Syllabus
American Public Policy
PUP 4003 0W60
Spring 2020

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: January 6 to April 27 2020, with the course website normally available 24 hours a day.

Class Location: The course website can be found at www.webcourses.ucf.edu.

Modality: This is a "W" course that is done completely online with no face to face meetings.

Contact Information

Instructor / Email: Dr. Aubrey Jewett aubrey.jewett@ucf.edu

Office: Howard Phillips Hall (HPH) 302 E

Office Hours: Online by e-mail or in person T & R from 9 to 11 am or by appointment

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Graduate Teaching Assistant / Email: Craig Wilding craig.wilding@ucf.edu

Public Description of Course

Information Published in the UCF Undergraduate Catalog: Policy formation, implementation and evaluation, with a focus upon contemporary American problems, including the malapportionment of societal power and social conflict.

Course Scope and Purpose: Public policy is whatever government chooses to do or not to do. In American Public Policy we look at policy and 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. We will examine eight models of policymaking: 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. The purpose of the course

is to teach students about policy models and issues and prepare students to follow, analyze and participate in U.S. policy making as part of the political process.

Course Goals (Student Learning Outcomes)

Students who successfully complete American Public Policy should be able to:

1. Demonstrate knowledge of basic facts, definitions and concepts related to public policy, policy analysis and policy evaluation.

2. Describe and apply eight models of policy analysis.

3. Trace and analyze the major steps in the formal policy making process.

4. Evaluate how diversity impacts American public policy.

5. Explain the background, current situation, and outlook regarding a variety of substantive public policy areas.

6. Compare and contrast opposing views concerning issues for debate in American public policy.

7. Assess current policy problems and formulate their own views on critical issues.

8. Discuss controversial policy issues in a professional scholarly manner and show respect for other people who may hold different views.

Course Materials/Required Text

1. Dye, Thomas R. 2017. *Understanding Public Policy*,15th ed. New York: Pearson. ISBN-13: 9780134169972

You can purchase the book from many locations including Barnes and Noble (the campus bookstore), Amazon, Chegg and many other college booksellers. You may also purchase directly from Pearson (the publisher). The book is available for sale or rent and as a new or used edition.

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. From the course homepage click on UCF Library Tools from the menu on the left of the screen. Then click on Articles and Databases. Then do a database search for "CQ Researcher Plus Archive" and then click on the results "CQ Researcher Plus Archive (1923+)". Once at the CQ Researcher website you can then Browse Reports (By Date) to find the assigned report (these are listed in the course outline and in the modules).

Assessment, Grading Procedures, Expectations and Support

Assignments and Grading Weights:

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 usually have about one week to do each module.

Chapter Quiz – 40% of total grade. Each quiz will usually have 50 questions worth 2 points each covering material from the text and the CQ researcher articles. You will normally have 90 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 8 quizzes count towards your final grade.

CQ Policy Analysis & Discussion – 60% of total grade. 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 module will be between 900 and 1200 words (thus you will write 1800-2400 words each module analyzing the two articles). You will put the two CQ Policy Analyses into one MS Word document and then copy and paste it into the appropriate discussion as a single post.

Finally you must engage in discussion with your fellow classmates by responding to their policy analyses. 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. Discussion with your classmates should be academic, focus on the assigned topics, and highlight what you are learning about the material, your views on the issues, and why you believe the way you do. It is perfectly fine (and expected) to disagree about policy positions but DO NOT personally attack your classmates (learn to disagree without being disagreeable). Remember this is a graded college level discussion and not a series of anonymous posts on the internet! 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.

Grades and Grading Scale: Students can view grades in Mygrades. I use a ten-point grading scale.

100-90 A (Outstanding or excellent work)
89-80 B (Solid, above average work)
79-70 C (Good, average work)
69-60 D (Below average or incomplete work)

59-0 F (Poor work or missed assignment)

Missed Quizzes, Missed or Late Assignments and Make-Up Policy:

- Make-up Assignments for Authorized University Events or Co-curricular Activities – Students who miss exams/assignments because they are representing UCF in authorized events or activities will be offered reasonable opportunity to complete the work with no penalty applied. It is the student's responsibility to provide the instructor with a copy of the Program Verification Form (which lists the names of students participating in the authorized event or activity) prior to the class in which the absence occurs.

- Religious Observances – A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed.

- Quizzes – I do not drop any quiz grades and quizzes automatically lock at the due date and time. Under normal circumstance I will not reopen the quiz. If you miss a quiz and want a chance to make up the quiz email me as soon as possible (normally within 24 hours). If you have a verifiable extenuating circumstance (i.e. illness with a doctor's note, accident with a police report, or death in the family with documentation) I will let you make up one quiz with no grade penalty. You should complete the quiz in a reasonable amount of time (usually within one week). If you do not have a verifiable extenuating circumstance (you forgot, overslept, were too busy etc.) I may allow you <u>one</u> make up in a reasonable amount of time (usually within one week) as long as you contact me quickly (usually within 24 hours), take responsibility for what happened, and have been showing a good faith effort to complete previous work. However, I deduct ten points from the score in fairness to classmates who completed the quiz on time.

