

Argosy University
COURSE SYLLABUS

B7640

Accounting in a Global Financial Community

Course description:

This course compares the theoretical basis of accounting standards from an international perspective. The impact of diverse cultures, the pronouncements of the IASB, and governments on the harmonization of accounting standards will be examined. Additionally this course will examine the reliability of internationally prepared financial statements from the perspective of SEC, investors and creditors.

Course Pre-requisites: None

Required Textbook:

IMPORTANT: You are not required to purchase the textbook for this course. Your textbook will be available as an electronic book within your fully online or blended course on the eCollege platform.

Choi, F.D., & Meek, G.K. (2008). *International accounting*. (6th ed.). Prentice Hall.

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Research

- 1.1. **Performing** – Design, conduct, and justify applied research in a business context using appropriate methodology
- 1.2. **Understanding** – Evaluate and apply existing theory and research to current business practice

2. Communication

- 2.1. **Oral** – Present orally, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context.
- 2.2. **Written** – Present in writing, complex business information that is concise, clear, organized, and well supported in a professional manner appropriate to the business context using required format

3. Critical Thinking/Problem Solving

- 3.1. **Critical thinking** – Evaluate relevance of established theory to current business practice and identify gaps in current literature
- 3.2. **Problem Solving/Decision Making** – Given a business situation, diagnose the underlying causes of the situation, evaluate possible solutions, in relation to underlying business theory and determine and defend appropriate course of action
- 3.3. **Information Literacy** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
4. **Team**
 - 4.1. **Leadership** - Conduct an exhaustive literature search from a variety of sources, evaluate the credibility of the sources, and apply that information to create new knowledge
 - 4.2. **Collaboration** - Given a case study or business situation collect, assimilate, and disseminate the views of stakeholders
5. **Ethics**
 - 5.1. **Ethics** - Given a case study or business situations, evaluate the ethical dimensions of decision situations and personal, social, and corporate responsibility not absolved by market forces
6. **Diversity**
 - 6.1. **Diversity** - Given a case study or business situation, evaluate the multicultural dimensions of decision situations and multicultural solutions to business situations
7. **Analysis**
 - 7.1 **Financial Analysis** – Evaluate results of accounting analyses including audit, financial, and risk analyses to determine appropriate business strategies
8. **Systems**
 - 8.1. **Systems** – Evaluate effectiveness of comprehensive accounting systems in meeting the goals of an organization

Course Objectives:

1. Assess the current theories on the globalization of the world’s capital markets and explore these developments and effects on global accounting (1.2, 2.1, 7.1, 8.1).
2. Analyze the various environmental circumstances that have direct effects on global accounting development (1.1, 1.2, 3.1, 5.1).
3. Compare and contrast from a global perspective the different financial reporting and accounting standards mechanisms in place for publicly traded companies (1.2, 2.1, 3.1, 7.1, 8.1).
4. Critique the various strategies created in response to regulatory requirements and accounting standards in the global economy (1.2, 3.1, 3.2, 5.1, 8.1).
5. Examine the need for accountability by multinational corporations to its various constituencies (1.2, 2.1, 3.1, 3.2, 8.1).
6. Analyze the ethical, social, and corporate responsibilities that have emerged due to current international financial reporting standards and accounting principles (1.1, 1.2, 3.1, 5.1).

7. Determine the measures taken by multinational companies to manipulate their growth rate movement and analyze the possible disadvantage in using such measures (1.1, 2.2, 3.1, 7.1, 8.1).

Weekly Topics & Reading Assignments (All articles are available through the [Argosy University online collection](#))

Unit	Topics	Reading	Assignments
1	<p>Historical and Contemporary Perspective of Global Accounting</p> <p>Cross-Border Mergers and Acquisition</p> <p>Cross-Border Equity Listing and Issuance</p>	<p>Chapter 1 from: Choi & Meek International Accounting text</p> <p>Articles:</p> <p>Khanna, T., Palepu, K.G., & Srinivasan, S. (2004). Disclosure practices of foreign companies interacting with U.S. markets. <i>Journal of Accounting Research</i>, 42 (2), 475-508.</p> <p>Narayan. P., Smyth, R., & Nandha, M. (2004). Interdependence and dynamic linkages between the emerging stock markets of south asia. <i>Accounting and Finance</i>, 44 (3), 419-439.</p>	
2	<p>Approaches to Global Accounting Development</p> <p>Legal Systems: Common Law vs. Code Law Accounting</p> <p>Practice Systems: Fair Presentation vs. Legal Compliance Accounting</p>	<p>Chapter 2 from : Choi & Meek International Accounting text</p> <p>Articles:</p> <p>Ball, R., Kothari, S.P., & Robin, A. (2000). The effect of international institutional factors on properties of accounting earnings. <i>Journal of Accounting & Economics</i> 29 (1), 1-51.</p> <p>Baydoun, N., Willett, R. (1995). Cultural relevance of western accounting systems to developing</p>	

