

**RISK/BUAD 388 - Innovating Risk Solutions in Disruptive Environments  
Spring 2025 Syllabus**

Class Time Mondays, 6:00 – 9:30 pm

Classroom ACC 201

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**Course Description**

Significant disruption caused by new market entrants, novel products and technologies, and unforeseen events, like the 2007-2008 financial crisis, geo-political conflict, and the aftereffects of COVID-19, are compelling organizations to react, innovate, and change. Risk management and, in particular, effective enterprise level risk identification, risk measurement through advanced analytics, risk mitigation and risk transfer mechanisms are now mission critical to these organizations. Misidentification or insufficient understanding of an organization's risk tolerance, risk profile, and risk portfolio dynamics could be severely consequential to the organization. The inability to effectively innovate in this rapidly changing political, economic, and operational environment could impact the survivability of the entity over time. This course aims to equip students with the skills to think critically about identified and assessed risks and develop innovative solutions to control and transfer those risks. Through case studies, guest lectures, and research students will explore issues such as U.S. policymaker and semiconductor industry response to supply chain, geopolitical, and economic risks, repurposing a traditional security product to manage catastrophic risk, and using carbon credits to combat the risks of climate change.

**Learning Objectives and Goals**

Upon completion of this course, students should be able to:

1. Identify methods and tools (both common and extraordinary) used to identify, evaluate, control and transfer risks in a variety of situations;
2. Demonstrate an understanding of how to think *nimbly and creatively* in order to develop innovative and effective risk control and transfer solutions;

3. Draft two memoranda communicating innovative measures to control and/or transfer risks faced in a pandemic, a war for talent, and a strategic transaction; and
4. Develop a report to propose a set of innovative options for controlling and/or transferring a significant risk to senior management.

To achieve these learning objectives, we will use a combination of background reading, films, videos, podcasts, interactive discussion and lecture, guest speakers, and cases.

See Appendix I for Marshall School of Business six undergraduate program learning goals.

See Appendix II for Leventhal School of Accounting six undergraduate program learning objectives.

### **Required Materials**

Required materials will be posted to Brightspace. Individual assignments and team assignments will be provided during class sessions and posted to Brightspace.

This syllabus, including the course schedule, is subject to change; any revisions will be dated and posted to Brightspace.

### **Prerequisites and/or Recommended Preparation**

Although not a formal requirement for this course, regular reading of a general business periodical or newspaper financial section will aid in your business education. Students can access The Wall Street Journal for free through the USC Libraries. In addition, The Wall Street Journal now offers a daily email feed, the Morning Risk Report. See <https://blogs.wsj.com/riskandcompliance/>.

In addition, you may want to join a risk management group online. You can find several thoughtful risk management groups through LinkedIn ([www.linkedin.com](http://www.linkedin.com)) or the Insurance Thought Leadership group ([www.insurancethoughtleadership.com](http://www.insurancethoughtleadership.com)). The Risk & Insurance Management Society ([www.rims.org](http://www.rims.org)) has an active Los Angeles chapter and provides a variety of resources related to risk management.

Reviewing posts relating to risk management from any of these sources can give you a view on the issues that risk management professionals in these industries face on a daily basis.

### **Course Notes**

Course communications will take place through announcements in class, announcements posted to Brightspace, and emails sent through Brightspace. The professor's class presentation materials will be posted to Brightspace. All students must have a fully operational Brightspace account.

### **Grading Policies**

Your relative performance related to contribution and professionalism, the individual student project memoranda, the team project, and the final exam will determine your grade in this class. The weights

listed below determine your overall course grade for this class:

<b>Assignment</b>	<b>Points</b>	<b>Weight</b>
Contribution and Professionalism	100	10%
Discussion Board (12 Assignments; 5 points each)	60	6%
Guest Speaker Questions and Take-Aways (5 points each)	50	5%
Individual Project Memorandum 1	200	20%
Individual Project Memorandum 2	200	20%
Radical Transparency Exercise	50	5%
Team Project Presentation	300	30%
Final Exam Presentation (Course Take-Aways)	40	4%
Total	1,000	100%

### **Assignments and Grading Detail**

Expectations regarding your performance are as follows:

#### **Contribution and Professionalism**

Contribution and professionalism are integral components of this course. Students are required and expected to attend in person and participate actively in all class sessions. In each circumstance that the student needs to be absent, the student is expected to notify the professor prior to the start of class. Failure to notify the professor results in a reduction of points. If an emergency situation or illness arises, the student should take care of himself or herself or the loved one and notify the professor as soon as practicable.

