

## SYLLABUS

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■ **Course Description** The objective of this course is to study theory and empirical evidence relevant to portfolio management. The course develops a thorough understanding of how investment professionals allocate funds in portfolio. The main topics include estimation of capital market parameters, trade-off between risk and return, optimal portfolio selection, equilibrium asset pricing models, and delegated portfolio management. The development of techniques that should be part of the tool kit of students interested in becoming professional investors or researchers in finance takes emphasis. This course primarily addresses the needs of advanced students in an MBA program.

■ **Prerequisites** I will assume a good understanding of basic notions in finance covered in the core (introductory) graduate-level finance course or equivalent. I will discuss some of these topics in class, but I expect you to refresh your memory on them at the very beginning of the course. Spending time in class to review ideas that are covered by more basic courses would be inefficient and, most importantly, would take time away from new and more exciting topics. I assume that you are in this class to learn new materials and get ready for the job market, and I will teach the course accordingly.

Uncertainty is what makes financial markets fascinating. Unfortunately, this also makes our task more difficult. We cannot undertake a rigorous study of portfolio and risk management without a solid knowledge of statistics. You should have covered these materials in the core (introductory) graduate-level statistics course or equivalent. For this reason, I expect you to refresh your memory on some essential concepts such as descriptive statistics, inference techniques, and simple regression analysis. Any introductory book in statistics should help you to get up to speed.

A mathematical approach is necessary to avoid superficiality for many of the topics covered by this course. We will assume a good knowledge of mathematics, such as linear algebra and calculus. I am not a fan of technicalities per se, but I hope that by the end of the course, you will appreciate how the use of technical tools is essential.

If you are planning to work in the area of investment management, it is essential that you develop your computer skills. I will assume that you know how to use spreadsheets to perform some fundamental analysis. I will assign problem sets that require the proficiency of computing skills, such as the use of Microsoft Excel. Moreover, various course exercises may rely on accessing online resources.

■ **Course Materials** Lecture notes will be provided in advance. The following textbook is a classic for Investment Analysis courses at the MBA level, however, the latest editions have grown into more and more dense/math dense presentations de-emphasizing the practical/applied aspects of investment practice. Thus, I'll say that the textbook is optional (and expensive):

Investments, 12th Edition (referred to as BKM hereafter)

Authors: Zvi Bodie, Alex Kane, and Alan Marcus

Publisher: McGraw-Hill/Irwin ISBN-10: 1260013839, ISBN-13: 978-1260013832

■ **Assignments, Exams and Group Projects** There will be four group assignments handed out at the end of each of the first four classes and one individual take home final exam handed out at the end of the fifth class and due back mid-December. The emphasis in the group assignments is the learning and context for

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discussions in class rather than a “punishing” mechanism that would affect negatively your grade. Similarly, the individual exam is intended to be an invitation to think about and wrap-up the concepts cases discussed in class.

■ **Grading** A total of 100% is allocated as 80% across the five group assignments (each counting for 20%) and 20% on the individual assignment. The final grade will be set according to UC Davis policy based on the weighted average scores as described above. Adjustments to the grading scale will be made as necessary.

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■ **Course Outline** The intended list of topics is provided below. Topics could be added/removed/adjusted as the quarter develops.

- ▶ **Week One: Investors and Portfolio Management / Asset Classes**
  - Reference: Lecture Notes Part One
  - Group Assignment One Handed Out, Due Next Class
- ▶ **Week Two: Stocks, Bonds and Alternative Investments / Asset Allocation and Portfolio Construction**
  - Reference: Lecture Notes Part Two
  - Group Assignment Two Handed Out, Due Next Class
- ▶ **Week Three: Investment Strategies / Wealth Management, Risk Management and Hedging**
  - Reference: Lecture Notes Part Three
  - Group Assignment Three Handed Out, Due Next Class
- ▶ **Week Four: Investment Models: CAPM, Factor and Technical Analysis**
  - Reference: Lecture Notes Part Four
  - Group Assignment Four Handed Out Due Next Class
- ▶ **Week Five: Performance Evaluation / Benchmarking**
  - Reference: Lecture Notes Part Five
  - Individual Assignment Handed Out - Take Home Exam

## The University of California, Davis CODE OF ACADEMIC CONDUCT

### Honesty, Fairness, Integrity

This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation, or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

