
UNIVERSITY OF TEXAS AT EL PASO
Political Science 5330-001: Seminar in International Politics
Fall 2017

T 6:00pm-8:50pm, Benedict Hall 205

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Class Website: Blackboard through MyUTEP portal

COURSE OVERVIEW

This course is designed as a graduate-level introduction to the field of International Relations (IR). The aim of the course is to provide an overview of major approaches, debates, and issues in IR. The readings include both the classic and recent IR literature with different theoretical, empirical, and methodological orientations. We will discuss topics such as the scientific study of IR, alternative perspectives in IR, international security, and international political economy. Therein, students will acquire the ability to synthesize and critique various theoretical arguments through a systematic understanding of international politics.

COURSE OBJECTIVES

I believe, with adequate effort and willingness, all of you are capable of doing well in this course. By the end of this course, you can expect to accomplish the following learning outcomes:

- To define, grasp, and apply major concepts, principles, theories, and perspectives used in the field of International Relations
- To distinguish and apprehend major analytical methods and research design approaches used for the scientific study of International Relations
- To apply and critique a body of factual knowledge relevant to understanding and examining international politics
- To identify, comprehend, and evaluate key questions in the field of International Relations

OBJECTIVES FOR PROFESSIONALISM

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirements	Weight
Midterm Exam	20 percent
Final Exam	20 percent
Critical Essays	20 percent (total)
Attendance and Participation	15 percent
Discussion Leader Duty	10 percent
Weekly Talking Points	15 percent

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

I do not change grades. If you are concerned about your grade, please come and see me during my office hours so that I can give you feedback and suggestions on how to improve your performance in the class.

EXAMS

There are two take-home exams for the course: a midterm exam and a comprehensive final. Both exams will be in essay format and questions will be based on the readings and class discussions.

Exams should be submitted electronically by the designated due date and time via "SafeAssign" (embedded in Blackboard), which is an online originality checking service made available by UTEP. Exams submitted late will lose 10 points (1 letter grade) per day (including weekends).

CRITICAL ESSAYS

Throughout the course, each student will write two critical essays (approximately 3-5 pages in length, excluding the references). Each essay will be based on the readings and topic of a particular week. The essays must effectively synthesize and critique the readings rather than merely summarize the material. The students will sign up in advance for the weeks that they plan to write these essays. The due date is the beginning of the class meeting (6:00pm) of the particular week you sign up for. Below are the major guidelines:

- The essays should be double-spaced; 3-5 pages long; typed in 12-point Times New Roman font with 1-inch margins; and pages should be numbered. Essays that do not follow the formatting guidelines will lose 10 points.
- There should be no more than two extensive quotations (in excess of three lines of text).
- Make sure you are aware of the scholarly pitfalls of plagiarism, which are discussed in detail in the document on academic misconduct (available on Blackboard). Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing her/him *within the text* as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of zero for the assignment. Refer to the document on citation and reference requirements (also available on Blackboard), which discusses the *American Political Science Association* (APSA) style.
- In addition to the substantive quality of your essays, grades will also be based on the clarity of one's writing (e.g., appropriate tone of writing, organization, lack of spelling and grammar errors). Please note that the University Writing Center (UWC) provides writing assistance to all UTEP students. The UWC is located on the second (ground) floor of the library in Room 227 Library; phone: (915) 747-5112.
- Essays should be submitted electronically via "SafeAssign." Essays submitted late will lose 10 points (1 letter grade) per day (including weekends).

CLASS PARTICIPATION

Class participation grade will comprise 40% of your course grade and will be based on the following criteria:

- (a) Attendance and participation in seminar discussions (15%)
- (b) Performance as a discussion leader (10%)
- (d) Weekly talking points (15%)

Attendance and Participation in Seminar Discussions

I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage. Only those students who prepare well-written weekly talking points, attend class regularly, and actively participate in and effectively lead class discussions will receive full credit (100) for their class participation grade. You will be asked to sign an attendance sheet at each class meeting and it is your responsibility to make sure to sign-in.

After one unexcused absence, I will begin to deduct 20 points from your participation grade for each absence thereafter. If you arrive late and request to sign-in at the end of the class meeting, I will deduct 10 points from your participation grade for each incident of tardiness after one late arrival. The same policy will apply to incidents of leaving class early (Note that if you leave the class early, the time of your departure will be recorded). The class participation portion of the grade is non-negotiable and left solely to the discretion of the instructor.

Discussion Leader Duty

During the course of the semester, each student will have the opportunity to lead the seminar discussions. Specifically, the discussion leaders will briefly present and critique that week's readings to set the stage for class discussion on the topic. The leaders are also expected to comment on other students' talking points.

