



Lincoln University

BA 414 – International Finance

COURSE SYLLABUS Spring 2022

Instructor: Prof. Daniel Sevall
Lecture Schedule: Thursday, 9:00 AM – 11:45 AM
Credits: 4 units: 3 units / 45 lecture hours + 1-unit individual research project
Level: Mastery 2 / Research (M2R)
Office Hours: Thursday, 11:30 AM – 12:30 PM, Room 407
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Main Textbook: Brigham and Ehrhardt. 2010. Financial Management: Theory and Practice. 13th edition. Cengage Learning.
ISBN-13: 978-1439078099, ISBN-10: 1439078092.
There is a more current version of the above finance text: 2013. 14th edition.
ISBN-13: 978-1111972202, ISBN-10: 1111972206,
but the 13th edition is fine to use.

Prerequisite: BA 140 or BA 303
Last Revision: January 3, 2022

CATALOG 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. *Prerequisite: BA 140 or BA 303*

COURSE LEARNING OUTCOMES¹

| | Course LO | Program LO | Institutional LO | Assessment activities |
|---|--|------------|------------------------|---|
| 1 | Understand how international financial markets work | PLO 1 | ILO 1c, ILO 2c, ILO 7c | Case Studies and Midterm and Final Exam |
| 2 | Identify the reasons for exchange rate fluctuations and calculate the impact of exchange rate fluctuations | PLO 2 | ILO 1c, ILO 2c, ILO 4c | Midterm and Final Exam |

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).

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| 3 | Determine various risk management strategies with regard to the global markets. | PLO 3 | ILO 1c, ILO 2c, ILO 6c | Midterm and Final Exam |
| 4 | Analyze the processes and techniques used to make international investment decisions | PLO 6 | ILO 4c, ILO 5c | Midterm and Final Exam |
| 5 | Demonstrate the advantages of international diversification | PLO 5 | ILO 2c | Midterm and Final Exam |

INSTRUCTIONAL METHODS

Lecture method is used in combination with the case studies to provide a rich learning experience for the student. The course requires the practical use of a computer and the Internet to find financial solutions. The emphasis will be on learning by doing. Every student must participate in an intensive classroom activity. Reading, writing, and problem solving assignments will be made throughout the course.

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).

Online Components of the Course

I will create a Canvas site as a means of posting information and offering an opportunity for you to ask questions regarding course material. I will plan on adding students to the Canvas site, once the class rosters are finalized.

ACADEMIC HONESTY HONOR CODE

The faculty, administration, and staff recognize their obligation to provide continuing guidance as to what constitutes academic honesty and to promote procedures and circumstances that will reinforce the principle of academic honor. Fundamental to the principle of independent learning is the requirements of honesty and integrity in the performance of academic assignments, both in the classroom and outside. Students should avoid academic dishonesty in all of its forms, including plagiarism, cheating, and other forms of academic misconduct. The University reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

DIVERSITY

A diverse classroom is a better classroom. Sharing our experiences and our ideas contribute to our better understanding of the material. I will be committed to ensuring that all students receive the attention needed to grasp the key accounting concepts for this class. To that end, all questions relating to the course material will be answered in a timely fashion.

REQUIREMENTS

All students are required to attend the class. Continuous assessment is emphasized. Students must complete all assignments and take all quizzes, mid-term exam and final exam ON THE DATES DUE. Plagiarism will result in the grade “F” and a report to the administration.

ASSESSMENT

A. Exams:

- Students must take a midterm and a final exam. The midterm will cover material from the first half of the course. The final exam is *comprehensive* and covers the material from the entire semester.
- Make-up exam policy: Students must take the exams as scheduled. No make-up exam will be given.
- Partial Credit is awarded on exams for problems (not multiple choice) when the computations are shown. Show all work on problems for maximum partial credit.
- Students may use laptops or programmable calculators. While these may help students in the calculation of certain accounting problems, ultimately the student will need to use critical reasoning to be successful in this course.
- Students may e-mail me to be informed of their respective grades.

B. Homework:

- Homework sets and due dates will be posted regularly.
- Solutions to some homework problems will be reviewed in class.
- Critical thinking essay, cases, and problems are included as part of the regular homework and class demonstration problems.

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 | The report lacks organization |

| | | | | |
|-------------------------------|--|---|--|--|
| | | | thesis. | |
| <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 AND ASSESSMENT CRITERIA

| | |
|--------------------------------------|-------|
| Midterm | 20% |
| Class Contribution (Homework Review) | 10% |
| Case Analyses | 20% |
| Individual Research Project | 25% |
| Final | 25% |
| ----- | ----- |
| Total | 100% |

Letter grades will be given based on the following scaling:

| | | | | | |
|--------|--------|-------|-------|-------|------|
| Grade | A | B | C | D | F |
| Points | 90-100 | 80-89 | 70-79 | 60-69 | 0-59 |

EXPECTATIONS FOR STUDENTS**A. Attendance:**

- Attendance at all classes is essential to acquiring the requisite information for successful

completion of this course. The topics covered in this course are much related to each other. If you miss a lecture, it would be hard to catch up. Roll will be taken at the beginning of each session. Students are expected to show up to every class meeting and stay for the entire period.

- Students may attend either session of the lecture as space permits. Students must attend the exams during the session in which they are registered unless prior permission is obtained.
- Students are required to inform the instructor in advance by email or verbally in case of not being able to attend class.

B. Class Participation:

- Class participation is very essential to learning this subject. Be prepared to participate in class discussions (answering the questions and solving the problems), group work, and reviewing the homework.

C. Student Code of Conduct:

- Students are expected to respect the instructor and each other. Students must turn off their cell phones and pagers during the entire class time.

COURSE SCHEDULE

| Meeting # | Focus and Topic |
|------------------|---|
| 1 | Course Overview and Introduction to Exchange Rates |
| 2 | TED TALK: “Is China the New Idol for Emerging Economies”; Continued Exchange Rate Analyses |
| 3 | Concluding Exchange Rate Analyses; Reintroducing NPV with Exchange Rate nuances |
| 4 | Capital Budgeting: Net Present Value vs AAR (Tokyo Disney Sea Park Case due Class 6) |
| 5 | Introduction to Real Options |
| 6 | Real Options Continued and Disney Sea Park Case Due; and mini-course review |
| 7 | Midterm Exam (Take Home test) |
| 8 | Multi-national Finance: Challenges and Analysis In-Class Assignment: Which Multinational Corporation would you like to work for? (Individual student presentations for 5 minutes – to be continued in future classes) |
| 9 | Multi-national Finance continued with Whirlpool Europe case analysis (due Class 11); Financial modeling in a multinational company |
| 10 | Global Debt Crisis |
| 11 | Cryptocurrencies |
| 12 | Bitcoin Standard |
| 13 | Exploring other Layer 1 solutions |
| 14 | COURSE REVIEW |
| 15 | FINAL EXAM |

DISCLAIMER

This syllabus is subject to modification. I am committed to letting students know changes to the syllabus as soon as feasible.