

**Econ 430 is a four-credit, senior-level course on urban economics**

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- **Andrew Kenny** (TA): **cell and best chance of contact = 971-244-2920**; off-campus work = 687-0051; email = kenny@eugene.econw.com; off-campus fax, 344-0562; office hrs, MW 1:00-3:00p, PLC 517.
- **Website** <http://www.uoregon.edu/~whitelaw/430/>

This course actually consists of two courses running concurrently:

- 1) Urban Economics
- 2) Topics, Issues, and Policy Analysis

I'll conduct the classes as lectures and discussions.

**FAQ:** What must I do to pass the course?

I'll determine your grade from your performances on frequent quizzes—a total of 10 or so—throughout the term, some in-class, some take-home and some both. There won't be conventional papers, mid-terms or final.

On the quizzes, I'll offer no make-ups. Some of the in-class quizzes may be pop quizzes, which I'll announce only by shouting, "Gotcha!" seconds before I hand them out, while others I'll announce days in advance. These quizzes will account for 100% of your grade, unless I perceive you as a free rider, in which case, I may subject you to one or more oral quizzes or simply kill you.

To compute your grade for the term, assuming a total of 10 quizzes, I'll drop your lowest 2 quizzes, and base your grade on your remaining 8 quizzes.

**FAQ:** How difficult is the course?

Measured by work-load (which you shouldn't confuse with quality), students typically rank this course first—or tied for first—among the UO's undergrad econ courses. If you've done well in intermediate micro (e.g., Econ 311), retrieved castings from eagle nests on cliffs, stood naked in a column of Tanzanian safari ants, kayaked the Urabamba, endured malaria, pneumonia and footgrubs concurrently, negotiated the F Train during construction followed by the Hudson-Manhattan tubes and the Erie-Lackawanna after work for a night class at Newark College of Engineering, and yodeled from the peak of Old Faithful Lodge without getting caught, you should have little difficulty with this course. It'll also help if you ask questions and, of course, listen carefully and critically to the answers.

**FAQ:** What about those quizzes?

- **Quizzes:** The quizzes, whether take-home or in-class, will have both short-answer and essay-answer exercises. On the essay-answer exercises, I'll strictly enforce the word limits, e.g., 23. Also, I won't give credit for incomplete, grammatically incorrect, or ambiguous sentences. If you give me an ambiguous answer, I'll give you the cost of the doubt, not the benefit. Not incidentally, I'll give no slack to those for whom English is a second or strange language. Finally, words and punctuation matter, so keep handy a large dictionary and thesaurus plus a manual on writing.
- **Urban Trivia Hunt:** You'll love it. Stay tuned.

**FAQ:** What else should I know about the course?

- **Making mistakes:** You're going to make careless or stupid mistakes. We all do. It's much better to make them now in front of me in emails or on quizzes or in front of the other students in class than later in front of your employer or your colleagues.
- **Teaching and learning:** It's in the nature of teaching and learning for teachers to help students, and for students to help themselves, to move from ignorance to knowledge.
- **Teachers and students:** Teachers perform more slowly than they would on their own, while students learn faster than they would on their own. (Science News, 7/15/06, Volume 170, *Live Prey for Dummies: Meerkats coach pups on hunting*, citing a study by Alex Thornton & Katherine McAuliffe, *Science* 7/14/06)