New Courses
Graduate Council Report

March 1, 2012

New Course Requests

INTA 663. International Transfer Pricing. (3-0). Credit 3. Valuation of cross-border transactions between units of a multinational enterprise; includes internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer manipulation, arm’s length standard; U.S. and OECD rules and procedures, tax court cases, and ethical dilemmas. Prerequisite(s): None Cross Listed: MGMT 663

NRSC 698. Behavior, Genes, and Evolution. (3-0). Credit 3. This literature and lecture-based course will introduce an integrative approach to the study of animal behavior, complementing evolutionary and ecological perspectives with molecular and genetic approaches and methodologies. Prerequisite(s): Graduate classification. Cross-Listed: BIOL 698.

NUEN 570. Introduction to Radiotherapy Physics. (3-4). Credit 3. Examination of radiation physics necessary for understanding modern radiation therapy; perform theoretical foundations of physical dose calculation for megavoltage energy photons and electrons, biological predictions of therapy outcomes, and brachytherapy; methods of modeling and implementing radiation therapy treatment includes planning, evaluation, and delivery; emphasis on intensity modulated radiation therapy and TomoTherapy. Prerequisite(s): Graduate Classification. Cross-Listed: VSCS

VIZA 693. Professional Study. (9-0) Credit 1-9. Research and writing combined with studio projects; prepare and present a public exhibition of a final body of work; related paper submitted to a scholarly journal as approved by the committee chair. Prerequisite(s): MFA in Visualization; graduate classification.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): George Bush School of Government and Public Service

2. Course prefix, number and complete title of course: INTA 663 International Transfer Pricing

3. Catalog course description (not to exceed 50 words):
Valuation of cross-border transactions between units of a multinational enterprise; includes internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer manipulation, arm's length standard, U.S. and OECD rules and procedures, tax court cases, and ethical dilemmas.

4. Prerequisite(s):
MGMT 663

5. Is this a variable credit course? Yes No If yes, from _______ to _______

6. Is this a repeatable course? Yes No If yes, this course may be taken _______ times. Will this course be repeated within the same semester? Yes No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history) n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) n/a

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation) LECT Lab SCI CIP and Fund Code Admin. Unit Acad. Year EICS Code

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<th>INTA 663</th>
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Approval recommended by:

| Charles F. Herrmann |
| Ricky W. Griffin |

Department Head or Program Chair (Type Name & Sign) Date 2-6-12

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

• Submit original form and attachments •

1. Request submitted by (Department or Program Name): Department of Management

2. Course prefix, number and complete title of course:

   MGMT 663 International Transfer Pricing

   Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.

3. Change requested

   a. Prerequisite(s): From: _______________________________ To: _______________________________

   b. Withdrawal (reason):

   c. Cross-list with: INTA 663

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

4. For informational purposes only, please indicate course number if this course will be stacked: _______________________________

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   MGMT | 663 | INTL TRANSFER PRICING

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   0300 | 03 | 4506 | 050001 | 1780 | 003 | 632

   b. Change to: Remains the same—just cross-listing with Bush School Course

   Prefix | Course # | Title (excluding punctuation)

   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code

   Approval recommended by:

   Ricky W. Griffin
   Department Head or Program Chair (Type Name & Sign)  Date

   Charles F. Hermann
   Department Head or Program Chair (Type Name & Sign)  Date

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

   Curricular Services – 02/11
January 31, 2012

To: Sandra Williams  
Curricular Services

From: Ricky W. Griffin  
Head of Management

Re: Departmental Request for a Change in Course – MGMT 663

The attached form is submitted to request the addition of INTA 663 as the cross-listing of MGMT 663 for inclusion in the graduate catalog. The course is taught in partnership between, and taken by students of, the Department of Management in Mays Business School and the Bush School of Government and Public Service.

If you need any additional information before final approval can be made, please contact me at RGriffin@mays.tamu.edu or 862-3962.
TEXAS A&M UNIVERSITY
MGMT 663/INTA 663: INTERNATIONAL TRANSFER PRICING
FALL 2011 COURSE SYLLABUS

INFORMATION

Class Date/Time/Location: Mondays & Wednesdays 4:35-5:50 p.m. in WCBA 186
eLearning: https://ims.tamu.edu/webct/logon/4983304552081

Instructor: Prof. Lorraine Eden, Professor of Management
Office/Mail/Phone: WCBA 415D / TAMU 4221 / 979-845-4851 (MGMT Dept)
Email/Web: laden@tamu.edu / http://www.voxprof.com
Office Hours: Mondays & Wednesdays 2:30-4:00 p.m. in WCBA 415D or by appointment

COURSE OUTLINE

International transfer pricing is the valuation of cross-border transactions between units of a multinational enterprise. Topics include: internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer price manipulation, the arm’s length standard, US and OECD rules and procedures, tax court cases, ethical dilemmas in transfer pricing.

COURSE OBJECTIVES AND LEARNING OUTCOMES

*International transfer pricing* involves the pricing of products (goods, services and intangibles) when they are traded among subunits of a multinational enterprise (MNE). For example, the pricing of goods manufactured by a parent firm that are sold to a wholly owned distributor in another country, the licensing of intangible assets to a foreign subsidiary, and the valuation of engineering services provided by one affiliate to another are all examples of international transfer pricing. In addition to internal motivations for setting transfer prices, such as efficient resource allocation and divisional autonomy, MNEs are also subject to external regulation from customs, income tax and other governmental authorities. These government entities regulate transfer prices in order to prevent *transfer price manipulation*, that is, the over/under valuation of intragroup transactions designed to avoid or arbitrage government regulations.

This graduate seminar provides a broad survey of the scholarly and practitioner literatures on transfer pricing, from both the MNE and government perspectives. The course draws from a variety of disciplines including accounting, economics, finance, international business, management, political economy and public policy. The course introduces students to the published research on transfer pricing in both scholarly and professional journals, and to prepare students for professional careers in transfer pricing.

