to thy happy children
of the future
those of the past
send greetings

THE VERY BASICS

MEETINGS

🕐	Time:	Monday & Wednesday 09:00–09:50 C.S.T.
	Place:	Armory 333
	Instructor:	Rob Carroll [*professor*]
@	Email:	RJC@ILLINOIS.edu
	Office:	David Kinley Hall 415
	Office Hours:	Wednesday, 14:00–16:00 C.S.T.

RECITATION

|		
🕐	Time:	Friday [*it depends on your section!*]
	Place:	David Kinley Hall 326
	Instructor:	Redacted [*teaching assistant*]
@	Email:	redacted@ILLINOIS.edu
	Office:	T.B.D.
	Office Hours:	T.B.D.

𝒊 TWO SIDE POINTS ON MATTERS OF DECORUM 𝒊

1 Though Redacted and Rob will be playing [*very*] different roles in this course, it is expected that you will treat them precisely the same way. In other words, the "professor" and "T.A." labels do not matter for purposes of class decorum. Any courtesies you would extend to one must apply to the other. [**_Woe_** *betide the student that disrespects the T.A.*]

2 You are allowed [encouraged, even] to refer to the staff on a first-name basis. If you prefer, last names are also acceptable. You are reminded that the equal-decorum point raised above applies here, and you are encouraged to reflect on whether your professional habits of courtesy and decorum apply equally to all instructors/teaching staff, irrespective of their *prima facie* traits. Seriously: check yourself before you wreck yourself.
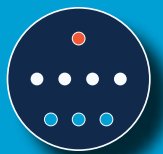
LIFE WITHOUT INDUSTRY IS GUILT; INDUSTRY WITHOUT ART IS BRUTALITY.

CONTENT

PS 231 will introduce you to **GAME THEORY** and its applications in political science. You may well be wondering: why should I learn about game theory? [It's a good question.] A few answers come to mind:

1. Political science majors who intend to take advanced substantive seminars will want to understand just what is happening in the game-theoretic articles they've been assigned. Game theory is a popular method in political science, and many literatures within the discipline rely on it heavily.
2. Studying game theory is a good way to learn some of the most important concepts in our field—concepts that emerge in both game-theoretic and non-game-theoretic conversations. The *method* of game theory helps one learn about the *substance* of politics by shedding light on key ideas.
3. Most flavors of game theory impose one form of a *rationality* postulate or another. Rationality is an interesting and controversial topic in its own right.
4. Game theory can help you learn how to make a logical argument.
5. Game theory is very straightforward to do once you overcome the initial annoying obstacles. [Read: despite its charms, this is *not* an easy topic.]

Now, consider the final point raised above: I just used the verb "**DO**", instead of the verb "**KNOW**", to describe game theory. In other words, PS 231 isn't "about" anything in the sense that you will not be learning terms or the names of things. Instead, the goal here is to help you learn how to do game theory. Even if you never do game theory again [a likely contingency!], you will have gained something from the exercise: insight, confidence, **CREATIVITY**, and so on. You may also have a better sense about what kind of other political science classes you'd like to try.

But more than anything, you should learn to do game theory because it is **FUN**. That may seem like a childish motivation to learn something. [Maybe it is childish—*so what?*] The best way to learn something is to love learning so much that it becomes fun to you. Remember, after all, that the English word "philosophy" is adopted from the Greek φιλοσοφία, which literally translates to "love of **WISDOM**." [φιλο = "philo" = "love"; σοφίσ = "sophis" = "wisdom".] We put a lot of stock in the "wisdom" part, but don't you think it's equally important—if not moreso—that we **LOVE** the wisdom we work so hard to acquire, and indeed even the tools we use to acquire it? That love can take many forms: we may feel gratitude for the technology that helps sustain us, and thus for the wisdom acquired for developing that technology; we may feel wonder toward the scale of the universe, and thus toward the wisdom acquired in learning about that scale; or, we might just relish the thoughts we're thinking as we're thinking them.

Right now some of you are like "jeez louise is this guy going to bloviate like this all the time?!" I'm afraid so. You'll adjust to it. Or not. Either way, really.

[I hope you learn many interesting things, make at least a few friends, and have a lot of fun in the process.]

MORE SPECIFICS

The syllabus window-shoppers will be nonplussed with the previous page, as they'll want to know what **GAME THEORY** is so as to decide whether to drop. Moreover, it is not lost on me that many of you are political science majors and that political science majors often care about politics. So, just to set matters straight: game theory is the rigorous study of strategic interdependence, and it provides a wonderful way to learn about many aspects of politics. We will cover models related to voting, war, trade, legislatures, choice, poker, juries, campaigns, going to college, parties, and sanctions. I won't pretend that we will hit any of these topics with any kind of substantive depth, though I'm happy to direct you to substantive sources on any given topic as we cover it. By the end of the course, you will have learned a little about a lot of processes, and hopefully a lot about how to think, to boot.
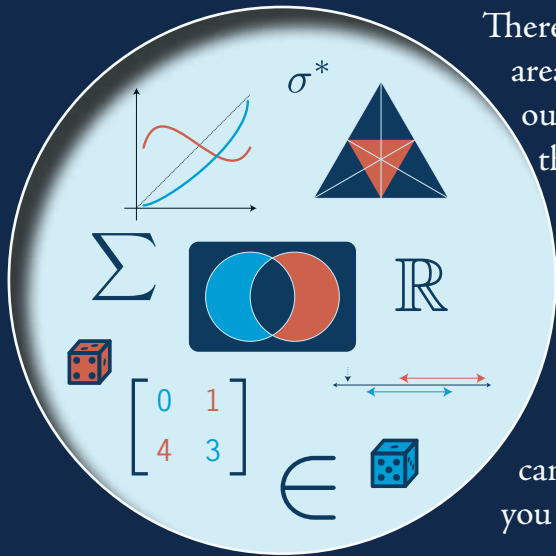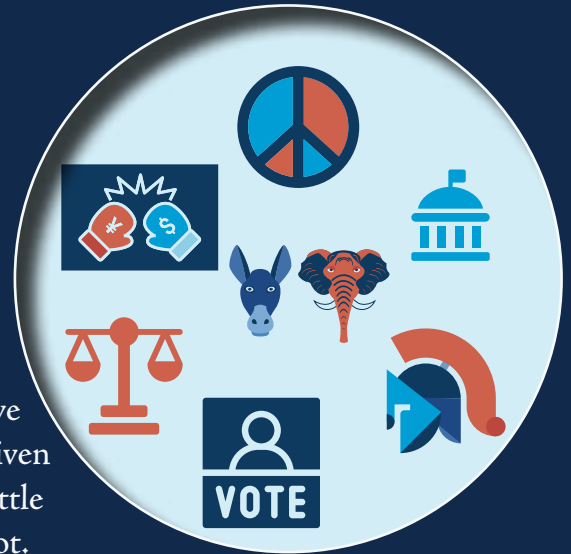
There is a cost to learning a method that covers many different substantive areas of interest: we will be working at a level of abstraction that is likely outside your experience to this point. I say "level of abstraction" because that's how it feels to me after doing this a while, but if you're anything like I was at your stage, then you'll probably experience it as a "crap on a cracker nobody told me you can use math to think about politics" kind of thing. I don't want to lead you astray, so to be as clear as possible: for many of you, this will feel like a math class first, second, and third. It is not lost on me that this introduces some anxiety for a typical political science major, and there's not much I can say to comfort you save for "it's really nothing much past the algebra you did in high school" and "we will work hard to be patient and positive and even empathetic with you during your inevitable growing pains."

