

Summer 2013
SUPA 5301 Foundations of Urban Politics and Economics
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INSTRUCTOR CONTACT

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I am happy to schedule a phone or in-person meeting with any student at any time during the semester.
Please send an email to set up a mutually-agreeable time.

COURSE DESCRIPTION AND OBJECTIVES

Urban policies are formulated in the political and economic environment of communities, and there is a high degree of interaction between governmental and economic institutions. The purpose of this course is to provide students with an understanding of basic political and economic structures and processes. In the first half of the course, we will focus on economics, emphasizing contending ways of understanding market economies, economic actors, and the role of government. By the end of the first half, it should become evident that economic understandings have profound political and policy implications. In the second half, politics will be our focus, with an emphasis on different understandings of urban politics as well as on the diverse institutions and actors that carry out urban politics. By the end of the second half, it will again become evident that urban politics has economic implications.

STUDENT LEARNING OUTCOMES

After completion of this course, students will be able to:

- Identify and describe the relationships between government and economic institutions in the United States
- Articulate the major theories and components of market economies, including rational decision making, exploitation of labor, and the allocation of resources
- Distinguish the characteristics of alternative economic paradigms
- Apply economic and political theories to modern metropolitan America
- Analyze the process of economic restructuring on urban places
- Describe the historical political movements in central cities
- Chart the organization of local political units in the US

COURSE POLICY ON ACADEMIC INTEGRITY

Academic dishonesty, according to UT Arlington, includes:

- **cheating** on a test or other coursework
- **plagiarism** (offering the work of another as one's own)
- **unauthorized collaboration** with another person when preparing an assignment

See <http://www.uta.edu/conduct/academic-integrity/index.php>

All students are expected to pursue their academic careers with academic honesty and integrity. Students in this course who choose to engage in academic dishonesty are subject to penalties, in accordance with University regulations and procedures, that may range from disciplinary probation, suspension or expulsion from the University (see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty>)

Cheating is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>):

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>):

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Unauthorized collaboration is defined by UT Arlington as (see <http://www.uta.edu/conduct/academic-integrity/index.php>): Without authorization, collaborating with another when preparing an assignment

It is STRONGLY urged that you take UT Arlington Library's online tutorial about **plagiarism** here:

<http://library.uta.edu/plagiarism/index.html>

Common examples of **plagiarism** include:

- Copying and pasting from a website without properly attributing and citing the source
- Copying and pasting from the online lecture without properly attributing and citing the source (the online lecture is copyrighted, as stated at the bottom of every page)
- Copying and pasting from another student's answers to the discussion board without properly attributing and citing the source (this is also considered cheating)
- Quoting word-for-word from previously published work, such as a website, textbook, article, etc., without using quote marks and properly attributing and citing the source
- Paraphrasing and/or borrowing ideas from previously published work, such as a website, textbook, article, etc., without properly attributing and citing the source

In this course, you must cite **all** sources (including the lecture) in your discussion board answers. In informal writing, such as the discussion board, it is acceptable to cite your sources in an informal way, such as simply including in-text acknowledgement of your sources without a formal bibliography at the end.

In formal situations, such as a term paper for school, a professional report for work, or some other formal document, then it is absolutely necessary to properly cite all sources and include a properly formatted bibliography at the end. The UTA Library provides many tutorials on research, writing, how to cite sources, etc.: <http://www.uta.edu/library/help/tutorials.php>

If you are unsure whether you are writing something formal or informal, then err on the side of formality by including all full citations with a properly formatted bibliography at the end.

“It wasn’t intentional” is NOT an excuse.

COURSE REQUIREMENTS

This course requires completion of online lessons, assigned readings, discussion questions, and two examinations, a midterm and a final exam.

Online Lessons and Assigned Readings: Each lesson contains an online lecture and also a required reading assignment. You are required to read both the online lecture and the reading assignments for each lesson. The recommended dates for each lesson, along with the reading assignment for each lesson, are stated in the [Course Calendar](#) section of this Syllabus.

