The University Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ENTC 355. Electromagnetics and High Frequency Systems.** (3-2). Credit 4. High frequency concepts including topics in basic electromagnetics, transmission lines, antennas, and RF circuit design; applications including wireless communication systems, fiber optic systems, and high frequency PCB layout. Prerequisites: ENTC 211; PHYS 208.

   **ENTC 452. Advanced Semiconductor Test and Measurement.** (3-2). Credit 4. Advanced test methodologies; emphasis on DAC testing, ADC testing, Device Interface Board Design, Data Analysis and Test Economics; provides hands on experience in Mixed-Signal testing using industry funded state-of-the-art test equipment. Prerequisites: ENTC 349 and 352.

   **FINC 267. Introduction to Securities and Commodities Trading.** (1-0). Credit 1. Introduction to financial markets and the instruments that trade in them; describes how financial markets operate; compare and contrast a wide variety of common financial instruments, including debt, equity, derivatives and commodities; basic functions of real-world data sources (especially Bloomberg and the Wall Street Journal); and career paths in the field of finance. Prerequisite: Freshman of sophomore classification in business administration.

   **FINC 424. Trading Risk Management.** (3-0). Credit 3. Focus on mid-office or risk management-related responsibilities on a trading floor; introduces the tools and daily responsibilities performed by mid-office personnel. Prerequisite: FINC 341.

   **MGMT 439. Negotiations.** (3-0). Credit 3. Overview of the negotiations/dispute resolution process, theoretical underpinnings and case studies. Prerequisite: Junior or senior classification.

   **MODL 311. Diversity Issues in Classical Studies.** (3-0). Credit 3. Study of diversity, ‘otherness,’ and tolerance in Greco-Roman antiquity; and the effects of intolerance on modern classical studies. Prerequisite: ENGL 104 and junior or senior classification.

   **MODL 323. Immigration and Ethnicity in Contemporary France.** (3-0). Credit 3. Immigration and ethnic groups in contemporary France, their effects on national identity and politics, and their cultural representations. Prerequisite: ENGL 104 and junior or senior classification.

   **MODL 363. Borderlands: U.S. and Mexico.** (3-0). Credit 3. Multiple images of the U.S./Mexico border, their creation, their evolution, and their conflicting representations in filmic, literary and musical texts. Prerequisite: ENGL 104 and junior or senior classification.

   **MODL 364. Diversity Lessons from Medieval Spain.** (3-0). Credit 3. Crucible of cultures – Christian, Jewish, and Muslim – that was medieval Spain and modern implications of that experience in diversity. Prerequisites: ENGL 104 and junior or senior classification.
2. Changes in Course

CAEN 101. Succeeding in College.

Course title
From: Succeeding in College
To: Application of Learning Theories to College Studies

Course description
From: A seminar course designed to introduce students to the resources, skills, and strategies needed to succeed in college.
To: The study of critical theories of learning with application to academic performance; designated as the university’s learning framework course, this course is designed to help students understand learning theory and develop strategies for successful completion of college level studies.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Engineering Technology & Industrial Distribution

2. Course prefix, number and complete title: ENTC 355 EMAG & HIGH FREQ SYSTEMS

3. Course description (not more than 50 words): Study of high frequency concepts including topics in basic electromagnetics, transmission lines, antennas, and RF circuit design; applications including wireless communication systems, fiber optic systems, and high frequency PCB layout.

4. Prerequisite(s): ENTC 211, PHYS 208 Cross-listed 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 the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 02C (17), 03A (27)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.S. in Engineering Technology-Electronics Option and B.S. in Engineering Technology-Telecommunications Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

10. Prefix | Course # | Title (exclude punctuation)

| ENTC | 355 | EMAG & HIGH FREQ SYSTEMS |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>02</td>
<td>04</td>
<td></td>
<td></td>
<td>003632</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department: [Signature] 7/20/03

Chair, College Review Committee: [Signature] 12/4/03

Head of Department (if cross-listed course): [Signature] 12/4/03

Submitted to Coordinating Board by:

Dean of College: [Signature] Date

Director of Academic Support Services: [Signature] Date

Effective Date: [Signature] Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
Syllabus for ENTC 489 – Special Topics in Electromagnetics and High Frequency Systems

Instructor: Dr. Jay Porter
Email: porter@entc.tamu.edu
Office: Ferrier 111B (845-1459)
Office Hours: TBA

This syllabus is a tentative course schedule. The policies and dates presented here are subject to change at the discretion of the instructor.

Lecture: TTh 8:00 AM – 9:15 AM
Lab: T 11:10 AM – 1:00 PM (Section 502)
      Th 10:00 AM – 11:50 AM (Section 503)

Topics: Credit (4) – The course will begin with a study of high frequency concepts including topics in basic electromagnetics, transmission lines, antennas, and RF circuit design. This knowledge will then be applied to the study of applications including wireless communication systems, fiber optic systems, and high frequency PCB layout.

Prerequisite: ENTC 350 (or co-enrollment) and PHYS 208.

Primary Textbook:

Reference Textbooks:
• RF Circuit Design, Reinhold Ludwig and Pavel Bretchko, Prentice Hall.
• Radio Frequency and Microwave Electronics, Matthew M. Radmanesh, Prentice Hall.

Grading: In this course, three exams and a course project will be used for performance evaluation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Course Project</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>550</td>
</tr>
</tbody>
</table>

Exams: There will be two in-class exams and a comprehensive final. The final exam will be given at the time specified by the university.
Project: The course project will either involve a term paper discussing a specific area of high frequency systems or design problems with either a hardware or simulation requirement. The project will be graded on content and presentation.

Tardiness: Both homework and lab assignments will be turned in at the beginning of class on the date assigned. Late assignments will not be accepted without either a valid university approved excuse or prior consent from the professor. (The lab teaching assistant does not have the authority to excuse a late assignment or an absence.)

Attendance: Attendance is required, and only documented university approved absences will be allowed.

AMERICANS WITH DISABILITIES ACT 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 that you have disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637.
## Detailed Course Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electric and Magnetic Fields</td>
<td>3 weeks</td>
<td>Static Electric and Magnetic Fields</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time Varying Fields</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maxwell’s Equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skin Effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection and Transmission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RF Behavior of Circuit Components</td>
</tr>
<tr>
<td>Transmission Lines and</td>
<td>3 weeks</td>
<td>Transmission Line Theory</td>
</tr>
<tr>
<td>Waveguides</td>
<td></td>
<td>Characteristic Impedance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impedance Matching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transmission Line Examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two-Wire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Coaxial Line</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Microstrip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Waveguides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smith Chart Usage</td>
</tr>
<tr>
<td>Antennas</td>
<td>2 weeks</td>
<td>Electromagnetic Radiation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Radiation Patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Antenna Characterization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Antenna Examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dipole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Horn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Parabolic Reflectors</td>
</tr>
<tr>
<td>RF Circuit Principles</td>
<td>4 weeks</td>
<td>Two Port Network Characterization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Matching Networks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active Circuit Stability</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RF Circuit Examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Filters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mixers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oscillators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Amplifiers</td>
</tr>
<tr>
<td>Applications</td>
<td>3 weeks</td>
<td>High Frequency PCB Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wireless Data Transmission System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiberoptic Communication Link</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Engineering Technology & Industrial Distribution

2. Course prefix, number and complete title: ENTC 452 Advanced Semiconductor Test and Measurement

3. Course description (not more than 50 words): An in-depth study of advanced test methodologies. Emphasis will be given to DAC testing, ADC testing, Device Interface Board Design, Data Analysis and Test Economics. Provides hands on experience in Mixed-Signal testing using industry funded state-of-the-art test equipment.

4. Prerequisite(s): ENTC 349, ENTC 352 Cross-listed with

5. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___ Cross-listed courses require the signatures of both department heads.

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

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ___ Indicate the number of students enrolled for each academic period it was taught. 09C (29), 01C (12), 02C (10), 03A (14)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.S. in Engineering Technology-Electronics Option
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

10. Prefix | Course # | Title (exclude punctuation)
     ENTC 452 ADV SEMICOND TEST MEAS

     Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code | Level
     0 | 3 | 0 | 2 | 0 | 4 | 0 | 0 | 3 | 6 | 3 | 2

Do not complete shaded area.

Approval recommended by:

Head of Department: [Signature] 2/20/03
Date
Chair, College Review Committee: [Signature] 12/4/03
Date
Dean of College: [Signature] 12/4/03
Date

Submitted to Coordinating Board by:
Dean of College: [Signature] Date

Director of Academic Support Services: Date
Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
ENTC 452 - Advanced Mixed-Signal Test and Measurement

Course Objectives: An in depth study of advanced Mixed-Signal Test methodologies. Emphasis will be given to DAC Testing, ADC Testing, Device Interface Board Design, Data Analysis and Test Economics. Provide hands-on experience in Mixed-Signal testing using industry funded state of the art equipment.

