The University Curriculum Committee recommends approval of the following:

1. **New Courses**

   **FINC 427. Titans of Investing. (3-0). Credit 3.** Readings from the most influential theorists and practitioners of 20th and 21st century investing; case studies and portfolio sector exercises in an institutional context, based on detailed assessment of global investment risks. Prerequisites: Junior or senior classification; approval of instructor.

   **SENG 430. Engineering Risk Analysis. (3-0). Credit 3.** Fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields; practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas. Prerequisite: Junior or senior classification.

   **SENG 460. Quantitative Risk Analysis. (3-0). Credit 3.** Fundamental concepts, techniques, and applications of quantitative risk analysis and risk-informed decision making for students in all engineering fields; practical uses of probabilistic methods are demonstrated in exercises and case studies from diverse engineering areas. Prerequisite: Senior or graduate classification.

2. **Change in Courses**

   **SOCI 323. Sociology of Black Americans.**

   Course title
   From: Sociology of Black Americans.
   To: Sociology of African Americans.

   **SOCI 403. Sociology of Mexican Americans.**

   Course title
   From: Sociology of Mexican Americans.
   To: Sociology of Latinos.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Finance

2. Course prefix, number and complete title FINC427: Titans of Investing

3. Course description (not more than 50 words) Readings from the most influential theorists and practitioners of 20th and 21st century investing; Case studies and portfolio sector exercises in an institutional context, based on detailed assessment of global investment risks.

Junior or senior classification:

4. Prerequisite(s) Approval of Instructor Cross-listed with N/A

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. 07A-11, 09C-15+

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

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

10. Prefix Course # Title (exclude punctuation)

<table>
<thead>
<tr>
<th>FINC</th>
<th>427</th>
<th>TITANS OF INVESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>03000</td>
<td>3</td>
<td>5208070016</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department 5/31/07

Chair, College Review Committee 6/28/07

Dean of College

Submitted to Coordinating Board by:

Dean of College

Director of Academic Support Services

Date Effective Date

Receive JUN 29 2007

Academic Support Services
FINANCE 427/669: TITANS OF INVESTING

Spring 2008—490 Wehner—Thursdays 5:30PM-9:00PM

Prof. L. R. Martindale
Assistant Department Head
Department of Finance
357 Wehner
979-845-4859
LMartindale@mays.tamu.edu

Mr. Britt Harris
Executive Professor of Finance;
Chief Investment Officer,
Texas Teacher Retirement System
Britt.Harris@trs.state.tx.us

Preliminary Your first assignment is to read this syllabus. By remaining enrolled past “free drop” you agree to the provisions of this syllabus. Those provisions incorporate by reference all applicable University rules, which ultimately control the interpretation of this syllabus. Should an amendment to this syllabus prove necessary or advisable, you will receive reasonable notice.

The Americans with Disabilities Act (ADA) is a federal law providing comprehensive civil rights protection for persons with disabilities. Among other things, the ADA guarantees all students with disabilities a learning environment that reasonably accommodates their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Services for Students with Disabilities: Cain Hall B118; 845-1637.

Other than water, food and drink are prohibited in the classroom. Tobacco products may be used only in designated areas outside the building.

Aggie Honor Code
An Aggie does not lie, cheat, or steal or tolerate those who do. Upon accepting admission to Texas A&M, you assumed a commitment to uphold the Honor Code, accept responsibility for learning, and follow the philosophy and rules of the Honor System. Ignorance does not excuse you: http://www.tamu.edu/aggiehonor. Submission of any work in this course is conclusively presumed to amount to your oath or affirmation as follows: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Course Summary This course surveys the “Titans”—the most influential figures—of investment theory, philosophy, and performance from the early 20th century through the present. Readings, portfolio sector exercises, and presentations are complementary but independent components, none of which may be prudently neglected. To furnish context for this work, all students are required to assess global investing conditions, weekly and in detail. These conditions include but are not limited to benchmark interest rates, performance of major financial markets, key macroeconomic indicators, financial headlines, and major political developments. Each student is also required to construct and periodically rebalance a theoretical investment portfolio, as explained below.

Prerequisites Upper-division or graduate classification in Mays Business School; approval of instructors.