The main objective of this course is to provide graduate students with an overview of the scholarly and professional literature on transfer pricing, including both classic and current materials. The intention is to go broad rather than deep; that is, to provide a broad survey of the field rather than a deep discussion of a few selected topics. By the end of the course, students should have (1) an overall
knowledge of the field; (2) a practical "tool bag" to understand MNE transfer pricing strategies, government regulations, and the risks and tasks involved in mitigating and reducing the potential for MNE-government conflicts; and (3) a road map to guide their further studies. Upon successfully completing this course, the student will be able to:

- Explain core concepts such as transfer pricing, intrafirm trade, the arm's length standard, advance pricing agreements, section 482 and the OECD guidelines, and functional analysis.
- Discuss the multinational enterprise's internal and external motivations for transfer pricing.
- Discuss transfer pricing from a managerial perspective.
- Explain the economic theory behind the transfer pricing methods.
- Explain the linkages between business strategy, the value chain and functional analysis.
- Analyze how government regulations affect the MNE's choice of transfer pricing methods.
- Critique empirical work that has been done on estimating transfer price manipulation.
- Explain the basics of international taxation.
- Explain the key components of US and OECD transfer pricing regulations.
- Explain the historical evolution of transfer pricing regulation in the United States and the OECD.
- Discuss and compare the basic transfer pricing methods for goods, services and intangibles in terms of their advantages and disadvantages, and the selection of a best method.
- Discuss the differences and similarities between the US and OECD rules on transfer pricing.
- Analyze and critique landmark transfer pricing court cases.
- Discuss current issues in the professional transfer pricing literature.
- Discuss ethical issues with respect to transfer pricing.
- Analyze and critique transfer pricing articles in scholarly and professional journals.
- Gain practical experience with Thomson Reuters OneSource Transfer Pricing Documentation software and WRDS databases relevant to transfer pricing.
- Prepare the outlines for functional and economic analyses of a transfer pricing case.

COURSE PREREQUISITES

This course is intended for two groups of students: (1) those with a primary interest in transfer pricing (that is, they want a career in transfer pricing or a related field such as taxation, valuation or auditing), and (2) those with a secondary interest (for example, they are rounding out a program of study, want to do research on this topic, or might like to eventually teach this material).

In terms of degree programs at Texas A&M, the course is designed specifically for two groups: (1) MBA, PPA and other graduate students (masters and doctoral) in the Mays Business School, and (2) International Economics and Development (IED) students in the Masters in International Affairs Program (MPIA) and other graduate students in the George Bush School of Government and Public Service. The course is open to other graduate students as space permits.

All students must be registered as graduate students at Texas A&M University, and must have some background in economics (especially in microeconomics) since the reading materials assume a basic knowledge of economic theory.
COURSE MATERIALS

Reading Materials

- **Textbook:** There is no required textbook for this course. If you wish to purchase a book to guide your reading, I recommend Eden (1998), which will be on reserve in the West Campus Library and the Policy Sciences and Economics Library (PSEL). Some chapters are available on the course web portal.
  

- **Required Readings:** The required readings for the course are normally available from the eLearning course web portal. Students are responsible for their own printing costs. Please bring copies with you to class. See “Syllabus and Readings” for the list of required readings by week.

- **Eden Lecture Notes:** Normally, I will post copies of my lecture notes, for each week, on our eLearning web portal. Please check the portal, print a copy and bring the notes with you to class.

- **Optional Readings:** Occasionally, optional readings are included in the syllabus for those students who want to read more deeply on a particular topic. These readings will not be discussed in class.

- **Background Readings/Documents:** Electronic copies of key government documents (e.g., the OECD Transfer Pricing Guidelines, US Section 482 Regulations, the 1988 US Treasury White Paper, the most recent transfer pricing reports by the Big Four accounting firms) are available on eLearning.

- **Transfer Pricing Report:** The professional transfer pricing journal we will read most often is *Tax Management Transfer Pricing Report* (TPR), which is available online through the TAMU Library. Go to [http://library.tamu.edu](http://library.tamu.edu), click on “e-Journals and enter “transfer pricing report”.

- **TAMU Transfer Pricing Resources:** A list of and links to professional transfer pricing and tax e-journals, datasets and resources, available through the TAMU Library, is posted at: [http://guides.library.tamu.edu/mgmt663](http://guides.library.tamu.edu/mgmt663). I thank TAMU Librarian Jared Hoppenfeld for assembling this page for our class.

Software/Datasets/Web-based Resources

- **Thomson Reuters OneSource Transfer Pricing Documenter:** Thomson Reuters has provided us with electronic access to the firm’s transfer pricing documenter software. We will be using the software throughout the semester, both for teaching purposes and for assignments.

- **Wharton Data Research Services (WRDS).** We have a class account on WRDS (Wharton Data Research Services). This account will be used for practical demonstration of transfer pricing methods as applied to real-world firms. You may also use it for other school-related assignments; however, WRDS access cannot be used for consulting or other non-school related activities. Please do not share your account information with anyone else, as access to WRDS is strictly limited. Your WRDS access will expire on December 15, 2011. The WRDS website portal is [http://wrds.wharton.upenn.edu](http://wrds.wharton.upenn.edu). WRDS Login: mgmt663 Password ________________.
Other Learning Resources

- **Web Seminars:** In addition to its Transfer Pricing Documenter software, Thomson Reuters frequently offers web seminars with guest speakers on practical transfer pricing issues. The Big Four accounting firms also regularly offer web seminars on transfer pricing topics. Students will be informed when these seminars are offered and invited to listen and participate as their schedule permits.

- **Transfer Pricing Aggies:** I run a LinkedIn group for my current and former students who have transfer pricing interests. You are encouraged to set up a LinkedIn account ([http://www.linkedin.com](http://www.linkedin.com)) and to join this group. I also recommend joining some of the specialized transfer pricing groups on LinkedIn and following the discussions. I also run a Facebook group on Transfer Pricing and you are encouraged to join that group also.

- **Visiting Speakers:** I normally have between two and four visiting speakers over the course of the semesters. They may participate directly in class, or offer a brown bag seminar outside of class times. We will use SKYPE to bring some transfer pricing professionals in our class on relevant issues. In addition, our judges for the court case competition are usually transfer pricing professionals.

- **Transfer Pricing Forum:** Many of the students in this course will be looking for either summer internships or fulltime positions in transfer pricing. I host a non-course resource on eLearning called the Transfer Pricing Forum, which contains the resources collected by myself and former students related to the job/internship search process. Job openings, job advice and similar materials will be posted on the Transfer Pricing Forum, NOT on the MGMT663/INTA689 course portal. To join this group, you must provide me with your UIN number so that TAMU Computing Services can add you to this Forum.

**METHOD OF INSTRUCTION**

This course will be taught as a graduate seminar. Students are expected to attend all classes, to have read the required readings and come prepared to discuss the readings. Normally, the class will start with the instructor providing a general overview of the topic, and then we will dissect the readings one at a time. Regularly, I will ask a student to start the discussion on an article by providing an overview of its concepts (see the "Ten Steps in Analyzing a Reading" on page 5) so students should come prepared for this, and to discuss each reading in some depth.

