

3547: America, Business and the International Political Economy

(Fall 2019; Malott 253; 2:55pm-4:10pm)

Professor: Peter Katzenstein (pjk2) White Hall 321. Office hours are posted on my office door (paper and pencil) at the latest each Monday morning for the coming week. If you cannot make posted office hours email me so that we can arrange for an alternative time. For quick consultations please see me after (not before) class.

Teaching Assistants:

Sarah Rose Coomey (src263); Eun A Jo (ej253); Lin Le (ll798)

The office of the TAs is White Hall B-12. TAs will announce their office hours in section.

Course website:

The url is <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 long research paper? Do you not want to take a final examination? If you answer these questions affirmatively, this course may be for you. We are told often that American primacy is in decline and that other powers are rising. What does this mean when we examine the experience of Government and Business in different countries around the world? Is the international political economy a hydraulic system in which some units rise and others fall? Are the dynamics of the international political economy all pointing in one direction? Or are they marked by cross-currents?

This course seeks answers to these questions through the analysis of 19 cases and 9 lectures. Part 1 (sessions 1-6) introduces the case method (session 1), articulates in two lectures the basic theme of the course: US primacy in a world of regions (sessions 2, 4) and teaches a few of the basics of macro-economics that we shall need using the case method (sessions 3, 5, 6). The Moss text is lucid and brief—essential reading for getting us started. I urge you to read all of it before the second class and then reread it for the next sessions as assigned. Part 2 (sessions 7-13) examines four major powers (China, India, Russia, Japan) through both cases and lectures. Part 3 (sessions 14-23) examines three persisting issues in three lectures (financial globalization; oil and OPEC; trade and aid) and seven country cases (Malaysia, Indonesia, Korea, Saudi Arabia, Nigeria, Mexico, Uganda). Part 4 (sessions 24-28) concludes with a discussion of four broad themes and a final lecture (piracy/Somalia, inequality, globalization, happiness/Bhutan). A related course with the same title but a different course number (Government 3557), offered in fall 2020, focuses on American exceptionalism in comparison with different European states and the EU.

This is a large lecture course that deviates from traditional courses in three ways.

- First, roughly two-thirds of the classes are designed around class discussion using the case method and cases developed at the Harvard Business School. Each of these discussions centers around two or three questions which the class will explore without, in the end, arriving at a “correct” answer. For this to work students have to be very well prepared and ready to talk, and the instructor has to provide only very 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 five minutes to introduce the case and 10 minutes at the end to reflect on it and how it relates to some broader themes.

- Second, sections in this course are designed almost entirely to teach students how to write a 25-30 page research paper with all of the steps leading to the final version of the paper graded separately. This method has been developed with considerable success by Professor Ron Hassner for a course he regularly teaches at the University of California, Berkeley. I have adapted it for use in this course. In the early weeks of the semester the sections will also go over the material on macro-economics that are covered in the textbook and that are taught through the cases discussed in Part 1 of the course.
- Interspersed between the 19 cases are 9 lectures designed to reflect on the central theme of the course. Students are expected to meet with the instructor in at least three of six “lab” sessions, scheduled on occasional Fridays throughout the semester, to discuss further issues raised in lectures and the assigned readings that accompany those lectures.

In sum, this 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 substantial research paper.

CREDITS, CLASS PARTICIPATION, RESEARCH PAPER, QUESTIONS, GUIDES, GRADES

Credits: This course is offered as a four-credit course. Johnson School students have a choice between taking the full four-credit course or taking either the first (sessions 1-13) or the second (sessions 14-28) half of the course for two credits each. For Johnson School students who are enrolling for the second half of the course I will summarize the contents of lectures 2 and 3 in mid-October outside of the normal class schedule.

Class Participation: Successful class participation will require thorough preparation, regular attendance, and active engagement in class discussions. Classes with cases will start with a pair of students responding to a “Cold Call”—taking on opposing sides of an argument that I will put up on the blackboard. 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. Besides the regular class sessions, I have scheduled, on irregular Fridays, six “lab sessions” at the normal class time. Students are expected to attend at least three of those sessions; attending more will gain you one bonus point for every additional lab you attend. Failing to attend the minimum three sessions will deduct one, two or three points from the overall class participation part of the final grade.

Research Paper: The final research paper (25-30 pages, 12-point font, double spaced) will advance an argument on a topic of the student's choice that draws on the course themes and readings. Starting in week 4, sections will focus largely on the preparation of your research paper. Undergraduates who have taken the sister course (3557) are free to choose between writing a research paper or writing a case, either alone or as a member of a small team. PK will supervise the work of any case writing student or team(s).

