Social and Behavioral Sciences
(UPPER)
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number: POLS 308

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Game Theoretic Methods in Political Science

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes
☐ No

8. How frequently will the class be offered? 1 times per year

9. Number of class sections per semester: 1

10. Number of students per semester: 20

11. Historic annual enrollment for the last three years: n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:

Course Instructor Date

Approvals:

13. Department Head Date

14. College Dean/Designee Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 308 focuses on introductory game theory. This is a central methodological approach in the scientific study of politics. It is mathematically-oriented and analytically rigorous. At its heart is using game-theoretic models to study the interactions of people and institutions. Models are used to predict the impact of the predicted behavior on individuals and society.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical thinking is at the heart of this class. Students need to think creatively both to understand game-theoretic modeling, but also then to create their own game-theoretic models. The game theory is a rigorous form of analysis. Models are used both to predict behavior and outcomes, and also to evaluate and assess how different institutions perform.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Focus of the course is on translating formal mathematical concepts orally and in writing into understandable and useful language. An analytical paper applying game theory to an area which interests the student is the culmination of the class.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Game theory is a mathematically-based approach to modeling political behavior. The course applies and extends students’ quantitative skills.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Game theory is centrally concerned with social and political conflict and cooperation. It assists student to understand conflict and cooperation, but also to think creatively about promoting socially responsible outcomes.
Overview. Politics is about conflict: conflict over who should hold electoral office, conflict over what policies governments should adopt, conflict over how society should be organized, conflict over where borders belong. Whenever there is conflict, there will be strategy. People on each side of an issue will do what they can to bring about the outcome that they want most. They will try to strategically anticipate the actions of their opponents, who themselves are trying anticipate the actions of the first group. In a strategic situation, I am trying to outwit you, knowing that you're trying to outwit me, knowing that I'm trying to outwit you... etc. It gets complicated.

Game theory is a framework that can help us understand and manage the complexity of strategic situations. Developed by applied mathematicians in the mid-20th century, game theory is now widely used by social scientists in political science, economics, sociology and anthropology. We will not be concerned here with the mathematical theorems that are at the foundation of game theory. (There are courses in the mathematics and economics departments along these lines, for those who are interested.) Rather, our focus will be on using game theory to understand politics and political strategy.

Course Description. Core concepts of game theory to study strategic interaction in politics; game theory using simple mathematical models to describe social situations, understand political and social phenomena; emphasis on model building skills and problem solving.

Learning Objectives.

1. to define and understand concepts and terms of game theory relevant to the study of strategic interactions as they are found in different political contexts.

2. to use simple game-theoretic models to describe social situations and to understand political and social phenomena.
3. to develop rigorous skills for model-building, analytical reasoning and problem-solving.


Prerequisite. POLS 206 or approval of department head. The only math that you need for this class is algebra, but you really do need it. We will not use calculus in this class (although if you want to study game theory beyond introductory level, you will need calculus). We will use a little bit of probability, but I will cover this in class. Algebra is a pretty basic topic. If you’ve been admitted to TAMU, you must have learned it at some point in middle school or high school. But if you have forgotten algebra—that is, forgotten how to set up and simplify equations to solve for variables—you are going to have difficulty with this class. I will conduct a self-test problem on the first day that will allow you to check whether your algebra skills are where they need to be for this class. If you can’t solve the self-test problem, you should not take this class.

Course requirements. Assignments will come in three forms: (1) homework assignments, best five out of six (20%); (2) Midterm on October 22, Thursday in class (30%); and (3) Final Exam on December 12, Monday, 8AM-10AM (50%).

- If you miss an exam (Midterm or Final), you will receive a 0 on the missed exam unless evidence is provided of a university-excused absence. Please see below for university-excused absences and makeup examinations.

- Each homework assignment is worth 10 points. Homework assignments are due in class as indicated below. The specific due date for each assignment will be announced when the problem set is handed out. If you fail to turn in your homework assignment, you will receive a 0 on the late assignments unless evidence is provided of a university-excused absence. See below for university-excused absences and the late homework submission. In calculating the homework part of your final grade, we will drop the lowest of your scores. This means that if any non-university-excused absences keeps you from turning in one assignment on time, that score will simply be the one that is dropped.
• The following scale will be used for calculating final grades for this course.

90% to 100% = A  
80% to 89% = B  
70% to 79% = C  
60% to 69% = D  
0% to 59% = F

• The final exam is cumulative and comprehensive.

• Please note that I do not curve grades. There will be no extra credit assignments.

