

FIN 418: Quantitative Finance with Python
Course Syllabus – Spring B 2025

Instructor:

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Course Logistics:

- See Blackboard
- The class material is all in the online book <https://amoreira2.github.io/Fin418>

Live Lectures attendance and Asynchronous Lectures watching are mandatory

Office hours: See Blackboard

Classroom and zoom link: See Blackboard

- Communication: See Blackboard

Teaching Assistants: See Blackboard

Important dates, Assignments, and Exams: See Blackboard.

Course Information

1. Course Description and Learning Objectives

This is a data driven course where we will apply the key finance concepts studied in Fin 402 and Fin 411 to real financial market data. While analyzing data, we will learn Python, one of the most popular programming languages. Among many things, we will use Python to: characterize movements in security prices, evaluate investments in mutual funds, test asset pricing models, construct and evaluate portfolios, understand high-frequency data, and relate asset price movements with firm fundamentals. The core goal is to teach you to be a skilled empirical analyst with ability to analyze large data sets.

You do not need to know Python to take this class, but knowledge of programming in some language will make your life a lot easier. It will be very hard for you to succeed in this class without learning Python as most problem sets will be submitted in Jupyter Notebook format.

Previous exposure to Finance is a must. You should have taken or be simultaneously enrolled in Fin 411. If you haven't studied finance before or is studying currently, you will find this class very challenging. The focus of this class is on the "investment" side of finance rather than the corporate side.

2. Communication and Office Hours

3. Required Material

You should bring a computer to every class.

The class material is all in the online book <https://amoreira2.github.io/Fin418>

These books are very useful but are not mandatory

- “Asset Management: A systematic approach to factor investing”, Andrew Ang
- “Investments”, Bodie-Kane-Marcus
- “Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython”, Wes McKinney (Pandas book)

1. Evaluation and grading

The course grade is based on the following

(A) Weekly Assignments	20
(B) Final Project	10
(C) Midterm I	25
(D) Midterm II	30
(E) Professionalism*, Participation, Attendance to live lectures, and watching of mandatory async content	15
Total	100

The idea of the final project is to give people that for any reason don't do well in exams to catch up by producing some nice project.

Letter Grade:

I typically spread the grades between B- and A to get to something slightly below the 3.5 average as required by the school. But sometimes there are a few students that work very hard to get a C or lower and I oblige to their wishes (last year there were 2 in this group).

NOTE: Everyone is curved so don't freak out if you don't think you are doing great. This is a hard class and I define success as learning 60% of the content we present in class. Learning means being confuse first. DO NOT FREAK OUT. PUT THE TIME AND most likely you WILL BE FINE.

What do I expect from you in terms of participation?

- Engagement in class

What should you expect in terms of feedback?

- The best way to get feedback is by coming to the office hours

- The Problem sets will be graded by the TA's. The grading will be very coarse and the feedback there will also be limited. However we will make the solutions available and the TA will make a video discussing the solution.
- For the final project I will focus on positive feedback. That is, for the top groups of the class I will discuss what I thought it as great about what they did.

2. Class Specifics

Re-grade Requests for Exam: Verbal appeals of grades will not be accepted. A request for a re-grade must be made in writing and should be submitted directly to me. It should clearly and succinctly state the unambiguous error in grading, which you believe has occurred. Request for a re-grade must be made within a week of the work being returned. The entire exam should be resubmitted and will be reviewed; there is no guarantee that grades will rise as, statistically, positive and negative errors in grading are equally likely.

Makeup Policy for Exams: Exams are administered during the pre-determined exam date known to students at registration. Students should not make travel plans during these periods. Students must provide a written notice of a health emergency or illness in order to request a makeup exam. There will be no accommodations with respect to other matters.

3. Accommodations

If you would like to request an academic accommodation based on having a qualifying disability, please contact both your instructor and Anna Rogers, the access coordinator for Simon, during the first two weeks of the course. [Brad Rosenbaum](#) can be reached in the Office of Student Engagement at Brad.rosenbaum@simon.rochester.edu or 585-275-2798.

4. Academic Integrity

Simon's Code of Academic Integrity (see Section 2 of the Student Handbook) states: "*Every Simon student is expected to be completely honest in all academic matters. Simon students will not in any way misrepresent their academic work or attempt to advance their academic position through fraudulent or unauthorized means. No Simon student will be involved knowingly with another student's violation of this standard of honest behavior.*"

In addition to refraining from obvious forms of cheating and plagiarism:

- On assignments, do not copy or paraphrase work from each other, from students who have taken the class previously, from materials of mine distributed in a previous class, or from outside sources. Any written work should be entirely your own (or your team's, as applicable).
- Do not obtain advice, notes, solutions, or other material from students who took the class previously in ways that would give you an unfair advantage or would undermine the learning experience for you and the class (such as, notes from past case discussions). Similarly, do not use others' case analyses posted on-line.
- Use quotation marks when quoting any text directly. Changing a few words of a sentence or longer section does not make the work your own. Independently written texts rarely have even five consecutive words in common.