While contribution and professionalism are not graded based on attendance only, attendance is a prerequisite for receiving a positive contribution and professionalism grade. High-quality contributions and professionalism include but are not limited to: thoughtfully responding to the professor's prompts; asking questions; answering other students' questions; sharing personal or professional experiences related to course content; actively participating in in-class team exercises; demonstrating respectful and courteous behavior with guest speakers and towards class members during class discussions and team exercises; and arriving to class on time.

This will be an in-person class; it will not be possible to attend this class remotely or asynchronously. Learning is fundamentally a multi-dimensional, experiential process, much of which occurs outside of purely formal and informational channels. For this reason, being physically present in class on a consistent basis is essential for getting the most out of this course. Due to the nature of the course, attending less than 75% of class sessions will result in a grade of F.

## **Discussion Board**

There are Discussion Board posts required in advance of certain class sessions to engage you in the background materials for the class session. Points earned for the Discussion Board posts will be based on good faith effort and thoughtfulness of the post.

### **Guest Speaker Questions and Take-Aways**

We will have several guest speakers during the semester. For particular guest speakers, students will be required to submit by 6:00 pm Pacific the day before the guest speaker's appearance in the class session two questions on the materials provided for that class session. Questions reflecting a thorough review of the materials and submitted on time will receive full four points. Questions submitted after the deadline, but before the start of the relevant class session will receive a reduction of two points. Questions submitted after the start of the relevant class session will receive no points.

Student will also be required to submit one take-away regarding the guest speaker session after the class session and no later than 6:00 pm Pacific on Wednesday in the week of the guest speaker. Take-aways reflecting new facts, issues, and considerations that are key to understanding the guest speaker presentation and discussion and submitted on time will receive the full one point. A take-away submitted after the deadline, but before the start of the next class session will receive a reduction of half a point. A take-away submitted after the start of the next class session will receive no points.

### **Individual Student Project Memoranda**

There are two individual project assignments. Details of the Individual Student Project Memoranda will be discussed in class two weeks prior to the due date and the specifics of the assignments will also be posted on Brightspace. The memoranda are intended to help the student examine specific risks and develop innovative solutions to control or transfer those risks. Each individual memorandum will be 1,500 words in length. Memoranda may be presented in class. Memoranda grading may or may not allow for revision after initial grading.

### **Radical Transparency Exercise**

The Radical Transparency Exercise will be introduced two weeks before the class session and is an in-class exercise. Points will be earned based on active, thoughtful, and respectful participation.

### **Team Project Presentation**

The Team Project will be introduced in week 1-2 of the class. Depending on the size of the class, equally sized teams will be organized into Industry Verticals. Each Industry Vertical Team will identify a key company to follow and analyze. The objective of the Team Project is to assume the role of a risk analyst identifying a challenging-to-control risk and developing an innovative solution to control or transfer that risk. The intent is for the team to analyze the industry vertical and company to describe their decision and rationale regarding their choice of a risk control or transfer solution. Each Team will present their project findings and recommendations in class to their class peers at the end of the semester. Each team member must be part of and deliver the oral presentation. A presentation document and power point demonstration document are required. The various teams will work with a teaching assistant to organize, prepare, rehearse, and deliver their project results and recommendations.

## **Final Exam Presentation (Course Take-Aways)**

In lieu of a final exam, each student will develop and deliver on the University scheduled date and time of the final exam a presentation on overall course take-aways. This assignment will be discussed during a class session towards the end of the semester. This assignment provides students the opportunity to reflect on the readings and other background materials, guest speakers, case studies, and individual and team exercises, which have been most meaningful to them and share their thoughts with their classmates and professor.