Discussion Questions: At the end of each lesson, there is a set of discussion questions. You are required to post responses to each set of questions to the Discussion Board. Detailed information about this requirement is found under the [Descriptions Of Major Assignments And Examinations With Due Dates](#) section of this Syllabus. Your answers are due by the date stated in the [Course Calendar](#) section of this Syllabus.

Examinations: The midterm and final exams are a combination of essay and multiple choice questions. Study tips, as well as reminders about exam deadlines, will be posted to the course announcement page a couple weeks prior to the exam deadlines. Instructions for taking the exams are found under the [Descriptions Of Major Assignments And Examinations With Due Dates](#) section of this Syllabus. Deadlines for the exams are found under the [Course Calendar](#) section of this Syllabus.

REQUIRED TEXTBOOK AND OTHER COURSE MATERIALS

J. M. Levy. 1995. *Essential Microeconomics for Public Policy Analysis*. Westport, CT: Praeger. ISBN-10: 0275943631

P. Kantor and D. Judd, eds. 2012. *American Urban Politics in a Global Age: The Reader, 7th Edition*. New York: Pearson Longman Publishers. ISBN-10: 0205251757

Both texts are available from most online booksellers.

All additional readings listed in the syllabus are available for download in PDF format via the instructor’s MavSpace page (link is available on Blackboard).

Optional Text, recommended for students desiring additional explication of ideas:

P. Samuelson & W. Nordhaus. 2004. *Economics, 18th Edition*. New York: McGraw-Hill. ISBN-10: 0072872055

DESCRIPTIONS OF MAJOR ASSIGNMENTS AND EXAMINATIONS WITH DUE DATES

This course requires completion of online lessons, assigned readings, discussion questions, and two examinations.

Online Lessons and Assigned Readings

Each lesson contains an online lecture and also a required reading assignment. The online lecture is found under the “Course Lessons” tab on the left-hand menu bar on Blackboard. You are required to read both the online lecture and the reading assignments for each lesson. Recommended due dates for each lesson are stated in the [Course Calendar](#) section of this syllabus.

Discussion Questions

At the end of each online lesson, there is a set of discussion questions. You are required to post responses to each set of questions to the Discussion Board. Due dates for each set of Discussion Questions are stated in the [Course Calendar](#) section of this syllabus.

The discussion questions can be considered study questions and are thus a good way to help prepare for the exams. There are three aspects that are required of students in replying to the discussion questions:

1. Replies to the discussion questions must be “substantive.” That is, you must back up your comments with information from the assigned readings or online lessons. Personal opinions or experiences do not meet this requirement. A good answer need not be lengthy — the length of your answer is unrelated to whether the answer is Satisfactory.
2. As part of self-assessing your knowledge of the material, you are asked to rate your own answers to each set of DQs on a scale of 1 to 4, with 4 being “I understand the material that is covered in these discussion questions really well and think my answers are on target” and 1 being “I still am unclear about some of the ideas covered in these discussion questions and could use further review of the material.”
3. To assist with mastering the material in a way that can help prepare you for the exam, you are required to submit one multiple choice exam question on a particular issue from the material covered in that week’s lesson. Understanding what goes into writing a good multiple choice question may help prepare you for the multiple choice sections of the exams in this course. To write a good multiple choice question, please see the [Tips for Writing Good Multiple Choice Questions](#) section of this syllabus.

Discussion board grades: The Discussion Questions are worth 10% of your course grade. In order to receive the full 10%, you must reply to the discussion questions for lessons two through thirteen. Replying to discussion questions for lesson one is not required, although it is recommended to help review for the midterm.

Your answers to the Discussion Questions are not graded; rather, credit is given for each set of DQ answers that is Satisfactory. If your answers to a particular set of DQs are not Satisfactory and qualify for Revise and Resubmit, the instructor will contact you to give you a chance to revise and resubmit your answers. If your revised answers are Satisfactory, then credit will be given for that set of DQs; if you choose not to Revise and Resubmit your answers, or the revised answers are Unsatisfactory, then no credit will be given for that set of DQs. Note that good answers can be short and concise (they can also be long and elaborate) — the length of your answer is unrelated to whether the answer is Satisfactory. The following Evaluation Rubric is used to evaluate your DQ answers.

