

Fall 2017**URPA 5364 Urban Political Economy***Dr. Enid Arvidson**Wednesday, 6:00–8:50 p.m.**CAPPA Building room 404**Public Affairs Department • College of Architecture, Planning, and Public Affairs**University of Texas, Arlington*

fall 2017 office hours: Thursday 3:00–5:00 by appointment

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☞ Course Description

This course examines the theoretical bases of orthodox neoclassical economics, and the urban economic applications and policies that derive from it. Neoclassical economics is then compared and contrasted with the heterodox political economy paradigm and the economic applications and policies that flow from this alternative framework. Attention is paid to how and why the neoclassical model remains the basis for economic policy in the 21st century. The concept of “paradigm,” or school of thought, is utilized to establish the notion of alternative, or contending, schools of thought within economics, and the two alternative schools are explored in detail.

☞ Student Learning Outcomes

By the end of the semester, each student will:

- describe the concept of “paradigm” or school of thought, in particular how it applies to economics
- identify the underlying assumptions of the neoclassical and political economy paradigms and how these assumptions shape each paradigm’s understanding of the economy
- describe the different understandings of the role of government and policy according to the neoclassical and political economy paradigms
- apply knowledge of the neoclassical and political economy paradigms in analyzing a particular urban issue

☞ Required Textbooks and Other Course Materials

Required texts for this class, available from the UTA Bookstore or from online booksellers, are:

J. Levy. 1995. *Essential Microeconomics for Public Policy Analysis*. Westport, CT: Praeger Publishing. ISBN: 9780275943639

R.D. Wolff & S.A. Resnick. 2012. *Contending Economic Theories: Neoclassical, Keynesian, and Marxian*. Cambridge, MA: MIT Press. ISBN: 9780262517836

Additional Readings:

In addition to the two texts, a number of journal articles and book chapters from various sources are required. These items are available as downloadable PDF files through Blackboard under the “Course Materials” menu.

An optional text, for students desiring additional presentation of neoclassical theory at an introductory level, is:

P.A. Samuelson & W.D. Nordhaus. 2010. *Economics 19th ed.* New York: McGraw Hill. ISBN: 9780073511290

☞ Course Requirements and Descriptions of Major Assignments and Exams with Due Dates

Grades are based on the following requirements—three requirements for master’s students, four requirements for Ph.D. students (see Grading Policy for how course grade is calculated):

- i **In-class participation**—this participation requires two things:

*Email is the preferred form of contact. If you contact me by phone and leave a message, it may take several days to reply.