Materials Capital Ideas: The Improbable Origins of Modern Wall Street by Peter L. Bernstein
The “Titans of Investing” readings packet (see below).
Student subscriptions to Barrons and The Wall Street Journal.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>at least 360 of 400 available points as allocated below</td>
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<tr>
<td>B</td>
<td>at least 320</td>
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<tr>
<td>C</td>
<td>at least 280</td>
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<tr>
<td>D</td>
<td>at least 240</td>
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<tr>
<td>F</td>
<td>below 240</td>
</tr>
</tbody>
</table>
Graded Work

Class preparation and participation are worth up to 100 points—40 points assigned by average peer evaluation and 60 points assigned by instructor(s). Each class will begin with a roundtable assessment of global investing conditions, followed by each student’s detailed accounting for the “alpha” and “beta” performance of his or her theoretical portfolio for the preceding week. The class will then discuss the week’s readings. To receive full credit for preparation and participation, a student must make consistent and worthwhile contributions to all these discussions.

Assigned presentations are worth up to 100 points. Students will accept, in pairs or threes, joint responsibility for a seminar-style presentation every other week. Likely topics are—

- Bubbles and Panics—18th & 19th Centuries
- Bubbles and Panics—20th & 21st Centuries
- Comparative Investment Policies—Equity
- Comparative Investment Policies—Fixed Income
- The Flow of Funds Environment
- Hedging v. Speculation

Students or instructors may propose alternate topics, especially if current events so warrant.

Performance of the student’s theoretical portfolio is worth up to 100 points (see below). The top performance is worth 100 points, the second-place performance 95 points, third place 90 points, fourth place 85 points, and fifth place 80 points. Among the remaining students, those attaining or exceeding the average performance will earn 75 points and those not attaining at least the average performance will earn 65 points.

The final exam is worth up to 100 points.

For each unexcused absence, 20 points will be deducted from the student’s point total. Absences will be excused only upon timely and satisfactory documentation of a university-excused absence, as defined under a strict construction of Chapter 7 of the Student Rules.

“Titans of Investing” Readings Packet

Each student must obtain and become familiar with the “Titans of Investing” Readings Packet before the first class session. The readings comprise briefs, selections, and exercises derived from influential writings by or about the most significant investment theorists and the most successful investors of the 20th and 21st centuries.

Global Market Awareness

Each student must cultivate the intellectual habit of assessing global investing conditions, and remain constantly prepared to “recite” on them. These conditions include but are not limited to benchmark interest rates, performance of major stock and bond markets, key macroeconomic indicators, financial headlines, and major political developments.

Theoretical Portfolios

Each student will construct and periodically rebalance a theoretical investment portfolio, allocated not among particular securities but among investment sectors, such as “emerging market debt”, “large-cap stocks”, “real estate”, etc. Each student will account weekly for “alpha” and “beta” performance of his or her portfolio against relevant benchmarks.
**Schedule**

**Week 1**
Readings for Week 1:
- Bernstein's *Capital Ideas*
- Packet materials on Fama, Markowitz, Sharpe, & Thaler
Get-acquainted and team-building exercises
Modeling of ideal discussions and presentations by instructors and former participants
Lecture on key historical developments in theoretical finance
Lecture on “alpha” and “beta” portfolio coefficients
Identification of available investment sectors for theoretical portfolios
Assignment and scheduling of presentations for weeks 3, 5, 7, 9, & 11

**Week 2**
Readings for Week 2: Packet materials on Buffet, Graham, & Neff
Weekly review of global investing conditions
Disclosure and discussion of opening theoretical portfolios
Discussion of readings

**Week 3**
Readings for Week 3: Packet materials on Chandler, Lowenstein, & Stewart
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings
Presentation: Bubbles and Panics—18th & 19th Centuries

**Week 4**
Readings for Week 4: Packet materials on Biggs & Yergin
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings

**Week 5**
Readings for Week 5: None
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Presentation: Bubbles and Panics—20th & 21st Centuries

**Week 6**
Readings for Week 6: Packet materials on Litterman, Siegel & Surowiecki
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings

**Week 7**
Readings for Week 7: Packet materials on Friedman (Milton), Keynes, & Smith
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings
Presentation: The Flow of Funds Environment

**Week 8**
Readings for Week 8: Packet materials on Friedman (Thomas) & Litterman
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings

**Week 9**
Readings for Week 9: None
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Presentation: Hedging v. Speculation
Week 10  Readings for Week 10: Packet materials on Siegel
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of readings

Week 11  Readings for Week 11: Packet materials on Ellis and Swenson
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of Readings
Presentation: Comparative Investment Policies—Equity

Week 12  Readings for Week 12: None
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Presentation: Comparative Investment Policies—Fixed Income

Week 13  Readings for Week 13: Packet materials on Ellis and Swenson
Weekly review of global investing conditions
Disclosure and discussion of theoretical portfolio performance
Discussion of Readings
Presentation: Comparative Investment Policies—Equity

Week 14  Readings for Week 14: Packet materials on Franklin & Melville
Guest lecturer
Final ranking of theoretical portfolios

*Final examination TBA according to University, Business School, & departmental policy.*
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of  
   Chemical Engineering  

2. Course prefix, number and complete title  
   SENG 430, Engineering Risk Analysis  

3. Course description (not more than 50 words)  
   Fundamental concepts, techniques, and applications  
   of risk analysis and risk-informed decision making for students in all engineering fields.  
   Practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.  

4. Prerequisite(s)  
   Junior or Senior status  
   Cross-listed with  
   Cross-listed courses require the signatures of both department heads.  

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

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

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

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

   B.S. in Engineering  

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

10. Prefix | Course # | Title (exclude punctuation)  
        SENG 430 | Engineering Risk Analysis  

Lect. Lab   SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code  
0 3 0 0 3 1 4 0 1 0 1 0 0 6 0 5 9 0 7 0 8 0 1 0 3 6 6  
Do not complete shaded area.  

Approval recommended by:  

Head of Department  

Date  

Head of Department (if cross-listed course)  

Date  

Chair, College Review Committee  

Date  

Dean of College  

Date  

Submitted to Coordinating Board by:  

Dean of College  

Date  

Director of Academic Support Services  

Date  

Effective Date  

*Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
SENG 430, Engineering Risk Analysis

Syllabus

Instructor: William J. Rogers, Chemical Engineering Department


Prerequisites: Junior or senior class

Exams: I
   II
   Final

Grading: Exam I 17.5%
   Exam II 17.5%
   Final 25%
   Quizzes 10%
   Homework 15%
   Project 15%

Description
In all engineering disciplines, systems and processes are growing in complexity and cost. Increasing demands for health, security, and environmental quality are leading to more stringent requirements for safety, reliability, and performance. Engineering risk assessment can provide a foundation for cost-effective practices to benefit industry and the public. This course teaches the fundamental concepts, techniques, and applications of risk analysis and risk-informed decision making for students in all engineering fields. Practical uses of the methods are demonstrated in exercises and case studies from diverse engineering areas.

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk decisions involving wide ranges of engineered systems throughout their life cycle.

Materials, Exams
Each of the first 2-hour exams will cover about 1/3 of the course applications and will be based on material covered or distributed in class and homework. The final exam will represent all course material. The text and distributed materials will supplement class lectures, which will include material that is not covered in the text.

Homework
A homework problem set will be assigned every week and will be due the following week.

Projects
Each team of 3 students will perform and present a project consisting of a literature search, analysis, and a project report with a presentation to involve the entire class in questions and discussions following the presentation.
# Course Outline