SUPA 5301 DISCUSSION QUESTION EVALUATION RUBRIC	Satisfactory (receives full credit)	Revise and Resubmit (receives full credit if revisions are Satisfactory; receives no credit if revisions are Unsatisfactory)	Unsatisfactory (receives no credit)
Ideas and Support	<ul style="list-style-type: none"> • Responds to the assignment. Shows careful reading of the material, and main ideas are clearly communicated. Points are supported by relevant evidence and/or examples from the material, and connections between evidence and main ideas are provided. • Self-assessment is realistic. • Multiple choice question is rooted in the material and follows the “Tips for Writing Good Multiple Choice Questions” section in this syllabus. 	<ul style="list-style-type: none"> • Does not respond appropriately to the assignment. Shows hasty or sloppy reading of the material, and/or main ideas are unclearly communicated. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides sparse connections between evidence and main ideas. • Self-assessment is overstated. • Multiple choice question is not rooted in the material and/or does not follow “Tips for Writing Good Multiple Choice Questions” section in this syllabus. 	<ul style="list-style-type: none"> • No response is given, or response shows hasty or sloppy reading of the material and lacks coherence. Points are unsupported, or depend on clichés, opinion, personal experience, or overgeneralizations, rather than the material, for support; provides insufficient connections between evidence and main ideas. • Self-assessment is overstated. • Multiple choice question is not rooted in the material and/or does not follow “Tips for Writing Good Multiple Choice Questions” section in this syllabus.
Organization, Style, and Mechanics	Sentences generally have clear syntax, and are grammatically correct and focused; words are used accurately and effectively. Shows logical progression of thought. May contain a few errors which may annoy the reader but not impede the reader’s understanding. No hint of plagiarism.	Sentences have awkward syntax, and/or are grammatically incorrect; logical progression is not always clear. Contains many mechanical errors, or a few substantive errors, that block the reader’s understanding. Plagiarism (including unintentional plagiarism) may be suspected.	No response given, or sentences have awkward syntax, and grammar and words are misused. Contains so many stylistic, organizational, and/or mechanical problems that it is impossible for the reader to follow the points sentence to sentence. Plagiarism (even if unintentional) can be demonstrated.

Additional notes for the discussion board requirement:

1. When answering the discussion questions, it is considered plagiarism to copy another student’s answers, or the online lessons, or any other published source, without proper attribution and citation (see the [Course Policy on Academic Integrity](#) section of this Syllabus)
2. Please type your replies directly onto the Discussion Board rather than post them as attachments. Replies to the discussion questions that are posted as attachments will not be read by the instructor.
3. In addition to responses to discussion questions, students may also use the discussion board for posting comments, feedback, questions, or discussion items of relevance or interest to the course.
4. If you need to discuss an issue with the instructor privately, please do so by e-mail rather than via the discussion board.
5. Electronic communications in this course are bound by the same principles of respect, professionalism, and concern you would find in any interaction in one of the University’s classrooms or offices.

Midterm and Final Exams

There is a midterm and final exam for this course. Each exam is worth 45% of your course grade.

The **midterm exam** covers material in lessons 1 through 7. The midterm consists of one essay question worth 30 points and thirty-five multiple choice questions worth 2 points each (the midterm exam is worth 100 points total).

The **final exam** covers material in lessons 8 through 13. The final exam consists of four essay questions worth 13 points each, and twenty-four multiple choice questions worth 2 points each (the final exam is worth 100 points total).

Both the midterm and final exams are administered on the website. When you are ready to take the exam, click on the “Tests” tab on the left-hand menu bar on Blackboard. You will have 1.25 hours (75 minutes) to complete each exam, and then you will be logged off. Make sure you allow yourself this time without interruption.

WARNING: Once you begin the exam, you will not be able to quit and start again. So, do not start the exam until you have studied and are ready to take it. Do not click on the “Tests” tab just to see if works since this will begin the exam process and this will be your only chance at taking the exam.

Exam dates: The [Course Calendar](#) section of this syllabus lists the deadline for completing each exam. You may take an exam early but you must have it completed by the deadline. It would be a good idea not to wait until the deadline to take the exam in case you have technical difficulties that need resolving. Technical difficulties are not an excuse for not completing the exams according to the deadlines indicated. Tests not submitted by the deadline will receive a score of zero.

