

GVT 3557: EXCEPTIONALISM QUESTIONED: AMERICA AND EUROPE

(PETER KATZENSTEIN; FALL 2024)

Malott Hall 253; *Class Time:* T, Th 2:55pm-4:10pm

Teaching staff:

Peter Katzenstein (pjk2) [Instructor], Kathleen Fallon (kmf232), Angela Kothe (aek229)

PK Office: White Hall 321. Office hours: Sign-up sheets are posted on my office door each Monday morning for the coming week. I prefer to be called PK rather than Peter, Professor Katzenstein, Pete, Katzenstein or any other number of creative names you could come up with.....)

TA Office: TAs will post their office number (located in the basement of Whit Hall) and office hours and also announce them in section.

Course web site:

URL: <https://canvas.cornell.edu> Since your TA will post information concerning the course and sections here, you should regularly consult this website. Your normal contact for anything related to this course is your TA. If your TA cannot help you, write to me (pjk2).

OVERVIEW

Do you want to learn the discussion-based case method as taught at the Harvard Business School? Do you want to learn how to write a research paper? Do you not want to take a final examination? If you answer these questions affirmatively, this course may be for you. Since the beginning of the republic, American intellectuals, politicians and businessmen have extolled the exceptionalism of America. In a world of diverse forms of capitalism, can this view be sustained? Is America a shining city on the hill or a darkened village in the valley?

Comparison is an effective way to discern and assess what is unique and what is general in the distinctive form of America's capitalist democracy. In this course the liberal market economy of the United States with its distinctive strengths and weaknesses is put side-by-side with different forms of liberal, corporatist, statist and hybrid market economies that characterize different European countries in the emerging European polity. The diversity of capitalism points to one overarching conclusion: all of these countries are arguably capitalist, democratic, market economies belonging to "the West;" and each of them has distinctive strengths and weaknesses. Like all other countries, America is ordinary in mobilizing its formidable capacities and displaying its glaring weaknesses as it copes with incessant change. The course elaborates on these themes by:

- looking at a series of historical cases in Part 1 (U.S. constitution, the English Corn Laws, German hyperinflation after World War I, the Great Depression in the U.S., and the creation of the Bretton Woods system after World War II);
- analyzing two cases in Part 2 that focus on GDP in Singapore and of the balance of payments in Iceland, two macro-economic concepts essential for understanding macro-economics and the rest of the course;
- studying seven country cases in Part 3 (United Kingdom, France, Germany, Italy, Norway, Turkey and the Ukraine);

- investigating four cases dealing with the European Union in Part 4 (European Union, the European financial and migration crises, and Brexit);
- and ending with two broader issues addressing past and future (the history of economic growth and climate change).

A related course with a different course number (Government 3547), also offered regularly focuses on American primacy in the global political economy.

This course deviates from traditional lecture courses in two ways.

- First, roughly two-thirds of the classes are using the case method developed at and produced by the Harvard Business School. Each of these cases centers on two or three main questions which the class will explore through discussion without, in the end, arriving at a “correct” answer. For this to work students have to be well prepared and ready to talk, and the instructor has to provide only limited guidance to the discussion. If students and teacher both do their part, the case method offers an exhilarating learning experience. Typically, at the beginning I will take 5 minutes to introduce the case and 10-13 minutes at the end to reflect on it and how it relates to some broader themes. In addition to these class discussions, I will give seven lectures.
- Second, sections in this course are designed almost entirely to help students with their group writing projects. There are two cases taught on 9/17 and 9/19 that will require going over in section. They deal with two macro-economic topics (GDP and balance of payments) that are covered in the Moss textbook and also in the case discussion. Other than that, sections are devoted only to your learning how to write a research paper.
- In sum, this lecture course seeks to accomplish in a research university what normally occurs in small seminars at liberal arts colleges: teaching students how to argue in class and how to write a long research paper.

CREDITS, CANVAS, LAB SESSIONS, CASE METHOD AND CLASS PARTICIPATION, RESEARCH PAPER, GUIDES, GRADES, COURSE READINGS

Credits: This course is offered as a four-credit course.

