

POLITICAL SCIENCE (POL S) 203
INTRODUCTION TO INTERNATIONAL RELATIONS
Winter 2022

***Returned to In-Person as of January 31, 2022 ***

Lecture M/W 11:30am-12:50pm in Kane Hall (KNE), Room 220
See Time Schedule for Quiz Section Times and Locations

Professor: Geoffrey Wallace
Email: gprwall@uw.edu (preferred method of contact)
Office Hours: See course website for details.
Course Website: On Canvas (<https://canvas.uw.edu>)

Teaching Assistants (TAs): See course website for sections and office hours.

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Course Description

When are countries most likely to go to war? Why do tariffs and other barriers endure in spite of the seemingly universal benefits of free trade proclaimed by economists? Given the value often placed on having a clean environment, why do countries struggle so much to cooperate over its protection? What can governments do to stop threats to their security and well-being, whether violent or virulent? These and related questions are becoming more and more difficult to ignore in an increasingly globalized world.

This course serves as an introduction to the study of international relations, or what is also sometimes called world politics. The primary purpose is to provide the historical and theoretical foundations necessary for analyzing and understanding international patterns and events. Students will be encouraged to develop analytical skills in order to formulate their own views concerning problems and policy options facing the international community. Inevitably, every single issue of international importance cannot be covered. Nevertheless, this course will prepare students for more advanced topics in international relations, and help them to think critically about a wide range of puzzles and problems. The ultimate aim is for students to leave the course as more informed and engaged citizens of the world.

All information in the syllabus, as well as additional readings, assignments, and announcements can be found on the Canvas course website at <https://canvas.uw.edu>. It is the student's responsibility to check the website on a frequent basis, since this is where all course-related information and developments will be posted.

Important Note: By enrolling in this course, students acknowledge that they have read, understand, and agree to follow **ALL** of the requirements, policies, and procedures laid out in this syllabus.

Readings

There is one required textbook for the course (take note of the edition since earlier versions differ). The book is available for purchase at the University of Washington bookstore (<http://www.bookstore.washington.edu/>), or from many online retailers. An e-book version is also available at a much less expensive price directly from the publisher (<https://digital.wwnorton.com/worldpol5>).

- **(FLS)** Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2022. *World Politics: Interests, Interactions, Institutions (Fifth Edition)*. New York, N.Y.: W.W. Norton. ISBN: 978-0-393-87223-1.

Additional readings will be posted on the Canvas course website.

Students are also expected to keep up with current international events through daily reading of the *New York Times*, which will be incorporated into lectures and quiz sections. A discounted digital or hard copy subscription is available at www.nytimes.com/uwashington.

Course Requirements

****Important Note****: The nature and weighting of assessments are subject to change based on possible alterations in the mode of course delivery due to Covid disruptions, university policy changes, or related health and safety concerns. Any changes will be clearly announced by the instructor.

Students are expected to attend all lectures and quiz sections, and come prepared by doing all assigned readings beforehand. Lecture notes will not be provided by the instructor or TAs.

Final grades for the course are determined by the following components (information about each assignment will be provided closer to the deadline).

- Midterm Exam #1 (25%) Take-Home format – Monday, 1/24 - Tuesday, 1/25
- Midterm Exam #2 (25%) Take-Home format – Wednesday, 2/23 (more details to follow)
- Final Exam (30%) Take-Home Format – Wednesday, 3/16 (more details to follow)
- Section Participation (20%)

Take-home exams will involve several short essay questions based on all course materials (lectures, readings, and quiz sections) for the relevant part of the course. The Final Exam is cumulative, but will be weighted toward the material after Midterm Exam #2.

Section Participation

Because this is a large introductory course, quiz sections provide the best opportunity to engage with your peers and discuss the course material and issues related to world politics. In the aim of making this experience rewarding for everyone involved, full and thoughtful participation is necessary. Section activities will include analyzing the readings and lecture material, policy debates, and applying course themes to current events. TAs will evaluate students based on the quantity *and* quality of their participation. Further details on the structure and expectations for section will be provided separately by your TA. Meeting times for quiz sections are available on the university time schedule.

The following is a set of general guidelines for how TAs will assess participation.

	Exemplary (3.5-4.0)	Proficient (2.5-3.4)	Developing (1.5-2.4)	Inadequate (<1.5)
Frequency of participation in class	Student initiates contributions more than once in each class.	Student initiates contribution once in each class.	Student initiates contribution at least in half of the class	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always respectful, insightful & constructive. Uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly respectful, insightful & constructive. Mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes respectful, constructive, with occasional signs of insight. Lacking in appropriate terminology. Comments not always relevant to the discussion.	Comments are disrespectful or uninformative. Does not use appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it," "I hate it," "It's bad," etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that reflect & build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Grading Scale

The 4.0 scale used in this course is posted on Canvas. Graded assignments will be returned including the percentage point total out of 100, and corresponding score on the 4.0 scale.