GRADING POLICY

Final course grades are calculated as follows:

Discussion Board Participation	10%
Midterm Examination	45%
Final Examination	45%

ATTENDANCE POLICY

While “attendance” cannot be taken with an online course, all assignments must be completed by the due dates stated in the [Course Calendar](#) section of this Syllabus. Students are also responsible for understanding all announcements posted to the main course announcement page. To complete the assignments by their due dates, and to read any announcements that may be posted, students should plan on logging into the course at least once a week.

COURSE CALENDAR

This is a self-paced course. Feel free to work at your own pace, but remember that the Discussion Questions, and Exams must be completed by the deadlines listed here in the [Course Calendar](#) section.

NOTE: Page 2 of each online lesson lists readings for that lesson — **HOWEVER, with apologies, the readings listed online are INCORRECT so please ignore them. The CORRECT readings are listed here in the [Course Calendar](#) section of this syllabus.**

<p>Monday, June 3 — Thursday, June 6</p> <p>Lesson 1 Discussion Questions due no later than Tuesday June 11 (lesson 1 discussion questions are optional)</p>	<p>Lesson 1: Introduction to the Course and Contending Approaches to Urban Economic Analysis</p> <p>Readings: Levy, "Introduction" and ch. 1</p> <p>P. Monaghan. 2003. "Taking on 'Rational Man': Dissident Economists Fight for a Niche in the Discipline." <i>Chronicle of Higher Education</i>, January 24.</p> <p>P. Cohen. 2007. "In Economics Departments, A Growing Will to Debate Fundamental Assumptions." <i>New York Times</i>, July 11.</p> <p>D. Berrett. 2011. "Economists Push for a Broader Range of Viewpoints in Their Field." <i>Chronicle of Higher Education</i>, December 13.</p>
<p>Friday, June 7 — Tuesday, June 11</p> <p>Lesson 1 Discussion Questions due no later than Tuesday June 11 (lesson 1 discussion questions are optional)</p> <p>Lesson 2 Discussion Questions due no later than Sunday June 16</p>	<p>Lesson 2: Neoclassical Economics — Individual Decision-Making and Market Allocation of Resources</p> <p>Readings: Levy, Chs. 2, 3 (through p. 36 only), and 5</p> <p>R. Wolff and S. Resnick. 1987. <i>Economics: Marxian versus Neoclassical</i>. Baltimore: Johns Hopkins University Press. "Preferences: Determining the Demand for Commodities" (ch. 2.B.3, pp. 50-60) and "Preferences and Scarcity: Determining the Supply of Commodities" (ch. 2.B.11, pp. 82-87).</p> <p>A. O'Sullivan. 2009. <i>Urban Economics</i>. New York: McGraw Hill. Selected sections from Appendix "Tools of Microeconomics."</p> <p>W. J. Samuels and S. G. Medema. 2005. "Freeing Smith from the 'Free Market': On the Misperception of Adam Smith on the Economic Role of Government." <i>History of Political Economy</i> 37(2): 221-226.</p>
<p>Wednesday, June 12 — Sunday, June 16</p> <p>Lesson 2 Discussion Questions due no later than Sunday June 16</p> <p>Lesson 3 Discussion Questions due no later than Friday June 21</p>	<p>Lesson 3: Neoclassical Economics — The Neoclassical Vision and the Role of Government</p> <p>Readings: Levy, Chs. 5 (continued), 6, and 7</p> <p>R. Wolff and S. Resnick. 1987. <i>Economics: Marxian versus Neoclassical</i>. Baltimore: Johns Hopkins University Press. Ch. 2.B.2 "Markets, Private Property, Conservatives, and Liberals" (pp. 47-50) and ch. 2.C "Efficiency and Markets: Adam Smith's 'Invisible Hand'" (pp. 88-89).</p> <p>E. Screpanti and S. Zamagni. 1995. <i>History of Economic Thought</i>. New York: Oxford University Press. "Léon Walras" (ch. 5.3, pp. 162-170)</p> <p>W. Hutton. 2008. "Will the Real Keynes Stand Up, Not this Sad Caricature?" <i>The Observer</i>, November 1.</p> <p>R. Kuttner. 1997. "The Limits of Markets." <i>The American Prospect</i>. No. 31: 28-36.</p>