- Academic misconduct on exams or other coursework
  - Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam
  - Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
  - Looking at another student's exam
  - Not following an instructor's directions regarding an exam
  - Talking, texting or communicating during an exam
  - Altering assignments or exams for re-grading purposes
  - Bringing pre-written answers to an exam
  - Having another person take an exam for you, or taking an exam for another student
  - Theft of academic work
  - Unexcused exit and re-entry during an exam period
- Plagiarism
  - Taking credit for any work created by another person; work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, or internet postings
  - Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
  - Using another person's presentation of ideas without putting such work in your own words or form and giving proper citation
  - Creating false citations that do not correspond to the information you have used
  - Plagiarizing one's own work
- Unauthorized collaboration
  - Working together on graded coursework without permission of the instructor
  - Working with another student beyond the limits set by the instructor
  - Providing or obtaining unauthorized assistance on graded coursework
- Misuse of an instructor's course materials or the materials of others
  - Posting or sharing any course materials of an instructor without the explicit written permission of that instructor
  - Purchasing or copying assignments or solutions, to complete any portion of graded work, without the instructor's permission
  - Unauthorized use of another student's work
- Lying or fraud
  - Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
  - Forging signatures or submitting documents containing false information
  - Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons
- Intimidation or disruption
  - Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
  - Refusing to leave an office when directed to do so
  - Physically or verbally intimidating or threatening an instructor, teaching

assistant or staff person, including yelling at them, invading personal space, or engaging in any form

of harassment

- Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so
- Misusing a classroom electronic forum by posting material unrelated to the course
- Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class by interrupting, physically causing a disruption, or excessive talking

### Upholding the UC Davis Code of Academic Conduct

Students, faculty, and University administration all have a role in maintaining an honest and secure learning environment at UC Davis.

- The success of our Code of Academic Conduct depends largely on the degree that it is willingly supported by students.

Students:

- Are responsible to know what constitutes cheating. Ignorance is not an excuse.
- Are required to do their own work unless otherwise allowed by the instructor.
- Are encouraged to help prevent cheating by reminding others about this Code and hold each other accountable by reporting any form of suspected cheating to the University.
- Shall respect the copyright privileges of works produced by faculty, the University, and other copyright holders.
- Shall not threaten, intimidate, or pressure instructors or teaching assistants, or interfere with grading any coursework.
- Shall not disrupt classes or interfere with the teaching or learning environment.

➤ Faculty members and instructors are responsible for teaching courses and evaluating student work, and are governed by University of California and UC Davis policies and regulations. Regulation 550 of the Davis Division of the Academic Senate addresses academic misconduct. Faculty and instructors:

- Will provide students with a course outline containing information about the content of the course, amount and kind of work expected, examination and grading procedures and notice of the Code of Academic Conduct.
- Should monitor examinations to help prevent academic misconduct.
- Shall report all suspected cases of cheating and other misconduct to the Office of Student Support and Judicial Affairs (<http://ossja.ucdavis.edu/>).

➤ The University has delegated authority and responsibility to the Office of Student Support and Judicial Affairs (OSSJA) for the adjudication and resolution of academic misconduct cases. OSSJA maintains records of academic misconduct. The University:

- Shall educate faculty and students about the Code of Academic Conduct.
- Shall provide physical settings such as classrooms and labs for examinations that minimize opportunities for academic misconduct.
- Shall assist and train faculty and teaching assistants about how to prevent and address academic misconduct.

➤ Submitting Reports and Judicial Procedures:

- The Code of Academic Conduct governs academic conduct at UC Davis.
- Faculty have sole authority, as granted by the Academic Senate, to evaluate a student's academic performance and assign grades. If academic misconduct is admitted or established, instructors may assign a grade penalty no greater than "F" for the course in question. If a report is pending at the end of an academic term, instructors should assign a temporary grade of "Y" for the course until the report is resolved.
- A faculty/student panel, convened by OSSJA, shall conduct formal hearings to



adjudicate contested cases of academic misconduct, unless the right to a formal hearing has been withdrawn. The right to a formal hearing may be withdrawn because of a prior finding of misconduct.

- Instructors and teaching assistants may direct a student to leave a class immediately if the student's behavior is disruptive.
- Instructors, teaching assistants, and staff persons should contact police (752-1230 or 911) if they feel physically threatened.