**A note regarding general expectations for written work*

- Written work in the **A** range is characterized by a strikingly creative, perceptive, and persuasive argument/thesis statement; comprehensive synthesis and analysis of the course material; straightforward yet sophisticated organization of thoughts and error-free prose.
- Written work in the **B** range is characterized by sound, original, and reasonably thoughtful argument/thesis statement; competent analysis of various course material, logical organization; and clear and error-free prose.
- Written work in the **C** range is characterized by a relatively underdeveloped, simplistic, or derivative argument/thesis statement; partial, inconsistent, or faulty analysis of course material; convoluted organization; and awkward, or otherwise distracting prose.
- Written work in the **D** range is characterized by an incoherent or extremely confusing argument; superficial or fleeting engagement with the course material; chaotic or irrational organization; and error-riddled prose.
- Written work that lacks any argument or analysis and is sloppy, earns an **F**.

Please make sure to put time and care into your writing, as the instructor/TA have given out all of these grades in the past.

Make-up Exams

Make-ups for either the midterms or final exam will be permitted only under the gravest of circumstances and with appropriate documentation. Students are required to notify their TA before the exam takes place of any reason why they are unable to take the exam at the designated time. Any make-up exam must be taken prior to the exam being returned to the class. It is the student's responsibility to contact their TA so that an appropriate time can be scheduled for the make-up. Only after written confirmation from the instructor or TA that the exam can be taken at an alternate time should a student consider that a make-up has been granted. *Note: personal travel plans are not a legitimate reason for requesting to take an exam at a different time and will not be granted.*

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request Form](#).

Grading Policy and Appeals

Appeals must be made at least 24 hours after, but within one week, of when the exam or assignment was originally returned to the class, or the grade posted online. Appeals simply asking for more points will not be considered. Requests for verbal appeals, or a point-by-point postmortem of exams or other assignments, will also not be considered. To make an appeal, students are required to write a typed memo (no longer than 1 page single-spaced in 12-point Times New Roman font with 1-inch margins) clearly explaining the reasons why they feel the grade they received was inappropriate. Students must submit the memo along with the original graded assignment to their TA, who will re-grade the assignment. If the student is still not satisfied, they may then submit a separate written appeal to the instructor who will then issue a final grade for the assignment. The memo, assignment, and the TA's response to the original appeal must be submitted to the instructor within three days of receiving the appeal decision from their TA. Please note, however, that both the TA and the instructor reserve the right to re-grade the *entire* assignment once an appeal is made, which may result in an increase *or decrease* from the original grade.

Accessibility

If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the instructor as soon as possible so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you should likewise contact DRS at 206-543-8924, email uwdrs@uw.edu, or online at <http://disability.uw.edu>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

No alternative accommodations will be granted in this course without documentation from DRS. Students interested in obtaining accommodations should thus make appropriate arrangements with DRS as soon as possible in the quarter.

Academic Misconduct

Academic misconduct is a serious offense at the University of Washington. All cases of suspected academic misconduct will be referred to the Arts and Sciences Committee on Academic Conduct, and may result in a grade of 0.0 for the assignment in question in addition to other potential consequences. The instructor takes instances of academic misconduct seriously, and is apt to pursue the most serious sanctions available under university guidelines.

University policies and guidelines regarding cheating and plagiarism can be found at <https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

What constitutes academic misconduct? The University of Washington Student Conduct Code defines it as the following (WAC 478-120-024).

Academic misconduct includes:

- (a) **“Cheating,”** which includes, but is not limited to:
 - (i) The use of unauthorized assistance in taking quizzes, tests, or examinations; or
 - (ii) The acquisition, use, or distribution of unpublished materials created by another student without the express permission of the original author(s).
- (b) **“Falsification,”** which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s). Falsification also includes falsifying scientific and/or scholarly research.
- (c) **“Plagiarism,”** which is the submission or presentation of someone else’s words, composition, research, or expressed ideas, whether published or unpublished, without attribution. Plagiarism includes, but is not limited to:
 - (i) The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
 - (ii) The unacknowledged use of materials prepared by another person or acquired from an entity engaging in the selling of term papers or other academic materials.
- (d) **Prohibited collaboration.**
- (e) Engaging in behavior specifically prohibited by an instructor in the course of class instruction or in a course syllabus.
- (f) **Multiple submissions** of the same work in separate courses without the express permission of the instructor(s).
- (g) Taking deliberate action to destroy or damage another’s academic work in order to gain an advantage for oneself or another.
- (h) The recording of instructional content without the express permission of the instructor(s), and/or the dissemination or use of such unauthorized records.