<p>Monday, June 17 — Friday, June 21</p> <p>Lesson 3 Discussion Questions due no later than Friday June 21</p> <p>Lesson 4 Discussion Questions due no later than Wednesday June 26</p>	<p>Lesson 4: Neoclassical Economics — Government Policy Effects on Local Urban Issues</p> <p>Readings: Levy, Chs 6-7 (continued), ch. 3 (pp. 36-42 only), chs. 8 and 12</p> <p>D.W. MacKenzie. 2006. "Mythology of the minimum wage." <i>Mises Daily</i> (publication of the Ludwig von Mises Institute), May.</p> <p>B.J. Clary. 2009. "Smith and living wages: Arguments in support of a mandated living wage." <i>American Journal of Economics and Sociology</i>, 68(5): 1063-84.</p>
<p>Saturday, June 22 — Wednesday, June 26</p> <p>Lesson 4 Discussion Questions due no later than Wednesday June 26</p> <p>Lesson 5 Discussion Questions due no later than Monday July 1</p>	<p>Lesson 5: Neoclassical Economics—Urban and Regional Economics and Theories of Urban Form</p> <p>Readings: Levy, Chs. 11 and 14</p> <p>W. Alonso. 1960. "A Theory of the Urban Land Market." <i>Papers and Proceedings of the Regional Science Association</i>, vol. 6, pp. 149-157.</p>
<p>Thursday, June 27 — Monday, July 1</p> <p>Lesson 5 Discussion Questions due no later than Monday July 1</p> <p>Lesson 6 Discussion Questions due no later than Saturday July 6</p>	<p>Lesson 6: Political Economy — Class Conflict in Capitalist Society and Allocation of Resources</p> <p>Readings: (no reading from Levy)</p> <p>R. Wolff and S. Resnick. 1987. <i>Economics: Marxian vs. Neoclassical</i>. Baltimore: JHU Press. Selections from ch. 1 "Two Different Theories," (pp. 1-7; 10-14), ch. 4 "The Importance of Theoretical Differences," (256-268), and ch. 3, "Marxian Theory: Capitalists and Laborers," (pp. 163-179).</p> <p>C. Hayes. 2007. "Hip heterodoxy." <i>The Nation</i>, May.</p>
<p>Tuesday, July 2 — Saturday, July 6</p> <p>Lesson 6 Discussion Questions due no later than Saturday July 6</p> <p>Lesson 7 Discussion Questions must be submitted before you take the Midterm Exam</p>	<p>Lesson 7: Political Economy — Economic Restructuring, Roles of Government, and Theories of Urban Form</p> <p>Readings: (no reading from Levy)</p> <p>R. Wolff & S. Resnick. 1987. <i>Economics: Marxian versus Neoclassical</i>. Baltimore: JHU Press. Ch. 3.F.3 "The cycles or crises of capitalist economies," (pp. 185-192).</p> <p>E. Olsen. 2010. "Class conflict and industrial location." <i>Review of Radical Political Economics</i>, 42(3): 344-352.</p> <p>R. Peet. 1987. "The geography of class struggle and the relocation of United States manufacturing industry." In R. Peet (ed.), <i>International Capitalism and Industrial Restructuring</i>. Boston: Allen and Unwin, pp. 40-71.</p>

