

ACCT 526 Global Accounting Experience

Syllabus

Spring 2018 – Friday 9:30 to 10:50 JFF 417 – 1.5 Units

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**Office Meetings:** Meeting times / “office hours” are best coordinated “by Appointment.” Hopefully meetings will be a helpful and enjoyable part of the course. Please send an email to request a time to meet. I typically teach a number of courses and multiple sections of courses, so please include in the email **which course you are taking. The targeted “by appointment” office meeting times: Tuesdays and Thursdays 10:00am to 11:45am**

If the times shown above conflict with your classes, please identify in your email two or three other possible times to meet. I will respond to arrange either an “in person meeting” or internet meeting, or phone call or possibly an alternative time.

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**Course Description**

Per the University Catalogue: “Cross-border transactions in the global economy examining accounting, legal, and tax environments, economic and political systems, and cultural differences. Includes international travel to selected region.”

This course will focus primarily on the matters listed above relating to Europe.

**Learning Objectives**

<b>OB- JEC- TIVE 1</b>	Research, Analysis and Critical Thinking	Light emphasis: Students will demonstrate a general familiarity and knowledge of the history of Europe which deeply impacted or controlled the tax environments, economic and political systems, and cultural differences over the past and continuing into the current period. See additional insights below
<b>OB- JEC- TIVE 2</b>	Research, Analysis and Critical Thinking	Moderate emphasis: Students will demonstrate one additional higher level of knowledge associated with the “current” status of the European economy, economic and political systems, and cultural difference. Particular on the structure of the European Union. See additional insights below

<b>OB-JEC-TIVE 3</b>	Research, Analysis and Critical Thinking	Moderate emphasis: Students will demonstrate knowledge of the disputes and tensions which have the potential for triggering military crisis in Europe, the purpose and structure of NATO to engage the threats from outside the region, and the potential for civil conflicts and disputes from within the region.
<b>OB-JEC-TIVE 4</b>	Research, Analysis and Critical Thinking	Heavy emphasis: Students will demonstrate the ability to critically analyze, synthesize, and evaluate information related to one specific Europe associated topic of current important interest and importance. See additional insights below
<b>OB-JEC-TIVE 5</b>	Communication	Moderate emphasis: Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized and persuasive manner-moderate emphasis

Further insights into the some of the objectives listed above is provided by the following:

**Objective 1:**

Students will demonstrate a general familiarity and knowledge of the history of Europe including World War I and World War 2

Students will demonstrate a more detailed level of knowledge of the history of Europe relating to the “Cold War” period and the emergence of the Warsaw Pact, NATO, and the early 1950’s European Community structures, which deeply impacted or controlled the tax environments, economic and political systems, and cultural differences during this period

Students will demonstrate one higher level of detailed knowledge of the history of Europe following the fall of the Berlin Wall. This includes the collapse of the Soviet Union, and dissolution of the Warsaw Pact, which set the stage for the expansion of the influence of the European Union and NATO setting the stage for a search for revised tax environments, economic and political systems, and cultural differences.

**Objective 2:**

Students will demonstrate one additional higher level of knowledge associated with the “current” status of the European economy, economic and political systems, and cultural differences as impacted by the seven principle decision making bodies established by the Treaty on European Union as well as the roughly 40 agencies of the European Union set up to accomplish very specific tasks such as promoting environmental protection, transport safety and multilingualism.

**Objective 4**

Students will demonstrate the ability to critically analyze, synthesize, and evaluate information related to one specific Europe associated topic of current important interest and importance. Potential examples of entries on the list include, but not be limited to the following topics: Brexit and countries considering withdrawal from the EU; Foundations of International Tax disputes similar to those underlying the European Commission’s decision

to fine Apple 13 Billion Euros tied to Apple Ireland profits; Refugees and Migration; the International Accounting Standards Board (IASB); and status of new applicant countries into the European Union.

### **Required Materials**

This course includes significant focus on the status of European current events. While a variety of sources may be drawn upon for insights into current events on these matters, the principal primary sources for discussion will be materials available through the European Union official website, The Wall Street Journal and The Economist magazine, and these are required materials for this course.

