be turned off or silent in the classroom (cell phones, music devices, etc.).

GRADING

All activities will be graded according to the points as shown below.

Grade	A	A-	B+	B	CR	NC
Points	95-100	90-94	87-89	83-86	82-60	0-59
“CR” means “Credit”, “NC” means “No Credit”						
Tentative Weights	Homework			10%	Mid-term exam	25%
	Project			25%	Final Exam	30%
	TEDx talk Video			5%	Quizzes	5%
<p>Note: No student will get a grade above B+ without presenting, handling every homework and report, and taking the midterms.</p> <p>Missing the final exam will result in a failing grade for the course, no matter how much points you have accumulated.</p>						

HOMEWORK (10%)

The homework problems cover all chapters from one through 14 in the textbook. Students should work with their study team members to complete the homework. There will be three to five homework problems per chapter and each team will include among three to five members (Due to the class size), and each team member will complete one homework problem per chapter. The assignments will be indicated by the end of each lecture. Each member is responsible for completing his or her share of the homework. After finishing the homework, students must submit their homework on time. The title page must include a student’s name, ID, and what part of the assignment was completed by each group member. To approve the expectation that everyone in the group contributes their fair share of the work, one student from each group will be randomly selected to resolve the assignment on the board. **No homework will be accepted after the final due date.** Students will receive feedback from the instructor in the class, and they will be able to correct answers to master the material. The first assignment is to read the course syllabus, which would be delivered by hand. Otherwise, the syllabus can be downloaded from the LU website, and is available on Canvas as well.

¹ 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).

QUIZZES (5%)

Eight (8) lesson quizzes will be given at the very beginning of the class. The primary purpose of these quizzes is to encourage and reward the student's timely progress through the course materials. Each lesson quiz covers only the material for the previous lecture. Each lesson quiz consists of some combination of true/false, multiple choice, and calculated questions. Only the five best out of the eight possible quiz scores will be used in determining a student's final grade.

There will be no makeup quizzes given.

EXAMS (55%)

Two exams [**Written Essay Exams and Closed Book**] will be given throughout the course. Each exam will run for two hours. Please note that the exams will be given from [12:30 pm – 2:30 pm]. If you need additional time on an exam because of a university-recognized disability, I must be informed directly by the admission office. I will make whatever accommodations are recommended by them. The exams are not comprehensive, and will cover only the materials indicated in the box below. Students are expected to take all exams at the scheduled time in the classroom. If a student is unable to take an exam at the scheduled time due to an emergency or extenuating circumstance, the student can take the exam during the instructor's office hours. Students will be allowed to write any formulas from the class notes or the book that they feel that they may need on one 8, 5" × 11" two-sided sheet of notes.

EXAM PREPARATION

In order to perform well on exams, the students must study as a group. One week before each exam, a sample exam will be posted on canvas. These sample exams will assist the students in preparing for the exams.

Report (25%)

You are required to write a paper by selecting any one of the topics that will be covered by the instructor in this course. This paper will offer you an opportunity to focus on a specific area in international finance that you are interested in. The paper should be very precise and be sure that the essential information that should be included is there. You may work in groups of one to three people. It is about eight pages with 3000 words irrespective of the number of authors, not including tables, figures, etc. A one-page tentative proposal is due on February 25. The final draft is due in class on April 29. You will provide three status updates through the term on the progress you have made to date on your paper. This enables the instructor to provide you with the necessary feedback.

The paper will be evaluated according to the following writing criteria:

1- Content (60%), Organization (20%), and APA Format (20%)

Individual Research Project: Each student registered for a 400-level course must complete, submit, and present 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. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

The paper will be evaluated according to the following writing criteria: Content (60%), Organization (20%), and APA Format (20%)

TEDx talk Video (5%)

Each student is required to perform an 18-minute TED talk on any financial topics. You must record your talk on video and schedule your date to make it accessible to the class. No later than April 29. Every TED talk is subject to review either by the instructor or by the Writing and Speaking Center at LU. You need to submit your 18-minutes TEDx talk video to get the instructor's approval, first-come-first-served. You should follow the TEDx Rules.

CHEATING AND PLAGIARISM

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service. Penalties for cheating and plagiarism range from a 0 or F on an assignment, through an F for the course, to expulsion from the university. Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Dean of Students, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action.

ACADEMIC HONESTY

In the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property. Accordingly, Lincoln expects the highest standards of honesty and integrity from all members of the academic community. As a student, you must know that all forms of cheating, falsification, and plagiarism are against the rules of this course and of Lincoln University. It is your responsibility for asking the instructor for clarification, if you are not sure of what constitutes academic dishonesty are.

