

FINC 4460 International Corporate & Trade Finance

SYLLABUS AND SCHEDULE | Spring 2022

Instructor: Dr. Bochen Li

Email: bli4@seattleu.edu

Cellphone: 980-225-2848

Office Phone: 206-398-4605

Office Location: Pigott 316C

Office Hours: By appointment (see below)



Office (student) hours

The time I have listed as “Office hours” is time for you. Office hours are a chance for you to meet with me one-on-one or in small groups to discuss the course, your learning, your plans for the future, or just to check in. Office hours can be in person or via Zoom, depending which one is easier for both of us. You can schedule an appointment using Microsoft Bookings at <https://outlook.office365.com/owa/calendar/seattleuniversity990716@redhawks.onmicrosoft.com/bookings/>. Please note that the minimum lead time is 24 hours. But you may email or text me if you need to see me sooner than that. No matter which method you use to make appointments, try to specify whether you would like to meet in person or online.

Response times

The best way to reach me is to use email (see info above).

I will check my email regularly and respond as soon as I can. Generally, expect no more than 24 hours to receive my response. But if it is urgent and you need to reach me sooner, feel free to reach me by texting or calling (see info above).

Course Overview

The course will explore the international financial environments and associated opportunities and risks that confront global firms and global investors. Some of these factors include exposure to exchange rate moves, access to various financial markets, global and regional contagion effects, differences in market transparency and regulation, variations in regional and country by country growth patterns and economic/financial performance, variations in corporate governance, and country risk and political risk. The course will also explore appropriate strategies for dealing with these environments and risks.

Learning objectives

Our objective is to understand the principles of international finance and their applications in the real world. Remember, the financial policies and business environment change constantly, but the fundamental principles remain the same. More specifically, students will understand:

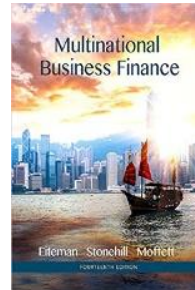
- The international monetary system.
- The balance of payments and its interaction with currency value.
- How financial environments and corporate governance differs across countries.
- How foreign exchange market works.
- Currency derivatives and their functions in market speculation/hedging.

- How corporations use the FX markets to hedge their risks.

In addition, you will better understand **financial news and events you see from press like CNBC, Bloomberg, the Wall Street Journal**, etc.

Required textbook

[Eiteman, Stonehill, and Moffett, Multinational Business Finance, 14th Ed.](#)



Assignments and grading

ASSIGNMENT	RELATIVE VALUE	DUE DATE
1. Attendance & Participation	5%	N/A
2. Weekly Group Reflections	5%	Weekly, typically on Sundays
3. Weekly Homework Assignments	20%	Usually on Saturdays
4. Current Event Presentation	10%	N/A
5. Group Project (Presentation + Paper)	20%	Final Week
6. Mid-term Exam	20%	Approx. May 2
7. Final Exam	20%	Final Exam Week

Grading scale

Following the Office of the Registrar web site (<https://www.seattleu.edu/registrar/student-records/grades/>)

A	100–94 [Superior]	B–	82–80	D+	69–67
A–	93–90	C+	79–77	D	66–63 [Poor]
B+	89–87	C	76–73 [Adequate]	D–	62–60
B	86–83 [Good]	C–	72–70	F	59 or less [Failing]

At the end of the semester, I will calculate your weighted average raw score based on the above grading scheme and round it to the nearest integer for your final letter grade. For example, if your raw score is 82.9, then you will receive a “B”; if it is 82.3 then you will receive a “B-”.

A note about grades

Sometimes I receive questions and complaints when students don’t get perfect scores on their work. As you think about your grade, please keep in mind:

- Through our schooling, we have been socialized to focus on grades, oftentimes overlooking what we are learning or trying to learn.

- Practice interrupting your socialization about grades and focus on the goal of learning how to receive feedback and how to use it to improve your work in your next assignment.
- Ask yourself why you expect to receive a perfect score every time (and how your social identities may inform that expectation).

How class will work

Your workload in this course

For every hour in class, you can expect to devote an average of two hours outside of class for readings and preparation, as well as substantive assignments and participation exercises. As this is a five-credit class, you can reasonably expect an average of 8-10 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Instructional methods

I will regularly ask for your feedback on how the class format is working for you. Expect there to be a few changes as the quarter progresses; in any changes, I will be putting your learning first.

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in community with other students. This model is technically called “social constructivism,” and is closely aligned with the Jesuit teaching tradition (Ignatian pedagogy). We will use this model throughout the course, so you can expect to

- be engaged in plenty of classroom activities to build on the preparation materials you have completed for each class
- work in small groups during and after class
- ask your instructor for clarifications, rather than expecting lectures.

