

University of Texas Arlington
College of Business
INSY 5392 – Innovations of Blockchain Technology
Spring 2020
Monday 7:00 PM – 9:50 PM
Class Location: Pickard Hall 109

This Syllabus Provides a General Plan for the Course;
Deviations May Be Necessary

Instructor Information

Instructor

Dr. Chaitanya “Chai” Sambhara

Office Number

College of Business Administration (COBA) 524

Office Telephone Number

817-272-3502 (Department of Information Systems and Operations Management)

Email Address

chaitanya.sambhara@uta.edu

Faculty Profile

<https://mentis.uta.edu/explore/profile/chaitanya-sambhara>

<https://www.csambhara.com/>

Office Hours

Monday 5 PM – 6 PM

Course Information

Section Information

INSY 5392

Time and Place of Class Meetings

PK 109, Monday, 7:00PM - 9:50PM

Description of Course Content

We will discuss components of blockchains, including cryptographic techniques required to make transactions safe, consensus mechanics, incentive schemes, etc. We will also evaluate and examine whether, how, and why businesses in a variety of industries are exploring Blockchain technology to devise potentially disruptive business strategies.

Student Learning Outcomes

Upon successful completion of this course students will have developed a good overall understanding of blockchain technology and its applications. They will learn how the blockchain technology has evolved over the years and how it can disrupt business practices and business processes in a variety of industries.

Textbook

We will not have an assigned textbook for this class. The instructor will provide materials to students.

Descriptions of major assignments and examinations

To fulfill the course objectives, the course will be conducted via a mixture of lecture, case discussions, and research article discussions. The first half of the semester we will focus on the concepts of blockchain and case studies. The second half of the semester, we will focus on current ongoing scientific research on blockchain. We will also have two exams, one midterm and one final exam.

Grading Information

Grading Criteria

Grade Component	Weighted Grade	Breakdown (If Any)
Case Analysis and Presentation	90%	30% for one case study, 60% for research articles (30% each for the two reports on research articles)
Midterm Exam		(30-50 point scale)
Final Exam		
In Class Performance and Engagement	10%	Class Attendance and Instructor Discretion

Final Grades

Percentage Grade (No Rounding)	Letter Grade
>=90%	A
>=80%	B
>=70%	C
>=60%	D
<60%	F

"W" and "WF" will be accorded as per university policies to students that qualify for such grades.

Case Report and Presentation: You will make a presentation to the class and turn in a written report (about 4-7 pages, 1.5 spaced for case reports, and 3-5 pages for research articles) for the case/research article you present. The page limit excludes the front page that shows some logo and your name.

Case Studies: The written report must summarize the case first. The summary (2-4 paragraphs) should also include a table that shows following things: sector (e.g., Banking industry), geographical context (e.g., Several countries), company (A few lines description of the company, its history, its business etc.), topic of the case, main actors, and main themes/issues. Then discuss the problem and suggest solutions in detail (this should include your answers for the questions asked about the case). End the report with a conclusion (key takeaways). Always include page numbers in your report. Case analysis helps students develop analytical and problem-solving skills. They learn to ask the right questions, develop alternate scenarios, and take up and defend a position. Like most business problems, a case does not have one right solution. The focus in case analysis is on applying appropriate theoretical concepts/ models/ frameworks discussed in class to the situation presented in the case so as to gain a deeper understanding of the issues. The case report and your slides are due

one hour prior to the beginning of the class (5:59 PM) (Late penalty 1% of your semester grade if either of the documents are missing).

▪ **Grading Criteria for Case Report (7% of your grade, 100-point scale):**

#	<i>Case Report Grading Criteria (4-7 pages, 1.5 spaced)</i>	Points
1	Identifying Problems & Issues (Overview of the case)	15 Points
	Use of facts to diagnose problems and issues	
	Effectiveness in framing problems & issues	
2	Analysis of Issues (Based on your assessment of the case, problem identification and assessment, and your response to the accompanying questions)	45 Points
	Meaningful criteria for analysis	
	Effective use of case data	
	Application of concepts and theories	
3	Recommendation (Based on your answers for the accompanying questions)	20 Points
	Specific course of action	
	Logically deduced conclusion and key takeaways (as opposed to opining)	
4	Style and Presentation of Writing	20 Points
	Succinctness & definitional clarity	
	Expression	
	Coherent linkage of thoughts	
	Mechanics of presentation (syntactical errors, formatting, language precision)	

▪ **Guidelines for Case Presentation:**

- Provide an overview of the case
- Each case has a list of questions to guide discussion. Be sure to address these questions when you present the case
- Summary and key takeaways
- Answer the follow up questions
- You can use flashcards during presentation. However, you should not read out from your flashcards. They are only to assist you with certain numbers and names. I have the right to prohibit you from using flashcards and/or penalize your presentation grade.
- **Do not** present a laundry list of chronological events from your case. Present only the key facts and observations.