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Introduction</td>
<td>Ch 1</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge, information, and uncertainty in engineering</td>
<td></td>
<td></td>
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<tr>
<td>Risk analysis methods</td>
<td>Ch 2</td>
<td>8</td>
</tr>
<tr>
<td>Assessment, management, acceptance, communication</td>
<td></td>
<td></td>
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<tr>
<td>Basic principles of reliability and probability</td>
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<td></td>
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<tr>
<td>Logic modeling, fault tree, event tree, dependant failures</td>
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<td></td>
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<tr>
<td>System definition and structure</td>
<td>Ch 3</td>
<td>6</td>
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<tr>
<td>System models, work breakdown structure</td>
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<td></td>
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<tr>
<td>Decision trees, networks, system engineering</td>
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<td></td>
</tr>
<tr>
<td>Reliability analysis of systems</td>
<td>Ch 4</td>
<td>6</td>
</tr>
<tr>
<td>Reliability assessment, empirical analysis, case studies</td>
<td></td>
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<tr>
<td>Consequence assessment</td>
<td>Ch 5</td>
<td>5</td>
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<tr>
<td>Cause-consequence diagrams, economic modeling</td>
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<tr>
<td>Consequence propagation</td>
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<tr>
<td>Engineering economics</td>
<td>Ch 6</td>
<td>5</td>
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<tr>
<td>Role of uncertainty and risk, economic equivalence</td>
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<tr>
<td>Economic risk and performance acceptance</td>
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<tr>
<td>Risk control methods</td>
<td>Ch 7</td>
<td>4</td>
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<tr>
<td>Risk aversion, benefit-cost analysis, decision trees</td>
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<tr>
<td>Testing, repair, maintenance, monitoring</td>
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<tr>
<td>Data needs for risk analysis</td>
<td>Ch 8</td>
<td>4</td>
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<tr>
<td>Data sources, expert opinion elicitation</td>
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<tr>
<td>Exams and reviews</td>
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<td>2</td>
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<tr>
<td>Two exams outside class hours</td>
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<td></td>
</tr>
<tr>
<td>Total Class Hours</td>
<td></td>
<td>42</td>
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**Academic Integrity Statement**

“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 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Chemical Engineering

2. Course prefix, number and complete title SENG 460, Quantitative Risk Analysis

3. Course description (not more than 50 words) Fundamental concepts, techniques, and applications of quantitative risk analysis and risk-informed decision making for students in all engineering fields; Practical uses of probabilistic methods are demonstrated in exercises and case studies from diverse engineering areas.

4. Prerequisite(s) Senior or Graduate status Cross-listed with

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

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

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? 1 Indicate the number of students enrolled for each academic period it was taught. 26

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

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

   B.S., M.S., Ph.D. in engineering

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

10. Prefix Course # Title (exclude punctuation) SENG 460 QUANT RISK ANALYSIS

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code

    0 3 0 0 0 3 1 4 0 1 0 1 0 0 0 6 0 5 9 0 7 0 8 0 1 0 3 6 6

    Do not complete shaded area.

    Approval recommended by:

    Head of Department 6/17/07

    Head of Department (if cross-listed course) 6/3/07

    Submitted to Coordinating Board by:

    Dean of College

    Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
SENG 460, Quantitative Risk Analysis

Syllabus

Instructor: M.S. Mannan and W. J. Rogers, Chemical Engineering Department mannan@tamu.edu, wjrogers@tamu.edu

Class Sessions: JEB 111; MWF, 10:20 – 11:10 am

Teaching Assistants: Chunyan Qu, Yu Zhu

Office Hours: TBA


Prerequisites: Junior or senior class

Exams:
I Wednesday, February 28, 7:00 – 9:00 pm
II Wednesday, April 11, 7:00 – 9:00 pm
Final Tuesday, May 8, 8:00 –10:00 am

Grading:
Exam I 17.5%
Exam II 17.5%
Final 25%
Quizzes 10%
Homework 15%
Projects 15%

Objectives
Learn the fundamentals of risk analysis and their utility for engineering applications and risk decisions.

Materials, Exams
Each of the 2-hour exams, Exam I and II will cover about 1/3 of the course applications and will be based on material covered or distributed in class and homework. The Final Exam will be comprehensive and cover all course materials. The text will supplement class lectures, which will include some material that is not covered in the text.