DISCUSSION AND PARTICIPATION

Participation includes preparing for class, completing assignments on time, engaging in class discussions and team presentations and homework explanations. Students are expected to be prepared for and participate in each week. You would lose some participation points if you were absent without informing the instructor, and if your behavior in the class obstructs other students to learn by leaving and returning to class while it is in session.

EXTRA HELP

If you find the course material challenging, please contact me anytime. So, I can help you by clarifying lecture material. Additionally, do not wait to see me, if you are struggling.

METHODS OF INSTRUCTION

The instructor will conduct the course by giving lectures, facilitating solutions to in-class exercises and conducting discussions to encourage class participation by students. Students must read each chapter before class according to the tentative schedule provided (see below), and they are responsible to ask questions and request clarifications during the class session. The

PowerPoint slides are designed to give students a head start in learning course materials, but they are not intended to substitute.

SELF-ASSESSMENT

To evaluate student performance, indirect measures of student learning will be done at the end of the semester by distributing a Self-Assessment Questionnaire (SAQ). Through this self-assessment, students will get a chance to think about their own progress and find ways to change, adapt or improve it. However, as for the instructor, this SAQ will be utilized as a vehicle for giving feedback on learning abilities.

E-MAIL AND CANVAS

E-mail and Canvas are required for this course. E-mail is the best way to contact the instructor. E-mails are generally answered within 24 hours during the week. If you do not hear from me within that time, please contact me again. Students are required to use their university e-mail for correspondence, and are responsible for checking their account daily for correspondence from the lecturer.

WORK ETHICS

Lincoln University instructs and evaluates students on work ethics. These work ethics have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. So, Lincoln University' students are expected to adhere to the highest standards of these 10-character traits in their behavior as well as their coursework.

RECOMMENDATION LETTERS

Students are eligible to apply for a Board Trustees Scholarship. This scholarship is awarded from funds provided by the University. The instructor gives only two recommendation letters one week before the semester ends. The best candidates should match the work ethics.

EARLY COURSE PERFORMANCE

The instructor uses Early Warning Form to advise students if they are not performing to his stratification for the course. Students who perform poorly on the midterm examination will be the subject of this form. This Form emphasizes that my concern is on learning the material-not just the grade. To be complete, you and the instructor should each sign the form (It is not mandatory). This will help ensure there can be no misunderstanding.

COURSE SCHEDULE

Date	Topics	Chapter
Model I: THE INTERNATIONAL FINANCIAL ENVIRONMENT.		
Week 1	Introduction to the course (Syllabus) Pre-test Multinational Financial Management: An Overview	Ch.1
Week 2	International Flow of Funds.	Ch.2
Week 3	Exchange Rate Determination.	Ch.4
Week 4	Currency Derivatives.	Ch.5

Part II: EXCHANGE RATE BEHAVIOR.		
Week 5	Government Influence on Exchange Rates.	Ch.6
Week 6	International Arbitrage and Interest Rate Parity.	Ch.7
Week 7	Relationships among Inflation, Interest Rates, and Exchange Rates.	Ch.8
Week 8	Mid-term Examination	
Model III: EXCHANGE RATE RISK MANAGEMENT.		
Week 9	Forecasting Exchange Rates.	Ch.9
Week 11	Measuring Exposure to Exchange Rate Fluctuations	Ch.10
Week 12	Managing Transaction Exposure.	Ch.11
Week 13	Managing Economic Exposure and Translation Exposure	Ch.12
Part IV: LONG-TERM ASSET AND LIABILITY MANAGEMENT.		
Week 14	Multinational Capital Budgeting.	Ch.14
Week 15	Final Examination	

About the instructor

Mohamed Tailab is an Assistant Professor of Business Administration, Finance, and Accounting at Lincoln University. He received both his BS and MS (Accounting) from Al-Jabal Al-Gharbi University (Libya), and his DBA (Business Administration: Finance and Investment) from Lincoln University. Prior to coming to Lincoln University, Tailab was a lecturer in the Accounting Department at Al-Jabal Al-Gharbi University (Libya). He has accumulated more than fifteen years of experience in academia where he taught various undergraduate and graduate business classes, as well as he performed a lot of work using a software program called the Global Business Simulation (GLO-BUS), which is an automated, online program that simulates the operation of a company. His students earned (Top five) ranking within the top 100 worldwide for GLO-BUS performance.

Tailab's work focuses mostly upon the corporate disclosures (mandatory, voluntary) by combining machine learning and applied linguistics to model the ability of textual information content in annual firms reports to predict the market reaction. His research goal is to help shareholders be aware if CEOs and management writers use language to manipulate them. Also, he is working on the application of partial least squares structural equation modeling (PLS-SEM) in business research. During his academic journey, Tailab has authored and co-authored three textbooks and various research papers in peer-refereed local and international academic journals and participated in diversity conferences.

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 independent 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 on the Individual Research Project 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 questions.	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.	