<p>Midterm Exam due no later than Tuesday, July 9 at 10 p.m. USA Central Time</p> <p>Lesson 7 Discussion Questions must be submitted before you take the Midterm Exam</p>	<p>Midterm Exam</p> <p>The midterm covers material up through lesson 7. The midterm consists of one essay question worth 30 points and thirty-five multiple choice questions worth 2 points each (the midterm exam is worth 100 points total). You have a maximum of 75 minutes to complete the midterm exam.</p> <p>WARNING: Once you begin the exam, this will be your only opportunity to complete the exam (you won't be able to quit and start again). So, start the exam only after you have studied and are ready to take it (do not click on the "Exams" link just to see if it works).</p> <p>Please see the Exam Instructions section of this Syllabus for further instructions about the midterm exam.</p>
<p>Wednesday, July 10 — Sunday, July 14</p> <p>Lesson 8 Discussion Questions due no later than Friday July 19</p>	<p>Lesson 8: Perspectives on Urban Politics</p> <p>Readings:</p> <p>Kantor and Judd, "Introduction" and ch. 1</p> <p>B. Jones, S. Greenberg, C. Kaufman, and J. Drew. 1978. "Service Delivery Rules and the Distribution of Local Government Services: Three Detroit Bureaucracies." <i>The Journal of Politics</i>, 40(2): 332-368.</p> <p>E. Banfield and J.Q. Wilson. 1963. <i>City Politics</i>. Cambridge, MA: Harvard University and MIT Press. Ch. 2 "The Political Function," (pp. 18-32).</p>
<p>Monday, July 15 — Friday, July 19</p> <p>Lesson 8 Discussion Questions due no later than Friday July 19</p> <p>Lesson 9 Discussion Questions due no later than Wednesday July 24</p>	<p>Lesson 9: An Historical Overview — Legal Dimensions, Machine Politics and the Reform Movement</p> <p>Readings:</p> <p>Kantor and Judd, chs. 4 and 5</p> <p>J. Viteritti. 1990. "The City and the Constitution: A Historical Analysis of Institutional Evolution and Adaptation." <i>Journal of Urban Affairs</i>, 12(3): 221-236.</p> <p>E. Banfield and J.Q. Wilson. 1963. <i>City Politics</i>. Cambridge, MA: Harvard University and MIT Press. Ch. 5 "The City in the Federal System," (pp. 64-75).</p>
<p>Saturday, July 20 — Wednesday, July 24</p> <p>Lesson 9 Discussion Questions due no later than Wednesday July 24</p> <p>Lesson 10 Discussion Questions due no later than Monday July 29</p>	<p>Lesson 10: Local Governments in the Metropolis</p> <p>Readings:</p> <p>Kantor and Judd, chs. 2 and 6</p> <p>Texas Municipal League. 2011. <i>Handbook for Mayors and Councilmembers</i>. Austin: TML. Ch. 1 "Local Government in Texas," pp. 9-15.</p> <p>W. Crouch. 1965. "Conflict and Co-Operation among Local Governments in the Metropolis." <i>Annals of the American Academy of Political and Social Science</i>, Vol. 359: 60-70.</p>

<p>Thursday, July 25 — Monday, July 29</p> <p>Lesson 10 Discussion Questions due no later than Monday July 29</p> <p>Lesson 11 Discussion Questions due no later than Saturday August 3</p>	<p>Lesson 11: The City Government Players — The Mayor and City Council, Committees, and Boards and Commissions</p> <p>Readings: (no reading from Kantor and Judd)</p> <p>Texas Municipal League. 2011. <i>Handbook for Mayors and Councilmembers</i>. Austin: TML. Ch. 4 "Powers and Duties of Cities," pp. 27-31.</p> <p>National League of Cities. 2013. "City Structures, Powers, And Officials." <i>Cities 101</i>. Washington, DC: NLC.</p>
<p>Tuesday, July 30 — Saturday, August 3</p> <p>Lesson 11 Discussion Questions due no later than Saturday August 3</p> <p>Lesson 12 Discussion Questions due no later than Thursday August 8</p>	<p>Lesson 12: The City Manager and the Urban Bureaucracy</p> <p>Readings: (no reading from Kantor and Judd)</p> <p>T. Demir and C. Reddick. 2012. "Understanding Shared Roles in Policy and Administration: An Empirical Study of Council-Manager Relations." <i>Public Administration Review</i>, 72(4): 526–536.</p> <p>R. Loveridge. 1972. "The City Manager in Legislative Politics: A Collision of Role Conceptions." In Morgan and Kirkpatrick (eds.), <i>Urban Political Analysis: A Systems Approach</i>. New York: Free Press, pp. 226-239.</p>
<p>Sunday, August 4 — Thursday, August 8</p> <p>Lesson 12 Discussion Questions due no later than Thursday August 8</p> <p>Lesson 13 Discussion Questions must be submitted before you take the Final Exam</p>	<p>Lesson 13: Economic Development, Fiscal Issues, and Planning</p> <p>Readings: Kantor and Judd, chs. 3 and 7</p> <p>R. Kweit and M. Kweit. 1999. <i>People and Politics in Urban America 2nd Edition</i>. London and New York: Routledge. Ch. 12 "Developmental Policy: Land-use Regulation, Economic and Community," pp. 319-356.</p> <p>J.K. Galbraith. 2006. "The Predator State." <i>Mother Jones</i>, May/June.</p>
<p>Final Exam due no later than Monday, August 12 at 10 p.m. USA Central Time</p> <p>Lesson 13 Discussion Questions must be submitted before you take the Final Exam</p>	<p>Final Exam</p> <p>The final exam covers material up from lesson 8 through lesson 13. The final exam consists of four essay exam worth 13 points each and twenty-four multiple choice questions worth 2 points each. The entire exam is worth 100 points.</p> <p>REMEMBER: Once you begin the exam, you will not be able to quit and start again. So, do not start the exam until you have studied and are ready to take it. Please see the Exam Instructions section of this Syllabus for further instructions about the final exam.</p>

