

### COURSE INFORMATION

Course title:	Fintech	Credits:	1.5
Course code:	BAIT 523 001	Class location:	HA 335
Session, term, period:	2022W2, Period 6	Class times:	Tue/Thur 2 - 4PM
Section(s):	001	Division:	Finance
Course duration:	Jan 4 to Feb 12, 2022	Program:	MBA

### INSTRUCTOR INFORMATION

Instructor:	Natalie Cartwright, MPH, MBA		
Email:	nat.cartwright@finn.ai	Office hours:	Flexible, please email

Instructor:	Jan Bena		
Phone:	604 822 8490	Office location:	HA 875
Email:	jan.bena@sauder.ubc.ca	Office hours:	Flexible, please email

### COURSE DESCRIPTION

This course examines the fast growing sector of financial technology. Students will learn about trends in fundamental technologies transforming the sector and will learn about the business models they are enabling. The course goes beyond theory and brings in real life examples and everyday fintech professionals to illuminate the leadership opportunities, challenges and ethical considerations. Completing this course will leave students able to critically evaluate financial technologies and products as entrepreneurs, intrapreneurs or everyday consumers.

### COURSE FORMAT

This course will be held 2 weekly interactive in person lectures.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Identify fundamental technologies enabling the rise of new financial products
2. Evaluate and apply new business models driving financial technology
3. Explain leadership challenges and opportunities in the context of building and scaling new financial products and companies
4. Meet and network with financial technology sector leaders

### ASSESSMENTS

#### Summary

<u>Component</u>	<u>Weight</u>
Professionalism and Participation	10%
In-class Activities	20%
Written Assignments (2@15%)	30%
Final Project	40%

Total 100%

### *Details of Assessments*

#### ***Professionalism and Participation (10% of Grade)***

Participation is a vital part of the learning experience. Students will need to come to each class prepared to discuss assigned readings and respond to the ideas and comments of others. Interactions are expected to be respectful, informative, and well-reasoned. Participation is evaluated on both attendance and the quality (not quantity) of in-class contributions.

#### ***In-class Activities (20% of Grade)***

In most classes, students will be asked to submit responses to discussion questions, complete worksheets, or submit their findings based on assigned activities during class time. These activities will allow students to apply course concepts in real-time and learn from group members and class peers about how to apply and adapt these tools to various sustainability and leadership challenges. Successful completion of these activities will require students having completed the class preparation.

#### ***Written Assignment (30% of Grade; 15% per report)***

Students will write two assignments that will each be one-page in length (excluding a one-page appendix and references). The reports will address the following topics:

- Fintech Disruption Analysis: A written summary that picks a financial product offered by the traditional financial system and describes how incumbent institutions behind the product are being disrupted by a business model based on technology
- Fintech Leadership Reflections: A written summary of Fintech challenges, opportunities and ethical considerations of an industry leader

#### ***Final Group Project (40% of Grade)***

In lieu of a final exam, students will complete a project where each group will pitch a fintech product. Your presentation will describe the underlying technology, business model, go to market strategy and leadership considerations. Groups will be evaluated on an in person class presentation and an accompanying slide deck.

### **LEARNING MATERIALS**

The learning materials for this class are available on canvas. In general, the readings are free to access, easy to read, non-academic, and come from a wide variety of sources.

### **COURSE-SPECIFIC POLICIES AND RESOURCES**

**Late Assignments:** Late submissions will not be accepted and will receive a zero.

**Regrading Assignments:** Students can appeal an assigned grade with 24 hours or receipt. Any appeal must detail in writing why a grade adjustment is deserved and should cite specific examples.

**Academic Concessions:** If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an Academic Concession Request & Declaration Form <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per UBC's policy on Academic Concession.

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## **POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *COVID-19 POLICIES FOR ATTENDANCE & ACADEMIC CONCESSIONS:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health's [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

### *COVID-19 SAFETY IN THE CLASSROOM:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term "masks" refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in

the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:  
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

## UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or

disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

*Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

**ACKNOWLEDGEMENT**

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

The course readings will be available on canvas.

Class	Date	Topic	Lecturer
1	4 Jan	Course introduction and the rise of fintech	Natalie Cartwright and Jan Bena
2	6 Jan	Blockchain, bitcoin, cryptocurrency and beyond	Will Gornall
3	11 Jan	Fintech in practice: Ethereum and decentralized finance, DeFi	Jan Bena
4	13 Jan	AI 101 and ethics	Nat Cartwright
5	18 Jan	Fintech in practice: The story of two start-ups	Nat Cartwright

6	20 Jan	Fintech in retail stock trading, robo-advising	Alberto Tegua
7	25 Jan	Fintech in practice: The have and have nots	Nat Cartwright
8	27 Jan	Enabling technologies and evolving trends	Nat Cartwright
9	1 Feb	Fintech in practice: Friends or Foes	Nat Cartwright
10	3 Feb	Panel discussion and conclusion	Natalie Cartwright and Jan Bena

### ASSIGNMENT SCHEDULE

Date	Readings or Activities
24 Jan	Assignment 1: Fintech Disruption Analysis <i>(Due at midnight PDT)</i>
7 Feb	Assignment 2: Fintech Leadership Reflections <i>(Due at midnight PDT)</i>
Exam week	Final Group Project Presentation