When we are studying government regulations (e.g., US Treasury Regulations 482 and the most recent OECD Transfer Pricing Guidelines), I will post on the course eLearning web portal my copy of the relevant part of the regulations with highlighted sentences and phrases and my side comments. I recommend you print my annotated copy and bring that with you to class. I will put my annotated copy up on the classroom screen and we will work through the reading focusing on the highlighted parts.

We will make extensive use of the eLearning course web portal. The portal will be the primary method by which I contact students outside of class, and I request you do the same for reaching me. For example, students will use the portal for posting their assignments; and FAQ pages will be used for answering student questions related to assignments and tests.
No laptops: I normally do not allow laptops to be used in class as they are distracting both for the instructor and for other students. Laptops also encourage attention drift. Please bring paper copies of the readings with you to class. On days where we will need laptops in class (for example, when working with the Thomson Reuters OneSource software), I will inform you in advance.

I have two specific recommendations on how to prepare for each class: (1) Five Steps to Handling the Course Readings and (2) Ten Steps in Analyzing a Reading:

- **Five Steps to Handling the Course Readings.**
  1. Each class typically includes about 50-60 pages of required readings. Download and print copies of the required readings at least a week in advance of the class.
  2. Do the readings three times, at different times staggered over the week.
     - First, read them all quickly at one sitting to get an overview of the topic.
     - Second, read each piece slowly, 1-3 pieces per day, where you underline key sections and write brief notes in the margins of the printed copy. (For example, carry a couple of articles with you in your backpack and, when you have some time, read one.) Use the "10 steps" below as your framework for deconstructing the readings.
     - Third, the night before class, read through everything again and highlight key sections.
  3. If you have time or are particularly interested in a topic, I recommend also looking at one or more of the optional (non-required) readings.
  4. Bring your copies of the required readings with you to class. Laptops are not permissible in class so you will need the actual papers in order to follow along with the class discussion.

- **Ten Steps in Analyzing a Reading (this process can be used for any article/book chapter)**

To deconstruct and study the required readings, I recommend that you think about the following 10 questions. Flag or highlight them in the text of the article and jot notes in the paper's margins.

1. **MOTIVATION:** What is the problem or issue that motivated this paper?
2. **RQ:** What is explicit research question addressed in the paper?
3. **ARGUMENT:** What is the core argument (3-minute summary) made in the paper?
4. **METHODS:** What empirical methods are used (if any)?
5. **RESULTS:** What conclusions does the paper reach? Do you agree/disagree with them?
6. **LINKAGES:** How does this reading link to other readings we have done so far?
7. **POLICY/PRACTICAL RELEVANCE:** What are the paper's practical/policy implications?
8. **STRENGTHS:** What did you like about the paper?
9. **WEAKNESSES:** What problems/errors/omissions does the paper suffer from?
10. **TAKEAWAY:** What is your "takeaway" from the paper? What will stick with you?

**GRADING POLICIES**

The grading system is A (90-100 percent), B (80-89 percent), C (70-79 percent), D (60-69 percent) and F (below 60 percent). Since this is a graduate seminar a passing grade is a B minus (80 percent). A grade of Incomplete will only be given under rare circumstances (e.g. a major illness).

When a student's end-of-semester final grade is at the borderline between two grades (for example, the final grade is 89.4%, which is close to, but does not round to an A grade of 90% or higher), I will move the final grade up only if the student earned the higher grade on at least one of the tests (that is, the final grade will only be an A if the student earned 90% or higher on either Quiz 1 or Quiz 2).
Grade Component | Date | %
---|---|---
Quiz #1 | Wednesday Sept 28 | 20
Quiz #2 | Monday October 31 | 20
Best Method Assignment | Wednesday November 9 | 15
TP Court Case (team project) | Mon Nov 28 or Wed Nov 30 or Mon Dec 5 | 20
TP Interview Project, Part 1 | Thursday Dec 8 (hand in and post) | 20
Final Exam (TP Interview Project, Part 2) | Tuesday Dec 13 | 5
Total | | 100

1. **In-Class Quizzes (20% each, total 40% of the grade)**

There will be two short (30 minute) quizzes consisting of multiple choice and short-answer questions and problems. Each quiz will be held at the beginning of the class (3:35-4:05 pm), followed by a 10-minute break, and then a regular class (4:15-5:50 pm). The quiz dates are:

- Quiz #1 – Class 10 - Wednesday September 28 – on classes 1-8
- Quiz #2 – Class 19 – Monday October 31 – on classes 9-18

A student who misses a quiz will receive a zero grade for the quiz unless the student has satisfied the University’s Make-Up Policy (see page 13), which says that students who miss a test can make up the quiz only if they have a University approved absence. **Note that job interviews are NOT a University approved absence so do not schedule personal events on test dates.** If a student misses a quiz and does have a University approved excuse, the instructor reserves the right to have the student sit a new written or oral test, or to re-weight other grade components.

2. **Empirical Assignment (15% of the grade)**

There will be one empirical assignment in this course using Thomson Reuters OneSource Documenter software. Students will use the software to (1) select a set of comparables and (2) apply the various transfer pricing methods for intrafirm goods transactions studied in class, and (3) recommend a best method based on the arm’s length standard. More specific instructions will be posted on the course web portal. Due date: in class on Wednesday November 9.

3. **Transfer Pricing Case Competition (group assignment; 20% of the final grade)**

There are several landmark transfer pricing court cases (actual cases handled by the US Tax Court), and a student’s understanding of transfer pricing issues is not complete without reading and preparing at least one court case. We will devote three classes to student presentations and analyses of court cases.

- Case #1 - Monday November 28
- Case #2 - Wednesday November 30
- Case #3 - Monday December 5

Each class will function as a mock trial (e.g., with lawyers, expert witnesses, cross-examinations, guest judges). Students will be divided into teams of three or four people. The numbers and teams will be determined at the beginning of the semester. Each class will be divided into two parts, one for each
team presentation and class discussion/questions. This is a team project, with a team grade.

One court case will be assigned to each team. All reading materials will be available on the course web portal in September. Students may use other materials (for example, other published analyses of the cases), but must reference them. Any materials taken directly from other individuals’ writings must be quoted and fully cited (please read the rules on Scholastic Dishonesty).

Students must prepare a PowerPoint presentation for their court case that focuses on:
- Introduction
- Key facts and circumstances of the case (include a diagram of the intragroup relationships)
- Transfer pricing issues
- Economic analysis of the transfer pricing issues
- The court decision
- Your conclusions

Before class, each team must give the instructor a paper copy of (a) the written court case analysis and (b) the PowerPoint presentation. These must also be emailed to the instructor. Within 24 hours after the class, the paper and PPT must also be posted on the eLearning web portal.

