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

2. Course prefix, number and complete title of course: ANTH 644 Classical Archaeology

3. Catalog course description (not to exceed 50 words): History of the discipline through the individuals, organizations, excavations, theoretical models and ethical issues that have shaped it.

4. Prerequisite(s):

Cross-listed with: Stacked with: ANTH 444

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

5. Is this a variable credit course? □ Yes □ No

If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes □ No

If yes, this course may be taken _______ times.

7. Will this course be repeated within the same semester? □ 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)

M.A., Ph.D. in anthropology

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

Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCF Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH</td>
<td>644</td>
<td>CLASSICAL ARCHAEOLOGY</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3 4 5 0 3 0 1 0</td>
<td>0</td>
<td>1</td>
<td>1 2 0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Donny L. Hamilton
Department Head or Program Chair (Type Name & Sign) Date 9-7-14

Chair, College Review Committee Date 10/25/10

Dean of College Date 11-1-10

Chair, CEC or UCC Date 12/20/10

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
ANTH 444 / CLAS 444 / ANTH 644: CLASSICAL ARCHAEOLOGY
Fall 2011 / Tuesday & Thursday 2:20-3:35
Deborah Carlson, Associate Professor

Instructor: Dr. Deborah Carlson, Nautical Archaeology Program, Department of Anthropology
Office Hours: Tuesdays 4-5 pm and Wednesdays 1-2 pm or by appointment
Office: Anthropology 117 (inside the Institute of Nautical Archaeology office suite)
Contact: phone: 862-1208 (office) / 845-5242 (department), e-mail: dnc@tamu.edu

Course Description: A history of the discipline of Classical Archaeology through the individuals, organizations, excavations, theoretical models and ethical issues that have shaped it.

Course Prerequisites: This course is designed for anyone considering an advanced degree or future career in Classics, Archaeology, or Anthropology, though any interested, hard working, and dedicated student can benefit from participation. The prerequisites for 444 are: (a) junior or senior classification and (b) completion of either ANTH 353/CLAS 353 (Archaeology of Ancient Greece) or ANTH 354/CLAS 354 (Archaeology of Ancient Italy). The prerequisite for 644 is graduate standing (G7 or G8), though some familiarity with Classics, Classical scholarship, and foreign languages (both ancient and modern) will be advantageous.

Course Objectives: The primary goal of this course is to examine the evolution of classical archaeology as a discipline, its interaction with other fields (art history, anthropology) and various theoretical models and movements (Marxism, feminism). Along the way we will consider some of the individuals, sites, and publications that have shaped the discipline over the last three centuries. The secondary goal of this course is to familiarize students with the research methods, resources, and conventions of classical archaeologists as well as to develop analytical writing and research skills.

Course Format: A course of this nature requires a substantial amount of reading as a preamble to meaningful classroom discussion. Because the ancient Graeco-Roman world spanned what are today a number of different modern countries, classical scholarship utilizes terminology drawn from many languages – both ancient and modern. As a result, some students may find it necessary (and are encouraged) to consult the supplementary bibliography below. Each class will begin with a general introductory lecture and proceed to a discussion of assigned readings. Everyone in class is expected to a) complete the assigned readings, b) arrive prepared, and c) participate in these discussions. As Cicero said: Ut sementem feceris, ita metes (you will get out of it what you put into it, or you reap what you sow!)

This is a stacked course (one that is offered both to graduate students and to undergraduate upperclassmen) which differs from a traditional graduate seminar in several important ways: (1) Shorter class times do not always permit the in-depth discussion that occurs in seminars; for this reason, it is imperative that students arrive prepared to identify and address key issues in the assigned readings; (2) All graduate students will complete additional reading assignments...
(still light by seminar standards) that are intended to not only broaden the scope and depth of our study but also enhance the quality of classroom discussion; (3) Graduate students will not give formal oral reports, as in some seminars, but they will take turns leading discussion of the assigned readings.

Course Requirements – ANTH 444 / CLAS 444

A. Research Papers

Students in this writing-intensive course will write three short research papers each 3-4 pages (750-1000 words) in length. The focus of each paper will be a topic of your choice that conforms to one of three specific themes: (a) person, (b) site, and (c) artifact. The short length of these three theme papers necessitates the selection of narrowly-focused topics (a site or city as opposed to a region or country, e.g.). Papers are expected to be well researched, thoughtfully written, and carefully edited. Papers will follow the citation format of the American Journal of Archaeology (AJA) as prescribed at www.ajaonline.org. Each paper will count toward 20% of your final grade. General guidelines for selecting theme paper topics:

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>Paper 2</th>
<th>Paper 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Site</td>
<td>Artifact</td>
</tr>
<tr>
<td>due Sept 22</td>
<td>due Oct 27</td>
<td>due Dec 1</td>
</tr>
</tbody>
</table>

- Any individual, living or dead, who has contributed to the field of classical archaeology in a significant (but not necessarily positive) way. This person may be an archaeologist who searched for, found, excavated, or published a site or material from a site, but may also be a philosopher, numismatist, epigrapher, conservator, etc. The successful paper will not merely provide a biographical synopsis but will also incorporate and evaluate the individual’s relevant publications. For ideas consult De Grummond 1996 and Medwed 2000.

- Any ancient location identified (Pompeii) or not (Atlantis) that has been the subject of archaeological activity or research. Possibilities include but are not limited to houses, rooms within houses, civic buildings, temples, tombs, necropoleis, wells, harbors, and shipwrecks. The successful paper will take account not only of the site’s finds and cultural significance, but also of the historical and theoretical context that may have influenced interpretation(s) over the years. For ideas consult PECS, LTUR, or Hansen and Nielsen 2004.

- Any single object (monument, vase, coin, sculpture, etc.) from the ancient Greco-Roman world that has elicited scholarly discussion, either for its inherent cultural or historical significance, or as a catalyst for debate. Some questions to consider include: How might this artifact and its archaeological context be interpreted by different theoretical schools? What does the artifact symbolize to different cultural or ethnic groups? How has or could this object be used to advance a political or nationalistic cause? In keeping with AIA policy, your research may include unprovenienced, illicit, or illegally exported artifacts, provided that your paper underscores the loss of archaeological context.

On the due date (Sep 22, Oct 27, or Dec 1), bring to class two copies of your research paper. On one paper, write your name, the date, and a short title; the other should include the title and date but not your name so that this copy can be circulated for anonymous peer review. On the
last day of the semester, you will deliver a 5-minute oral presentation summarizing one of your three research papers (your choice).

B. Peer Reviews

In the same way that plagiarism destroys trust between colleagues, anonymous peer review enhances the quality and accuracy of the data and ideas shared among colleagues. In this course, each student will review three theme papers, assessing content and the author's style, syntax, presentation of the evidence, use of sources, and observance of AJA guidelines. Reviews should be typed on a single page and will be due the Tuesday after submission of the paper (i.e. on Sept 27, Nov 1, and Dec 6). Like the theme papers, bring to class two copies of your review: one with your name and one without. Each review will count toward 10% of your final grade.

Course Requirements – ANTH 644

A. Research Paper

Students in this course will write a single research paper approximately 15-20 pages in length (4000-5000 words) providing an in-depth, critical analysis of the three icons of Classical Archaeology assigned to each student. The analysis will test the applicability or cogency of various theoretical approaches (including but not limited to Annaliste, cognitive, feminist, Marxist, New Archaeology, post-processual, etc.) as they pertain to the three assigned Classical icons. In other words, what can be gained by evaluating the Mausoleum through the eyes of a feminist archaeologist or considering the Kyrenia shipwreck from the perspective of a structural historian? Research papers are expected to be well researched, thoughtfully written, and carefully edited. Papers will follow the citation format of the American Journal of Archaeology (AJA) as prescribed at www.ajaonline.org. This paper will count toward 40% of your final grade.

B. Peer Reviews

In the same way that plagiarism destroys trust between colleagues, anonymous peer review enhances the quality and accuracy of the data and ideas shared among colleagues. In this course, each graduate student will anonymously review three theme papers submitted by their undergraduate colleagues, assessing content and the author’s style, syntax, presentation of the evidence, use of sources, and observance of AJA guidelines. Reviews should be typed on a single page and will be due the Tuesday after papers are submitted (i.e. or Sept 27, Nov 1, and Dec 6). Each review will count toward 10% of your final grade.

C. Discussion

While ALL graduate students are responsible for completing ALL the readings, a single student will be assigned the responsibility of generating discussion on each class day. To prepare for this task, students should not only have a firm grasp on the content of the assigned readings, but may also want to select key quotes or case studies (real or hypothetical) as a means of stimulating dialogue. Graduate students will complete the readings assigned to both 444 and 644 sections, and discussion leaders are cautioned to prepare for the fact that undergraduates in this class will not have read the 644 material. Your challenge, therefore, is to
find ways to incorporate that material into the discussion without neglecting your discussants (with comments like “I know you all didn’t read this article, but...”). Look upon this portion of the course as an opportunity to cultivate the educator inside you.

Grading Policy: Final grades will be calculated according to the following formulas and based on a 10-point scale (A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below):

<table>
<thead>
<tr>
<th>ANTH 444 and CLAS 444</th>
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<tbody>
<tr>
<td>Paper 1 (due September 22)</td>
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<tr>
<td>Paper 2 (due October 27)</td>
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<td>Paper 3 (due December 1)</td>
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<tr>
<td>Review 1 (due September 27)</td>
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<td>Review 2 (due November 1)</td>
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<td>Review 3 (due December 6)</td>
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<tr>
<td>Oral presentation (December 6)</td>
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<td><strong>Total</strong></td>
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<th>ANTH 644</th>
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<tr>
<td>Review 1 (due September 27)</td>
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<tr>
<td>Review 2 (due November 1)</td>
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<tr>
<td>Review 3 (due December 6)</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
</tr>
<tr>
<td>Research Paper (due December 6)</td>
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<td><strong>Total</strong></td>
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</table>

Absence from class and late submission of assignments will be handled in accordance with University regulations. Please see [http://student-rules.tamu.edu/rule07.htm](http://student-rules.tamu.edu/rule07.htm) for current policy on University-excused absences.

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 a disability requiring an accommodation, please contact Disability Services, [Cain Hall B118](http://cainhall.tamu.edu), or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers one-on-one consultations to writers. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may
have, as well as any material you need help with. The UWC offers extensive handouts online, an Online Writing Lab, as well as Write Line (845-2160) for quick questions. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

Evidence of plagiarism will result in a failing grade. As commonly defined, plagiarism consists of passing off as one's own the words, writings, data or ideas of another without due credit. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. For more on plagiarism, academic honesty and integrity, see: http://aggiehonor.tamu.edu.

An Aggie does not lie, cheat, or steal, or tolerate those who do. Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

<table>
<thead>
<tr>
<th>Course Schedule:</th>
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<tbody>
<tr>
<td>(1)</td>
<td><strong>Tue Aug 30</strong></td>
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<tr>
<td>(2)</td>
<td><strong>Thu Sep 1</strong></td>
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<tr>
<td>(3)</td>
<td><strong>Tue Sep 6</strong></td>
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<td>(4)</td>
<td><strong>Thu Sep 8</strong></td>
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<td>(5)</td>
<td><strong>Tue Sep 13</strong></td>
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<td>(6)</td>
<td><strong>Thu</strong></td>
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<tr>
<td></td>
<td><a href="#">444</a></td>
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<tr>
<td>Date</td>
<td>Event</td>
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</tbody>
</table>
| Tue Sep 20 | (7)  | 444 & 644 | **Classical Archaeology and Marxism**
| Thu Sep 27 | (9)  | 444 & 644 | **Classics and Anthropology: New, Processual Archaeology**
| Tue Oct 4 | (11) | 444 & 644 | **Post-Processual and Cognitive Archaeology**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Book/Author</td>
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</table>
| Tue Nov 8  | **Classics and Color: Black Athena**  
| Tue Nov 15 | **Nationalism and Politics**  
Film: *Lost worlds / At the Service of the State: Archaeology as Political Tool* |
<p>| Thu Nov 24 | Thanksgiving — no class |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Tue Nov 29</td>
<td>Looting, Collecting, and Connoisseurship</td>
</tr>
<tr>
<td></td>
<td>M. Rose and A. Özgen, “Turkey’s war on the illicit antiquities trade,” Archaeology (March /April 1995): 45-56.</td>
</tr>
<tr>
<td>Paper #3 due (444)</td>
<td></td>
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<tr>
<td>(26)</td>
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<tr>
<td>(27)</td>
<td></td>
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<tr>
<td>(28)</td>
<td>Student Presentations (444) / Research Paper due (644)</td>
</tr>
<tr>
<td>Review #3 due (444 &amp; 644)</td>
<td></td>
</tr>
</tbody>
</table>

SUPPLEMENTARY BIBLIOGRAPHY

REFERENCE RESOURCES

Barrington Atlas of the Greek and Roman World
Brill's New Pauly encyclopadie der classischen Altermumswissenschaft (electronic access)
CAH = Cambridge Ancient History
CVA = Corpus Vasorum Antiquorum
LTUR = Lexicon Topographicum Urbis Romae
OCD = Oxford Classical Dictionary
PECS = The Princeton Encyclopedia of Classical Sites
Bryn Mawr Classical Reviews  http://bmcr.brynmawr.edu
Perseus Digital Library  http://www.perseus.tufts.edu

GENERAL RESOURCES
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Request submitted by (Department or Program Name): Bush School of Government and Public Service
2. Course prefix, number and complete title of course: BUSH 636, Quantitative Methods II: Game Theory Emphasis
3. Catalog course description (not to exceed 50 words): Continuation of BUSH 631; advanced instruction in quantitative social science research methods; designed to help students understand influences and constraints on decision-makers, improve the ability to characterize and predict decisions and assess the validity of information presented, and analyze situations of relevance to making decisions as a public manager.

4. Prerequisite(s): BUSH 631; PSAA or INTA Majors Only

Cross-listed with: Stacked with:

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

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

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

7. This course will be:
   a. required for students enrolled in the following degree 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)

   MPSA (Master of Public Service and Administration Program)

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
---|---|---|---|---|---|---|---|---
BUSH | 636 | QUANT METH GAME THEORY | 0 | 3 | 0 | 0 | 3 | 4 | 5 | 0 | 1 | 0 | 2 | 0 | 0 | 1 | 6 | 1 | 3 | 6 | 4 | 1 | 1 | - | 1 | 2 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:
Jeryl L. Mumpower
Department Head or Program Chair (Type Name & Sign) Date

Samuel A. Kirkpatrick
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

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

13 of 101 B
BUSH 638: Quantitative Methods II - Game Theory Emphasis
Spring 2011
Tuesdays 1:30pm – 4:20pm (Allen 1110)

Instructor: Gina Yannitell Reinhardt
Office: 1068 Allen Building
Office Hours: Thursdays, 2:30-3:30pm, and by appointment
Email: greinhardt@bushschool.tamu.edu
WebCT Vista Course Homepage: http://elearning.tamu.edu/

TA: Benjamin Tkach
Email: btkach@politics.tamu.edu
Office Hours and Tutorials: 6pm-8pm Thursdays, Allen 1083

Required Materials:
- Additional readings will be made available at PSEL, on the PSEL web site, or on our WebCT vista course page.
- Calculator

Course Description:
Course is second part of sequence on quantitative social science research methods. Designed to help students understand the influences and constraints on decision-makers; improve the ability to characterize and predict decisions and assess the validity of information presented; and analyze situations of relevance to making decisions as a public manager.  This will be a course filled with new and interesting information.

