Political Economy of Industrialized Countries

IPEC4301
Fall 2016
TTh 2:30pm-3:45pm
FO 3.616

Professor: Jonas Bunte
Office: Green Hall 3.108E
E-mail: bunte@utdallas.edu
Office Phone: 972-883-3526
Office Hours: tba
http://www.utdallas.edu/∼bunte/

TA: tba
Office: tba
E-mail: tba
Office Hours: tba & by appt.

Course Description

How can German carmakers be among the best in the world if they give seven months notice before firing someone and grant three years of maternity leave? Why can the Swedish economy finance free universal health care? Why it is rational for German companies to grant their workers veto rights over management decisions? Economic theory does not differentiate between western, democratic, and capitalist societies such as the United States, Germany, and Sweden. Yet, differences in workers' rights, market regulations, and industrial organization exist. Everything from the electoral system, degree of business coordination, and governmental regulation shapes business strategy. Understanding these differences is essential for managers and policymakers when developing investment strategies. Using case studies, this course offers students opportunities to sharpen their analytical skills with real world applications and expand upon black-and-white theories from business and economics. Finally, this course provides insights into the popularity of Trump and Sanders, as well as the reasons for the Brexit.

Course Objective

Discussions concerning topics in political economy are typically both interesting and heated. For any given topic, several legitimate positions can typically be adopted – even though they might contradict each other. Which of these positions is the 'best' position often depends on the criteria used to evaluate the problem: Is it about reducing costs or upholding ethical standards? Is it about benefiting consumers or favoring producers? In other words, there might not be a 'correct' answer, but there might be a 'best' answer given the criteria by which you judge what is most appropriate in a certain situation.
The objective of this course is to enable you to evaluate the validity of competing arguments in order to identify the 'best' answer. To achieve this, the course offers the opportunity to sharpen your analytical skills. We will focus on a) how to evaluate the theoretical merit of competing arguments, and b) how to obtain and understand empirical evidence to adjudicate between competing arguments. In sum, you will learn how to make sense of messy real-world situations by examining competing arguments in a theoretically-informed and evidence-based way.

Teaching Method

Issues in political economy often offer no 'correct' answer but only a 'best' answer that are most appropriate given some criteria by which to evaluate the possible answers. Consequently, this course offers an opportunity to prepare for a career in settings where there are no clear-cut answers either, such as consulting, finance and law. In addition to the analytical skills, you will also need skills that are applicable in these work environments, such as teamwork, argumentation, writing and independent project management.
I will use teaching methods that will require you to develop such workplace-related skills while you are investigating Political Economy issues. For example, the class will be divided in teams that will work together for the entire semester. During class time I will frequently give small in-class assignments that will need to be solved by the teams in order to facilitate your ability to work in a team. Further, I will require students to produce written output, which may be in the form of memos, reflective papers or research memos. These assignments will convey basic writing and argumentation skills, which you will need at your workplace later on.
I subscribe to these teaching methods not only to prepare you for the workplace, but also from a pedagogical perspective. Research shows that student learning is enhanced by providing active learning opportunities. In other words, you will learn more if I engage you with tasks than if I would simply lecture to you.

Course readings

Required Textbooks and Materials Considering the cost of most books, I will not require you to purchase a textbook. Instead, the readings will consist of articles in scientific journals or book chapters. Most readings will be available on eLearning, while others can be downloaded via the library's website at http://www.utdallas.edu/library/.

Technical Equipment I encourage you to bring your laptop. We will utilize it heavily in class.

Assignments and Academic Calendar

UNIT 1: The tension between Capitalism and Democracy

8/23 – Introduction

no readings

8/25 – Types of Statements

no readings

8/30 – Why don't the poor soak the rich?