Canvas: <https://login.canvas.cornell.edu/>

- Log in with NetID
- Once you are logged in, click “Courses”, then click “All Courses”
- Select GOVT 3557 and you’ll be directed to the Canvas homepage of the course
 - You can also favorite GOVT 3557 by clicking on the star beside it. That way, GOVT 3557 will always appear just by clicking on “Courses”.
- Click “Announcements” to find the Zoom links for the teaching staff’s office hours, a Zoom etiquette guide and this Canvas guide
- Click “Syllabus” tab to view class syllabus
- Click “Modules” tab to view class content. We will upload documents for lectures and labs by every Friday.
- Click “Library Reserves” to view links to readings in electronic form. We will make an announcement on Canvas when new documents are uploaded.

- Click “Assignments” tab to view the submission site for your group project:
 - Click the “submit” option on the page to upload your assignments for submission
 - After submission, a column at the side will indicate successful submission or successful but late submission
 - You can submit as many times as you want before the deadline, and Canvas will only keep your latest submission. However, if you re-submit after the deadline, your submission will be captured and graded as “late”.
- Click “Grades” tab to view grades

Lab Sessions: They are scheduled on alternate Fridays for a discussion of lectures and readings and general political developments since this will be highly political and unusual fall. These “labs” will meet in White Hall 110 from 3:00 to 4:00pm on September 6, 20, October 4, 18, and November 1, 15 (visitors are welcome). You must attend four of the six sessions. For students who will have scheduling conflicts for that hour please be sure to inform PK and your TA by the end of the first week of class. Requiring PK’s explicit consent, one option for occasional conflicts is to attend an earlier hour on Friday (1:45pm – 2:45pm) when I meet in the same room with students enrolled in Govt. 1817. The normal default also for those who cannot make any of the sessions will be meeting me during my office hours for 15 minutes of free-wheeling discussion. It is your responsibility to sign up for those meetings on Mondays and for coming up with a question or topic you wish to discuss. Avoid running out of slots at the end of November! As a last resort, for laggards I may schedule special sessions on some grey November mornings between 8am and 9am.

Case Method and Class Participation: Although the case method is used in business and law schools, it has rarely, if ever, been used in undergraduate courses at Cornell. A case-based approach focuses on key problems and decisions that define a country’s experience. By placing students regularly in the position of decision-makers, it also emphasizes different skills than those typified in undergraduate classrooms. Other parts of the cases (as well as lectures and readings) provide a broader analytical and historical context.

Successful class participation will require thorough preparation, regular attendance, and active engagement in class discussions. Classes with cases will start with one or two students responding to a “Cold Call”—choosing one side or the other of an argument posed by the case or taking opposing sides of an argument. Each case is organized around two or three questions, “pastures” or boards, that I will put on the blackboard (typically a question on top and a Yes/No option down the columns). As the class members make their comments, typically but not always I will stand at the blackboard and scribble down what is being said.

Cold Calling means you have to be prepared, there is no way around it! TAs will act as scribes keeping track of the subsequent discussion and also record absences. Your interventions will score higher if they engage what other members of the class have said rather than making “cheap” one-off, factual comments. *Your interventions should not be directed at me, but at the class. This means that you should not look at me even when I linger in your neighborhood as I walk around in the lecture hall. You are learning by talking and listening to each other, not by trying to impress me.* Typically, in a “case class” just under half of the class will participate. You will get occasional updates about your standing for the

class participation portion of your grade which includes general participation, cold calls, and participation in *GUIDES* (see below). If for any reason you are unprepared or unable to attend class, please email me as well as your TA ahead of time. Failing to do so will be penalized with a negative two participation points. If you choose to attend more than the mandatory four lab sessions you will gain two additional bonus points for every additional lab you attend. Not meeting the required number of four attendances will result in a deduction of two points for each required lab that you miss.

Research Paper: Undergraduates enrolled in lecture courses at Cornell normally do not write research papers. Writing consists typically of a series of short papers or one 10-12 page final paper. This course teaches how to write using LLMs creatively where appropriate. The final research paper (30-35 pages, 12-point font, double spaced, 1" margins) will advance an argument on a topic of the student's choice that draws on the course themes and readings. With the exception of the two sessions on macro-economics, sections will focus exclusively on the preparation of your research paper. A separate memo titled "*Six Steps toward a Research Paper*" has been placed on Canvas. Read it carefully before your first section. Your TA will go through each step with you and discuss it in detail. At the end of the semester the TA will run the electronic version of your paper through a software program that verifies the authenticity and originality of your work.

