

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 670. 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.

RECEIVED
 FEB 14 2012
 GRADUATE STUDIES

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): n/a
 Cross-listed with: MGMT 663 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 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.

Prefix		Course #		Title (excluding punctuation)																										
I	N	T	A	6	6	3	I	N	T	L	T	R	A	N	S	F	E	R	P	R	I	C	I	N	G					
Lect.	Lab	SCII	CIP and Fund Code										Admin. Unit				Acad. Year		FICE Code											
0	3	0	0	0	3	4	5	0	6	0	5	0	0	0	1	1	3	6	4	1	2	-	1	3	0	0	3	6	3	2

Level **6**

Approval recommended by:

<p><u>Charles F. Hermann</u> Department Head or Program Chair (Type Name & Sign) Date _____ 2-6-12</p> <p><u>Ricky W. Griffin</u> Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course) _____</p>	<p><u>Samuel A. Kirkpatrick</u> Chair, College Review Committee Date _____ 2/14/12</p> <p><u>Andrew H. Card, Jr.</u> Dean of College Date _____ 2/10/12</p> <p>_____ Chair, GC or UCC Date _____ 3-1-12</p>
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Submitted to Coordinating Board by: _____ Date _____ Effective Date _____
 Associate Director, Curricular Services

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			
03	00	03	45	06	05	00	01	17	80	0	0	3	6	3	2	6

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								
													-			0	0	3	6	3	2

Approval recommended by: _____ Level 6

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

David Blackwell
 Chair, College Review Committee Date 7/13/12

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

[Signature]
 Dean of College Date 2/13/11

Submitted to Coordinating Board by: _____

[Signature]
 Chair, GC of UCC Date 3-1-12

Associate Director, Curricular Services _____ Date _____ Effective Date _____



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://lms.tamu.edu/webct/logon/4983384552081>

Instructor: Prof. Lorraine Eden, Professor of Management
Office/Mail/Phone: WCBA 415D / TAMU 4221 / 979-845-4851 (MGMT Dept)
Email/Web: leden@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.
 - Eden, Lorraine. 1998. *Taxing Multinationals: Transfer Pricing and the Corporate Income Taxation in North America*. Toronto, Ontario: University of Toronto Press.
- **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>, 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>. 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>. 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>) 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.

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:

- Behrens, T. What job hunters think, managers want, and new hires know: Skills that spell success. <http://www.jobweb.com/studentarticles.aspx?id=1453>
- College Entrance Examination Board. 2004. Writing: A Ticket to Work..or a Ticket Out: A Survey of Business Leaders. Report of the National Commission on Writing. <http://members.cox.net/graham.associates/writing-ticket-to-work.pdf>
- Hansen, R.S. and K. Hansen. What do employers *really* want? Top skills and values employers seek from job-seekers. http://www.quintcareers.com/job_skills_values.html
- Krauss, Peggy. 2008. The hard truth about soft skills. <http://www.bettersoftskills.com/research.htm>.
- Russell, J.E.A. 2011. Writing skills more important than ever in job search. Washington Post, June 21. <http://www.tampabay.com/news/business/workinglife/writing-skills-more-important-than-ever-in-job-search/1176296>

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 Enrollment 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.

TAMU Academic Timetable Fall 2011 (as of August 2011)

Aug 26	Friday. 5 p.m. Last day to register for fall semester classes and pay fees.
Aug 28	Sunday. Freshman Convocation.
Aug 29	Monday. First day of fall semester classes.
Sept 2	Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.
Sept 9	Friday. Last day to apply for all degrees to be awarded in December.
Sept 16	Friday. Academic Convocation.
Oct 17	Monday. noon. Mid-semester grades due.
Nov 4	Friday. 5 p.m. <ul style="list-style-type: none"> · Last day for all students to drop courses with no penalty (Q-drop). · Last day to officially withdraw from the University.
Nov 17-Dec 6	Thursday-Tuesday. Preregistration for 2012 spring semester.
Nov 18	Friday. Bonfire 1999 Remembrance Day.
Nov 24-25	Thursday-Friday. Thanksgiving holiday.
Dec 5	Monday. <ul style="list-style-type: none"> · Redefined day, students attend their Friday classes. · Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
Dec 6	Tuesday. <ul style="list-style-type: none"> · Last day of fall semester classes. · Redefined day, students attend their Thursday classes. · Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
Dec 7-8	Wednesday-Thursday. Reading days, no classes.
Dec 9, 12-14	Friday, Monday-Wednesday. Fall semester final examinations for all students.
Dec 15	Thursday. 6 p.m. Grades for degree candidates due.
Dec 16-17	Friday-Saturday. Commencement and Commissioning.
Dec 19	Monday. noon. Final grades for all students due.