A. Przeworski and J.D. Sprague. *Paper Stones: A History of Electoral Socialism.* University of Chicago Press, 1986. [Ch.2]

M. Olson. Dictatorship, Democracy, and Development. *The American Political Science Review*, 87(3):567–576, 1993. [p.567-573]

UNIT 2: How economics affects politics

9/1 – no class

9/6 – Economic voting

R.C. Fair. *Predicting Presidential Elections and Other Things*. Stanford University Press, 2002. [p.5-13 and p.43-51]

9/8 – Explaining variation in economic voting

D.R. Kinder and D.R. Kiewiet. Sociotropic politics: the American case. *British Journal of Political Science*, 11(2):129–161, 1981. [p.129-133 and p.152-154]

D.J. Lanoue. Retrospective and prospective voting in presidential-year elections. *Political Research Quarterly*, 47(1):193, 1994. [p.193-196 and p.203-204]

9/13 – Explaining Trump and the Brexit

David Autor, David Dorn, Gordon Hanson, and Kaveh Majlesi. Importing Political Polarization? The Electoral Consequences of Rising Trade Exposure. *Working Paper*, pages 1–48, April 2016. [p.1-7 and p.23-31]

UNIT 3: How politics affects economics

9/15 – Political Business Cycles

Edward R Tufte. *Political control of the economy*. Princeton Univ Pr, 1980. [Ch.1,2]

D.A. Hibbs Jr. Political parties and macroeconomic policy. *The American Political Science Review*, pages 1467–1487, 1977. [p.1467-1475]

9/20 – Rationality and PBCs

Alberto Alesina and Jeffrey D. Sachs. Political Parties and the Business Cycle in the United States, 1948-1984. *Journal of Money, Credit and Banking*, 20(1):63–82, 1988. [p.63-65 and p.71-77]

Kenneth A Schultz. The Politics of the Political Business Cycle. *British Journal of Political Science*, 25(1):79–99, January 1995. [p.79-89]

UNIT 4: Institutions as the solution? The example of Central Banks

9/22 – Why independent Central Banks?

William Bernhard, J.L. Broz, and W.R. Clark. The Political Economy of Monetary Institutions. *International Organization*, 56(04):693–723, 2003. [p.704-707]

Alberto Alesina and Lawrence H Summers. Central Bank Independence and Macroeconomic Performance: Some Comparative Evidence. *Journal of Money, Credit and Banking*, 25(2):151–162, May 1993. [p.151-152 and p.154-161]

9/27 – How to get independent Central Banks?

William Bernhard, J.L. Broz, and W.R. Clark. The Political Economy of Monetary Institutions. *International Organization*, 56(04):693–723, 2003. [p.710-718]

J.B. Goodman. The Politics of Central Bank Independence. *Comparative Politics*, 23(3):329–349, 1991. [p.331-336] CBI solves informational problem for government and for opposition

9/29 – Political implications of CBI

⇒ Writing Assignment #1 due

K.R. McNamara. Rational Fictions: Central Bank Independence and the Social Logic of Delegation. *West European Politics*, 25(1):47–76, 2002. [p.53-62]

UNIT 5: The electoral system

10/4 – Overview on electoral systems

⇒ Mid-Semester Evaluation

A. Lijphart. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. Yale University Press, 1999. [p.9–21 and p.31–41]

10/6 – Politicians and the electoral system

⇒ Group Peer Review #1

J.M. Carey and M.S. Shugart. Incentives to cultivate a personal vote: A rank ordering of electoral formulas. *Electoral Studies*, 1995. [p.417-423]

10/11 – Voters and the electoral system

R. Rogowski and M.A. Kayser. Majoritarian Electoral Systems and Consumer Power: Price-Level Evidence from the OECD Countries. *American Journal of Political Science*, 46(3):526–539, 2002. [p.526-531]

Torben Iversen and David Soskice. Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others. *American Political Science Review*, 100(2), 2006. [p.165-166 and p.174–179]

10/13 – Midterm

UNIT 6: The economic system – Varieties of Capitalism

10/18 – Types of political economies

Peter A. Hall and David Soskice. An Introduction to Varieties of Capitalism. In Peter A. Hall and David Soskice, editors, *Varieties of Capitalism*. Oxford University Press, USA, 2001. [p.6-9 and p.21-33]

10/20 – The labor market I

John R Bowman. The Labor Market. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.170-197]

10/25 – The labor market II

John R Bowman. The Labor Market. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.198-231]

10/27 – Corporate governance I

John R Bowman. Corporate Governance and Finance. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.239-260]

11/1 – Corporate governance II

John R Bowman. Corporate Governance and Finance. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.260-292]