Questions: Some classes will start with a brief period (5-7 minutes) in which students can ask questions about the case assigned for that day which we will try to address collectively.

GUIDES: Starting with Part 2 of the course, members of the class, in teams of six put together by the TAs, will occasionally review the economic statistics of a given case at the beginning of a given session in one minute 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: The grade for this course is based on class participation and lab attendance (35%), research paper or case writing (45%) and section attendance and participation (20%). For students who do not attend section because they are writing case(s) the section participation grade will be added to the class participation and lab attendance grade.

CLASS SCHEDULE

PART 1: BASICS OF MACRO-ECONOMICS (GDP, BOP, CURRENT ACCOUNT) AND US PRIMACY IN A WORLD OF REGIONS

Class #	Class Date	Lecture #	Case #	Reading #
1	08/29	L-1: Introduction	C-1: Chile	R-1-1: Course Overview Note R-1-2: Chile Cases (A) and (B) R-1-3: Anteby R-1-4: Stewart R-1-5: <i>The Economist</i> R-1-6: Moss, Introduction, chp. 3, Conclusion, Epilogue
2	09/03	L-2: US— Primed for Primacy?		R-2-1: Katzenstein R-2-2: <i>The Economist</i> R-2-3: Kirshner
3	09/05		C-2: Singapore and National Output	R-3-1: Singapore Case R-3-2: Note on <i>GUIDES</i> R-3-3: <i>GUIDES</i> lines R-3-4: Moss, chps. 1, 5

4	09/10	L-3: Mapping Regions		R-4-1: Barma et al R-4-2: Chase et al R-4-3: Moss, chp. 7
5	09/12		C-3: Iceland and the Balance of Payments	R-5-1: Iceland Case (A) R-5-2: Iceland Case (B) R-5-3: Moss, chp. 6.
	09/13	<i>Semi-optional Lab Session 1: Goldwin Smith 76 (Lewis Auditorium) 2:55pm. L-2, L-3 and Readings</i>		
6	09/17		C-4: US Current Account	R-6-1: US Current Account Case R-6-2: Moss, chps. 2, 4

PART 2: RISING, RIVAL AND SUPPORTING POWERS

Class #	Class Date	Lecture #	Case #	Reading #
7	09/19	L-4: China-India		R-7-1: Kagan R-7-1: Babones R-7-2: Mehta
<i>09/19: First paper assignment due</i>				
	09/20	<i>Semi-optional Lab Session 2: Goldwin Smith 76 (Lewis Auditorium) 2:55pm. L-4 and Readings</i>		
8	09/24		C-5: China (1)	R-8-1: China
9	09/26		C-6: China (2)	R-9-1: China
10	10/01		C-7: India	R-10-1: India
11	10/03	L-5: Russia-Japan		R-11-1: Judah R-11-2: Katzenstein and Weygandt R-11-3: Asher
	10/04	<i>Semi-optional Lab Session 3: Goldwin Smith (Lewis Auditorium) 2:55pm. L-5 and Readings</i>		
12	10/08		C-8: Russia	R-12-1: Russia R-12-2: State R-12-3: Tribulation
<i>10/08: Second paper assignment due</i>				
13	10/10		C-9: Japan	R-13-1: Japan

PART 3: COUNTRIES AND ISSUES

Class #	Class Date	Lecture #	Case #	Reading #
---------	------------	-----------	--------	-----------

14	10/17	L-6: Financial Globalization		R-14-1: Eichengreen R-14-2: Wolfe
	10/18	<i>Semi-optional Lab Session 4: Goldwin Smith (Lewis Auditorium) 2:55pm. L-6 and Readings</i>		
15	10/22		C-10: Malaysia	R-15-1: Malaysia
16	10/24		C-11: Indonesia	R-16-1: Indonesia
10/24: Third paper assignment due				
17	10/29		C-12: Korea	R-17-1: Korea
18	10/31	L-7: Oil and OPEC		R-18-1: Bromley R-18-2: Blackwill and O'Sullivan
	11/01	<i>Semi-optional Lab Session 5: Goldwin Smith (Lewis Auditorium) 2:55pm. L-7 and Readings</i>		
19	11/05		C-13: Saudi Arabia	R-19-1: Saudi Arabia
20	11/07		C-14: Nigeria	R-21-1: Nigeria
21	11/12	L-8: Trade and Aid		R-22-1: Wolfe
22	11/14		C-15: Mexico	R-23-1: Mexico
	11/15	<i>Semi-optional Lab Session 6: Goldwin Smith (Lewis Auditorium) 2:55pm. L-8 and Readings</i>		
23	11/19		C-16: Uganda	R-24-1: Uganda
11/19: Fourth paper assignment due				