The European Union official website can be found through the following link:

[https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)

Regular daily reading of the Wall Street Journal, for not less than 10 minutes per day, is expected of each student for each class. In addition, students are expected to read the The Economist magazine focusing on topics relevant for this course for at least two hours per week.

The link below is available to subscribe to the Wall Street Journal at the student rate of \$15 for 15 weeks. If you already have a subscription to the WSJ please inform me of that status.

<http://r.wsj.net/17zgs>

The link below is available to subscribe to The Economist at the student rate of \$12 for 12 weeks which includes both the print and digital access. Be certain to include digital access as you will be required to read the magazine articles at the inception of the course while the printed version may take some period of time before delivery. Subscription access via the link below:

[https://subscription.economist.com/DA/PPC/SDTALLRDCD/ALL?utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=Search-US\\_EN-B-Student-BMM&utm\\_term=%2Bthe%20%2Beconomist%20%2Bmagazine%20%2Bsubscription%20%2Bstudent%20%2Bdeal&utm\\_content=Brand%20Student%20Deal](https://subscription.economist.com/DA/PPC/SDTALLRDCD/ALL?utm_source=bing&utm_medium=cpc&utm_campaign=Search-US_EN-B-Student-BMM&utm_term=%2Bthe%20%2Beconomist%20%2Bmagazine%20%2Bsubscription%20%2Bstudent%20%2Bdeal&utm_content=Brand%20Student%20Deal)

Students will be expected to offer insights and commentary during the class on current topics drawn from the two publications listed above. Students should arrange access to these publications during the first week of class and be prepared to participate in Class 2 based on access to the publications.

Blackboard is an important portal providing information related to the course. Students very likely are familiar with Blackboard from prior study at USC. Self instruction related to Blackboard is available at <https://studentblackboardhelp.usc.edu/>

If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 or [HelpDesk@marshall.usc.edu](mailto:HelpDesk@marshall.usc.edu).

Intermittently there may be files placed on Blackboard. These will often include file names describing the nature of their content:

- Files associated with particular reading assignments or news events may include the word “Reading” or “News Supplement” in the file name may be posted on Blackboard

- Generally, when Powerpoint decks are used in the class they be posted and will include “Lecture deck” in the file name.
- Additional supplement files may include materials associated with a guest speaker, or materials related to a course topic.

**Prerequisites and/or Recommended Preparation:**

Per the University Catalogue there are no prerequisites

**Course Notes:**

Class slide decks, readings and other materials and announcements will be available on Blackboard.

**Grading Policies:**

**GRADING DETAIL**

<u>ASSIGNMENTS</u>		<u>Points</u>	<u>% of Grade</u>
TESTS	Quizzes and Possible homework	600	60.0%
	Final Exam	300	30.0%
PARTICIPATION		100	10.0%
TOTAL		1000	100.0%

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for the class has been an A-. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

**Participation**

In-class participation is 10% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises. The evaluation of student(s) lead discussions on topics initially presented in class 2 and then in classes 7 and 8 will be reflected in the participation grade.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

**Outstanding Contribution:** Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

**Good Contribution.** You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

**Minimal Contribution.** You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.

**No Contribution.** You say little or nothing in class. If you were not in the class, the discussion would not suffer.

### **Assignment Submission Policy:**

If homework is assigned, it must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade).

### **Quizzes and Possible Homework**

There will be an in-class quiz in two of the class meetings as shown later in this syllabus. The quizzes have a significant impact on the final grade. Generally, quizzes will cover **all course materials covered prior the date of the quiz** but will tend to particularly focus on materials since the prior quiz.

Typically, the quizzes will last approximately 20 minutes. While the format of each quiz may vary, the majority of the questions will be multiple choice in nature. There may be some long form questions requiring a written explanation or response.

The dates of the quizzes are shown later in this syllabus. Similar to the career environment where commitments and deadlines are set and must be met, students need to accept responsibility to attend the quizzes on the date indicated.