If you are uncertain what constitutes plagiarism, please ask the instructor. The Political Science/JSIS/LSJ/CHID Writing Center also offers guidance on plagiarism, general advice on writing, and related issues of academic integrity:

<http://depts.washington.edu/pswrite/forstudents.html>.

Acknowledgement of Course Material Content

All of the assigned materials for this course (lectures, readings, films, discussion) are directly relevant to its central theme – international relations. The assigned materials are all widely recognized as important scholarly or cultural works. The assigned articles and books have appeared in some of the highest-ranking academic journals, or published with prestigious presses. The films or video clips that may be shown in class have received critical praise and, in many cases, been nominated for major cinematic awards.

Students who intend to take this class should be aware, however, that a number of the assigned works contain adult themes and language. In some cases these depictions, which may be sexual or violent in nature, are central to the issues raised in the course; in other cases they are more peripheral but still part of the author or creator's vision. Students are responsible for all of the assigned material in the course, even those portions they may find objectionable due to the content described above. Students who believe that exposure to such content will detract from their ability to absorb and understand the required course materials, or complete assignments, are encouraged to drop the class.

By remaining in this course, students acknowledge that the professor has alerted them to the adult themes and language present in some of the assigned material for this course. Students have been advised that if such content will interfere with their ability to learn, they should drop this class. Finally, students recognize that by remaining in this class they are responsible for all of the required materials, even those that they might find offensive.

Classroom Expectations

Some of the material covered in this course may be controversial. While debate is expected and in fact encouraged, students are required to conduct themselves in a professional manner at all times. Instances of aggressive or other improper behavior toward other students, TAs, or the instructor, which is in contravention of the university's Student Conduct Code will be reported to the Office of Community Standards & Student Conduct (for further information, see <https://www.washington.edu/cssc/>).

Students are expected to arrive on time and ready to start class and quiz sections. We have a very short period of time for each meeting, and it is disrespectful to the instructor/TA and your fellow classmates to show up late. All disruptive behavior is not permitted during class, including but by no means limited to sleeping, talking outside of regular class discussion, using cell phones, and insulting classmates and/or the instructor. Laptops are permitted, but should be used solely for course work (e.g., taking notes, accessing course readings, etc.). Students found to be violating this policy will be prohibited from using electronic devices during lecture and/or section for the remainder of the course.

Questions and Communication

If you have any straightforward administrative or logistical questions not of a personal nature (e.g., readings for the week; location of exam, etc.), please consult the website and syllabus first, and then email your TA if you are still uncertain. *Please email from an @uw.edu email address.* Answers to most such questions are often on the website or syllabus. If you still cannot obtain an adequate answer, email the instructor. Email is the preferred form of contact for these matters.

All e-mail related to the course should begin with the Subject Heading “POL S 203: ...” Substantive questions related to course material will not be answered via email – instead, please see your TA or instructor during office hours or make an appointment.

Expect a reply to emails within 24 hours, excluding weekends. The instructor will not respond to emails with questions whose answers are found in the syllabus or on the course website. If you do not receive a reply within 24 hours, assume that the answer to your question is provided in the available course resources.

COVID-19

We are all in this together! The health and safety of the entire University of Washington community is of the highest priority. Masks covering the nose and mouth are required in the classroom or other indoor spaces, regardless of vaccination status. Eating and drinking will not be permitted in class. The instructor and TAs have the authority to cancel class if students do not comply. Non-compliant students may be reported to the Community Standards and Student Conduct office. For further details on UW’s face covering policy, see [here](#).

If you have [symptoms](#), do not come to class and do get [tested](#). For additional information about COVID-19 and UW policies, see [here](#).

Self-Care

Undergraduate studies are hard enough in normal times, but these are unfortunately not normal times. We are currently living through a global pandemic, heightened economic uncertainty, a period of renewed attention domestically and internationally to racial injustice, and an intensely polarized political environment.

The Counseling Center and Hall Health are excellent resources on campus that many UW students utilize. Students may get help with study skills, career decisions, substance abuse, relationship difficulties, anxiety, depression, or other concerns.