The majority of the course will be devoted to analyzing decision-making through Game Theory and Social Choice Theory.  The goal is to develop skill for analyzing the logic of political and strategic interactions.  We rely on the tools of game theory and social choice theory and use examples from economics, politics, and public administration.  We will rely heavily on the Dixit & Skeath book during this time.  We will endeavor to model situations of decision-making mathematically, and to use that modeling to understand decisions and how they’re made.  As a public servant the skills you learn in this course will be invaluable to your career as a decision-maker, whether that be in the public, non-profit, or private sector.

I will not have time to cover all textbook materials in class, and my lectures will cover items that are not in your books.  For this reason, a well-rounded approach to studying and reviewing material (readings, notes, homework assignments) is optimal.

Prerequisites:
BUSH 631 or Instructor Approval. PSAA or INTA majors only.

NEO Account:
You must have a NEO email account in order to log on to the WebCT Vista system, and to receive class announcements and emails.  You are responsible for making sure that your neo account is current and working.  If you do not have one, you may obtain one at: http://neo.tamu.edu.
Course Components:

5% Attendance and Active Participation
You must attend class having completed all assigned readings. This is the only way you will know which questions you need to ask and where you need help in the material. I encourage you to not only complete the readings, but to work through the example problems in the text, especially if you are having difficulties understanding the material. You should also review all your notes from the previous week of classes. Occasionally, you will be asked to prepare material for discussion during class.

40% Homework Assignments
You will be given a homework assignment almost every week. You must complete the homework assignment for a given week and turn it in the following week, at the beginning of class. Each assignment will be made available to you no later than Friday in the week of the material covered, and will be labeled with the name of the week of class. For example, your homework assignment for Week 4 will be called "Homework, Week 4," and will be available on WebCT no later than Friday, February 12th. This homework assignment is due at the beginning of class on Tuesday (or Wednesday) afternoon of Week 5, February 16th (or 17th, depending on your section).

40% Exams (20%, 20%)
There will be two exams over the course of the semester. The first will be taken in class. The second will be take-home.

15% Modeling Assignments
You will receive instruction on how to complete your modeling assignment(s) mid-way through the semester. Your task will involve modeling two real-world situations.

Grading:
The standard Bush School scale will apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Extraordinary, excellent work and mastery of concept</td>
</tr>
<tr>
<td>B</td>
<td>Good work and solid command of concept</td>
</tr>
<tr>
<td>C</td>
<td>Adequate work and sufficient understanding of concept</td>
</tr>
<tr>
<td>D</td>
<td>Poor work, little understanding of concept</td>
</tr>
<tr>
<td>F</td>
<td>Lack of work, no understanding of concept</td>
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</table>

Challenging a Grade:
Each homework assignment will have an answer key posted on WebCT after grading is complete, including the amount of points possible for each component of the homework. Should you have a dispute regarding the way your homework or exam is graded, look at the answer key first. Should you still feel your complaint is justified, you must submit a typewritten statement explaining why you believe your grade should be changed, attached to the assignment in question. Absolutely no grade challenges will be entertained in person unless a written challenge has been submitted beforehand. Please note that your entire assignment/exam is subject to being re-graded, should you choose to challenge your grade.

Extra Credit:
There is no extra credit for this course.
Late work policy:

*Late homework assignments will not be accepted.* Early homework assignments will always be accepted. If you find yourself in a situation where you cannot make it to class and cannot give your homework to a colleague to turn in for you, you may email the homework to me, along with an explanation for why you are not in class. Otherwise, you are expected to attend class and turn it in yourself.

As the last exam is a take-home exam, it is due at 11:00am on Thursday, 5 May 2010. You will need to give me an electronic copy and a hard copy. If you turn in your exam on May 5th at 11:01am or later, you will be penalized 5 percentage points. From then on, until you turn in your exam, every time the clock strikes midnight, you will be penalized 5 more percentage points.

**Honor Code:**

"An Aggie does not lie, cheat, steal, nor tolerate those who do."

A grade of zero will be given to anyone who cheats on any exam or homework assignment, or who commits plagiarism. Plagiarism is commonly defined as passing off as one's own the ideas, words, writings, music, graphs, charts, datasets, etc., that were originally created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the original author. Plagiarism is cheating. It is a violation of personal and academic integrity, and it will not be tolerated. If you have any doubt that you might be committing, or about to commit, an act of plagiarism, stop and consult me or another faculty member first.

It is impossible to stress how seriously I take the Honor Code. If you are found to be in violation of the honor code, you will be sent through the proper Bush School and TAMU channels, you will likely fail this course, and you may be expelled. Thoughts to keep in mind:

- Preparing for lectures with fellow students and working example problems together is permissible and encouraged.
- Homework problems should be submitted individually *and in writing*, even if the preparation to do those problems takes place in groups. Each assignment should be written/typed in your own hand, in your own words. Your grade rests entirely on your own work.
- If you choose to work on your homework in groups, it is understandable that the mathematical portions of your assignments (equations, formulae) may appear similar. When it comes to written portions of work (sentences, paragraphs, descriptions, definitions), these portions must be written in your own words. A word-by-word duplicate of another person's solution is considered cheating.
- You are encouraged to use discussion streams (on WebCT) with each other to help each other work through confusion.

If you have any questions about Honor Council Rules and Procedures, you may find more information at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or at 845-1637.
<table>
<thead>
<tr>
<th>Course Schedule and Assignments:</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week #</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Assignment</strong></td>
</tr>
<tr>
<td>Week 1 (1/19)</td>
<td>Introduction, Game theory and social choice theory, as tools of decision-making and policy analysis</td>
<td>D&amp;S: Ch. 1-2, Ch 3 sections 1-3</td>
</tr>
<tr>
<td>Week 2 (1/26)</td>
<td></td>
<td>Homework, Week 2</td>
</tr>
<tr>
<td>Week 3 (2/2)</td>
<td>Formal representation of a social interaction, extensive form</td>
<td>D&amp;S: Ch 3, Ch 4</td>
</tr>
<tr>
<td>Week 4 (2/8)</td>
<td>Strategic form, Nash Equilibrium</td>
<td>Homework, Week 4</td>
</tr>
<tr>
<td>Week 5 (2/15)</td>
<td>Preferences, utility, collective decisions</td>
<td>Homework, Week 5</td>
</tr>
<tr>
<td>Week 6 (2/22)</td>
<td>More on simultaneous moves and Nash equilibrium</td>
<td>Homework, Week 6</td>
</tr>
<tr>
<td>Week 7 (3/1)</td>
<td>Mixed Strategies, Refinements of the Nash Concept</td>
<td>Homework, Week 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam 1</td>
<td>First Model Due Week 10</td>
</tr>
<tr>
<td>Week 9</td>
<td>SPRING BREAK!</td>
<td>No class this week</td>
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<tr>
<td>Week 10 (3/15)</td>
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<tr>
<td>Week 11 (3/22)</td>
<td>Prisoner's Dilemma and Collective Action Problem, P.V. Discounting</td>
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<tr>
<td>Week 12 (4/5)</td>
<td>Evolutionary Games</td>
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<tr>
<td>Week 13 (4/12)</td>
<td>Brinkmanship</td>
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<tr>
<td>Week 14 (4/19)</td>
<td>Strategy and Voting</td>
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<tr>
<td>Week 15 (4/26)</td>
<td>Uncertainty and Information</td>
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- Topic | Reading |
- Introduction, Game theory and social choice theory, as tools of decision-making and policy analysis | D&S: Ch. 1-2, Ch 3 sections 1-3 |
- Formal representation of a social interaction, extensive form | D&S: Ch 3, Ch 4 |
- Strategic form, Nash Equilibrium | Homework, Week 4 |
- Preferences, utility, collective decisions | Homework, Week 5 |
- More on simultaneous moves and Nash equilibrium | Homework, Week 6 |
- Mixed Strategies, Refinements of the Nash Concept | Homework, Week 7 |
- Exam 1 | First Model Due Week 10 |
- SPRING BREAK! | No class this week |
- Prisoner's Dilemma and Collective Action Problem, P.V. Discounting | |
- Evolutionary Games | |
- Brinkmanship | |
- Strategy and Voting | |
- Uncertainty and Information | |
- Topic of Choice Review and Wrap-up | D&S: TBA |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: PSAA 670, Public Information Systems Management

3. Catalog course description (not to exceed 50 words): Introduction to information systems for future public managers, management and public policy issues regarding information systems, and current policy issues related to information and communications technology.

4. Prerequisite(s): Graduate Classification Only

Cross-listed with: Stacked with:

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

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

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? □ Yes □ No

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

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

MPSA (Master of Public Service and Administration Program)

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>P</th>
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<th>PUBLIC</th>
<th>INFO</th>
<th>SYSTEMS</th>
<th>MGMT</th>
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<td>Lab</td>
<td>SCH</td>
<td>CIP and Fund Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>FICE Code</td>
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</table>

Approval recommended by:

Jeryl L. Mumpower
Department Head or Program Chair (Type Name & Sign) Date

Samuel A. Kirkpatrick
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Samuel A. Kirkpatrick
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
PSAA
Public Information Systems Management
Section 601 – M 4:30 – 7:20pm
Instructor: Douglas R. Oxley, Ph.D.

Office Hours:
MW 2:00-3:00
Or by appointment

Office: Allen 1116
Phone: (979) 845-6860
doxley@bushschool.tamu.edu

Course Description
This is a special topics course introducing information systems to future public managers and discussing management and public policy issues regarding information systems. Information systems are an integral component of nearly all government activities. Those public sector professionals who are prepared to address tasks related to the implementation, design and management of information systems will be in demand for jobs in and outside of government. Further, change in information and communications technology has created some interesting policy problems for governments. These include consumer and government cyber-security, governance on a global network, and connecting citizens to government using technology (a.k.a. e-government). Given these needs, this course will cover the nature of information systems, management topics concerning information systems, and some current policy issues related to information and communications technology.

Course Objectives and Pedagogic Style
The course will be organized as either a seminar or a lecture depending upon the nature of the content for the week. The course will primarily start out as a lecture as we move through material related to the nature of information systems. Once we begin studying the management of information systems and policy issues concerning information systems, the course will follow a case study / seminar format.

Following successful completion of the course, students should have a basic understanding of how information systems are built, designed and acquired. They should know how information systems are managed and the pitfalls inherent in large scale information systems projects. They should be conversant in public issues that governments are currently addressing regarding information technology.

Prerequisites and Prior Expertise
G7, G8, G9 classification only, any college.

Sources
We will read approximately four typical journal articles per week from the following sources (and other sources as needed).


Various recent GAO reports on Information Management, Information Security and Information Technology.

Other articles as assigned.

Assignments and Grading
1. Short papers (30%)
   a. Short papers (1 to 2 pages) will be assigned on a regular basis concerning the content of the material assigned during the week.

2. Exam (30%)
   a. A midterm exam will be given covering the nature and management of information systems.

3. Research Paper (30%)
   a. Students will write either a case study concerning a public information systems management topic or a policy analysis concerning an information systems public policy problem.

4. Attendance and Participation (10%)
   a. This is a qualitative assessment at the end of the semester as to your overall contribution to the class sessions.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quantitative Scale</th>
<th>Qualitative Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0% - 100.0%</td>
<td>The student has performed exceptionally at all tasks of the course. The student has mastered all (or nearly all) of the concepts presented.</td>
</tr>
<tr>
<td>B</td>
<td>80.0% - 89.9%</td>
<td>The student has performed admirably in the tasks of the course. The student has mastered most of the concepts presented.</td>
</tr>
<tr>
<td>C</td>
<td>70.0% - 79.9%</td>
<td>The student has completed the tasks of the course. The student has mastered some of the concepts presented.</td>
</tr>
<tr>
<td>D</td>
<td>60.0% - 69.9%</td>
<td>The student has performed inadequately at the tasks of the course. The student has mastered few of the concepts presented despite persistent effort.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;= 59.9%</td>
<td>The student has performed inadequately at the tasks of the course and has not participated sufficiently to merit any other grade.</td>
</tr>
</tbody>
</table>

Philosophy of Teaching and Grading
- Graduate education is dramatically different from undergraduate education. I view graduate education as an apprenticeship. Not necessarily an apprenticeship in the sense that all graduate students will end up being college professors, but rather that graduate
Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN 752 Smart Structures

3. Catalog course description (not to exceed 50 words):
Fundamentals of smart structures including structural dynamics, damping, sensors, control concepts, smart materials, modeling of smart structures, and signal processing; semi-passive concepts, energy harvesting, semi-active concepts, active vibration control, active noise control, shape adaptation, and structural health monitoring.

4. Prerequisite(s):
CVEN 363 or equivalent or graduate classification in CVEN or approval of instructor

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

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

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

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

9. Approval recommended by:
   Mark Burns
   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date
   R. Green
   Date of Committee Date
   Chair, UC or UCC Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra_williams@tamu.edu
Curricular Services – 3/10
CVEN 752 – Smart Structures

Instructor: Stefan Hurlebaus
Office: Room 702C, CE/TTI Building
Phone: (979) 845-9570
Email: shurlebaus@civil.tamu.edu
Web Page: http://ceprofs.tamu.edu/shurlebaus/

Lecture: TR 8:00am-9:15am, CE 104
Office Hours: TBD

Prerequisites: CVEN363 or equivalent or graduate classification in CVEN or approval of instructor

Course Description

This course introduces students to the applications of smart structures such as semi-passive concepts, energy harvesting, semi-active concepts, active vibration control, active noise control, shape adaptation, and structural health monitoring. Great emphasis is placed on fundamentals in smart structures such as structural dynamics, damping description, sensors, control concepts, smart materials, modeling of smart structures, and signal processing. For students, this course provides a strong background for pursuing more advanced courses in control, signal processing, or identification, such as CVEN 689 Advanced Dynamics & Control and CVEN 631 Identification of Civil Engineering Systems.

Text

Hurlebaus, S.: Smart Structures - Fundamentals and Applications: Lecture Notes, 256 pages, Zachry Department of Civil Engineering, Texas A&M University, 2005

Other Resources


**Grading**

Final grades will be based upon the overall average to be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework and In-class Assignments/RATs:</td>
<td>15%</td>
</tr>
<tr>
<td>Project:</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Examinations (2 @ 15%):</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination (cumulative):</td>
<td>40%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

where: \[ A \geq 90; \quad 90 > B \geq 80; \quad 80 > C \geq 70; \quad 70 > D \geq 60; \quad 60 > F. \]

Note that I do not grade on a strict curve; instead, I believe in using a criterion or competency-based grading system. Grades will be based on demonstrated understanding as represented in the course components listed above. In either event, no "deals" will be made at the end of the semester. For more information regarding grading policy, please refer to the web site. That information is considered part of the course syllabus.