Source: <http://registrar.tamu.edu//General/Calendar.aspx>

MGMT 663/INTA 689 TRANSFER PRICING COURSE TIMETABLE, FALL 2011 *

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

* 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. •

RECEIVED

MAR 07 2012

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 GRADUATE STUDIES
NRSC 698
3. Catalog course description (not to exceed 50 words): BS
 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

GRADUATE CLASSIFICATION

4. Prerequisite(s): BIOL 698
- 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 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*)

- 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.**

Prefix	Course #	Title (excluding punctuation)																		Level								
N	R	S	C	6	9	8	B	E	H	A	V	I	O	R	G	E	N	E	S	E	V	O	L	U	T	I	O	N
Lect.	Lab	SCH	CIP and Fund Code												Admin. Unit			Acad. Year		FICE Code								
3		3	2	6	1	5	0	1	0	0	0	2	1	6	5	5	1	2	-	1	3	0	0	3	6	3	2	

Approval recommended by:

[Signature] 1-26-12 [Signature] 1-26-12
 Department Head or Program Chair (*Type Name & Sign*) Date Chair, College Review Committee Date

[Signature] 2/1/12 [Signature] 1-26-12
 Department Head or Program Chair (*Type Name & Sign*) Date Dean of College Date
 (if cross-listed course)

[Signature] 3-1-12
 Submitted to Coordinating Board by: Chair, GC or UCC Date

Associate Director, Curricular Services Date Effective Date

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:

Alberts, B. et al. 2007. *Molecular biology of the cell*, 5th ed.
Alcock, J. 2005. *Animal behavior : an evolutionary approach*, 8th ed.
Bradbury, J. W. & Vehrencamp, S.L. 1999. *Principles of animal communication*.
Arnqvist, G. & Rowe, L. 2005. *Sexual conflict*.
Futuyma, D. J. 2005. *Evolution*.
Sambrook, J. & Russell, D. W. 2001. *Molecular cloning: a laboratory manual*.

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.*

Topic	Reading
31-Aug Course introduction. Why mate choice? Why flies?	Andersson, M. & Simmons, L.W. 2006. Trends Ecol. Evol. 21, 296-302; S. L. Mead, S. J. Arnold 2004, Trends Ecol. Evol. 19, 264
2-Sep Sexual selection	M. Ritchie, M. G. Annu. Rev. Ecol. Evol. Syst. 2007. 38:79-102; T. Chapman, G. Amqvist, J. Bangham, L. Rowe 2003. Trends Ecol. Evol. 8, 41.
7-Sep Mate-choice mechanisms	M. D. Jennions, M. Petrie 1997, Biol. Rev. 72, 283.
9-Sep Evolutionary genetics of mate choice	U. Candolin 2003, Biol. Rev. 78, 575. S. F. Chenoweth, M. W. Blows 2006, Nature Reviews Genetics 7: 681 S. F. Chenoweth, K. McGuigan, Annu. Rev. Ecol. Evol. Syst. 2010. 41:81-101
14-Sep Genetics/gene regulation/methods I	Gerstein et al. 2007. Genome Research 17: 669-681. Wu & Belasco 2008. Molecular Cell 29:1-7. Grobhans & Filipowicz 2008. Nature 451:414-416.
16-Sep Genetics/Gene regulation/methods II	Hobert 2008. Science 319:1785-1786. Amaral et al. 2008. Science 319:1787-1789. Makeyev & Maniatis 2008. Science 319:1789-1790. Core & Lis 2008. Science 319:1791-1792. Dekker 2008. Science 319: 1793-1794. Breaker 2008. Science 319: 1795-1797. Tuch et al. 2008. Science 319:1797-1799. Mattick 2009. PLoS Genet 5(4): e1000459.
21-Sep Drosophila as a model system for studying reproductive behavior	Greenspan & Ferveur 2000. Annu. Rev. Genet. 34: 205-232; Dickson 2008. Science 322: 904-909; Billeter et al. 2006. Curr. Biol. 16: R766-R776
23-Sep Exam 1	
28-Sep Courtship behavior	Stockinger et al. 2005. Cell 121: 795-807
30-Sep Song production I	Etges et al. 2007. Evolution 61: 1106-1119; Gleason 2005. Behav. Genet. 35: 265-277 ; Murthy 2010. Curr. Opin. Neurobiol. 20: 281-287.
5-Oct Song production II	Rideout et al. 2007. Curr. Biol. 17: 1473-1478
7-Oct Acoustic perception	Talyn & Dowse 2004. Anim. Behav. 68: 1165-1180; Murthy, M. 2010. Curr. Opin. Neurobiol. 20: 281-287
12-Oct Pheromone production	Shirangi et al. 2009. PLoS Biology vol7, issue 8, e1000168; Billeter et al. 2009. Nature 461: 987-991.; Ferveur 2005. Behav. Genet. 35: 279-295
14-Oct Olfactory perception	Grillet et al. 2006. Proc. R. Soc. B 273: 315-323; Lei & Vickers 2008, J. Chem Ecol. 34: 915-927
19-Oct Signal/receptor coevolution	Marcillac et al. 2009. Proc. R. Soc. B. 272: 303-309; van Homrigh et al. 2007, Current Biology
21-Oct Courtship learning	Dukas, R. Biology Letters 2008; Ejima et al. 2007; Griffith & Ejima 2009. Learning Memory 16: 743-750
26-Oct Mate choice and speciation	Higgie and Blows 2008, Evolution 62: 1192-1203; Higgie and Blows 2007, Am. Nat. 170:409-420
28-Oct Exam 2	
2-Nov	
4-Nov	
9-Nov	
11-Nov	
16-Nov	
18-Nov	
23-Nov	
30-Nov Work on drafts in class	
2-Dec Work on drafts in class	
7-Dec Final drafts due/ work in class	

