PUP 4003W American Public Policy

Spring 2016 Syllabus

Contact Information

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Course Description

Public policy is whatever government chooses to do or not to do. In American Public Policy we will seek to understand policymaking in the United States. We will focus on how policy is made, how it can be studied and the substantive issues that policy makers are debating today. There are at least eight models of public policy that we will examine: institutional, process, rational, incremental, group, elite, public choice and game theory. Policy areas to be studied include criminal justice, health and welfare, education, economic, tax, trade and immigration, environmental and energy, civil rights, defense and homeland security.

Goals

1. Students will understand basic facts, definitions and concepts related to public policy, policy analysis and policy evaluation.

2. Students will describe and apply eight models of policy analysis.

3. Students will trace and analyze the major steps in the formal policy making process.

4. Students will learn the background, current situation, and outlook regarding a variety of substantive public policy areas.

5. Students will compare and contrast opposing views concerning issues for debate in American public policy.

6. Students will evaluate current policy problems and formulate their own views on critical issues.

Required Texts

1. Our main text is the 15th edition of Tom Dye's *Understanding Public Policy*. It is available in print and electronic versions.

Reference in American Political Science Association (APSA) style:

Dye, Thomas R. 2017. *Understanding Public Policy*,15th ed. Upper Saddle River, NJ: Pearson.

ISBN-13: 9780134169972
ISBN-10: 0134169972

The 15th edition of the book is brand new but will be available (or may already be available) at the on campus and off campus book stores and online.

2. You do not need to buy a 2nd text. However we will be reading a number of reports from the CQ Researcher website/database. If you are accessing from the UCF on-campus network you can go directly to http://library.cqpress.com/cqresearcher/ and then click on Browse Reports (By Date). If you are accessing from off campus you will need to log in to the UCF library system at http://library.ucf.edu/ by clicking on the tab in the top right that says "UCF Sign In" and making your choice for log in and entering your information and then click on Databases (under the Quicksearch tab) and then search for and then click on CQ Researcher Plus Archive and then Browse Reports (By Date).

Evaluation

8 Modules – 100% of your total grade. Each module consists of 2 graded activities: Chapter Quiz and CQ Policy Analysis & Discussion. Each module will usually cover 2

chapters from the Dye text and 2 articles from the CQ reader. You will have about two week to do each module.

Chapter Quiz – 40% of total grade. Each quiz will usually have 50 questions covering material from the text and the CQ researcher articles. You will normally have 60 minutes to take the quiz. You may take the quiz a second time to improve your score. The questions are drawn from a larger quiz bank I have constructed so while a few questions may be the same on a 2nd attempt, most will be different. You should read the chapters and articles before starting the quiz as you will not have time to look up every answer. All 6 quizzes count towards your final grade and except for extraordinary circumstances I will not reopen a quiz after it closes.

CQ Policy Analysis & Discussion – 60% of total grade. I will put you in small groups for the online discussion based on your last name. CQ Policy Analysis & Discussion will include several steps. First you will read two articles from the CQ Research database. Then using a template I provide for each article you will give opposing positions on a number of current policy questions, update information from the readings and explain how it relates to one of the questions, and give your opinion and explain why you believe the way you do for each of the policy questions. Your answer for each article each week will be between 900 and 1200 words (thus you will write 1800-2400 words each week analyzing the two articles). You will upload this paper using the assignment function and also paste it into your discussion group.

Finally you must engage in discussion with your fellow classmates by responding to their comparisons and contrast and current event. The discussion will require a minimum of three postings each week: the initial posting of your paper and then at least two postings responding to your fellow students. You should attempt to engage in professional college level discussion with your classmates. Highest grades go to students who exceed my expectations for quantity and quality of their papers and their discussion with classmates. Two additional postings is the minimum to get a C on that part of the assignment. You will need a total of 8 or more (depending on quality and length) additional postings to get the highest possible score on discussing with classmates.

