

Standard Course Outline

FIN 690 Seminar in Economics and International Finance

I. General Information:

Units: 3 credits
Prerequisites: Graduate business standing.
SCO prepared by: Dr. Wikrom Prombutr
Date Prepared: Feb. 2020

II. Catalog Description:

Real and monetary factors in the finance of international business, international capital markets, movement of funds and special problem areas. Letter grade only (A-F).

III. Curriculum Justification:

The course addresses a number of [COB Graduate Program Learning Goals](#):

General

- ♦ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
 - Students will be able to develop these skills studying the financial decision making process for a multinational financial management. Student will be able to demonstrate these skills through case analysis and problem solving questions.
- ♦ **Ethics:** Students will be able to demonstrate awareness and knowledge of ethical, social responsibility, and citizenship issues in the local, regional, and world communities.
 - Students will be able to describe the corporate governance around the world, identify the two main types of agency relationships in a corporation, and discuss different measures to minimize the agency problems.
- ♦ **Interpersonal, Leadership & Team Skills:** Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.
 - Students will be able to acquire and demonstrate the interpersonal, leadership and team skills through in-class discussions and team projects such as case analysis and group presentation.

Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.
 - Students will be able to demonstrate understanding of how to make strategic financial decisions in a complicated international economic environment.
- ♦ **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.



- Students will be able to acquire the necessary quantitative and technical tools in analyzing and managing foreign exchange risk exposure for multinational companies. Students will be able to demonstrate these skills through risk analysis and hedging techniques using variety of financial derivatives.
- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.
 - Students will be able to understand foreign exchange rate and political risk exposures that affect multinational corporations, market imperfections that hamper free movements capital flows across countries, and expanded opportunity set that international firms venture when entering global markets.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

OBJECTIVE - Critical Thinking:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will be able to analyze risk prevailing in multinational corporations, manage international portfolio investment.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include problem-solving and analytical questions.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will review the key knowledge before the assignments and provide feedback on the assignments.

OBJECTIVE - Business Functions:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will be able to apply their conceptual and theoretical knowledge and make decisions related to international financial management.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments are decision-making types of questions that subsequently require in-class discussions.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain rubrics for writing expectations both before and after the assignments, reviewing components of examples of well-written reports, incorporating comments and feedbacks on reports with opportunities for revision and improvement.

OBJECTIVE - Quantitative and Technical Skills:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will be able to estimate fundamental exchange rate movement, undertake currency and currency derivatives hedging and speculations.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include cases that require mathematical applications in excel spreadsheets.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will review how the spreadsheets are created and then incorporating feedback on reports with opportunities for revision.

V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

1. Overview of International Financial Management
2. Balance of Payments
3. The Market for Foreign Exchange: Spot Market
4. The Market for Foreign Exchange: Triangular Arbitrage and Forward Market
5. International Parity Relationships: Interest Rate Parity
6. International Parity Relationships: Purchasing Power Parity and International Fisher
7. Effects
8. Futures on Foreign Exchange
9. Options on Foreign Exchange
10. Demand and Supply Analysis: Introduction
11. Demand and Supply Analysis: Consumer Demand
12. Demand and Supply Analysis: The Firm
13. The Firm and Market Structures
14. Aggregate Output, Prices, and Economic Growth
15. Understanding Business Cycles
16. Monetary and Fiscal Policy
17. Economic Growth and the Investment Decision
18. Case Discussion

VI. Methods of Instruction

INSTRUCTION MODE

Check one or more modes of instruction that this course is authorized to use. Syllabi must also contain an explicit statement describing the mode of instructional delivery.

May refer to university policies on [Academic Technology and the Mode of Instruction](#) and [Course Syllabi and Standard Course Outlines](#) for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

This class can be offered as an online, hybrid, or flipped class, with the approval of the department chair.