- [Husky Health & Well-Being Portal](#)
- [Counseling Center](#)
- [Hall Health](#)

Course Schedule

The following is a schedule of topics and readings for the course. The schedule is subject to change based on the pace of the class. The instructor will clearly announce any changes.

- *An Additional Note on the Readings:* Assigned readings from the textbook should be done before the relevant lecture. Any additional readings should be done before the following quiz section meeting (e.g., the Fazal & Poast reading in Week 1 should be done before quiz section meets that week). Please also be aware that listings for assigned readings may be split across pages.

Part I: International Security

Week 1

M 1/3: Introduction and Overview – What is “International Relations” Anyway and Why Should We Care?

- FLS Introduction.
- Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” (4 pgs).
 - Note: This article provides a foundation for more effectively reading and understanding many of the subsequent readings in the course.
- Zvobgo, Kelebogile, and Meredith Loken. 2020. “Why Race Matters in International Relations.” *Foreign Policy* (June 19). (7 pgs).
- *Optional*: Skim FLS Ch.1 for a general historical overview of the modern international system.

W 1/5: The Puzzle of War – Or Why Fight When It’s So Bloody Expensive? War as a Concept & Crisis Bargaining

- FLS Ch.2 Excerpt pg.65-69; and Ch.3 Excerpt pg.92-107.
- Fazal, Tanisha M., and Paul Poast. 2019. “War Is Not Over: What the Optimists Get Wrong About Conflict.” *Foreign Affairs* 98(6): 74-83.
- *Optional*: Pinker, Steven. 2013. “The Decline of War and Conceptions of Human Nature.” *International Studies Review* 15(3): 400-405.

Week 2

M 1/10: Why Bargaining Can Fail...and Wars Begin

- FLS Ch.3 Excerpt pg.107-140.
 - Note: Don’t get bogged down in some of the technicalities of the extensions to the bargaining model of war; instead, focus on the main takeaways regarding how bargaining can fail. We will also be covering the “Prisoner’s Dilemma” as part of this topic. For a further review and discussion, see FLS pg.86-88.
- Posen, Barry R. 2020. “Do Pandemics Promote Peace? Why Sickness Slows the March to War.” *Foreign Affairs* (April 23). (4 pgs).
- Brown, Rachel, Heather Hurlburt, and Alexandra Stark. 2020. “How the Coronavirus Sows Civil Conflict: Pandemics Don’t Bring People Together – Sometimes They Pull Societies Apart.” *Foreign Affairs* (June 6). (7 pgs).

W 1/12: Rallying ’Round the Flag! Domestic Politics, Diversion, and War

- FLS Ch.4 Excerpt pg.144-162.
- Hetherington, Marc J., and Michael Nelson. 2003. “Anatomy of a Rally Effect: George W. Bush and the War on Terrorism.” *PS: Political Science and Politics* 36(1): 37-42.

Week 3

M 1/17: *****No Class – Martin Luther King Jr. Day*****

W 1/19: Are Democracies Distinctive? Assessing Democratic Peace and Victory

- FLS Ch.4 Excerpt pg.175-191.

- Barnhart, Joslyn N., Robert F. Trager, Elizabeth N. Saunders, and Allan Dafoe. 2020. "Women's Suffrage and the Democratic Peace: Female Voters Slow the March to War." *Foreign Affairs* (August 18). (6 pgs).

Week 4

*****M 1/24 No Lecture – Take-Home Midterm Exam #1*****
Covers all material from Part I of the course

Part II: International Political Economy

W 1/26: International Trade I – Who Gains and Who Loses from the International Division of Labor?

- FLS Ch.7 Excerpt pg.306-318, 358-363.
- Krugman, Paul. 1994. "Competitiveness: A Dangerous Obsession." *Foreign Affairs* 73(2): 28-44.
- Listen to NPR's *Planet Money* Podcast. 2017. "Mr. Jones's Act." (September 27). (About 15 minutes). <https://www.npr.org/sections/money/2017/09/27/553990861/episode-524-mr-jones-act>.

Week 5

M 1/31: International Trade II – To (Free) Trade, or Not to (Free) Trade?

- FLS Ch.7 Excerpt pg.319-355.
- Sutherland, Peter D. 2008. "Transforming Nations: How the WTO Boosts Economies and Opens Societies." *Foreign Affairs* 87(2): 125-136.
- Rodrik, Dani. 2001. "Trading in Illusions." *Foreign Policy* 123(March/April): 54-62.

W 2/2: International Finance I – Multinational Corporations (MNCs) to the Rescue?