The whole of *political science* is [*much*] more than the sum of *politics* and *science*, so I don't want you to see the two previous windows as exhaustive. The window I love best is neither the politics window nor the science window: it is the **FABLES** window. By week two or so, you will begin to see that game theory is a way to **TELL POLITICAL STORIES** to one another in a principled way—and in a way that can yield unexpected conclusions, no matter the author's attempt at analytic control. If you manage to look at things from just the right angle, then you stand a chance of seeing the seemingly-sterile, seemingly-isolated mathematical models we'll be showing you as a genuine book of fables: a compendium of simple, memorable vignettes that can teach important political lessons while conveying meaning in a scientifically-useful way. *So there's that.*

THE FOX & THE GRAPES
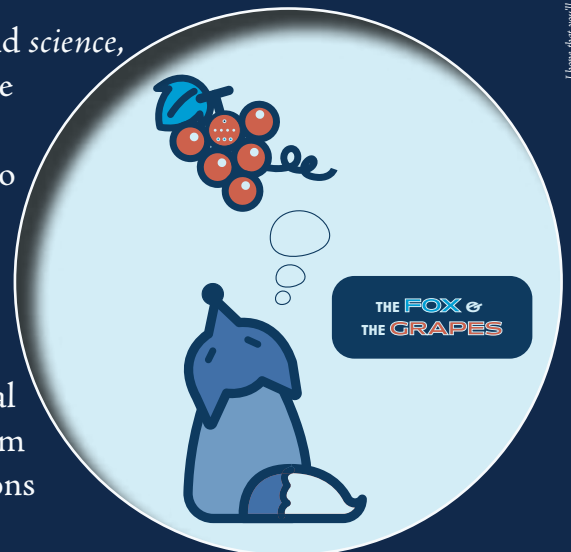
PROCEDURE

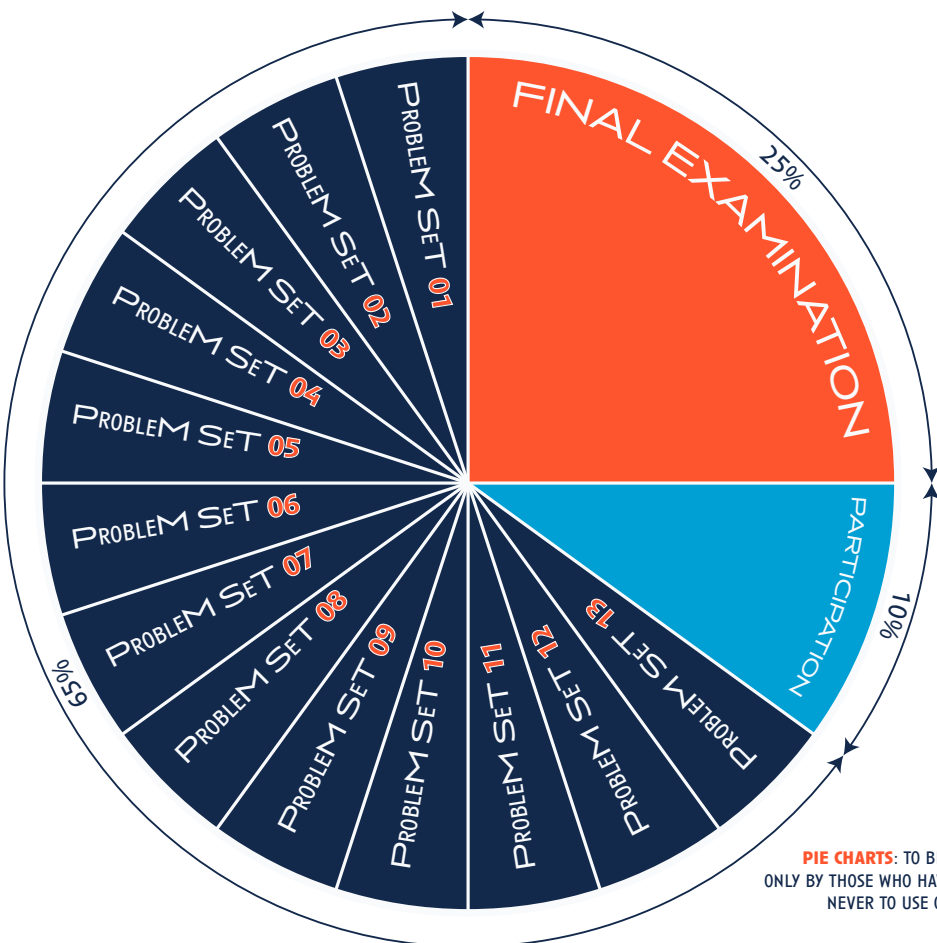PS 231 features a **FLIPPED CLASSROOM**. Here's how it works:

1. Each week includes a **LECTURE VIDEO** to be watched prior to a given week's meetings. I will also post a **PROBLEM SET** for the week at that time. [*Fair warning: you will likely not get very much out of the Monday meeting unless you've at least kinda-sorta watched the video and at least kinda-sorta skimmed the problem set.*] Note that the videos are structured in blocks with time-stamps so that you can navigate them quickly; there is no expectation that you will watch the whole thing at once.