Most forms of disallowed shortcuts are easy to detect and will be referred to the school's Academic Integrity Committee. If something is going on in your professional or personal life that prevents you from finishing assigned work in a timely manner, get in touch with me before the deadline (and get in touch with Student Services as appropriate). Finally, to help prevent other students from violating academic integrity, do not pass on notes or give advice on assignments to any students who are taking the course in a later quarter or are taking it at the same time in a different section. Please refer to the Student Handbook for any questions regarding the Code of Academic Integrity

5. My expectation of students

Treat class sessions like business meetings. Unprofessional behavior has a negative impact on your participation

grade. Specifically,

- Please zoom in if you are feeling under the weather:

***“Sore throat? Go remote!
Dry cough? Take the day off!
Went to a rave? Stay in your cave!”***

- Make every effort to attend each class
- It would be great if you could display your name in a class card so I can get to know you better.
- You are expected to be in your “seat” and ready for class at the beginning of each class. Should extenuating circumstances require you to leave early, please let the professor know before the start of class and sit in back so you can leave with as little disruption as possible. This hold even for zoom!
- You are allowed to use laptops and tablets during lecture, but they should only be used for coursework related activities and not for email, social media, or other activities not directly related to the course. Cell phones must be turned off or silenced during class. No photography of any kind is allowed.
- Students should budget a minimum of 9 to 12 hours per week to spend on this course between reading and class participation.
- All students are expected to do well in the course and the instructor will strive to help them achieve. The instructor also expects the students to be autonomous and "active" learners.
- Students should also help each other as best they can in a collegial manner. The instructor expects everyone to be kind and courteous to each other and to ask questions, not only to the instructor, but also to fellow classmates. This class will lend itself to student collaboration and "co-construction" of knowledge. The instructor expects that students will take advantage of that. In addition, the instructor expects the work students submit in this course to be their own. This is consistent with the University of Rochester policy on Academic Honesty.
- For online discussions, you will need to post comments that are scholarly and substantive. Substantive comments, for our purposes, are those that add insight, probe more deeply, challenge (intellectually), and generally help us learn. It is also helpful to post comments that are "social" in nature. So, while, "I agree" is not a substantive comment, it is a useful response in that it helps us know that we are being "heard". But you will need to post substantive comments to "get credit" for discussions. I also encourage you to edit before you post. This course is a graduate course, it is expected that you will carefully read and edit your work prior to sending it. It can be helpful to compose using a word processor to prevent cosmetic errors; this way you can concentrate on demonstrating your highest quality writing.

4. Zoom Behavior (You almost never is allowed to zoom! Only for exemptions)

- Keep the camera on at all times
- Keep mic off unless talking
- To ask a question: use the raise your hand function. Wait for me to tell you to go ahead and ask your question. We will experiment with this.
- Do not use the chat to communicate with me during live classes.
- Dress professionally
- Be ready to be called to answer questions (if you have particular circumstances in that day that makes unmuting and talking complicated simply send me a private chat telling me that this was a not good time, but this should be rare. I expect most of you most of the time be ready to engage)

5. What can you expect from me and the TAs

- TAs will try to grade the problem sets within a week

- The best opportunity to have a chat with me is during the office hours. If you want to schedule some private one-on-one time during the office hours, we can do that.
- I welcome “confused” questions, i.e., when you are not even sure what you don’t get it. But try to formulate a question. It will help us both

6. Relation with other Courses at Simon Business School

- Finance 462 (or 462) and 411 are a prerequisite. (should be taking 411 at the same time)
- Finance 433 (cases in finance).

7. Assignments

- Done either individually or in a group of UP TO 3 students. No exceptions for larger groups.
- Only one of the students should submit the assignment file.
- After clicking on the assignment submission link:
 - In “Create submission”:
 - Write the student id of the one additional student that participated in the solution of the assignment.
 - Do not put the ID of the submitting student (the one logged in blackboard).
 - If more than one ID is written there, both will be ignored and get a missing grade.
 - If you are doing the assignment by yourself only write “Only me”
 - In “Upload Files”: Put your saved .ipynb file and also a pdf version of it (in colab you can go to “file” and “print” where you choose “save as pdf”
- Very important to have both files. TA’s will grade from the PDF, but if they have doubts that they code really works, they will run the .ipynb file.
- The assignments will consist mostly of data analysis and replication of studies with some extensions of the data analysis in those studies and some conceptual questions concerning the interpretation of the analysis. The goal is to generate a set of quantitative tools and programs throughout the course that are applied in practice. The problem sets cumulatively develop these tools by adding on to previous analysis so that extensive models are developed by the end of the course and similar routines are applied to multiple contexts. Problem set to be submitted in blackboard.

8. Final Project

TO DO BEFORE THE FIRST CLASS

See class blackboard website for to do list before class (including reading material, help with software installation, and videos)

Readings, Problem sets, and Final Project

See the class website for a schedule of assignments and reading material.

Assignments will be done individually unless otherwise stated.

See blackboard/Discussion forum for instructions.

Class Material

All Class material is available through blackboard

It includes 4 types of material

- Jupyter notebooks
- Assignments
- Data in the github repository
- Reading/Video/listening content shared in the Learning Modules

I will post material in these folders as needed

Note: The files in Notebooks and Homeworks folders are Jupyter notebook files (*.ipynb). You must make sure this extension is preserved when you save. Easy way to make this happen is by (i) (left) clicking on the file you want, (left) clicking in download, and then (left) clicking direct download.

Course Outline

See Blackboard for a detailed lecture plan, but here are the topics

1. Modeling asset returns
2. Factor models
3. Portfolio Math
4. Capital Allocation
5. Factor model estimation
6. Performance Evaluation
7. Cross-sectional equity strategies
8. Multi-factor models
9. Machine Learning and AI