UNIT 7: The welfare state – Three worlds

11/3 – Types of welfare states

Gøsta Esping-Andersen. The Three Political Economies of the Welfare State. In *The three worlds of welfare capitalism*. Polity Press Cambridge, UK, 1990. [p.21-33]

11/8 – Health policy I

John R Bowman. Health Policy. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.36-50]

11/10 – Health policy II

John R Bowman. Health Policy. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.50-90]

11/15 – Pension policy

John R Bowman. Pension Policy. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.99-111]

11/17 – Family policy

⇒ Writing Assignment #2 due

John R Bowman. Family Policy. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [p.137-165]

UNIT 8: Larger Picture

11/22 – Fall Break (no class)

11/24 – Fall Break (no class)

11/29 – Explaining the variation

⇒ Group Peer Review #2

Fred Block. Introduction to 'The Great Transformation' by Karl Polanyi. pages 1–16. Beacon Press, July 2001. [p.xxiii-xxix]

Isabela Mares. *The Politics of Social Risk: Business and Welfare State Development.* Cambridge University Press, 2003. [p.4-11]

12/1 – Review

12/6 – Second Midterm

Grading Policy

Assignments in this course This course will use several types of assignments to assess your learning.

- 23 journal entries, lowest 5 scores will be dropped (10 points each = 180 points): Journal entries are short written responses to questions about the readings that you have done for that lecture. Their purpose is to ensure that you have done the readings, and therefore are prepared for the other in-class and team activities. The journals will be administered on eLearning. Administering the Reading Quizzes this way implies that technical or scheduling difficulties are no valid excuse. Also, there will be no make-up quizzes because I am dropping the 7 lowest quiz scores of the semester. There is a word limit of 300 words. The exercise is open-book so that you can use all the notes that you have taken when you did the readings. The journal entries have to be submitted by the beginning of each lecture. The question you will need to answer is essentially identical for each lecture. It typically consists of three parts: a) what is the main question that the article attempts to answer? b) What is the main argument (i.e. the answer to the question) that the article proposes? c) What is your opinion (with justification) of the argument? However, do read the actual question posed each time before writing up your answer. Each journal entry is graded with either 'not completed' (0 points), 'check minus' (3 points), 'check' (6 points) or 'check plus' (10 points). No written feedback will be given, but the TA will be available during office hours to offer verbal feedback.

- 2 Team Peer Reviews (20 points each = 40 points): Many learning activities will involve permanent teams of 5 students which will be formed at the beginning of the semester. In order to facilitate the team working well together, each team will reach a 'memorandum of understanding' during the first week that defines how the group members expect all members to behave. Later in the semester, you will have the opportunity to assess the behavior of your teammates and evaluate how much and how well they have contributed to the work of your team. These assessments of your performance as judged by your teammates will be part of your overall performance evaluation.

- 1 Midterm (50 points): The midterm will be an in-class exam containing multiple-choice questions, short-answer questions, and essay questions.

- 2 Writing Assignments (50 points each = 100 points): Each writing assignment will ask you to compare and contrast two articles in a 5 page paper (double-spaced 12 point font, 1 inch margins).

- 1 Final (50 points): The final will be an exam containing multiple-choice questions, short-answer questions, and essay questions.

- Class Attendance and Participation (30 points): Class participation includes, but is not limited to, (a) attendance, (b) participation in class, (c) participation in group work, and (d) think-pieces or other short writing assignments.

'One off' Policy You are allowed to drop one of the following: the midterm or one writing assignment. In other words, you can choose either to write two writing assignments and drop the midterm, or to write the midterm and only one writing assignment. However, you are also allowed to do both writing assignments and take the midterm. In this case I will drop your lowest grade of these three assessments and count only the two highest grades towards your final grade. The final, the reading quizzes and the peer reviews are required.
The rationale for this policy is two-fold. First, some students are good test takers, others are better writers. This policy therefore allows students to choose the assessment method that they feel most comfortable with. Second, in return for granting this option to students I do not allow for no make-up exams or extra credit. If you miss an exam or a deadline for an assignment this will count as your 'one off'. Similarly, if you want to improve on your present performance in the course you can always do all three assignments to have only the two highest grades count.