PART 4: BIG THEMES AND CONCLUSION

Class #	Class Date	Lecture #	Case #	Reading #
24	11/21		C-17: Somalia (Piracy)	R-24-1: Piracy in Somalia (A) R-24-2: Piracy in Somalia (B)
25	11/26		C-18: Inequality	R-25-1: Business and Politics in the Age of Inequality R-25-2: Kenworthy R-25-3: Porter and Russell
11/26: Fifth paper assignment due				
26	12/03		C-18: Globalization	R-26-1: Globalization Past, 1850-1914 (A) R-26-2: Globalization Past, 1850-1914 (B)
27	12/05		C-19: Bhutan (Happiness)	R-27-1: Bhutan: Governing for Happiness R-27-2: <i>The Economist</i>

				R-27-3: Karabell
28	12/10	L-9: Conclusion		Graham Greene, <i>The Quiet American</i> —highly recommended winter break reading and movie watching to compare written and visual story telling; no numbers!
<i>Final paper or case is due at the scheduled time for the final examination (tba)</i>				

LIST OF READINGS

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)

Course Overview Note N9-718-033. November 6, 2018.

Chile's Copper Surplus: The Road Not Taken (A) 710-019. May 15, 2013.

Chile's Copper Surplus: The Road not Taken (B) 710-020. May 15, 2013.

Singapore's "Midlife Crisis"? 9-714-039. February 24, 2015.

GUIDES: Insight through Indicators 9-710-044. November 29, 2017.

GUIDESlines: Benchmark Values for the GUIDES Framework 711-067. February 18, 2011.

Iceland (A): 709-011. October 22, 2010.

Iceland (B): Redefining Aaa-Rated Sovereigns 709-012. August 29, 2008.

The U.S. Current Account Deficit 9-706-002. August 24, 2018.

China: "To Get Rich is Glorious" 707-022. October 19, 2017.

China: The New Normal 9-716-080. March 13, 2019.

India: State Capacity and Unity in Diversity 9-719-061. June 7, 2019.

Russia: Revolution and Reform 9-710-030. October 16, 2017.

The State 701-077. March 24, 2001.

Russia: Tribulations and *Toska* N9-716-074. March 28, 2016.

Japan: Betting on Inflation? 9-714-040. February 27, 2014.

Malaysia: Capital and Control 702-040. April 23, 2003.

Indonesia: Unity in Diversity 9-715-035. November 15, 2017.

Korea. 9-715-047. October 4, 2017.

Saudi Arabia: Finding Stability after the Arab Spring 9-714-053. February 12, 2015.

Nigeria: Opportunity in Crisis? 9-709-048. August 14, 2009.

Can Mexico Make Democracy Work? 9-714-049. June 30, 2015.

Uganda: The Constitution of Development 9-711-052. March 20, 2011.

Piracy in Somalia (A) 9-718-018. December 12, 2017.

Piracy in Somalia (B) 9-718-019. December 12, 2017.

Business and Politics in the Age of Inequality 9-715-051. February 17, 2016.

Globalization Past, 1850-1914 (A). 9-718-023. March 2, 2018.

Globalization Past, 1850-1914 (B). 9-718-030. December 12, 2017.

Bhutan: Governing for Happiness. 9-715-024. May 21, 2019.

Articles and Book Chapters (Canvas)

R-1-3: M. Anteby, *Manufacturing Morals*, chp. 4.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571F.pdf>

R-1-4: J.B. Stewart, "Profit or Loss: How Harvard Business School has Reshaped American Capitalism," *The New York Times Book Review* (April 30, 2017).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571C.pdf>

R-1-5: Schumpeter, "From Great to Good," *The Economist* (May 6, 2017).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571D.pdf>

R-1-6: Moss, Introduction, Chapter 3, Conclusion, Epilogue.

R-2-1: P. Katzenstein, *A World of Regions*, chp. 7.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5724.pdf>

R-2-2: *The Economist*, "Manifest Destiny Warmed Up: America and Empire," (August 16, 2003).

http://bi.galegroup.com/essentials/article/GALE|A106620416?u=nysl_sc_cornl

R-2-3: Jonathan Kirshner, "Whistling Past the Graveyard," *Boston Review* (April 9, 2019).