University-excused absences, makeup exams & late assignments: I do not give makeup exams, except in the case of extreme sickness, family emergency, or other university-excused absences. If you are seeking a university excused absence from an exam, you must notify me by the end of the second working day after the absence (unless it is impossible to do so) to ensure full rights. If the absence occurs the same day as a scheduled exam or other graded procedure, you must notify me by the end of the next working day after the absence. All makeup examinations must be made up as soon as possible after the absence, but no later than the end of the second working day after the last day of absence; otherwise you will receive a 0 on the missed exam. I also require some form of documentation as to why you missed the exam. You are responsible for providing satisfactory evidence to me within one week of your return to substantiate the reason for the absence. Note that I do not accept Xeroxed copies of medical excuses from students. The same applies to the statement about missed and late homework assignments.

Homework Assignments: There will be six homework assignments. The homework exercises will give you practice using the basic concepts of game theory and applying them to political problems. Doing homework is the best way to learn the material, so engaging with it at a superficial level defeats the purpose. These problems are similar to those that will be on the midterm and final. Homework assignments are due in class. The specific due date for each assignment will be announced when the problem set is handed out. Best five scores out of six will be counted towards your final grade.

Many students find it very helpful to form study groups to discuss examples from lectures and the book, and to work on problem sets. It is permitted to collaborate on homework problem sets with other students, but you must write up your own assignment alone. If someone has simply copied the work of someone else, all students involved are deemed to have committed plagiarism. In the midterm and final exams, collaboration of course is not allowed.
**Aggie Honor Code:** Remember the Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. 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. If you have any questions, please consult the Texas A&M student honor code. More specific information on the Aggie honor code can be found at http://www.tamu.edu/aggiehonor/.

**Academic Dishonesty:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to 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 person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student’s paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinctive idea or concept, or a sentence from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism or any other form of academic dishonesty (all of which are forbidden and will be subject to punishment in this class), please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor/) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**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 the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Lecture Outline and Reading Schedule.** All readings are from Games and Strategy (2nd ed.) by Dixit and Skeath. Please note that all dates are tentative and subject to change.

**Week 1 Introduction (Sep 1, Tue)**

- No Class (Sep 3, Thu) — American Political Science Association Conference
**Weeks 2-3** Introduction to Game Theory and Sequential Games

- **Readings**: Chs. 1-2 (skim), Ch. 3 (carefully) and Appendix 1 of Ch. 7 (pp. 222-228)
- **Topics**: Games and Game Trees, Basic Assumptions of Game Theory, Pareto Efficiency, Games, Decision and Uncertainty, Order Effects
- **Homework**: Problem set §1

**Weeks 4-5** Simultaneous Move Games

- **Readings**: Ch. 4. Skip section 4.5 (minmax strategies).
- **Topics**: Games in Normal Form, Iterated Dominance, Nash Equilibrium, Coordination Games and Multiple Equilibria.
- **Homework**: Problem set §2

**Weeks 6-7** Mixed Strategy Equilibrium

- **Readings**: Chs. 7 and 8. Skip sections 7.4, 7.5 & 8.5.
- **Topics**: Mixed Strategies: The Concept, Finding Mixed Strategies Nash Equilibrium (MSNE), More MSNE Examples
- **Homework**: Problem set §3

**Week 8** Midterm Exam Week

- Review and Consolidation for Midterm (Oct 20, Tue)
- MIDTERM EXAM IN CLASS (Oct 22, Thursday)

**Weeks 9-12** Games and Simultaneous and Sequential Moves

- **Readings**: Ch. 6.
- **Topics**: Information Sets, Changing from Simultaneous to Sequential Play, Credible Threats, Subgame Perfect Equilibria
- No Class on Nov 5 (Thu) — Take Home Assignments: Game Theory in Film
- **Homework**: Problem sets §4
- **Homework**: Problem sets §5

**Weeks 13-14** Repeated Interaction: Strategy in the “shadow of the future.”

- **Readings**: Ch. 11 and the appendix.
- **Topics**: Time Preference and Discount Factors, Repeated Games, Cooperation and the Shadow of the Future
Game Theory in PoliSci

- No Class on Nov 26 (Thu) — Thanksgiving
- Homework: Problem sets §6

**Final** Wrap-up and the Final
- Review for Final (Dec 8, Tue)
- FINAL EXAM (December 14, Monday, 1PM-3PM)
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number:  POLS 335

