

CIRP 5310 Planning, Urban Development and Structure

School of Urban and Public Affairs • University of Texas at Arlington

Fall 2014 • Wednesdays 7:00 to 9:50 p.m. • University Hall 01

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Course Description

This course provides an overview of the substantive/functional topics in planning (e.g., housing, transportation, urban design, community development) and fundamentals of urban development and urban structure. It offers basic knowledge of the role of urban planning, as well as of the social, political, and economic factors that influence the development of cities and metropolitan regions.

WEEK	DATE	COURSE AT A GLANCE	GUEST SPEAKER	STUDENTS LEADING IN-CLASS DISCUSSION
2	Sept 3	Approaches and Schools of Thought in Planning and Urban Development		J.J. Jones with Esmeralda de la Cruz
3	Sept 10	Origins and Development of Pre-Capitalist and Capitalist Cities		Lorin Washington with Matthew Rodriguez and Andrew Malkowski
4	Sept 17	Development of Capitalist Cities cont'd: Positivist and Alternative Approaches		Kelvin Kidd with Daniel Harper and Chad Freedlander
5	Sept 24	Development of Capitalist Cities, cont'd: Critiques of Positivist Approaches and Alternatives		Kaija-Luisa Kurik and LaSheyla Jones with Nicholas Spurgeon
6	Oct 1	Globalization and the World System of Cities		Priscylla Bento with Steve Witherspoon and Lindsay Jackson
7	Oct 8	The Role of Planning and Government	Fernando Costa	Tarsha Hardy with Chelsea Irby and Savannah Ware
8	Oct 15	Texas APA conference—Midterm exam		
9	Oct 22	Transportation	Curvie Hawkins	Ahmad Goree with Minesha Reese and Isaac Robles
10	Oct 29	Housing	TBA	Myriam Igoufe with Korey Brooks and Athena Seaton
11	Nov 5	Polarization, Multiculturalism, and Community Development	TBA	Indira Manandhar with Michelle Reynolds and Corry Archer-McClellan
12	Nov 12	Land Use, Comprehensive Planning, and Smart Growth	Dave Gattis	Emma Chetuya with Soria Adibi and Eleana Galicia
13	Nov 19	Urban Design and Environmental Planning	Ann Foss	Baharan Rahn timer with Chandria Mercer and Jeff Hathcock
14	Nov 26	Thanksgiving Eve—No class		
15	Dec 3	Last day of class—Final papers due		Gwendolyn Isokpan with Leonelle D'Souza

Student Learning Outcomes

- Identify and explain the substantive (functional) planning areas and their characteristics

- Describe major planning and policy issues of different substantive planning areas (e.g. housing, land use, transportation, etc.)
- Identify and describe factors that influence urban form
- Relate a broad understanding of planning issues to their area of specialization

Course Requirements

1. **Readings:** each student should have read the assigned readings and be prepared to participate in class discussions. **Due: weekly**
2. **Weekly brief:** A one-page double-spaced statement with 3 or more takeaways obtained from the required weekly readings is due prior to class each week. This brief should contain takeaways and reflections written in the student's own words. Quotations should be used sparingly and when used, the text should be included in quotes followed by the author, publication date and page (example: "text quoted" (Schmid 2002, p. 17)). A total of 10 brief postings (out of 12 possible briefs) is required for participation credit. Although individual briefs will not be graded, the instructor and teaching assistant will assess the quality of student postings using the Weekly Brief rubric found under the Course Materials menu link in Blackboard (in the Rubric folder). Weekly briefs must be posted under the Submit Assignments menu link in Blackboard (in the Weekly Brief folder). **Due: weekly briefs should be posted by no later than 5:30 p.m. before class.**
3. **Class discussion/presentation:** Depending on class enrollment, one or two students will lead class discussion on one or more assigned topics. Students leading the class discussion are expected to cover the background, central themes and major takeaways of each reading, and synthesize the readings together finding commonalities or differences among them. On days with guest speakers, leading class discussion will happen after the guest speaker leaves. **Due: See sign-up sheet for due dates.**
 - a. As part of their training, Ph.D. students are expected to prepare and deliver a formal lecture on the subject and to use readings and materials beyond the ones assigned for the week.
 - b. Presentations for class discussion or lecture can be delivered using PowerPoint.
 - c. Quality of oral presentations will be assessed using the Oral Presentation Rubric found under the Course Materials menu link in Blackboard (in the Rubric folder).
4. **Presentation summary:** A one-page short written report summarizing three or more major takeaways of the student presentation/discussion should be handed out to the rest of the students in class at the time of the presentation. This should be a summary of what the class should remember about your presentation and points for discussion. It should not be a bulleted outline or PowerPoint handout of the presentation. The summary and PPT file (if you use the latter) should also be posted under the Submit Assignments menu link in Blackboard (in the Presentation Summary folder). **Due: same day as class presentation (see sign-up sheet for dates).**
5. **Midterm exam:** An exam similar to the AICP exam will be administered. **Due: Week 8 of class, October 15.**
6. **Final paper:** A six-page, double-spaced paper is required, related to the subjects covered in the course and applied to an urban area in Texas or elsewhere. Submission of a short proposal and an outline is required. Detailed paper guidelines are available under the Final Paper menu link Blackboard. Final papers must be run through SafeAssign on Blackboard and generate a "clean" Originality Report ("clean" = 15% or less—please see the Academic Honesty section of this syllabus for more detail). The final paper will be assessed using the Final Paper rubric found under the Course Materials menu link in Blackboard (in the Rubric folder). **Due: Last day of class, December 3.**