<http://bostonreview.net/class-inequality/jonathan-kirshner-whistling-past-graveyard>

R-3-4: Moss, chps. 1, 5.

R-4-1: Barma, N., E. Ratner and S. Webber, "A World without the West," *The National Interest*, (90): 23-30.

<http://www.jstor.org/stable/42896050>

R-4-2: Robert S. Chase, Emily B. Hill, and Paul Kennedy, "Pivotal States and U.S. Strategy," *Foreign Affairs* 75, 1 (January/February 1996): 33-51.

<http://www.jstor.org/stable/20047466>

R-4-3: Moss, chp 7.

R-5-3: Moss, chp. 6.

R-6-2: Moss, chps. 2, 4.

R-7-1: Robert Kagan, "The Strongmen Strike Back," *The Washington Post* (March 14, 2019).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5C0B.pdf>

R-7-2: Salvatore Babones, "The Middling Kingdom: The Hype and the Reality of China's Rise," *Foreign Affairs* (September/October 2011): 79-88.

<http://www.jstor.org/stable/23041778>

R-7-3: Pratap Bhanu Mehta, "How India Stumbled: Can New Delhi Get Its Groove Back?" *Foreign Affairs* (July August 2012): 64-75.

<http://www.jstor.org/stable/23218040>

R-11-1: B. Judah, *Fragile Empire*, pp. 1-4, 324-30.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5723.pdf>

R-11-2: P. Katzenstein and N. Weygandt, "Mapping Eurasia in an Open World: How the Insularity of Russia's Geopolitical and Civilizational Approaches Limit its Foreign Policies.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD571E.pdf>

R-11-3: D.L. Asher, "What Became of the Japanese 'Miracle'?" *Orbis* (Spring 1996): 215-34.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9604162842&site=ehost-live>

R-14-1: B. Eichengreen, "The Dollar Dilemma," *Foreign Affairs* 88.5 (2009): 53-68.

<http://www.jstor.org/stable/20699643>

R-14-2: M. Wolfe, *Why Globalization Works* (New Haven, Conn.: Yale University Press, 2004). chp. 4 ("Cowed by Corporations").

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5726.pdf>

R-18-1: S. Bromley, "Blood for Oil?" *New Political Economy* 11, 1 (September 2006): 419-34.

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5727.pdf>

R-18-2: R.D. Blackwill and M. L. O'Sullivan, "America's Energy Edge: The Geopolitical Consequences of the Shale Revolution," *Foreign Affairs* (2014): 102-14.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=94387137&site=ehost-live>

R-22-1: M. Wolfe, *Why Globalization Works* (New Haven, Conn.: Yale University Press, 2004), chp. 10 ("Traumatized by Trade").

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5725.pdf>

R-25-2: Kenworthy, "America's Social Democratic Future: The Arc of Policy is Long but Bends toward Justice," *Foreign Affairs* (January/February 2014): 86-100.

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=93322519&site=ehost-live>

R-25-3: Eduardo Porter and Karl Russell, "It's an Unequal World. It Doesn't Have to Be," *The New York Times* (December 18, 2017).

<https://reserves.library.cornell.edu/AresNonShib/docs/15DD5C0A.pdf>

R-27-2: Economist, "Free Exchange: The Worth of Nations," May 5, 2018.

<https://search.proquest.com/docview/2034648376/fulltextPDF/9E020D592AD34A3BPQ/65?accountid=10267>

R-27-3: Zachary Karabell, "Learning to Love Stagnation: Growth Isn't Everything – Just Ask Japan," *Foreign Affairs* (March/April 2016).

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=112811953&site=ehost-live>

NOTES ON CASE METHOD, LECTURES AND LAB SECTIONS, STUDENTS WHO HAVE TAKEN GOVT 3557, THE RESEARCH PAPER

Notes on Case Method: Although the case method is used in business and law schools, it has rarely, if ever, been used in undergraduate courses and never at Cornell. I have assigned for the first class a brief description of how the case method works at the Harvard Business School where I learned this pedagogy in the spring of 2014. 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) provide a broader analytical and historical context of the different country and issue experiences which this course covers.

Notes on Lectures and Lab Sections: Lecture outlines will be posted by dinner time the day before the class meets. Since this is a computer- and cell-phone free class room (see below), please print the outlines and take notes in the margins. Students are expected to attend 3 of 6 separately scheduled "lab" sections to discuss lectures and readings.