✓ Traditional ✓ Hybrid ✓ Local Online ✓ Distance Education

CLASSROOM ACTIVITIES

This course will use a variety of methods or techniques to deliver the instructional materials so as to best achieve the course objectives. Classroom lectures, case studies, reading assignments, and group activities are among the methods used to present the topics and enhance the student's understanding of the course material.

EXTENT AND NATURE OF TECHNOLOGY USE

Instructors will recommend students to use WRDS (Wharton Research Data Services) and Excel spreadsheets for data retrieval and data processing tool as part of instruction.

If the course is conducted entirely through Alternative Modes of Instruction, both synchronous and asynchronous learning will be incorporated. Students will access the course material and activities on BeachBoard and will be required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality and a webcam to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet with sufficient speed in order to be able to participate in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should notify the instructor via email as soon as possible.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. For laptops, call 562-985-5587, Mo-Fri, 8 am – 5 pm. Click here to access [A map of campus wi-fi coverage](#).

If you need technical assistance at any time during the course or need to report a problem with BeachBoard or Zoom, please contact the Technology Help Desk at helpdesk@csulb.edu or (562) 985-4959.

VII. Information about Textbooks/Readings

1. Eun and Resnick, *International Financial Management*, McGraw-Hill. (recommended)
2. Economics for Investment Decision Makers: Micro, Macro, and International Economics
3. Alan C. Shapiro, *Foundations of Multinational Financial Management*, John Wiley & Sons, Inc. (supplementary)
4. Eiteman, Stonehill, and Moffett, *Multinational Business Finance*, Prentice Hall. (supplementary)

VIII. Instructional Policies Requirements

Instructor's syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on [Attendance](#), [Course Syllabi & Standard Course Outlines](#), and [Final Course Grades, Grading Procedures, and Final Assessments](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on

[Academic Technology and the Mode of Instruction](#). Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate](#) website for campus guidelines and policy statements as they develop their individual course policies.

Lecturing on theories & concepts of finance and applications to investments. Quantitative techniques and problem solving. Managing an investment portfolio, presentation & discussion (group project). Individual hedging strategy using derivative securities.

Instructors in planning the exams, and other grading procedures, should adhere to the relevant [University Policy on Grades, Grading Procedures, and Final Assessments](#).

The textbooks for this course should be chosen in accordance with the university policy on [Selection of Instructional Materials](#). There are many appropriate textbooks for this course; it is generally agreed that none of them is perfect. The following suggestion is based on the special nature of this core MBA course:

- ♦ Students will arrive at this course with extraordinary range of backgrounds; and therefore prior knowledge will be highly variable, however,
- ♦ Students will have a level of maturity that will enable them to look at a broader picture via more advanced cases, simulations, group projects and
- ♦ Examinations must be essay-type and/or problem solving questions and avoid the use of multiple-choice questions.

IX. Course Assessment and Grading

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus and must be consistent with University policy on "Final Course Grades, Grading Procedures, and Final Assessments." Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percent	Grade	Grade Description
90-100%	A	Mastery of the relevant course standards.
80-89%	B	Above average proficiency of the relevant course standards.
70-79%	C	Satisfactory proficiency of the relevant course standards.
60-69%	D	Partial proficiency of the relevant course standards.
Below 60%	F	Little or no proficiency of the relevant course standards.

X. Disabilities

The SCO and syllabi should contain a statement regarding support services for students with disabilities. Under the Office of Civil Rights and the Americans with Disability Act, students may disclose **at any time** during the academic semester that they need a classroom accommodation based on a disability. Thus, it is strongly recommended that all SCOs and syllabi use the following language, as it meets both federal and state legal standards.

D. The Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations: [Bob Murphy Access Center](#). Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations

can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: amac@csulb.edu.

XI. Assistive Technology

In compliance with university policy on [Accessibility and Faculty Responsibility for the Selection of Instructional Materials](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the [Title IX Office](#) by completing an online reporting form or contacting the Office of Equity & Diversity at OED@csulb.edu.

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIV. [Additional Resources for Development of Syllabi](#)