Instructor: Dr. Rainer Fink, FERM 109, 845-5150, fink@tamu.edu


Grade Composition:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams</td>
<td>40%</td>
</tr>
<tr>
<td>Laboratory</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course Composition:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>27</td>
</tr>
<tr>
<td>2 Exams</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL LECTURE</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Laboratories: Each lab period is 2 hours each week; times 15 weeks giving a total laboratory time of 30 hours

ACADEMIC INTEGRITY

Academic Integrity is of uppermost importance in your work. Each student must do his/her own work and give appropriate credit when the ideas or material of others is used. The handouts used in this course are copyrighted. By "handouts," I mean all material generated for this class, which include but are not limited to syllabi, quizzes, exams, laboratory problems, in-class materials, and review sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

All students have the responsibility to be fully acquainted with and to comply with University Regulations. Every student should be familiar with the content of University Regulations regarding academic dishonesty.

TAC/ABET Classification: Technical Specialty 4 Hours
Statistical Analysis
Statistical Process Control

**Test Economics**
- Probability Factors
- Direct Testing Costs
- Debugging Skills
- Common Bugs and Techniques to Find Them
- Emerging Trends

(I Week)

**LABORATORY CONTENT**

Week 1 – Laboratory Introduction & Procedures

Week 2 – LabView Based Testing using Hewlett Packard Bench Equipment
Assign Test Project #1 – DAC Characterization Testing

Week 3 – 6 – Project Time – Project Due at end of Week 6

Week 7 – Introduction to the Teradyne A567 Tester
Assign Test Project #2 – DAC Production Testing

Week 8 – 11 – Project Time – Project Due at End of Week 11

Week 12 – Correlation of Bench Results to Tester Results
Assign Test Project #3 - Correlation Analysis

Week 12 – 14 – Project Time – Project Due at End of Week 15

**AMERICANS WITH DISABILITIES ACT 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 that you have disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637
LECTURE CONTENT – 14 Weeks (MWF classes) of Lecture Material Plus two Test Periods

**DAC Testing** (3 Weeks)
- Basics of Converter Testing
- Basic DC Tests
- Transfer Curve Tests
- Other Selected Code Techniques
- DAC Architectures
- Tests for Common DAC applications

**ADC Testing** (3 Weeks)
- ADC Testing Versus DAC Testing
- ADC Code Edge Measurements
- DC Tests and Transfer Curve Tests
- Dynamic ADC Tests
- ADC Architectures
- Tests for Common ADC Applications

**DIB Design** (3 Weeks)
- DIB Basics
- Printed Circuit Boards (PCBs)
- DIB Traces, Shields and Guards
- Transmission Lines
- Grounding and Power Distribution
- DIB Components
- Common DIB Circuits
- Common DIB Mistakes

**Design for Test (DfT)** (3 Weeks)
- Overview
- Advantages of DfT
- Digital Boundary Scan
- Digital BIST
- Ad Hoc Digital DfT
- Mixed Signal Boundary Scan (IEEE Std. 1149.4)
- Analog and Mixed Signal BIST
- Ad Hoc Mixed Signal DfT
- Subtle Forms of Analog DfT
- IDDQ
- DfT Checklist

**Data Analysis** (1 Week)
- Introduction to Data Analysis
- Examples of Data Visualization Tools
Texas A&M University
Departmental Request for a New Course
Undergraduate Graduate Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Finance

2. Course prefix, number and complete title of course: FINC 267 Introduction to Securities and Commodities Trading

3. Course description (not more than 50 words): This course is an introduction to financial markets and the instruments that trade in them. Students will be able to describe how financial markets operate; compare and contrast a wide variety of common financial instruments, including debt, equity, derivatives and commodities; use basic functions of real-world data sources (especially Bloomberg and the Wall Street Journal); and describe career paths in the field of finance.

4. Prerequisite(s) Cross-listed with

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

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

7. Has this course been taught as a 489/689?BUAD 289 X Yes □ No If yes, how many times? 2

   Indicate the number of students enrolled for each academic period it was taught. 20, 40

8. 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)

   B.B.A.

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

10. | Prefix | Course # | Title (exclude punctuation) |
    | FINC | 267 | INTRO SECOM TRADING |
    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code |
    | 0 | 1 | 0 | 0 | 1 | - | 0 | 1 | 0 | 3 | 6 | 6 |

   Approval recommended by: 
   Head of Department Date
   Chair, College Review Committee Date
   Dean of College Date

   Submitted to Coordinating Board by: Dean of College Date

   Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Introduction to Securities and Commodities Trading

Class Meeting Time:  
F  9:10 AM -10:00 AM (Section 501)  
F 10:20 AM -11:10 AM (Section 502)

Class Website: http://maysportal.tamu.edu

Co-Instructor: Detlef Hallerman, Ph.D.  
Office: Wehner 306R  
Office Hours: TTh 3:45 – 5:30 PM, plus drop-ins and by appointment  
Email: dhallermann@cgsb.tamu.edu  
Phone: 979.845.8963 (voice), 979.845.3884 (fax), 979.845.3514 (FINC Department)

Co-Instructor: Tim Dye, Ph.D.  
Office: Wehner 301  
Office Hours: TR 9:00 AM – 10:00 AM, and by appointment  
Email: tdye@tamu.edu  
Phone: 979.845.3446 (voice), 979.845.3884 (fax), 979.845.3514 (FINC Department)

Course Description and Objective
BUAD 289 is an introduction to financial markets and instruments that trade in them. After completing BUAD 289, students will be able to describe how financial markets operate; compare and contrast a wide variety of common financial instruments, including debt, equity, derivatives and commodities; use basic functions of real-world data sources (especially Bloomberg and the Wall Street Journal); and describe career paths in the field of finance.

Prerequisites
Freshman or sophomore in BUAD.

Required Material
Copy Corner course packet #173 containing course readings and handouts.

Scholastic Dishonesty
It is the responsibility of both students and instructors to maintain scholastic integrity by refusing to participate in or tolerate scholastic dishonesty. Incidents of scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent possible, consistent with university policy.

Classroom Care
We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality conditions 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, or tobacco products or animals (unless approved) in WCBA classrooms. Please do not leave trash in the room. If you bring newspapers, etc., to class, either carry them out again or put them in the trash containers. Thank you for observing this policy.
Attendance
You are expected to attend class regularly, in accordance with university policy. Instructors will routinely check attendance. You will be held responsible for any assignments, material covered, amendments to the syllabus, or announcements made in class, whether you are present or not.

If you miss any graded assignment or activity without a valid, documented excuse, you will receive a grade of zero. There are eight reasons that absences are considered excused. These are listed in Texas A&M University Regulations and on the TAMU website at http://student-rules.tamu.edu/. If you want to make up missed work, then you are “responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.” Read these reasons, do not approach an instructor with any reason other than one of these eight, and be sure that you have satisfactory written evidence demonstrating the reason for your absence. Arrange your job interviews, and any necessary travel, on dates other than those on which we have graded activities.

Grading
A total of 200 points is possible for the semester, in two components. First, you can earn up to 100 points from your semester projects (one for stocks, one for commodities, 50 points each). Second, you can earn up to 100 points from your “participation score,” which is derived from activities other than the semester project, such as quizzes and homework assignments, but primarily attendance.

Your participation score will be equal to 100 multiplied by participation points earned as a percentage of participation points available. For example, suppose we have two in-class exercises and one homework assignment during the semester, each worth 20 points. If your scores are 18, 10, and 20, your point total is 80% of points available (48/60 = 80%). In this scenario, your participation score would be (0.80)(100) = 80 points.

Unexcused absences will reduce your participation score:

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>Participation Score Reduced by</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 or 1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>:</td>
<td>:</td>
</tr>
<tr>
<td>11</td>
<td>100</td>
</tr>
</tbody>
</table>

Your course grade will be determined as follows. Let SCORE represent the total number of points you collect during the semester:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>≥140</td>
</tr>
<tr>
<td>U</td>
<td>&lt;140</td>
</tr>
</tbody>
</table>
Please note that this course is graded on an S/U basis (effective January 15, 2004). Before this date, the TAMU course registration system indicated that the course was graded on an A, B, C, etc., basis, but the grade type for the course has been changed to S/U.

When any graded work is returned to you, you have one week from the date it is returned to bring any grading errors to the instructor's attention. After the one-week deadline has passed, no further grade changes will be made for that particular exercise or assignment. The purpose of this deadline is not to discourage grade changes, but to assure that any necessary ones are promptly made.