Graduate Students and Undergraduate Students who have taken Government 3557: These students have the choice between writing their own research paper or of working in small teams that will produce a case on a topic to be agreed upon with the instructor. The teams will meet with the instructor throughout the semester on an ad hoc basis. If they choose to write cases they are not required to attend sections after September 17th except for the required 3 of 6 "lab" sections.

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. None of this amounts to learning how to write a research paper. This course teaches how to write a research paper in a series of discrete steps.

The six steps, outlined briefly below, are described in greater detail in a lengthy, separate document placed on Canvas. You should print it before your first section as you will use it throughout the semester. (The % figures below refer to the total paper grade, 45% of your total course grade).

Step 1: Specifying the Question: 5%. In one sentence captures the question for your paper as well as a brief (about 5 sentences) explication of why this is an important question for you and your readers. This assignment is due by email to your TA at noon, September 19 (class 7).

Step 2: Literature review: 10%. This 8-page (double-spaced) assignment summarizes existing answers to your question and evaluates their strengths and weaknesses. It is due by email to your TA at noon on October 8 (class 12).

Step 3: Paper outline: 5%. A 2-3 page outline based on the rubrics provided in Step 4. This will be graded P/NP for the full 5% of the grade for this assignment. It is due by email to your TA at noon, October 24 (class 16).

Step 4: Initial, draft paper: 20%. A completely finished paper, approximately 25-30 double-spaced pages long. Email your paper to your TA by noon on November 19 (class 22). Your TA will distribute each paper to two peer readers.

Step 5: Comments on two peer papers: 10%. While two of your peers will be reading your paper, you will be commenting on the papers of two of your peers. Your goal is to point out strengths in structure and argument as well as weaknesses. This assignment is due by email to your TA at noon on November 26 (class 25).

Step 6: Final, revised paper: 50%. Your final paper should incorporate the comments from your peer readers and those from your TA that you found worthwhile as well as other improvements that you decided to make. Final papers are due by email *and* hard-copy to your TA by the time that the hypothetical exam for this class would have been scheduled (to be announced).

Deadlines: Students who hand in an assignment past its deadline will automatically forfeit 10% of the grade for that assignment; the penalty will increase by 10% increments for every 24 hours that the assignment is late.

Authenticity and Originality: The electronic version of your paper will be run through a software program that verifies the authenticity and originality of your work.

**ELECTRONIC-FREE CLASSROOM, GUESTS, ACADEMIC INTEGRITY, OTHER UNIVERSITY POLICIES,
RELIGIOUS OBSERVANCES, STUDENTS WITH DISABILITIES, CLASSROOM BEHAVIOR, COPYRIGHT
MATERIAL**

Electronic-Free Class room: This course is taught in a computer- and phone-free classroom. The TAs and I will enforce this rule strictly. Please spare all of us the embarrassment of asking you to leave the lecture hall. TAs will decide themselves how to handle this issue in the sections they teach.

Guests: This course is open to guests. Please email me ahead of time or alert me before the class starts. If we have a guest I want to be sure that s/he feels welcome. You would briefly introduce the guest; I might have a quip or two; and the welcome would end with the class clapping as a collective sign of welcome.

Academic Integrity: Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. This means that any written work you submit in this course will be your own. The Code of Academic Integrity and Acknowledging the Work of Others is found in the Policy Notebook for the Cornell Community and also on the web at <http://www.cornell.edu/UniversityFaculty/docs/main.html>. An additional document you may want to consult is posted at <http://cuinfo.cornell.edu/Academic/AIC.html>. A Cornell tutorial called Recognizing and Avoiding Plagiarism can be found at <http://plagiarism.arts.cornell.edu/tutorial/index.cfm>. If you are in any doubt about how to cite material that you wish to use please consult your TA. You are required to submit your paper in both hard and electronic form. The electronic version will be run through a special

software program, turn-it-in, that verifies the originality and authenticity of your work. By enrolling in this course, you grant your permission that the teaching staff can submit your written work to computer programs that check the authenticity and originality of your work. You should also be aware of the fact that you may not turn in the same piece of writing (or part thereof) for credit in multiple classes, either in the same semester or while at Cornell in general.

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.

Religious Observances: Students may ask for reasonable and timely accommodations for sincerely held religious beliefs. Please review the syllabus closely to determine if your religion will present any scheduling conflicts with any of the assignments. You must inform me and your TA of any conflicts within the first two weeks of the semester.

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.

Copyright Material: Whether it is especially marked as copyright material or not, the instructor expressly prohibits students to trade in or sell any of the course material. Such a behavior constitutes a very serious academic misconduct that neither the instructor nor Cornell will tolerate.