- **Contribution to discussion:** the course is run as a seminar, which means students must read and digest the assigned readings prior to the class in which they are discussed and come to class prepared not simply to listen but to make quality contributions to class discussions. **DUE:** weekly
 - **Leading discussion:** once during the semester, students are expected to prepare an assignment to present in class that applies the ideas in the readings. Sign-up sheet and assignment description is circulated on the first day of class and posted to Blackboard. **DUE:** see sign up sheet for your own assignment and due date.
- ii **Midterm exam:** satisfactorily pass a midterm exam testing your knowledge of the material covered up to that point in the course. The midterm exam is taken online on Blackboard. The exam consists of two separate sections, 1 essay question and 30 multiple choice questions. The links for each section are found under the “Exam” menu item on Blackboard. You will have 135 minutes to complete the exam (75 minutes for the multiple choice section and 60 minutes for the essay section). Additional information about the exam is available on Blackboard. **DUE:** Exam window is open 6:00 a.m. CDT October 15 through 11:59 p.m. CDT October 21.
- iii **Annotated bibliography—Ph.D. students only:** conduct a library search for four refereed academic journal articles, all on the same topic, that use orthodox neoclassical analysis (2 articles) and heterodox political economy analysis (2 articles) of your topic—topic is of your choice. Write an annotated bibliography of all four articles, using the concepts discussed in class in your annotations. Be sure to note the aims and scope of the journal that each article is published in (to learn which economics journals publish which framework). One strategy to follow in tracking down articles on a topic is, once you have found one or two good articles, to check their reference list for other related articles. See <https://owl.english.purdue.edu/owl/resource/614/03/> for more information about writing an annotated bibliography. **DUE:** PDF copy due on BB December 6
- iv **Final research paper—this research paper requires all of the following:**
- **Proposal memo:** Submit a memo stating your proposed urban or policy issue, a proposed outline of your paper, and four or five initial references on your issue from the two different paradigms. **DUE:** October 4
 - **Research paper:** Complete a written research paper in which you compare and contrast the neoclassical and political economy paradigms. The paper should be roughly 3500 words (i.e., roughly 15 double-spaced pages) plus a properly formatted bibliography. The entire paper must be double-spaced, 1 inch margins on all sides, 12 point font. Your paper must also include an urban or policy issue of your choice, in which you present and describe an orthodox neoclassical analysis of your issue, and then critique the neoclassical analysis through the lens of heterodox political economy. Recommended organization of the paper is as follows. **DUE:** printed copy due in class December 6
- Section One: Introduction (± 1 page): state your urban or policy issue, describe the two paradigms, and give a brief overview of the paper. Do not use this section to describe your issue in detail—the issue can’t be described independently of the way it is understood within each of the paradigms (Sections Three and Four are where you describe the different ways of understanding your issue with respect to each paradigm).
- Section Two: Discussion of the two paradigms (± 6 pages): describe each paradigm in general terms (rather than as they are specifically exemplified by your issue (this latter is done in Sections Three and Four)). In other words, discuss the paradigms in terms of the assigned readings, in-class discussion, and additional relevant references.
- Section Three: Orthodox analysis of your issue (± 3 pages): introduce your issue, and describe how your issue is understood through the orthodox neoclassical economics lens, including underlying assumptions, analytical concepts, and policy recommendations that arise from this way of understanding. Draw on and cite relevant assigned readings.
- Section Four: Critique of orthodox analysis and alternative analysis of your issue (± 3 pages): use the heterodox political economy framework to critique the orthodox neoclassical analysis of your issue presented in Section Three. Then, describe the heterodox political economy analysis of your issue—how is your issue understood through the heterodox political economy lens? Be sure to include the

underlying assumptions, analytical concepts, and policy recommendations that arise from the heterodox political economy way of understanding your issue. Draw on and cite relevant assigned readings.

Section Five: Conclusion (± 2 page): summarize the key points of your paper. Do not give your opinion about which analysis is “better” or more “realistic.” Rather, simply review what’s at stake (what can be seen and what remains invisible) by analyzing through the different economic lenses.

- **Presentation:** On the last day of class, you are required to give a short (± 8 minute) in-class presentation to share with the class your findings. **DUE:** December 6
- **SafeAssign:** Before submitting the printed copy of your term paper in class, you must run it through the SafeAssign feature of Blackboard for plagiarism detection, and generate a clean report. See the Academic Integrity section of this syllabus for more information. **DUE:** prior to December 6
- **Term paper grading rubric:** Letter grades on the paper are based on the rubric described in the Term Paper Grading Rubric section of this syllabus.

NOTES: Written assignments and presentations for this class must be of professional quality. This means *carefully editing and proof-reading* all written work for typing, stylistic, spelling, and grammatical errors, and for clarity of thought. These things *will* affect your grade. If you have questions about style, consult *The Chicago Manual of Style*. Your bibliographical references must conform to the format listed in *The Chicago Manual of Style*, or be consistent with some other bibliographic style (such as American Psychological Association, or Modern Languages Association). If you would like help with a paper draft, any UTA student can use the UTA Writing Center which can be reached at <http://www.uta.edu/owl/appointments/graduate.php>. The UTA Library also sponsors a number of tutorials and guides to help with research: <http://library.uta.edu/how-to>

⚡ Grading Policy

Quality in-class participation (including Ph.D. bibliography)	15%
Midterm exam	40%
Written research paper & oral presentation	45%

⚡ Attendance Policy

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

⚡ Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and unauthorized collaboration. Detailed descriptions of cheating, plagiarism, and collusion are found on the Office of Student Conduct website, <http://www.uta.edu/conduct/academic-integrity/index.php>. Academic dishonesty is prohibited by UTA (see <http://catalog.uta.edu/academicregulations/dishonesty/#academicintegritytext>).