The grading for this assignment will be based on (1) the paper, (2) the in-class presentation, and (3) confidential performance evaluations of each individual made by team members, the guest judge, and the other students. Late assignments (either not handed in and/or not posted on the web portal) will be penalized one-half point per day late (e.g., from 8.5/10 to 8/10, on a 10-point scale).

Students who are not involved in the actual court case presentation must read and prepare the facts of the case, so that they come to class understanding the issues, prepared to ask questions, and prepared to vote on the best decision and evaluate individuals’ performance.

More instructions about the case competition will be posted later in the semester.

4. Transfer Pricing Professional Interview Project (20% of the final grade)

This project is in two parts: (1) the essay paper and the final exam in-class oral report and discussion. A key factor determining the grade for this project will be the student’s ability to link insights from the interview to the materials we covered in class during the semester; that is, to link the practical “real world” problems and issues faced by a transfer pricing professional to the scholarly and professional readings we have discussed in class.

Students must interview a professional who has a minimum of three years of practical experience in transfer pricing. Individuals who have been interviewed previously for this course cannot be interviewed again; a list of previous interviewees will be posted on the course web portal.

Each student will write a typed, double-spaced paper, approximately 10-12 pages in length, on the interview. Tables, charts and references do not count in the page limit, and should be attached to the end of your paper. The project covers the following six topics:
1. Brief information about the organization where the individual works (size, nationality, activities performed, years the organization has been in operation).

2. General information about the individual (education, experience, job characteristics, experience and responsibilities, longevity with the firm and in this position).

3. An example of the most typical transfer pricing situation that the individual or organization handles on a regular basis, and how the individual or organization handles this typical situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.

4. An example of the most difficult transfer pricing situation that the individual or organization has faced and how the organization/individual handled this difficult situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.

5. What key lessons about transfer pricing has the individual learned over the course of his/her career in transfer pricing. Link this to materials covered in class.

6. What advice or recommendations for students who want to make transfer pricing a full-time career would the individual like to share with the students in this course.

Your paper must be submitted to http://www.turnitin.com and receive a "green-OK" rating before the paper is submitted to the instructor. Please attach a screen shot of the website showing your Turnitin.com rating along with your paper. The paper must be free of grammatical errors and typos. Papers with major problems will lose one-half grade (the grade will drop from 9/10 to 8.5/10, using a 10-point scale, for example)

Your paper must be (1) emailed to me, (2) posted on eLearning so that other students may read it, and (3) deposited as a printed copy with me, on or before Thursday December 8, 2011. Late assignments will be penalized one-half point per day late (e.g., from 8/10 to 7.5/10, using a 10-point scale).

More specific instructions on the interview project will be posted on the course web portal.

5. Final Examination (5% of the final grade)

The Mays Business School requires all graduate courses to have a final examination held on the University assigned examination date/time. For our class, this is Tuesday December 13, 2011, from 3:30-5:30 pm. The exam will be in our regular classroom (WCBA 186).

The final examination will consist of oral presentations and class discussions of your transfer pricing professional interview projects (see above). Prepare a one-page handout summarizing your project, and bring sufficient copies for everyone with you to the final exam. Your final exam grade will be based both on your handout and on your oral presentation and participation in the group discussion.

A student who misses this exam will receive a zero grade for the exam unless they have a University approved excuse. Any make-up for missing this exam would be at the discretion of the instructor since final grades for all students must be filed within 48 hours of the exam.

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6. Class Participation

Students are expected to attend all classes, to have read the required readings and come prepared to discuss the readings. Normally, I will give an overview of the topic, and then we will dissect the readings one at a time. Regularly, I will ask a student to start the discussion on an article by providing an overview of its concepts so students should come prepared for this, and to discuss each reading in some depth. When we are studying government regulations, I will post on eLearning my copy with highlighted sections and my side comments. I recommend you print my annotated copy and bring that with you to class. I will put my annotated copy on the classroom screen and we will work through section by section.

Students who anticipate missing a class should email me in advance to let me know they will be absent.

Class participation will not be formally graded in this class. However, class participation will be taken into account in the final grade “at the margins”. For example, where a student’s grade is border-line between an A and a B, or between a B and a C, evidence of regular, sustained, high quality participation will count positively towards the grade.

THE AGGIE CODE OF HONOR AND SCHOLASTIC DISHONESTY

Aggie Code of Honor: For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: "Aggies do not lie, cheat, or steal, nor tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

- The Bush School requires that all written work for its courses go through http://www.turnitin.com to be checked for plagiarism. We will be following that practice in this course also.

- All suspected violations of the Aggie Honor Code must be submitted to the University Honor Council, and penalties are determined by the Council, not by the instructor. See http://www.tamu.edu/aggiehonor/know.html.

- On course work, assignments, and examinations at Texas A&M University, you will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

- You must complete assignments and exams alone unless they are explicitly listed as team projects. You may use only the materials we specify to help you complete your work.

- If, due to a disability or extraordinary circumstances, you need special accommodations or help in completing course requirements, please notify the instructor BEFORE the exam or assignment due date. See Academic Rules http://student-rules.tamu.edu/rule20.htm for more details.

- It is not acceptable to submit as your own work a paper (or part of a paper) that was completed for
another course since this would in effect be 'double counting' (i.e., receiving credit twice for the same piece of work). This activity is called complementarity. If you wish to incorporate research you completed for another course into a paper for this course, the paper must be fully cited and the instructor's permission requested in advance. If complementarity occurs in this course, the piece of work will receive a zero grade.

**WRITING SKILLS**

Note that all written work will be graded, not only for content, but also for **grammar, writing style, organization and presentation of material**. The mark for poorly written work with frequent misspellings and grammatical errors will be reduced by one complete grade (from B+ to B, for example).

Employers stress that the quality of an individual's writing is one of the most valuable skills that employers look for when hiring new staff. Business today is almost entirely driven by communicating with others, most often in writing: presentations, memos, business proposals, training materials, etc. Lack of high-quality writing skills is a major handicap to students looking for a well-paying, interesting job in today's economy. See, for example:


The need for excellent written and oral English skills is particularly important for careers in transfer pricing and related areas (tax, valuation, auditing, consulting) because of the need to prepare written and oral briefs for clients and tax authorities.

In this course, students will have several opportunities to improve their set of "soft skills", especially writing skills. Students will be given a self-diagnostic test early in the semester, which will provide an estimate of each student's skill level and point out areas where remedial help is needed. A visiting speaker will go over basic grammar rules. Students will do a team-based project, which involves research leading to a 10-page paper and a PPT presentation in front of the rest of the class. The paper can be included in student Writing Portfolios. Students will use Turnitin.com, which will help them learn how to avoid plagiarism and write more effectively. Take advantage of these opportunities to improve your communication skills.