Topics and readings to be selected by class

Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional

RECEIVED

JAN 05 2012

R. AUTENRIETH

Form Instructions

• Submit original form and attach a course syllabus. •

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: VSCS - Intro. to Radiotherapy Phys 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.**

Prefix			Course #			Title (excluding punctuation)																								
N	U	E	N	6	7	0	I	N	T	R	O	R	A	D	I	O	T	H	E	R	A	P	Y	P	H	Y	C	S		
Lect.	Lab	SCH		CIP and Fnd Code							Admin. Unit				Acad. Year			FICE Code												
0	3	0	4	0	4	1	4	2	3	0	1	0	0	0	6	2	0	9	0	1	2	-	1	3	0	0	3	6	3	2
Approval recommended by:																											Level	6		

Yassin Hassan Department Head or Program Chair (<i>Type Name & Sign</i>) Sandee Hartsfield Department Head or Program Chair (<i>Type Name & Sign</i>) (if cross-listed course)	Robin Autenrieth Chair, College Review Committee Robin Autenrieth Dean of College Mark Zoran Chair, GC or UCC
 _____ Date	 _____ Date
 _____ Date	 _____ Date
_____ Date	_____ Date

Submitted to Coordinating Board by: _____ Date _____ Effective Date _____

Associate Director, Curricular Services



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

Gabriel, J. (2007). The biology of cancer. Chichester ; Hoboken, NJ, John Wiley & Sons.

Khanna, K. K. and Y. Shiloh (2009). The DNA damage response : implications on cancer formation and treatment. Dordrecht ; New York, Springer.

Attix, F. H. (1986). Introduction to radiological physics and radiation dosimetry. New York, Wiley.

Metcalfe, P., T. Kron, et al. (2007). The physics of radiotherapy x-rays and electrons / by Peter Metcalfe, Tomas Kron, and Peter Hoban. Madison, Wis., Medical Physics Pub.

Karzmark, C. J. and R. J. Morton (1998). A primer on theory and operation of linear accelerators in radiation therapy / C.J. Karzmark & Robert J. Morton. Madison, Wis., Medical Physics Pub.

Langen, K. M., N. Papanikolaou, et al. (2010). "QA for helical tomotherapy: report of the AAPM Task Group 148." Medical physics 37(9): 4817-4853.

Goitein, M. (2008). Radiation oncology : a physicist's-eye view. New York, Springer.

Podgorsak, E. B. (2009). Radiation physics for medical physicists. New York, Springer.