## **Course Calendar**

The course calendar is set forth in Appendix III. For a detailed outline of class sessions, see Brightspace. The course calendar is subject to change; revisions if any will be posted on Brightspace.

## **Important Dates for this Course**

Monday, January 13	First Day of Class.
Monday, January 20	No Class Session. Martin Luther King's Birthday.
Monday, February 10	Individual Assignment 1 is due.
Monday, February 17	No Class Session. President's Day.
Monday, March 10	Radical Transparency In-Class Exercise
Monday, March 17	No Class Session. Spring Recess.
Monday, April 7	Individual Assignment 2 is due.
Monday, April 28	Team Project Presentations in class.
Saturday, May 3	Classes End
Monday, May 12	Final Exam Presentations (7:00 – 9:00 pm).

## **ADDITIONAL INFORMATION**

### **Add/Drop Process**

Students may drop via Web Registration to receive a refund at any time prior to **January 26**. Please note that if a student drops after **January 26** the student's STARS report and student record will show a "W" for the class. Students may add the class as space becomes available via Web Registration through **January 26**.

Dates to Remember

Friday, <b>January 26</b>	Last day to add classes or drop without a "W"
Friday, <b>February 23</b>	Last day to change enrollment from P/NP to Letter Grade
Friday, <b>April 5</b>	Last day to drop with "W"

### **Retention of Graded Coursework**

All 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 a graded paper is returned to the student, it is the student's responsibility to file it.

## **Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions.

ANY and ALL e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom.

Videotaping class lectures and discussions is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

## **Recordings**

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>, page 21, page 57), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

## **Statement on Academic Conduct**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas.

Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.



The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the USC Student Handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Students should ask the instructor if students are unsure what constitutes unauthorized assistance for an exam or assignment, or what information requires citation and/or attribution.

### **Use of Artificial Intelligence**

Students can use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill. Students should keep in mind the following:

AI tools may help students brainstorm topics or revise work they have already written.

If students provide minimum-effort prompts, they will obtain low-quality results. Students will need to refine their prompts to obtain good outcomes. They will still need to meet any grading rubric requirements. This will take work.

Students should proceed with caution when using AI tools and not assume the information provided is accurate or trustworthy. If an AI tool gives students a number or fact, they should assume it is incorrect unless they either know the correct answer or can verify its accuracy with another source. Students will be responsible for any errors or omissions provided by the tool. It works best for topics students understand.

AI is a tool, but one that students need to acknowledge using. They must include a paragraph at the end of any assignment that uses AI explaining how (and why) they used AI and indicate/specify the prompts they used to obtain the results. Failure to do so is a violation of academic integrity policies.

Students should be thoughtful about when AI is useful. They should consider AI's appropriateness for each assignment or circumstance. The use of AI tools requires attribution. Students are expected to clearly attribute any material generated by the tool used.

Students should ask the instructor if they are unsure about what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution.

- Collaboration. In this class, students are expected to submit work that demonstrates students' individual mastery of the course concepts.
- Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment and/or in the course.

### **Professor Ching’s Position on the use of AI**

The use of AI tools, techniques and capabilities has emerged as a potentially powerful and pervasive academic and presentation tool. In its current form, AI may assist students to access information, perform specified calculations, draw insightful inferences from data, and construct useable written content more efficiently. For purposes of this class, AI should be considered a tool to assist the student to explore issues and generate informational or presentation output that is supplemental to the core student research or document production process. AI tool output, in all forms, should never be positioned or conveyed as “original student work product.” All uses of AI need to be properly identified and footnoted using standard footnote technique. In the body of a text, report, or presentation, where an AI tool was used to produce research results or document output, the manufactured content must be *italicized*, footnoted, and clearly identified as “AI Assisted Research.” Substituting AI tool output and portraying it as original student research or written work is prohibited. If AI supplemented student work is misrepresented as original and not properly footnoted, the penalty will be that a failing grade or loss of grading points will be assigned to that student work product. The student’s overall grade in class may be adversely impacted as well.