In addition, students who need extra help with writing should consider using:
• A grammar workbook such as Hacker and Van Goor. 1998. *Bedford Basics: A Workbook for Writers, 3rd Edition.*
• A grammar and writing reference book such as Diane Hacker’s *A Writer’s Reference.* (Note: There are multiple editions and versions; check also for student discounts.)
• Bedford Exercise Central provides free diagnostic tests and tutorials online; see: http://bcs.bedfordstmartins.com/exercisecentral/Home.aspx
• An editing software program such as *Stylewriter* that can be attached to your word processing program (http://www.stylewriter-usa.com).
• The University Writing Center also provides small group courses on writing.
• Turnitin.com now incorporates a Grammar Checking program.

Bush School students should also ask Mrs. Sally Dee Wade, the Bush School’s writing counselor, to assist with preparing assignments or remedial training.

**TURNITIN.COM**

All written work (except for tests and numerical assignments) must be submitted to http://www.turnitin.com to be checked for plagiarism and receive a “green” (acceptable) rating before being submitted to the instructor. Please attach a PDF of the Turnitin.com rating to your assignment or email the PDF to the instructor.

The purpose of using Turnitin.com is to help the student avoid unintentional plagiarism. By submitting papers ahead of time, students receive a “grade” from Turnitin.com, which identifies passages considered to be too close to someone else’s work. Because the system allows the student to revise and resubmit as many times as needed, without penalty, both the student and the instructor are assured that the paper has met at least minimal standards of compliance with the Aggie Honor Code.

Class ID: 4171870  Enrolment Password: ______________________(distributed in class)

**COPYRIGHT ISSUES**

All handouts in this course are copyrighted, including all materials posted on the course web portal. “Handouts” refers to all materials generated for this class, which include but are not limited to the syllabus, class notes, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. You have the right to download materials from the course website for your own use during this class; however, because these materials are copyrighted, you do not have the right to copy the materials for other purposes unless the instructor expressly grants permission. You do not have the right to sell or otherwise distribute any course materials to any individuals or organizations without the explicit written permission of the instructor.

**SYLLABUS AND SCHEDULE CHANGES**

The course syllabus and/or timetable may be amended or changed as the semester progresses at the instructor’s discretion. It is the student’s responsibility to stay informed about class schedules and
policies. The information you need is in this Syllabus. In addition, announcements will be made regularly in class and posted on the web portal. If you are unclear about any policies or other information with respect to the course, please ask or email me at leden@tamu.edu for more information.

UNIVERSITY AND COLLEGE-LEVEL SYLLABUS REQUIREMENTS

Academic Integrity Statement

All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the Web.

Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, visit aggiehonor.tamu.edu.

On all course work, assignments, and examinations at Texas A&M University, it is recommended that the following Honor Pledge be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, visit disability.tamu.edu, call 845-1637 or go to Cain Hall, Room B118.

Authorized vs. Sponsored Activities

- An authorized activity is "required due to mandatory participation in a University activity or necessary as a requirement for an official University class." Examples: class field trips which are required for the class; intercollegiate athletic events; required ROTC training exercises
- An authorized activity is an excused absence, and students with official documentation of that activity are to be afforded an opportunity to make-up missed work in accordance with Student Rules
- A sponsored activity is an activity "sponsored by academic and non-academic departments, administrative entities, and/or recognized student organizations but not required as part of an official class." Examples: field trips sponsored by student organizations; tour of Singing Cadets; Aggie Orientation Leaders trip to a conference.
- A sponsored activity is not considered an excused absence per the definition above, although instructors are encouraged to use their discretion in working with students regarding missed work.
for sponsored activities.

From a class participation standpoint, these distinctions are significant. The Office of Student Activities (845-1113) regularly publishes a list of both types of activities that is sent to all departments. The examples listed above were taken from that list.

Excused vs. Unexcused Absences

Each instructor at Mays is responsible for working directly with students regarding excused absences. The Undergraduate Program Office is not involved in this process. The following is taken in part from Student Rules.

Among the reasons absences are considered excused by the University are the following:

1. Participation in an activity appearing on the university authorized activity list
2. Death or major illness in a student's immediate family
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student's presence
5. Religious holy day
6. Illness that is too severe or contagious for the student to attend class (to be determined by the Student Health Center or an off-campus physician)
7. Required participation in military duties
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled

Mays Business School Policy on Final Exams

It is Mays Business School's policy that all Mays instructors administer their last regular exam or final exam, expected of all students, during the official examination period scheduled for their class. All final examinations are to be given in accordance with the schedule published by the Office of the Registrar. See http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx. Exceptions must be approved by the department head and the academic associate dean for graduates or undergraduates. When a student is scheduled for three final examinations in one day, the student may request that the instructors reschedule one of the examinations. Please make every effort to accommodate the student when such a request is made.

Wehner Building Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance in enforcing this policy is greatly appreciated.

Incompletes

An incomplete grade (I) is given for coursework deficiency and not for performance deficiency. Texas A&M's regulations state: A temporary grade of 'I' (Incomplete) at the end of a semester or summer term
indicates that the student (graduate or undergraduate) has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student.

Make-up Policy

If an absence is excused, the student will be allowed to make up work within 30 calendar days from the last day of the absence. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (for example accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class.
   1. Injury or illness of three or more class days -- student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   2. Injury or illness of less than three class days -- student will provide [one or both of these at instructor's discretion] the following within one week of the last date of the absence: (i)Texas A&M University Explanatory Statement for Absence from Class form available at http://shs.tamu.edu/forms.htm, or (ii) Confirmation of visit to a health care professional affirming date and time of visit.
7. Required participation in military duties.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation.

Posting Grades

Texas A&M University takes the privacy of students seriously. The public posting of grades either by the student's name, institutional student identification number, social security number or any portion of the number without the student's written permission is a violation of FERPA. This includes posting grades to a class/institutional Web site and applies to any public posting of grades for students taking distance education courses. See admissions.tamu.edu/Registrar/FacultyStaff/FerpaStatement.aspx for more FERPA regulations.
Q-Drops: Check the university's academic calendar for the most current Q-drop dates.