Please note that your homework papers are GRADED, NOT CORRECTED. Occasionally your paper will be "corrected", noting all errors. At other times they may only be checked for completeness.

**Exam Schedule**

<table>
<thead>
<tr>
<th>Exam</th>
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<tbody>
<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
<td>TBD</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Attendance and Quizzes**

Attendance and class participation are required. In order to sample attendance, as well as assess the progress of the class, unannounced RATs (Readiness Assessment Tests) will be given at random during class periods. These may be over the assigned reading material, which should be done to prepare for the lecture.

If you have a scheduled university excused absence, you must turn in a written excuse to be kept by the instructor before the date of the event (http://student-rules.tamu.edu/). You must also make arrangements to turn in any assignments due on that date by the assigned deadline.

**Teaming**

Teaming will be employed in this class on the projects and possibly on selected homework assignments and quizzes. Students will be allowed to form their own teams of 2-3 people. All team submissions are to be signed by all participating members. Any team member that does not sign the submission will not receive any credit for that assignment.

**Homework Policy**

- Homework problems will be assigned every class and due 1 week later. Homework must be turned in at the beginning of class day due and will be considered late otherwise. No LATE PROBLEM SETS WILL BE ACCEPTED unless you have a university excused absence.
Homework will be assigned via course web site. You are responsible for getting the assigned homework and reading from the web site in sufficient time to complete it by the due date. If you leave it to the day before and the network is down, you will still be held accountable for not completing the assigned work.

Please note that your homework papers are GRADED, NOT CORRECTED. Occasionally your paper will be "corrected", noting all errors. At other times they may only be checked for completeness. Or only 1 problem will be corrected while others merely checked for completeness.

Homework should be presented in a neat and professional manner. The following format is required in this course, not to punish you or force you to do something you may consider a waste of time. It is required to get you in the habit of presenting your work in a professional manner.

1. All work should be presented on one side of the paper only.
2. ALL WORK REQUIRED TO SOLVE THE PROBLEM MUST BE SHOWN IN A LEGIBLE AND NEAT FASHION. Utilize words to help describe what you are doing.
3. Your name, course and section number, and date should be at the top of the first page or on a cover page. All the pages of solution set should be stapled together.
4. EACH PROBLEM SHOULD BEGIN AT THE TOP OF A NEW PAGE. The body of the problem solution will consist of the following sections, though they need not be explicitly labeled:
   - Problem: Give the problem number.
   - Given: State all that is known about the problem. Include any sketches or other specifications when necessary.
   - Required: State what you intend to find in the problem. Be specific and concise.
   - Solution: Present in a methodical and logical manner the steps and calculations necessary to obtain the required information. The final answers should be clearly identified.

All pages of the solution set should be stapled together.

Failure to comply with these requirements will result in a warning during the first 2 weeks of the semester and grades of 0 for subsequent violations.

You may discuss the homework assignment with other students. In fact, I encourage you to interact actively with each other, as it will help you in understanding the materials better. However, the final product must be your own work. I will adhere to the university policy on cheating and plagiarism. Please review “Scholarly Dishonesty” section in this syllabus and in the Texas A&M University Student Rules.

Re-Grading Policy

Discussions about grading will not be conducted in person. However, I will be happy to discuss the material and concepts covered in the problem with you during office hours.

Great care is taken to ensure that your homework problems and exams are graded correctly, fairly and consistently. However, there may be instances when a mistake has been made in grading your work. If you feel that there has been a mistake, you must submit the work for re-grading within one week after it has been returned to you. Any work submitted after this one-week period will not be re-graded. This policy includes major exams.
- When you resubmit the work for re-grade, you must *attach a formal written statement* indicating where you feel you lost extra points. You must then sign this statement. The entire problem is then open for a re-grade, and you may end up with a higher or lower score than before.

- If the issue is just a question of adding up the points incorrectly, you still must *attach a written statement to that effect*, but no re-grading of individual problems will occur.

### Course Topics

<table>
<thead>
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<td>Introduction:</td>
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<td><strong>Definition of Smart Structures, History</strong></td>
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<td>2</td>
<td><strong>Structural Dynamics:</strong></td>
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<td>Vibration of Discrete Systems: Free and Forced Vibration</td>
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<td>Linear Elasticity</td>
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<td>Wave Propagation in Elastic Solids: Infinite Media, Semi Infinite Media, Double-bounded Media</td>
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<td>Wave Propagation in Plates: Exact Theory, Mindlin Plate Theory, Classical Plate Theory, Comparison</td>
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<td>Wave Propagation in Beams and Rods</td>
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<td><strong>Vibrations of Continuous Systems: Rods, Beams, Plates</strong></td>
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<td>Classification of Damping,</td>
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<td>Linear Viscoelasticity: Memory Integrals, Relaxation, Creeping</td>
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<td>Linear Viscoelasticity: Maxwell Model, Kelvin-Voigt Model, 3-Parameter Model, N-Parameter Model</td>
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<td>Frequency domain representation,</td>
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<td>Friction Damping: Phenomena, Modeling, Classical Models, LuGre Model</td>
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<td>Piezoelectric Material: Piezoceramics, Piezoelectric Polymers</td>
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<td><strong>Shape Memory Alloy (SMA)</strong></td>
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<td>Magneto- and Electrorheological Fluids: Magneto-rheological Effect, Electrorheological Effect, Comparison</td>
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<td>Chemomechanical Materials</td>
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<td>Laser Doppler Interferometer</td>
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<td>Strain Gages</td>
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<td><strong>Modeling of Smart Structures:</strong></td>
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<td>Sandwich Beam: Symmetric Configuration</td>
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<td>Sandwich Beam: Antisymmetric Configuration, Asymmetric Configuration</td>
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<td><strong>Sandwich Plate: Antisymmetric Configuration</strong></td>
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<td>Sandwich Plate: Asymmetric Configuration</td>
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<td><strong>Signal Processing Methods:</strong></td>
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<td>Fourier Series, Fourier Transform, 2D Fourier Transform</td>
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<td>9</td>
<td><strong>Time-Frequency Representations (TFRs): Short-Time Fourier Transform</strong></td>
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28 of 101 B
| (STFT), Wigner-Ville Distribution (WVD), Smoothed Wigner-Ville Distribution (SWVD) |
| Time-Frequency Representations (TFRs): Wavelet Transform (WT), Empirical mode decomposition (EMD) and the Hilbert spectrum, Reassignment Method, Comparison |
| Control Concept: |
| 10 Feedforward Control, Feedback Control |
| PID-Controller |
| State Variable Approach, Output Feedback and State Feedback |
| State Estimation and Observers, Modal Control |
| 11 Semi-Passive Damping: |
| Resistive Shunting, Modal Strain Energy Approach |
| Optimal Placement of Piezoceramic Elements, Added Damping and Frequency Tuning, Experimental Setup and Results |
| Semi-Active Damping: |
| Semi-Active Lap Joint, Semi-Active Rotational Joint, Two Beam Model |
| 12 Controller Design, Friction Observer, Closed Loop System, Experimental Results |
| Active Vibration Control: |
| Modal State-Space Formulation, Modal Control Strategy |
| Test Object, Controlled Modes, Experimental Setup and Results |
| Active Vibration Isolation: |
| 13 Equation of Motion, Vibration Suppression, Vibration Isolation |
| Feedforward Control, Feedback Control |
| Structural Health Monitoring: |
| Passive Sensing Diagnostics: Localization and Identification of Impacts |
| 14 Active Sensing Diagnostics: Smart Layer |
| Active Sensing Diagnostics: Detection of Discontinuities |
| Shape Adaptation: |
| Aerodynamic Forces on an Airfoil, Concept of Variable Camber |

ADA and Academic Integrity Statements

- **Americans with Disabilities Act (ADA) Policy Statement**

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: HLTH 641 Foundations in Health Education

3. Catalog course description (not to exceed 50 words): Introduction to the profession of health education; basic history, philosophy, theory, and standards; responsibilities and competencies of the health educator; methods of practice.

4. Prerequisite(s): Graduate classification; accepted to E-Master's program in Health Education.

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.

7. Will this course be repeated within the same semester? □ Yes □ No

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      E-Masters in Health Education
   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.

Prefix: HLTH
Course #: 641
Title (excluding punctuation): Foundations in Health Education

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
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<td>03632</td>
</tr>
</tbody>
</table>

Approval recommended by:
Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date 8/3/10

David Wu
Chair, GC or UCC Date 12/30/10

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
HLTH 641 Foundations in Health Education

Course title and number: HLTH 641 - Foundations in Health Education (3 credit hours)
Term: Fall, 2010
Number of Learning Modules: 15

Instructor Information:
Name: B. E. (Buzz) Pruitt, Ed.D.
Telephone number: (979) 845-3503
Email address: buzz@hlkn.tamu.edu
*Make sure you include HLTH 641 in the subject line of your email to ensure a prompt response.
Office hours: Tuesday and Thursday mornings
*You can expect a response to your emails during office hours. You can also call anytime during office hours to ask any questions.
Office location: 113 Dulie Bell

Catalog Description of Course:
Introduction to the profession of Health Education; basic history, philosophy, theory, and standards; responsibilities and competencies of the health educator; methods of practice.

Course Description:
This course of study is designed to introduce the prospective health educator to the profession of Health Education. Basic terminology and processes will be presented. Students will become familiar with the history, selected philosophies, selected theories, and standards of the field. The course will focus on the methods and materials of the health education process as well as the settings in which health education is practiced.

Prerequisites:
Graduate Classification and must be accepted to the E-Masters program in Health Education.

Learning Goals or Course Goals:
At the end of this you will be able to:
- Summarize the history, selected philosophies, selected theories, and standards of the field of health education.
- Utilize the “methods” of health education.
- Evaluate literature of the field of health education.
- Make a commitment to health education, professionally and personally.
Course Textbook and/or Resource Materials:

Course Website:
This section of HLTH 641 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu) (please book mark this site). To access the course content please follow these steps:

1. Go to [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu)
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “HLTH 641 - Foundations of Health Education”
5. Once logged into the course you will use the links located in the course menu on left side of the homepage to navigate through the course content.

Required Software:
- Internet Browser such as Explorer or Firefox
- Flash Plug-in
- NEO Email Account (Note: All course emails will be sent to your NEO account)
- Adobe Reader
- Microsoft Word
- Camtasia Studio with Web Cam

**A link for more information about the required software is provided on the course website in the “Course Menu” under “Required Materials.”**

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Amber Icke at aicke@hlkn.tamu.edu. In your email make sure you include which course you are having problems with and a short description of the problem. Ms. Icke will get with you within 24 hours to assist with the problem. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Online Orientation: The video orientation session for the course is provided on the following link:
- [http://onlinecourses.tamu.edu/EMasters/Orientation/HLTH 641.html](http://onlinecourses.tamu.edu/EMasters/Orientation/HLTH 641.html)

The video will last approximately 15 minutes. You are encouraged to watch. This video will give you a chance to familiarize yourself with the course. It will introduce you to the instructor and OHI staff, demonstrate how to use the website, and answer some questions you might have about the course.
Grading Policies:
For the Foundations of Health Education course, six evaluation measures will be used to assign letter grades; completion of the quizzes, midterm, and final, as well as the quality of the forum posts, upload assignments, and a presentation. Course grades will be based on a total of 525 points (please see the grading scale below). There will be 55 points for quizzes, 50 points for the midterm exam, 50 points for the final exam, 50 points for Forum Posts, 220 points for upload assignments, and 100 points for the video presentation. All assignments are posted on the course website and must be submitted on the course website no later than 5:00pm on the due date. No assignments that are emailed to the instructor will be accepted. Completion of all assignments is up to you. Please make a note of all due dates and times with the course outline located below. No late assignments will be accepted unless a university excuse has been submitted and approved by the instructor. Note: All course assignments are to be completed individually and security precautions have been taken on the course website to uphold the “Aggie Code of Honor.”

😊 Indicates that the assignment should be uploaded into your Electronic Portfolio.

Quizzes, Midterm and Final Exam: These assignments are designed to help assess your mastery of chapter materials including the lectures, readings, and notes posted on the course website. Once you have clicked on the link for the quiz, you will see the a brief message about the material that will be covered on the quiz. To begin the quiz, click on “Attempt quiz now”. When the quiz appears you will click on the correct answer choice. When you are ready to submit your quiz, you must click “Save all and finish”. If you click on the “save without submitting” button the timer will continue to count down and at the end of 15 minutes your quiz will automatically be submitted even if you log off the course website. When you complete the quiz, you will see your quiz score.

- For the Quizzes you will be given 2 attempts with 15 minutes to answer 10 questions. To obtain the full amount of time on a quiz, make sure you do not start later than 4pm on the due date. You will be able to see your score after completing the quiz, but the questions and answers will not be released until the quiz closes. Then you may review your quiz to prepare for the midterm and the final exam. To review your quiz, you will need to click on the quiz. Then you will click on the grade or marks, as this number will be a link. The next page that appears will show your quiz questions, answers, and any feedback from the graduate assistant. The quizzes are:
  - Learning Module 1.1 Quiz (5 points) due Monday 9-6-10 by 5pm CST
  - Learning Module 1.2 Quiz (5 points) due Monday 9-13-10 by 5pm
  - Learning Module 1.3 Quiz (5 points) due Monday 9-20-10 by 5pm
  - Learning Module 1.5 Quiz (5 points) due Monday 10-4-10 by 5pm
  - Learning Module 1.7 Quiz (5 points) due Monday 10-11-10 by 5pm
  - Learning Module 1.9 Quiz (5 points) due Monday 10-25-10 by 5pm
  - Learning Module 1.10 Quiz (5 points) due Monday 11-1-10 by 5pm
  - Learning Module 1.11 Quiz (5 points) due Monday 11-8-10 by 5pm
  - Learning Module 1.12 Quiz (5 points) due Monday 11-15-10 by 5pm
• Learning Module 1.13 Quiz (5 points) due Monday 11-22-10 by 5 pm
• Learning Module 1.15 Quiz (5 points) due Monday 12-6-10 by 5 pm

• For the Midterm and Final Examinations you will be given 1 attempt with 60 minutes for 100 questions. To obtain the full amount of time on a quiz, make sure you do not start later than 4 pm on the due date. For exams you will not be able to see the questions and answers you missed. If you are curious about which topic you did not do well on, you will need to contact the instructor of the course. The exams are:
  • Midterm Examination (50 points) will open on Thursday 10-14-10 at 8:00 am CST and will close on Friday 10-15-10 at 5:00 pm CST.
  • Final Examination (50 points) will open on Thursday 12-9-10 at 8:00 am CST and will close on Friday 12-10-10 at 5:00 pm CST.