2. We will meet as a class on Mondays and Wednesdays. Meetings will not have any scheduled content. Instead, we will use that time for Q&A about the lecture video or the problem set; the former will be given loose priority on Monday, and the latter will be given strong priority on Wednesday.

3. You and Redacted will meet for recitation on Fridays. In a perfect world, you'll use that time to handle the final details for your writeup.

4. Your writeup is due [via **CANVAS**] by 23:59 C.S.T. on Saturday.

Lather, rinse, repeat—we will do this fifteen times. Yes, fifteen times. Yes, there are fifteen problem sets. Just **BE COOL**. Yes, you can drop some of the problem sets. I'll get to that in a second.

(i) A WEEK IN THE LIFE OF A PS 231 STUDENT

SAT	SUN	MON	TUE	WED	THU	FRI	SAT
17:00 C.S.T. PROBLEM SET DROPPED ON **CANVAS**!	ASK QUESTIONS ON **CANVAS**!	**09:00 C.S.T.** ASK QUESTIONS ⌂ **MEETING 1**!	ASK QUESTIONS ON **CANVAS**!	**09:00 C.S.T.** ASK QUESTIONS ⌂ **MEETING 2**!	ASK QUESTIONS ON **CANVAS**!	ASK QUESTIONS ⌂ **RECITATION**!	**23:59 C.S.T.** WRITEUP DUE ON **CANVAS**!
	BAKING CHAMPIONSHIP			THE MASKED SINGER			SLEEP?

EVALUATION

PROBLEM SET 01
PROBLEM SET 02
PROBLEM SET 03
PROBLEM SET 04
PROBLEM SET 05
PROBLEM SET 06
PROBLEM SET 07
PROBLEM SET 08
PROBLEM SET 09
PROBLEM SET 10
PROBLEM SET 11
PROBLEM SET 12
PROBLEM SET 13

FINAL EXAMINATION — 25%

PARTICIPATION — 10%

65%

PROBLEM SET 14 — 0%
PROBLEM SET 15 — 0%

PIE CHARTS: TO BE USED ONLY BY THOSE WHO HAVE LEARNED NEVER TO USE ONE

In short, your grade will arise from three sources:

1. 65% stems from weekly **PROBLEM SETS**. You will be able to drop 2 of these. In other words, each recorded problem set is worth 5% of your grade.
2. 10% stems from **PARTICIPATION**. Your score depends on your [you guessed it!] participation.
3. 25% stems from the **FINAL EXAM**, which is scheduled for Friday, May 9 from 19:00—22:00. The final is open-book, open-note, closed-tech.

We will discuss these in turn.

FOR OFFICE USE ONLY

PROBLEM SET

Each week, you will receive a **PROBLEM SET** designed to test your understanding of the week's concepts, your ability to apply said concepts to new problems, and your ability to convey abstract results through clear writing. We will spend much of our meeting time discussing the problem sets, so you'll have plenty of chances to work on them with the instructional staff and with your classmates.

All problem sets are graded on a **PASS-FAIL** basis. You'll be given specific passing criteria each week, but in broad brushstrokes, the bar to pass will be reasonably high. That isn't because I enjoy being a jerk—though to be fair, that's what I'd say if I did indeed enjoy being a jerk. Rather, it's because we need to make sure you're accumulating the knowledge and skills it will take to continue passing the problem sets later on in the semester.

The problem set component of your final grade depends on how many problem sets you manage to pass. To earn full credit in the problem set component, you'll need to pass at least thirteen problem sets. Passing fourteen will get you an extra five **ALMA**s, and passing all fifteen gets you ten **ALMA**s.

Each problem set is also an opportunity to earn **ALMA**s through excellent performance. **ALMA**s may be used three ways:
1. For 5 **ALMA**s, you may buy the right to re-submit a failed problem set to earn a pass;
2. For 20 **ALMA**s, you may purchase a pass, effectively allowing you to drop an additional problem set; and
3. For 20 **ALMA**s, you may eliminate one of the five sections of your final examination without penalty.

ALMAs may not be exchanged beyond these three avenues, and I reserve the right to rescind **ALMA**s for particularly unmeritorious behavior.

I have allowed the possibility that **YOU MAY NOT NEED TO TAKE THE FINAL EXAM**, though you'd need at least 100 **ALMA**s at your disposal. In that *incredibly* unlikely contingency, we will have far bigger concerns on our hands, like how I'm going to make you President, or something like that.

Since the problem sets take up sixty-five percent of your final grade, this means that each problem set is essentially a chance to knock out five percent of your grade.