**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 Room 126 of the Koldus Building, or call 845-1637.

**Course Timetable**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 23</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Jan 30</td>
<td>The Environment In Which Securities Are Traded</td>
</tr>
<tr>
<td>3</td>
<td>Feb 6</td>
<td>Financial Instruments</td>
</tr>
<tr>
<td>4</td>
<td>Feb 13</td>
<td>How Common Stocks Are Traded</td>
</tr>
<tr>
<td>5</td>
<td>Feb 20</td>
<td>Types Of Orders and The Limit Order Book</td>
</tr>
<tr>
<td>6</td>
<td>Feb 27</td>
<td>Equity Trading Simulation Exercise</td>
</tr>
<tr>
<td>7</td>
<td>Mar 5</td>
<td>Market Efficiency</td>
</tr>
<tr>
<td>8</td>
<td>Mar 12</td>
<td>Stocks Versus Commodities</td>
</tr>
<tr>
<td>9</td>
<td>Mar 26</td>
<td>Energy 101</td>
</tr>
<tr>
<td>10</td>
<td>Apr 2</td>
<td>Swap Diagrams and the Forward Curve</td>
</tr>
<tr>
<td>11</td>
<td>Apr 9</td>
<td>Reading Day, no class</td>
</tr>
<tr>
<td>12</td>
<td>Apr 16</td>
<td>Commodity Price Paths</td>
</tr>
<tr>
<td>13</td>
<td>Apr 23</td>
<td>Hedge Strategies: Swaps, Caps and Floors, Collars</td>
</tr>
<tr>
<td>14</td>
<td>Apr 30</td>
<td>Risk Reporting</td>
</tr>
<tr>
<td>15</td>
<td>May 4</td>
<td>Graduate Student Presentation on Trading Simulation, Evaluations, Careers in Finance</td>
</tr>
</tbody>
</table>
Commodity Semester Project

Week 7 (Mar 5): At the end of class, each student will turn in a commodity they would like to research. Instructors may choose to shift students to minimize duplication in commodities covered.

Week 8 (Mar 12): Students will submit in class commodities they will track and adjustments will be made. Instructors will present requirements for tracking the commodity. Students will need to capture historical commodity prices and identify what actions/events affect their commodity’s price (e.g. soybean prices will be change before harvest as opposed to after harvest).

Week 14 (Apr 30): Students will submit a 4 - 6 page paper on their commodity.

Commodity Course Project Starting Points:

http://www.libraries.rutgers.edu/ru/rr_gateway/research_guides/busi/stocks.shtml (look at the bottom of the page for the report links as well as the commodity links)

http://members.tripod.com/stockexch/

http://www.census.gov/epcd/ec97/def/52321.HTM

http://www.agribiz.com/aglInfo/resComd.html

http://library.uww.edu/SUBJECT/exchange.htm

www.google.com (do a search on your commodity and futures contracts… e.g. silver futures contracts)

http://www.wu-wien.ac.at/usr/h92/h9208766/seit3.html

Perform searches for how the commodity is used and how that affects the commodity price (government reports are very good for this). Speak with your instructor (me) regarding how the markets can be related.
1. This course is submitted by the Department of Finance.

2. Course prefix, number and complete title of course: FINC 424 Trading Risk Management

3. Course description (not more than 50 words): This course focuses on Mid Office, or risk management-related, responsibilities on a trading floor. Students are introduced to the tools and daily responsibilities performed by mid-office personnel.

4. Prerequisite(s) FINC341 or Equivalent Cross-listed 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 the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☑ Yes ☐ No If yes, how many times? 1

8. 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)

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

10. Prefix Course # Title (exclude punctuation)
    FINC 424 TRADING RISK MANAGEMENT

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code |
    |-------|-----|-----|----------------------------|-------------|--------------|----------|
    | 0     | 3   | 0   | 0 3                        |             |              | 010366   |

Approval recommended by:

[Signatures and dates]

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

[Signatures and dates]

Dean of College Date

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-6/97
Syllabus
Texas A&M University  Finance 424, TTh 2:20 – 3:35
Lab Location: Reliant Trading Room Optional Lab Time: MW 6:00 – 9:00
Mays College of Business Trading Risk Management
Dr. Detlef Hallermann Spring 2004

Course Description and Objectives:
This course focuses on Mid-Office, or risk management-related, responsibilities on a trading floor. The course will introduce students to the tools and daily responsibilities performed by mid-office personnel. At the end of the class, students should be able to transition into front office or mid-office analyst positions on a trading floor. Students will be required to perform homework, projects and exams using calculators, Windows-based software and the trading room based trading/risk management software. All are available in the Reliant Trading Center.

Prerequisites:
Students enrolled in Finance 489 should have completed either Finance 421 or Finance 434. Students enrolled in Finance 689 should have completed either Finance 632 or Finance 629.

Required Material:
There is no required text for this course. All course information will be lecture based. Lecture slides will be available on the Mays Portal website (https://maysportal.tamu.edu/). It is recommended that students print and bring the lecture notes to the class.

This is a very “hands-on” course. Thus, a majority of the course knowledge will be learned through application as opposed to lecture.


Scholastic Dishonesty:
It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate any scholastic dishonesty. Texas A&M is known nationally as a university deep in tradition and integrity. Hence, I will operate under the assumption that scholastic dishonesty does not exist at Texas A&M. Therefore, any type of suspected misconduct will be investigated fully and violations will not be tolerated, as they will be prosecuted to the fullest extent possible.

Please note that as commonly defined, plagiarism is presenting the ideas, words, writings, etc. of another as your own. Hence, if you copy the work of another person and turn it in as your own you have committed plagiarism. Plagiarism is considered one of the worst academic sins, as it destroys the trust among colleagues without which research and ideas cannot be safely communicated.

Classroom Care:
It is the policy of the college not to allow food, beverages, pets, or the use of tobacco products in the Wehner classrooms. Thank you in advance for your observance of this policy.
Teaching Style:

My instructional style will primarily consist of lectures derived from my notes. The lectures are designed to be interactive. Classroom participation is expected and is therefore highly encouraged. Please feel free to ask questions, make observations, or share some of your (relevant) real world experiences. It is my intention to make the classroom environment somewhat informal and relaxed.

In addition, I expect you to be able to follow the material as well as understand the intuition behind the problems and how the problems are worked. If you are unsure about a topic PLEASE ASK QUESTIONS. If no one is asking questions, I can only assume that everyone understands the material. If that is the case, I am sure there won’t be any problems with my asking the class questions.

Attendance and Classroom Participation:

I expect you to attend class regularly, in accordance with university policy. You are responsible for any material covered, amendments to the syllabus, or announcements made in class, whether you are present or not. I will send around a seating chart on the third day of class. The sole purpose of the seating chart is to assist me with your names.

While I realize that many of you are currently searching for a job, please try to minimize the class time missed due to interviews, as you are responsible for any and all material covered.

If you miss an exam or fail to turn in homework without a valid, documented excuse, you will receive a grade of zero. The exam dates given elsewhere in this syllabus will not be changed. If you do not take an exam on the scheduled date, then you are “responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.” There are eight reasons that absences are considered excused. These are listed in Texas A&M University Regulations and on the TAMU web site at http://student-rules.tamu.edu/rules7.htm. Please read these reasons. Be ready to provide ample satisfactory written evidence demonstrating the reason for your absence. Please be advised that according to University policy you only have 24 hours to contact me after missing a graded assignment in order to ensure that you maintain you fully rights under the policy. Arrange your job interviews, and any necessary travel, on dates other than those on which we have exams.

In addition if the excused absence is a pre-arranged absence, it is better to ask permission than forgiveness. Stated another way, I am more inclined to work with you to preemptively take care of a problem (hence greater leniency) than to fix a problem after it has occurred.

Please keep classroom disturbances to a minimum. I will arrive on time for class and I expect you to do the same. I reserve the right to adjust your grade as I see fit for repeated tardiness. In addition, please turn off all cell phones and pagers before you come into class. The rule of thumb is that if a phone rings in my class, I get to answer it. Obviously, we can make exceptions for emergency situations; just apprise me of the situation before class begins.

Web Site for the Class:

Each set of lecture notes is available from the (evolving) class web site at the Mays Portal (https://maysportal.tamu.edu/). Students are required to subscribe to the Mays Portal for this course. All homework, homework solutions, class notes, sample exams, grades and any other course information will be posted on the Mays Portal. The enrollment key for the course is: Jake.

You are expected to either purchase a copy of the lecture notes from Copy Corner, or download and print a copy of the class notes from the Portal. In either case, you are also expected to have reviewed the lecture notes before each class period. In addition to this document, the web site contains each of the homework assignments, your grades to date, sample exam questions, and other relevant course material.

Homework Assignments:

Because the number of undergraduate and graduate students in this class, and because the undergraduate and graduate sections are being taught at the same time, every graduate and undergraduate
will be paired into a team. Both students will receive the homework grade assigned to the team per homework assignment.