Final course grade calculation In sum, the assessment of your learning will be based on both your individual performance and quality of your group's output. The individual components will be weighted in the following manner:

- 18 journal entries: 180 points
- 1 first midterm + 1 writing assignment OR 2 writing assignments: 100 points
- 1 final: 50 points
- 2 team peer reviews: 40 points
- attendance and participation: 30 points
- **Total: 400 points**

Your final letter grade will be determined by the percentage of points that you achieve relative to the maximum number of points possible. The following scale will be used:

- 97% - 100% = A+
- 94% - 96% = A
- 90% - 93% = A-
- 87% = 89% = B+
- 83% - 86% = B
- 80% - 82% = B-
- 77% - 79% = C+
- 73% - 76% = C
- 70% - 72% = C-
- 67% - 69% = D+
- 63% - 66% = D
- 60% - 62% = D-
- 0% - 59% = F

Note: Please consider the course policies on late work, missed exams, and grade disputes at the end of this document.

Expectations

What I expect of my students

- Willingness to work: As a general rule, one credit represents three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the semester. In other words, you will need to invest time into this course, otherwise the benefits and the grades you will get might not be what you want.
- Classroom etiquette: You are expected to complete the assigned readings prior to the class session for which they are scheduled. Lectures and discussions will not duplicate, but instead will build on, and hence will assume prior familiarity with, assigned readings. Your active, informed and civil participation in discussion and class activities is expected. You are responsible for remaining attentive in class, arriving prepared to discuss course materials, and respecting other members of the class as you and they participate.
- Obligations to other students: You will be assigned to a team of about 5 students that will work together the entire semester. Each team will have the opportunity to agree on how the teamwork should happen. You are expected to work with your teammates in the manner that all team members agreed upon.
- Course policies: Please read the course policies that are stated at the end of this syllabus. They are important in several ways. First, they facilitate a learning experience that is as efficient and effective as possible. Further, they represent the professional code of conduct in the real world. Therefore, familiarizing yourself with them will prepare you for your later work careers.

What you can expect from the instructor

- I offer a learning environment that challenges you in order to provide opportunities for growth. I will be prepared to the best of my abilities.
- I encourage you to explore your own ideas in response to the assigned tasks. I will be open-minded in responding to your ideas and suggestions. I will offer constructive feedback.
- I am open to constructive feedback from you on my performance. If you have ideas or suggestions, please do not hesitate to discuss them with me. I am committed to make this the best possible classroom experience.

Course Policies

Attendance, Participation, and Lecture Notes Regular attendance is essential to your success in this course. Since I will be using interactive elements and group exercises during class time, it is difficult to "make up" for missed classes.
We are jointly responsible for maintaining a constructive learning environment in the classroom. Students whose behavior is disruptive either to me or to other students will be asked to refrain from such behavior or, in severe cases, to leave the classroom. Mutual respect is expected of everyone in the classroom, and personal attacks will not be tolerated. Please contact me if you have any concerns in this regard.

Late work and missed exams

- Late papers, projects, homework, and other assignments: With regard to papers, projects and other out-of-class assignments, my late-policy is two-fold. First, due dates are due dates. Late work will be subjected to a penalty in the form of points deducted. This deduction will increase exponentially with lateness. More specifically, I will deduct 20% of the points achieved for a 12 hours delay, 50% for 24 hours, and 100% for more than 48 hours. This policy is justified as all deadlines are announced at the beginning of the semester in the syllabus (and the fact that your future boss will not be impressed if you cannot finish work assignments on time). Please note that it is always possible to hand in an assignment early.

- Missed exams: Make-up exams will not be permitted. However, you are allowed to drop the lowest grade on one of either the midterm or one of the writing assignments (see detailed description above). Thus, if you miss an exam or an assignment deadline this will count as your 'one off'.

  The only exception is if you have an excused absence. This requires that you notify me **before** the assignment is administered. Coming to me several days after the test with a doctor's note does not constitue sufficient grounds to let you complete your missed exam. Further, I expect you to present written documentation of the circumstances (e.g. a doctors note). I will accept the following as legitimate circumstances justifying lateness or taking a makeup exam: religious holidays, verifiable illness, serious family emergencies, subpoenas, jury duty, military service, and participation in group activities sponsored by the University. However, in all cases, you must speak to me directly, and not via email, and ahead of the exam date or assignment deadline.