Tragic Ocean

Gaian Ocean

Politan Ocean

Cronan Ocean

OLYMPIA
IN THE PRESENT TIME
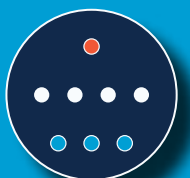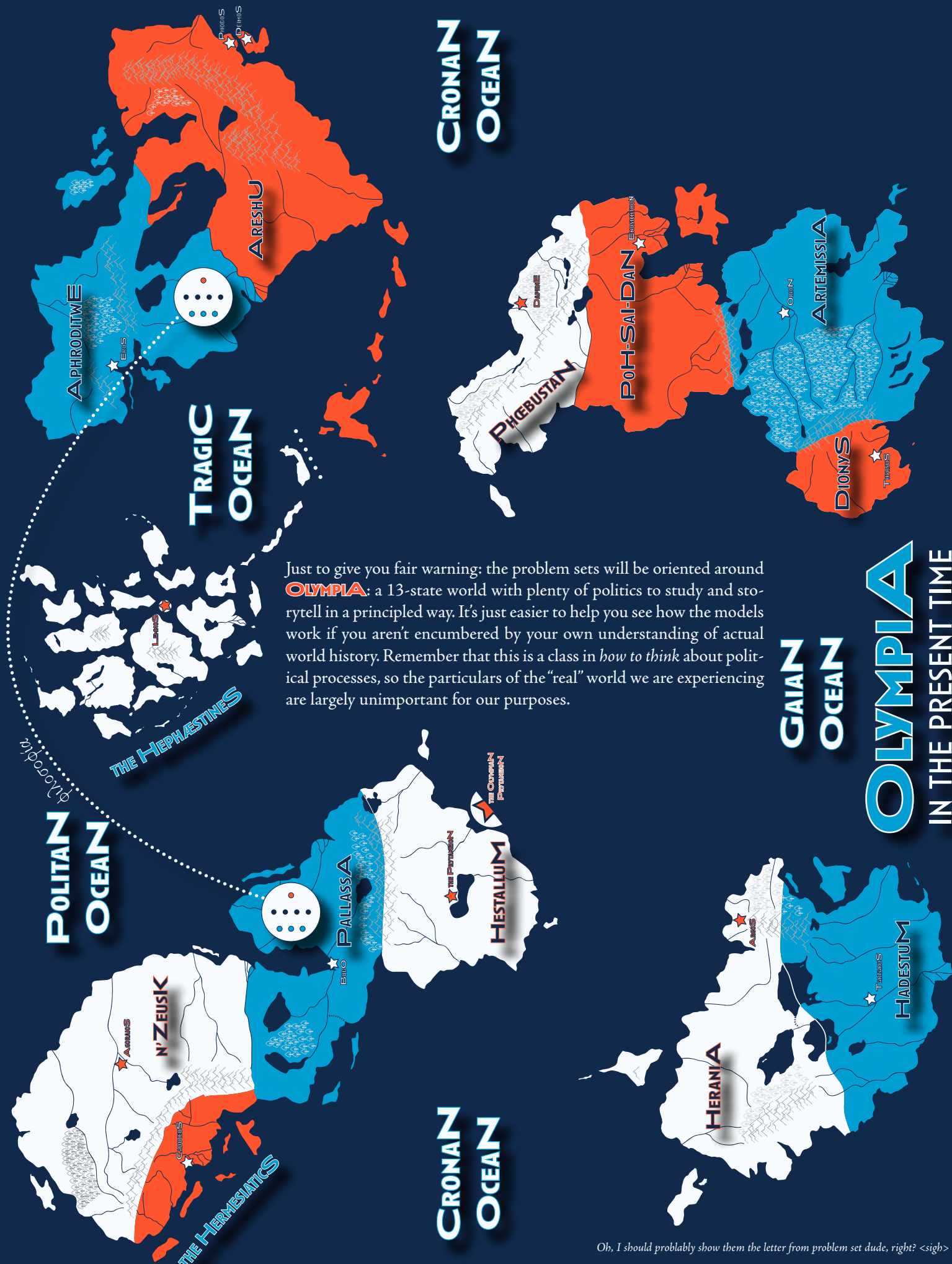
Just to give you fair warning: the problem sets will be oriented around OLYMPIA: a 13-state world with plenty of politics to study and storytell in a principled way. It's just easier to help you see how the models work if you aren't encumbered by your own understanding of actual world history. Remember that this is a class in *how to think* about political processes, so the particulars of the "real" world we are experiencing are largely unimportant for our purposes.

Areshu

Aphroditwe

Phoebustan

Poh-Sai-Dan

Artemissia

Dionys

The Hephæstines

Pallassa

Hestallum

n'Zeusk

The Hermesiatics

Herania

Hadestum

The Olympian Prytaneum

The Prytaneum

Oh, I should problably show them the letter from problem set dude, right? <sigh>

Χαῖρε!

Hello, my friend. I write you from my half-finished office at the half-finished Olympian Academy on the half-finished island that is the Olympian Prytaneion. The Academy was meant to live at the very center of the island, just next to the Olympian Assembly and the Hall of Justice and all the other half-empty buildings for the half-finished world government. As the island has been half-finished since my arrival here twenty years ago—indeed, much longer than that—my building sits along the artificially-straight coastline that forms the boundary between done and undone. This is not a complaint: after all, not every lecturer gets to have an ocean view, and my little Laelaps loves to bark at the seagulls as they perch on the rooftops just outside my window. There is nothing half-finished about his bravery; he thinks himself fearsome as Cerberus!

It is a strange day. My mentor and some shady-looking technocrats from next door visited the office with a task far beyond my capabilities. The powers that be have decided that any chance of finishing the Olympian Prytaneion relies on—how did they put it? let me see—"A MORE COMPLETE UNDERSTANDING OF POLITICAL PROCESSES AND WORLD AFFAIRS, ALL IN THE NAME OF BETTER UNDERSTANDING OUR PAST, BETTER INTERPRETING OUR PRESENT, AND BETTER FORESEEING OUR FUTURE." My goodness! How terrifyingly flattering! What could a humble lecturer of politics from a half-finished corner of Olympia do to help with such a titanic quest? The technocrats were quick to report that that real academics from the more prestigious academies in Pallassa and Herania and mainland Hestallum had already turned down the job. So much for flattery.

Before I could decline, the technocrats dumped a mountain of files and a portable computer on my desk. There is no time for this! My book still needs to be revised; my classes still need to be taught; my mentor's ego still needs to be stroked. The technocrats vanished before the pleas left my lips, and my mentor gave me a look indicating that she lacked the authority to intervene on my behalf. As she departed, her final words of reassurance were "the book wasn't that good, anyway." As if you would know quality when you saw it, technocrat-in-waiting!

Little Laelaps issued an indignant half-woof to break the silence that now plagued my office. If only he could be of some help, but his job is barking, not thinking. There is nobody else to turn to. I cannot ask you to help me make sense of what just happened; some things transcend simple explanations. It pains me to say this, but I need your help as I execute my perverse task of making sense of the world. The technocrats made no mention of any reward should we somehow succeed, but—if you see things as I do, anyway—the discovery alone will be more than enough compensation for our trouble. Even if we fail, we will learn, and *thus we will have succeeded*. So, my friend: may we strive; may we seek; may we find; and may we never yield. *Χαῖρε!*