Forum Posts: These assignments are designed for students to express their opinions about health education. All forums will require one original response to the questions asked and at least one response to another student’s post (specific directions for each forum can be found on the course website). When making your original post: click “add a new discussion topic” then enter your subject and message and click “post to forum”. You will have 30 minutes after your original post to edit your thoughts. To reply to a posting, click on the discussion title then when you get to a posting you would like to comment on on click reply and repeat the steps mentioned above. The forum assignments are:
• Personal Definition of Health Education (15 points) due Friday 9-10-10 by 5 pm
• Philosophical Foundation (25 points) due Friday 9-17-10 by 5 pm
• Analysis of Case Study (10 points) due Friday 9-24-10 by 5 pm

Uploads: These assignments are designed to assess your knowledge and application skills associated with health education (specific directions for each upload can be found on the course website). To upload an assignment, click on the “Browse...” button then find the document on your computer and click the “Open” button. Lastly, you will need to click on the “Upload this file” button. When a document is successfully uploaded the file name will appear under the “Submission” section of the assignment page.
• West Side Story (10 points) due Thursday 9-9-10 by 5 pm
• Personal Philosophy of Health Education (100 points) due Thursday 9-30-10 by 5 pm
• Theory Applications (25 points) due Thursday 10-7-10 by 5 pm
• Application of the Code of Ethics (25 points) due Thursday 10-21-10 by 5 pm
• Organization Profile (25 points) due Thursday 11-11-10 by 5 pm
• Research Literature Activity (25 points) due Thursday 11-18-10 by 5 pm
• Methods Application Activity (10 points) due by Thursday 11-22-10 by 5 pm.

Video Presentation: The purpose of this assignment is for students to describe their personal commitment to the health education profession. You will need to use Camtasia Studio and a web cam to complete this assignment (more information about using Camtasia Studio can be found in the frequently asked questions section of the course website or within the degree orientation). To upload an assignment, click on the
“Browse...” button then find the document on your computer and click the “Open” button. Lastly, you will need to click on the “Upload this file” button. When a document is successfully uploaded the file name will appear under the “Submission” section of the assignment page.

- Personal Commitment to Health Education (100 points) due by 12-2-10 by 5pm 😊

**Contribution to the Electronic Portfolio**

In learning module 1.4, you will construct and defend a personal philosophy of health education. This written paper will be submitted to the Electronic Portfolio. In learning module 1.15, you will prepare a presentation that demonstrates your commitment to health education. The link to your presentation, to be provided on the course website, will also be submitted for inclusion in the Electronic Portfolio.

**Points Grading Scale:**

Grades in HLTH 641 will be determined according to the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>55</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>Forums</td>
<td>50</td>
</tr>
<tr>
<td>Uploads/activities</td>
<td>220</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>525</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

- A = 477- 525 points
- B = 424 – 476.99 points
- C = 371 – 423.99 points
- D = 318 – 370.99 points
- F = <317.99 points

**Course Outline:**

<table>
<thead>
<tr>
<th>Learning Module:</th>
<th>Topics</th>
<th>Lecture(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
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<tbody>
<tr>
<td>LM 1.1</td>
<td>Background to the Profession</td>
<td>Background to the Profession by Dr. Pruitt</td>
<td>• Cottrell, R.R., Girvan, J.T., &amp; McKenzie, J.F. (2009). Principles and Foundations of Health Education and Health Promotion (4th edition). San Francisco, CA: Benjamin Cummings, Chapter 1.</td>
<td>Quiz:&lt;br&gt;• LM 1.1 Quiz (Mon. 9-6-10 by 5pm) &lt;br&gt;Upload:&lt;br&gt;• West Side Story (Thurs. 9-9-10 by 5pm) &lt;br&gt;Forum Post:&lt;br&gt;• Personal Definition of Health Education (Mon. 9-10-10 by 5pm)</td>
</tr>
<tr>
<td>LM 1.2</td>
<td>History of Health Education</td>
<td>History of Health Education by Dr. Pruitt</td>
<td>• Cottrell, R.R., Girvan, J.T., &amp; McKenzie, J.F. (2009). Principles and Foundations of Health</td>
<td>Quiz:&lt;br&gt;• LM 1.2 Quiz (Mon. 9-13-10 by 5pm)</td>
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</table>
• Philosophical Foundations (Mon. 9-17-10 by 5pm)  
Quiz:  
• LM 1.3 Quiz (Mon. 9-20-10 by 5pm)  
Forum Post:  
• Analysis of Case Study #2 (Thurs. 9-24-10 by 5pm) |
| **LM 1.4** | Developing a Personal Philosophy of Health Education | None | None | Upload:  
• Personal Philosophy Statement (Thurs. 9-30-10 by 5pm) |
• LM 1.5 Quiz (Mon. 10-4-10 by 5pm) |
| **LM 1.6** | Recognizing Theory Interventions | None | None | Upload:  
• Theory Application (Thurs. 10-7-10 by 5pm) |
• LM 1.7 Quiz (Mon. 10-11-10 by 5pm) |

**Midterm Examination (LM 1.1 – 1.7) will open on Thurs., 10-14-10 at 8am And will close on Fri., 10-15-10 at 5pm**

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| **LM 1.8** | Using the Health Education Code of Ethics | None | None | Upload:  
• Application of the Code of Ethics (Thurs. 10-21-10 by 5pm) |
• LM 1.9 Quiz (Mon. 10-25-10 by 5pm) |
• LM 1.10 Quiz (Mon. 11-1-10 by 5pm) |
| **LM 1.11** | Agencies, Associations, and Organizations of | None | • Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2009). *Principles and Foundations of Health Education* | Quiz:  
• LM 1.11 Quiz (TMonday 11-8-10 by 5pm) |
E-Master in Health Education

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Upload</th>
<th>Quiz</th>
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<tr>
<td>LM 1.13 Methods of Health Education</td>
<td>Methods of Health Education by Dr. Pruitt</td>
<td>None</td>
<td>Quiz: LM 1.13 Quiz (Mon. 11-22-10 by 5pm)</td>
<td>Upload: Methods application activity (Mon. 11-22-10 by 5pm)</td>
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<tr>
<td>LM 1.14 Personal Commitment to Health Education</td>
<td>None</td>
<td>None</td>
<td>Upload: Personal Commitment to Health Education (Thurs. 12-2-10 by 5pm)</td>
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Final Examination (.8 – 1.15) will open on Thurs. 12-9-10 at 8am and will close on Fri. 12-10-10 at 5pm.

**Academic Honesty:**

The Aggie Honor Code states:

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

Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: [http://www.tamu.edu/aggiehonors](http://www.tamu.edu/aggiehonors)

**Academic Dishonesty Procedures:**

Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or can adjudicate the case through the department. You
will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

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

If you are a student that has registered with Disability Services, please make sure we get the required paperwork so that we make proper accommodations for any course assignments.

**Student Rules:**
Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules. More specific rules, information and procedures may be found in various publications pertaining to each particular service or department. For more information about the rules, please visit, [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/).

**Copyrighted Materials:**
Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, notes and any web-based materials). These are legally protected documents. Do not reproduce these materials for any use other than those related to this course.

**Disclaimer:**
Should you have any problems or comments that you would like to share about the online courses, please contact Ms. Amber T. Icke, the Director for the Office of Health Informatics, by email at aicke@hlkn.tamu.edu or by phone at 979-458-2672.

**Caveat:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
MEMORANDUM

October 1, 2010

To: Dr. James Kracht
   Associate Dean for Academic Affairs
   College of Education and Human Development

From: Dr. Richard Kreider
      Department Head and Professor
      Health and Kinesiology

RE: New Courses for the E-Master of Science in Health Education Program

The E-Master of Science in Health Education degree program is an on-line (Distance Education/Internet) program of study designed to enhance the training of professional health education specialists to plan, implement, and evaluate interventions that promote health and prevent disease. Completion of the degree requires 36 credit hours of coursework from Texas A&M University, completed in a non-resident context. The non-resident students are not required to attend class on campus, nor are they required to come to campus for assessment activities.

All courses below are new courses designed as components of the new E-Master of Science in Health Education degree program.

HLTH 641 - This course, Foundations of Health Education, provides a knowledge base for students beginning the study of health education and the E-MS in HE. It is especially designed for those students who do not possess a bachelor’s degree in health education or equivalent and/or CHES (Certified Health Education Specialist) credentials. The course focuses on the methods and materials of the health education process as well as the settings in which health education is practiced. This is course one of the ten course series.

HLTH 642 - This course, Health Education Ethics, provides knowledge, skill, and practice experiences for students of health education. The course focuses on the importance of ethical practice in health education, the professional code of ethics, and the necessity of ethics training in the conduct of research. This is course two of the ten course series.

HLTH 643 - This course, Introduction to Epidemiology, provides an introduction to the science base of health education. This course of study focuses on the fundamental principles of epidemiology as well as the methods of epidemiologic investigation and research. Attention is given in this course to the application of these principles and methods to the practice of health education. This is course three of the ten course series.
October 28, 2010

MEMORANDUM

TO: Dr. Dave Reed

FROM: James B. Kracht

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached courses to be used for the E-Master of Science in Health Education Program.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: HLTH 642 Health Education Ethics

3. Catalog course description (not to exceed 50 words): Basic concepts in health education ethics; ethical dilemmas faced by health educators; articulated ethics framework; includes fairness, justice, and the reduction of unjust disparities in the health education practice.

4. Prerequisite(s): Graduate classification; accepted to E-Master's program in Health Education.

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</tbody>
</table>

Approval recommended by:

Richard Kreider
Department Head or Program Chair (Type Name & Sign) Date 8/31/0

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

HLTH 642 - Health Education Ethics

Course title and number: HLTH 642 - Health Education Ethics (1 credit hour)
Term Fall, 2010
Number of Learning Modules 5

Instructor Information:
Name Patricia Goodson, PH.D.
Telephone number 979-845-1756
Email address: pgoodson@hlkn.tamu.edu
*Make sure you include HLTH 642 in the subject line of your email to ensure a prompt response.
Office hours Wednesdays 2:00 – 3:30pm.
*You can expect a response to your emails during office hours. You can also call anytime during office hours to ask any questions.
Office location 158W Read Building

Course Description:
Basic concepts in health education ethics; ethical dilemmas faced by health educators; articulated ethics framework; includes fairness, justice, and the reduction of unjust disparities in health education practice.

Course Introduction:
This course introduces you to basic concepts in ethics as they apply to the practice of Health Education. These concepts will prepare you to reflect about the ethics of your practice, and to articulate well-reasoned responses to the many ethical dilemmas faced by health education practitioners. These basic concepts and their application will help you establish a foundation for judging what are the most appropriate, just, or morally right actions, regarding issues in your professional practice. The course will also help you become better able to identify current health education topics that have ethical implications or dimensions and require careful consideration and approach. An ethics approach to health education practice is especially important because education about health issues is a moral enterprise, given that it deals with people’s decisions about quality of life, and lifestyles. In sum, this course offers you an articulated ethics framework in which to place your practice and your theory (the reflection about your practice). Ultimately, such framework will contribute to increased fairness and justice in health education practice, as well as to the absence of unjust disparities.

The framework used in this course is the one developed by Robert Nash, for his courses in applied ethics. This framework consists of three moral languages. It presupposes each of us speaks one or more moral languages, because we inhabit at least three different worlds: a metaphysical life-space filled with our personal beliefs, a concrete moral world of small communities in which we share some
of these personal beliefs, and a secular pluralist world of large organizations that mold and shape our professional behaviors and moral beliefs (Nash, p. 29). Communication regarding ethical issues can, at times, become strenuous and ineffective, when the ones communicating are speaking different languages.

The term “language”, according to Nash, refers to a “certain mode of moral discourse” composed of a specific vocabulary. This vocabulary shapes “a particular sociocultural context and professional organization”, and “prescribes and proscribes certain kinds of virtuous and vicious behaviors, as well as certain kinds of judgments and decisions” (Nash, p. 22). The three moral languages in Nash’s framework are:

1. **The language of background beliefs** – formed by the “taken-for-granted, metaphysical assumptions” we all hold;
2. **The language of moral character** – which emphasizes the personal and structural context for ethical decision-making; and
3. **The language of moral principle** – a language formed by rules and principles that can be used to logically think through (and defend chosen positions within) professional moral dilemmas (Nash, pp. 12-14). Each of these languages is the dominant form of communication in each of the three worlds we inhabit.

While many professional ethics courses focus exclusively on the third language – designed for communication in a secular pluralistic world of large organizations – this course will also take into account your personal beliefs and ethical principles. This course, therefore, will focus not only on helping you become an ethical **professional**, but it will also strive to assist in your continual development as an ethical **person**. This course will openly encourage you to **commit to being ethical**: to make moral choices (in your personal and professional lives), and to take responsibility for these choices (personally and professionally). The underlying assumption of this course, therefore, is this: once you’ve been exposed to the course material, you will not only have enhanced your skills (knowledge, attitudes, reasoning skills), but you will also have influenced (shaped, reinforced, improved, or changed) your personal and professional behaviors (Nash, p. 10).

**Prerequisites:**
Graduate Classification; must be accepted to the E-Masters program in Health Education.

**Learning Goals or Course Goals:**
At the end of this course you will be able to:
- Recognize and understand the main ethical beliefs and principles that guide your life, both personally and professionally.
- Apply the appropriate language when framing, analyzing, or deciding on major ethical issues (in your personal and professional lives).
- List and characterize basic ethics concepts and principles that guide the practice of health education, such as social justice, fairness, and equity/equality.
- Identify reasons why ethical reasoning, in health education, is important.
- Defend complex and controversial ethical decisions in health education practice.
- Identify those ethical issues for which you stand, while respecting others’ ethical viewpoints.
- Describe the historical milestones that impacted/shaped the development of policies related to the protection of humans who participate in social sciences and bio-medical research.
- List the principal dimensions of the Health Educator’s Code of Ethics.
- Reflect on your own practice as a health educator: to what extent does it promote equity, fairness, justice, and wellness, while minimizing disparities?
- Apply your understanding of ethics, to the analysis of particular issues in health education: such application should allow you to describe the moral/ethical difficulties inherent in the issues, and to provide ethical courses of action, to solve the issue.

Course Textbook and/or Resource Materials:
- Required:
  - Journal articles will be posted within the course website.
- Recommended/Supplemental Readings:
  (* indicates highly recommended/supplemental reading)

Course Website:
This section of HLTH 642 is the on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: http://courses.cehd.tamu.edu (please book mark this site). To access the course content please follow these steps:

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**A link for more information about the required software is provided on the course website in the “Course Menu” under “Required Materials.”**

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact Amber Icke at aicke@hlkn.tamu.edu. In your email make sure you include which course you are having problems with and a short description of the problem. Ms. Icke will get with you within 24 hours to assist with the problem. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

Online Orientation: The video orientation session for the course is provided on the following link:

-  [http://onlinecourses.tamu.edu/EMasters/Orientation/coursename.html](http://onlinecourses.tamu.edu/EMasters/Orientation/coursename.html)

The video will last approximately 15 minutes and students are encouraged to watch. This video will give you a chance to familiarize yourself with the course and introduce you to the instructor and OHI staff, demonstrate how to use the website and answer some questions you might have about the course.