ICRU Report 85: Fundamental Quantities and Units for Ionizing Radiation.

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

ICRU Report 76: Measurement Quality Assurance for Ionizing Radiation Dosimetry.

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

Grading Policies

	Number	Percent Weight
Assignments	4	20%
Practicum	4	80%

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.
3. Photon and Electron Interaction with Matter.
4. Dosimetry of High Energy X-rays and Electrons.
5. Properties of High Energy X-Ray Beams.
6. Electron Beam Therapy.

7. Radiotherapy Treatment Planning.
8. IMRT, Stereotactic Radiosurgery, and other Special Procedures.
9. Calibration of High-Energy Photons and Electron Beams.
10. Beam Modeling
11. Quality Assurance in Radiotherapy.
12. Patient Immobilization and Image Guidance.
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>

Academic Integrity

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

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



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.

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Academic Integrity

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

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VIZA 693 Professional Study Bibliography

Contemporary art, art history, and philosophy

- Atkins, R. *Artspeak: a guide to contemporary ideas, movements, and buzzwords*, (NY: Abbeville Press Publishers, 1990)
- Baudelaire, C. and Mayne, J., *The painter of modern life and other essays*, (New York: Da Capo Press, 1986)
- Berger, J., *Ways of Seeing* (New York: Penguin, 1977)
- Bhabha, H., *The Location of Culture* (New York: Routledge, 1994)
- Blais, J. and Ippolito, J., *At the edge of art*, (London: Thames & Hudson, 2006)
- Bourriaud, N., *Relational Aesthetics*, (Paris: Les Presse Du Reel, Franc, 1998)
- Bourriaud, N., *Postproduction: Culture as Screenplay: How Art Reprograms the World*. (NY: Lukas & Sternberg, 2002)
- Brzyski, A., *Partisan Canons* (Durham: Duke University Press, 2007) – especially Brzyski's "Making Art in the Age of Art History, or How to Become a Canonical Artist," pp. 245-266; Monica Kjellman-Chapin's "Kinkade and the Canon: Art History's (Ir)Relevance," pp. 267-288; and Terry Smith's "Coda: Canons and Contemporaneity," pp. 309-326
- Carroll, N., *Philosophy of art: a contemporary introduction*, (London ; New York, Routledge, 1999)
- Crary, J., *Techniques of the Observer: On Vision and Modernity in the Nineteenth Century* (Cambridge: MIT Press, 1990)
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- Dissanayake, E., *Homo Aestheticus: Where Art Comes from and Why* (Seattle: University of Washington Press, 1992)
- Dutton, D., *The art instinct: beauty, pleasure, & human evolution*, (New York, Bloomsbury Press, 2009)
- Guilbaut, S., *How New York stole the idea of modern art: abstract expressionism, freedom, and the cold war*, (Chicago: U. Chicago Press, 1983)
- Harrison, C., *Modernism* (Cambridge: Cambridge University Press, 1997)
- Harrison, C., Wood, P. and Geiger, J., *Art in Theory 1815-1900: An Anthology of Changing Ideas* (Oxford: Blackwell, 1998)
- Harrison, C., and Wood, P., *Art in Theory 1900-2000: An Anthology of Changing Ideas* (Oxford: Blackwell, 2003)
- Hickey, D., *Air guitar: essays on art & democracy*, (Los Angeles New York: Art issues Press; Distributed by D.A.P., Distributed Art Publishers, 1997).