		<p>countries. <i>Abacus</i>, 31 (1), 67-92.</p> <p>Bushman, R. M., Piotroski, J. D. (2006). Financial reporting incentives for conservative accounting: the influence of legal and political institutions. <i>Journal of Accounting & Economics</i>, 42 (1/2), 107-148.</p>	
3	<p>Global Comparative Accounting Practices</p> <p>National Financial Accounting Systems</p> <p>Global Accounting Measurements</p> <p>Accounting Regulation and Enforcement</p>	<p>Chapter 3 & 4 from Choi & Meek International Accounting text</p> <p>Articles: Baker, C.R., Mikol, A., and Quick, R. (2001). Regulation of the statutory auditor in the european union: a comparative survey of the United Kingdom, France, & Germany. <i>European Accounting Review</i>, 10 (4), 763-786.</p> <p>Haller, A., & Eierle, B. (2004). The adaptation of German accounting rules to IFRS: a legislative balancing act. <i>Accounting in Europe</i>, 1, 27-50.</p>	
4	<p>Development of Accounting Disclosures</p> <p>Regulatory Disclosure Requirements</p> <p>Social Responsibility Reporting</p> <p>Corporate Governance Disclosures</p>	<p>Chapter 5 from: Choi & Meek International Accounting text</p> <p>Articles: Hope, O. (2003). Firm-level disclosures and the relative roles of culture and legal origin. <i>Journal of International Financial Management & Accounting</i>, 14 (3), 218-248.</p> <p>Gray, R., Javad M., Power D. M., & Sinclair, C. D. (2001). Social</p>	

		and environmental disclosure and corporate characteristics: a research note and extension. <i>Journal of Business Finance & Accounting</i> , 28 (3), 327-356.	
5	<p>Reasons for Foreign Currency Translation</p> <p>Financial Statement Effects of Alternative Translation Rates</p> <p>National Perspectives on Inflation Accounting</p> <p>Inflation Gains and Losses</p>	<p>Chapter 6 &7 from: Choi & Meek International Accounting text</p> <p>Articles: Gordon, E. A. (2001). Accounting for changing prices: the value relevance of historical cost. Price level and replacement cost accounting. <i>Mexico Journal of Accounting Research</i>, 39 (1), 177-200.</p> <p>Hagelin, N., & Pramborg, B. (2004). Hedging foreign exchange exposure: risk reduction from transaction and translation hedging. <i>Journal of International Financial Management and Accounting</i>, 15 (1), 1-20.</p> <p>Houston, C. O. (1989). Foreign currency translation research: review and synthesis. <i>Journal of Accounting Literature</i>, 8, 25-48.</p>	
6	<p>International Convergence of Accounting Principles</p> <p>Criticisms of International Standards</p> <p>Global Auditing Practices</p> <p>Reconciliation and</p>	<p>Chapter 8 from: Choi & Meek International Accounting text</p> <p>Articles: Tarca, A. (2004). International convergence of accounting practices: choosing between IAS and US GAAR. <i>Journal of International Financial Management and Accounting</i>, 15</p>	

	<p>Mutual Recognition</p>	<p>(1), 60-91.</p> <p>Zarb, B.J. (2006). The quest for transparency in financial reporting: should international financial reporting standards replace U.S. GAAP? <i>CPA Journal Online</i>. September, 2006, from http://www.nyssecpa.org/cpajournal/2006/906/essentials/p30.htm</p> <p>Gray. S. J. (1988). Thwart's a theory of cultural influence on the development of accounting systems internationally. <i>Abacus, March</i>, 1-15.</p>	
7	<p>Cross-Border Financial Statement Analysis</p> <p>Business Analysis Framework</p> <p>International Financial Analysis</p> <p>Capital Budget</p>	<p>Chapter 9 and 10 from: Choi & Meek International Accounting text</p> <p>Articles: Abdallah, W.M., Nadeem, L.F., and Ekeledo, I. (2005). Performance evaluation of foreign subsidiary managers using intra company pricing. <i>International Tax Journal</i>, 31 (4), 5-12.</p> <p>Awasthi, V.N., Chow, C.W., & Wu, A. (2001). Cross-cultural differences in the behavioral consequences of imposing performance evaluation and reward systems: an experimental investigation. <i>International Journal of Accounting</i>, 36 (3), 291-309.</p> <p>Banker, R., Chang, H., & Pizinni, M.J. (2004). Balance scorecard: performance measures linked to strategy. <i>Accounting Review</i>, 79</p>	

		(1), 1-23.	
8	<p>Financial Risk and Identifying Market Risks in a Global Community</p> <p>Forecasting Exchange Rate Changes</p>	<p>Chapter 11 and 12 from: Choi & Meek International Accounting text</p> <p>Articles: Burnett, R.D., Friedman, M., & Uday, M. (2006). Financial reports: why you need XBRI. <i>Journal of Corporate Accounting & Finance</i>, 17 (5), 33-40.</p>	

Supplemental Readings:



B7640 supplemental readings-edited.doc

Grading Criteria

Grading Scale
Grading requirements

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	69 and below

<i>Weekly Assignments</i>	80%
<i>Discussion Board Questions</i>	20%
	100%

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.