Grading Policies:
For the Health Education Ethics course, three evaluation measures will be used to assign letter grades; the quality of the forum posts, upload assignments, and presentation. Course grades will be based on a total of 400 points (please see the grading scale below). There will be 140 points for Forum Posts, 110 points for upload assignments, and 150 points for the video presentation. All assignments are posted on the course website and must be submitted on the course website no later than 5:00pm on the due date. No assignments that are emailed to the instructor will be accepted. Completion of all assignments is up to you. Please make a note of all due dates and times with the course outline located below. No late assignments will be accepted unless a university excuse has been submitted and approved by the instructor. Note: All course assignments are to be completed individually and security precautions have been taken on the course website to uphold the “Aggie Code of Honor.”

😊 Indicates that the assignment should be uploaded into your Electronic Portfolio.

**Forum Posts:** These assignments are designed for students to express their opinions about ethical issues in health education. All forums will require one original response to the questions asked and at least one response to another student’s post (specific directions for each forum can be found on the course website). When making your original post: click “add a new discussion topic” then enter your subject and message and click “post to forum”. You will have 30 minutes after your original post to edit your thoughts. To reply to a posting, click on the discussion title then with the response that you want to comment on click reply. The forum assignments are:

- Why be Concerned? (10 points) due Thursday, September 9th by 5pm
- Analysis of Case Study #1 (30 points) due by Thursday, September 23rd by 5pm
- Analysis of Case Study #2 (30 points) due by Thursday, October 7th by 5pm
- Analysis of Case Study #3 (30 points) du by Thursday, November 4th at 5pm
• Analysis of Case Study #4 (30 points) due by Thursday, November 11th by 5pm
• Contemporary Ethics Feedback and Rating (Part of Presentation) due by Monday, November 29th by 5pm
• Top 10 Lessons Learned (10 points) due by Monday, November 22nd by 5pm

Uploads: These assignments are designed to assess your knowledge and application skills associated with health education ethics (specific directions for each upload can be found on the course website). To upload an assignment, click on the “Browse…” button then find the document on your computer and click the “Open” button. Lastly, you will need to click on the “Upload this file” button. When a document is successfully uploaded the file name will appear under the “Submission” section of the assignment page.

• Proof of Completion of CITI Training (60 points) due by Thursday, October 21st by 5pm 😊
• “Mock” Informed Consent Form for Participation in Evaluation Study (50 points) due by Thursday, October 28th by 5pm

Video Presentation: The purpose of this assignment is for students to analyze a contemporary ethics topic and decide how to react to the problem in an ethical manner. You will need to use Camtasia Studio and a web cam to complete this assignment (more information about using Camtasia Studio can be found in the frequently asked questions section of the course website or within the degree orientation). To upload an assignment, click on the “Browse…” button then find the document on your computer and click the “Open” button. Lastly, you will need to click on the “Upload this file” button. When a document is successfully uploaded the file name will appear under the “Submission” section of the assignment page.

• Contemporary Ethics Topic (150 points) due by Thursday, November 18th by 5pm 😊

Contribution to the Electronic Portfolio
In learning module 2.4, you will complete the CITI training. The certificate of completion for the CITI training should be included in your e-portfolio. In learning module 2.5, you will prepare a presentation about a contemporary ethical dilemma. The link to your presentation, to be provided on the course website, needs be included within your e-portfolio. For more information about the e-portfolio system, please see the degree orientation.

Points Grading Scale:
Grades in HLTH 642 will be determined according to the following course point structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums</td>
<td>140</td>
</tr>
<tr>
<td>Uploads</td>
<td>110</td>
</tr>
<tr>
<td>Presentations</td>
<td>150</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:

A = 360-400 points
B = 320-359 points
C = 280-319 points
D = 240-279 points
F = <240 points
Course Outline:

<table>
<thead>
<tr>
<th>Learning Module:</th>
<th>Topics</th>
<th>Lecture(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
• Pozgar, GD (2010). Legal and Ethical Issues for Health Professionals. Sudbury, MA: Jones & Bartlett. Chapter 1. | Forum Post:  
• Why be Concerned? (Sept. 9\textsuperscript{th} by 5pm) |
• Analysis of Case Study #1 (Sept. 23\textsuperscript{rd} by 5pm) |
• Analysis of Case Study #2 (Oct. 7\textsuperscript{th} by 5pm) |
| LM 2.4           | Protection of Human Clients/Subjects                                  | None                                                     | • The Belmont Report  
• Pozgar, GD (2010). Legal and Ethical Issues for Health Professionals. Sudbury, MA: Jones & Bartlett. Chapter 4 | Upload:  
• Proof of Completion of CITI Training (Oct. 21\textsuperscript{st} by 5pm)  
• “Mock” Informed Consent Form (Oct. 28\textsuperscript{th} by 5pm) |
| LM 2.5 | Contemporary Ethical Dilemmas in Health Education | None | • Pozgar, GD (2010). Legal and Ethical Issues for Health Professionals. Sudbury, MA: Jones & Bartlett. Chapter 2, pp. 55-96.  
• Analysis of Case Study #3 (Nov. 4th by 5pm)  
• Analysis of Case Study #4 (Nov. 11th by 5pm)  
• Contemporary Ethics Feedback and Rating (Nov. 29th by 5pm)  
• Top 10 Lessons Learned (Nov. 22nd by 5pm)  
Present:  
• A Contemporary Ethics Topic (Nov. 18th by 5pm) |

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MEMORANDUM

October 1, 2010

To:                  Dr. James Kracht
                     Associate Dean for Academic Affairs
                     College of Education and Human Development

From:                Dr. Richard Kreider
                     Department Head and Professor
                     Health and Kinesiology

RE:                  New Courses for the E-Master of Science in Health Education Program

The E-Master of Science in Health Education degree program is an on-line (Distance Education/Internet) program of study designed to enhance the training of professional health education specialists to plan, implement, and evaluate interventions that promote health and prevent disease. Completion of the degree requires 36 credit hours of coursework from Texas A&M University, completed in a non-resident context. The non-resident students are not required to attend class on campus, nor are they required to come to campus for assessment activities.

All courses below are new courses designed as components of the new E-Master of Science in Health Education degree program.

HLTH 641 - This course, Foundations of Health Education, provides a knowledge base for students beginning the study of health education and the E-MS in HE. It is especially designed for those students who do not possess a bachelor's degree in health education or equivalent and/or CHES (Certified Health Education Specialist) credentials. The course focuses on the methods and materials of the health education process as well as the settings in which health education is practiced. This is course one of the ten course series.

HLTH 642 - This course, Health Education Ethics, provides knowledge, skill, and practice experiences for students of health education. The course focuses on the importance of ethical practice in health education, the professional code of ethics, and the necessity of ethics training in the conduct of research. This is course two of the ten course series.

HLTH 643 - This course, Introduction to Epidemiology, provides an introduction to the science base of health education. This course of study focuses on the fundamental principles of epidemiology as well as the methods of epidemiologic investigation and research. Attention is given in this course to the application of these principles and methods to the practice of health education. This is course three of the ten course series.
October 28, 2010

MEMORANDUM

TO: Dr. Dave Reed

FROM: James B. Kracht

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached courses to be used for the E-Master of Science in Health Education Program.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Health and Kinesiology

2. Course prefix, number and complete title of course: HLTH 643 Introduction to Epidemiology

3. Catalog course description (not to exceed 50 words): Principles and methods of epidemiology; epidemiologic investigations and research; emphasis on application of epidemiological methods for health promotion and disease prevention.

4. Prerequisite(s): Graduate classification; accepted to E-Master's program in Health Education.

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   HLTH 643 INTRODUCTION TO EPIDEMIOLOGY

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 2 0 0 0 2 5 1 0 0 0 1 0 0 1 4 1 4 0 2 1 1 - 1 2 0 0 3 6 3 2

   Approval recommended by: [Signature] 3/10
   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date

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

   55 of 101 B
SYLLABUS

HLTH 643: Introduction to Epidemiology

Course title and number:  Introduction to Epidemiology (2 credit hours)
Term                    Fall, 2010
Number of Learning Modules 10

Instructor Information:
Name                    Ranjita Misra, Ph.D., CHES
Telephone number        (979) 845-8726
Email address           misra@hlkn.tamu.edu
*Make sure you include HLTH 643 in the subject line of your email to ensure a prompt response.
Office hours            Tuesday 2:00pm to 3:30pm
*You can expect a response to your emails during office hours. You can also call anytime during office hours to ask any questions.
Office location         158V Read Building

Course Description:
Principles and methods of epidemiology; epidemiologic investigations and research; emphasis on application of epidemiological methods for health promotion and disease prevention.

Course Prerequisites:
Graduate Classification; Accepted to E-Master's program in Health Education.

Course Introduction:
This course is designed for students entering the field of health education and will introduce you to the basic concepts and application of epidemiology. Epidemiology is one of the basic disciplines of public health and its principles and methods are used to describe the health of the population, unravel the risk factors of disease at the population level, test treatments and public health interventions, and monitor changes in states of health and illness over time. Hence, this course will provide a comprehensive understanding of sources of population data in terms of morbidity, mortality, and other vital statistics, study designs and interpretation of epidemiologic findings, and identifying public health problems and empirical analysis of data. The course will also include application of epidemiology for prevention, monitoring and screening of infections and chronic diseases and other health-related problems.

This course is offered as online distance education course. Distance education courses are designed to give the student an integrated and flexible learning environment using a
combination of traditional lectures, outside learning activities, and the use of the Internet. Each student will have a regular schedule of assignments and reading material.

**Learning Outcomes or Course Goals:**
At the end of this you will be able to:
- Describe the key aspects of the epidemiological approach.
- Discuss the models of causation and use of epidemiology as a tool for assessing potential causal associations, health needs of a population, delivery of services, program planning, and social policy.
- Assess the validity and reliability of data collection mechanisms as death certificates, patient charts, agency records, and personal surveys.
- Define and calculate a range of measures of mortality and morbidity (e.g., rates, ratios, and adjusted rates) and the major sources of error in measurement of disease.
- Analyze the association between risk factors and disease based on measures of morbidity and mortality.
- Describe research designs such as descriptive, retrospective (case-control), prospective (cohort), historical prospective, cross-sectional, and experimental trials. Explain the strengths and weaknesses of these designs.
- Describe and calculate the measures of reliability and validity of a screening test in the detection of diseases (e.g., as sensitivity and specificity of a test).
- Recognize population dynamics and health with respect to the stages in demographic transition and trends in the U.S. and world population.

Each student should also develop proficiency in scientific report writing and critique. An example includes the organization of thought and clarity of expression. Other examples are the ability to criticize and assess research published in professional journals, to formulate hypotheses and operationalize concepts, to synthesize research and knowledge, and to set forth a theoretical point of view or conceptual orientation.

**Course Textbook and/or Resource Materials:**
While information provided in the text will be covered during the class lectures, additional material from other sources will be presented. The text should be considered as only one source of information to prepare you for exams. Other information presented during the semester, such as projects and activities, will be included on exams.
- **Additional Readings (for a better understanding of the course/topics):**
Wing S. Limits of epidemiology. Medicine and Global Survival 1994;1:74-86

**Scholarly Journals on Epidemiology**
- American Journal of Epidemiology
- American Journal of Preventive Medicine
- American Journal of Preventive Medicine
- Epidemiologic Reviews
- Epidemiology and Infection
- Journal of the American Medical Association
- Journal of Community Health
- Public Health Reports

**Course Website:**
This section of HLTH 643 is an on-line version of the course and is designed for students to work independently to master course content and skills. The lectures, notes, and materials for this course are provided on the course website: [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu) (please book mark this site). To access the course content please follow these steps:

1. Go to [http://courses.cehd.tamu.edu](http://courses.cehd.tamu.edu)
2. Click “Login for Texas A&M Faculty, Staff, and Students”
3. When prompted, enter your NetID and password
4. Then click on the link for “HLTH 643 – Health Education Epidemiology”
5. Once logged into the course you will use the links located in the course menu on left side of the homepage to navigate through the course content.

**Required Software:**
- Internet Browser such as Explorer or Firefox
Flash Plug-in
NEO Email Account (Note: All course emails will be sent to your NEO account)
Adobe Reader
Microsoft Word

**A link for more information about the required software is provided on the course website in the “Course Menu” under “Required Materials.”**

**Technical Support:**
If you are experiencing any technical problems with the website or the course lectures please contact Amber Icke at aicke@hkn.tamu.edu. In your email make sure you include which course you are having problems with and a short description of the problem. Ms. Icke will get with you within 24 hours to assist with the problem. This is the quickest way to receive technical assistance regarding issues with the website or software required for the course.

**Online Orientation:** The video orientation session for the course is provided on the following link:

- [http://onlinecourses.tamu.edu/EMasters/Orientation/HLTH643.html](http://onlinecourses.tamu.edu/EMasters/Orientation/HLTH643.html)

The video will last approximately 15 minutes. You are encouraged to watch. This video will give you a chance to familiarize yourself with the course. It will introduce you to the instructor and OHI staff, demonstrate how to use the website, and answer some questions you might have about the course.

**Grading Policies:**
For the Health Education Epidemiology course, three evaluation measures will be used to assign letter grades; completion of the midterm and final exams, as well as the quality of the forum posts and uploads assignments. Course grades will be based on a total of 350 points (please see the grading scale below). There will be 100 points for the midterm exam, 100 points for the final exam, 50 points for Forum Posts, 100 points for upload assignments. All assignments are posted on the course website and must be submitted on the course website no later than 5:00pm on the due date. No assignments that are emailed to the instructor will be accepted. Completion of all assignments is up to you. Please make a note of all due dates and times with the course outline located below. No late assignments will be accepted unless a university excused absence has been submitted and approved by the instructor of record. Note: All course assignments are to be completed individually and security precautions have been taken on the course website to uphold the “Aggie Code of Honor.”

😊 Indicates that the assignment should be uploaded into your Electronic Portfolio.