Redefined Days: Please check the university's academic calendar for the most current information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>Friday, 5 p.m. Last day to register for fall semester classes and pay fees.</td>
</tr>
<tr>
<td>Aug 28</td>
<td>Sunday. Freshman Convocation.</td>
</tr>
<tr>
<td>Aug 29</td>
<td>Monday. First day of fall semester classes.</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Friday. Last day to apply for all degrees to be awarded in December.</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Friday. Academic Convocation.</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Monday, noon. Mid-semester grades due.</td>
</tr>
<tr>
<td>Nov 4</td>
<td>Friday, 5 p.m.</td>
</tr>
<tr>
<td></td>
<td>- Last day for all students to drop courses with no penalty (Q-drop).</td>
</tr>
<tr>
<td></td>
<td>- Last day to officially withdraw from the University.</td>
</tr>
<tr>
<td>Nov 17-Dec 6</td>
<td>Thursday-Tuesday.  Preregistration for 2012 spring semester.</td>
</tr>
<tr>
<td>Nov 24-25</td>
<td>Thursday-Friday.  Thanksgiving holiday.</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Monday.</td>
</tr>
<tr>
<td></td>
<td>- Redefined day, students attend their Friday classes.</td>
</tr>
<tr>
<td></td>
<td>- Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.</td>
</tr>
<tr>
<td>Dec 6</td>
<td>Tuesday.</td>
</tr>
<tr>
<td></td>
<td>- Last day of fall semester classes.</td>
</tr>
<tr>
<td></td>
<td>- Redefined day, students attend their Thursday classes.</td>
</tr>
<tr>
<td></td>
<td>- Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.</td>
</tr>
<tr>
<td>Dec 7-8</td>
<td>Wednesday-Thursday.  Reading days, no classes.</td>
</tr>
<tr>
<td>Dec 9, 12-14</td>
<td>Friday, Monday-Wednesday.  Fall semester final examinations for all students.</td>
</tr>
<tr>
<td>Dec 15</td>
<td>Thursday. 6 p.m. Grades for degree candidates due.</td>
</tr>
<tr>
<td>Dec 16-17</td>
<td>Friday-Saturday.  Commencement and Commissioning.</td>
</tr>
<tr>
<td>Dec 19</td>
<td>Monday, noon. Final grades for all students due.</td>
</tr>
</tbody>
</table>

Source: [http://registrar.tamu.edu//General/Calendar.aspx](http://registrar.tamu.edu//General/Calendar.aspx)
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>No</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Aug 29</td>
<td>1</td>
<td>Multinational Enterprises and Transfer Pricing</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Aug 31</td>
<td>2</td>
<td>Industry Analysis and Business Strategy</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Sept 5</td>
<td>3</td>
<td>Internal Motivations for Transfer Pricing: Economic Approach</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Sept 7</td>
<td>4</td>
<td>External Motivations for Transfer Pricing: Economic Approach</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Sept 12</td>
<td>5</td>
<td>Internal Motivations for Transfer Pricing: Managerial Approach</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Sept 14</td>
<td>6</td>
<td>External Motivations for Transfer Pricing: Managerial Approach</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Sept 19</td>
<td>7</td>
<td>Taxing Multinationals: The International Tax Regime</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Sept 21</td>
<td>8</td>
<td>The Arm's Length Standard #1: An Historical Perspective</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Sept 26</td>
<td>9</td>
<td>The Arm's Length Standard #2: An Economic Perspective</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Sept 28</td>
<td>10</td>
<td>Quiz #1: 30 minute test (3:35-4:05 pm) on Classes 1-8 The Arm's Length Standard #3: Reading the Regulations</td>
<td>Quiz #1 in class</td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 3</td>
<td>11</td>
<td>Funcional Analysis and Comparables</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 5</td>
<td>12</td>
<td>TP Methods for Goods #1: CUP</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 10</td>
<td>13</td>
<td>TP Methods for Goods #2: Resale Price Method</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 12</td>
<td>14</td>
<td>TP Methods for Goods #3: Cost Plus Method</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 17</td>
<td>15</td>
<td>TP Methods for Goods #4: CPM and TNMM</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 19</td>
<td>16</td>
<td>TP Methods for Goods #5: Other Methods</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 24</td>
<td>17</td>
<td>TP Methods for Intangibles #1: Royalty Payments</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Oct 26</td>
<td>18</td>
<td>TP Methods for Intangibles #2: Cost Sharing</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 31</td>
<td>19</td>
<td>Quiz #2: 30-minute test (3:35-4:05pm) on Classes 9-18 TP Methods for Intragroup Services</td>
<td>Quiz #2 in class</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 2</td>
<td>20</td>
<td>Selecting the Best TP Method</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 7</td>
<td>21</td>
<td>The Alternative? Formulary Apportionment</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 9</td>
<td>22</td>
<td>TP Procedures: Ex Ante and Ex Post Best Method Assignment due in class</td>
<td>Best Method Assignment</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 14</td>
<td>23</td>
<td>Business Restructuring and Transfer Pricing</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 16</td>
<td>24</td>
<td>Tax Havens and Transfer Pricing</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 21</td>
<td>25</td>
<td>The Ethics of Transfer Pricing</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 23</td>
<td>X</td>
<td>Class moved to Monday Dec 5 due to US Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 28</td>
<td>26</td>
<td>TP Court Case #1: Student Presentations</td>
<td>Case 1</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 30</td>
<td>27</td>
<td>TP Court Case #2: Student Presentations</td>
<td>Case 2</td>
</tr>
<tr>
<td>Mon</td>
<td>Dec 5</td>
<td>28</td>
<td>TP Court Case #3: Student Presentations</td>
<td>Case 3</td>
</tr>
<tr>
<td>Thurs</td>
<td>Dec 8</td>
<td>X</td>
<td>Thursday Dec 8. Hand in &amp; post your TP Professional Interview</td>
<td>TP Interview Part 1</td>
</tr>
<tr>
<td>Tues</td>
<td>Dec 13</td>
<td>X</td>
<td>Final Exam. Tuesday Dec 14, 3:30-5:30 pm, 186 Wehner. Oral discussion of TP Professional Interviews</td>
<td>TP Interview Part 2</td>
</tr>
</tbody>
</table>

* Subject to change at discretion of instructor. Last update: August 28, 2011.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Texas A&M Institute for Neuroscience
2. Course prefix, number and complete title of course: NRSC 698 Behavior, Genes, and Evolution
3. Catalog course description (not to exceed 50 words):
   Behavior, Genes and Evolution. (3-0). Credit 3. This literature and lecture-based course will introduce an integrative approach to the study of animal behavior, complementing evolutionary and ecological perspectives with molecular and genetic approaches and methodologies. Prerequisite: Graduate classification.
   3.000 Credit hours
   3.000 Lecture hours

4. Prerequisite(s):
   Cross-listed with: BIOL 698
   Stacked with:

5. Is this a variable credit course? □ Yes ☑ No If yes, from _____ to _____
6. Is this a repeatable course? □ Yes ☑ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes ☑ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th></th>
<th>NRSC</th>
<th>698</th>
<th>Behavior, Genes, and Evolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>CHF and Fund Code</td>
</tr>
<tr>
<td>3</td>
<td>326150100021653</td>
<td>9-1-3003632</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
Department Head or Program Chair (Type Name & Sign) Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
BIOL 698-600 Behavior, Genes, and Evolution