Weekly Talking Points

Beginning from the second week of the semester, each student will be required to submit two "talking points" on the readings for that week. These talking points will help shape the seminar discussions, so they should be the most interesting questions or arguments that the student has identified based on the week's readings. They should be submitted in the form of a short paragraph outlining the question or argument. Each talking point should refer to one or more specific sections of the weekly readings with appropriate page references. Further, each talking point should refer to a different chapter or article from the weekly readings. Talking points less than 250 words or in excess of 500 words and/or that arrive late will not be accepted. The talking points must be submitted on Blackboard by **Monday 8:00pm (MT)** each week that the class meets.

EXCUSED ABSENCES

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, you must notify me *in writing* prior to the date of absence. That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance. You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required.

For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation). Documentation that is not provided in a timely manner will not be accepted. Please do not ask me to excuse absences for minor illnesses or scheduling conflicts. I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://academics.utep.edu/Default.aspx?tabid=54418>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

CLASSROOM AND E-MAIL PROTOCOL

Chatting, e-mailing, internet browsing, or any activity not related to official class activity is prohibited. The best way to contact me is via UTEP e-mail. I will make every attempt to respond to your e-mail within 24 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please put the course number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

ACADEMIC MISCONDUCT AND DISHONESTY

Academic misconduct and dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. This includes, but is not limited to cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act.

Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism: <http://www.plagiarism.org/resources/webcasts>. Just as the Internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course will be checked by the instructor for originality via *SafeAssign*—an online originality checking service made available by UTEP.

Any act of academic misconduct and dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386> for further information.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

AMERICANS WITH DISABILITIES ACT (ADA)

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 require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS).

Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.

COURSE SCHEDULE AND READING ASSIGNMENTS

Note: This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class.

SECTION I – INTRODUCTION AND GENERAL OVERVIEW

Week 1 (August 29) - Welcome and Course Introduction

Introductory Reading on International Relations:

Reus-Smit, Christian and Duncan Snidal. 2011. "Overview of International Relations: Between Utopia and Reality." In *The Oxford Handbook of Political Science*, edited by Robert E. Goodin. New York: Oxford University Press, pp. 675-708.

Week 2 (September 5) – Systematic Study of International Relations

Bueno de Mesquita, Bruce. 1985. "Toward a Scientific Understanding of International Conflict: A Personal View." *International Studies Quarterly* 29 (2): 121-136.

Elman, Colin and Miriam F. Elman. 2002. "How Not to Be Lakatos Intolerant: Appraising Progress in IR Research." *International Studies Quarterly* 46 (2): 231-262.

Gaddis, John Lewis. 1992/93. "International Relations Theory and the End of the Cold War." *International Security* 17 (3): 5-58.

Hafner-Burton, Emilie M., Stephan Haggard, David A. Lake, and David G. Victor. 2017. "The Behavioral Revolution and International Relations." *International Organization* 71 (S1): S1-S31.

Singer, J. David. 1961. "The Level-of-Analysis Problem in International Relations." *World Politics* 14 (1): 77-92.

Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 1.

SECTION II – PERSPECTIVES IN IR

Week 3 (September 12) – Realism: Classical & Neo

Jervis, Robert. 1978. "Cooperation under the Security Dilemma." *World Politics* 30 (2): 167-214.

Mearsheimer, John J. 1990. "Back to the Future: Instability in Europe After the Cold War." *International Security* 15 (1): 5-56.

Morgenthau, Hans. 1992. *Politics among Nations*. New York: McGraw-Hill. Chapter 1.

Schweller, Randall L. 2003. "The Progressiveness of Neoclassical Realism." In *Progress in International Relations Theory: Appraising the Field*, edited by Colin Elman and Miriam Fendius Elman. Cambridge, MA: MIT Press, 311-347.

Thucydides, "The Melian Dialogue" [excerpt from *The History of the Peloponnesian War*]; Niccolo Machiavelli, "Doing Evil in Order to Do Good" [excerpt from *The Prince*]; Thomas Hobbes, "The State of Nature and the State of War" [excerpt from *Leviathan*]. In *Conflict after the Cold War*, edited by Richard K. Betts. New York: Longman, 2002, pp. 37-50.

Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 6.

Week 4 (September 19) – Liberalism: Classical & Neo

- Axelrod, Robert and Robert O. Keohane. 1993. "Achieving Cooperation under Anarchy: Strategies and Institutions." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 85-115.
- Baldwin, David A. 1993. "Neoliberalism, Neorealism, and World Politics." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 3-25.
- Lipson, Charles. 1993. "International Cooperation in Security and Economic Affairs." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 60-84.
- Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A Liberal Theory of International Relations." *International Organization* 51 (4): 513-553.
- Fioretos, Orfeo. 2011. "Historical Institutionalism in International Relations." *International Organization* 65 (2): 367-399.
- Oye, Kenneth A. 1985. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics* 38 (1): pp. 1-24.