If a student identifies a schedule conflict with one of these dates, they may seek an accommodation by contacting the professor by email at least one week "in advance" of the due date and consideration "may be" given to an alternative arrangement based on facts and circumstances. It is highly unlikely that multiple accommodations will be provided for the same student and unlikely that the professor will agree to accommodation requests made after the due date of the assignment or quiz.

There is a possibility of graded homework assignments. If graded homework is assigned, the grade results from each homework assignment will be one half the weight of the grade results from quizzes. If no homework assignments are graded, then, following the schedule above, 60% of the grade will be provided by the quiz results weighted equally.

### **Final Exam**

The final exam will be given on the date shown later in this syllabus and will follow a format, and include content, generally consistent with that employed in the quizzes. The final exam may include questions from any material from the course and the trip to Europe

## ADDITIONAL INFORMATION

### Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, students can add the class using Web Registration. If the class is full, students will need to continue checking the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course if they do not notify the instructor prior to their absence.

The last day to add the class or withdraw without receiving a “W” (and receive a refund) is January 24, 2018. The last day to drop with a mark of a “W” (no refund) is February 20, 2018.

If you are absent for half or more of the classes, I would expect you to withdraw from the class by that date.

### Name “Tents”

“Name tents” and marking pens will be provided on the first day of class. Students should use these materials to write in large block letters, the first name and last name that you used to enroll in the course. First name should be shown first, last name last. In the upper right hand corner, please list the first name that you wish to be called by if different from your enrolled name.

The “name tents,” will be used for all class sessions. These will facilitate an ability to call on students by name, assess participation, and should advance the ability of students to get to know one another. Naturally, it is the responsibility of students to keep the name tent in a visible location in front of them, so that I, and other students, can facilitate student participation.

The name tents will also be used to facilitate recording attendance, and they must be returned to me at the end of each class. I will bring tents back to the next class for your use again. It is your obligation to pick up the name tent while in attendance to have your attendance recorded. It is your obligation to return the name tent before your departure from class to enable proper recording of your attendance. There will be no “verbal roll call” but attendance records will be gathered via the name tents.

Think about the process here for using name tents. Common sense (and ethical behavior) indicates that students should not pick up the name tents for others at the beginning of class, nor return others name tents. Student failure to obtain their name tent at the beginning of class, or to return the tent at the end of class, may result in their being marked absent.

### Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student. If we return a graded paper to you, it is your responsibility to file it.

### Technology Policy

One objective of the technology policy in this course is to aid in your selection of personal technology usage patterns that will be effective in your chosen career after departure from USC. In your career, effective choices involve the application of “timing and level” of technology usage. Similar to the “public” classroom setting, your use of technology in public areas in your career may impact

your “personal brand / business reputation.” Finally, your technology usage in work and scholastic settings may impact the effectiveness of those around you.

In your future career environment you will likely experience significant demands on your time and attention. In many environments it is not unusual to receive 60 or more business emails per day, 20 or more business voicemails, and large volumes of business associated text type messages. To be effective, an individual must strike a balance between remaining connected to these messages, while concurrently remaining focused on tasks, analysis, meetings, phone calls, worthy of and requiring devoted attention.

To be effective in your future careers you will need to be able to “tactfully” “balance” the challenge of “remaining connected” to technology, while also devoting high quality focus and attention to matters you are handling via meetings, phone calls and analysis through the day.

Consistent with this general background, we will initially permit all students to use laptops, and other devices, including Internet access during lectures. No such devices will be allowed during examinations. Each student is expected to utilize this freedom in a manner that is compatible with the concepts above and consistent with a future career environment.

The following insights may be relevant in defining some general boundaries.

Unacceptable actions during class at any time: playing video games; shopping online.

Acceptable actions: Very occasional checking of texts and / or emails in a discrete manner and very brief limited replies i.e. perhaps twice in a two hour class. Loading the PowerPoint or Word documents tied to class presentations and taking notes on your computer during class is an excellent use of technology. Occasional searching of the internet for content relevant to that day’s lecture is acceptable and may add value for all in the course. Discrete occasional course related communication with fellow team members for planning of assignments is acceptable.

