# Course ID/Course Name

Econ 4440.001/5440.001 Economics of Natural Resources and the Environment

## Instructor Contact

**Name:** Dr. Michael Nieswiadomy

**Office Location:** Zoom

**Phone Number:** 940-565-2244

**Office Hours:** to be determined

**Email:** michael.nieswiadomy@unt.edu

**Communication Expectations:** The primary tool for learning management will be Canvas, where all the materials for the course will be posted. The primary form of communication will be email sent through Canvas. If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner) and will set up a Zoom meeting with you. I will try to respond even over the weekend.

Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an Announcement to let everyone know when it can be expected.

CLEAR has a webpage for students that provides [Online Communication Tips](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips).

## Course Description

From the UNT Catalog: Natural resource management and use: problems of renewable and non-renewable resources, including scarcity and market responses, role of property rights, externalities, benefit-cost analysis and energy policy with emphasis on Texas, analysis of environmental problems and policy formulation.

## Course Structure

## This course takes place 100% remotely. We will meet in virtual space each Monday & Wednesday (January 11 - April 21, 2021) 2:00 pm to 3:20 pm using Zoom synchronous video conferences throughout the semester.  All the course content will be posted in Canvas. The Zoom lectures will be recorded for students to review.  The lectures are copyrighted.

## Course Prerequisites or Other Restrictions

## Prerequisite(s): [ECON 1100](http://catalog.unt.edu/preview_course_nopop.php?catoid=20&coid=75686) or consent of department.

## Course Objectives

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

1. Understand how to allocate scarce natural resources to maximize social welfare.
2. Understand how to value natural resources using nonmarket evaluation techniques such as the travel cost method.
3. Understand the importance of property rights, the causes of the Tragedy of the Commons and solutions to the Tragedy of the Commons.
4. Understand the use of a myriad of natural resources such as energy, minerals, recyclables, water, forests, fisheries and wildlife.
5. Determine efficient pollution control policies.

## Materials

* Textbook information (title, author, date and edition, publisher

*Environmental and Natural Resource Economics*, 11th ed., by Thomas Tietenberg and Lynne Lewis. (Routledge, 2018).

* Other required materials and/or readings
* Supplementary materials and/or readings (including whether they are required or recommended)

 COURSE OUTLINE

 Notation: Tietenberg & Lewis textbook = T&L; Articles posted on Canvas = C

WEEK OF CHAPTERS SUBJECT

Jan. 11 &13, 2021

**1 (T&L) Visions of the Future**

(C) Fullerton, Don and Robert Stavins. “How Economists See the Environment.” *Nature*, Volume 395, pp. 433-434, Oct. 1, 1998.

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**2 (T&L) The Economic Approach: Property Rights, Externalities, and Environmental Problems**

January 20, 2021 (no class on Jan. 18 due to MLK Jr. Day)

Continue Ch. 2 plus

(C) Garrett Hardin “The Tragedy of the Commons,” *Science*, Vol. 162, No. 3859 (Dec. 13, 1968), pp. 1243-1248

(C) Elinor Ostrom, “A General Framework for Analyzing Sustainability of Social-Ecological Systems,” *Science*, Vo. 325, July 24, 2009, pp. 419-422.

(C) “The Apples and the Bees” & “Experimental Test of Coase’s Theorem” pp. 475-476

(C) Tim Tregarthen “How Property Rights Tamed the West” *The Margin*, March/April 1991, pp. 14-15

(C) Terry Anderson, “Getting the Incentives Right” *The Margin* Fall 1993 pp. 42-43

(C) “More Dung, Please Vanishing Hippos Break a Food Chain” *Wall Street Journal*, Nov.19, 2005, pp. A1 & A8

(C) John Anderson, “This Land Was Your Land” *Smart Money,* pp. 167-172.

(C) Michael McPherson and Michael Nieswiadomy, “African Elephants: the Effect of Property Rights and Political Stability” *Contemporary Economic Policy*, Vol. 18(1), Jan. 2000, pp. 14-26.

**January 25 & 27, 2021**

**3 (T&L) Evaluating Tradeoffs: Benefit-Cost Analysis and Other Decision-Making Metrics**

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Feb. 1 & 3, 2021

**4 (T&L) Valuing the Environment: Methods**

 (C) Portney, Paul R. The Contingent Valuation Debate: “Why Economists Should Care.” *Journal of Economic Perspectives* 8 (1994):3-17

(C) Hanemann, W. Michael. “Valuing the Environment through Contingent Valuation.” *Journal of Economic Perspectives* 8 (1994):19-43

(C) Diamond, Peter A. and Jerry A. Hausman. “Contingent Valuation: Is Some Number Better than No Number?” *Journal of Economic Perspectives* 8 (1994):45-64

(C) “The Price of Life” *The Economist* Dec. 3, 1993 p. 74

(C) “At What Value Your Life,” *The Margin* Nov/Dec 1990 pp. 38-39

(C) “Too Much Safety” Walter Williams 9/5/2001

(C) “Euthanizing the Value of a Statistical Life,” Trudy Cameron, *Review of Environmental Economics and Policy*, (2010) 4 (2): 161-178