Socrates

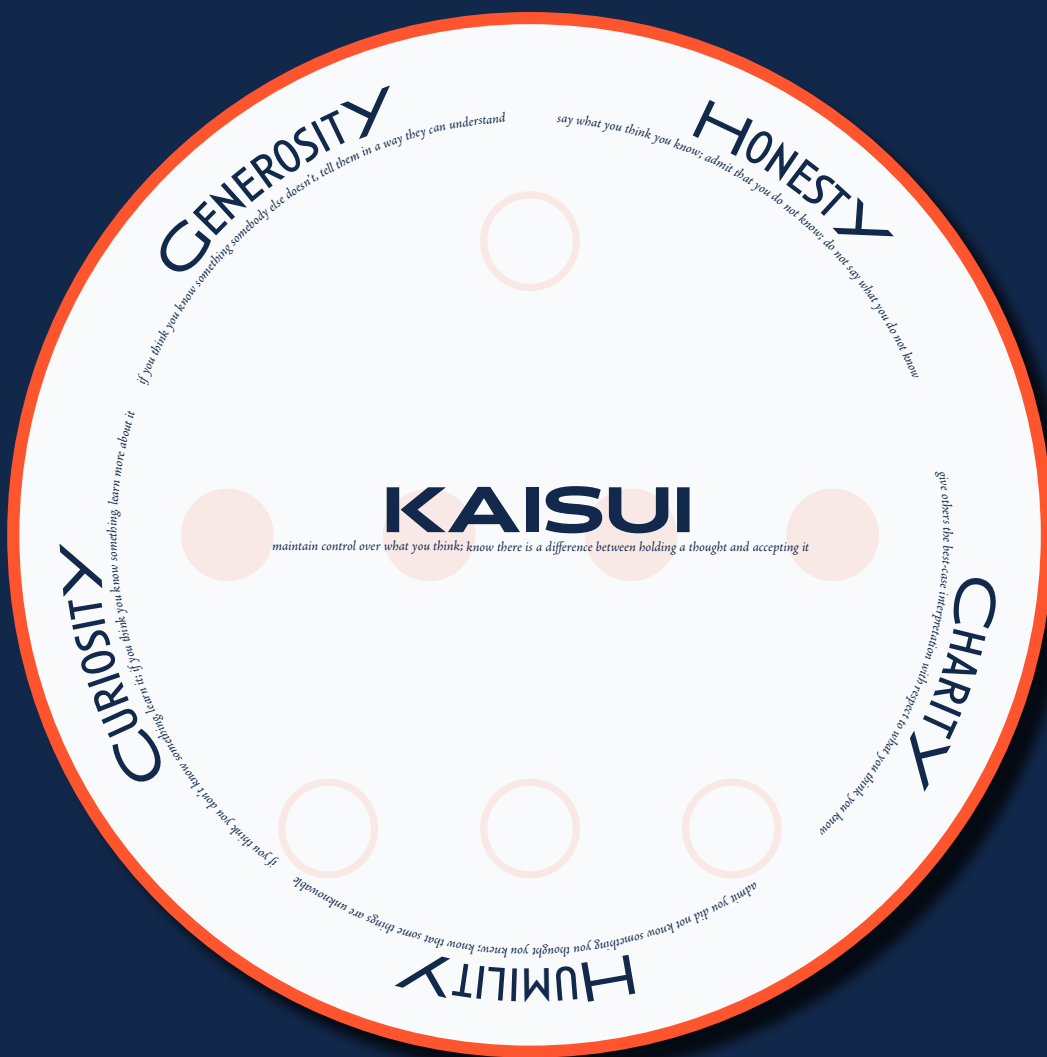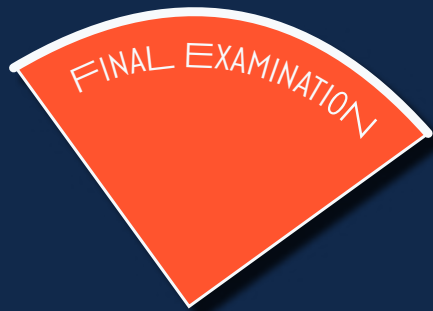To those of you that just decided to drop:

BE WELL
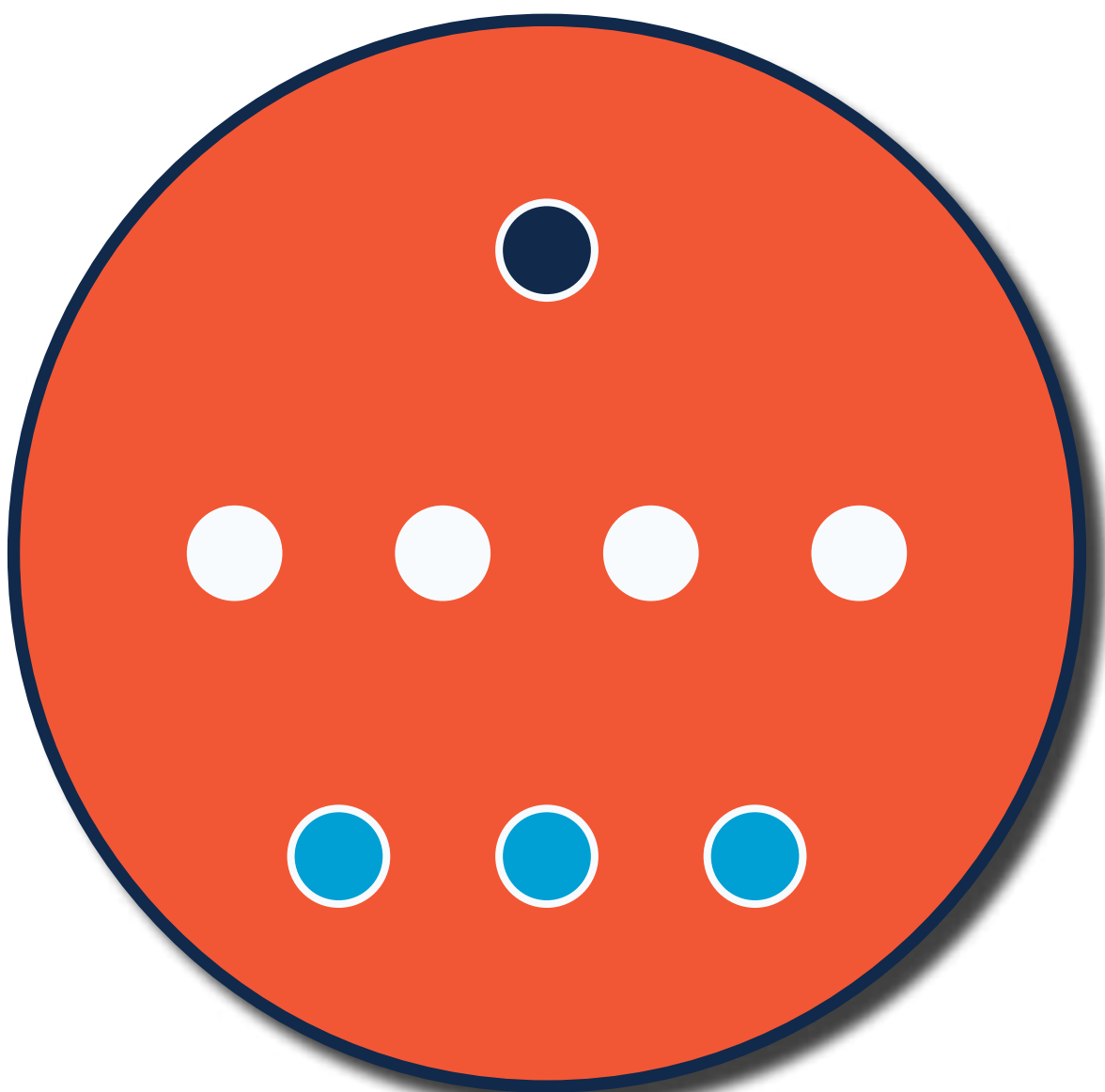
PARTICIPATION

You will also be evaluated on your participation in class. It works like this: at the beginning of the semester, every student begins with a participation grade set at 80%. Whether that goes up, goes down, or stays the same depends on your participation in class.

