

# Politics of International Finance

IPEC4377

Spring 2020

Fri 10:00am - 12:45pm

AD 2.232

Professor: Jonas Bunte  
Office: Green Hall 3.520  
E-mail: bunte@utdallas.edu  
Office Phone: 972-883-3516  
Office Hours: Mon 4:00pm-5:00pm

TA: Prajakti Akarte  
Office: GR 3.318  
E-mail: pva150330@utdallas.edu  
Office Hours: Tue 12:00pm – 1:00pm

## Course Description

'Finance' seems a topic that is purely economics and business. However, that is not quite correct: When banks need a bail-out after a banking crisis, it is politicians that decide which banks are bailed out and to what terms. Furthermore, political events can have major implications for the stock market. Currency wars between countries are instigated on behalf of politicians that want to protect the economic interest of their constituency. Politicians play a big role in a country's decision to default on its debt. In each of these areas — Banks, Stock Markets, Exchange rates, and Sovereign Debt — politics plays an enormous role. This course analyzes how politics affects finance, and how finance affects politics. Take this class if you want to learn more about the collapse of the Lehman Brothers in 2008, the way politics stabilized the stock market after 9/11, the effect of China's undervalued currency on the United States, or the Greek debt crisis. This course is particularly suited for students interested in careers in business or government.

## Course Objectives and Learning Outcomes

The course objectives are twofold. First, the course provides students with a frame for reference. We all need reference points to properly evaluate the strengths and weaknesses of our own political system, practices, and policies. This course aims to accomplish this by examining the ways in which different countries have responded to similar problems. Developing an analytical framework for new information enables students to better evaluate the world they live in, particularly when faced with new and unfamiliar situations. My goal is that students emerge from this course with better ability to absorb news stories or historical accounts, gauge their importance, and fit them into a coherent framework about how the world works.

Second, as the domestic economies continue to sputter, the Euro is threatened with collapse, and China's growth rate rapidly transforms the entire global economy, students demand insight and answers. Yet, there are no clear-cut answers regarding what is right and what is wrong. However, this is not to say that all arguments are created equally: Some arguments are clearly better than others if the logic of their causal mechanism is more convincing and the weight of the evidence is in their favor. Yet, learning how to evaluate arguments and empirical information is difficult. This course offers an opportunity to develop such skills. Most Political Science students will pursue careers in settings where there are no clear-cut answers either, and this course aims to provide students with the opportunity to sharpen the skills required for working in such environments.

By the end of this course, students will be able to:

- have a solid understanding of the existing literature.
- be able to derive several competing solutions to public policy problems by applying various schools of thought to the same issue.
- understand how to use empirical evidence to adjudicate between competing arguments.
- suggest policy recommendations for decision makers.

## 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, skills such as teamwork, argumentation, writing and independent project management are required as well.

I use teaching methods that offer the opportunity to develop these workplace-related skills while you are investigating Political Economy issues. For example, the class will be divided in teams that work together for the entire semester. During class time I frequently give small in-class assignments that need to be solved by the teams in order to facilitate your ability to work in a team. Further, I require students to produce written output such as short memos. These assignments convey basic writing and argumentation skills, which you 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 do not require you to purchase a textbook. Instead, the readings primarily consist of excerpts from 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/>. You are not required to print material made available electronically.

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

## Assignments and Academic Calendar

Note: Only the paged in square brackets [pages xx-yy] are required reading.

## Introduction

### 1/17 – Introduction

- Key Questions

- Why study the Politics of Finance?
- Types of Statements and Modes of Arguing
- Literature
  - Recommended: Dani Rodrik. *The Globalization Paradox: Why Global Markets, States, and Democracy Can't Coexist*. Oxford University Press, 2011. [pages: 184-205]

## Unit A: Banks

### 1/24 – The Politics of Regulating Banks

- Key Questions
  - Why are banks important?
  - Why do banking regulations differ across countries?
- Literature
  - Laurence Ball. Asymmetric Information & Banks. July 2015. [pages: 7-13]
  - Laurence Ball. Managing Risk. July 2015. [pages: 269-275]
  - Frances Rosenbluth and Ross Schaap. The domestic politics of banking regulation. *International Organization*, 57(02):307–336, April 2003. [pages: 307-317]
  - B. Mukherjee, V Yadav, and S Bejar. Electoral Particularism, Bank Concentration, and Capital Account Liberalization in Developing Democracies. *Comparative Political Studies*, 47(6):851–877, April 2014. [pages: 851-860]
- Case Study: Reducing Risk in Nigeria's banking sector in the 2010s
  - Recommended: Makanjuola, Yomi (2016) "The Nigerian Union Bank Recapitalization Process" in: *Banking Reform in Nigeria: The Aftermath of the 2009 Financial Crisis*, Springer.