(C) “Saving the Tuolumne,” Cases in Microeconomics, Gomez-Ibanez, Jose A., & Joseph P. Kalt, pp. 189-200

Ecosystem Valuation website <http://www.ecosystemvaluation.org/> go to “Dollar-based Ecosystem Valuation Methods,” then go to “4) Travel Cost Method”

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Feb. 8 &10, 2021

**5 (T&L) Dynamic Efficiency & Sustainable Development**

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**Feb. 15, 2021 Exam 1**

**Feb. 17, 2021**

**6 (T&L) Depletable Resource Allocation: The Role of Longer Time Horizons, Substitutes, and Extraction Cost**

**7 (T&L) Energy: Transition from Depletable to Renewable Resources**

(C) Hubbert’s Peak Oil- “Nuclear Energy and the Fossil Fuels,” by M. King Hubbert, presented at American Petroleum Institute, March 7-8-9, 1956. Optional reading.

(C) “There Will Be Oil,” *The Wall Street Journal*, Daniel Yergin, September 17, 2011

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Feb. 22 & 24, 2021

**7 (T&L) Energy: Transition from Depletable to Renewable Resources**

(C) Hubbert’s Peak Oil- “Nuclear Energy and the Fossil Fuels,” by M. King Hubbert, presented at American Petroleum Institute, March 7-8-9, 1956. Optional reading.

(C) “There Will Be Oil,” *The Wall Street Journal*, Daniel Yergin, September 17, 2011

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March 1 & 3, 2021

**8 (T&L) Recyclable Resources: Minerals, Paper, Bottles & E-Waste**

**9 (T&L) Water: A Confluence of Renewable and Depletable Resources**

(C) "How the Corps Turned Doubt into a Lock," Michael Grunwald, Washington Post, Feb. 13, 2000, Page A1

(C) "Natural Exponential Functions and The Problem of Growth," Fundamental Methods of Mathematical Economics, 3rd ed., Alpha C. Chiang, pp. 274-282.

(C) "Destroying the Environment: Government Mismanagement of our Natural Resources" National Center for Policy Analysis, John Baden, pp. 1-45

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March 8 & 10, 2021

**10 (T&L) A Locationally Fixed, Multipurpose Resource: Land**

**11 (T&L) Storable, Renewable Resources: Forests**

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**March 15 & 17, 2021**

**11 (T&L) Storable, Renewable Resources: Forests continued**

**March 22 & 24, 2021**

**12 (T&L) Common Pool Resources: Commercially Valuable Fisheries**

**13 (T&L) Ecosystem Goods and Services: Nature’s Threatened Bounty**

(C) Conflicts & Choices in Biodiversity Preservation, Andrew Metrick & Martin L. Weitzman *Journal of Economic Perspectives*—Volume 12, Number 3—Summer 1998—Pages 21–34

 (C) "Restructuring Environmental Big Business," Chris Boerner and Jennifer Chilton Kallery, Dec. 1994

(C) "Are We Running Out of Everything?" S. Charles Maurice & Charles Smithson, pp.1-25

**March 29, 2021 Exam 2**

**March 31, 2021**

**Ch. 14 Pollution**

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**14 (T&L) Economics of Pollution Control: An Overview**

(C) Toward a New Conception of the Environment-Competitiveness Relationship: Porter & van der Linde

(C) Economic Incentives vs. Command and Control

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April 2, 2021 Last day to drop a class.

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April 5, 2021

Ch. 14 continued

**April 7, 2021**

**15 (T&L) Stationary-Source Local and Regional Air Pollution**

(C) What Can We Learn from the Grand Policy Experiment? Lesson from SO2 Allowance Trading

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April 12, 2021

**16 (T&L) Climate Change**

(C) Climate Science: A Sensitive Matter, *The Economist*, Mar 30, 2013

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April 14, 2021

**17 (T&L) Mobile-Source Air Pollution**

**18 (T&L) Water Pollution**

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April 19, 2021
**20 (T&L) The Quest for Sustainable Development**

(C) Confronting the Environmental Kuznets Curve, Susmita Dasgupta, Benoit Laplante, Hua Wang and David Wheeler. *Journal of Economic Perspectives—*Volume 16, Number 1—Winter 2002—Pages 147–168

**April 21, 2021**

Review for Final Exam

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April 26, 2021 Monday Final Exam 1:30 p.m. – 3:30 p.m.

## Teaching Philosophy

I am passionate about teaching. My greatest joy is seeing students satisfy their thirst for knowledge. I challenge my students to challenge themselves, to let them know that they have the wherewithal to overcome what may seem to be impossible obstacles. It is satisfying to know that many students appreciate the extra effort I provide in helping students understand the material, doing the homeworks, providing exam review sessions on the weekend, etc. I want my students to succeed. So I try to stay in tune with industry demands for skill sets and practice in our classrooms. I serve on the Water Resources Council of the North Central Texas Council of Governments. I have introduced Excel examples in the classroom and I facilitated the integration of Excel into our Research Methods class and then incorporated our Managerial Economics class into the College of Business' Excel Certification program. I have been a member (and Past President) of the Dallas Association for Business Economics for over 30 years to keep me knowledgeable about openings for our Economics majors and encouraged our students to participate in the essay contest. One of the highlights of my career was seeing several students select me as their favorite professor at our last Economics Spring Banquet! I am blessed to work with my colleagues in this great Economics department who are passionate about teaching.