3. Texas Common Course Number:  Click here to enter text.

4. Complete course title:  International Conflict

5. Semester credit hours:  3

6. This request is for consideration in the following Foundational Component Area:

   ☐ Communication
   ☐ Mathematics
   ☐ Life and Physical Sciences
   ☐ Language, Philosophy and Culture
   ☐ Creative Arts
   ☐ American History
   ☐ Government/Political Science
   ☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   ☑ Yes  ☐ No  NEW ICD

8. How frequently will the class be offered?  1 times per year

9. Number of class sections per semester:  1

10. Number of students per semester:  20  Click here to enter text.

11. Historic annual enrollment for the last three years:  n/a  Click here to enter text.

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Course Instructor

   Approvals:

   Date

14. Department Head

   Date

15. College Dean/Designee

   Date

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See form instructions for submission/approval process.
Texas A&M University
International and Cultural Diversity Cover Sheet
Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): Texas A&M University at Qatar/Liberal Arts

2. Course prefix and number: POLS 335

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: International Conflict

5. Semester credit hours: 3

6. Frequency the class will be offered: 1-2 times per year

7. Number of sections per semester: 1

8. Number of students per semester: 20

9. Historic annual enrollment for the last three years:
   2012-2013: na
   2011-2012: na
   2010-2011: na

10. Statement on how this course meets the criteria for International and Cultural Diversity:

   International Conflict addresses one of the most perplexing contemporary problems, Why do we go to war and how can war be avoided? Understanding conflict among nations requires students to think beyond their own state and develop the ability to analyze and theorize with information that transcends boundary lines.

11. Course Instructor

12. Department Head

13. College Dean/Designee

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POL3 335 studies international conflict and cooperation. It focuses on scientific approaches to understanding war between countries and how to prevent it. It centrally concerns behavior and interaction between individuals (e.g., leaders) and groups and institutions (e.g., nations). It studies a phenomenon of immense interest to society.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The class focuses on thinking critically about international conflict and cooperation. It pushes students to analyze the causes of international conflict and cooperation, and how those outcomes affect individuals and society.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students need to produce several papers for the class related to the course materials, and are expected orally to discuss those materials. Students present course material during the semester.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

The focus of the course is on the scientific study of conflict and cooperation. As such, careful theorizing—often mathematical in orientation, e.g., using game theory—and data gathering and analysis are central features of the course.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Learning about international conflict and cooperation, as well as studying the best research on how to promote cooperation and avoid conflict, is the sine qua non of social responsibility.
Political Science 335
International Conflict
Spring 2013

Section 501 will meet:
Tuesdays and Thursdays 8:45-10:00am (Allen 1016)
Section 502 will meet:
Tuesdays and Thursdays 10:20-11:35am (Allen 1016)

Instructor: Shuhei Kurizaki
Office: Allen 2031
Office Hours: Tuesdays 1:00 - 3:00PM.
Course Web Page: http://people.tamu.edu/~kurizaki/ic-course-web.html
Email: kurizaki@pols.tamu.edu

Course description: Why do states and peoples go to war? Conversely, how can war be avoided? Do we need to increase the risk of war to avoid war? In this course we will examine some of the major theoretical explanations of the causes of war and conflict resolution. Topics include (but are not limited to) the logic of military coercion, balance of power, power transition theory, informational theory of alliances, the long cycle and great power war, deterrence, arms races and arms control, territorial disputes and issue (in)divisibility, diversionary war theory, the democratic peace, the CNN effect, civil wars, and terrorism.

The overall objective is to provide students with a solid knowledge base of theories of war and peace as well as analytical skills to make their own judgment. The course is not designed to inform you about, or debate, current events. It is designed to provoke critical thinking and rigorous analysis of contemporary events. By the end of the semester, students will be expected to be able to interpret and analyze various historical and contemporary events using the analytical tools and perspectives developed in class.

Course structure: The course meets twice a week for a 75-minute lecture. The course is organized around four major themes: (1) the fundamental logic of conflict; (2) structural theories of war; (3) domestic theories of war; (4) contemporary issues. I will post most of the lecture slides on the course web page, along with the (evolving) syllabus and additional readings.

Readings. The course readings will be drawn from a number of books and articles. Most of journal articles and book chapters are available from the electronic reserves and/or online databases through the library. Occasionally, some readings will be made available on the course web page.


Prerequisite: POLS 206 and junior and senior classification, or approval of department head.
Course requirements: There will be three in-class exams and two movie essays. The exams will be identification questions. We will also see two movies in class, and you will submit a one-page essay for each movie. The final grade for this course will be determined by the following rules:

- Your final grade is based on a total of 400 possible points for the course.
  - Each exam is worth 100 points.
  - Each essay is worth 50 points.
- If you miss an exam (in-class exams or final), you will receive a 0 on the missed exam unless evidence is provided of a university-excused absence. An essay is due in class within one week after a movie is shown in class.
- The following scale will be used for calculating final grades for this course.
  - 90% to 100% = A
  - 80% to 89% = B
  - 70% to 79% = C
  - 60% to 69% = D
  - 0% to 59% = F

- Please note that I do not curve grades. There will be no extra credit assignments.