Research Articles:

First write a summary of the paper in one page. Then in next 2-5 pages discuss the following:

1. Do the authors set up the motive for the paper (the problem) and why it's important?
2. Do the authors briefly review what others have done to address the problem? Do they make it clear that there's a gap that they are clearly addressing not addressed by the prior literature?
3. Have they clearly set up the direction the paper is going to follow?
4. Do the authors tell a logical and compelling story? Can the story be better told? Does it use good metaphors?
5. What data analysis methodology do the authors use (if any)? Briefly discuss the data collection and analysis methodology in one paragraph.
6. What new contributions does the article make if any? What can future research examine to further explore the ideas from this paper?

▪ **Guidelines for Research Article Presentation:**

- You can follow the structure of the paper to present the research article.
- You can also answer the six questions mentioned above when presenting the research article. The idea is that audience should be able to completely understand the paper through your presentation if they had not read the paper.

Exams

Exams will be graded on a scale of 30-50. Exams will be conducted online on canvas and students must bring a computer with them and take the exam in class. Instructor reserves the right to determine the date, time and location for the midterm and final exams. Students are expected to comply with the rules (date, time and location) of the exams when informed by the instructor.

Make-up Exams

No makeup exam will be given without instructor's pre-approved consent. A student will be considered for a makeup exam only if he/she has a legitimate reason and produces a doctor's certificate or some other form of official documentation. I understand that sometime things happen, and some events or circumstances are beyond control. Reasonable attempts will be made to accommodate such possibilities. However, "I totally forgot I had an exam" is not a legitimate reason. Prior notification and/or official documentation will be required for you to request accommodations. Weddings (unless it is your own), birthday parties, religious festivals or events, pre-booked flight ticket to see family or to go for some events etc. are NOT a valid reason to request a make-up exam. You have the option to not take the exam and take a zero for your exam grade.

Grade Transparency and Rules:

These rules are a result of my experience with students from prior semester(s).

1. Your grades will always be accessible to you. I will make your grades hundred-percent transparent.
2. Your grades will be determined by your performance and your performance only. Your grades are not open to negotiation. Do not discuss your GPA or your standing in the program with me. I am not interested in knowing the grade you would like me to give you. If you are unable to get a degree or graduate on time or take up a job because of the grade you are likely to get in this class, it is your problem. Not mine. I am not responsible for your performance. You are. It is your responsibility to maintain a good standing in the program. Not mine.
3. I will not artificially inflate your grades. A score of 88 or 89.99 is not equal to 90. A score of 78 or 79.99 is not equal to 80. If you want an A, earn a total semester score of 90+. If you want a B, earn a total semester score of 80+. If you want a C, earn a total semester score of 70+.
4. DO NOT try to influence me to manipulate your grade (not even by 0.01%). If you ask me to give you a grade different than what you deserve where you discuss with me your academic standing in the program, your job, personal circumstances, or your GPA, I will give you an "F" in this class. I will use this portion of the syllabus to defend my case if you challenge your failing grade.

Grade Grievances

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see [Undergraduate Grading Policies](#); for graduate courses, see [Graduate Grading Policies](#). For student complaints, see [Student Complaints](#).

Copyrighted Material:

I have a copyright over the slides, quizzes, and exams. Do not share any of these materials with anyone or upload them on the internet anywhere. You will be in copyright violation if you share any of my slides, quizzes, exams, portions of quizzes or exams with anyone else or if you upload them online. You are free to drop out of this class if you like. However, if you chose to enroll in this class, and if you earn a grade, you have agreed to abide by my rules to protect my copyrighted material. I will file a lawsuit of no less than US \$10,000.00 if you are found in violation of my copyrighted material.

Behavior and Class Participation

- Instructor reserves the right to determine your grade for class participation. The default grade will be 0 (out of 10) at the beginning of the semester. Your grade will increase or decrease based on your class attendance, performance, cooperation with the instructor, and your overall behavior. You can always seek feedback from the instructor for your class participation grade. I will suggest ways on how you can improve it. However, the instructor's decision will be final. I expect that you come well prepared for all the cases, even if your group is not presenting that day. The extent of your active engagement and participation in class and case discussions will be a key determinant of your class participation grade.
- You are encouraged to bring your computer to class but should not use it while the class is in session, i.e., when the instructor is making a presentation, or a group is presenting a case. You are expected to have read the case prior to coming to class, not during class hours. I will allow you to use your computer during group discussion breaks. (Violation penalty: 1 point)
- Please come on time. Two late entries (late by 5 or more minutes) will result in 1-point penalty.
- Please stay in the class while the class is in session. I will give a 10-15 minutes break in the middle of the class. Do not walk in and out of class once the class starts. (Violation penalty: 1 point)
- Do not be on your phone during the class. Your text messages, WhatsApp messages, and phone calls can wait. (Violation penalty: 1 point)
- I will notice how frequently you answer questions. Remember, mere presence in class is not equivalent to participation grade.