GUIDES: In Part 3 of the course, members of the class, in teams put together by the TAs, will review the economic statistics of a given case at the beginning of a given session in one minute or less each focusing, respectively, on **G**(DP and Growth), **U**(nemployment and Utilization), **I**(nflation and Interest rates), **D**(ebt and Deficits), **E**(xternal balances and Exchange rates) and **S**(avings and Investment). Condensing information into one minute rather than rehearsing the statistics you have read requires thought and preparation; you will have to interpret and judge the statistics in the context of the case, *not* summarize by repetition.

Grades: Your final grade for this course is based on class participation and lab attendance (40%), research paper or case writing (40%) and section attendance and participation (20%).

Course Readings: The Moss text book and the course reader of the Harvard Business School cases are available at the Campus store. The other readings are placed on Canvas. Past experience, especially for the HBS reading package, points to a very simple conclusion. You will study the cases more carefully and do better in this course if you do the readings in hard cover. Case preparation means not only reading the case but studying it, going back and forth between text and exhibits and thinking about the different options the case lays out. The choice is yours but my advice is unambiguous.

CLASS SCHEDULE

(C-1,2,...=Case; L-1,2,...=Lecture; R-1,2,...=Reading; Moss=textbook)

Please note that the class for 9/12 has been rescheduled to an evening slot on 9/9, Malott 253, 7:30-9pm. I am out of town on 9/12 for an unusual meeting I simply do not wish to miss

8/27: L-1 *Course Overview*; R-1-1: O'Neal.

PART 1: HISTORY

8/27: C-1: *Constructing a Nation: The United States and Their Constitution, 1763-1792*. R-1-2: Moss, chps. 2, 4. R-1-3: Frank and Kramnick. R-1-4: Knott. R-1-5: Rana.

8/29 L-2: *American Exceptionalism –Shining City on the Hill or Darkened Village in the Valley?* R-2-1: Lozada. R-2-2: Lipset. R-2-3: Markovits and Hellerman. R-2-4: Cha. R-2-5: Deudney and Meiser.

9/3: C-2: *Free Trade vs. Protectionism: The Great Corn-Laws Debate*. R-3-1: Moss, 16-19.

9/5: C-3: *The German Hyperinflation of 1923*

9/6: LAB 1: WHITE HALL 110, 3-4PM

9/9: C-5: *Bretton Woods and the Liberal World Order*. **NOTE CHANGE IN DATE AND TIME: MALOTT 253, 7:30-9:00PM.**

9/10: C-4: *Perspectives on the Great Depression*. R-6-1: Hart, pp. 223-37, 278-79. R-6-2: *New York Times*.

9/12: **NO CLASS**

Part 2: MACRO ECONOMICS

9/17: C-6: *Singapore's "Midlife Crisis"?* Read also C6b, 6c, 6d. R-8-1: Moss, Introduction, chps. 1, 5, Conclusion.

9/19: C-7a: *Iceland*; C-7b: *Iceland*. R-9-1: Moss, chps. 3, 6, Conclusion.

9/20: LAB 2: WHITE HALL 110, 3-4PM

9/23: *First paper deadline*

PART 3: COMPARATIVE CAPITALISMS AND DEMOCRACIES IN EUROPE

9/24: C-8: *Who Broke the Bank of England*. R-10-1: Moss, chp. 7.

9/26: C-9: *Liberté, Égalité, Fragilité: The Rise of Populism in France*

10/1: L-2: *Two Peas in a Pod? Liberal Britain and Statist France*. R-12-1: Hart, 139-50, 178-80; R-12-2: Beer 1998; R-12-3: Edgerton; R-12-4: Freedman; R-12-5: Hart, 87-100, 136-38; R-12-6: Abdelal.

10/3: C-10: The German Export Engine

10/4: 9/20: LAB 3: WHITE HALL 110, 9AM

10/7: *Second paper deadline*

10/8: L-4: *A Giant on Clay Feet? Polymorphic Germany*. R-14-1: Hart; R-14-2: Rattner; R-14-3: Economist 2011. R-14-4: Irwin; R-14-5: Streeck.

10/10: C-11: The Rise of Populism and Italy's Electoral "Tsunami." R-15-1: Lamott.

10/17: C-12: Norway: The Embarrassment of Riches

10/17: *Third paper deadline*

10/18: LAB 4: WHITE HALL 110, 9AM

10/22: L-5: *Europe's Dwarfs and Corporatist Capitalism*. R-17-1: Economist 1998; R-17-2: Kuttner. R-17-3: Ornston; R-17-4: Campbell and Hall.