There will be no makeup exams, except in the case of extreme sickness, family emergency, or other university-excused absences. If you are seeking a university-excused absence for an exam, you must notify me by the end of the second working day after the absence (unless it is impossible to do so) to ensure full rights. If the absence occurs, you must notify me by the end of the next working day after the absence. All makeup examinations must be made up as soon as possible after the absence, but no later than the end of the second working day after the last day of absence; otherwise you will receive a 0 on the missed exam. I also require some form of documentation as to why you missed the exam. You are responsible for providing satisfactory evidence to me within one week of your return to substantiate the reason for the absence. Note that I do not accept Xeroxed copies of medical excuses from students.

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processes of the Honor System. If you have any questions, please consult the Texas A&M student honor code. More specific information on the Aggie honor code can be found at http://www.tamu.edu/aggiehonor/.

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**Copyright Statement:** The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Course Schedule and Reading Assignments:** This is only an outline of the topics. All dates are tentative and subject to change. The readings are available from the electronic reserves and/or online databases through the library. Lecture slides are available at the course web page: http://people.tamu.edu/~kurizaki/ic-course-web.html.

**Jan 15 Tue**
Course Organization and Introductions
- The syllabus

**Jan 17 Thu**
What is War?

**Jan 22 Tue**
Why War Occurs: Macro Perspective

**Jan 24 Thu**
Why War Occurs: Micro Perspective

Jan 29 Tue  Ultima Ratio

Jan 31 Thu  The Logic of Military Power

Feb 5 Tue  Balance of Power and War
• Nye. Understanding International Conflict. Chapters 3.1 and 3.2.

Feb 7 Thu  Power Transitions and War

The Long Cycle and Great Power War

Feb 12 Tue  Conventional Deterrence

Feb 14 Thu  Nuclear Deterrence
• (optional) Nye. Understanding International Conflict. pp. 139-150.

Feb 19 Tue  Nuclear Proliferation
FEBRUARY 21 THURSDAY    IN-CLASS EXAM #1

Feb 26 Tue    Alliance and War

Feb 28 Thu    Alliance Formation

  Alliance Reliability
  • Morrow. “Alliances: Why Write Them Down?”

Mar 5 Tue    Arms and Alliances
  • Morrow. “Alliances: Why Write Them Down?”

  Arms Races and War
  • Vasquez. The War Puzzle, pp. 177-183.

Mar 7 Thu    Territorial Disputes and Issue Indivisibility
  • Vasquez. The War Puzzle, Chapter 4 (esp. from pp. 133).

MARCH 10 THROUGH 16    SPRING BREAK

Mar 19 Tue    Diversionary War

Mar 21 Thu    The Democratic Peace

Democratization and War

Democracies Win Wars

Mar 26 Tue Economic Interdependence and War

Mar 28 Thu International Institutions and War
• Nye. Understanding International Conflict. pp. 87-96.

APRIL 2, TUESDAY  IN CLASS EXAM #2

Apr 2 Thu Robert McNamara: Bombing to End the War and Morality
• No reading assignment
• An essay is due on April 9, Thursday, via email at kurizaki@polisci.tamu.edu.

Apr 9 & 11 (Tue & Thu) The Cuban Missile Crisis: Why Leaders Go on TV and Cause a Public
• No reading assignment
• An essay is due on April 18, Thursday, via email at kurizaki@polisci.tamu.edu

Apr 16 Tue Civil War: Origins

Apr 18 Thu Civil War: Logic

Apr 23 Tue Civil War: Solution I --- Partition

Civil War: Solution II --- Intervention


APRIL 25 THURSDAY IN CLASS EXAM #3
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number: POLS 353

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Constitutional Rights and Liberties

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [x] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? 1 times per year

9. Number of class sections per semester: 1

10. Number of students per semester: 20

11. Historic annual enrollment for the last three years: n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   
   Course Instructor
   
   Date
   
   Approvals:
   