Classroom norms

During our first class session, we will jointly create course norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment.

In face-to-face classes, regular examples have included that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree.

Using Zoom for synchronous classes

Students and faculty have reported a more engaging class experience when using video on Zoom. Sharing video on Zoom meetings is generally required. **If we ever need to hold class meetings over Zoom, you are required to “show up” in your webcam and always keep it on. If you can’t do so, be sure to let me know at the beginning of the class and get my approval. Otherwise, you may be considered absent and lose participation points.**

We will revisit these norms regularly to focus on what works for our learning together, including norms for sessions via Zoom and norms for online discussions.

Attendance and participation expectations

Numerous research studies have shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information. Studies also show that missing classes – and therefore missing the opportunity to process ideas together with your peers – negatively affects your grades, even without an attendance grade.

I would like to see all of you find ways to participate actively in class (individually or in small-group settings), as well as in any activities or discussions on Canvas. **I will take daily attendance, and I'll get in touch with you if I notice you are regularly absent or if you appear to be inattentive in class, just to be sure you are ok and to find out what would best help you learn.**

If you are sick, please stay home and rest so that you can recover more quickly and can be fully present in class when you are better. (See notes below on what to do if you miss a class.)

If you miss a class

If you expect to be absent or to be late to a class, please e-mail me beforehand (or as soon as possible). I will pass on your apologies to the group at the start of class if necessary.

If you do miss a class, be sure to go through the class materials afterward and/or obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during Zoom office hours to discuss. Remember to have those notes and your targeted questions readily available so that we can use the time to focus on your learning.

If you expect to miss many classes

If under extreme circumstances you expect to miss many classes, please let me know at the start of the quarter. We will figure out a *customized* way for you to access the lectures, participate in regular activities, complete your assignments, and receive feedback in a timely manner so you can complete this course.

Detailed assignment descriptions

In-class Participation (5 pts):

In principle, you earn participation points when you show up in class and answer Menti questions that come up during our class meetings using your computer or phone. Failing to do so may lead to losing participation points.

Each student can miss class twice with no questions asked. Starting from your third absence, you may begin losing one participation point each time you miss a class.

You are also strongly encouraged to ask and answer regular (non-Menti) questions during our meetings. There will not be points directly associated to your performance on this; however, you

may earn a small bonus (don't count on it though) at the end of the quarter if you perform well on this. The same rules apply if we ever need to have class meetings over Zoom.

Weekly group reflections (5 pts)

Each week (typically Sunday or Monday), you are required to submit, as a group of three, a memo via Canvas discussion board.

The memo should be a result of group discussions on the following questions:

- What have you learned this week?
- Among what you learned this week, is there anything you find particularly interesting or useful?
- Is there anything you find difficult to understand and therefore needs further clarification and explanation?
- What do you want to know more about? It can be an extension of what we covered this week or something separate.
- Any other comments and questions.

You should form your own groups. If you need help, don't hesitate to let me know. Depending on how things go, I may rotate your groups later in the quarter so you can work with other people as well.

Homework (20 pts):

Starting from the second week, there will be weekly Canvas-based homework assignments throughout the quarter. For multiple choice questions, you will have two attempts and will receive the average grade (only if you attempt twice). Therefore, it is optimal to do as well as you can in your first attempt, so you do not have to retry. I suggest that you go through the lecture materials before you start the homework assignments.

I will hold a one-hour virtual Homework Help Sessions every week (close to the due date) to answer any questions you have from the homework assignments. I will leave the meeting if nobody shows up in the first 10 minutes.

You are advised to treat homework assignments very seriously. Some exam questions may come from homework assignments.

Please make sure you keep track of the deadlines. **If your submission is late, you will lose 20% of your grade PER HOUR, up to 60%. It will be automatically applied on Canvas. If you do not submit your homework, your grade will be zero. There are no exceptions.**

At the end of the quarter, I will drop your lowest homework score from the calculation of your final grade.

Current Event Presentation (10 pts)

- Throughout the quarter, each student will present one current event. The purpose of this assignment is to help you to keep up with the most recent events and apply what you learn in class to understanding the real world.
- Once you decide when you want to present and have chosen a topic and article, please [sign up HERE](#). Sign-up is on a first-come-first-served basis. Your registration is subject to the instructor's approval.
- The presenter should pick a news article from trustworthy business news press such as the *Wall Street Journal*, *CNBC.com*, and *Bloomberg*, etc. You need to **make a PowerPoint presentation that is no longer than 7 minutes.**