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 disciplinary sanctions, including the possibility of failure in the course and dismissal from the University.

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 (what you should do: rewrite ideas in your own words and also 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 students take this tutorial (<http://library.uta.edu/plagiarism/index.html>).

Before submitting your research paper in class, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your SA Score and Report. You are looking for a SA Score of 15% or less. Even if your score is less than 15%—AND 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 SA Score ("clean" = 15% or less and all matches taken care of). Running your paper through without the bibliography will reduce your SA Score.



Course Calendar

As instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. —EA

August 30 (week 1) Introductions

September 6 (week 2) Paradigms and contending schools of thought in economics

Class starts at 7:00 p.m. CAPPA Welcome-Back Student Reception

Readings:

Wolff & Resnick, ch. 1 "Three different theories"

T. S. Kuhn. 1970. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press. Selections from "A role for history," "The route to normal science," "The nature and necessity of scientific revolutions," "Revolution as changes of world view," and "The invisibility of revolutions," pp. 1–13; 92–98; 111–113; 136–138.

M. Alberti, 2012. "Behind scientific façade, economics departments serve heavy dose of laissez faire." *Part 2 of Series on Undergraduate Economics Education*. New York, NY: Remapping Debate.

Levy, ch. 1 "Who is economic man and where does he come from?"

P. Monaghan. 2003. "Taking on 'rational man': dissident economists fight for a niche in the discipline." *Chronicle of Higher Education*, January 24.

P. Cohen. 2007. "In economics departments, a growing will to debate fundamental assumptions." *New York Times*, July 11.

J. McDonald & D. McMillen. 2010. *Urban Economics and Real Estate: Theory and Policy*. Malden, MA: Blackwell. Ch. 3 "Schools of thought in urban economics," pp. 30–40.

September 13 (week 3) Neoclassical microeconomic principles

*download microeconomics worksheet from Blackboard and bring to class

Readings:

Levy, chs. 2, 3, & 5 "Definitions and axioms," "Supply and demand," & "Welfare economics"

Wolff & Resnick, ch. 2 "Neoclassical theory," pp. 51–72 and 91–104 only (skip pp. 73–91)

optional: Samuelson & Nordhaus, chs. 1, 3, 4, & 5 especially appendices

September 20 (week 4) Neoclassical microeconomic principles *continued*

Readings:

Levy, ch. 5 "Welfare economics" *continued*

Wolff & Resnick, ch. 2 "Neoclassical theory" pp. 51–72 and 91–104 only (skip pp. 73–91) *continued*

E. Screpanti & S. Zamagni. 1995. "Léon Walras." From *An Outline of the History of Economic Thought*. New York: Oxford University Press. Ch. 5.3 pp. 162–170.

optional: Samuelson & Nordhaus, chs. 6, 8, 12, 13, 15

September 27 (week 5) Neoclassical perspectives on the role of government: liberal vs. conservative views

Readings:

Levy, ch. 5 "Welfare economics" *continued* & chs. 6 & 7 "The role of government, parts 1 & 2"

Wolff & Resnick, ch. 3 "Keynesian Theory" pp. 105–108 and 129–132 only (skip pp. 108–129) & ch. 2 "Neoclassical theory" *continued* especially pp. 97–104

T. Palley. 2005. "From Keynesianism to neoliberalism: Shifting paradigms in economics." In A. Saad-Filho & D. Johnston (eds.), *Neoliberalism: A Critical Reader*. Ann Arbor: Pluto Press, pp. 20–29

J. Buchanan and R. Musgrave. 1999. *Public Finance and Public Choice: Two Contrasting Visions of the State*. Cambridge, MA: MIT Press. Chs. 1.2 and 1.3 "Origins, experiences, and ideas: A retrospective assessment" and "The nature of the fiscal state: The roots of my thinking," pp. 11–49.