10/24: C-13: Turkey – A Work in Progress?

10/29: C-14a, 14b: Ukraine: On the Border of Europe and Eurasia.

10/31: L-6: *European Promises and Disappointments*. R-21-1: Wheatcroft; R-21-2: Smith; R-21-3: Beckfield; R-21-4: Hendrickson.

11/1: LAB 5: WHITE HALL 110, 9AM

11/4: *Fourth paper deadline*

PART 4: EUROPE – AN EMERGING POLITY

11/5: C-15: Europe: An Ever Closer Union?

11/7: C-16: Can the Eurozone Survive?

11/11: *Fifth paper deadline*

11/12: C-17: Managing the European Refugee Crisis.

11/14: C-18: Brexit

11/15: LAB 6: WHITE HALL 110, 9 AM

PART 5: PAST AND FUTURE

11/19: C-19: The Great Divergence: Europe and Modern Economic Growth.

11/21: C-20: Climate Change: Paris, and the Road Ahead

11/26: NO CLASS

11/28: THANKSGIVING

12/3: LATE-FIX PAPER CLINIC FOR THOSE WANTING OR NEEDING ADVICE. ATTENDANCE VOLUNTARY (NOT SCORED)

12/5: L-7: *Conclusion*. R-28-1: Katzenstein. 😊

12/5: *Sixth paper deadline*

LIST OF READINGS (BOOK AND CASES)

Book (Campus store)

David A. Moss, *A Concise Guide to Macroeconomics*, 2nd ed. (Boston: Harvard Business School Press, 2014).

Harvard Business School Cases (Campus store)

- C-1: Constructing a Nation 9 795-063
- C-1b: Course Overview Note: Introduction to BGIE N9 718-033
- C-2: Free Trade vs. Protectionism: The Great Corn-Laws Debate 9 701-080
- C-3: The German Hyperinflation of 1923 9 798-048
- C-4: Perspectives on the Great Depression 713-056
- C-5: Bretton Woods and the Liberal World Order 9 718-037
- C-6: Singapore: Facing Challenges Together 9 720-036
- C-6b: GUIDESLINES: Benchmark Values for the GUIDES Framework 9 711-067
- C-6c: The State 9 701-077
- C-6d: Country Analysis 9 797-092
- C-7a: Iceland (A) 9 709-011
- C-7b: Iceland (B) 9 709-012
- C-8: Who Broke the Bank of England? 9 709-026
- C-9: Libert ,  galit , Fragilit : The Rise of Populism in France 9 717-052

- C-10: The German Export Engine 9 715-045
- C-11: The Rise of Populism and Italy's Electoral "Tsunami" N2 719-042
- C-12: Norway: The Embarrassment of Riches 9 713-061
- C-13: Turkey – A Work in Progress 9 713-018
- C-14a: Ukraine: On the Border of Europe and Eurasia 9-714-042
- C-14b: Ukraine: On the Border of Europe and Eurasia 9-722-066
- C-15: Europe: An Ever Closer Union? 9 713-085
- C-16: Can the Eurozone Survive? 9 713-034
- C-17: Managing the European Refugee Crisis 9 716-076
- C-18: Brexit 9 717-028
- C-19: The Great Divergence: Europe and Modern Economic Growth 9 715-039
- C-20: Climate Change: Paris, and the Road Ahead 9 718-038

Articles and Book Chapters (Available through Canvas)