Office and Email Etiquette

- Office hours are to help you clarify your doubts and understand the material better. Office hours are not to conduct the entire class worth of material.
- If I send you an email, I expect a response within 24 hours.
- One point will be deducted from your class participation grade if you do not respond within 24 hours.
- Although I am usually prompt in responding to emails, I may not always be able to do so. I will, however, respond to your email within 24 hours.

Course Schedule: This schedule represents a general plan for the semester. Deviations may be necessary

Week	Date	Student Presentations	Topics
1	27-Jan	Link to import all cases (HBR Coursepack):	1. Overview of Blockchain Technology 2. Blockchain 1.0: Cryptocurrencies (Bitcoin) 3. Blockchain 2.0: Smart Contracts (Ethereum) 4. Blockchain 2.0: Smart Contracts (Tokens) 5. Blockchain 3.0 Enterprise Blockchain and Governance
2	3-Feb	https://hbsp.harvard.edu/import/700332	
3	10-Feb	1. Duetche Bank Case 2. Airfox Case	
4	17-Feb	3. Ripple Crypto Case 4. Token Funder Case	
5	24-Feb	5. 300 Cubits Case 6. Dianrong: Blockchain Finance in China Case	
6	2-Mar	No Class	
7	9-Mar	Spring Break	
8	16-Mar	Corona Virus Spring Break	
9	23-Mar	7. Alibaba Case 8. Land Records Case	
10	30-Mar	Midterm Exam (Canceled)	
11	6-Apr	Optional Review Session (COBA 524)	
12	13-Apr	Student 1: Paper 5 Student 4: Paper 16 Student 6: Paper 11 Student 3: Paper: 8	
13	20-Apr	Student 2: Paper 2 Student 7: Paper 3 Student 5: Paper 10 Student 8: Paper 15	
14	27-Apr	Student 3: Paper 7 Student 6: Paper 4 Student 1: Paper 9 Student 4: Paper 1	
15	4-May	Student 7: Paper 12 Student 2: Paper 13 Student 5: Paper 14 Student 8: Paper 6	
16	11-May	Final Exam (Canceled)	

Student Number and Name
1. Kamal Kishor Premi
2. Aayush Baid
3. Matthew Alenius
4. Alicia Ellen Stone
5. Anupam Swain
6. Nam Dai Dinh
7. Anne Shaji
8. Antonio Arzate Santana

SYLLABUS CHANGES: As the instructor for this course, I reserve the right to adjust the structure of the class and the schedule in any way that serves the educational needs of the students enrolled in this course. Students are responsible to be attentive to changes announced in class and/or posted on Canvas.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

UNIVERSITY and COLLEGE POLICIES

Americans With Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

UNIVERSITY and COLLEGE POLICIES

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aaofao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS).

Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campuscarry/>

Attendance

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **I will take attendance every single session and consider it an important determinant of your class participation grade.** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Success Programs

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (<https://www.uta.edu/ideas/>) (2nd Floor of Central Library) offers **FREE** tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR)

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- [Academic Plaza Consultation Services](http://library.uta.edu/academic-plaza) (library.uta.edu/academic-plaza)
- [Ask Us](http://ask.uta.edu/) (ask.uta.edu/)
- [Research Coaches](http://libguides.uta.edu/researchcoach) (http://libguides.uta.edu/researchcoach)

Resources

- [Library Tutorials](http://library.uta.edu/how-to) (library.uta.edu/how-to)
- [Subject and Course Research Guides](http://libguides.uta.edu) (libguides.uta.edu)
- [Librarians by Subject](http://library.uta.edu/subject-librarians) (library.uta.edu/subject-librarians)
- [A to Z List of Library Databases](http://libguides.uta.edu/az.php) (libguides.uta.edu/az.php)
- [Course Reserves](https://uta.summon.serialssolutions.com/#!/course_reserves) (https://uta.summon.serialssolutions.com/#!/course_reserves)
- [Study Room Reservations](http://openroom.uta.edu/) (openroom.uta.edu/)
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Submissions

A copy of student's work may be kept on file with the instructor for future reference.

Case List

Link to import all cases (HBR Coursepack): <https://hbsp.harvard.edu/import/700332>

Case	Analysis Questions
Product#: 817100-PDF-ENG Deutsche Bank: Pursuing Blockchain Opportunities (A) https://hbsp.harvard.edu/product/817100-PDF-ENG	<ol style="list-style-type: none">1. In the context of this case, is blockchain technology a disruptive platform?2. How did the Duetsche bank managers lay the foundations for commercializing blockchain? What key decisions did they make?3. How should Duetsche bank move ahead to start creating value from blockchain? Which key issues should it consider?
Product #: 818097-PDF-ENG AirFox (A): Embracing the Blockchain and an ICO	<ol style="list-style-type: none">1. Evaluate each of AirFox's pivots. What experiments could they run for each one to help short circuit their search and discovery process?