  Further, please note that if you arrive late to an exam you will not be given extra time to complete it. You will have to finish by end of the examination period.

  If you have a serious problem affecting your studies (e.g. a major illness, family problems, or a death in the family) you must speak to me personally, not via email, and ahead of the exam or assignment deadline about any adjustments needed to complete the course. Telling me after the course has ended that your work suffered because of xyzleaves me with no options to help you. Do come and speak with me in such a situation as soon as possible.

- Missed Journal Entry Only the 18 best (out of 25) journal entries will count towards your final grade. It is therefore not possible to make up a missed journal entry.

- Incomplete coursework: Incompletes will be granted only in the case of documented long-term illness, and if you and I jointly complete the required paperwork with the Undergraduate Associate Dean of EPPS, which is available here:
  http://catalog.utdallas.edu/2013/undergraduate/policies/academicincomplete-grades

- Extra credit: Extra credit activities or coursework resubmission will not be permitted. See the 'one off'-policy above that allows you to improve on the previously received grades if you are dissatisfied with your current standing.

Grade disputes It is understandable that, at times, you have questions or concerns with regard to a grade you received on one of your assignments or exams. However, in order to turn questions about your grade into a learning experience, your grade dispute will be received in the following way:

1. Cooling off period: Neither I nor my TA will consider any grade related inquiries for 48 hours after the grades have been handed out. This 'Cooling off'-period provides the opportunity to let the initial emotions subside and think more clearly about the issue at hand.

2. Written memo: Write a short memo explaining why you believe that your answer is correct, and why you therefore should have received full points. It is expected that you address the comments

that the grader has given you. Email this note to me or the TA at least 24 hours prior to meeting me or the TA during my office hours. Bring your exam with you to the office hours. This step serves the purpose of encouraging you to critically re-evaluate the answer you gave on the exam. Looking through your notes and developing a case for your answer is an additional learning opportunity.

3. First TA, then instructor: If this course has a TA, contact her or him first with your dispute (using the two steps described above). After all, she or he has graded your assignment and therefore knows best how your performance compares to the one of your classmates. However, if your meeting with the TA has not resolved the issue, then you may contact me.

Academic Misconduct Students are expected to do their own assigned work. If it is determined that a student has engaged in any form of Academic Dishonesty, he or she may be given an F or an N for the course, and may face additional sanctions from the University. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Sexual Harassment University policy prohibits sexual harassment as defined in the University Policy Statement (http://www.utdallas.edu/legal/title9/contactharass.html and http://www.utdallas.edu/hrm/er/complaints/harassment.php5). This is a serious offense, and I feel strongly about addressing it. Complaints about sexual harassment should be reported to the Dean of Students, Office of Student Life, Student Union Room 1, phone 972-883-6391 or email gene.fitch@utdallas.edu. However, I also want you to know that you can also talk to me as well about any issues that come up.

Accommodations for Students with Disabilities Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. It is important to me that everyone who wants to take this class is not prevented from doing so due to special needs. University policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the Office of Student AccessAbility and their instructors to discuss their individual needs for accommodations. The Office of Student AccessAbility is located in SSB 3.200. Staff can be reached at studentaccess@utdallas.edu or by calling 972-883-2098. For more information see http://www.utdallas.edu/studentaccess/
Please note, however, that if you have any concerns regarding how special needs might affect the assessment of your performance, you have to talk to me *prior* to the date of the assessment. I cannot make grade adjustments after the fact.

Statement regarding diversity I strongly believe that diversity is an asset rather than a liability. For one, in a globalized world you will be exposed to people who are different from you. Therefore, it is necessary to recognize that people who are different in almost all cases bring something valuable to the table: Experiences that you can learn from, insights that were not apparent to you, skills that you do not have, or knowledge that you can benefit from. It is my intention to create a learning environment in this class that allows everyone to share their unique strengths. This is not only my personal belief. After all, research shows that the best work is usually produced by groups that combine the different comparative advantages of their group members.
I therefore emphasize that I will welcome anyone to my class, regardless of your sexual orientation, religious observances, political orientation, physical characteristics, cultural background, nationality, or any other characteristic. I recognize that I myself am not perfect, but I promise you to make every effort. If you have any concerns with respect to your acceptance in the classroom I strongly encourage you to talk with me.