**I. Forum Posts:** The purpose of this assignment is to facilitate discussion on activities related to chapter readings and contemporary health issues. Questions will be posted online on the course website and students are expected to at least one original thoughtful, researched response; as well as respond to at least another student’s post. The postings will be graded based on the application of relevant concepts, citation of the scientific literature (if necessary), creativity, and original insights. Postings should be supported with citations from the literature and other appropriate sources. When making your original post: click “add a new discussion topic” then enter your subject and message and click “post to forum”. You will have 30
minutes after your original post to edit your thoughts. To reply to a posting, click on the
discussion title then when you get to a posting you would like to comment on on click
reply and repeat the steps mentioned above. The forum assignments are:
• Activity #1 (5 points) due Wednesday 9-8-10 by 5pm
• Activity #2 (5 points) due Wednesday 9-15-10 by 5pm
• Activity #3 (5 points) due Wednesday 9-22-10 by 5pm
• Activity #4 (5 points) due Wednesday 9-29-10 by 5pm
• Activity #5 (5 points) due Wednesday 10-6-10 by 5pm
• Activity #6 (5 points) due Wednesday 10-20-10 by 5pm
• Activity #7 (5 points) due Wednesday 10-27-10 by 5pm
• Activity #8 (5 points) due Wednesday 11-3-10 by 5pm
• Activity #9 (5 points) due Wednesday 11-10-10 by 5pm
• Activity #10 (5 points) due Wednesday 11-17-10 by 5pm

Uploads: These assignments are designed to assess your knowledge and application
skills associated with epidemiology (specific directions for each upload can be found on
the course website). To upload an assignment, click on the “Browse...” button then find
the document on your computer and click the “Open” button. Lastly, you will need to
click on the “Upload this file” button. When a document is successfully uploaded the
file name will appear under the “Submission” section of the assignment page.
• Critique of Epidemiology Paper (20 points) due Monday 10-4-10 by 5pm
• Disease Paper (30 points) due Monday 10-11-10 by 5pm
• Book Report (50 points) due Monday 11-15-10 by 5pm

Quizzes, Midterm and Final Exam: These assignments are designed to help assess your
mastery of chapter materials including the lectures, readings, and notes posted on the
course website. Once you have clicked on the link for the quiz, you will see a brief
message about the material that will be covered on the quiz. To begin the quiz, click on
“Attempt quiz now”. When the quiz appears you will click on the correct answer choice.
When you are ready to submit your quiz, you must click “Save all and finish”. If you click
on the “save without submitting” button the timer will continue to count down and at
the end of 60 minutes your exam will automatically be submitted even if you log off the
course website. When you complete the quiz, you will see your quiz score.

• For the Midterm and Final Examinations you will be given 1 attempt with 60
minutes for 100 points worth of questions. To obtain the full amount of time on
a quiz, make sure you do not start later than 4pm on the due date. For exams
you will not be able to see the questions and answers you missed. If you are
curious about which topic you did not do well on, you will need to contact the
instructor of the course. The exams are:
  o Midterm Examination (100 points) will open on Wednesday 10-13-10 at
    8:00 am CST and will close on Friday 10-15-10 at 5:00 pm CST.
  o Final Examination (100 points) will open on Wednesday 12-1-10 at 8:00
    am CST and will close on Friday 12-3-10 at 5:00 pm CST.
Contribution to the Electronic Portfolio
In learning module 3.5, you will write a disease paper which will be submitted to the Electronic Portfolio. In learning module 3.9, you will construct a critique of The Ghost Map" by Steven Johnson this will also need to upload into the Electronic Portfolio.

Points Grading Scale:
Grades in HLTH 643 will be determined according to the following course point structure

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Posts</td>
<td>50</td>
</tr>
<tr>
<td>Uploads</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>350</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following course point structure:
- A = 315 - 350 points
- B = 280 – 314 points
- C = 245 - 279 points
- D = 210 - 244 points
- F = <209 points

Course Outline:

<table>
<thead>
<tr>
<th>Learning Module:</th>
<th>Topics</th>
<th>Lecture(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>Description</td>
<td>Text</td>
<td>Due Date</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>LM 3.4</td>
<td>Research Study Designs: Cross Sectional and Ecological Studies</td>
<td></td>
<td>9-22-10 by 5pm</td>
<td></td>
</tr>
<tr>
<td>LM 3.5</td>
<td>Cohort and Case Control Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LM 3.6</td>
<td>Intervention Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Midterm Examination (LM 3.1 – 3.5) will open on Wednesday 10-13-10 at 8am and will close on Friday 10-15-10 at 5pm.
|---|---|---|---|---|
  • ERIC Notes: Selection Bias  
  • ERIC Notes: Confounding Bias 1  
  • ERIC Notes: Confounding Bias 2 | Forum Post:  
  • Activity #7 (Wed. 10-27-10 by 5pm) |
  • Activity #8 (Wed. 11-3-10 by 5pm) |
  • Activity #9 (Wed. 11-10-10 by 5pm)  
  Upload:  
  • Book Report (Mon. 11-15-10 by 5pm) |
  • Activity #10 (Wed. 11-17-10 by 5pm) |

Final Examination (LM 3.6 – 3.10) will open on Wednesday 12-1-10 at 8am and will close on Friday 12-3-10 at 5pm.

---

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October 1, 2010

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From: Dr. Richard Kreider
Department Head and Professor
Health and Kinesiology

RE: New Courses for the E-Master of Science in Health Education Program

The E-Master of Science in Health Education degree program is an on-line (Distance Education/Internet) program of study designed to enhance the training of professional health education specialists to plan, implement, and evaluate interventions that promote health and prevent disease. Completion of the degree requires 36 credit hours of coursework from Texas A&M University, completed in a non-resident context. The non-resident students are not required to attend class on campus, nor are they required to come to campus for assessment activities.

All courses below are new courses designed as components of the new E-Master of Science in Health Education degree program.

HLTH 641 - This course, *Foundations of Health Education*, provides a knowledge base for students beginning the study of health education and the E-MS in HE. It is especially designed for those students who do not possess a bachelor’s degree in health education or equivalent and/or CHES (Certified Health Education Specialist) credentials. The course focuses on the methods and materials of the health education process as well as the settings in which health education is practiced. This is course one of the ten course series.

HLTH 642 - This course, *Health Education Ethics*, provides knowledge, skill, and practice experiences for students of health education. The course focuses on the importance of ethical practice in health education, the professional code of ethics, and the necessity of ethics training in the conduct of research. This is course two of the ten course series.

HLTH 643 - This course, *Introduction to Epidemiology*, provides an introduction to the science base of health education. This course of study focuses on the fundamental principles of epidemiology as well as the methods of epidemiologic investigation and research. Attention is given in this course to the application of these principles and methods to the practice of health education. This is course three of the ten course series.

158 Read Bldg
4243 TAMU
College Station, Tx 77843-4243

Tel. 979.845.3109 Fax. 979.847.8987
October 28, 2010

MEMORANDUM

TO: Dr. Dave Reed

FROM: James B. Kracht

SUBJECT: GC Agenda Item

The College of Education and Human Development would like GC to review the attached courses to be used for the E-Master of Science in Health Education Program.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Management
2. Course prefix, number and complete title of course: MGMT 663 International Transfer Pricing
3. Catalog course description (not to exceed 50 words):
   Valuation of cross-border transactions between units of a multinational enterprise; includes internal & external motivations for transfer pricing, managerial & economic approaches, estimates of transfer manipulation, arm's length standard US & OECD rules & procedures, tax court cases, and ethical dilemmas.

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

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

5. Is this a variable credit course?
   □ Yes ○ No

   If yes, from ______ to ______

6. Is this a repeatable course?
   □ Yes ○ No

   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?
   □ Yes ○ No

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

   Degree seeking graduate students enrolled in any master's or doctoral program

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | GIP | Unit Code | Admin. Unit | Acad. Year | HEC Code
----------|----------|-------------------------------|-------|-----|-----|------|------------|------------|------------|-----------
MGMT      | 663      | INTERNATIONAL TRANSFER PRICING| 0     | 0   | 0   | 0    | 0000001   | 1178011112  | 003632     |           |

Murray R. Barrick
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

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

MGMT 663  INTERNATIONAL TRANSFER PRICING
(CURRENTLY TAUGHT AS MGMT 689)
FALL 2010 COURSE SYLLABUS AND READING LIST

Instructor: Lorraine Eden, Professor of Management
Class Time: Monday/Wednesday 2:20-3:35 pm.
Office: 415D Wehner, MS 4221
Phone: 979-862-4053 (office)
Office Hours: Mondays and Wednesdays 4:00-5:30 pm in 415D Wehner. Other times or locations by appointment (email leden@tamu.edu to set up appointment).
Classroom: Wehner 186
Email: leden@tamu.edu
Prof. Eden’s Web Page: http://www.voxprof.com

COURSE OUTLINE

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

COURSE OBJECTIVES AND LEARNING OUTCOMES

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

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

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

- Explain core concepts such as transfer pricing, intrafirm trade, the arm’s length standard, advance pricing agreements, section 482 and the OECD guidelines, and functional analysis.
- Discuss the multinational enterprise’s internal and external motivations for transfer pricing.
- Discuss transfer pricing from a managerial perspective.
- Explain the economic theory behind the transfer pricing methods.
- Explain how government regulations such as taxes and tariffs affect the MNE’s choice of transfer pricing methods.
- Critique empirical work that has been done on estimating transfer price manipulation.
- Understand the basics of international taxation.
- Review the historical evolution of transfer pricing regulation with particular reference to North America and the OECD.
- Discuss and compare the basic transfer pricing methods for goods, services and intangibles in terms of their advantages and disadvantages, and the selection of a best method.
- Discuss the differences and similarities between the US and OECD rules on transfer pricing.
- Discuss and analyze several landmark transfer pricing court cases.
- Prepare the outlines for functional and economic analyses of a transfer pricing case.
- Discuss current issues in the professional transfer pricing literature such as business restructuring, transfer pricing in the current global financial crisis, and the links between transfer pricing and tax havens.
- Discuss ethical issues with respect to transfer pricing.
- Understand and critique the transfer pricing articles in both scholarly journals and the top transfer pricing professional journals.

COURSE PREREQUISITES

This course is intended for two groups of students: (1) those with a primary interest in transfer pricing and/or international taxation (e.g., they want to become a transfer pricing or international tax professional), and (2) those with a secondary interest (e.g., they are rounding out a program of study, want to do research on this topic, or might like to eventually teach this material).

The course is designed specifically for (1) MBA and other graduate (both masters and doctoral) students in the Mays Business School, The course is open to other graduate students as space permits.

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

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


Most of the required readings for the course are electronic and can be downloaded from the eLearning course web portal. Students can read them online and/or download them to their laptop. Students are responsible for their own printing costs.

No laptops: I do not allow laptops to be used in class as they are distracting both for the instructor and for other students, and they encourage attention drift. This means you will need to bring paper copies with you to class of the readings for that day's class.

We will also use Tax Management Transfer Pricing Report (TPR). The print version is available in the West Campus Library. I have purchased seven “electronic seats” that can be used by students in the course; the login and password will be provided to you in class and must not be shared with anyone else. The website portal is: http://pubs.bna.com/ip/BNA/TMT.NSF/highlights/highlights?OpenDocument&login=1.

Login _________________________ Password _________________________

We will also have a class account on WRDS (Wharton Data Research Services). Information on accessing the class account will be provided to you. This account will be used for practical demonstration of transfer pricing methods as applied to real-world firms. You may also use it for other school-related assignments; however, WRDS access cannot be used for consulting or other non-school related activities. Please do not share your account information with anyone else, as access to WRDS is strictly limited. Your WRDS access will expire on December 15, 2010. The WRDS website portal is http://wrds.wharton.upenn.edu.

Login _________________________ Password _________________________

Other professional transfer pricing journals that are useful reading include:

- Tax Notes and Tax Notes International, published by Tax Analysts. (On the TAMU Library page, http://library.tamu.edu, enter “Tax Analysts” under “e-journals”. This will bring up Lexis-Nexis and a key word search page that allows you to search several Tax Analysts publications.

There will also be required and optional (non-required) readings for each week. The required readings will be downloadable from Blackboard. Students are responsible for their own printing costs. The optional readings will normally not be discussed in class and are not posted on the course webportal.
METHOD OF INSTRUCTION

This course will be taught as a graduate seminar. Students are expected to come to class fully prepared to participate in class discussions. Each class will have a short introductory lecture by the instructor, presenting an overview of the historical development of each topic. This introduction will be followed by class discussions designed to critically evaluate the readings. No laptops are permissible in class. We will make extensive use of the eLearning course webportal. The portal will be the primary method by which I contact students outside of class, and I request you do the same for reaching me. For example, all required readings will be available from the portal; students will use the portal for posting their assignments; and an FAQ page will be used for answering student questions related to the course.

Some suggestions on how to prepare for class:

- **How to Handle the Readings.**
  - Each class typically includes about 50-60 pages of required readings.
  - Do the readings three times. First quickly read the required readings at one sitting to get an overview of the topic. Second, read each piece slowly, one or two pieces each day, where you underline key sections, and write brief notes in the margins, of the printed copy. (For example, carry an article around with you in your backpack and, when you have a few minutes, read it.) Third, the night before class, read quickly through everything one more time.
  - If you have time or are particularly interested in a topic, I recommend also looking at one or more of the optional (non-required) readings.
  - Bring your copies of the other required readings with you to class.
  - Please note that laptops are not permissible in class as I find them too distracting.

- **How to Analyze an Article.**
  When you read an article or book chapter, look for and think about the following items. I recommend you flag/highlight these in the text of the article and jot notes about them in the paper’s margins.
  - MOTIVATION: The key issue that motivated the paper (why the author(s) wrote the paper)
  - RQ: the research question or questions being addressed
  - APPROACH: the theoretical approach or approaches lying behind the paper
  - ARGUMENT: the core argument(s)
  - HYPOTHESES: the hypotheses or propositions (if any)
  - METHODS: types of empirical methods used (if any), e.g., case studies, regression analysis.
  - RESULTS: the paper’s conclusions.

- **How to Evaluate What You Read.**
  Once you have digested an article, then you are ready to critique it. Ask yourself the following questions:
  - LIKE: What did you like/dislike about the paper and why?
  - AGREE: Did you agree/disagree with the paper’s argument and conclusions?
  - FIT: How does the paper fit into the literature we have read already?
  - FIX: How could the paper have been improved or extended?
  - IMPLICATIONS: What are the paper’s public policy and managerial implications?
  - TAKEAWAY: What did you “takeaway” from the paper (that is, what will stick with you? If you think about the paper six months from now, what will you remember)?

GRADING POLICIES

MGMT663, INTERNATIONAL TRANSFER PRICING, FALL 2010 SYLLABUS (Last updated 08-21-2010) 4
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<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Due Date</th>
<th>%</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Every class, starting September 1</td>
<td>10</td>
</tr>
<tr>
<td>Assignment #1: US Related Party Trade</td>
<td>September 13</td>
<td>5</td>
</tr>
<tr>
<td>Assignment #2: Selecting the Best Method</td>
<td>October 18</td>
<td>5</td>
</tr>
<tr>
<td>Midterm Test (classes 1-18)</td>
<td>November 1</td>
<td>30</td>
</tr>
<tr>
<td>TP Court Case (team project and grading)</td>
<td>November 17 (case 1) or Nov 22 (case 2)</td>
<td>25</td>
</tr>
<tr>
<td>TP Professional Interview, Part I</td>
<td>December 6</td>
<td>20</td>
</tr>
<tr>
<td>Final Examination (TP Interview, Part II)</td>
<td>December 14</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
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The grading system is A (90-100 percent), B (80-89 percent), C (70-79 percent), D (60-69 percent) and F (below 60 percent). Since this is a graduate seminar a passing grade is a B minus (80 percent). An Incomplete grade will only be given under rare circumstances (e.g. a major illness).