   Department Head
   
   Date
   
   College Dean/Designee
   
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 353 focuses on the study of rights and liberties in constitutional law. Students gain knowledge through case studies, and the aggregation of those case studies. The courses centrally concerns the behavior and interaction of individuals, groups and institutions and the impact of different rules on individuals and society.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The goal of the course is to have students think critically about constitutional rules and outcomes. Focus is on rigorous understanding and evaluation of case studies, and the application of those cases to new situations. Through the aggregation of case studies, students synthesize common themes across the cases.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The course uses a form of the “socratic dialogue” in which students are called upon to present, discuss, and analyze the case studies. Students write approximately 40 one-page “briefs” during the semester.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students learn through the study of and aggregation of numerous case studies. The goal is to allow students to generalized beyond the specific cases to new and different cases.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The course contributes directly to knowledge of civil responsibility in the study of the Constitution. A major part of the class focuses on case studies related to racial and religious discrimination.
Constitutional Rights and Liberties
Political Science 353 - 501
Fall 2008

Instructor: James R. Rogers, Ph.D., J.D.
Phone: 845-8833 (Phone during office hours)
Office: 2016A Allen Building
Office Hours: T-Th 9:00-10:15 a.m. or by appt
E-mail: rogers@politics.tamu.edu (Anytime)

COURSE DESCRIPTION
The judicial attempt to balance the twin constitutional commitments to republican government and individual rights will be introduced to the student through the study of the U.S. Constitution, U.S. Supreme Court decisions, and related materials and commentary. The course covers the application of the Bill of Rights to the states (via the Fourteenth Amendment); the application of "substantive" due process doctrines to limit state legislative prerogative over economic and social life; how the equal protection requirement affects state legislation on economic and social matters; and issues related to the scope of the speech and press liberty. Underlying the specific issues, however, will be the continuing issue of when and under which circumstances it is proper for the judiciary to limit legislative prerogative in a democratic system.

METHOD OF INSTRUCTION
More than simply being able to restate the bare conclusions that the Supreme Court has reached on various topics, this course emphasizes that the student understand the nature and flow of arguments justices provide to defend their legal conclusions and to respond to alternative conclusions of concurring and dissenting justices. Thus, this course emphasizes the texts in which those conclusions and supporting arguments are found. One important implication should be clear from the beginning: Students are expected to read and become conversant in the assigned readings. Students cannot understand the cases and materials unless they actually read and study the assigned texts. The structure of the course was developed to create incentives for students to do so.

The primary means to provide just such an incentive is that I employ the so-called Socratic method in teaching this course. That is, I call on and question one or more students on the day's assigned reading. The typical inquisition lasts 25 to 35 minutes, and two to four students will be called upon during a typical class. When Court cases are discussed, the structure of the discussion will very generally follow the structure of the case briefs. Each student will probably be called upon three to four times during the semester, some may be called upon more often. Incorrect oral answers are never penalized, but obvious unpreparedness – which is the inability of the student, in the instructor's judgment, to summarize even the most basic point(s) of the day's text assignment – will be penalized as specified below.

TEXT (REQUIRED)
REQUIREMENTS AND GRADING

Requirements: [1] Prepared and informed responses when called upon by the instructor. (At the discretion of the instructor, students' briefs may be required to be turned in. Students will be given prior notice of the expectation.) [2] Several brief memorization quizzes. [3] Two midterm, closed-book examinations, tentatively scheduled for October 7 and November 4. These will be essay exams, with both long and short answer questions. [4] A two-hour final examination, scheduled for Friday, December 5, 12:30 p.m. to 2:30 p.m. This will be a comprehensive exam. This, too, will be an essay exam with long and short answer questions. [5] A final paper of at least 2,600 words on a topic preapproved by the instructor. Topics include, but are not limited to, discussions of the development of a constitutional right, controversies over constitutional rights, aspects of judicial review, or other topic related to the subject discussed in the course.

Grading: Memorization quizzes and oral answers in response to the instructor's directed questions will each be of equal value and, in total, will comprise 10 percent of the final grade. Each midterm exam will constitute 22.5 percent of the final grade, the final exam will constitute 30 percent of the final grade, and the final paper will be 15 percent of the final grade. Late work (including preliminary work on paper topics) will be accepted only on the basis of university-excused absences, or by prearrangement with the instructor. Exams are administered during the regular course period. Papers (including preliminary work on paper topics) and quizzes are due at the start of the class period. Unexcused late work will be penalized by a deduction of one letter grade (10 percent of the grade) on the total value of the assignment (exam, paper, etc.), and declining one letter grade (10 percent) for each additional day the work is late. For example, turning in the paper proposal late that is due on October 28 will reduce the overall grade on the whole paper by 10 percent.

Grading will be allocated, 90% and above for an “A,” 80% and above for a “B,” 70% and above for a “C,” 60% and above for a “D,” and grades below 60 percent are graded an “F.”