Note regarding Class Participation and Leading of Class Discussion:

The success of the course as a learning experience depends, to a large extent, on the level and quality of participation by students. Class participation by everyone in the class is therefore required. Participation quality is enhanced by the students' willingness to be challenged by the readings, to digest concepts and theories, and to expand their world view and knowledge toolbox. This can only be accomplished by prior preparation and attendance to all class sessions.

Required Texts and Other Course Materials

The following two textbooks, which cover general knowledge on urban development and introduction to planning, are required. All other readings listed in the syllabus are available in PDF format for download through Blackboard.

- John Levy. 2012. *Contemporary Urban Planning, 10th Edition*. Upper Saddle River, NJ: Pearson Education. ISBN: 0205851738
- David Kaplan and Steven Holloway. 2014. *Urban Geography, 3rd Edition*. Hoboken, NJ: Wiley and Sons. ISBN: 1118573854

There is also a recommended textbook—it is not required but is an excellent resource to add to your library.

- Gary Hack, Eugenie Birch, Paul Sedway, and Mitchell Silver (eds.). 2009. *Local Planning: Contemporary Principles and Practice*. Washington DC: International City/County Management Association. ISBN: 0873261488.

Assessment

Rubrics for assessing these assignments are found under the Course Materials link in Blackboard (in the Rubric folder)

Assessment is based on the following criteria:

	Master's	PhD
Class participation and briefs	15%	15%
Presentation/Discussion & Summary (Ph.D. Lecture)	15%	25%
Mid-term examination	25%	20%
Final Paper	45%	40%

Attendance Policy

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. This following is the attendance policy for this course:

- Regular class attendance is expected of all students (of course, real life is tolerated—if you must miss a class due to a conflict, please let the instructor know ahead of time)
- Students are responsible for all course information, content, and assignments that may be missed due to absence

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating on a test or other coursework, plagiarism (offering the work of another as one's own), and unauthorized collaboration or file sharing with another person. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, <http://www.uta.edu/conduct/>. Academic dishonesty is prohibited by UTA (see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#dishonesty>).

Students sometimes plagiarize because they do not know how and when it is appropriate to cite the work of others. The most common examples of plagiarism include:

- word for word copying of sentences or paragraphs without quotation marks and clear citation of the source
- closely paraphrasing sentences or paragraphs without clear citation of the source (rewrite ideas in your own words and also then cite the source)
- drawing upon or using another person's ideas, work, data, or research without clear citation of the source

"It wasn't intentional" is NOT an excuse.

UTA offers a tutorial on plagiarism and it is strongly advised that all SUPA students take this tutorial (<http://library.uta.edu/plagiarism/index.html>). In addition, there are many useful websites and books that provide more information about plagiarism (see, for example, <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

Before submitting your Final Paper for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your Originality Score and Report. You are looking for an Originality Score of 15% or less. Even if your score is less than 15%—but especially if it is NOT—please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words, and iii) all verbatim quotations are set off by quotation marks. You should make revisions and run your paper through as many times as necessary to generate a clean Originality Report (“clean” = 15% or less and all matches taken care of).