Week 5 (September 26) - Constructivism

- Checkel, Jeffrey T. 1998. "The Constructivist Turn in International Relations Theory." *World Politics* 50 (2): 324-348.
- Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52 (4): 887-918.
- Hopf, Ted. 1998. "The Promise of Constructivism in International Relations Theory." *International Security* 23 (1): 171-200.
- Ruggie, John Gerard. 1998. "What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge." *International Organization* 52 (4): 855-885.
- Wendt, Alexander. 1992. "Anarchy is What States Make of It." *International Organization* 46 (2): 391-425.

Week 6 (October 3) – Feminist Theory & Gender Perspectives in IR

- Carver, Terrell, ed. 2003. "The Forum: Gender and International Relations." *International Studies Review* 5 (2): 287-302.
- Enloe, Cynthia. 2000. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Los Angeles: University of California Press. Chapter 1.
- Locher, Birgit and Elizabeth Prügl. 2001. "Feminism and Constructivism: Worlds Apart or Sharing the Middle Ground?" *International Studies Quarterly* 45 (1): 111-129.
- Murphy, Craig N. 1996. "Seeing Women, Recognizing Gender, Recasting International Relations." *International Organization* 50 (3): 513-538.
- Tickner, J. Ann. 1997. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists." *International Studies Quarterly* 41 (4): 611-632.

***Midterm Exam is distributed (due by October 10, 6:00pm [MT])**

SECTION III – INTERNATIONAL SECURITY

Week 7 (October 10) - Structural Theories of War and Peace

- Deutsch, Karl and J. David Singer. 1964. "Multipolar Power Systems and International Stability." *World Politics* 16 (3): 390-406.
- Gilpin, Robert. 1981. *War and Change in World Politics*. Cambridge: Cambridge University Press, pp. 186-210.
- Kugler, Jacek and A.F.K. Organski. 1993. "The Power Transition: A Retrospective and Prospective Evaluation." In *Handbook of War Studies*, edited by Manus I. Midlarsky. Ann Arbor, MI: University of Michigan Press, pp. 171-194.
- Rosecrance, Richard. 1987. "Long Cycle Theory and International Relations." *International Organization*, 41 (2): 283-301.
- Wagner, Harrison. 1994. "Peace, War, and the Balance of Power." *American Political Science Review* 88 (3): 593-607.
- Waltz, Kenneth N. 1979. *Theory of International Politics*. New York: McGraw Hill. Chapter 8.

***Midterm Exam is due by October 10, 6:00pm [MT]**

Week 8 (October 17) - Strategic Theories of War and Peace

- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49 (3): 379-414.
- Morrow, James D. 1999. "The Strategic Setting of Choices: Signaling, Commitment, and Negotiation in International Politics." In *Strategic Choice and International Relations*, edited by David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press, pp. 77-114.
- Lake, David and Robert Powell. 1999. "International Relations: A Strategic-Choice Approach" In *Strategic Choice and International Relations*, edited by David A. Lake and Robert Powell. Princeton, NJ: Princeton University Press, pp. 3-38.
- Powell, Robert. 2002. "Bargaining Theory and International Conflict." *Annual Review of Political Science* 5: 1-30.
- Schelling, Thomas. 1960. *The Strategy of Conflict*. Cambridge, MA: Harvard University Press. Chapter 2.
- Zagare, Frank C. 1996. "Classical Deterrence Theory: A Critical Assessment." *International Interactions* 21 (4): 365-387.
- Walt, Stephen M. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9 (4): 3-43.

Week 9 (October 24) - Psychological Approaches to War and Peace

- Mercer, Jonathan. 2005. "Rationality and Psychology in International Politics." *International Organization* 59 (1): 77-106.
- Bleiker, Roland and Emma Hutchison. 2008. "Fear No More: Emotions and World Politics." *Review of International Studies* 34 (S1): 115-135.
- Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton, NJ: Princeton University Press. Chapter 1.
- Levy, Jack S. 1997. "Prospect Theory, Rational Choice, and International Relations." *International Studies Quarterly* 41 (1): 87-113.

Levy, Jack S. 2013. "Psychology and Foreign Policy Decision-Making." In *The Oxford Handbook of Political Psychology*, edited by Leonie Huddy, David O. Sears, and Jack S. Levy. Oxford: Oxford University Press, 2013.