Homework, project and exam due dates are presented in the Schedule of Classes below. There should be approximately one homework assignment per week performed for the course (with the exception of week 5-6). You only need to hand in 1 hard copy of the assignment per team. However, I expect that each member of the team will have worked on each assignment. Usually I will go over the homework on the day that you turn it in. Thus, it will probably be in your best interest to make a copy of you homework and take any necessary notes on that copy, as I will not hand out the answers.

NOTE: This requirement may change. I am working on determining how students can submit homework on the Mays Portal. If that is the case, student will be able to turn in homework assignments via the Portal and I reserve the option to provide the solutions over the portal.

In addition, failing to put your name and/or your Team number on homework assignments (or your name on an examination) will result in a loss of 5 points on the assignment. Each of the assignments will be available for download from the Mays Portal one week before the assignment is due. Please let me know (in a timely fashion) if you have any difficulty downloading the homework.

To receive maximum or even partial credit for your Problem Sets, you must show all of your work!!! The more work you show, the easier your work will be to correct in the event of mistakes, and hence the more partial credit you will receive.

Study Lab/Graduate Assistant:

Please note that many of these topics we will cover may be foreign, intellectually challenging and/or require substantial time to complete. To help the students with this concern, I have arranged for six hours of weekly Graduate Assistant time in the Trading Room. Steve Bingham will be in the Reliant Trading Center from 6 PM to 9 PM every Monday and Wednesday evening. Steve will be aware of the upcoming assignments and will be able to assist students having difficulty with the homework assignments. In the event that students consistently require more assistance than Steve can provide, I will join him in the Trading Room to assist students.

In addition, Steve will attend scheduled classes. In the event you cannot find me in a timely manner, communicating with Steve is a viable proxy.

Reliant Trading Room Hours:

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>10 AM to 10 PM</td>
</tr>
<tr>
<td>Friday</td>
<td>10 AM to 4 PM</td>
</tr>
</tbody>
</table>

Grading:

Your final grade will be determined by the following weights:

<table>
<thead>
<tr>
<th>Homework</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30% 20%</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30% 20%</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate Level Trading Competition</td>
<td>0% 20%</td>
<td>20%</td>
</tr>
</tbody>
</table>

There will be two examinations for the course as outlined below. The first exam will be performed during lab time. Undergraduates will perform their exam on Monday, March 8 from 7:00 to 9:00. Graduate students will perform their exam the following Wednesday. Examination sheets will be provided for the exams. The second exam will occur during Finals Week. A second exam time may be offered to provide students with space to perform their exams in the trading room. The exams are non-cumulative.
There are eleven homework assignments. Student teams will be required to turn in all eleven assignments. The lowest scoring performed homework grade will be dropped from the average. Homework assignments not performed, will receive a zero and will not be dropped from the homework grade. Homework assignments will be a combination of handwritten & calculator based problems, spreadsheet problems and problems in which students will use the Kiodex Risk Workbench software.

Graduate students and undergraduate students (optional) will compete in four to six person teams in a risk management based trading competition. Teams will receive financial information and expected production schedules from a "mock" energy producer. Teams will develop hedging strategies to apply to their natural portfolios for eighteen months into the future. The mock corporation's subsequent quarterly financials will be a function of the hedging strategies enacted. Teams will implement strategies for four quarters.

The competition goal is not to make money, but to implement and justify sound risk management strategies. Issues teams will have to face will include, but are not limited to: defining a hedge strategy and hedge strategy goals, hedge strategy implications to the corporation's financials, using the software correctly (based on previous homework expectations) and presenting team results in written and oral form.

The competition will occur on April 14, April 19, and if necessary April 21 in the trading room from 6:30 PM to 9:00 PM. Teams will present their results to the class on April 27.

When a test or graded assignment is returned to you, you have one week from the date of its return to bring to my attention any request for a grade change. All re-grade requests must be fully explained in writing and must be signed by the student. In addition, to the signed request, the original paper must accompany the request for a regrade. After the one-week deadline has passed, no further grade changes will be made for that particular test or assignment. The purpose of this deadline is not to discourage grade changes, but to assure that any necessary changes are promptly made and to allow you as the student to have an accurate and current indication of your performance in the class. Please note that in the case of excessive request for re-grade, the instructor reserves the privilege of regrading the entire paper.

The grading will be based upon the University's letter grade scale. However, I will round up, and if necessary, curve. Thus, 89.50 is the lowest average that will receive an 'A', 79.50 is the lowest 'B', etc. I also reserve the right to curve the class to the students' favor, but will not curve a class to the students' detriment.

**Students with Special Needs:**

In addition, if you have any special needs please inform me either after the first day of class or during my office hours for the first week of class. Please do not assume that I will notice your for special needs.
Schedule of Classes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 20</td>
<td>Introductions &amp; Expectations</td>
<td>Sign up on Mays Portal</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Oil 101</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Gas 101</td>
<td>Hm #1: Oil &amp; Gas</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Hedging &amp; Hedging Instruments</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Feb 3</td>
<td>Hm #2: Hedging &amp; Swap Diagrams</td>
</tr>
<tr>
<td>Feb 5</td>
<td>Kiodex Software</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 10</td>
<td>Hm #3: Set up Kiodex Account</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Reporting Risk</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 17</td>
<td>Hm #4: Reporting Risk</td>
</tr>
<tr>
<td>Feb 19</td>
<td>Volatility &amp; Vol. Smile</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 24</td>
<td>Hm #5: Reporting Risk</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Greeks</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Mar 2</td>
<td>Hm #6: Volatility, Smiles &amp; Correl.</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Material review for Exam #1</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 8 -10</td>
<td>Hm #7: Greeks</td>
</tr>
<tr>
<td>Mar 11</td>
<td>exam #1 review</td>
<td>Exam #1</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 23</td>
<td></td>
</tr>
<tr>
<td>Mar 25</td>
<td>Limits: Stop-Loss &amp; Position Limits</td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td>Limits: Value at Risk (VaR)</td>
<td></td>
</tr>
<tr>
<td>Apr 1</td>
<td>VaR engines &amp; VaR types</td>
<td>Hm #8: Limits</td>
</tr>
<tr>
<td>Week 10</td>
<td>Apr 6</td>
<td></td>
</tr>
<tr>
<td>Apr 15</td>
<td>Limit Trend Analysis</td>
<td>Hm #9: VaR &amp; Limit Trend</td>
</tr>
<tr>
<td>Apr 8</td>
<td>Stress testing</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Apr 13</td>
<td>Hm #10: Stress Testing and CfaR</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Cash-flow at Risk (CfaR)</td>
<td></td>
</tr>
<tr>
<td>Apr 22</td>
<td>Credit Risk</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 13</td>
<td>Hm #11: Credit Risk</td>
</tr>
<tr>
<td>Apr 27</td>
<td>CfaR</td>
<td></td>
</tr>
<tr>
<td>Apr 29</td>
<td>Guest Lecturer</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 29</td>
<td>Graduate Student Project</td>
</tr>
<tr>
<td>Apr 27</td>
<td>Graduate Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Apr 29</td>
<td>Exam #2/Course Review</td>
<td></td>
</tr>
</tbody>
</table>

Second Exam: To be Announced

Class Time: TTh 9:35 – 10:50 Wehner 1017

Contact Information: Dr. Detlef Hallermann
Office: Wehner 306R
Office Hours: 3:45 – 5:15 PM TTh
7:00 – 9:00 PM or W in the Trading Room or by appointment

Office Telephone: 979 845-8963
Department of Finance Telephone: 979 845-3514
Fax: 979 845-3884
email: dhallermann@cgsb.tamu.edu

5
Texas A&M University
Departmental Request for a New Course

Submit original form and 25 copies. Attach a course syllabus to each.

1. This course is submitted by the Department of Management

2. Course prefix, number and complete title of course: MGMT 439-Negotiations

3. Course description (not more than 50 words): Basic overview of the negotiations/dispute resolution process, theoretical underpinnings and case studies

4. Prerequisite(s) None

5. Is this a variable credit course? ☐ Yes ☑ No

6. Is this a repeatable course? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☑ Yes ☐ No

8. 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)

Bachelor of Business Administration

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

10. Cross-listed with

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT</td>
<td>439</td>
<td>Negotiations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>0</td>
<td>3</td>
<td></td>
<td>00</td>
<td>3632</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/02
Management 439
Negotiations
Professor Leonard Bierman

Office: Wehner 433J
Office Hours: MW – 10 A.M. to Noon and By Appointment
Phone: 845-3233
Email: Len-Bierman@tamu.edu

Texts:

Negotiation, Readings, Exercises, and Cases, Lewicki, Saunders, Minton and Barry
Plus Class Packet (includes fee for cases) from “Notes-N-Quotes” 701 University Drive,
(Across from Blocker Building on University Drive), Phone - 846-2255
Open - M-TH: 9:00 am to 9:00 p.m., F: 9-5, Saturday and Sunday: Noon - 5:00 p.m.