Professor Ching’s perspective on AI, while consistent and supportive of the Marshall School AI statement, will be the framework used in this class.

Any deviation from this framework needs to be discussed with Professor Ching prior to project or presentation use.

### **Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one’s beliefs. In this course we will support the values articulated in the USC Marshall “Open Expression Statement” (<https://www.marshall.usc.edu/about/open-expression-statement>)

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at <https://osas.usc.edu>. You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Student Well-Being Support Systems**

*Counseling and Mental Health - (213) 740-9355 - 24/7 on call*

<https://studenthealth.usc.edu/counseling>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call*

<https://988lifeline.org/>

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices.

The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours - 24/7 on call* <https://studenthealth.usc.edu/sexual-assault>

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086* <https://eeotix.usc.edu>

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[https://usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

*Office of Student Accessibility Services - (213) 740-0776* <https://osas.usc.edu>

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*USC Campus Support and Intervention - (213) 821-4710* <https://campussupport.usc.edu>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity, and Inclusion - (213) 740-2101* <https://diversity.usc.edu>

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 - 24/7 on call <https://dps.usc.edu> or <https://emergency.usc.edu>

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 - 24/7 on call <https://dps.usc.edu>

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) <https://ombuds.usc.edu>

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)  
<https://chan.usc.edu/otfp>

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Addiction Resources - (310) 822-1234 or [info@thehavenatcollege.com](mailto:info@thehavenatcollege.com)

<https://orsl.usc.edu/events/recovery/> The Haven at College partners with USC to help students with mental health, substance use, video game, internet, and other addiction concerns continue with their academic and extracurricular activities while receiving Intensive Outpatient (IOP) treatment and recovery support on campus and online.

### **Emergency Preparedness/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 Brightspace learning management system (<http://Brightspace.usc.edu>), teleconferencing, and other technologies.



**How ACCT/BUAD 388 Contributes to Student Achievement of  
Marshall's Six Undergraduate Program Learning Goals**

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
1	<p><b>Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators, and decision makers in diverse and rapidly changing business environments.</b> Specifically, students will:</p> <p>1.1 Demonstrate the ability to anticipate, identify, and solve business problems. They will be able to identify and assess central problems, identify, and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p> <p>1.2 Demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.</p> <p>1.3 Critically analyze concepts, theories, and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others, and translating them to the real world.</p> <p>1.4 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.5 Understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas.</p>	1-4
2	<p><b>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> century's evolving work and organizational structures.</b> Specifically, students will:</p> <p>2.1 Recognize, understand, and analyze the roles, responsibilities, and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.2 Understand factors that contribute to effective teamwork including how to elicit, manage, and leverage diverse perspectives and competencies.</p> <p>2.3 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p>	1-4
3	<p><b>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</b> Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	3, 4

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
	3.3 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.	
4	<p><b>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, and aspire to add value to society.</b> Specifically, students will:</p> <p>4.1 Recognize ethical challenges in business situations and assess appropriate courses of action.</p> <p>4.2 Understand professional codes of conduct.</p>	1, 2
5	<p><b>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets and economic, social, and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.</b> Specifically, students will:</p> <p>5.1 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor), and business practices vary across regions of the world.</p> <p>5.2 Understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.</p>	1-4
6	<p><b>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</b> Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g., product, capital, commodity, factor, and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	1-4



**How ACCT/BUAD 499 Contributes to Student Achievement of  
Leventhal School of Accounting's Undergraduate Accounting Program  
Student Learning Objectives**

Objective	Learning Objective		Course Objective Supporting This Goal
<b>OBJECTIVE 1</b>	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.	<b>1 (Moderate)</b>
<b>OBJECTIVE 2</b>	Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision-making in the local, regional, and global business environment.	<b>1-4 (Heavy)</b>
<b>OBJECTIVE 3</b>	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior, and ethical decision-making.	<b>1, 2 (Moderate)</b>
<b>OBJECTIVE 4</b>	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized, and persuasive manner.	<b>3, 4 (Heavy)</b>
<b>OBJECTIVE 5</b>	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	<b>1-4 (Heavy)</b>
<b>OBJECTIVE 6</b>	Technology	Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze, and solve problems, work interactively with other people, and develop and present conclusions.	<b>3, 4 (Moderate)</b>

**ACCT/BUAD 388**  
**Spring 2023 Course Calendar**

The course calendar is subject to change; revisions if any will be posted on Brightspace.