### 1/31 – Politics and Bank Runs

⇒ BACKGROUND MEMO DUE

- Key Questions
  - How can politics contribute to run on banks?
  - How does globalization affect the stability of domestic banking systems?
- Literature
  - Carmen M Reinhart and Kenneth S Rogoff. Journal of Banking & Finance. *Journal of Banking and Finance*, 37(11):4557–4573, November 2013. [pages: 4557-4562]
  - Frederic S Mishkin. Banking Crises Throughout the World. July 2015. [pages: 280-284]
  - Elizabeth Dunne Schmitt. Regulating the Financial System. pages 1–4. August 2015.
- Case Study: Ecuador's banking crisis in 1998
  - G X Martinez. The political economy of the Ecuadorian financial crisis. *Cambridge Journal of Economics*, 30(4):567–585, November 2005. [pages: 567-581]

## 2/7 – Politics and Bailing Out Banks

- Key Questions
  - Why do politicians decide to bail out some banks but not others?
  - How does international ownership of banks shape bank bailouts?
- Literature
  - Guillermo Rosas. Bagehot or bailout? An analysis of government responses to banking crises. *American Journal of Political Science*, 50(1):175–191, 2006. [pages: 175-182]
  - Jeffrey Chwieroth. Great expectations, financialization and bank bailouts in democracies. *Comparative Political Studies*, 2019.
- Case Study: Ghana banking crisis in 2017
  - Emiliano Grossman and Cornelia Woll. Saving the Banks. *Comparative Political Studies*, 47(4):574–600, May 2013. [pages: 584-595]

## Unit B: Stock Markets

### 2/14 – Politics and the Price of Shares

⇒ PRESS RELEASE DUE

- Key Questions
  - Why are stock markets important?
  - How do elections shape stock market prices?
  - How do IMF mandated political reforms affect the stock markets?
- Literature
  - Pablo M Pinto, Stephen Weymouth, and Peter Alexis Gourevitch. The politics of stock market development. *Review of International Political Economy*, 17(2):378–409, 2010. [pages: 378-388]
  - David Leblang and Bumba Mukherjee. Government partisanship, elections, and the stock market: examining American and British stock returns, 1930–2000. *American Journal of Political Science*, 49(4):780–802, 2005. [780-783.798-800]
  - Amy Pond and Christina Zafeiridou. The Political Importance of Financial Performance. *American Journal of Political Science*, 64(1):152–168, December 2019. [152-154, 157-160]
- Case Study: Brazilian Stock Market and the Election of Lula in 2003
  - Nathan M Jensen and S. Schmith. Market responses to politics: The rise of Lula and the decline of the Brazilian stock market. *Comparative Political Studies*, 38(10):1245, 2005. [pages: 1245-1260,1268]

### 2/21 – Politics and Stock Market Crashes

- Key Questions
  - How does politics contribute to stock market crashes?
  - How do international factors shape stock markets bubbles?

- Literature
  - Charles P Kindleberger and Robert Z Aliber. *Manias, Panics and Crashes. A History of Financial Crises*, Sixth Edition. Palgrave Macmillan, August 2011. [pages: 25-33]
  - Elizabeth Dunne Schmitt. Chapter 8: Stocks, Stock Markets and Market Efficiency. pages 1–7, August 2015.
- Case Study: The Chinese Stock market Crash in 2007 and 20152016
  - Bill Emmott. China: It’s the Politics, Stupid. *Survival*, 57(6):221–228, 2015.