Course Objective:

The objective of this course is to develop a broad understanding of the topic of conflict
resolution/negotiation. The learning in the course will be both theoretical and experiential.

Attendance:

Attendance and class participation is Highly important in this class and is part of class
grading (see option A and option B grading discussions). If you can’t attend class for a
University approved reason (illness, religious observance, death in the family, etc.) please let the
professor known in advance if at all possible. Class participation/attendance will be evaluated as
part of the final grade. Students needing any special accommodations due to disability etc. are
required to let the faculty member know as soon as possible.

Grading:

The grading options for this class are set forth in the handouts outlining Option A and
Option B.

ADA Policy:

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 Room 126 of the Koldus Building, 845-1637.
Group Project and Paper Topics:

Below are the eight group project and paper topics for the class this semester. These topics are fairly diverse with the hope of capturing different interests among students in the class.

1. The Conflict Regarding “Affirmative Action” / “Affirmative Access” / Hopwood at Texas State Universities
2. The Conflict Regarding First Union Bank’s Takeover of Wachovia Bank and Suntrust’s Objections
3. The Conflict Regarding Casey Martin and the PGA
4. The 2001 China/United States Spy Plane Conflict
5. The 2002 Major League Baseball Labor Negotiations Conflict
6. The Conflict Regarding the Proposed General Electric/Honeywell Merger and the European Commission
7. The Continuing United States Conflict with Iraq and Sadam Hussein
8. The Recent Conflict Between Microsoft Corporation and the U.S. Justice Department

“Conflict Resolution In The News”:

There are three “Conflict Resolution In The News” assignments due. Students are to prepare a one to two page analysis of a current conflict resolution situation currently “in the news”. Current court cases, labor strikes, wars, peace negotiations, etc. are all “fair game”, and students are free to rely on articles from newspapers, magazines, the internet etc. Please attach a copy of the article/articles you are drawing your discussion from to your analysis. You CAN NOT, however do your analysis on any of the course group project topics. These analyses can count for up to 9% of your final grade under Option B.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Subject</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class One</td>
<td>Class Introduction and Overview</td>
<td></td>
</tr>
<tr>
<td>Class Two</td>
<td>Overview Lecture – Conflict Resolution</td>
<td>Class Materials &amp; LSM&amp;B, Section 1</td>
</tr>
<tr>
<td>Class Three</td>
<td>Conflict Resolution – “Twelve Angry Men”</td>
<td>Class Materials &amp; LSM&amp;B, Section 2</td>
</tr>
<tr>
<td>Class Four</td>
<td>Distributive Bargaining – Coffee Contract, and “Conflict Resolution In the News”</td>
<td>LSM&amp;B, Section 3</td>
</tr>
<tr>
<td>Class Five</td>
<td>Integrative Bargaining – Texoil</td>
<td>LSM&amp;B, Section 4</td>
</tr>
<tr>
<td>Class Six</td>
<td>Integrative Bargaining – New Recruit &amp; “Conflict Resolution In the News”</td>
<td>LSM&amp;B Section 4</td>
</tr>
<tr>
<td>Class Seven</td>
<td>Final Offer Video – and Take-Home Mid-Term Examination</td>
<td>Exam due in Class</td>
</tr>
<tr>
<td>Class Eight</td>
<td>Bullard House – Ethics In Negotiations, and “Conflict Resolution in the News”</td>
<td>LSM&amp;B, Section 7</td>
</tr>
<tr>
<td>Class Nine</td>
<td>Group Project Presentations – Day One</td>
<td>LSM&amp;B, Sections 6 and 8</td>
</tr>
<tr>
<td>Class Ten</td>
<td>Cross Cultural Negotiations – Mexico Venture and NAFTA</td>
<td>LSM&amp;B, Section 11, and Class Handouts</td>
</tr>
<tr>
<td>Class Eleven</td>
<td>Group Negotiations – Two Parties – Labor Negotiations</td>
<td>LSM&amp;B, Sections 5 and 10</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Class Twelve</td>
<td>Group Negotiations – Multiple Parties – HARBACO Negotiation</td>
<td>LSM&amp;B, Section 9</td>
</tr>
<tr>
<td>Class Thirteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Fourteen</td>
<td>Group Project Presentations – Day Two Last Class – All Group Term Papers Due</td>
<td>Take Home Final Examination – Final “Conflict Resolution in the News” assignment is due at the same time, please attach to final examination.</td>
</tr>
</tbody>
</table>
Grading Options – Management 439

Negotiations

Option A: Choose Your Grade:
This class involves considerable experiential learning which does not necessarily lend itself well to traditional grading methodologies. Nevertheless, the class is not offered on a pass/fail basis and the instructor must give grades — and not all the grades in the class can be “A’s”. The professor is, however, willing to try and experiment with a possible “choose your grade” opportunity. Under this opportunity students will be able choose the grade they want for the class from either an “A” or a “B” and then work for that grade.

Students choosing a grade of “B” will be required to prepare two “Conflict Resolution In The News” papers (see syllabus) during the course of the semester, and one such paper due during finals week. Students choosing a grade of “B” will also work on one class group presentation and paper. All the above exercises/presentations will be graded on a pass/fail basis.

Attendance is a very important part of the class. Students choosing a grade of “B” will be permitted up to four non-University authorized absences, i.e. an absence not related to a death in the family, religious observance, serious illness etc., during the semester. Students choosing a grade of “B” having more than this number of un-authorized absences, and/or failing any of the above assignments will receive a grade of “C” or lower for the course.

Students choosing a grade of “A” will be required to do all of the above plus a very considerable amount of additional work. In addition, students choosing a grade of “A” will be permitted only one non-University authorized absence during the semester. Students having any more absences will receive a lower grade. Attendance will be formally taken at the start of each class, and the attendance policy will be strictly enforced.

The additional work required for a grade of “A” will be:

a. A take home mid-term examination

b. A take-home final examination (date on syllabus for both exams)

c. “Collecting Nos Log” – Exercise 28 of text – LSM&B, p. 595 – do this exercise during the first ten weeks of the class (one “No” per week, on average). The requests can involve anything in your life! Fill out Part A, Part B, and Part C of the exercise. Due in class.

d. Capital Mortgage Insurance Corporation Case, p. 604, LSM&B – Prepare a 3-5 page (double-spaced) negotiation strategy for Randale and Dolan which also addresses what CMI should be expecting from CIS. Due in class.
e. Pacific Oil Company Case, p 619, LSM&B – Read the case and the technical note appendix and prepare a 4-6 page (double-spaced) paper answering the three “Questions for Class Discussion” on page 619 top of the page. Due in class.

f. The Ken Griffey Jr. Negotiation Case, p. 647, LSM&B – Prepare a 2-3 page paper reviewing and analyzing the trade of Ken Griffey from Seattle to Cincinnati and addressing the question of which team got the better “deal”. Due in class.

g. Vanessa Abrams Case, p. 667, LSM&B – Prepare a 2-4 page paper answering the three discussion question on page 670 of the text. Due in class.

h. Sick Leave Case, p. 681, LSM&B – Prepare a 2-3 page paper answering the discussion questions on page 690 of the text. Due in class.

i. Personal Conflict Resolution Learning – Analyze in 2-4 pages a “conflict” you have had (any conflict!) since the start of this class and what techniques learned in this class you used (or didn’t use!) in resolving this conflict. Due in class.

All of above exercises, papers, presentations, and examinations will be graded on a pass/fail basis. The above “Choose A grade” option will be implemented in this class, however, only if at least thirteen students in the class choose a grade of “B”. Students must make this election no later than in class. An election of a grade of “B” is irrevocable. Students must sign the attached forms in making their grade elections. Students choosing a grade of “A” may change their grade to “B” up through the last class of semester.

Option B: Traditional Grading:
If enough students don’t choose the requisite grades so as to operationalize Option A, a traditional grading approach coupled with a strict attendance policy will be adopted under Option B. Option B. Grades of A+ = 4.3, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, etc. will be awarded for each class assignment and for class participation. The average grade for all assignments and class participation will be a “B” – 3.0, and examinations etc. will be curved accordingly. It is expected that under “Option B” something of a majority of the class will receive a final course grade of “B”. Students will be afforded a self-evaluation process for the small portion of the overall class grade to be assigned based on raw class participation. Students receiving a class grade of 3.50 and above will receive a final course grade of “A”, those receiving a class grade of 2.50 to 3.49 a course grade of “B”, those receiving a class grade of 1.50 to 2.49 a course grade of “C” etc. No extra credit or “rounding up” of grades will be awarded or conducted.