For the “Socratic dialogue,” students will be called on more or less randomly, at the discretion of the instructor. (Students are, of course, welcomed and encouraged to participate in analysis and discussion once the basics of the topic have been set forth.) If a student is absent when called upon, it is scored as “unprepared” for that student, unless the student provides the instructor “satisfactory evidence” (TAMU Student Rules, Part I, §7.1) that the absence meets the criteria for excused absences according to University Regulations (ibid., §§ 7.1.1-7.1.7). (If briefs are to be turned in, failure to do so will also be scored as “unprepared.”) This class begins at 10:20 a.m. Students are responsible for securing timely transportation to the Allen Building in order to be present, seated, and ready to respond to questioning at the beginning of the scheduled class time. Late buses or train delays do not constitute university-recognized excuses. In order to minimize the disruption created by late arriving students, the instructor reserves the right to penalize late arriving students.

On most days during the session, the course schedule lists two cases to be discussed. Students should always be prepared to discuss the cases assigned for that day, even if the previous day’s cases have yet to be completed. Students should be prepared to discuss both the cases and materials (note cases, etc.) associated with those cases in the texts.
**DATES TO REMEMBER**

October 7. First Examination

October 28. Preliminary proposal for paper topic (at least one paragraph).

November 4. Second Examination

November 13. Paper topic must be approved by this date.

December 2. Paper is due.

December 5. Final Examination. 12:30-2:30 p.m.

**MATERIALS TO BE COVERED**

Note cases and commentary that will almost certainly be discussed are included on the schedule in parentheses. Students should not assume that they are not responsible for note cases and commentary that are not explicitly listed below are included in the pages assigned above.

*Part I: Incorporation of the Bill of Rights, Economic Rights, and Substantive Due Process*

August 26. Introduction to the course.

August 28. No class (APSA convention.) Printout & read, *DC v. Heller* (On my faculty website.)

September 2. *DC v. Heller* (printout, read, and bring to class).


October 7. First Examination.
Part II: Equal Protection


October 14. Brown, p. 491; (Bolling, p. 493); Loving, p. 501;


October 23. Gratz, p. 542; Parents Involved, p. 552.


November 4. Second examination.

Part III: Press and Speech Liberty


November 20. Paris Adult Theatre I, p. 850; (Ferber, p. 860); American Booksellers, p. 868.


Final examination. Friday, December 5, 12:30-2:30 p.m.
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 the Department of Student Life, Disabilities Services in Room B118 of Cain Hall, or call 845-1637.

Course Plagiarism & Academic Dishonesty

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

"As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number: POLS 475

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Government and the Economy

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? 1 times per year

9. Number of class sections per semester: 1

10. Number of students per semester: 20

11. Historic annual enrollment for the last three years: n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Submitted by:
   - Course Instructor
   - Date
   - Approvals:

13. Department Head
   - Date

14. College Dean/Designee
   - Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 475 focuses on government and the economy. The interrelationship between politics and economics is of signal importance to individuals and to society. The class takes a scientific approach to the subject, emphasizing rigorous modeling of political and economic interaction, and empirical observation testing those theories.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The class focuses on thinking critically about how government affects economics and vice versa. It pushes students to analyze whether one approach to political economy creates better outcomes than rival designs. The focus is on rigorously accounting for these evaluations rather than relying on a generalized preference for the familiar.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students in the course develop and deliver oral presentation of class materials, and write a paper as the culmination of the class.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

The focus of the course is on the scientific study of government and the economy. It emphasizes the rigorous development of theory and the need to observe or test expected outcomes. It emphasizes the development and learning of knowledge rather than the sharing of opinion.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The relationship of politics and economics is a central issue in the modern world. How and whether the government can promote economic development, or hinders it, is a hotly contested question worldwide. Questions of the obligation of society to the poor, or the rule of law and economic development, are pressing questions of social responsibility in widely diverse regional and national communities.
Government and the Economy
Political Science 475
Fall 20XX

Instructor: James R. Rogers, Ph.D., J.D.  Office Hours: T-Th 9:00-10:15 a.m. or by appt
Phone: 845-8833  E-mail: rogers@politics.tamu.edu
Office: 2016A Allen Building

Course Description

The intersection of politics and economics raises questions - and sparks conflicts - about the fundamental issues of politics: freedom, security, order, sovereignty, fairness, and democracy. In Political Economy & Public Policy, we will examine how the struggles for power and for wealth affect one another and the realization of these values. Specifically, we will compare and contrast political and market solutions to collective problems; the politics of economic crises; corporations and labor in the political economy; regulation, monetary policy; and fiscal policy.