To grade CQ Policy Analysis & Discussion I have developed a rubric. Each CQ Policy Analysis & Discussion is worth up to 100 points: 40 points for writing on the first article, 40 points for writing on the 2nd article, and 20 points for discussing things with your classmates. In addition there will be a 10 point penalty for each day the initial posting is late. So 10 points off for one day late and 20 points off for two days late and then the module closes. Once the module closes you will not be able to post further and I will not accept your postings.

Policies

1. If you have questions about the course of a general nature do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in

Discussions section select the topic “Questions for Professor Jewett” and then click in the “Reply” box and type in your question and then hit “Post Reply.” You may have to wait up to 48 hours for a response but I am usually much quicker than that. You should review this section before asking your question as someone else may have already asked it. Of course if your problem is personal (grade related for instance) or involves not being able to get on the site (and hence unable to get to Discussions) feel free to e-mail me at my normal e-mail address.

2. If you would like to seek the help of fellow students go to Discussions and select the topic “Students Seeking Help from Students” and post your question as above. This can be a technical question about computer problems or a subject matter question. I will give extra credit to students who help others!

3. Online courses require students to be self-motivated and do work on a regular basis without being reminded of assignments and due dates. The average student can expect to put in at least 12-15 hours a module on this course if they want to do well. You will be reading 2 chapters from the main text and 2 articles from the reader each week. You can also expect that you will write 2500 words a week or more (counting initial postings and discussions with others) if you want to do well.

4. Late assignments will not be accepted once a quiz, discussion or module closes (as mentioned above I will take your initial paper posting on discussion late with a 10 point per day penalty but once the module closes that will be it). Do not wait until the last minute to do assignments. Computer problems and Internet connection problems will happen. They are not acceptable excuses for missing due dates and deadlines. Due times for graded assignments are usually 11 pm Eastern Standard Time. I give a 59 minute grace period until 11:59 pm before I start assessing the late penalty.

5. I will drop your two lowest CQ Policy Analysis & Discussion scores when I compute your final grade. Since I am not accepting late assignments after a module closes this will provide you a measure of protection should something happen that prevents you from writing a paper (computer glitch, illness, vacation etc.) or should you do poorly on a paper and want to improve. I will not drop any quiz scores, so you must do all 8 quizzes.

6. I follow and enforce the UCF policies pertaining to academic honesty and integrity and expect professional student conduct. See the UCF policies established in the Golden Rule (http://goldenrule.sdes.ucf.edu/) if you are unfamiliar (particularly the section on Academic Conduct).

7. Students registered with UCF Disability Services (http://sds.sdes.ucf.edu/) will be given accommodation as determined by UCF Disability Services.

Grading Scale

This class is on a 10 point grading scale with no plus minus grades.

100-90 A (Outstanding or excellent work)

89-80 B (Good, above average work)

79-70 C (Average work)

69-60 D (Below average, poor work)

59-0 F (Unacceptable work or missed assignment)

Assignment Due Dates

Academic Engagement Assignment Required by Federal Regulations:
Pretest due by Friday 1/15 at 5:00 pm EST.

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday January 15 5:00 pm EST. Failure to do so will result in a delay in the disbursement of your financial aid.

Go to Quizzes and click on “Pretest” and then “Take the Quiz.” You have 1 hour to take the pretest. Please do not study beforehand or look up answers when taking the pretest – if you do not know the answer then just make your best guess. I want to get an honest assessment of how much you know about the course material before we get started (so please do not just take 2 minutes for the whole quiz and randomly hit answers either – actually read the questions and see if you know the answer). Once you answer all the questions hit “Submit Quiz.”