M. Friedman. 1970. "The social responsibility of business is to increase its profits." *New York Times Magazine*, September 13.

optional: Samuelson & Nordhaus, ch. 16

October 4 (week 6) Applied microeconomics: neoclassical perspectives on urban issues and policies

Memo re: research paper proposal due

Readings:

Levy, chs. 8, 10, 12, & 13 "Taxes, grants, and tax expenditures," "Rent controls," "Selling the right to pollute," & "The minimum wage controversy"

I. Stelzer. 1997. "A conservative case for regulation." *The Public Interest*, no. 128: 85–97.

J. Stiglitz. 2011. "Of the 1%, by the 1%, for the 1%." *Vanity Fair*, May.

D.W. MacKenzie. 2006. "Mythology of the minimum wage." *Mises Daily* (publication of the Ludwig von Mises Institute), May.

B.J. Clary. 2009. "Smith and living wages: Arguments in support of a mandated living wage." *American Journal of Economics and Sociology*, 68(5): 1063–84.

October 11 (week 7) Applied microeconomics continued: neoclassical perspectives on land-use patterns and urban form

Readings:

W. Alonso, 1960, "A theory of the urban land market," *Papers and Proceedings of the Regional Science Association*, vol. 6, pp. 149–157.

Levy, chs. 11 & 14 "Zoning: The economics of land use regulation" & "The economics of interplace competition"

W. Strange. 2008. "Urban agglomeration." In S.N. Durlauf & L.E. Blume (eds.), *The New Palgrave Dictionary of Economics*, 2nd Edition. New York: Palgrave MacMillan.

October 18 (week 8) **Midterm exam—no class meeting. Exam window is open 6:00 a.m. CDT October 15 through 11:59 p.m. CDT October 21.**

October 25 (week 9) Criticisms of neoclassical economics; economic heterodoxy

Readings:

Wolff & Resnick, ch. 4 "Marxian Theory" sections 4.1 and 4.2 only (pp. 133–153)

D.K. Barker. 1999. "Neoclassical economics." In J. Peterson and M. Lewis (eds.), *The Elgar Companion to Feminist Economics*. Northampton, MA: Edward Elgar, pp. 570–577.

C. Hayes. 2007. "Hip heterodoxy." *The Nation*, May.

M. Edel. 1992. *Urban and Regional Economics: Marxist Perspectives*. Philadelphia: Harwood Academic Publishers. Ch. 1.1 "Introduction: The critique of orthodox analysis," pp. 1–7.

T. Barnes. 2009. "Neoclassical economics." In D. Gregory, et al (eds.), *Dictionary of Human Geography 5th Edition*. Hoboken, NJ: Wiley and Sons, pp. 495–496.

V. Gidwani. 2009. "Marxist economics." In D. Gregory, et al (eds.), *Dictionary of Human Geography 5th Edition*. Hoboken, NJ: Wiley and Sons, pp. 445–446.

R.C. Hill. 1984. "Urban political economy: Emergence, consolidation, and development." In M.P. Smith (ed.), *Cities in Transformation: Class, Capital, and the State*. Thousand Oaks: Sage, pp. 123–137.

"Continued existence of edible arrangements disproves central tenets of capitalism." *The Onion*, March 2011.

November 1 (week 10) Political economy basics: exploitation and classes in a capitalist society

Readings:

Wolff & Resnick, ch. 4 "Marxian Theory" *continued* especially pp. 177–180.

M. Edel. 1992. *Urban and Regional Economics: Marxist Perspectives*. Philadelphia: Harwood Academic Publishers. Ch. 1.2 "Introduction: Basic tenets of Marxist method," pp. 7–18.

K. Marx. orig. 1867. *Capital: A Critique of Political Economy*, Vol. 1. Various publishers. Chs. 4 through 7, "The general formula of capital," "Contradictions in the general formula," "The sale and purchase of labor-power," & "The labor process and the valorization process"

November 8 (week 11) Political economy perspectives on the role of the state**Readings:**

- Wolff & Resnick, ch. 4 "Marxian Theory" *continued* especially pp. 195–203 and pp. 232–238.
- D. Kotz, 2009. "The financial and economic crisis of 2008: A systemic crisis of neoliberal capitalism." *Review of Radical Political Economics*, 41(3): 305–317.
- J.K. Galbraith. 2006. "The predator state." *Mother Jones*, May/June.
- G. Clark and M. Dear. 1981. "The state in capitalism and the capitalist state." In M. Dear and A. Scott (eds.), *Urbanization and Urban Planning in Capitalist Society*. New York: Methuen, pp. 45–61.