You'll improve your participation score by doing things like coming to class; asking thoughtful questions about the lectures and the problem sets; providing thoughtful answers to your classmates' questions; participating in relevant **CANVAS** discussions; and being a net-plus kind of person in general as it relates to the class. Conversely, you'll hurt your grade by doing things like: asking questions with previously-recorded answers [including answers recorded by this syllabus]; disrespecting your classmates or the T.A.; starting an email with the word "hey" [*sans* any name] as a salutation; beginning any sentence with the words "do we have to know…"; being on your phone a noticeable amount in class; and being a net-minus kind of person in general as it relates to the class. And if you do none of these things [or things similar to these things], and indeed if you are simply a net-neutral kind of person in general as it relates to the class, then you can expect a participation score held fixed at 80%.

A good heuristic for evaluating behavior in this class is asking how it rates on the six key **SCHOLARLY VIRTUES**.
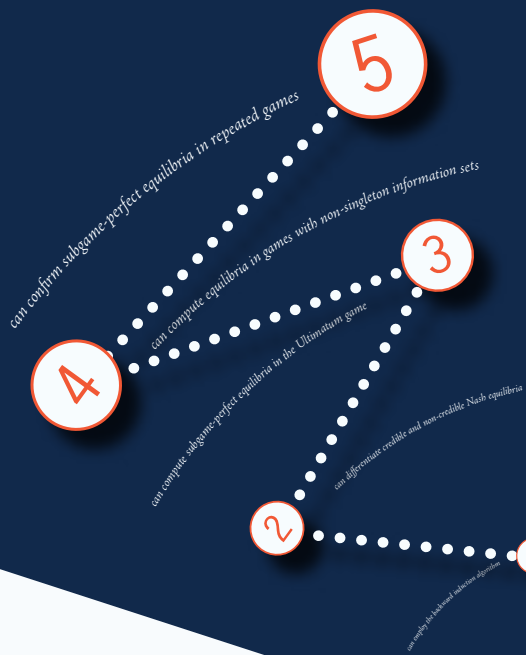
You may also earn **ALMA**s by asking great questions in class, by helping answer particularly tricky questions posed by your humble instructor, or by going above and beyond in helping classmates in class or on **CANVAS**.

GENEROSITY
if you think you know something somebody else doesn't, tell them in a way they can understand

HONESTY
say what you think you know; admit that you do not know; do not say what you do not know

CURIOSITY
if you think you know it; if you think you know something, learn more about it

KAISUI
maintain control over what you think; know there is a difference between holding a thought and accepting it

CHARITY
give others the best-case interpretation with respect to what you think you know

HUMILITY
admit you did not know something you thought you knew; know that some things are unknowable
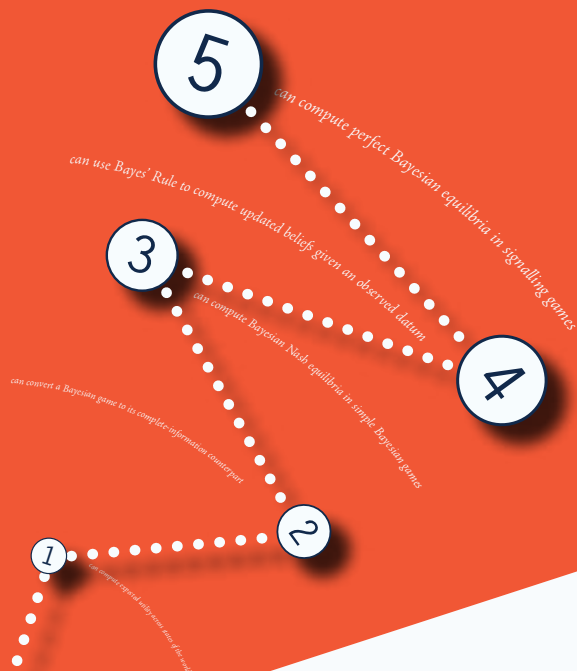
As for the final: it will be closed to technology [no phones, no laptops, no tablets], but you will be allowed to your notes and your old problem sets. The final will be in five substantive parts, each worth five points; there will likely be a curve imposed to map final scores to letter grades. Remember that you may eliminate a section of your final for the bargain price of 20 **ALMA**s.
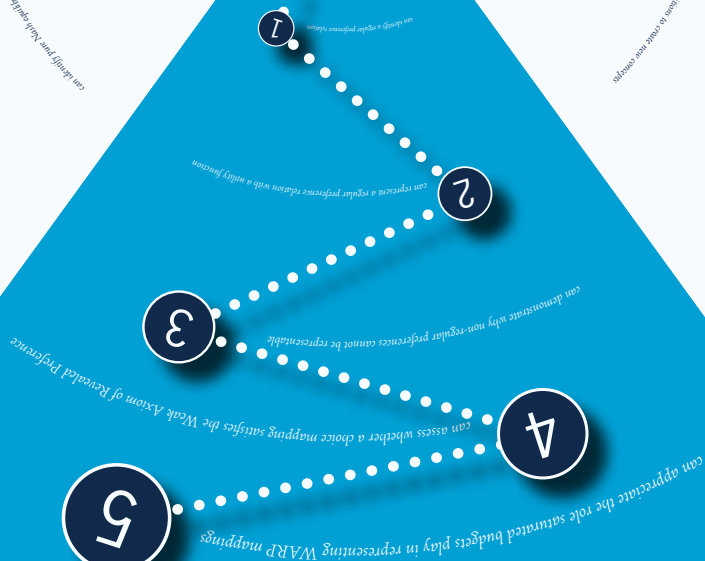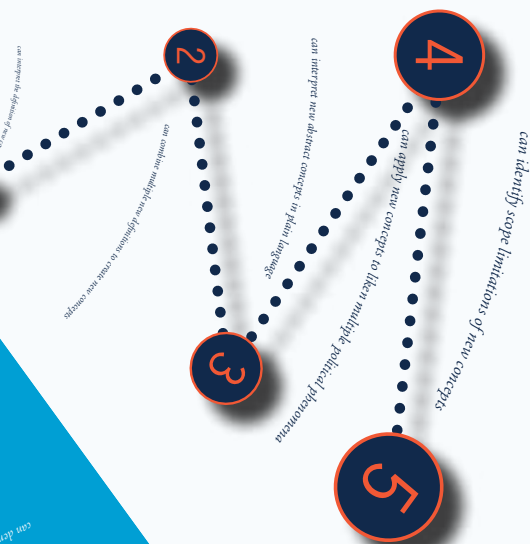
SUBGAME PERFECTION