Library Resources

The following is a list of commonly used library resources:

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://libguides.uta.edu/az.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://uta.summon.serialssolutions.com/#!/search
E-Journals	http://ns6rl9th2k.search.serialssolutions.com/
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

The City and Regional Planning Librarian is: Mitch Stepanovich

817-272-2945

stepanovich@uta.edu

Course Calendar

August 27 (first day of class) Introductions—review syllabus (course expectations, requirements, etc.), sign up for in-class presentations, and review Blackboard menu.

Module 1: Fundamentals Of Urban Development and Structure, and the Role of Planning

September 3 (week 2) Approaches and Schools of Thought in Planning and Urban Development

Readings:

Kaplan and Holloway, ch. 1—"An introduction to the changing field of urban geography"

Levy, ch. 19—"Planning theory"

Kitchin, Rob. 2006. "Positivist geographies and spatial science." In S. Aitken and G. Valentine (eds.), *Approaches to Human Geography*, Thousand Oaks: Sage, pp. 20-29.

Bassett, Keith, Vinay Gidwani, and James McCarthy. 2009. "Marxism, Marxist economics, and Marxist geography." In D. Gregory, et al (eds.), *Dictionary of Human Geography 5th Edition*. Hoboken, NJ: Wiley and Sons, pp. 444-448

Pratt, Geraldine. 2009. "Feminist geographies." In D. Gregory, et al (eds.), *Dictionary of Human Geography 5th Edition*. Hoboken, NJ: Wiley and Sons, pp. 244-248.

Woodard, Keith and John Paul Jones III. 2009. "Postmodernism, post-structuralism." In D. Gregory, et al (eds.), *Dictionary of Human Geography 5th Edition*. Hoboken, NJ: Wiley and Sons, pp. 566-573.

Goodchild, Michael. 2006. "Geographic information systems." In S. Aitken and G. Valentine (eds.), *Approaches to Human Geography*, Thousand Oaks: Sage, pp. 251-262.

September 10 (week 3) Origins and Development of Pre-Capitalist and Capitalist Cities

Readings:

Kaplan and Holloway, chs. 2 (skim up until p. 45) and 3—"The origins and development of cities" (skim up until p. 45), and "The evolution of the American urban system"

Levy, ch. 2—"The urbanization of America"

Mumford, Lewis. 1937. "What is a city?" *Architectural Record*, LXXXII, 58-62.

Berg, Nate. 2011. "Defining cities in a metropolitan world: Eight different ways to measure and think about what makes a city." *Atlantic Cities*, September 15.

Engels, Friedrich. 1968. "The great towns." In *The Condition of the Working Class in England*. Stanford: Stanford University Press, pp. 30-87 (clear summary paragraph at the end). (Originally published in 1887)

Olsen, Eric. 2010. "Class conflict and industrial location." *Review of Radical Political Economics*, 42(3): 344-352.

D. Gordon. 1977. "Class struggle and the stages of American urban development." In A. Watkins and D. Perry (eds.), *The Rise of the Sunbelt Cities*, Beverly Hills: Sage, pp. 55-82.

September 17 (week 4) Development of Capitalist Cities cont'd: Positivist and Alternative Approaches

Readings:

Kaplan and Holloway, chs. 5 and 7 (pp. 169-181 only)—“Urban land use, the central business district, and the growth of suburbs” and “Foundations of urban social landscapes” (pp. 169-181 only)

Alonso, William. 1960. “A theory of the urban land market.” *Papers and Proceedings of the Regional Science Association*, vol. 6, pp. 149-157.

Burgess, Ernest W. 1924. “The Growth of the city: an introduction to a research project.” *Publications of the American Sociological Society*, vol. XVIII, pp 85–97.

Molotch, Harvey. 1976. “The city as a growth machine: Toward a political economy of place.” *The American Journal of Sociology*, 82(2): 309-332.

Leinberger, Christopher, and Charles Lockwood. 1986. “How business is reshaping America.” *Atlantic Monthly*, October.

Soja, Edward. 1989. “The historical geography of urban and regional restructuring.” In *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, pp. 157-189.