- R-1-1: Adam O'Neal, "Why Bernie Sanders Is Wrong about Sweden," *The Wall Street Journal* (August 24-25, 2019): A13. <https://www.wsj.com/articles/why-bernie-sanders-is-wrong-about-sweden-11566596536>
- R-1-2: Moss, Chps. 2, 4.
- R-1-3: Jason Frank and Isaac Kramnick, "What 'Hamilton' Forgets about Hamilton," *The New York Times* (June 11, 2016): A17. <https://www.nytimes.com/2016/06/11/opinion/what-hamilton-forgets-about-alexander-hamilton.html>.
- R-1-4: Stephen F. Knott, "What Jason Frank and Isaac Kramnick Forget about Hamilton," *American Review of Books, Blogs, and Bull* (June 21, 2016). <https://www.fpri.org/article/2016/06/jason-frank-isaac-kramnick-forget-hamilton/>.
- R-1-5: Aziz Rana, "The Constitution and the American Left," *Portside* (July 21, 2024). https://portside.org/2024-07-21/constitution-and-americanleft?utm_medium=email&utm_source=portside-snapshot.
- R-2-1: Carlos Lozada, "Is America No Longer Exceptional?" *The New York Times* (July 7, 2024). <https://www.nytimes.com/2024/07/02/opinion/american-exceptionalism-reagan-biden-trump.html>.
- R-2-2: Seymour Martin Lipset, *American Exceptionalism: A Double-Edged Sword*, pp. 17-23. New York: W.W. Norton, 1995. (Canvas)
- R-2-3: Andrei S. Markovits and Steven L. Hellerman, *Offside: Soccer and American Exceptionalism*, pp. 3-6. (Canvas)
- R-2-4: Cha, Taesuh, "American Exceptionalism at the Crossroads: Three Responses," *Political Studies* (2015): 1-12. (Canvas)
- R-2-5: Daniel Deudney and Jeffrey Meiser, "American Exceptionalism," in Michael Cox and Doug Stokes, eds., *United States Foreign Policy*, pp. 25-42 (New York: Oxford University Press, 2008). (Canvas)
- R-3-1: Moss, pp. 16-18
- R-6-1: Jeffrey A. Hart, *Rival Capitalists: International Competitiveness in the United States, Japan, and Western Europe* (Ithaca, NY: Cornell University Press, 1992), pp. 223-37, 278-79 [United States]. (Canvas)
- R-6-2: *The New York Times*, The America We Need (April 19, 2020): Sunday Review 1-16. <https://www.nytimes.com/interactive/2020/opinion/america-inequality-coronavirus.html>

R-8-1: Moss, Introduction, chps. 1, 5.

R-9-1: Moss, Chps. 3, 6, Conclusion.

R-10-1: Moss, chp. 7.

R-12-1: Jeffrey A. Hart, *Rival Capitalists*, pp.139-50, 178-80 [Britain]. (Canvas)

R-12-2: Samuel Beer, "The Roots of a New Labour: Liberalism Rediscovered," *The Economist* (February 7, 1998): 23-25. (Canvas)

R-12-3: David Edgerton: "Boris Johnson Might Break Up the U.K. That's a Good Thing," *The New York Times* (January 10, 2020). <https://www.nytimes.com/2020/01/10/opinion/brexit-scotland-northern-ireland.html>

R-12-4: Lawrence D. Freedman, "Britain Adrift: The United Kingdom's Search for A Post-Brexit Role," *Foreign Affairs* (May/June 2020): 118-30. <https://www.foreignaffairs.com/articles/united-kingdom/2020-04-13/britain-adrift>

R-12-5: Jeffrey A. Hart, *Rival Capitalists*, pp. 87-101, 136-38 [France]. (Canvas)

R-12-6: Rawi Abdelal, "Saving Globalization from the American Backlash: Lessons from Europe's Natural Experiments," unpublished paper, HBS (May 2020). (Canvas)

R-14-1: Jeffrey A. Hart, *Rival Capitalists*, pp. 181-90, 220-22. [Germany] (Canvas)

R-14-2: Steven Rattner, "Secrets of Germany's Success: What Europe's Manufacturing Powerhouse Can Teach America," *Foreign Affairs* (July/August 2011): 7-11.

<https://www.foreignaffairs.com/articles/germany/2011-06-16/secrets-germanys-success>

R-14-3: *The Economist*, "Vorsprung durch exports," (February 5, 2011): 89.

<https://www.economist.com/finance-and-economics/2011/02/03/vorsprung-durch-exports>

R-14-4: Neil Irwin, "How Germany Prevailed in the Greek Bailout," *The New York Times* (July 30, 2015).

<https://www.nytimes.com/2015/07/30/world/europe/how-germany-prevailed-in-the-greek-bailout.html>

R-14-5: Wolfgang Streeck, "The Rise of the European Consolidation State," *MPfG Discussion Paper* 15/1.

<https://wolfgangstreeck.com/2015/02/13/the-rise-of-the-european-consolidation-state/>

R-15-1: Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life*, pp. 21-32, 93-94. New York: Anchor Books. (Canvas).