## **USC Statements on Academic Conduct and Support Systems**

### **Academic Conduct:**

Students enrolled in any class offered by the Leventhal School of Accounting are expected to uphold and adhere to the standards of academic integrity established by the Leventhal School of Accounting Student Honor Code. Students are responsible for obtaining, reading, and understanding the Honor Code System handbook. Students who are found to have violated the Code will be subject to disciplinary action as described in the handbook. For more specific information, please refer to the Student Honor Code System handbook, available in class or from the receptionist in ACC 101.

### **Support Systems**

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*  
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

#### *Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

#### *Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

#### *Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

#### *The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

#### *Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

#### *Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

#### *USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

### **Students with Disabilities**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 pm



### **Course Continuity**

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

### **Spring Semester 2018 Academic Calendar during this course**

#### **Spring Semester 2018**

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Open Registration	Thu-Fri	January 4-5
Classes Begin	Mon	January 8
Martin Luther King's Birthday	Mon	January 15
President's Day	Mon	February 19

<b>Course Calendar Course Outline and Assignments</b>	
<b>ACCT 526</b>	
Friday, January 12, 2018	Review of Syllabus and discussion of class plans. history of Europe including World War I and World War 2
Friday, January 19, 2018	Student feedback and recommendations on class plans. Selection of student(s) topics for course study. Lecture and discussion topic: History of Europe relating to the "Cold War" period and the emergence of the Warsaw Pact, NATO, and the early 1950's European Community structures, which deeply impacted or controlled the tax environments, economic and political systems, and cultural differences during this period
Friday, January 26, 2018	Brief two minute presentations by students related to student(s) proposed individual course study topic. Lecture and discussion topic: The history of Europe following the fall of the Berlin Wall. This includes the collapse of the Soviet Union, and dissolution of the Warsaw Pact, which set the stage for the expansion of the influence of the European Union and NATO setting the stage for a search for revised tax environments, economic and political systems, and cultural differences.
Friday, February 2, 2018	Discussion of student "individual" visit plans separate from those organized as part of the course. Lecture and Discussion Topic: of the seven principle decision making bodies established by the Treaty on European Union as well as the roughly 40 agencies of the European Union set up to accomplish very specific tasks such as promoting environmental protection, transport safety and multilingualism
Friday, February 9, 2018	20 minute in class quiz: Class discussion of the economic, political, tax implications associated with disputes and tensions that have the potential for triggering military crisis <b>with parties outside of Europe. Potential examples:</b> Annexation of the Crimea section of Ukraine by Russia; Baltic countries Russian speaking minorities and perceived military threats by Russia; Polish perspectives on perceived pressures by Russia; Developments in Syria and Turkey with potential impacts on Europe. The purpose and structure of NATO. NATO active deployments.

Friday, February 16, 2018	Class discussion of economic, political, tax implications associated with disputes and tensions, which have the potential for <b>triggering military or civil crisis within the region</b> . Potential examples: Military conflicts in the countries formerly comprising Yugoslavia. Ongoing military deployments and border disputes in the countries formerly part of Yugoslavia. The border between UK Northern Ireland to depart from the EU via Brexit and Republic of Ireland, part of the EU. Secessionist movement of Catalonia province in Spain.
Monday, February 19, 2018	Presidents' Day, university holiday Spring 2018
Friday, February 23, 2018	20 minute in class quiz. First group of student(s) lead discussions on topics initially presented in class 2. The grading of this deliverable will be reflected in the participation portion of the course grade
Friday, March 2, 2018	Second group of student(s) lead discussions on topics initially presented in class 2. The grading of this deliverable will be reflected in the participation portion of the course grade
Friday, March 9, 2018	Depart for Europe
Saturday, March 10, 2018	Visit to Europe
Sunday, March 11, 2018	Visit to Europe
Monday, March 12, 2018	Visit to Europe
Tuesday, March 13, 2018	Visit to Europe
Wednesday, March 14, 2018	Visit to Europe
Thursday, March 15, 2018	Visit to Europe
Friday, March 16, 2018	Visit to Europe
Saturday, March 17, 2018	Return from Europe
Friday, March 23, 2018	Final Class and Exam