1. **Class Participation (10%)**

   Good class participation includes:
   - Regular attendance with regular, active oral participation in class discussions where quality is more important than quantity.
   - Evidence exhibited in class discussions of having read the required readings. Demonstration of an ability to synthesize the week’s material and to link material from different weeks.
   - In-class participation grades will be recorded as 0 (not in class), 1 (attended class but did not participate in oral discussion), 1.5 (average oral participation), 2 (excellent oral participation). Grades will be averaged and curved at the end of the semester.
   - Students who monopolize class time with remarks not related to the weekly reading materials will receive oral participation grades equivalent to students with zero participation. “Hot air will not be rewarded in this class!”
   - Students are expected to attend and participate in the whole class, for example, absence for half the class will count as non-attendance for that half. Students may have one excused absence from class (e.g., a University approved excuse, medical excuse, job interview) without penalty as long as the instructor is notified in advance by email.

2. **Assignments (two assignments worth 5% each, total 10%)**

   There will be two empirical assignments in this course, designed to familiarize the students with transfer pricing concepts with problem sets. Students must alone here; joint work is not permitted.

   - **Assignment #1: US Related Party Trade (due in class Monday September 13)**

Statistics on US related party trade are posted at: [http://www.census.gov/foreign-trade/Press-Release/related_party/](http://www.census.gov/foreign-trade/Press-Release/related_party/). The data are organized by: (a) exports and imports, (b) major trading partners, and (d) major commodities traded, and are available from 1998 through 2009. Each student will be assigned one of the four possible categories (see the table below). The student will prepare a report documenting the data in one or more tables, graphing it in one or more charts, and then

MGMT663,

INTERNATIONAL TRANSFER PRICING, FALL 2010 SYLLABUS (Last updated 08 21 2010)

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writing a short summary that outlines the main trends from 1998 through 2009 for that category.

<table>
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<tr>
<th></th>
<th>EXPORTS</th>
<th>IMPORTS</th>
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</thead>
<tbody>
<tr>
<td>MAJOR TRADING PARTNERS</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MAJOR COMMODITIES TRADED</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

We will discuss the 2009 data in class (http://www.census.gov/foreign-trade/Press-Release/2009pr/aip/related_party/). The whole series is posted at: http://www.census.gov/foreign-trade/Press-Release/related_party/ and you can create your own series at http://sasweb.ssd.census.gov/relatedparty/

- Assignment #2: Transfer Pricing Methods (due in class on Monday October 18)

A set of empirical problems will be posted on eLearning on or before October 11. Students are expected to apply the various transfer pricing methods for intrafirm goods transactions studied in class, and recommend a best method based on the arm’s length standard.

3. Midterm Test – in class on Monday, November 1 (30 %)

We will have a midterm test during the regular class period. The test will cover the materials from the first 18 classes. The test will consist of several questions, with some choice available, and will be closed-book format (exception: the class reading list will be available during the test).

4. US Transfer Pricing Case Competition (25% - team grading)

Case #1: Wednesday November 17, 2010
Case #2: Monday November 22, 2010

There are several landmark transfer pricing court cases (these are actual cases handled by the US Tax Court), and an understanding of transfer pricing issues is not complete without reading and preparing at least one court case. We will devote two classes to student presentations and analyses of court cases. This will be a team project, with a team grade. Students will be divided into teams of three or four people. The numbers and teams will be determined at the beginning of the semester. Each class will be divided into two parts, one for each team presentation and class discussion/questions.

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

Students must prepare a PowerPoint presentation focusing on:
- Introduction
- Key facts and circumstances of the case (include a diagram of the intragroup relationships)
- Transfer pricing issues
- Economic analysis of the issues
• Court decision
• Conclusions

At the beginning of class, students must give the instructor a paper copy of (a) the written court case analysis and (b) the PowerPoint presentation. These must also be emailed to the instructor. Both materials must also be posted on the Court Case Forum on the web portal. The grading for this assignment will be based on (1) the written materials and (2) the in-class presentation. Late assignments (either not handed in and/or not posted on the web portal) will be penalized one-half point per day late (e.g., from 8.5/10 to 8/10, on a 10-point scale). Students who are not involved in the actual court case presentation are expected to read and prepare the facts of the case, so that they come to class understanding the issues, prepared to ask questions, and to vote on the best decision. Class participation during the case competitions will depend on the students’ role in that class. More instructions about the case competition will be posted later in the semester.

5. Transfer Pricing Professional Interview Project (25%)

This project is in two parts: (1) the project itself (20% - due date Monday December 6, 2010) and the final examination report (5% - due date Tuesday December 14, 2010). More instructions on the interview project are posted on the course web portal.

Each student will write a typed, double-spaced report, approximately 10-12 pages in length, on the interview. Tables, charts and references do not count in the page limit, and should be attached to the end of your paper. The project covers the following six topics:

• General information about the organization where the individual works (size, nationality, activities performed, years the organization has been in operation).
• General information about the individual (education, experience, job characteristics, experience and responsibilities, longevity with the firm and in this position).
• An example of the most typical transfer pricing situation that the individual or organization handles on a regular basis, and how the individual or organization handles this typical situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.
• An example of the most difficult transfer pricing situation that the individual or organization has faced and how the organization/individual handled this difficult situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.
• What key lessons about transfer pricing has the individual learned over the course of his/her career in transfer pricing. Link this to materials covered in class.
• What advice or recommendations for students who want to make transfer pricing a full-time career would the individual like to share with the students in this course.

Your paper must be submitted to http://www.turnitin.com and receive a “green-OK” rating before the paper is submitted to the instructor. Please attach a screen shot of the website showing your Turnitin.com rating along with your paper.

Your paper is expected to be free of grammatical errors and typos. Papers with major problems will lose
one-half grade (the grade will drop from 9/10 to 8.5/10, using a 10-point scale, for example)

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

6. Final Examination (Value: 5 %)

The Mays Business School requires all graduate courses to have a final examination held on the University assigned examination date/time. For our class, this is **Tuesday December 14, 2010, 3:30-5:30 pm**. The exam will be in our regular classroom (WCBA 186).

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

**WRITING STYLE**

Note that all written work will be graded, not only for content, but also for grammar, writing style, organization and presentation of material. The mark for poorly written work with frequent misspellings and grammatical errors will be reduced by one complete grade (from B+ to B, for example). Please follow the Bush School’s Style Sheet when preparing written assignments. It is strongly recommended that the student use the Spell Check and Grammatical programs in your word processing package to ensure that your papers (that is, the weekly Idea Sheets and term paper, if a PhD student) are free of stylistic problems. Students who need extra help should consider purchasing an editing software program such as Stylewriter ([http://www.stylewriter-usa.com](http://www.stylewriter-usa.com)). Students should also ask Mrs. Sally Dee Wade, the Bush School’s writing counselor, to assist with preparing assignments. This is particularly true for the Interview Project.

**THE AGGIE CODE OF HONOR AND SCHOLASTIC DISHONESTY**

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

- The Bush School requires that all written work for its courses go through [http://www.turnitin.com](http://www.turnitin.com) to be checked for plagiarism. We will be following that practice in this course also.
- All suspected violations of the Aggie Honor Code must be submitted to the University Honor Council,
and penalties are determined by the Council, not by the instructor. See http://www.tamu.edu/aggiehonor/know.html.

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

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

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

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

ATTENDANCE/MISSED CLASSES

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

COPYRIGHT ISSUES

All handouts in this course are copyrighted, including all materials posted on the website for this course. "Handouts" refers to all materials generated for this class, which include but are not limited to the syllabus, class notes, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. You have the right to download materials from the course website for your own use during this class; however, because these materials are copyrighted, you do not have the right to copy the handouts for other purposes unless the instructor expressly grants permission.

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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

SYLLABUS AND SCHEDULE CHANGES

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

**IMPORTANT UNIVERSITY DATES – FALL 2010**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 30</td>
<td>Monday. First day of fall semester classes.</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.</td>
</tr>
<tr>
<td>Sept 10</td>
<td>Friday. 5 p.m. Last day to apply for all degrees to be awarded in December.</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Friday. Academic Convocation</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Monday. noon. Mid-semester grades due.</td>
</tr>
<tr>
<td>Oct 5</td>
<td>Friday 5 pm. Last day to drop courses with no penalty (Q-drop).</td>
</tr>
<tr>
<td>Nov 18-Dec 3</td>
<td>Thursday-Friday. Preregistration for 2011 spring semester.</td>
</tr>
<tr>
<td>Nov 25-26</td>
<td>Thursday-Friday. Thanksgiving holiday.</td>
</tr>
<tr>
<td>Dec 6</td>
<td>Monday. Redefined day – Friday classes.</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Tuesday. Redefined day – Thursday classes.</td>
</tr>
<tr>
<td>Dec 8-9</td>
<td>Wednesday-Thursday. Reading days, no classes.</td>
</tr>
<tr>
<td>Dec 10, 13-15</td>
<td>Friday, Monday-Wednesday. Fall semester final examinations for all students.</td>
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<tr>
<td>Dec 16</td>
<td>Thursday. 6 p.m. Grades due for all degree candidates.</td>
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<tr>
<td>Dec 17-18</td>
<td>Friday-Saturday. Commencement and Commissioning</td>
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<tr>
<td>Dec 20</td>
<td>Monday. noon. Final grades due for all students.</td>
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See updates at: [http://admissions.tamu.edu/Registrar/General/Calendar.aspx](http://admissions.tamu.edu/Registrar/General/Calendar.aspx)
## COURSE TIMETABLE, FALL 2010

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<tr>
<td>1</td>
<td>Mon</td>
<td>Aug 30</td>
<td>1</td>
<td>Introduction: What Is Transfer Pricing?</td>
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<td>1</td>
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<td>2</td>
<td>MNEs and Intrafirm/Related Party Trade</td>
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<td>2</td>
<td>Mon</td>
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<td>Internal Motivations for Transfer Pricing #1: An Economic Approach</td>
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<td>Internal Motivations for Transfer Pricing #2: A Managerial Approach</td>
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<td>External Motivations for Transfer Pricing #1: An Economic Approach</td>
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<td>Assignment #1, “US Related Party Trade Patterns”, is due in class</td>
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<td>External Motivations for Transfer Pricing #2: A Managerial Approach</td>
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<td>4</td>
<td>Mon</td>
<td>Sept 20</td>
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<td>Taxing Multinationals: The International Tax Regime</td>
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<td>4</td>
<td>Wed</td>
<td>Sept 22</td>
<td>8</td>
<td>The Arm’s Length Standard #1: An Historical Perspective</td>
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<td>Mon</td>
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<td>The Arm’s Length Standard #2: An Economic Perspective</td>
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<td>Sept 29</td>
<td>10</td>
<td>The Arm’s Length Standard #3: Readings the Regs</td>
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<td>Transfer Pricing Methods for Goods #1: CLIP</td>
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<td>Transfer Pricing Methods for Goods #2: Resale Price and Cost Plus</td>
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<td>Transfer Pricing Methods for Goods #4: Other Methods</td>
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<td>Transfer Pricing Methods for Intangibles #1: Royalty Payments</td>
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<td>Transfer Pricing Methods for Intangibles #2: Cost Sharing Arrangements</td>
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<td>Mon</td>
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<td>Oct 27</td>
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<td>Selecting the Best Method</td>
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<td>MIDTERM TEST on Classes 1-18</td>
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<td>Wed</td>
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<td>The Alternative? Formulary Apportionment</td>
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<td>11</td>
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<td>Nov 8</td>
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<td>Transfer Pricing Procedures: Ex Ante and Ex Post</td>
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<td>Wed</td>
<td>Nov 10</td>
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<td>Special Topics #1: Transfer Pricing and Tax Havens</td>
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<td>12</td>
<td>Mon</td>
<td>Nov 15</td>
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<td>Transfer Pricing Court Cases: An Overview</td>
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<td>US Transfer Pricing Court Cases #1: Student Presentations</td>
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<td>US Transfer Pricing Court Cases #2: Student Presentations</td>
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<td>Class moved to Monday Dec 6, 2:20-3:35 pm (due to US Thanksgiving)</td>
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<tr>
<td>14</td>
<td>Mon</td>
<td>Nov 29</td>
<td>27</td>
<td>Special Topics #2: Transfer Pricing and Business Restructuring</td>
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<tr>
<td>14</td>
<td>Wed</td>
<td>Dec 1</td>
<td>28</td>
<td>Special Topics #3: Transfer Pricing in Tough Times</td>
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<tr>
<td>15</td>
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<td>Dec 6</td>
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<td>Special Topics #4: The Ethics of Transfer Pricing (make-up class for</td>
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<td>presentations and discussion of the TP Professionals Interviews.</td>
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MGMT 665 – INTERNATIONAL TRANSFER PRICING –
FALL 2010 READING LIST

The topics and reading materials for each class are outlined below, along with a short introduction to the materials we will cover in the class. On average, we have 3-4 required readings for each class; most are under 10 pages in length. In some weeks, I also list optional readings for students who want to deeper into a particular topic. Only the required readings will be available through the eLearning course web portal, and only the required readings will be discussed in class.

CLASS 1: MONDAY AUGUST 30, 2010
INTRODUCTION: WHAT IS TRANSFER PRICING?

Please print and bring a copy of this Syllabus with you to class. Class introductions and photos. In this class, I will cover the basic concepts of transfer pricing as outlined in my OHIB chapter, and briefly review some of the highlights of the 1998 chapter. Lastly, to give you a sense of the controversies involved in transfer pricing, I attach a recent article from Business Week.

- Eden, Lorraine. 1998. Taxing Multinationals: Transfer Pricing and Corporate Income Taxation in North America. Chapter 3: The multinational enterprise as an integrated business. 125-173. Toronto: University of Toronto Press. (This chapter is background reading for students who have not taken a course on MNCs. Please note especially the section on transfer pricing and the value chain.)


CLASS 2: WEDNESDAY SEPTEMBER 1, 2010
MULTINATIONALS AND INTRAfirm/RELATED PARTY TRADE

In this class, we focus on the characteristics and size of international intrafirm transactions, also known as related party trade. The available statistics are primarily US and European. Your first assignment will involve working with the US intrafirm trade data.

Required Reading


Optional Reading (only for those who want to go deeper on this topic)


CLASS 3: MONDAY, SEPTEMBER 6, 2010
INTERNAL MOTIVATIONS FOR TRANSFER PRICING #1: AN ECONOMIC APPROACH

These readings take an economic approach to understanding firms’ motivations for setting transfer prices. The Hirschleifer article is a classic in the field. We will work through the graphs in my chapter so please come prepared. The Adams and Drtina is a new piece that incorporates excess plant capacity.