R-17-1: *The Economist*, "Small but Perfectly Formed," (January 3, 1998): 65-67.

R-17-2: Robert Kuttner, "The Copenhagen Consensus: Reading Adam Smith in Denmark," *Foreign Affairs* (March/April 2008): 78-94. <https://www.foreignaffairs.com/articles/europe/2008-03-01/copenhagen-consensus>

R-17-3: Darius Ornston, *When Small States Make Big Leaps*, pp. 1-6, 188-204. (Canvas)

R-17-4: John L. Campbell and John A. Hall, "National Identity and the Political Economy of Small States," *Review of International Political Economy* 16, 4 (October 2009): 547-72.

R-21-1: Geoffrey Wheatcroft, "Europeans are from Venus: How the Continent Achieved Six Decades of Peace," *The New York Times* (February 10, 2008).

R-21-2: Karen E. Smith, "Is the European Union's Soft Power in Decline?" *Current History* (March 2014): 104-09.

R-21-3: Jason Beckfield, "The End of Equality in Europe?" *Current History* (March 2013): 94-99.

R-21-4: David C. Hendrickson, "Of Power and Providence: The Old U.S. and the new EU," *Policy Review* (February/March 2006): 23-42.

R-28-1: Peter J. Katzenstein, "Just Kidding: The Times They are Changing," *Journal of Strategic Studies* 37, 2: 59-73. ☺☺☺

Balance of Payment Statistics in Harvard Business School Cases: BPM5 vs BPM6

C-1: Constructing a Nation 9 795-063 (No BP)

C-1b: Course Overview Note: Introduction to BGIE N9 718-033 (No BP)

C-2: Free Trade vs. Protectionism: The Great Corn-Laws Debate 9 701-080 (No BP)

C-3: The German Hyperinflation of 1923 9 798-048 (No BP)

C-4: Perspectives on the Great Depression 713-056 (No BP)

C-5: Bretton Woods and the Liberal World Order 9 718-037 **BPM5**

C-6: Singapore: Facing Challenges Together 9 720-036 **BPM6**

C-6b: GUIDELINES: Benchmark Values for the GUIDES Framework 9 711-067 (No BP)

C-6c: The State 9 701-077 (No BP)

C-6d: Country Analysis 9 797-092 (No BP)

C-7a: Iceland (A) 9 709-011 **BPM5**.

Case Addendum on Canvas: BPM6

C-7b: Iceland (B) 9 709-012 (No BP)

C-8: Who Broke the Bank of England? 9 709-026 **BPM5**.

Case Addendum on Canvas: BPM6

C-9: Liberté, Égalité, Fragilité: The Rise of Populism in France 9 717-052 **BPM5**

C-10: The German Export Engine 9 715-045 **BPM5**

C-11: The Rise of Populism and Italy's Electoral "Tsunami" N2 719-042 **BPM5**

C-12: Norway: The Embarrassment of Riches 9 713-061 **BPM5 and BPM6**

C-13: Turkey – A Work in Progress 9 713-018 **BPM5**

C-14a: Ukraine: On the Border of Europe and Eurasia 9-714-042 **BPM5**.

Case Addendum on Canvas: BPM6

C-14b: Ukraine: On the Border of Europe and Eurasia 9-722-066 (No BP)

C-15: Europe: An Ever Closer Union? 9 713-085 (No BP)

C-16: Can the Eurozone Survive? 9 713-034 (No BP)

C-17: Managing the European Refugee Crisis 9 716-076 (No BP)

C-18: Brexit 9 717-028 **BPM5**

C-19: The Great Divergence: Europe and Modern Economic Growth 9 715-039 (No BP)

C-20: Climate Change: Paris, and the Road Ahead 9 718-038 (No BP)

**ACADEMIC INTEGRITY, OTHER UNIVERSITY POLICIES, RELIGIOUS OBSERVANCES, STUDENTS WITH
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Other University Policies: I respect and uphold Cornell University policies and regulations pertaining to and listed here in no prioritized order, the observation of religious holidays; assistance available to the physically handicapped, visually and/or hearing impaired student; sexual harassment; and racial or ethnic discrimination.

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Students with Disabilities: In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. Students seeking accommodations should submit to me an accommodation letter from Student Disability Services within the first two weeks of the semester.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. We will treat one another with respect and courtesy. Learning can occur only in an environment where everybody feels safe to speak out.

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