- 5 — can confirm subgame-perfect equilibria in repeated games
- 3 — can compute equilibria in games with non-singleton information sets
- 4 — can compute subgame-perfect equilibria in the Ultimatum game
- 2 — can differentiate credible and non-credible Nash equilibria
- 1 — can apply the backward induction algorithm

BAYESIAN EQUILIBRIUM

- 5 — can compute perfect Bayesian equilibria in signalling games
- 3 — can use Bayes' Rule to compute updated beliefs given an observed datum
- 4 — can compute Bayesian Nash equilibria in simple Bayesian games
- 2 — can convert a Bayesian game to its complete-information counterpart
- 1 — can interpret expected utility across states of the world

NASH EQUILIBRIUM

- 4 — can employ Nash equilibrium refinements given appropriate definitions
- 2 — can compute mixed Nash equilibria in 2-by-2 games
- 1 — can compute pure Nash equilibria in 2-by-2 games
- 3 — can interpret the Nash correspondence of a parameterized game
- 5 — can employ new Nash equilibrium refinements given appropriate definitions

RATIONALITY

- 1 — can identify a regular preference relation
- 2 — can represent a regular preference relation with a utility function
- 3 — can demonstrate why non-regular preferences cannot be representable
- 4 — can assess whether a choice mapping satisfies the Weak Axiom of Revealed Preference
- 5 — can appreciate the role saturated budgets play in representing WARP mappings

WILD CARD

- 2 — can interpret new abstract concepts in plain language
- 1 — can translate concrete applications to crude new concepts
- 3 — can apply new concepts to their multiple political phenomena
- 4 — can identify scope limitations of new concepts
- 5 — can identify scope limitations of new concepts

POLICIES

LATE WORK: Since you need only pass 13 problem sets for the problem set component, there is little need for you to let yourself fall behind by scrambling to submit work late. Accordingly, late work will not be accepted. However, since catastrophes do happen from time to time, each student will be given a one-time exception: you may turn one, and only one, of your problem sets in up to 143 hours late, no questions asked. In so doing you forfeit any possibility of earning an **ALMA** on said problem set, but at least you can get yourself a pass. On to the next week, as they say. [*Do they say that...?!*]

ACADEMIC INTEGRITY: You should familiarize yourself with the U.I.U.C. Student Code, particularly its Article 1, Part 4. For the purposes of this class, the biggest thing is that your writeups must reflect your own work. You are allowed—encouraged, even—to work together, but your submitted writeup must be completely original. If you are unsure as to whether you are abiding this rule adequately, then (1) please feel free to consult with somebody from the teaching staff; and (2) err on the more-demanding-of-your-own-work side. It goes without saying that the final exam will not involve any nefarious behavior. Any violation of this will result in a zero for the course. Not the final. The course. Wait, that doesn't look scary enough. **THE COURSE**.

ATTENDANCE: There isn't an attendance policy, other than "don't email teaching staff just to let them know you'll be missing a session." Good attendance habits [strongly] correlate with good attendance, but (1) good attendance is certainly not sufficient, and probably not necessary, for a good grade; and (2) this is a reverse-causation problem if ever there was one. It is recommended that you attend every meeting you can; we will take steps to record them as much as possible, but flipped classrooms can get a little too chaotic for clear cinematography. You'd do well to form a study group with people you trust to ask good questions and take good notes. [To whichever brave soul winds up starting the inevitable course group chat: please share details publicly in class or on **CANVAS**. It is not lost on this old man that group chats matter a lot in a class like this one, and indeed that you need a chance to teach one another to really flourish.]

ACCOMMODATION: You should familiarize yourself with UIUC's Division of Disability Resources & Educational Services [D.R.E.S.] webpage, particularly its accommodations page. We are happy to accommodate any student with appropriate D.R.E.S. documentation, which should be submitted to the professor via email in a timely manner [*i.e.*, by the end of the first week of the semester]. If the lecture videos are a poor fit, alternative methods will be devised.

This all sounds very meanspirited, I know, but sadly every syllabus needs a page like this one. Please know, however, that my general policy shall be to (1) view you as a **HUMAN BEING**; (2) act in **GOOD FAITH** with you; (3) assume **GOOD FAITH** on your end until and unless shown otherwise; and (4) assume that you are assuming **GOOD FAITH** from me. So long as we view each other as **RATIONAL ADULTS** capable of coming to an understanding through **HONEST DIALOGUE**, we'll be just fine.

THE YELLOW BOOK

Look, we won't be taking attendance in class. But, it's still nice to have a little incentive to show up and a ritual to get each meeting started.

To that end, at the start of each meeting, I will read aloud one question from a book called *The Last Unknowns: Deep, Elegant, Profound Unanswered Questions About the Universe, the Mind, the Future of Civilization, and the Meaning of Life* (edited by John Brockman). Here's the Amazon blurb:

> *This is a little book of profound questions (only questions!)—unknowns that address the secrets of our world, our civilization, the meaning of life. Here are the deepest riddles that have fascinated, obsessed, and haunted the greatest thinkers of our time, including Nobel laureates, cosmologists, philosophers, economists, prize-winning novelists, religious scholars, and more than 250 leading scientists, artists, and theorists. In* The Last Unknowns, *John Brockman, publisher of Edge.org, asks "a mind-blowing gathering of innovative thinkers" (Booklist): "What is 'The Last Question,' your last question, the question for which you will be remembered?"*

So, I'll pick one of these questions to start a given class and read it out loud. You write it down, go home, and write around 500 words on it (that's about two double-spaced pages). You bring a <u>hard copy</u> of your answer to the next class. And if you do that, you get a Yellow Book Point.