I have found that students benefit most if they practice reworking the material such as drawing the graphs and writing the formulas to determine if they know the material. Flash cards are always an effective tools to learn the definitions of economic concepts. As the saying goes, “Practice makes perfect.”

## Technical Requirements & Skills

### Minimum Technology Requirements

* Computer
* Reliable internet access
* Speakers
* Microphone
* Plug-ins
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
* Electronic writing tablet or a document camera is helpful to show me how you are working out the material. It is beneficial but is not required.

### Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

* Using Canvas
* Using email with attachments
* Reading Powerpoint slides
* Drawing graphs by hand and in MS Word.
* Using Excel spreadsheet programs

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

* Treat your instructor and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
* Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. See “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

## Getting Help

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### Teaching Assistant

There will be a Teaching Assistant for this class, Mr. Robert Serna. I will let you know when his Zoom office hours are established.

### Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Other student support services offered by UNT include

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

## Course Requirements

Econ 4440

| ***Assignment***  | ***Percentage of Final Grade*** |
| --- | --- |
| ***Exam 1***  | *25%* |
| ***Exam 2*** | *25%* |
| ***Final Exam*** | *35%* |
| ***Homeworks & Quizzes*** | *15%* |
| ***Total*** | *100%* |

Please note that Econ 5440 has an additional assignment area, namely the Research Project which is discussed below.

Research Project: Your project can cover any natural resources or environmental economics topic, subject to my approval. You must survey the relevant literature and produce a 10 page research paper (approximately 250 words per page, typed and double spaced). There are three deadlines for the research project:

Feb. 22, 2021: Approval of topic by Dr. Nieswiadomy.

 March 22, 2021: One paragraph description of the issue plus a one page outline with at least 3 references. You must schedule an appointment and meet with me on or before this date. You need to allow time to make suggested revisions before this date. Appointments will be made on a first come - first served basis.

 April 19, 2021: Final paper due.

 The allocation of points for **Econ 5440** is as follows:

| ***Assignment***  | ***Percentage of Final Grade*** |
| --- | --- |
| ***Exam 1***  | *16.67%* |
| ***Exam 2*** | *16.67%* |
| ***Final Exam*** | *35%* |
| ***Homeworks & Quizzes*** | *16.67%* |
| ***Research Project*** | *15%* |
| ***Total*** | *100%* |

## Grading

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

A = 90% -100%

B = 80%-89.9%

C = 70%-79.9%

D = 60%-69.9%

F = 0%-59.9%

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Please look for announcements from UNT for the dates that SPOT is open.

## Course Policies

### Assignment Policy

The homework assignments will be posted in Canvas with a Turnitin link.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. It is in your best interest to not procrastinate.

### Examination Policy

The exams are open book exams. You will need to turn on your cameras during the exam. If you lose Internet connection during an exam, please let me know as soon as possible. Make-up exams will be given only with a UNT approved excuse. Contact the Student Helpdesk and document the remedy ticket number before contacting me.

Instructor Responsibilities and Feedback

* While I want to make myself as available as possible to each of you, there will be no face-to-face meetings this semester.  I will hold Zoom office hours to help with homeworks etc.  The teaching assistant will also have office hours. All students are welcome to join in.
* If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner) and will set up a Zoom meeting with you. I will try to respond even over the weekend.
* Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an Announcement to let everyone know when it can be expected.

Late WorkLate homeworks will not be accepted.

Attendance PolicyThis is a remote synchronous class. It is similar to a usual face to face class in most aspects except that everyone will be at their computers instead of being in a classroom. Attendance at **every** class meeting is essential to understanding the material. Unless you are an exceptionally gifted student, your grade will be positively related to the number of times you attend class. To encourage your attendance, I will give pop quizzes. These pop quizzes will determine if you know the general topics that will be lectured on that day. A few pop quizzes (and homeworks) will be dropped at the end of the semester. If you miss a quiz you will receive a zero (there are no makeup quizzes) and most likely it will be dropped unless you miss a significantly large number. It is to your advantage to take all of the quizzes so that you will be able to drop your lowest scores.

Class ParticipationClassroom participation is highly encouraged, but it is not graded. You are expected to turn on your webcam during classtime. You will be given bonus points for turning on your webcam.

Your webcam must be on at all times during your exam else you will receive a zero for the exam.

Syllabus Change PolicyIf exigencies arise, I will let you know if changes are needed for the syllabus, course information, and due dates.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Any student who cheats in this class on any homework, quiz or Exam will receive an “F” for the semester.]

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (https://disability.unt.edu/).

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above. This policy is a moot point in this class since in Econ 4440/5440 students will not be giving presentations.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes. I intend to only record images of my notes, Powerpoint slides. I do not intend to record any images of students.