Texts. The following books are required for the course:


Grading. Grades will be allocated in the following way:

- Presentations 20%
- 2 Short Papers 10% each
- Seminar paper or Research Design 40%
- Final Exam 20%

Grading will be allocated, 90% and above for an “A,” 80% and above for a “B,” 70% and above for a “C,” 60% and above for a “D,” and grades below 60 percent are graded an “F.”

4. Presentations

You will be responsible for preparing for one or two predetermined questions for each seminar. To prepare questions for class, be ready to talk about why the question is important, two alternative answers to the question, and the reason that you think one answer is better than others. You do not have to hand in a written answer to the question.
5. **Short Papers.** There will be two short (6-10 page, typed) papers for the course. These papers are due September 27 and November 8. You should choose books that you are eager to read, and/or are critically important for your research paper. For the second paper, you can do one of two things: (1) a book review of a second book or (2) an analysis of some political feature of the economic problems of the financial crisis and Great Recession (broadly defined). You should get the book approved no later than 2 weeks before the paper is due. The book or books can be part of the literature you review for the seminar paper. They should not be books required for another class.

To write the book review:
No more than half the paper should summarize the argument; the rest should critique the book by assessing its strengths and weaknesses, and drawing appropriate connection to other scholarship.

a. Summarize the book’s content (no more than half the paper) by answering the following questions: (a) What is the topic? (b) How would you summarize the key arguments and the evidence for them? (c) What does the author conclude? (d) how does this book relate to other scholarly works or literatures?

b. Analyze the book by answering the following questions: (a) Does the author make a persuasive case for her central point? (b) Is the evidence adequate? (c) does the author use evidence and treat other authors in a fair way? (d) What parts of the argument are most effective? Which are least effective? (e) What are the implications of this argument for understanding politics?

6. **Seminar paper or research design.**

**Option 1** is a conventional research paper (15-20 pages) on a topic of interest to you and related to politics and the economy in the broadest sense. By September 13 at the latest, turn in a paragraph in which you (1) specify the research question, and (2) discuss your plan for finding an answer, including evidence and logic. A bibliography and an outline are due on October 25. The paper is due on December 8.

**Option 2** is a research design. See below.

7. **Exam.** There will be a take home final exam. You will have the questions in advance, and you will have a week to compose your answers. It is due Monday, December 14.

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**The Research Design Assignment**

The research design assignment requires a 15-20 page research proposal based on answers to the following questions. You will not have to turn in a completed research project -- only a rigorous plan for such a project.

Here are the key elements of the research design. Remember, the methods you use should be directly related to the question you are trying to answer. Qualitative methods may be more appropriate than quantitative methods, or the quantitative methods may be more appropriate. You might use rigorous analysis of archival sources, or you might model data. You might use some of both methods.

1. **Topic.** What is the central issue that will motivate your research? Explain precisely what topic you will examine. Explain why it matters (it may matter because it is central to scientific theory, because it is a central policy or political issue today, because it was a decisive turning point in political development, or because conventional wisdom about the topic may be wrong). There are many ways to get ideas for
topics. Several are included in our readings. You can find others in key journals, such as *The American Political Science Review* or other general political science journals, or more specialized journals your topic should be interesting to you. You are welcome to try out dissertation ideas.

2. **Literature Review.** What do we know about this topic? Who has written about it? What are their central arguments and assertions? What are the key concepts? What are the important open questions in the field? (Sources include bibliographies, literature reviews, computer-assisted references, and discussions with faculty).

3. **Theoretical Question.** Once you have chosen a topic, you have to specify the problem you want to study. You will have to try to isolate one precise question about the topic to answer in a discrete research project. Precisely what question will your research try to answer? This may take the form of a relationship between a dependent variable and several independent variables (that is, Why did something happen the way it did? What caused it? Factor A? Factor B? Some combination?). It also may take the form of the relationship between two non-recurring events.

   (a) - What behaviors, event, or outcomes are you trying to explain?

   (b) - What behaviors, events or outcomes can account for (a), above?

   (c) - What is the relationship between (a) and (b)? For example,
      1. For (a) to occur, was (a) necessary and/or sufficient?
      2. Does (a) occur more frequently when (b) occurs?
      3. Does (a) occur more frequently when (b) occurs?
      4. Does (b) determine (a) (when a happens, b necessarily happens)?

   (d) - What other factors may need to be taken into account?