Day: Tuesday/Thursday
Time: 2:20-3:35 pm

Location: Butler 309
Number of Credits: 03 Credits

Instructors:
Dr. Ginger Carney
Department of Biology
Room 352, Biological Sciences Building
West (BSBW)
Phone: 979-845-6587
Email: gcarney@bio.tamu.edu
http://www.bio.tamu.edu/facmenu/faculty/CarneyG.htm
Office hours: By appointment

Dr. Gil Rosenthal
Department of Biology
Room 203A, Butler Hall
Phone: 979-845-3614
Email: grosenthal@bio.tamu.edu
http://swordtail.tamu.edu
Office hours: By appointment

Course Pre-requisites: Graduate classification

Suggested Texts and other Resources:

Course description: This lecture and inquiry-based course will introduce an integrative approach to the study of animal behavior, balancing evolutionary and ecological perspectives with molecular and genetic approaches and methodologies. The course draws on the complementary expertise of Drs. Carney (molecular genetics of neural circuits and behavior) and Rosenthal (evolution of behavior).

Course requirements: Students are required to attend class and engage in discussion each day. Each student will also research and prepare a presentation in a research area chosen by the instructors that will expand upon topics presented in class. Students will research and write portions of a review paper that will be submitted by class members for publication.

Course goals: The goal of this course is to provide a foundation course for students early in their graduate careers who are interested in the study of animal behavior, or, more generally, the integrative study of complex phenotypes. Readings will be drawn from contemporary reviews and the primary literature. We will teach students how to identify appropriate literature and how to approach reading and presenting peer-reviewed research articles. Students will also be offered assistance in scientific writing during production of the class review paper via feedback on multiple drafts of individual paper sections.
Grading: Letter grades will be assigned based upon two exams (20% each for 40% total), student research presentations (20%), literature review (15%), and written portion of class review paper (25%).

Grading Scale:
A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

Student review paper: Each student will contribute toward a class review paper that will be prepared for submission at the end of the semester. Each student will perform a literature search to identify key papers for assigned portions of the class review. The literature review is due October 26. Please ask Dr. Carney or Dr. Rosenthal for assistance with your topic well before the October 26 deadline. First individual drafts are due November 11. Revised drafts are due November 30. Final review sections are due December 7. Failure to submit drafts on time will result in a 5% reduction from the final paper grade for each late submission.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

Important dates
Sept. 23 Exam 1
Oct. 26 Literature reviews due
Oct. 28 Exam 2
Nov. 5 Last day for Q-drop
Nov. 11 First individual drafts due
Nov. 30 Revised individual drafts due
Dec. 7 Final individual review sections due

Academic Integrity Statements
AGGIE HONOR CODE: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

The course schedule appears on the next page. Please read papers in advance of the lecture for which they are assigned. Readings in bold are original research papers to be presented by instructors and students in class. Other readings are reviews or theory papers selected to provide important background for lectures and papers discussions. Readings are subject to change up to a week before the day they’re to be discussed.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-Aug</td>
<td>Course introduction. Why mate choice? Why flies?</td>
</tr>
<tr>
<td>7-Sep Male-choice mechanisms</td>
<td>M. D. Jennions, M. Priece 1997, Biol. Rev. 72, 283.</td>
</tr>
<tr>
<td>28-Oct/Exam 2</td>
<td>Topscs and readings to be selected by class</td>
</tr>
<tr>
<td>2-Nov</td>
<td></td>
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<tr>
<td>4-Nov</td>
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<tr>
<td>8-Nov</td>
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<tr>
<td>11-Nov</td>
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<tr>
<td>16-Nov</td>
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<tr>
<td>18-Nov</td>
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<td>30-Nov Work on drafts in class</td>
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<td>2-Dec Work on drafts in class</td>
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<td>7-Dec Final drafts due/ work in class</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Nuclear Engineering
2. Course prefix, number and complete title of course: NUEN 670 - Introduction to Radiotherapy Physics
3. Catalog course description (not to exceed 50 words): Examination of radiation physics necessary for understanding modern radiation therapy; perform theoretical foundations of physical dose calculation for megavoltage energy photons and electrons, biological predictions of therapy outcomes, and brachytherapy; methods of modeling and implementing radiation therapy treatment includes planning, evaluation, and delivery; emphasis on intensity modulated radiation therapy and TomoTherapy.
4. Prerequisite(s): Graduate Classification - NUEN 613 or Approval from Academic Advisor

Cross-listed with: VSOC "Intro. to Radiotherapy Physics" Stacked with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☑ No
If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☑ No
If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? ☐ Yes ☑ No

7. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
NUEN 670 INTRO RADIO THER APY PHYS

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Approval recommended by:

Yassin Hassan 1-8-2012
Department Head or Program Chair (Type Name & Sign) Date

Sandeep Hartsfield 1-8-2012
Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandr-williams@tamu.edu.
Curricular Services – 3/10
Course title and Number: Introduction to Radiotherapy Physics  
Term: Spring 2012  
Meeting times and location: Diagnostic Imaging and Cancer Center  
Monday and Wednesday, 8:30 AM to 10:00 AM  
Friday, 8:30 AM to 11:30 AM

Course Description and Prerequisites

This course covers aspects of radiation physics necessary for understanding modern radiation therapy. Rigorous theoretical foundations of physical dose calculation for megavoltage energy photons and electrons, biological predictions of therapy outcomes, and brachytherapy are presented. Methods of modeling and implementing radiation therapy treatment planning, evaluation, and delivery will be described. Emphasis is placed on current developments in the field including intensity modulated radiation therapy and TomoTherapy. The course is intended to provide comprehensive knowledge of radiation therapy physics enabling the student to grasp current research in the field.

Prerequisites: NUEN 613 or approval from academic advisor.

Learning Outcomes or Course Objectives

1. The course objective is to apply the basic principles of radiotherapy physics in cancer therapy.
2. To assess the design characteristics of therapeutic radiological equipment for the safe and effective use in clinical radiotherapy.
3. To demonstrate the importance of dosimetry and equipment calibration and quality control within clinical radiotherapy and implications in tumor control, normal tissue toxicity, and long-term risk for secondary cancers and other secondary effects.
4. To develop an understanding of the basic principles used in quality control using current AAPM standards.
5. To examine current advances in equipment design and hybrid imaging strategies for radiotherapy.
6. To allow the student to use this knowledge to work effectively within a professional team responsible for the safe and effective use of radiotherapy equipment.
7. In addition, the student will understand the environment of a clinical radiotherapy facility, its work flow and radiation safety aspects.