- FLS Ch.8 Excerpt pg.364-373, 390-396.
- Kristoff, Nicholas. 2009. "Where Sweatshops are a Dream." *New York Times* Op-ed (January 14). (3 pgs).
- Silverstein, Ken. 2010. "Shopping for Sweat: The Human Cost of a Two-Dollar T-shirt." *Harper's Magazine* (January): 36-44.

Week 6

M 2/7: International Finance II – Do States and Debt Mix? The Promise and Perils of Sovereign Lending

- FLS Ch.8 Excerpt pg.374-389.
- Abi-Habib, Maria, and Keith Bradsher. 2020. "Poor Countries Borrowed Billions from China. They Can't Pay It Back." *New York Times* (May 18). (7 pgs).
- Listen to NPR's *Planet Money* Podcast. 2016. "A Hedge Fund, A Country, and a Big Sailboat." (March 11). (About 15 minutes). <https://www.npr.org/sections/money/2016/03/11/470136949/episode-689-a-hedge-fund-a-country-and-a-big-sailboat>.

W 2/9: International Monetary Relations I – Money Matters (Or Does It?)

- FLS Ch.9 Excerpt pg.406-433.
- Bradsher, Keith. 2019. “How Does China’s Currency Move Put Pressure on U.S.?” *New York Times* (August 5). (2 pages).
- Heller, Daniel. 2017. “Do Digital Currencies Pose a Threat to Sovereign Currencies and Central Banks?” *Peterson Institute for International Economics Policy Brief*. (10 pages).

Week 7

M 2/14: International Monetary Relations II – Choices and Crises in Monetary Policy

- FLS Ch.9 Excerpt pg.433-442.
- Kirshner, Jonathan. 2013. “Bringing Them All Back Home? Dollar Diminution and U.S. Power.” *Washington Quarterly* 36(3): Abridged version pg.550-559.
- Irwin, Neil. 2015. “The Choice Facing China as Its Currency Becomes More Global.” *New York Times* (November 30). (4 pages).

Part III: Global Governance & Transnational Relations

W 2/16: Is “International Law” Really Law (and Does It Even Matter)?

- FLS Ch.2 Excerpt pg.59-65, 69-81; and Ch.11 Excerpt pg.484-498.
- Entous, Adam, and Evan Osnos. 2020. “Last Man Standing: The Killing of Qassem Soleimani and the Calculus of Assassination.” *The New Yorker* (February 10). (9 pgs).

Week 8

M 2/21: *****No Class – Presidents’ Day*****

*****W 2/23 No Class – Take-Home Midterm Exam #2*****
Covers all material from Part II of the course

Week 9

M 2/28: Alliances – Are We Better Fighting Together?

- FLS Ch.5 Excerpt pg.194-215.
- Posen, Barry R. 2013. “Pull Back: The Case for a Less Activist Foreign Policy.” *Foreign Affairs* 92(1): 116-128.
- Brooks, Stephen G., G. John Ikenberry, and William C. Wolforth. 2013. “Lean Forward: In Defense of American Engagement.” *Foreign Affairs* 92(1): 130-142.

W 3/2: Global Environmental Politics – Why is It So Hard to Go Green?

- FLS Ch.13.
- Victor, David G. 2006. “Toward Effective International Cooperation on Climate Change: Numbers, Interests, and Institutions.” *Global Environmental Politics* 6(3): Abridged version pg.515-522.

Week 10

M 3/7: Cooperation and Crisis in Immigration and Public Health

- FLS Ch.8 Excerpt pg.397-402.

- Reinhart, Carmen, and Vincent Reinhart. 2020. "The Pandemic Depression: The Global Economy Will Never Be the Same." *Foreign Affairs* 99(5): 84-95.
- Bollyky, Thomas J. and Chad P. Bown. 2020. "The Tragedy of Vaccine Nationalism: Only Cooperation Can End the Pandemic." *Foreign Affairs* 99(5): 96-108.

W 3/9: Disinformation and Wrapping Up – Distinguishing Fact from Fiction in a Changing International Information Environment

- Rosenberger, Laura. 2020. "Making Cyberspace Safe for Democracy: The New Landscape of Information Competition." *Foreign Affairs* 99(3): 146-159.
- Donati, Jessica. 2020. "U.S. Adversaries are Accelerating, Coordinating Coronavirus Disinformation, Report Says." *Wall Street Journal* (April 22). (2 pgs).
- Raymond, Brian. 2020. "Forget Counterterrorism, the United States Needs a Counter-Disinformation Strategy." *Foreign Policy* (October 15). (7 pgs).

*****W 3/16 – Take-Home Final Exam*****

Cumulative across the entire course, but emphasis on material from Part III

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