September 24 (week 5) Development of Capitalist Cities, cont'd: Critiques of Positivist Approaches and Alternatives

Readings:

Kaplan and Holloway, chs. 6 and 7 (pp. 181-196 only)—“Landscapes of production” and “Foundations of urban social landscapes” (pp. 181-196 only)

Harvey, David. 1989. “From Fordism to flexible accumulation.” In *The Condition of Postmodernity*. Cambridge, MA: Blackwell. ch. 9, pp. 141-172.

Florida, Richard. 2002. “The rise of the creative class.” *The Washington Monthly*, May, pp. 15-25.

Dear, Michael and Steven Flusty. 1998. “Postmodern urbanism.” *Annals of the Association of American Geographers*, vol. 88: 50-72.

Dear, Michael and Jennifer Wolch. 1992. “Learning from Los Angeles.” *Environment and Planning A*, 24: 917-20.

Berube, Alan and Elizabeth Kneebone. 2006. *Two Steps Back: City and Suburban Poverty Trends 1999-2005*. Washington, DC: Brookings Institution.

October 1 (week 6) Globalization and the World System of Cities

Readings:

Kaplan and Holloway, ch. 4—“Globalization and the urban system”

Harvey, David. 2001. “Globalization and the ‘spatial fix’.” *Geographische Revue*, no. 2: 23-30.

Friedmann, John. 1986. “The world city hypothesis.” *Development and Change*, 17(1): 69–83.

Sassen, Saskia. 2002. "Cities in a world economy." In S. Fainstein and S. Cambell (eds.), *Readings in Urban Theory 2nd Edition*. Hoboken, NJ: Wiley-Blackwell, pp. 31-56.

Sassen, Saskia. 2007. *Cities in Global Context—Lecture Delivered at the Urban Age India conference in Mumbai*. <http://www.youtube.com/watch?v=zIWY0jySlcg>

Fainstein, Susan. 2007. "Tourism and the commodification of urban culture." *The Urban Reinventors*, Issue 2.

Fainstein, Susan. 2008. *Cities, Tourism and Globalization—Interview at Centre de Cultura Contemporània de Barcelona*. <http://www.cccb.org/en/video-interview-susan-fainstein-cities-tourism-and-globalization-23677>

Castells, Manuel. 2004. "Space of flows, space of places: materials for a theory of urbanism in the information age." In S. Graham (ed), *The Cybercities Reader*. London: Routledge, pp. 82-93.

Castells, Manuel. 2009. *Cities and Development—Lecture Delivered at the University of Cape Town*. <http://www.youtube.com/watch?v=X3DRjNpDAX8&list=PL2DCFF06EF64FAB1F>

October 8 (week 7)

The Role of Planning and Government

Guest Speaker: Fernando Costa, Assistant City Manager, City of Fort Worth, TX

Readings:

Kaplan and Holloway, chs. 11 and 12—"Metropolitan governance and fragmentation" and "Planning the Better City"

Levy, chs. 3-6, and 16—"The history of planning part I," "The history of planning part II," "The legal basis of planning," "Planning and politics" and "Planning for metropolitan regions"

Texas Municipal League. 2011. "Local government in Texas." In *Handbook for Mayors and Councilmembers*. Austin: TML, ch. 1 pp. 9-15.

Texas Municipal League. 2011. "Powers and duties of cities." In *Handbook for Mayors and Councilmembers*. Austin: TML, ch. 4 pp. 27-31.

Texas Municipal League. n.d. *Where Do Texas Cities Get Their Money?* Austin: TML.

October 15 (week 8)

Texas APA Conference

Midterm Exam

Module 2: Substantive/Functional Topics In Planning

October 22 (week 9)

Transportation

Guest Speaker: Curvie Hawkins, Director of Planning, Fort Worth Transportation Authority

Readings:

Levy, ch. 12—"Transportation planning"

Willson, Richard, Marianne Payne, and Ellen Smith. 2003. "Does discussion enhance rationality? A report from transportation planning practice." *Journal of the American Planning Association*, 69(4): 354-367.

Muller, Peter. 2004. "Transportation and urban form: Stages in the spatial evolution of the American metropolis." In S. Hanson and G. Giuliano (eds.). *The Geography of Urban Transportation*. New York: Guilford Press, pp. 59-85.