4. **Information.** What information will you collect to answer the central theoretical question? Define 3 (a) and 3 (b) precisely. How do I know them when I see them (are they Congressional votes? If so, precisely which ones? Where can I find them?). Specify why historical information is required to answer the question.

5. **Techniques.** How will you analyze the question? That is, what is your proposed research strategy answering the question? How will you decide that a relationship between (a) and (b) is confirmed or refuted by the evidence? Will you statistically assess the relationship between variables? If so, how? If not, what qualitative methods will you use to rigorously assess their relationship? Will you use a mixture of methods? How will you assess the role of other factors (3 d).

6. **Validity and Objectivity.** How do you know that your conclusions will be valid? Are there flaws in your method that could cast doubt on your findings about the relationship of (a) and (b)? How do we know that the numbers and documents offer reasonably reliable measures of what you claim they measure? What explicit steps will you take to assure a reader that you are being fair-minded and objective in each step of the process?

7. What is the projected outline of the final written product?

8. What timetable will you have for the project? Give a realistic estimate of the time it will take to complete each step above.

The Course in Brief

*Click on date for details for each class; "[MG]" indicates a document in the "My Documents" section of My Gateway*

**August 23:** Introduction: Politics and Markets

- *Read:* Caro, "The Sad Irons" [MG]; Leonhardt, "We're Spent" plus graphic [MG]; "10 Tips for Writing Less Badly" [MG]

**August 30:** How the Economy is Political -- and Why

- *Read:* Eisner 3-36; Caporaso & Levine, vii-55; Eisner 3-36; North, 3-45; 92-104

**September 6:** Foundations of American Political Economy

- *Read:* North, 46-69, 118-130; Polanyi, "The Self-Regulating Market and the Fictitious Commodities" [MG]; Robertson, Federalism, chapter 2 [MG]; William Cronon, "Rails and Water" [MG]

**September 13:** Systems in Crisis: Industrialization

*Paper Topic Due*

- *Read:* Caporaso & Levine, 55-78; North, 73-91, 107-117; Gourevich, 17-123

**September 20:** Business, Labor, & Progressivism

*Read:* Caporaso & Levine, 79-99; Eisner, 39-57; Daniel Yergin, "Our Plan" [MG]; Baer, letter [MG] Robertson, Federalism, chapters 5 [MG]

**September 27:** Systems in Crisis: Depression and New Deal

*Short Paper 1 Due*

- *Read:* Caporaso & Levine, 100-125; Eisner, 58-79; Keynes, General Theory, 128-131 [MG]; Gourevich, 124-180; Schumpeter, "Creative Destruction," 81-86 [MG]

**October 4:** The Golden Age of Managed Capitalism


**October 11:** The Welfare State and Varieties of Capitalism
- Read: Castles et al, "Introduction" [MG]; Obinger and Wagschal, "Social Expenditures and Revenues" [MG]; Glannerster, the Sustainability of Western Welfare States," [MG]; Hall and Soskice, "Introduction to Varieties of Capitalism" [MG]; Hall and Thelen, "Institutional Change in Varieties of Capitalism" [MG]

October 18:  Systems in Crisis: Stagflation and the Economic Approach to Politics

- Read: Gourevich, 181-240; Eisner, 100-118; Caporaso & Levine, 126-158; Yandle, "Baptists and Bootleggers" [MG]; SKIM for content: Niskanen, "Bureaucrats and Politicians" [MG]

October 25:  The Rise of NeoLiberal Politics in the U.S.

Research Bibliography & Outline due

- Read: Eisner 119-138; Prasad, vi-98

November 1:  The Rise of NeoLiberal Politics Abroad

- Read: Prasad, 99-286

November 8:  Power, the State, and Contemporary Political Economy

Short Paper 2 Due

- Read: Caporaso & Levine, 159-196; Economist, "Efficient Market Theory" and "Macroeconomic Theory," [MG]; Open Secrets Lobbying and Influence site; [MG]; Baumgartner et al, "Does Money Buy Public Policy?" [MG]; "Wall Street Mobilizes to Raise Debt Ceiling" [MG]

November 15:  Globalization, the Financial Crisis and the Recession


November 22:  Thanksgiving Break

November 29:  The Budget Deficit

- Read: Brady and Volden, 12-78 [MG], CBO Budget Options, handout on budget roles [MG]

December 6:  Globalization and Justice

- Read: North, 131-140; Caporaso & Levine, 197-225; Smeeding, "Public Policy, Economic Inequality, and Poverty: The United States in Comparative Perspective" [MG]; TBA

December 8 (Thursday):  Paper due by 5 pm
December 13 (Tuesday):  **Take Home Exam Due**

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