As noted above, a strict attendance policy will also be enforced under Option B. Students will be allowed to have one non-University authorized absence during the semester (i.e., an absence not related to a death in the family, a religious observance, a serious illness, etc.). Students having two, three or four unauthorized absences during the term will have their final grade dropped one whole letter grade, i.e., a student with a 3.55
class average earning an “A” but with two unauthorized absences will receive a final course grade of “B”; a student with a 3.3 class average earning a grade of “B” but with three unauthorized absences will receive a final course grade of “C”. Students with more than four unauthorized class absence will have their final course grade dropped two whole letter grades.

All students in the class will have under Option B all the assignments required to earn a grade of “A” under Option A. This is, all students will be required to take a mid-term and final examination, do the seven case exercises/assignments noted above (Collecting Nos, Capital Mortgage, Pacific Oil, Ken Griffey, Vanessa Abrams, Sick Leave, and Personal Conflict Resolution Learning), prepare three conflict resolution in the News exercises, and prepare a group class presentation and paper. The grade weighting under Option B will be as follows:

1. Conflict Resolution In The News Exercises
   (3 @ 3% each ) 9%

2. Seven Case Exercises/Assignments (i.e., Collecting Nos, Capital Mortgage, Pacific Oil, Ken Griffey, Vanessa Abrams, Sick Leave and Personal Conflict Resolution Learning)
   (7 @ 4% each) 28%

3. Mid-Term Examination – Take Home 20%

4. Final Examination – Take Home 20%

5. Group Term Paper and Presentation 15%

8% 100%
Management 439 – Grading Options

I have read the grading options outline of the class and per Option A presented therein choose a grade of “A” for the course. I understand that I will be required to actively engage in class participation, prepare and present a group presentation and paper, prepare three “Conflict Resolution In The News” short papers, prepare seven case exercise/special assignment papers (i.e., Collecting Nos, Capital Mortgage, Pacific Oil, Ken Griffey, Vanessa Abrams, Sick Leave, and Personal Conflict Resolution Learning) write a comprehensive take-home mid-term examination, and write a comprehensive take-home final examination. The final examination and the third “Conflict Resolution” paper will be due during the final examination period in the Professor’s mailbox in Wehner 423. I also understand that I can have no more than one non-University authorized absence during the semester. I understand that all the above-referenced course requirements will be graded on a pass/fail basis and that if I “fail” any of the requirements or have more than one non-authorized absence I will receive a grade lower than an “A”. I realize I can change this election and choose a class grade of “B” any time before the end of class. Should I make such a change I will be required to fill out a new requisite form.

Name: ________________________________ ID: __________________________

Signature: ________________________________ Date: ________________________
Management 439 – Grading Options

I have read the grading options outline of the class and per Option A presented therein choose a grade of “B” for the course. I understand that I will be required to actively engage in class participation, prepare and present a group presentation and paper, and prepare three “Conflict Resolution In The News” short papers – the third of which will constitute my final examination and be due in the Professor’s mailbox in Wehner 423 or via e-mail during the final examination period. I also understand that I can have no more than four non-University authorized absences during the semester. I understand that all of the above-referenced course requirements will be graded on a pass/fail basis and that if I “fail” any of the requirements or have more than four un-authorized absences I will receive a grade lower than a “B”. I realize that this grade election is irrevocable.

Name: _______________________________    ID: _______________________________

Signature: _______________________________    Date: _______________________________
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Modern & Classical Languages

2. Course prefix, number and complete title MODL 311 Diversity Issues in Classical Studies

3. Course description (not more than 50 words) Study of diversity, 'otherness,' and tolerance in Greco-Roman antiquity; and the effects of intolerance on modern classical studies.

4. Prerequisite(s) ENGL 104 and junior or senior classification Cross-listed with ____________ Cross-listed courses require the signatures 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 the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. 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)
undergraduate general academic

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

10. Prefix Course # Title (exclude punctuation) MODL 311 DIVERSITY ISSUES IN CLASS ST

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter</th>
<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>0</td>
<td>03</td>
<td>16.0501.0001</td>
<td>204105</td>
<td>06</td>
<td>010366</td>
<td>3</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847 8737.
MODL 311
Diversity Issues in Classical Studies

Prof. E. Garrison
845-2185

201B Academic
e-garrison@tamu.edu

Though we often think about Greece and Rome as being populated by a homogenous
group of inhabitants, the truth of the matter is that ancient cities were a composite of
diverse and ethnically distinct cultures. The ancient Greek and Roman world
encompassed all of the Mediterranean, including North Africa, Egypt, some of the Near
East and even the Middle East as far as Afghanistan. From the earliest Greek
explanations of their origins through the Roman Empire national awareness based on
otherness prevailed, but that otherness was defined not by color nor ethnicity nor race nor
biology, but by intellectual attitudes and perceptions. Throughout the ancient world there
was the belief, therefore, that an ‘other’ could become a Greek or a Roman, and the
prevailing attitude was that all men were born equal but through such accidents like
acculturation and climate took on differences. The Greek and Roman societies were
diverse though interconnected, and tolerant with respect to differences. The tolerance
that characterized these societies, however, disappeared over time, such that from the
Enlightenment on, western societies have been characterized by significant intolerance
toward those of other races and cultures. The last part of this course will explore this
transformation, first by showing how non-European cultures came to be viewed through
the lens of Greco-Roman Antiquity, then by showing how the patterns of intolerance that
arose in the post-classical ages were read back into antiquity itself, so that to a certain
extent we have ended up viewing a tolerant antiquity through an intolerance of our own
making.

COURSE OBJECTIVES:
1. To familiarize you with the facts and significance of ancient history.
2. To help you gain specific information about cultural diversity, ethnic
differences, relationships between the sexes, artistic development and how the
past relates to the present.
3. To give you experience with group dynamics and in presenting researched
materials to your peers.
4. To learn how to conduct research in the classics through traditional methods
and using the internet.
5. To enable you to come to know better your position in a modern global
society.

Please note: This is a WebCT course. It requires basic computer skills, like e-mail
and opening files (e.g., lecture notes). If you feel unfamiliar with computers, there
are several tools for you to use including the excellent help desks at the computing
centers on campus.

CLASS FORMAT: Lectures, frequently illustrated, and films will be combined with
group discussions. For each lecture—**and prior to each lecture**—please read the
appropriate sections (readings TBA). These must be read prior to lecture and discussion.

COURSE REQUIREMENTS: There are 100 points available in the following way:

1. Class attendance is required. For each unexcused absence (and there aren’t many that count as “excused”) 1 point will be deducted. We have about 42 class meetings, so you could end up losing a lot of points.
2. Weekly quizzes, each worth 5 points. I will use the best 10 for a total of up to 50 points.
3. Group presentation. 30 points. See guidelines attached.
4. Final. 20 points.

A note on attendance: “The University views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.” “The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.”

GRADING SCALE: A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59 and below.

Required texts:


The relevant ancient sources and secondary readings will be made available on line.

Schedule of topics: [Readings TBA]

Unit 1: Introduction: the nature of the question of diversity in the ancient world; ancient sources overview (2 class periods)

Unit 2: Historical background (2 class periods)

Unit 3: The Status Quo (2 class periods)
How did ancient Greeks and Romans define themselves?

Unit 4: Free foreigners in Greece and Rome. (1 class period)

Unit 5: Slaves in Greece and Rome (2 class periods)
Unit 6: Women in Greece and Rome (2 class periods)

Unit 7: Children in Greece and Rome (1 class period)

Unit 8: Sexual orientation in Greece and Rome (2 class periods)

Unit 9: Medical practices and practitioners; philosophers (1 class period)

Unit 10: Representations of diversity in ancient art and literature. (2 class periods).

Unit 11: The discovery of the ethnic ‘other,’ as seen through classical paradigms. (3 class periods).

Unit 12: The Rise of Intolerance. (3 class periods).

Unit 13: The ‘Black Athena’ controversy and the problem of representing the past. (5 class periods).

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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 Room 126 of the Koldus Building (845-1637).
Texas A&M University

Departmental Request for a New Course
Undergraduate - Graduate - Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Modern & Classical Languages

2. Course prefix, number and complete title MODL 323 Immigration & Ethnicity in Contemporary France

3. Course description (not more than 50 words) Study of immigration and ethnic groups in contemporary France, their effects on national identity and politics, and their cultural representations.

4. Prerequisite(s) ENGL 104 and junior or senior classification

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 the course be repeated within the same semester/term? Yes ☐ No ☐

7. Has this course been taught as a 489/689? Yes ☐ No ☐ If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. 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)

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

10. Prefix: MODL 323 Title (exclude punctuation): Immigration & Ethnicity in Contemporary France

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter</th>
<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3160501000120410506</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by: [Signature] 2-13-04

Head of Department Date

Chair, College Review Committee Date

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by: [Signature] 2-13-04

Dean of College Date

Director of Academic Support Services Date

Effective Date

*Attach a syllabus according to the guidelines on the Internet site car-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
MODL 323: Immigration and Ethnicity in Contemporary France

Course Description and Syllabus

Dr. Ralph Schoolcraft III / rschoolcraft@neo.tamu.edu / Office: 230-D Acad.