For every five Yellow Book Points, you get one **ALMA**. It might not sound like much, but if you did this every time, you'd get five **ALMA**s, which gets you the right to re-do a failed problem set. Of course, Yellow Book Points might help get you to higher **ALMA** totals, as well, resulting in some of the fancier prizes kicking in. It doesn't hurt to do some Yellow Book Questions.

Some notes:
+ This is meant to reward you for being in your seat on time. I will not read the question more than once at the beginning of class.
+ At no point in time should you be emailing/Canvassing Yellow Book Answers. The whole point is to get you in your seat on time. If you miss one, it's not a huge deal. Repeat: if you miss one, it's not a huge deal. *Hard copies!*
+ These answers help me get to know how you think, what you find interesting, and how you engage with big ideas. If you ever ask me for a letter of recommendation, these reflections make it easier for me to personalize it.
+ We will all sign the Yellow Book at the end of the semester, and it will be awarded to the student who's earned the most **ALMA**s.

SUN	MON	TUE	WED	THU	FRI	SAT
19	20 J	21 A	22 meeting 00-01	23 N	24 recitation 00	25 U
26 A — week 01: encoding the world	27 meeting 01-01	28 R	29 meeting 01-02	30 Y	31 recitation 01	01 PS 01 due
02 F — week 02: rationality	03 meeting 02-01	04 E	05 meeting 02-02	06 B	07 recitation 02	08 PS 02 due
09 — week 03: uncertainty	10 meeting 03-01	11 R	12 meeting 03-02	13 U	14 recitation 03	15 PS 03 due
16 — week 04: risk	17 meeting 04-01	18 A	19 meeting 04-02	20 R	21 recitation 04	22 PS 04 due
23 — week 05: optimality	24 meeting 05-01	25	26 meeting 05-02	27 Y	28 recitation 05	01 PS 05 due
02 M — week 06: games	03 meeting 06-01	04	05 meeting 06-02	06	07 recitation 06	08 PS 06 due
09 — week 07: equilibrium 1	10 meeting 07-01	11 A	12 meeting 07-02	13	14 recitation 07	15 PS 07 due
16	17	18 SPRING BREAK [no class]	19	20	21	22
23 — week 08: equilibrium 2	24 meeting 08-01	25 R	26 meeting 08-02	27 C	28 recitation 08	29 PS 08 due
30 H — week 09: time	31 meeting 09-01	01 A	02 meeting 09-02	03	04 recitation 09	05 PS 09 due
06	07 meeting 10-01	08	09 meeting 10-02	10 P	11 recitation 10	12 PS 10 due
week 10: perfection						
13 R — week 11: repeated games	14 meeting 11-01	15	16 meeting 11-02	17	18 recitation 11	19 PS 11 due
20 — week 12: information	21 meeting 12-01	22	23 meeting 12-02	24 I	25 recitation 12	26 PS 12 due
27 — week 13: bayesian nash	28 meeting 13-01	29 L	30 meeting 13-02	01 M	02 recitation 13	03 PS 13 due
04 A — week 14: you do you	05 meeting 14-01	06 Y	07 meeting 14-02	08 READING DAY [review sesh]	09 FINAL EXAM 19:00-22:00	10 PS 14 due
11	12	13 FINALS WEEK [no class]	14	15 PS 15 due	16	17

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GOODNESS GRACIOUS IT'S A SECRET POP-UP SYLLABUS QUIZ WHAT A DELIGHT!!!!!!!!!!!!

For one **ALMA**, answer at least 15 of the following questions correctly:

1. What is the Japanese word for seawater? [At least, the one on this syllabus.]
2. What percentage of your grade stems from participation?
3. What is the engraving at the bottom of the Alma Mater statue?
4. How many problem sets may you drop without spending any **ALMA**s?
5. Translate [into English] the Greek word Socrates used twice in his cameo.
6. Where is Rob's office?
7. What is Socrates's charge?
8. How many times does the following emblem appear in this document: ⬤ ?
9. I rolled two dice while making this. What did I roll?
10. How many Yellow Book Points get you an **ALMA**?
11. Write the full name of the U.I.U.C. office that manages accommodation requests, among other important functions.
12. Absent special circumstances, should you email the teaching staff to tell them you need to miss a meeting/recitation?
13. What reward awaits those that disrespect the teaching assistant?
14. What is the capital of Poh-Sai-Dan?
15. What can you see through Rob's favorite window?
16. Who penned the quotation from the Very Basics page of the syllabus?
17. What has Rob assumed about you and assumed that you assume about him?
18. For all its saccharine bloat, the syllabus contains only one poem. What is it?
19. What must you be able to do to earn 3 points on the subgame perfection part of your final?
20. What is Rob's most childish argument for learning to do game theory?
21. What all can you do with **ALMA** tokens, and at what rates?
22. When is your final exam?
23. On what date will Recitation 13 be held?
24. Discuss the etymology of the English word "philosophy." Be concise.
25. What are Rob's plans for you if you earn enough **ALMA**s to skip the final?
26. Enumerate the most essential features of the class late work policy.
27. What is the T.A.'s email address?
28. What is the formal course number for PS 231 this semester?
29. What is Article 1, Part 4, Section 3 of the U.I.U.C. student code about?
30. What is Rob's favorite show to watch on Wednesday nights?

Get all thirty right and you get a second **ALMA**. Do not ask me about this, whether via email or in person or whatever. Do not mention it at any meeting prior to Meeting 02-01. If you want the **ALMA**s, just put the answers, in some semblance of an order, at the end of your writeup for PS01, and we will handle it.

Finally, you can get a third **ALMA** if you correctly guess what I'm alluding to with the ⬤ emblem. No, I will not confirm that your answer is correct or incorrect. Just issue your guess with a brief explanation and be done with it. If you ask me about this further, you are no longer eligible.

Welcome to PS 231. Looking forward to seeing you soon.

RJC

if you want to work on this with somebody but aren't sure if they know the secret, ask them if they like pineapple on their pizza. if asked if you like pineapple on your pizza, reveal yourself as in on the joke by answering "pineapple pizzas pair perfectly with peppery pinots."