## 2/28 – Politics of Regulating Stock Markets

⇒ OP ED DUE

- Key Questions
  - Why do some countries protect minority shareholders while others encourage block holding?
  - Why do some governments protect shareholders while others focus on Stakeholders?
- Literature
  - John R Bowman. Corporate Governance and Finance. In *Capitalisms Compared: Welfare, Work, and Business*. CQ Press, August 2013. [pages: 239-272]
  - Peter A Gourevitch and James Shinn. *Political power and corporate control: the new global politics of corporate governance*. The New Global Politics of Corporate Governance. Princeton University Press, Princeton, NJ, 2005. [pages: 59-67]
- Case Study: Xu Xiang’s arrest for Insider Trading in 2015
  - Andrew Kerner and Jeffrey Kucik. The International and Domestic Determinants of Insider Trading Laws. *International Studies Quarterly*, 54(3):657–682, September 2010. [pages: 257-261, 664-665]

## 3/6 – Midterm

- Midterm Exam

## Unit C: Exchange rates

### 3/13 – The politics of choosing an Exchange Rate Regime

- Key Questions
  - Why do some governments have fixed exchange rates while others let their currency float?
  - The politics of the Mundell-Fleming Trilemma
- Literature
  - Laurence Ball. Exchange Rates and International Transactions. August 2015. [pages: 318-326]
  - Frederic S Mishkin. Intervention in the Foreign Exchange Market. July 2015. [pages: 462-467]
  - Thomas B Pepinsky. Capital mobility and coalitional politics: authoritarian regimes and economic adjustment in Southeast Asia. *World Politics*, 60(3):438–474, 2008. [pages: 451-471]

- Stefanie Walter. Private actor preferences about exchange-rate policy. In Thomas Oatley and William K Winecoff, editors, *Handbook of International Monetary Relations*, pages 169–184. Cheltenham: Edward Elgar, February 2014. [pages: Section 3]
- Case Study: Dollarization in Ecuador in 2000  
Recommended: David H Bearce and M. Hallerberg. Democracy and de facto exchange rate regimes. *Economics & Politics*, 23(2):172–194, 2011. [pages: 172-180]

### 3/20 – Spring Break

- No Class

### 3/27 – Politicians and Currency Crises

⇒ STUDY RESULTS MEMO DUE

- Key Questions
  - When do international investors bet against a currency?
  - What determines politicians’ response to currency crises?
- Literature
  - Jeffrey Frieden. Invested Interests: The Politics of National Economic Policies in a World of Global Finance. *International Organization*, 45(4):425–451, 1991. [431-434]
  - David Leblang and Shanker Satyanath. Institutions, expectations, and currency crises. *International Organization*, 60(1):245, 2006. [pages: 245-250]
  - Thomas B Pepinsky. Do Currency Crises Cause Capital Account Liberalization? *International Studies Quarterly*, pages 1–17, April 2012. [pages: 1-6]
- Case Study: Mexico’s Peso Crisis in 1994
  - Rudiger Dornbusch, Ilan Goldfajn, Rodrigo O Valdes, Sebastian Edwards, and Michael Bruno. Currency Crises and Collapses. *Brookings Papers on Economic Activity*, 1995(2):219–293, January 1995. [pages: 219-242]

### 4/3 – The politics of over- and under-valuing a currency

- Key Questions
  - Why are some currencies over- or under-valued?
  - How does international trade interact with domestic interest groups concerning exchange rates?
- Literature
  - Stefanie Walter. Private actor preferences about exchange-rate policy. In Thomas Oatley and William K Winecoff, editors, *Handbook of International Monetary Relations*, pages 169–184. Cheltenham: Edward Elgar, February 2014. [pages: Section 2]
  - J Lawrence Broz and Seth H Werfel. Exchange Rates and Industry Demands for Trade Protection. *International Organization*, 68(02):393–416, April 2014. [393-402]
- Case Study: The U.S. and its anger towards China’s Exchange Rate policy
  - D A Steinberg and V C Shih. Interest Group Influence in Authoritarian States: The Political Determinants of Chinese Exchange Rate Policy. *Comparative Political Studies*, 45(11):1405–1434, October 2012. [pages: 1405-1414]

## Unit D: Sovereign Debt

### 4/10 – The Politics of Obtaining Loans

⇒ POLICY RECOMMENDATION MEMO DUE

- Key Questions
  - Under what conditions do governments borrow from private versus official creditors?
  - How do political institutions shape access, volume, and price of loans?
- Literature
  - Jeromin Zettelmeyer and Federico Sturzenegger. The Economics of Sovereign Debt and Debt Crises: A Primer. In *Debt Defaults and Lessons from a Decade of Crises*. MIT Press, Cambridge, MA, January 2007. [pages: 31-38]
  - Kenneth A Schultz and Barry R Weingast. The Democratic Advantage: Institutional Foundations of Financial Power in International Competition. *International Organization*, 57(1):3–42, February 2003. [pages: 3-14]
- Case Study: Why did Ecuador borrow from China while Colombia borrowed from the U.S.?
  - Jonas B Bunte. Explaining Variation in Borrowing Portfolios. In *Raise The Debt*, pages 1–29. Oxford University Press, 2019.