Required Reading


Optional Reading (only for those who want to go deeper on this topic)


**CLASS 4: WEDNESDAY SEPTEMBER 8, 2010**

**INTERNAL MOTIVATIONS FOR TRANSFER PRICING #2: A MANAGERIAL APPROACH**

*This set of readings builds on each other so read them chronologically and look for the linkages between the readings. The Eccles HBR case study is a classic article, well known, and sets up the problem nicely. Eccles and White carry through with a variety of case studies. Colbert and Spicer use transaction cost economics (TCE) to build a theory of internal setting of transfer prices, which is then tested in multiple case studies. I attach a summary of TCE for those unfamiliar with this theory, in the Optional Readings section.*

**Required Reading**


**Optional Reading (for those who want to go deeper on this topic)**

Eden, Lorraine. 2001. Transaction Cost Economics. Mimeograph. (This is background reading for students who are not familiar with transaction costs or transaction cost economics.)


**CLASS 5: MONDAY SEPTEMBER 13, 2010**

**EXTERNAL MOTIVATIONS FOR TRANSFER PRICING #1: AN ECONOMIC APPROACH**

*In this class, we will look at transfer pricing in response to external influences such as tariffs and taxes,*
and at the empirical work that has been done estimating the size of transfer price manipulation (TPM) in response to these external pressures. This is a huge literature, so selecting which readings we should cover was a hard decision as there are so many good papers from which to choose. Start with Chan and Chow, on the various inducements to TPM in China. Clausing looks at estimates of TPM in US exports and imports. Huizinga and Laeven is one of the newest empirical pieces on income shifting. And lastly, given the strong interest in corporate governance, I have added a piece by Lo, Wong and Firth on corporate governance practices and earnings manipulation for Chinese firms. I am more interested in your understanding the various approaches that can be used than I am in the specifics of the particular article so please read with this in mind.

**Required Reading**


**Optional Reading (for those who want to go deeper on this topic)**


The readings I have picked for today's class focus on the tension between internal management goals for transfer pricing and external pressures from tax authorities. All three papers are by the same author – Martine Cools – and spring from her dissertation analyzing how firms handle the dual pressures - internal and external - when setting transfer prices.

Required Reading


Optional Reading (for those who want to go deeper on this topic)


CLASS 7: MONDAY SEPTEMBER 20, 2010
TAXING MULTINATIONALS: THE INTERNATIONAL TAX REGIME

In this class, we focus on the basic rules of international taxation as applied by national corporate income tax systems, with particular attention to the US approach. These rules are constantly being challenged and regularly change so we focus here only on a “broad-brush” overview. In order to understand the rules, it helps to work through simple, empirical models, and we will be doing that in class using the examples in my MGMT 450 lecture notes. First, read Ch. 2 from my Taxing Multinationals book, up to page 103. Then, read my MGMT 450 lecture notes on international taxation. I have included Yancy and Craven’s summary of international tax planning rules and the nice Congressional Record Service’s summary of US rules, which also outlines alternatives. This subject is complex so I hope that coming at the same topic from various directions will help clarify the main concepts for you.
Required Reading


Optional Reading (for those who want to go deeper on this topic)


CLASS 8: WEDNESDAY SEPTEMBER 22, 2010
THE ARM’S LENGTH STANDARD: AN HISTORICAL PERSPECTIVE

This class focuses on the historical development of the arm’s length standard within OECD countries. Start with Picciotto and then Hamaekers, both writing at the OECD level. Note that I have also posted Langbein’s 1986 classic article, critiquing the historical development of the arm’s length standard and arguing in favor of unitary taxation (formula apportionment). Langbein’s piece is very hard to find so we are fortunate to have access to it. However, given its length (77 pages!), I have opted to read Picciotto’s parallel piece instead, and include Langbein’s here as OPTIONAL reading for those who want a deeper understanding of the development of US & OECD tax transfer pricing policy.


**Optional Reading (for those who want to go deeper)**


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**CLASS 9: MONDAY SEPTEMBER 27, 2010**

**THE ARM’S LENGTH STANDARD #2: AN ECONOMIC PERSPECTIVE**

*Today we are reading my all-time favorite transfer pricing article - Berry, Bradford & Hines (1992).*

*Charles Berry developed the 1968 US transfer pricing methods (CUP, resale price, cost plus). The economics underlying the methods is clearly developed in this article. We will also read my notes on the basic methods, and a broad-ranging summary article by Miesel, Higginbotham and Yi.*

**Required Reading**


**Optional Reading (for those who want to go deeper on this topic)**


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**CLASS 10: WEDNESDAY SEPTEMBER 29, 2010**

**THE ARM'S LENGTH STANDARD #3: READING THE REGS**

In this class, we finally start to get our feet wet by actually reading the "nitty gritty" of the OECD transfer pricing guidelines and the US Internal Revenue Code Section 482 transfer pricing regulations. Here we do the "broad sweep" - the introductory chapter to each set of regulations/guidelines. Please look for commonalities and differences between the two readings. Start with Cole's chapter, which provides a nice overview and explanation, and then read the originals. The new OECD transfer pricing guidelines were just issued in late August (downloaded from SourceOECD through the TAMU Library website). This is a lot of material so try to get an overview of the key items, and don’t get lost in the details.


- IRS Regulations Section 482. Section 1.482-1 Allocation of Income and Deductions among Taxpayers. Procedural rules – *Reg. Sec. 1.482-1*


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**CLASS 11: MONDAY OCTOBER 4, 2010**

**TRANSFER PRICING METHODS FOR GOODS #1: COMPARABLE UNCONTROLLED PRICE (CUP)**

We start with the "first best" transfer pricing method - the comparable uncontrolled price (CUP), probably both the easiest and the hardest method to apply.....It is also called a "product comparable".


- IRS Regulations Section 482-3 (transfers of tangibles). *Read the pages relevant to CUP only.*

Press. *(To the end of 227 only).*


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**CLASS 12: WEDNESDAY OCTOBER 6, 2010**

**TRANSFER PRICING METHODS FOR GOODS #2: RESALE PRICE AND COST PLUS**

*We move next to the paired gross margin methods (GMM) - resale price (RP) and cost plus (*C*) - also known as "functional comparables". CUP + RP + C*, as a group, are called the "transactional" methods.*


- IRS Regulations Section 482-3 (transfers of tangibles). Read the pages relevant to the Cost Plus and Resale Price methods only.


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**CLASS 13: MONDAY OCTOBER 11, 2010**

**TRANSFER PRICING METHODS FOR GOODS #3: CPM AND TNMM**

*The comparable profits method (CPM) became a legally acceptable transfer pricing method in the 1994 US transfer pricing regulations. The transactional net margin method (TNMM) is its "European cousin", developed in the 1995 OECD transfer pricing guidelines. We will discuss similarities and differences. There are several readings here but they all are very short. Given the importance of this method (it now dominates in US transfer pricing work) I think it is important for you to have a good understanding of this approach – hence, the additional readings.*
Required Reading


- IRS Regulations Section 482-5 (comparable profits method).


Optional Reading (for those who want to go deeper on this topic)

- Culbertson, Robert E. 1995. A Rose by Any Other Name: Smelling the Flowers at the OECD's Last Resort, Tax Notes, September 11, 68.

CLASS 14: WEDNESDAY OCTOBER 13, 2010
TRANSFER PRICING METHODS FOR GOODS #4: OTHER METHODS

In this class we look at “other methods” for establishing arm's length prices, focusing primarily on the profit split method and the Berry ratio.

Required Reading


- IRS Regulations Section 482-6 (profit split method).


**Optional Reading (for those who want to go deeper on this topic)**


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**CLASS 15: MONDAY OCTOBER 18, 2010**

**TRANSFER PRICING METHODS FOR INTANGIBLES: ROYALTY PAYMENTS**

*Pricing intrafirm transactions in intangible assets is typically more difficult than pricing tangibles. We discuss why and evaluate methods for determining an arm's length royalty payment.*

**Required Readings**


• IRS Regulations Section 482. Section 1.482-4 (Intangibles).


**Optional Readings (for those who want to go deeper on this topic)**


CLASS 16: WEDNESDAY OCTOBER 20, 2010
TRANSFER PRICING METHODS FOR INTANGIBLES: COST SHARING ARRANGEMENTS

The growth in high-tech strategic alliances since the late 1980s has been matched by a similar growth in cost sharing arrangements (CSAs), also known as cost contribution arrangements (CCAs). CSAs are designed to allocate costs and rewards among the alliance members. They serve as an alternative to royalty payments. We explore why CSAs have been growing so rapidly and the transfer pricing implications.

Required Reading

• IRS Regulations Section 482. Section 1.482-7 (cost sharing arrangements).


Other Reading (for those who want to go deeper)


CLASS 17: MONDAY OCTOBER 25, 2010
TRANSFER PRICING METHODS FOR INTRAGROUP SERVICES

One of the hottest issues in recent US transfer pricing policy has been the updating of US Section 482 regulations for intragroup services. With the globalization of service activities, the old transfer pricing rules for business services had become quite out of date. This week's readings include three pieces related to the changing services regulations together with the OECD guidelines.

Required Readings


Optional Readings (for those who want to go deeper on this topic)

IRS. 2007. Treatment of services under section 482: Allocation of income and deductions from intangibles: Stewardship Expense. Final and temporary regulations. (These regulations are huge so I have included them only as optional readings.)

CLASS 18: WEDNESDAY OCTOBER 27, 2010
SELECTING THE BEST METHOD

Multinational enterprises must develop a transfer pricing policy/strategy that satisfies both internal goals (profit maximization, managerial performance) and external constraints (income tax regulations, customs valuations). In this class, we explore how MNEs can use functional analysis and the best method rule to develop a transfer pricing policy. What I have done is to gather together in this box the publications that I believe to be most helpful in preparing a transfer pricing study. You obviously cannot read all of these for this week, certainly not in the level of detail that they demand, but I do want you to skim these readings and file them away. Make note of the methods they propose...
so you can go back to them later when you need them. In class, we will focus on three topics: (1) functional analysis, (2) the best method rule and (3) comparability.

Required Reading

- IRS. Section 482-8 (best method rule examples). (There are multiple examples in this section; we will look only at a few.)


Optional Reading (for those who want to go deeper on this topic)


CLASS 19: MONDAY NOVEMBER 1, 2010
MIDTERM TEST ON THE MATERIALS COVERED IN CLASSES 1-18
In this class, we examine the impact of dropping the current arm’s-length methods altogether and replacing this approach with a formulary apportionment approach (a.k.a. unitary taxation).

**Required Readings**


**Optional Readings (for those who want to go deeper on this topic)**


CLASS 21: MONDAY NOVEMBER 8, 2010
TRANSFER PRICING PROCEDURES: EX ANTE AND EX POST

This class looks at transfer pricing procedures for avoiding and solving transfer pricing disputes. We examine ex ante procedures designed to reduce the number of transfer pricing disputes, looking in particular at the advance pricing agreement (APA) program. We also examine ex post procedures designed to reduce the number of transfer pricing disputes, looking in particular at transfer pricing penalties.

Required Readings


Optional Readings (for those who want to go deeper on this topic)


Transfer price manipulation (TPM) and income tax avoidance are conceptually distinct topics. TPM can occur for many reasons in addition to arbitraging income tax differentials, and income tax avoidance mechanisms need not involve TPM. However, the two topics do overlap, particularly in the context of tax havens where the tax gap between home and host countries is often so large as to induce significant amounts of TPM.

Required Reading


Optional Reading (for those who want to go deeper)

Palan, Ronen. 1998. Trying to have your cake and eating it: how and why the state system has created offshore. International Studies Quarterly, 42, 625-644.


CLASS 23: MONDAY NOVEMBER 15, 2010
TRANSFER PRICING COURT CASES: AN OVERVIEW

In this class, we examine the history of US transfer pricing court cases, focusing on some of the best known cases. There is no, one good summary of these cases so I have pieced together some readings, which I hope will provide a more complete picture of this history and be useful for the case competition.

Required Reading


Optional Reading (for those who want to go deeper on this topic)


CLASS 24: WEDNESDAY NOVEMBER 17, 2010
US TRANSFER PRICING COURT CASES #1: STUDENT PRESENTATIONS

CLASS 25: MONDAY NOVEMBER 22, 2010
US TRANSFER PRICING COURT CASES #2: STUDENT PRESENTATIONS

Two teams of students (three on each team) will argue the case; one team representing the Taxpayer and one team representing the Tax Authority. The rest of the class will listen, ask questions and vote for the best argument. The winning team receives a prize (to be determined). Case reports are due at the beginning of class. Cases and reading materials to be announced at the beginning of the semester.
WEDNESDAY NOVEMBER 24, 2010
CLASS MOVED TO MONDAY DECEMBER 6 (DUE TO US THANKSGIVING)

CLASS 26: MONDAY NOVEMBER 29, 2010
SPECIAL TOPICS #2: TRANSFER PRICING AND BUSINESS RESTRUCTURING

One of the hottest topics among transfer pricing professionals is business restructuring, that is, how does the restructuring of a multinational's network of affiliates and activities affect its transfer pricing policy? Perhaps the most controversial item is migration of intellectual property. In this class, we examine some recent articles and book chapters on MNE restructurings. The OECD draft is included as an optional reading due to its length.

Required Reading


Optional Reading (for those who want to go deeper on this topic)


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**CLASS 27: WEDNESDAY DECEMBER 1, 2010**

**SPECIAL TOPICS #3: TRANSFER PRICING IN TOUGH TIMES**

*Since December 2007, the global economy has been in the midst of a deep recession. How has this affected the theory and practice of transfer pricing in the USA and elsewhere? In this class, we look at current thought about the challenges of transfer pricing in tough times.*


- KPMG. 2009. *Planning for the Recovery and Beyond: Examining Transfer Pricing in the Current Environment and Beyond*. (Contains several short essays by KPMG transfer pricing experts about dealing with various aspects of transfer pricing during a recession, e.g., applying CPM/TNMM, pricing intracompany services and loans, loss splits, business restructurings).

CLASS 28: MONDAY DECEMBER 6, 2010 (MAKE-UP CLASS)
SPECIAL TOPICS #4: THE ETHICS OF TRANSFER PRICING

Note: Student interview projects must be handed in to Professor Eden on or before Monday, December 6, 2010, at 5 pm. Both a printed copy and an emailed copy are due. In addition, the student must post his/her interview on the eLearning portal so that it is accessible by other students.

This is our last class of the semester. Our last topic deals with ethical issues related to transfer pricing. We have examined economic, accounting, managerial and legal approaches to transfer pricing. Before you complete this course, I want you to also think about the ethical dilemmas. There is very little written on this subject. In fact, what you have here are the best pieces I was able to find after hours of search. I hope they stimulate much discussion in class.


TUESDAY DECEMBER 14, 2010
FINAL EXAMINATION, 3:30-5:30 PM, 186 WEHNER