November 15 (week 12) Political economy perspectives on spatial structure and urban form**Readings:**

- E. Olsen. 2010. "Class conflict and industrial location." *Review of Radical Political Economics*, 42(3): 344–352.
- D. Harvey. 2001. "Globalization and the 'spatial fix'." *Geographische Revue*, no. 2: 23–30.
- B. Pietrykowski. 1995. "Fordism at Ford: Spatial decentralization and labor segmentation at the Ford Motor Company, 1920–1950." *Economic Geography*, 71(4): 383–401.
- R. Peet. 1987. "The geography of class struggle and the relocation of United States manufacturing industry." In R. Peet (ed.), *International Capitalism and Industrial Restructuring*. Boston: Allen and Unwin, pp. 40–71.
- E. Soja, R. Morales, & G. Wolff. 1983. "Urban restructuring: An analysis of social and spatial change in Los Angeles." *Economic Geography*, 59(2): 195–230.
- D. Gordon. 1977. "Class struggle and the stages of American urban development." In A. Watkins and D. Perry (eds.), *Rise of the Sunbelt Cities*, Beverly Hills: Sage, pp. 55–82.

November 22 (week 13) Class cancelled**November 29 (week 14)** The implications of schools of thought in (urban) economics**Readings:**

- Wolff & Resnick, ch. 7 "The importance of theoretical differences"
- J.K. Gibson-Graham et al. 2013. *Take Back the Economy: An Ethical Guide to Transforming Our Communities*. Minneapolis: University of Minnesota Press. Ch. 1 "Reframing the Economy, Reframing Ourselves," pp. 1–15.
- S. Dewan. 2014. "Who needs a boss?" *New York Times Magazine*, March 30.
- T. Durden and Z. Hedge. 2014. "9 schools of economics explained on a one-page cheat sheet." *Mises Institute*, <https://mises.org/blog/nine-schools-economic-thought>
- D. Wolff. 2014. "Better than redistributing income." *Truthout*, May 17.

December 6 (week 15) In-class research paper presentations

Research papers due in class by 6 p.m.

Ph.D. students' annotated bibliography due on Blackboard by 6 p.m.

Term Paper Grading Rubric

	The A Paper	The B Paper	The C Paper	The D Paper	The F Paper
Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization & coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.

(continued)	The A Paper	The B Paper	The C Paper	The D Paper	The F Paper
Style	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics	Almost entirely free of spelling punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.
Citation & bibliographic practices	Consistent, appropriate use of quotations and paraphrasing, with no hint of plagiarism. Uniform and appropriate handling of in-text citations (or footnotes). Well-organized reference list or bibliography with appropriate, consistent style.	Occasional, minor lapses in use of quotations and paraphrasing, with no hint of plagiarism. Minor inconsistency or inappropriate handling of citations. Reference list or bibliography has minor problems with organization or style.	More frequent minor lapses in use of quotations and paraphrasing, with no hint of plagiarism. Some minor inconsistency or mishandling of citations. Reference list or bibliography has more serious organizational or style problems.	Crude use of quotations or paraphrasing, perhaps with serious inconsistency or mishandling of citations. Plagiarism (including unintentional plagiarism) may be strongly suspected. Reference list or bibliography may have serious problems in organization or style.	Grievously defective use of quotations or paraphrasing or serious mishandling of citations. Plagiarism (even if unintentional) can be demonstrated. Reference list or bibliography deeply defective in organization or style.
Original rubric provided by UTA's Office of Instructional Assessment (12-2010)					
Modeled after UC Davis English Department Composition Program rubric					

UTA's Required Information 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://wwwb.uta.edu/aao/fao/>).

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: ..."] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS): www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex

discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code, stated here <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>

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: For semester-long courses, 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, which is located at the northwest end of the 4th floor, as well as the center staircase (see map below). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Please make note of the exits since it is not the faculty's responsibility to assist students in the event of an evacuation.