- Kandinsky, W. and Rebay, H., *Point and line to plane*, (NY: Dover Publications, 1979)
- Malraux, A., *Museum without Walls*, Stuart Gilbert and Francis Price, trans. (Garden City: Doubleday, 1967)
- Mekas, J. "All Art Is Real and Concrete" and "A Story about a Man Who Went to the Frick Gallery to Look at Vermeer," in Jonas Mekas, *Movie Journal: The Rise of the New American Cinema, 1959-1971* (New York: Collier, 1972), pp. 309-310.
- Merleau-Ponty, M., *Phenomenology of Perception* (Evanston: Northwestern University Press, 1964)—especially "Eye and Mind"
- Nelson, M., *The Art of Cruelty: A Reckoning* (New York: Norton, 2011)
- O'Doherty, B., *Inside the White Cube: The Ideology of the Gallery Space* (Berkeley: University of California Press, 1999)
- Pallasmaa, J., *The Eyes of the Skin: Architecture and the Senses* (Chichester: Wiley and Sons, 2005)
- Pater, W., *The Renaissance: Studies in Art and Poetry* (London: Macmillan, 1888)
- Schapiro, M., *Theory and Philosophy of Art: Style, Artist, and Society* (New York: Braziller, 1994)
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- Summers, D., *Real Spaces: World Art History and the Rise of Western Modernism* (New York: Phaidon, 2003)
- Venturi, R., et al., *Learning from Las Vegas: The Forgotten Symbolism of Architectural Form* (Cambridge: MIT Press, 1977)
- Wallis, B., Ed., *Art After Modernism* (NY: New Museum of Contemporary Art, 1984)
- Wilde, O., *Intentions: The Decay of Lying, Pen, Pencil and Poison, the Critic as Artist, the Truth of Masks* (New York: Brentano's, 1905).
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- Viola, B., *Reasons for Knocking at an Empty House* (Cambridge: MIT Press, 1998)
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Critical and literary theory

- Anderson, B., *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983)
- Bakhtin, M., *The Dialogic Imagination: Four Essays*, M. Holquist, ed. (Austin: University of Texas Press, 1988)
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- Barthes, R., "From Work to Text," *Image, Music, Text* (London: Fontana, 1977)
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- Belsey, C., *Poststructuralism: A Very Short Introduction* (NY: Oxford University Press, 2002)
- Benjamin, Walter, "The Work of Art in the Age of Mechanical Reproduction," in Arendt, H., Ed., *Illuminations*, Trans. Harry Zotin (NY: Schocken, 1976)

Critical Art Ensemble, *Flesh Machine: Cyborgs, Designer Babies,, and New Eugenic Consciousness* (Anticopyright Brooklyn: Autonomedia, 1988)

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Deleuze, G. and Felix Guattari, *A Thousand Plateaus* (Minneapolis: University of Minnesota Press, 1987)

Derrida, J., *Of Grammatology* trans. G. Spivak, (London: Johns Hopkins, 1976)

Eagleton, T., *Literary Theory: An Introduction* (Wylie, 2008)

Edwards, E. and Bhaumik, K., *Visual Sense: A Cultural Reader* (Oxford and New York: Berg, 2008)—especially "Merleau-Ponty, 'The Intertwining - Chiasm'"

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Foster, H., Krauss, R., *Art since 1900: Modernism, Antimodernism, Postmodernism* (NY: Thames & Hudson, 2004)

Foster, H., Ed., *The Anti-Aesthetic: Essays on Post-Modern Culture* (Port Townsend, WA: Bay Press, 1983)

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

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Kristeva, J., *Revolution in Poetic Language*, (NY: Columbia University Press, 1984)

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Spivak, G. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present* (Cambridge: Harvard University Press, 1999)

Feminist theory

Cixous, H., Clement, C., *The Newly Born Woman*, trans. Betsy Wing (Minneapolis: U. Minnesota Press, 1975)

Doane, M.A., "The Voice in the Cinema: The Articulation of Body and Space" (*Yale French Studies*, 1980)

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New media theory

- Ascot, R., "Connectivity: Art and Interactive Telecommunications," *Leonardo* 24, 1992, 115.
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- Ndalianis, A. *Neo-Baroque aesthetics and contemporary entertainment* (Cambridge: MIT Press, 2004)
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Art+science+technology

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- Sommerer, C., Mignonneau, L., Stocker, G., *Interactive Art Research*, 2009
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Film theory

- Aumont, Bergala, Marie, Vernet, *Aesthetics of Film* (Austin: UT Press, 1983)
- Barsam, Richard Meran, *Looking at Movies: An Introduction to Film*, 2nd ed. (NY: W. W. Norton & Co., 2007)
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- Bordwell, D., *Classical Hollywood Cinema* (NY: Routledge, 1988)
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- Nichols, B., Ed., *Movies and Methods Volume I* (Berkeley: UCLA Press, 1976)
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Studio / idea references

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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 \(http://library.getty.edu/bha\)](http://library.getty.edu/bha)

[Rhizome \(http://www.rhizome.org\)](http://www.rhizome.org)

[ArtNet \(http://www.artnet.com/\)](http://www.artnet.com/)

Electronic resources through TAMU libraries website databases link

Grove Art Online

artstor