TIPS FOR WRITING GOOD MULTIPLE CHOICE QUESTIONS

Definitions:

Item = the entire multiple choice question

Stem = the first, sentence-like portion of the multiple choice question

Alternates or options = all of the possible multiple-choice responses

Keyed response = correct answer

Distracter or foil = the wrong answers. They are called distracters or foils because they should be written to closely resemble the keyed response, therefore distracting or foiling students who are good at guessing.

1. Writing the Stem:

a. Use a question format — Write the stem as a complete sentence

Multiple-choice questions should be direct questions (rather than incomplete statements)

Incomplete Statement: The capital of California is _____.

Direct Question: Which of the following cities is the capital of California?

b. Make sure the grammar and syntax in the stem and options are correct and are consistent

i) use simple, precise and unambiguous wording

ii) use vocabulary that is consistent with in-class discussions and students' level of understanding

iii) avoid textbook, verbatim phrasing when developing stems

c. Avoid overly specific knowledge when developing questions

i) base each item on broader or important topics, themes, or issues in the course, not on trivial information or factual detail

ii) focus on a single problem or issue or idea for each item

iii) items should be based on course materials, not on information outside the course

iv) avoid questions based on opinions

d. Avoid "negative" stems, or using negative words such as "except" or "not." — if you can't avoid a negative, then capitalize the negative word (e.g., Which of the following is NOT the capital of California?)

e. Engage different levels of knowledge in different questions

Factual knowledge: Write the fact as a statement and then transform the statement into a question that serves as the stem.

Conceptual knowledge: Write a stem from this template: Which of the following is an example of _____?

Procedural knowledge: Write a stem that asks the student to demonstrate the use of the procedural knowledge or solve a problem.

Applied knowledge: Write a stem that requires the student first to recall the facts and then apply or transfer the application of those facts into a situation.

2. Writing the Options and Distracters:

a. Use Plausible Distracters — the best distracters help diagnose where each student went wrong in his or her thinking. Identify each mental task that students need to do to answer a question correctly, and create a distracter that students would arrive at if they completed a step incorrectly

b. Write the options so they are homogeneous in length, grammar and syntax (avoid making your correct answer the long or short answer)

i) include from three to five options for each question — more than five options does not help discriminate performance. Also, it is difficult to write more than five good options.

- ii) avoid repeating words between the stem and the correct response. Test-wise students will pick up this clue.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Please contact the Financial Aid Office for more information.

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at <http://www.uta.edu/disability> or by calling the Office for Students with Disabilities at 817-272-3364.

STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, please contact the Maverick Resource Hotline at 817-272-6107 or, for more information, please visit <http://www.uta.edu/resources>.

ELECTRONIC COMMUNICATION POLICY

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. There is no additional charge to students for using this account, and it remains active after you graduate from UT Arlington.

To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website