Case	Analysis Questions
https://hbsp.harvard.edu/product/818097-PDF-ENG	<ol style="list-style-type: none"> 2. Should the company choose to leverage the blockchain technology for their application? Why or why not? 3. If you were Victor, would you launch the ICO? Why or why not? What are the key factors that need to be weighed in this decision?
Product #: 719506-PDF-ENG? Ripple: The Business of Crypto https://hbsp.harvard.edu/product/719506-PDF-ENG?	<ol style="list-style-type: none"> 1. Do you expect cryptocurrencies to service a significant role as a medium of exchange in 2025? Why or why not? 2. What are the advantages of XRP vs. Bitcoin vs. Ether? 3. How would you grade Brad Garlinghouse's strategy for Ripple at the time of the case? 4. What should Brad Garlinghouse do: 1) stay focused on cross-border payments to replace SWIFT? 2) continue in investing in cross-border payments, but divert resources into complimentary financial products? Or 3) exit the software business and invest aggressively in the XRP ecosystem for new usage models?
Product #: W18767-PDF-ENG TokenFunder: Democratizing Funding and Investing with Blockchain https://hbsp.harvard.edu/product/W18767-PDF-ENG	<ol style="list-style-type: none"> 1. Does TokenFunder's business model work – do the economics work if the company only takes a portion of its client's tokens? 2. What are the best ways to communicate blockchain and initial coin offerings (ICOs) to legal firms so that they recommend TokenFunder to their clients? 3. How should TokenFunder compete with other capital partners, including VCs and angel investors, who are able to provide human capital alongside financial capital? 4. Should TokenFunder take venture capital money to speed up its go-to-market plan?
Product #: ST69-PDF-ENG 300cubits: A Blockchain Innovation for the Shipping Industry https://hbsp.harvard.edu/product/ST69-PDF-ENG	<ol style="list-style-type: none"> 1. Considering the key characteristics of blockchain and the challenges of implementing blockchain application, do you think blockchain will eventually gain popularity in the shipping industry? 2. Why is Ethereum, instead of Bitcoin, often used for ICO? Is ICO an appropriate way to fund the business? What are the advantages and disadvantages of ICOs as a financing method compared to traditional funding solutions? 3. How would you assess 300cubits' business strategy? 4. How would you promote the 300cubits ICO? Would you address the audience in the shipping industry or the crypto world?
Product #: 218043-PDF-ENG Dianrong: Marketplace Lending, Blockchain, and "The New Finance" in China https://hbsp.harvard.edu/product/218043-PDF-ENG	<ol style="list-style-type: none"> 1. What are the tradeoffs that Dianrong is facing? How should the company prioritize its objectives? What should Soul Htite do? 2. Assuming that the company manages to raise an additional US \$ 100 million, how should Dianring allocate the capital across its many business units to maximize value in the long run? Should the company spend the money on internal R&D initiatives of M&A pursuits? Or both? 3. How should the company work with the local regulators in China? Should the company focus on reviving the P2P industry in China in the process? If so, how? 4. Are there other technologies that Dianrong should consider adding to its already-expansive portfolio of technologies? In contrast, are there technologies that may seem redundant at the firm at the moment? How should

Case	Analysis Questions
Product #: IN1547-PDF-ENG Alibaba in Blockchain: Integrating Blockchain-based Remittances into Cloud Services https://hbsp.harvard.edu/product/IN1547-PDF-ENG	Dianrong manage this to improve its competitive edge with its “technology DNA”? <ol style="list-style-type: none"> 1. How does blockchain-based remittance fit into Alibaba’s cloud offerings? 2. What unique value does blockchain technology provide in Alibaba’s remittance offering? 3. What are other areas of application for blockchain in Alibaba’s cloud business? 4. What is Alibaba’s strategy to overcome the ‘chicken-and-egg’ problem of insufficient transaction liquidity and eventually achieve network effects with its remittance service?
Product #: W19059-PDF-ENG Snapper Future Tech: Land Records and Registration Using Blockchain https://hbsp.harvard.edu/product/W19059-PDF-ENG	<ol style="list-style-type: none"> 1. How does contract enforcement lead to ease of doing business? Can it be facilitated by blockchain? 2. What are the macroenvironmental factors that affected Snapper’s proposal? 3. What should a start-up like Snapper do to impact ever-evolving technological advancements in a disruptive market? 4. Evaluate the direct and indirect effects of blockchain-enabled solutions for land record and registration initiatives on various stakeholders