- The topic should be related to materials we cover in the course. You should pick something you are genuinely interested in and passionate about. You are also strongly encouraged to let me know your article and topic so I can provide feedback before you sign up.
- Your topic is preferred but not required to coincide with the materials being covered on the day of your presentation (see tentative schedule at the end of the syllabus for reference). If you have a hard time finding a good topic, feel free to ask for help.
- Remember, this is a report on “News” or “Current Events”, not a theory. Please avoid topics that require long and rigorous explanations. Again, you only have 7 minutes to present.
- **Your grade on this assignment is most likely going to be between 8 and 10 in 0.5 increment. To earn a good grade on the presentation, you need to (think of it as a grading rubric)**
 - 1) Find an article on a recent (generally no more than 2 months old, unless it’s a really good one) event that is relevant to what we cover in this course. (3 pts)
 - 2) Briefly and clearly summarize the article (1-2 slides). (1 pt)
 - 3) Liberally include visual aids (tables and graphs) to convey information and support any statements if necessary. Remember, “A picture is worth a thousand words”. You are encouraged to find relevant information on the internet if necessary. (3 pts)
 - 4) Presentation skills, including fluence, confidence, body language, eye contact, etc. Most importantly, do not read off your notes. (2 pts)
 - 5) Be prepared to answer questions from the audience, including the instructor. (1 pt)
- During current event presentations, the audience is strongly encouraged to ask meaningful and relevant questions or offer such comments.
- Sample presentations are available on Canvas.

Group Project (20 pts):

Each of you will study a real-world case with the same groupmates you work with for your weekly reflection. Each group is required to do a presentation and write a short paper towards the end of the quarter. Detailed information will be provided separately.

Exams (20 x 2 = 40 pts)

There will be two exams. They are noncumulative.

- Both exams are in-person and independent. You are allowed to use a two-sided letter-sized “cheat sheet” for your mid-term, but no computer or internet is allowed.
- Prior to the exams, I will provide practice questions that will give you an idea for the types of questions that are likely to be asked.
- There will not be make-up exams, except in very rare circumstances (see Seattle University Handbook). In the event of illness or family emergency, official written documentation must be provided to the instructor.
- If you require additional time on exams, you must provide the professor with documentation within the first two weeks of class.

Academic integrity tutorial

<https://www.seattleu.edu/academic-integrity/resources-for-students/>

Academic resources to support your learning

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity.

If we are using a remote learning format, you may find that some of your previously successful strategies in face-to-face settings are less suited to this environment. Developing new strategies will help your learning greatly.

I encourage you to explore the services below and to work on the assumption that you'll always be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth, and plan to build in opportunities for us all to share new strategies with one another either in scheduled class time or via Canvas.

Library and Learning Commons

<http://www.seattleu.edu/learningcommons/>

Writing Center

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies.

Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous.

Please visit <https://www.seattleu.edu/writingcenter/> to learn more about the Writing Center. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

Learning Assistance Programs

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website <https://www.seattleu.edu/learning-assistance/> or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

Research Services

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (<https://www.seattleu.edu/library/get-research-help/>) or book a Virtual Consultation online (<https://www.seattleu.edu/library/consultation/>).

Math Lab

The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit our website at <https://www.seattleu.edu/scieng/math/student-resources/math-lab/> for more information.

English-language learning center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

Support for remote learning

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience:
<https://seattleu.instructure.com/courses/1563070>

Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

Borrow a Chromebook or an internet hotspot from the Library

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: <https://libguides.seattleu.edu/technology#s-lq-box-23259286>

University policies

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

Academic policies on the Registrar website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar's website:

Health and safety protocols

Safe Start Health Screen

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Face coverings

We will all wear face coverings consistent with SU's COVID-19 Face Covering Policy (or as amended).

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

Contact tracing

It is the student's obligation to track and record other individuals in the classroom, including students and faculty, with whom they have been in close contact.

Tentative Schedule

Week	Date	Topic	Chapters
1	3/28, 3/30	Syllabus, Housekeeping International Finance Intro	Chapter 1
2	4/4, 4/6	The International Monetary System	Chapter 2
3	4/11, 4/13	The Balance of Payments	Chapter 3
4	4/18, 4/20	Easter Break, No Class Global Corporate Governance	Chapter 4
5	4/25, 4/27	The Foreign Exchange Market	Chapter 5
6	5/2, 5/4	Exam I, International Parity Conditions International Parity Conditions Continued	Chapter 6
7	5/9, 5/11	Foreign Currency Derivatives: Futures & Options	Chapter 7
8	5/16, 5/18	Transaction Exposure	Chapter 10
9	5/23, 5/25	Translation Exposure Operating Exposure	Chapter 11 Chapter 12
10	5/30, 6/2	Memorial Day Weekend, No Class Foreign Direct Investment and Political Risk	Chapter 17
11	6/6	Group Presentations	
Final Exam Week		Exam II	