Technology in the classroom Laptops are allowed and even encouraged in the classroom. Bring yours to classes, as we will frequently use it for group activities and short in-class writing assignments. However, I do expect you to use the laptop for activities related to the class only. That is, no gaming, no facebook, no emails, no chatting. I reserve the right to administer sanctions if your behavior does not align with these expectations.
However, any other technological items such as cell phones, Ipods, MP3 players, pagers, and PDAs need to be turned OFF during class. That's right: turn it off, rather than just setting it to vibrate. The purpose for this policy is that I want to minimize distractions during class. I do want you to be focused on the learning activities that will be going on. If I notice that you are not paying attention but instead are focused on your cell phone I reserve the right to do something about it.
Further, you are not allowed to make video- or audio-recordings of the classes without my prior permission. I reserve the right to legal action in case I observe you doing so. The reason why the dialogue between professors and students should stay within the closed community of the classroom is simple. After all, academic freedom and completely honest communication in the classroom requires a certain degree of privacy for all the people in the classroom. Students and teachers alike need to be able to be frank, and they need to express their emotions honestly. A video- or audio recording will seriously impede the willingness of students to come forward and engage in an open and honest discussion.

Communication

- E-mail: E-mail is the most reliable way to get in touch with me outside of class and office hours. While I may sometimes be able to return e-mail more quickly, in general you should expect a response within 48 hours.

  On a more general note, here are some tips for e-mail success (and requirements for success on the job later on):

  - Provide a useful and descriptive subject line (ex: "Question about my thesis for Essay 1")
  - Begin with a greeting (ex: "Dear Prof. Bunte") and end with a signature (ex: "Sincerely, Student"). Launching straight into the message is bad, but "Hi!" is poor form and "Hey Prof!" is an unmitigated disaster. "Dear" and "Hi" are fine, so long as you follow both by a name or title: "Hi Professor" or "Hi Mr. Bunte".
  - Be clear and concise. Write short messages, make clear requests, get to your point rapidly, and offer to provide more information rather than launch into your life story.
  - Check to see whether your question is already answered in the syllabus or other course materials before sending an e-mail. Also, don't ask for information before you've looked on Google. "Can you send me paper X?" is annoying.
  - Use your official school email address. The email address from high school like "hotmuffin92@hotmail.com" and "mikeyg@gmail.com" are just not appropriate.
  - Form: Capitalize and punctuate.

- Office Hours: I will hold regular office hours (see the top of this document). I am committed to being available to you for questions and concerns. However, in return, I ask you to observe some simple guidelines:

  - If you make an appointment to see me at my office, be on time. If you are late and I do not have to be there, I will leave. Do not show up for office hour appointments with me if you are drunk, stoned, or hung-over.
  - If during an appointment, you take out a cell phone and take or make a call, I will ask you to leave. I regard that as rude.

- If you come to see me at my office and another student is already speaking to me, do not enter my office or stand in the doorway. Please go around the corner and wait your turn. Every student deserves privacy when discussing class issues with me.

Statement on classroom conduct / general etiquette guidelines The following suggestions embody some general guidelines of courtesy that I strongly recommend.

- Do not carry on side discussions while someone else is speaking.
- Do not begin gathering or packing your belongings until class is dismissed.
- Learn my name and the Teaching Assistants' names. I have met students who after a term in my class could not name me. As Shania Twain states, that does not impress me much. You should want to know your professors, and you should want them to know you, especially if you will require reference letters from them to go on to graduate school, a professional college, or to get a job.
- The Teaching Assistants and I are happy to help you. But remember that we are not your servants. You are my student, not my client.
- Please do not tell me that you need an *A* in my class to get into law school/teacher's college or to remain in the dorms or on a University sports team. As I have laid out above, such things are not part of my formal evaluation process. I can grade only the quality of work that you give to me.
- Please do not tell me that you are getting *A*s in your other classes if you are not doing as well in my class as you would like. I do not grade your other course work.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.