Course description/objectives: This course allows students the opportunity to study an issue important to the understanding of contemporary France: immigration and ethnicity. Studied will be the different post-colonial immigrations and their impact on French national identity and politics. Ethnic identities and debates about national identity will be studied in their multiple representations in language, literature, film, the press, rap and rai music, and other elements of pop culture.

Instructional Materials:
- Course reader

Basis for Grade: The course consists of regular readings and film viewings, discussion in class, occasional announced quizzes, take-home assignments, and, most importantly, two exams, two papers, and a final. The discussion, quizzes, and take-home assignments will check whether you are successfully completing the readings and achieving a good level of comprehension. The exams will combine these elements with the lectures presented in class to test your cumulative retention. The papers will focus on your ability to analyze the texts and reflect on the political, historical, and cultural issues related to them.

The final grade will be calculated according to the following percentages:
- Regular assignments (homeworks, participation, quizzes) 30%
- Papers 25%
- In-class exams 25%
- Final exam 20%

(A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59 and below)

Make-up Policy: Attendance is mandatory in this course. Assignments missed due to an authorized absence can be made up and should be handed in within a week of the student’s return to class. Students who miss a scheduled assignment must contact the instructor within 24 hours of returning to the university and indicate their intention to arrange a make-up. The instructor will offer make-ups for authorized absences only. (Consult University Rules and Regulations on guidelines for authorized absences.)

Disabilities: The American with Disabilities Act (ADA) is a federal antidiscrimination statute providing 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 that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, 126 Koldus Building (845-1637).
I. French National Identity

Week One: The Origins of French National Identity

Week Two: The Contemporary State of French National Identity

II. Immigration in France

Week Three: Overview of Immigration in France

Week Four: The Era of the Dreyfus Affair and the Rise of the French Right

Week Five: Post-Colonial Immigration: The Example of the Maghreb

Week Six: Algeria
Movie: Excerpt from The Battle of Algiers
III. Ethnic Identities: Representations and Debates

Week Seven: Terminology and Theory of "Ethnicity"


Week Eight: Stereotypes and Racism


National Politics:

Week Nine: France’s Jews: Anti-Semitism and Commemorations of the Holocaust


Week Ten: The Foulard [Muslim veil] Affair


Popular Culture:

Week Eleven: Popular Fiction


Week Twelve: Rap and Rai Music

Meet in Language Center: Music selections

Week Thirteen: France’s Multicultural National Soccer Team and the World Cup of 1998

Documentary movie: Les Yeux dans le Bleu (sub-titled);

Week Fourteen: Filmic Representations

Movie: Hatred (Matthieu Kassowitz, 1995)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Modern & Classical Languages

2. Course prefix, number and complete title MODL 363 Borderlands: U.S. and Mexico

3. Course description (not more than 50 words) Study of the multiple images of the U.S./Mexico border, their creation, their evolution, and their conflicting representations in filmic, literary, and musical texts.

4. Prerequisite(s) ENGL 104 and junior or senior classification Cross-listed 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 the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? ________ Indicate the number of students enrolled for each academic period it was taught.

8. 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)

   undergraduate general academic

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

10. Prefix | Course # | Title (exclude punctuation) | Lect. | Lab | SCH | Subject Matter Code | Admin. Unit | Ad. Year | FICE Code |
      | MODL | 363 | BORDERLANDS US & MEX | 0 | 3 | 0 | 0 | 3 | 1 | 6 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 4 | 1 | 0 | 5 | 0 | 6 | 0 | 1 | 0 | 3 | 6 | 6 |

   Do not complete shaded area.

   Approval recommended by: __________________________ 1/19/04
   Head of Department
   Date

   Chair, College Review Committee 2-13-04
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by: __________________________
   Dean of College
   Date

   Director of Academic Support Services
   Date

   Effective Date

* Attach a syllabus according to the guidelines on the Internet site our-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
Professor José Pablo Villalobos  
Modern and Classical Languages

MODL 363  
Borderlands: U.S. and Mexico  
Syllabus and Tentative Lecture Schedule

Course Description: This course focuses on the multiple images of the U.S./Mexico border region and how these different, often conflicting representations, both remain stagnant and evolve depending on the creator of the text at hand. In this case, though primarily focusing on written texts (novels and short stories), students will also be exposed to these images in celluloid form as well as in performance. Using the image of Tijuana as the epitome of the border city and all its social problems, students will be asked to consider how and why this image entrenched in poverty and crime is engaged by authors that are local to the border region as opposed to writers who approach the border from beyond (Mexican, Mexican American, and non-Hispanic alike). Each of these groupings, we will conclude, has a different stake in defining the border that is different than that of the border writer who makes of the border region his/her home. The course will conclude with an extension of this discussion—begun with a primary focus on literature—into the realm of border music.

Required Readings:

- Miguel Méndez: Pilgrims in Aztlan
- James Carlos Blake: Borderlands: Short Fictions
- Guillermo Gómez-Peña: The New World Border
- Paco Ignacio Taibo II: Frontera Dreams
- Federico Campbell: Tijuana
- Luis Alberto Urrea: By the Lake of the Sleeping Children: The Secret Life of the Mexican Border
- Aristeo Brito: The Devil in Texas
- Carlos Fuentes: The Crystal Frontier
- T. Coraghessan Boyle: The Tortilla Curtain
- Cormac McCarthy: All the Pretty Horses
- Roxanne Conrad: Bridge of Shadows

Grading & Assignments:

2 short reaction papers (3 pp. each, based on critical readings)..........................20%
Participation (contributions to class discussions).................................................20%
Final Paper Abstract.................................................................................................10%
Final paper (12-15 pp. study of an author or text relevant to the course).............50%
Tentative Program

Week I
Introduction:
-Poems by Alberto Ríos and Guillermo Gómez-Peña
-Critical readings by Gloria Anzaldúa, Gilles Deleuze & Felix Guattari, Julia Kristeva, and Carlos Monsiváis
-Miguel Méndez: Pilgrims in Aztlán

Week II
-Méndez: Pilgrims in Aztlán (continued)
-Articles by Polkinhorn, Bruce-Novoa, Spivak

Week III
-James Carlos Blake: Borderlands: Short Fictions
-First Reaction Paper due

Week IV
-Paco Ignacio Taibo II: Frontera Dreams
-View and discuss: A Touch of Evil (directed by Orson Welles)

Week V & VI
-Performance piece by Guillermo Gómez-Peña ("El performance...")
-"Manifestos" by Gómez-Peña ("The Border is...", "The Multicultural Paradigm," & "The Free Trade Art Agreement")
-Discuss video: A World of Art: Guillermo Gómez-Peña
-Discuss internet installation: "The Temple of Confessions" (Gómez Peña)
-Discuss video: The New World Border (Rollin' Deep Productions)

Week VII
-Federico Campbell: Tijuana
-Luis Alberto Urrea: "Prologue" (from Across the Wire: Life & Hard Times on the Mexican Border)

Week VIII
Luis Alberto Urrea: By the Lake of the Sleeping Children: The Secret Life of the Mexican Border
-Urrea: "Tijuana Wonderland" (from Nobody's Son: Notes on an American Life)
-Second Reaction Paper due

Week IX
-Aristeo Brito: The Devil in Texas
-Discuss film: Dance with the Devil (Perdita Durango) (directed by Alex de Iglesia)

Week X
-Carlos Fuentes: The Crystal Frontier
-Individual meetings with instructor to discuss final paper

Week XI
-T. Coraghessan Boyle: The Tortilla Curtain
-Final Paper Abstract due

Week XII
-Cormac McCarthy: All the Pretty Horses

Week XIII
-Roxanne Conrad: Bridge of Shadows

Week XIV
-Conclusions: Border Music
-handouts: various border ballads, The Ghost of Tom Joad (Bruce Springsteen), "Welcome to Tijuana" (Manú Chao), Tijuana No (Tijuana No), Nortec Music Collective

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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 Room 126 of the Koldus Building. The phone number is 845-1637.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 25 copies. Attach a course syllabus to each.*  

1. This request is submitted by the Department of Modern & Classical Languages.  

2. Course prefix, number and complete title: MODL 364 Diversity Lessons from Medieval Spain  

3. Course description (not more than 50 words): Study of the crucible of cultures - Christian, Jewish, and Muslim - that was medieval Spain and modern implications of that experience in diversity.  