See the **Detail Outline of Class Sessions**, (which includes advanced required readings) posted to Brightspace. All reading materials are available on Brightspace as a PDF document or as a weblink.

<b>Class Session</b>	<b>Date</b>	<b>Topic</b>	<b>Advanced Required Readings</b>	<b>Deliverables and Due Dates</b>
1	1/13	Course Objectives and What Is Risk, Risk Management, and Disruptive Innovation? What Is P2BS and W2BD?	Yes (post class)	
2	1/27	Geopolitics, Geoeconomics, and the Supply Chain: COVID's Lifting the Veil Off the Semiconductor Industry's Risks	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>1/26</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>1/26</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>1/29</b> at 6:00 pm</li> </ul>
3	2/3	Attempting to Control the Uncontrol-label Cybersecurity Risk	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>2/2</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>2/2</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>2/5</b> at 6:00 pm</li> </ul>



Class Session	Date	Topic	Advanced Required Readings	Deliverables and Due Dates
4	2/10	The Northridge Earthquake, Hurricane Andrew, and the Birth of the Cat Bond and Property Program Innovations – Parametric Applications	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>2/9</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>2/9</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>2/12</b> at 6:00 pm</li> <li>• <b>Individual Assignment 1</b> due <b>2/10</b> at 6:00 pm</li> </ul>
5	2/24	TBD	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>2/23</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>2/23</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>2/26</b> at 6:00 pm</li> </ul>
6	3/3	Generative AI	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>3/2</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>3/2</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>3/5</b> at 6:00 pm</li> </ul>
7	3/10	Growing Cultures in a Petri Dish: The Radical Transparency Experiment	Yes	<ul style="list-style-type: none"> <li>• <b>Individual Presentations</b> due <b>3/4</b> at 6:00 pm – <b>In Class</b></li> </ul>

<b>Class Session</b>	<b>Date</b>	<b>Topic</b>	<b>Advanced Required Readings</b>	<b>Deliverables and Due Dates</b>
8	3/24	The Break-Up Fee and Other Devices: Smoothing Out Deal Risks	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>3/23</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>3/23</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>3/26</b> at 6:00 pm</li> </ul>
9	3/31	Modern – Day Indulgences: Carbon Credit	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>3/30</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>3/30</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>4/2</b> at 6:00 pm</li> </ul>
10	4/7	Lloyd’s of London Market Innovation	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>4/6</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>4/6</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>4/9</b> at 6:00 pm</li> <li>• Individual Assignment 2 due <b>4/7</b> at 6:00 pm</li> </ul>
11	4/14	Praedications Combating Social Inflation	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>4/13</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>4/13</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>4/16</b> at 6:00 pm</li> </ul>

Class Session	Date	Topic	Advanced Required Readings	Deliverables and Due Dates
12	4/21	Planes, Trains, and Automobiles: How Remote Sensing Technology is Improving Decision-Making	Yes	<ul style="list-style-type: none"> <li>• Discussion Board Assignment due <b>4/20</b> at 6:00 pm</li> <li>• Guest Speaker Questions due <b>4/20</b> at 6:00 pm</li> <li>• Guest Speaker Take-Away due <b>4/23</b> at 6:00 pm</li> </ul>
13	4/28	Presentations		<ul style="list-style-type: none"> <li>• Individual Team Presentation due 4/28 at 6:00 pm</li> </ul>
	5/12	Final Take Aways in Lieu of Final Exam <b>(7:00 – 9:00 pm)</b>		Final Examination written in-class