Week 10 (October 31) - Domestic Politics and IR I: Regime Type, Audience Costs, and Other Key Domestic Factors

- Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88 (3): 577-592.
- Bueno de Mesquita, Bruce, Alastair Smith, Randolph M. Siverson, and James D. Morrow. 2003. *The Logic of Political Survival*. Cambridge, MA: The MIT Press. Chapters 2&6.
- Maoz, Zeev and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87 (3): 624-638.
- Peceny, Mark, Caroline C. Beer, and Shannon Sanchez-Terry. 2002. "Dictatorial Peace?" *American Political Science Review* 96 (1): 1526.
- Sirin, Cigdem V. 2011. "Is it Cohesion or Diversion? Domestic Instability and the Use of Force in International Crises." *International Political Science Review* 32 (3): 303-321.

Week 11 (November 7) - Domestic Politics and IR II: Ethnic Conflict, Civil War, Terrorism, and the International Response

- Kydd, Andrew and Barbara Walter. 2006. "The Strategies of Terrorism" *International Security* 31(1): 49-79.
- Lake, David A. and Donald Rothchild. 1998. "Spreading Fear: The Genesis of Transnational Ethnic Conflict." In *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*, edited by David A. Lake and Donald Rothchild. Princeton, NJ: Princeton University Press, pp. 3-32.
- Sambanis, Nicholas. 2002. "A Review of Recent Advances and Future Directions in the Quantitative Literature on Civil War." *Defence and Peace Economics* 13 (3): 215-243.
- Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97 (1): 75-90.
- Doyle, Michael W. and Nicholas Sambanis. 2000. "International Peacebuilding: A Theoretical and Quantitative Analysis." *American Political Science Review* 94 (4): 779-801.
- Goldstein, Joshua S. 2012. *Winning the War on War: The Decline of Armed Conflict Worldwide*. New York: Plume. Chapters 2&4.

SECTION IV – EXPLAINING COOPERATION: INTERNATIONAL POLITICAL ECONOMY AND INTERNATIONAL ORGANIZATION

Week 12 (November 14) - International Political Economy

- Frieden, Jeffrey and Lisa Martin. 2002. "International Political Economy: Global and Domestic Interactions." In *Political Science: The State of the Discipline*, edited by Ira Katznelson and Helen Milner. New York: W.W. Norton, pp. 118-146.
- Gartzke, Erik, Quan Li, and Charles Boehmer. 2001. "Investing in the Peace: Economic Interdependence and International Conflict." *International Organization* 55 (2): 391-438.
- Lake, David A. 1992. "Leadership, Hegemony, and the International Economy: Naked Emperor or Tattered Monarch with Potential?" *International Studies Quarterly* 37 (4): 459-489.

- Matsunduno, Michael. 1993. "Do Relative Gains Matter? America's Response to Japanese Industrial Policy." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 250-266.
- Ravenhill, John. 2008. "International Political Economy." In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal. New York: Oxford University Press, pp. 539-557.

Week 13 (November 21)

Documentary and discussion session

Week 14 (November 28) - International Organization

- Downs, George, David M. Rocke, and Peter N. Barsoom. 1996. "Is the Good News about Compliance Good News about Cooperation?" *International Organization* 50 (3): 379-406.
- Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52 (2): 269-306.
- Koremenos, Barbara, Charles Lipson, and Duncan Snidal. 2001. "Rational Design of International Institutions." *International Organization* 55 (4): 761-799.
- Simmons, Beth A. and Lisa L. Martin. 2002. "International Organizations and Institutions." In *The Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse, and Beth Simmons. London: Sage, pp. 192-211.
- Stein, Arthur. 1993. "Coordination and Collaboration: Regimes in an Anarchic World." In *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David A. Baldwin. New York: Columbia University Press, pp. 29-59.

Week 15 (December 5) – Policy Implications and Directions for Future Research

- Darby, Phillip. 2008. "A Disabling Discipline?" *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal. New York: Oxford University Press, pp. 94-105.
- Jentleson, Bruce. 2002. "The Need for Praxis: Bringing Policy Relevance Back In." *International Security* 26 (2):169-183.
- Ray, James Lee and Bruce Russett. 1996. "The Future as Arbiter of Theoretical Controversies: Predictions, Explanations and the End of the Cold War." *British Journal of Political Science* 26 (4): 441-470.
- Smith, Steve. 2009. "Six Wishes for a More Relevant Discipline of International Relations." In *The Oxford Handbook of Political Science*, edited by Robert E. Goodin. New York: Oxford University Press, pp. 776-782.

Final Exam is distributed (due by Tuesday, December 12, 9:45pm [MT])