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Projects
Each team of 3 students will perform and present a project consisting of a literature search, analysis, and a project report with a presentation to involve the entire class in questions and discussions following the presentation.
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<td>Introduction</td>
<td>Ch 1, 2</td>
<td>4</td>
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<tr>
<td>Risk concepts; hazard &amp; risk analysis; risk management</td>
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<td></td>
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<tr>
<td>Quantitative risk assessment (QRA) methods</td>
<td>Ch 3</td>
<td>9</td>
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<tr>
<td>QRA structure, risk ranking</td>
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<tr>
<td>Logic modeling, fault tree, event tree, dependant failures</td>
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<tr>
<td>Basic reliability mathematics; review of probability</td>
<td></td>
<td></td>
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<tr>
<td>Performance assessment</td>
<td>Ch 4</td>
<td>9</td>
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<td>Equipment data analysis, availability</td>
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<tr>
<td>Distribution function parameter estimations</td>
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<td>Bayesian parameter estimations, classical estimations</td>
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<td>Human reliability</td>
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<tr>
<td>Uncertainty analysis</td>
<td>Ch 5</td>
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<tr>
<td>Uncertainty propagation methods and comparisons</td>
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<tr>
<td>Risk contributors</td>
<td>Ch 6</td>
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<td>Risk values, risk acceptance criteria</td>
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<td>Individual and societal criteria, ethics</td>
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<td>Economic risk and performance acceptance criteria</td>
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<td>Decision making techniques</td>
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<tr>
<td>Economic methods and assessment models</td>
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<tr>
<td>Non-economic methods</td>
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<tr>
<td>Risk communication and safety culture</td>
<td>Ch 9</td>
<td>3</td>
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<tr>
<td>Risk perception</td>
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<tr>
<td>Effective risk communication</td>
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## Academic Integrity Statement

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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title of course: Soci 323 Sociology of Black Americans

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

   Major elements of the Afro-American subculture in relation to white American society
   and its major social institutions. Prerequisite: Soci 205
   
5. Complete proposed course title and proposed course description (not to exceed 50 words): Sociology of
   African Americans. Major elements of the Afro-American subculture in relation to white American
   society and its major social institutions. PREREQUISITE: Soci 205

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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<td>SOC 3 2 3 SOCI O F B L A C K A M E R I C A N S</td>
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<tr>
<th>Lect.</th>
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<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
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<td></td>
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<td>2 5 0 0 0</td>
<td>3 6 3 2</td>
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   b) Changed to:

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   Approval recommended by: ________________________________ Date: 2/27/2007

   Chair, College Review Committee ________________________________ Date: 2/21/2007

   Head of Department ________________________________ Date: ________________________________

   Dean of College ________________________________ Date: ________________________________

   Submitted to Coordinating Board by: ________________________________ Date: ________________________________

   Director of Academic Support Services ________________________________ Date: ________________________________

   Effective Date ________________________________

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

GAR/AS-5/04

13 of 14 B
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and 2 copies •

1. This request is submitted by the Department of Sociology

2. Course prefix, number and complete title of course: Soci 403 Sociology of Mexican Americans

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

4. Complete current course title and current course description; Sociology of Mexican Americans.
   Exploration of social characteristics and acculturation problems of Mexican Americans in the United States; styles of life and cultural variability, social mobility, the struggle for advancement and identity through social movements.

5. Complete proposed course title and proposed course description (not to exceed 50 words); Sociology of Latinos.
   Exploration of social characteristics and acculturation problems of Latinos in the United States; styles of life and cultural variability, the struggle for advancement and identity through social movements.

6. a) As currently in course inventory:

   Prefix Course # Title (exclude punctuation) Admin. Unit FICE Code
   SOC 403 SOC OF MEXICAN AMERICANS
   Lect. Lab SCH Subject Matter Content Code Admin. Unit FICE Code
   0 3 0 0 0 3 4 5 1 1 0 0 1 2 5 9 0 0 3 6 3 2
   Do not complete shaded area.

   b) Changed to:

   Prefix Course # Title (exclude punctuation) Admin. Unit FICE Code
   SOC 403 SOCIOLOGY OF LATINOS
   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 4 5 1 1 0 0 1 2 5 9 0 0 8 0 9 0 0 3 6 3 2
   Level 4

   Approval recommended by: _________________________________________________________________________________
   ____________________ ____________________ ____________________ ____________________ ____________________
   Chair, College Review Committee Date
   Dean of College Date

   Submitted to Coordinating Board by: _____________________________________________________________________________
   ____________________ ____________________ ____________________ ____________________ ____________________
   Dean of College Date
   Director of Academic Support Services Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737. OAR/AS: 504