Instructor Information

Name: Gamal Akabani, PhD.  
Telephone Number: 979-458-1699  
Email address: akabani@tamu.edu  
Office Hours: Monday through Friday, 9:00 AM to 5:00 PM  
Office Location: 337 Zachry Engineering Center Room 58H

Textbook and/or Resource Materials


ICRU Report 83: Prescribing, Recording, and Reporting Photon-Beam Intensity-Modulated Radiation Therapy (IMRT).


ICRU Report 72: Dosimetry of Beta Rays and Low-Energy Photons for Brachytherapy with Sealed Sources

### Grading Policies

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<tr>
<th>Assignment</th>
<th>Number</th>
<th>Percent Weight</th>
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<td>Assignments</td>
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<td>Practicum</td>
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It is anticipated that the course grades will be assigned as:

- A 90% or above
- B 80%-89%
- C 70%-79%
- D 60%-69%
- F as warranted

### Course Topics, Calendar of Activities, Major Assignment Dates

**Weekly Lectures:**

1. Introduction to Clinical Therapy Physics
2. Linear Accelerators in Radiotherapy.
7. Radiotherapy Treatment Planning.
8. IMRT, Stereotactic Radiosurgery, and other Special Procedures.
10. Beam Modeling
13. Clinical Radiobiology
14. Radiation Protection and Room Shielding.

**Laboratories:**

1. Introduction to a LINAC and Helical Tomotherapy.
2. Patient Positioning.
3. Treatment Planning Laboratory with Tomotherapy.
4. DQA and Therapy Delivery Laboratory.
5. Radiation Protection Laboratory.

**Other Pertinent Course Information**

The student is expected to have knowledge of a high-level computer programming such as C++, or FORTRAN 95, 2003, and operating system such as UNIX or LINUX environment.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**

For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Visualization

2. Course prefix, number and complete title of course: VIZA 693 Professional Study

3. Catalog course description (not to exceed 50 words):
Research and writing combined with studio projects; prepare and present a public exhibition of a final body of work; related paper submitted to a scholarly journal as approved by the committee Chair.

4. Prerequisite(s):

Cross-listed with: Stacked with:
Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___

6. Is this a repeatable course? □ Yes □ No
Will this course be repeated within the same semester? □ Yes □ No
If yes, this course may be taken ___ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      MFA in Visualization
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      MS in Visualization

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Tim McLaughlin
Department Head or Program Chair (Type Name & Sign) Date 2/3/12

Chair, College Review Committee
Date 2/3/12

Dean of College
Date

Chair, QC or UCC
Date 3-1-12

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8231 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number  VIZA 693 Professional Study
Term (e.g., Fall 200X)  Fall 2012
Meeting times and location  TBA

Course Description and Prerequisites
Research and writing combined with studio projects; prepare and present a public exhibition of a final body of work; related paper submitted to a scholarly journal as approved by the committee Chair. Credit: 1 or more each semester. Prerequisites: MFA in Visualization standing; graduate classification.

Learning Outcomes or Course Objectives
The MFA in Visualization candidate will prepare and exhibit a body of work in a public context, along with a written document submitted for scholarly publication, to successfully complete degree requirements for graduation.

Instructor Information
Name  TBA
Telephone number  TBA
Email address  TBA
Office hours  TBA
Office location  TBA

Textbook and/or Resource Material
A bibliography is presented with this document for reference. Other research materials will be developed by the student according to the particular focus of study.

Grading Policies
This course is conducted by the Chair of the MFAV committee, who may stipulate policies according to the nature of the project.

The final body of work must be presented in a public context. Work on the internet must be a work of art specifically created as internet art to qualify as a public presentation.

Before graduation, an accompanying written document must be submitted to a scholarly journal or online site which is approved by the Chair of the committee.
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."

VIZA 693 Professional Study Bibliography

Contemporary art, art history, and philosophy
Bhabha, H., The Location of Culture (New York: Routledge, 1994)
Blais, J. and Ippolito, J., At the edge of art, (London: Thames & Hudson, 2006)
Carroll, N., Philosophy of art: a contemporary introduction, (London ; New York, Routledge, 1999)
Harrison, C., Modernism (Cambridge: Cambridge University Press, 1997)
Wilde, O., *Intentions: The Decay of Lying, Pen, Pencil and Poison, the Critic as Artist, the Truth of Masks* (New York: Brentano’s, 1905).
Wölflin, H. and Hottinger, M. D. M., *Principles of art history, the problem of the development of style in later art*, (London: G. Bell and Sons, ltd., 1932)

Critical and literary theory
Baudrillard, J. "The precession of simulacra." in *Simulations*, P. Foss & P. Patton, trans. (Semiotext(e), 1983)


Freud, S. *The Basic Writings of Sigmund Freud* (Oxford England: Modern Library, 1938)


**Feminist theory**


Silverman, K., Suture: The Cinematic Model, from *The Subject of Semiotics*


New media theory
Tafler, D. I., When Analog Cinema Becomes Digital Memory, (Ohio University
Wide Angle 2001)

Art+science+technology
Daniels, D., *Artists as inventors, inventors as artists*, (Boltzmann Institute, 2008)
Wilson, S., *Art + science now* (Thames & Hudson, 2010)

Film theory
Dick, B. F., *Anatomy of Film*, (Boston: Bedford/St. Martin’s, 2005)
Fairservice, D., *Film Editing: History, Theory and Practice*, (Manchester:
Manchester University Press, 2001)
Millard K., "Writing for the Screen: Beyond the Gospel of Story," *(Scan: Journal of Media Arts Culture, 2006)*
Notaro, A., "Technology in Search of an Artist: Questions of Auteurism/ Authorship and the Contemporary Cinematic Experience." *(Velvet Light Trap, 2006)*
Wollen, P., "Time in Video and Film Art," in *Making time: Considering Time as a Material in Contemporary Video & Film* (Pam Beach Institute of Contemporary Art, 2000)

**Studio / idea references**


**Films for Art-Historical Contextualization**

*Painters Painting*
*Who Gets to Call It Art?*
*The Cool School*
*Running Fence*
*Our City Dreams*
*Beautiful Losers*
*Exit through the Gift Shop*
*Antics Roadshow*
Artist research
http://Art21.org
Getty Center research database (http://library.getty.edu/bha)
Rhizome (http://www.rhizome.org)
ArtNet (http://www.artinet.com/)

Electronic resources through TAMU libraries website databases link
Grove Art Online
artstor