October 29 (week 10)

Housing ACSP Conference Guest Speaker:

Readings:

Kaplan and Holloway, ch. 8—"Urban housing markets: sprawl, blight, and regeneration"

Levy, ch. 11 (pp. 221-235 only)—"Urban Renewal and community development" (pp. 221-235 only)

Smith, Neil. 2002. "New globalism, new urbanism: gentrification as global urban strategy." *Antipode*, 34(3): 427-450.

von Hoffman, Alexander. 2009. "Housing and planning: a century of social reform and local power." *Journal of the American Planning Association*, 75(2): 231-244.

Texas Department of Community Affairs. n.d. Fair Housing Basics.
<http://www.tdhca.state.tx.us/housing-center/fair-housing/basics.htm>

November 5 (week 11)

Polarization, Multiculturalism, and Community Development Guest Speaker:

Readings:

Kaplan and Holloway, chs. 9 and 10—"Segregation, Race, and Urban Poverty" and "Immigration, Ethnicity, and Urbanism"

Levy, ch. 11 (pp. 208-220 only)—"Urban renewal and community development" (pp. 208-220 only)

Massey, Douglas and Nancy Denton. 2005. "Segregation and the making of the underclass." In J. Lin and C. Mele (eds.). *The Urban Sociology Reader*. New York: Routledge, pp. 134-143.

Vitiello, Domenic. 2009. "The Migrant Metropolis and American Planning." *Journal of the American Planning Association*, 75(2): 245-255.

Leinberger, Christopher. 2008. "The next slum?" *The Atlantic Monthly*, March 301(2).

Bullard, Robert and Beverly Wright. 1987. "Blacks and the environment." *Humboldt Journal of Social Relations*, 14(1-2): 165-184.

Sommeiller, Estelle and Mark Price. 2014. *The Increasingly Unequal States Of America: Income Inequality by State, 1917 to 2011*. Washington, DC: Economic Analysis and Research Network.

November 12 (week 12)

Land Use, Comprehensive Planning, and Smart Growth Guest Speaker: David Gattis, Deputy City Manager and Planning Director, City of Benbrook, TX

Readings:

Levy, ch. 14—"Growth management, smart growth, and sustainable development"

Johnson, Gary and Christopher Silver. 1997. "Alternative views of sprawl." *Journal of the American Planning Association*, 63(1): 94.

Gordon, Peter and Harry W. Richardson. 1997. "Are compact cities a desirable planning goal?" *Journal of the American Planning Association*, 63(1): 95-106.

Ewing, Reid. 1997. "Is Los Angeles style sprawl desirable?" *Journal of the American Planning Association*, 63(1): 107-126.

Song, Y. and G.J. Knaap. 2004. "Measuring urban form: Is Portland winning the war on sprawl?" *Journal of the American Planning Association*, 70(2): 210 – 225

Portland Metro Council. 2010. *Urban Growth Report, 2009-2013*. Portland, OR: Metro Council.

November 19 (week 13)**Urban Design and Environmental Planning**

Guest Speaker: Ann Foss, Ph.D. Candidate, School of Urban and Public Affairs, UTA

Readings:

Levy, chs. 10 and 15—"Urban design" and "Environmental and energy planning"

Beatley, Timothy. 2009. "Sustainability 3.0: Building tomorrow's earth-friendly communities." *Planning Magazine*. May.

Lynch, Kevin. 2011. "The city image and its elements." In R. LeGates and F. Stout (eds.). *The City Reader 5th Edition*. New York: Routledge, pp. 499-509.

Daniels, Thomas. 2009. "A trail across time: American environmental planning from City Beautiful to sustainability." *Journal of the American Planning Association*, 75(2): 178-192.

November 26 (week 14)**Thanksgiving Eve (no class)****December 3 (week 15)****Last day of class—Final papers due in class**

Readings:

Birch, Eugenie and Christopher Silver. 2009. "One hundred years of city planning's enduring and evolving connections." *Journal of the American Planning Association*, 75(2): 113-122.

Patel, Sujata, et al. 2011. "The new urbanism: in the future, what will our cities look like?" *World Policy Journal*, 27(4): 3-7.

Required Stuff for the Syllabus

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. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

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.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit <http://www.uta.edu/titleIX>.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code (<http://www.uta.edu/conduct/>):

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and **are responsible for checking the inbox regularly**. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on

how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells.

Student Support Services: UT 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. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/resources>.