



# Blockchain and Cryptocurrency

## Instructor Information

- Ann Malavet
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## Course Information

- FIN-UY 4903
- Blockchain and Cryptocurrency
- Tues, Thurs 5:00PM-6:20PM
- 2 MetroTechCtr Rm 812
- Office Hours: on Google Meet, time TBD

## Course Overview and Goals

A complete and comprehensive look at blockchain technology and cryptocurrency. No prior knowledge of blockchain or cryptocurrency required.

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

- Have a deep understanding of core blockchain concepts, benefits, and limitations
- Be able to state definitions of various services and products built on top of a decentralized network
- Be able to set up a local environment for development and interact with a blockchain
- Have tools to further develop and/or research blockchain technology

## Course Requirements

### Class Participation

Students are required to attend class, complete assignments on time.

### Assignments

Homework will be given weekly.

## Tests & Quizzes

Midterm and Final

## Grading of Assignments

The grade for this course will be determined according to the following formula:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Participation	10%
Homework	25%
Course Project	15%
Midterm	25%
Final	25%

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Points</b>	<b>Percent</b>
<b>A</b>	4.00	94.5% and higher
<b>A-</b>	3.67	90.0 – 94.49%
<b>B+</b>	3.33	87.5% - 89.99%
<b>B</b>	3.00	82.5% - 87.49%
<b>B-</b>	2.67	80% - 82.49%
<b>C+</b>	2.33	77.5% - 79.99%
<b>C</b>	2.00	70.0% - 77.49%
<b>F</b>	.00	69.99% and lower

### View Grades

Grades and assignments are available via Brightspace ([brightspace.nyu.edu](https://brightspace.nyu.edu))



## Course Schedule

### Topics and Assignments

<b>Week/Date</b>		<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
Week 1		History of Digital Cash; fiat money		
Week 2		Blockchain Defined; Cryptocurrency Defined		
Week 3		Encryption;		
Week 4		Methods for consensus		
Week 5		Security in blockchain transactions; Setting up local environment for development		
Week 6		Popular Blockchains, Platforms for creating a blockchain		
Week 7		Review and Midterm		
Week 8		Smart Contracts, dApps and Web3,		
Week 9		Developing Applications on a blockchain		
Week 10		NFTs, Tokens and Coins		
Week 11		Cryptocurrency Exchanges, valuations, governance		



Finance & Risk Engineering

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Week 12		Breaches in Security and Crime		
Week 13		Review		
Week 14		Final Exam		

## Course Materials

### Required Textbooks & Materials

No textbook required; readings will be available online.

### Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bern Dibner Library](https://library.nyu.edu) (library.nyu.edu)  
[NYU Virtual Business Library](https://guides.nyu.edu/vbl) (guides.nyu.edu/vbl)
- **Obtain 24/7 technology assistance:** Tandon IT Help Desk ([soehelpdesk@nyu.edu](mailto:soehelpdesk@nyu.edu), 646.997.3123)  
NYU IT Service Desk ([AskIT@nyu.edu](mailto:AskIT@nyu.edu), 212-998-3333)

## Policies

### Academic Misconduct

- A. Introduction: The School of Engineering encourages academic excellence in an environment that promotes honesty, integrity, and fairness, and students at the School of Engineering are expected to exhibit those qualities in their academic work. It is through the process of submitting their own work and receiving honest feedback on that work that students may progress academically. Any act of academic dishonesty is seen as an attack upon the School and will not be tolerated. Furthermore, those who breach the School's rules on academic integrity will be sanctioned under this Policy. Students are responsible for familiarizing themselves with the School's Policy on Academic Misconduct.
- B. Definition: Academic dishonesty may include misrepresentation, deception, dishonesty, or any act of falsification committed by a student to influence a grade or other academic evaluation. Academic dishonesty also includes intentionally damaging the academic work of others or assisting other students in acts of dishonesty. Common examples of academically dishonest behavior include, but are not limited to, the following:
  1. Cheating: intentionally using or attempting to use unauthorized notes, books, electronic media, or electronic communications in an exam; talking with fellow students or looking at another person's work during an exam; submitting work prepared in advance for an in-class examination; having someone take an exam for you or taking an exam for someone else; violating other rules governing the administration of examinations.



2. Fabrication: including but not limited to, falsifying experimental data and/or citations.
3. Plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute direct quotations, paraphrases, or borrowed facts or information.
4. Unauthorized collaboration: working together on work that was meant to be done individually.
5. Duplicating work: presenting for grading the same work for more than one project or in more than one class, unless express and prior permission have been received from the course instructor(s) or research adviser involved.
6. Forgery: altering any academic document, including, but not limited to, academic records, admissions materials, or medical excuses.

### Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the **Moses Center for Students with Disabilities** (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

### Inclusion Statement

The NYU Tandon School values an inclusive and equitable environment for all our students. I hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. If this standard is not being upheld, please feel free to speak with me.