Module 1 Policy Analysis and Evaluation: Quiz due by Monday 1/18 at 11 pm; Initial discussion posting due by Tuesday 1/19 at 11 pm; additional postings due by, and module closes on, Thursday 1/21 11:00 pm

PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE MARTIN LUTHER KING DAY HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

For Module 1 please read:

Dye chapters 1 Policy Analysis and 4 Policy Evaluation

CQ articles Transgender Rights (December 11, 2015) and Domestic Violence (November 15, 2013)

Module 2 Policy Models and Process: Quiz due by Monday 2/1 at 11 pm; Initial discussion posting due by Tuesday 2/2 at 11 pm; additional postings due by, and module closes on, Thursday 2/4 11:00 pm

For Module 2 please read:

Dye chapters 2 Models of Politics and 3 The Policymaking Process

CQ articles Regulating Lobbying (June 6, 2014) and Presidential Power (March 6, 2015)

Module 3 Criminal Justice and Civil Rights Policy: Quiz due by Monday 2/15 at 11 pm; Initial discussion posting due by Tuesday 2/16 at 11 pm; additional postings due by, and module closes on, Thursday 2/18 11:00 pm

For Module 3 please read:

Dye chapters 6 Criminal Justice and 14 Civil Rights

CQ articles Racial Conflict (January 8, 2016) and Religious Freedom (January 1, 2016)

Module 4 Health and Welfare Policy: Quiz due by Monday 2/29 at 11 pm; Initial discussion posting due by Tuesday 3/1 at 11 pm; additional postings due by, and module closes on, Thursday 3/3 11:00 pm

For Module 4 please read:

Dye chapters 7 Welfare and 8 Health Care

CQ articles Fighting Urban Poverty (July 17, 2015) and Reforming Veterans Health Care (November 21, 2014)

Withdrawal Deadline Tuesday 6/23 11:59 pm

Module 5 Federalism and Education Policy: Quiz due by Monday 3/14 at 11 pm; Initial discussion posting due by Tuesday 3/15 at 11 pm; additional postings due by, and module closes on, Thursday 3/17 11:00 pm

PLEASE NOTE: JUST BECAUSE SOME MODULE DUE DATES MAY FALL OVER OR NEAR THE SPRING BREAK HOLIDAY (3/7-3/12) DOES NOT MEAN YOU HAVE TO DO THE ASSIGNMENT DURING SPRING BREAK! I STRONGLY ENCOURAGE YOU TO FINISH THE WEEK BEFORE OR DO IT AFTER THE BREAK!

For Module 5 please read:

Dye chapters 5 American Federalism and 9 Education

CQ articles Greek Life on Campus (November 20, 2015) and Free Speech on Campus (May 8, 2015)

Withdrawal Deadline: Wednesday 3/23 11:59 p.m.

Module 6 Economic and Tax Policy: Quiz due by Monday 3/28 at 11 pm; Initial discussion posting due by Tuesday 3/29 at 11 pm; additional postings due by, and module closes on, Thursday 3/31 11:00 pm

For Module 6 please read:

Dye chapters 10 Economic Policy and 11 Tax Policy

CQ articles Marijuana Industry (October 16, 2015) and Nonprofit Groups and Partisan Politics (November 14, 2014)

Module 7 Trade, Immigration, Energy and Environmental Policy: Quiz due by Monday 4/11 at 11 pm; Initial discussion posting due by Tuesday 4/12 at 11 pm; additional postings due by, and module closes on, Thursday 4/14 11:00 pm

For Module 7 please read:

Dye chapters 12 International Trade and Immigration and 13 Energy and Environment

CQ articles Immigrant Detention (October 23, 2015) and Air Pollution and Climate Change (November 13, 2015)

Module 8 Foreign, Defense and Homeland Security Policy: Quiz due by Monday 4/25 at 11 pm; Initial discussion posting due by Tuesday 4/26 at 11 pm; additional postings due by, and module closes on, Thursday 4/28 11:00 pm

For Module 8 please read:

Dye chapters 15 Defense Policy and 16 Homeland Security

CQ articles Restoring Ties with Cuba (June 12, 2015) and Intelligence Reform (May 29, 2015)

Fall Term Ends: Wednesday May 4

Getting Started

Go to the home page, go to Quizzes and click on “Pretest” and then “Take the Quiz” (as described above to document your participation in the course). After that, to begin the graded part of the course, click on Modules and then read and follow the instructions for Module 1: Policy Analysis and Evaluation.