### 4/17 – Politicians and Debt Crises

- Key Questions
  - What are the domestic political dynamics explaining politicians' decision to default on debt?
  - How do international actors such as the IMF shape the likelihood of default?
- Literature
  - Michael Tomz and Mark L. J. Wright. Empirical Research on Sovereign Debt and Default. *Annual Review of Economics*, 5(1):247–272, November 2012. [pages: 256-263]
  - Jeromin Zettelmeyer and Federico Sturzenegger. Causes of Debt Crises. In *Debt Defaults and Lessons from a Decade of Crises*, pages 1–10. MIT Press, Cambridge, MA, January 2007. [pages: 38-44]
- Case Study: Why did Argentina default in 2001 while Brazil did not?
  - Amber Curtis, Joseph Jupille, and David Leblang. Iceland on the Rocks: Self-Interest and the Politics of Sovereign Debt Resettlement. *International Organization*, 68(3):721–740, October 2015. [pages: 721-727]

### 4/24 – Politicians, Firms, and Trade Finance

⇒ ANNOTATED BIBLIOGRAPHY DUE

- Key Questions
  - How do states support their domestic firms' operations abroad?
  - The Rise and Decline in International Cooperation to harmonize rules on Export Finance.

- Literature
  - Kristen Hopewell. When market fundamentalism and industrial policy collide: the Tea Party and the US Export–Import Bank. *Review of International Political Economy*, 24(4):1–31, April 2017.
  - Pamela Blackmon. Determinants of developing country debt: the revolving door of debt rescheduling through the Paris Club and export credits. *Third World Quarterly*, 35(8):1423–1440, September 2014.
- Case Study: China’s EXIM Bank promoting Chinese Business abroad
  - L Corkin. Redefining foreign policy impulses toward Africa: The roles of the MFA, the MOFCOM and China Exim Bank. *Journal of Current Chinese Affairs*, 2012.

## Final Exam (Date to be announced)

- The final exam will take place during exam week. The precise date will be made available as soon as the University posts it.

## Grading Policy

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

- Class Attendance and Participation (120 points): I’ll use a random data generator to check class participation and quality of reading comprehension.
- 12 journal entries, lowest 2 scores will be dropped (10 points each = 100 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 2 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. 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.
- 6 Short Writing Assignments (25 points each = 150 points): Each writing assignment will ask you to complete one of the major written formats of the policy-making process such background memos, press releases, and op eds, among others. See the ‘Power to Choose’ Policy below.
- 1 Midterm (50 points): The midterm will be an in-class exam containing multiple-choice questions, short-answer questions, and essay questions. See the ‘Power to Choose’ Policy below.
- 2 Team Peer Reviews (15 points each = 30 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 Final (50 points): The final will be an exam containing multiple-choice questions, short-answer questions, and essay questions.

**‘Power to Choose’ Policy** You are allowed to drop one of the following: the midterm or two short writing assignment. In other words, you can choose either to write all six writing assignments and drop the midterm, or to write the midterm and only complete four writing assignments. However, you are also allowed to take the midterm and six writing assignments. In this case I will drop your lowest grade of one of the following: the midterm or the two lowest points scored on the six writing assignments. The final, the journal entries 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:

- attendance and participation: 120 points
- 10 journal entries: 100 points
- 6 writing assignments OR 4 writing assignments + 1 midterm: 150 points
- 1 final: 50 points
- 2 team peer reviews: 30 points
- **Total: 450 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, see the detailed description of the 'Power to Choose' policy 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 constitute 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 a subset of all 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/2019/undergraduate/policies/academicincomplete-grades>
- Extra credit: Extra credit activities or coursework resubmission will not be permitted. See the 'Power to Choose'-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](mailto: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](mailto: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 *As* 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.**