4. Prerequisite(s): ENGL 104 and junior or senior classification. Cross-listed 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 the course be repeated within the same semester/term? ☐ Yes ☐ No  

7. Has this course been taught as a 489/689? ☐ Yes ☐ No  
If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.  

8. 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)  
undergraduate general academic  

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

10. Prefix | Course # | Title (exclude punctuation)  
        | MODL 364 | Diversity Medieval Spain  

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0 0 0 0 3 1 6 0 5 0 1 0 0 0 0 1 2 0 4 1 0 5 0 6</td>
<td>0 1 0 3 6 6</td>
<td>Level 3</td>
<td></td>
</tr>
</tbody>
</table>

Do not complete shaded area.  

Approval recommended by:  

Head of Department:  
Date:  
Chair, College Review Committee:  
Date:  
Head of Department (if cross-listed course):  
Date:  
Dean of College:  
Date:  
Submitted to Coordinating Board by:  
Dean of College:  
Date:  

Director of Academic Support Services:  
Date:  
Effective Date:  

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda P. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
This course seeks to study the crucible of cultures—Christian, Muslim, and Jewish—that was medieval Spain and to draw modern applications from this historical experiment in diversity. Readings of historical sources from all three cultural perspectives will demonstrate that “convivencia,” or “living together,” was a somewhat different thing in theory and in practice. The rich cultural heritage afforded to postmodern Spanish speakers from this diverse historical background will be analyzed through such short stories as Borges’ “Averroes’ Search.” The enduring fascination with this place and this time period, especially for Jewish and Islamic writers longing for a similar contemporary experiment, will be explored over the course of the semester through careful reading of A.B. Yehoshua’s novel Journey to the End of the Millenium. Students should leave the class with renewed hope for unity as well as enhanced awareness of the complexity which true diversity entails.

Textbooks:


Schedule:

Week 1 **The Visigothic Kingdom (Sixth and Seventh Centuries)**

Film: “Islamic Spain”

JEM 1-20
A Catholic Bishop and an Arian King: *Lives of the Holy Fathers of Mérida* (MI 5-11)
The Visigothic Conversion to Catholicism (MI 12-20)
Week 2
The Muslim Arrival and Christian Reaction (Eighth Century)

JEM 20-40
Two Accounts of the Muslim Conquest (MI 29-36)
A Muslim-Christian Treaty (MI 37-8)
Christian Resistance in the North (MI 39-42)

Week 3
Umayyad al-Andalus and the Northern Kingdoms (Ninth and Tenth Centuries)

JEM 40-60
An Uprising Against the Amir al-Hakam (MI 45-7)
A Christian Account of the Life of Muhammad (MI 48-50)
Eulogius and the Martyrs of Córdoba (MI 51-5)

Week 4
The Taifa Period in al-Andalus (Eleventh Century)

JEM 60-80
On Forgetting a Beloved: Ibn Hazm, The Ring of the Dove (MI 77-80)
On the Inconsistencies of the Four Gospels (Ibn Hazm) (MI 81-3)
A Jewish Vizier Describes the Battle of Aljucén (MI 84-90)
The Political Dilemma of a Granadan Ruler (MI 103-8)

Week 5
Christian Expansion, Integration, and Urbanization (Eleventh and Twelfth Centuries)

JEM 80-100
Exile of the Cid and His Capture of Valencia (MI 111-17)
Reclaiming a Captive Jewish Woman (MI 131-2)
The Pilgrimage to Santiago (MI 137-42)

Week 6
Review and Midterm

JEM 100-120 Film, “El Cid”
JEM 120-140 Film, “El Cid”

Midterm Exam

Weeks 7-8
Al-Andalus Under the Almoravids and Almohads (Twelfth and Thirteenth Centuries)

JEM 140-160
Market Regulations in Muslim Seville (MI 175-9)
Hispano-Arabic Poetry (MI 180-4)
Ibn Tumart and the Rise of the Almohads (MI 185-9)
JEM 160-180
The Doctrine of Divine Unity: The Almohad Creed (MI 190-7)
Jewish Listeners and an Arab Astrologer (MI 198-201)
The Life of an Andalusian Mystic (MI 203-6)

Week 9  Christian Conquest and Resettlement (Thirteenth Century)

JEM 180-200
The Christian Conquest of Valencia (MI 209-16)
Resettlement and Redistribution of Land (MI 228-31)
A Christian Alliance Against Granada (MI 232-6)

Weeks 10-12 Society Under Christian Rule (Twelfth to Fourteenth Centuries)

JEM 200-220
Everyday Life in the Crown of Aragon (MI 239-49)
The Proper Qualities of a King (MI 255-61)
Positions at the Royal Court (MI 262-8)

JEM 220-240
The Legal Status of Jews and Muslims in Castile (MI 269-75)
On Preaching and Conversion (MI 280-4)
Foundation of a Convent of Friars (MI 285-7)

JEM 240-260
The Evils of Money and Drink (MI 288-91)
Trove: Lyrics by a Catalan Queen (MI 292-3)
Memoirs of a Castilian Noblewoman (MI 302-6)

Week 13  The Christian Kingdoms and Muslim Granada (Fifteenth Century)

JEM 260-280
Marriage and Divorce in Muslim Granada (MI 323-6)
Heresy and Inquisition (MI 330-6)
The Expulsion of Jews (MI 352-63)

Week 14  Review and Final Exam

JEM 280-309
Jorge Luis Borges, “Averroës’ Search” (handout)
Grading:

10% Participation (answering questions in class and raising your hand to make comments) and quizzes

25% Midterm exam (objective, multiple-choice, true/false, etc.)

15% Oral report on author or work in the textbook but not covered on the syllabus; just summarize its contents and importance (you may read a prepared text aloud to the class; I will be willing to read a draft beforehand)

25% Final exam (same format as midterm)

25% Final paper: apply one of the specific lessons you have learned from one or more of the readings in class to a modern or contemporary diversity problem. You may draw upon current events or personal experience. 10 pages, double-spaced. Due on the day of the final exam.

Policies:

Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty. Please review the Student Rules at http://student-rules.tamu.edu for more information regarding these policies.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides 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 Room 126 of the Koldus Building (845-1637).
February 9, 2004

Memorandum
To: Ms. Linda F. Lacey, Director of Academic Support Services
Office of Admissions and Records

From: Mr. Joel V. McGee, Associate Director
Center for Academic Enhancement

RE: Course description and name change request

Attached is our request to change the course title and course description of our course, CAEN 101: Succeeding in College. The proposed new course title is "Application of Learning Theories to College Studies." We had originally intended to request an alternate title, but submit the attached request based on advice from department heads in the College of Education and Human Development. We received this feedback in response to our request that departments in the College of Education review our proposal. I have attached a memorandum from Dr. Jim Kracht which refers to this review and the suggested alternative titles. If you have any questions about this request or need any additional information, please let me know.

Cc: Dr. Karon Mathews
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and 2 copies •

1. This request is submitted by the Department of  
Center for Academic Enhancement

2. Course prefix, number and complete title of course: CAEN 101: Succeeding in College

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason)
   c) Cross-list with ____________________________
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Succeeding in College
A seminar course designed to introduce students to the resources, skills, and strategies needed to succeed in college.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Title: Application of Learning Theories to College Studies  Description: The study of critical theories of learning with application to academic performance. Designated as the university's learning framework course, this course is designed to help students understand learning theory and develop strategies for successful completion of college level studies.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEN</td>
<td>101</td>
<td>Succeeding in College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>00</td>
<td>02</td>
<td>.</td>
<td></td>
<td>010366</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

b) Changed to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEN</td>
<td>101</td>
<td>Application of Learning Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>00</td>
<td>02</td>
<td>.</td>
<td></td>
<td>-</td>
<td>010366</td>
</tr>
</tbody>
</table>

Level

Approval recommended by: ____________________________
Head of Department  Date  02.04.04

Head of Department (if cross-listed course) Date  02.04.04

Submitted to Coordinating Board by:  Dean of College  Date

Director of Academic Support Services  Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-1099
January 16, 2004

MEMORANDUM

TO: Joel McGee
    Associate Director, Center for Academic Enhancement

FROM: Jim Kracht
    Associate Dean, College of Education and Human Development

SUBJECT: CAEN 101 Course Change Request

The CAEN 101 course change request has been reviewed by the Departments of Educational Psychology and Teaching, Learning, and Culture. Both departments object to the proposed title, "Learning Theory and Application". The basis of their objection is that the attached syllabus does not provide evidence of any serious study or attention to standard learning theories. While the syllabus shows that learning theories are implicit in the types of skills being taught, the concern is that your proposed title falls far short of "truth in advertising".

The departments did make two suggestions for a new title. They are as follows:

- Applying Learning Theories to College Studies
- Application of Learning Theories to Success in College

Thank you for the opportunity to review your proposal. We hope our comments are helpful.

Cc: K. Mathews, D. Smith, V. Willson