- Policy Analysis & Discussion – I will drop your <u>two</u> lowest CQ Policy Analysis & Discussion scores when I compute your final grade. 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. Because I drop the two lowest Policy Analysis & Discussion scores, once the module closes you will not be able to post a late policy analysis or post further comments in the discussion. If you have an extraordinary situation which causes you to miss more than two Policy Analysis and Discussions you may email me with the pertinent information and I will make a decision based on being fair to you but also to all the other students in the class that are meeting the deadlines. You may post your policy analysis up to two days late after the initial deadline, but 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. Discussion with others is available until the module closes and will not be reopened.

Workload and Deadlines: 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 module. You can also expect that you will write 2500 words or more (counting initial postings and discussions with others) for each module if you want to do well. 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 on the initial Policy Analysis posting.

Professional Communication & Online Etiquette: I expect professional communication whether face to face, by email, or in online discussions. When communicating with me, please address me by my title (Dr. Jewett or Prof. Jewett), politely explain the purpose of your communication, courteously provide evidence or background information as appropriate, and respectfully ask your question or make your statement or request. DO NOT make demands or unsubstantiated claims, issue threats or accusations, or question my motives. During discussion DO NOT personally attack other students (or the professor) for their opinions. Political disagreements are normal, but be scholarly and civil, focus on the material, explain your position calmly and rationally, and show respect for the sincerely held beliefs of others.

Questions for Professor Jewett: If you have general questions about the course or material do not e-mail me initially. Instead post your question in the Discussions section of the web site. Once in Discussions select the topic "Questions for Professor Jewett" and then click in the "Reply" box and type in your question and then hit "Post Reply." I have linked my email to this discussion forum so it will forward to me almost immediately, but by posting the question here (and my answer) we will allow other students to gain more information (if you have a question, chances are another student also has the same question). You should review this section before asking your question as someone else may have already asked it. Of course, if your problem is personal (related to your health or to your quiz or discussion grade 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.

Instructor Response Time: Under normal circumstance I will respond to a posted question or an email within 24 hours. Quizzes are automatically graded and you will received immediate feedback on your score. I seek to provide substantive feedback in the discussion to your initial policy analysis within 24 hours of the due date. Once a module closes I typically have policy analysis and discussion graded and provide suggestions to improve within 48 hours.

Seeking Help from Other Students: 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.

Students Needing Technical Support: If you need technical support with Webcourses you can go to https://cdl.ucf.edu/support/. Phone support is available at 407-823-0407. Email support is available at webcourses@ucf.edu.

UCF Core Syllabus Statements

Academic Integrity:

I expect ethical academic behavior from all my students. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
b) Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
d) Falsifying or misrepresenting the student's own academic work.
e) Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
g) Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating:

I uphold and enforce academic standards. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility:

The University of Central Florida and I are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Military Status:

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

Assignment Due Dates

I make an effort to follow the posted schedule. However, this outline may change during the semester due to unforeseen events or for pedagogical reasons. It is your responsibility to read class announcements and emails and keep informed.

Pretest due by Friday 1/10 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 10 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 5 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." The pretest quiz does not count towards your final grade.

Module 1 Policy Analysis and Evaluation: Quiz due by Monday 1/13 at 11 pm; Initial discussion posting due by Tuesday 1/14 at 11 pm; additional postings due by, and module closes on, Thursday 1/16 11:00 pm

For Module 1 please read:

Dye chapters 1 Policy Analysis and 4 Policy Evaluation

CQ articles Privatizing Government Services (December 8, 2017) and Domestic Violence (November 15, 2013)

Martin Luther King Day Holiday Monday 1/20

Module 2 Policy Models and Process: Quiz due by Monday 1/27 at 11 pm; Initial discussion posting due by Tuesday 1/28 at 11 pm; additional postings due by, and module closes on, Thursday 1/30 11:00 pm

For Module 2 please read:

Dye chapters 2 Models of Politics and 3 The Policymaking Process

CQ articles Think Tanks in Transition (September 29, 2017) and The Presidency (November 16, 2018)

Module 3 Criminal Justice and Civil Rights Policy: Quiz due by Monday 2/10 at 11 pm; Initial discussion posting due by Tuesday 2/11 at 11 pm; additional postings due by, and module closes on, Thursday 2/13 11:00 pm

For Module 3 please read:

Dye chapters 6 Criminal Justice and 14 Civil Rights

CQ articles Reparations for Slavery (August 23, 2019) and High Tech Policing (April 21, 2017)

Module 4 Health and Welfare Policy: Quiz due by Monday 2/24 at 11 pm; Initial discussion posting due by Tuesday 2/25 at 11 pm; additional postings due by, and module closes on, Thursday 2/27 11:00 pm

For Module 4 please read:

Dye chapters 7 Welfare and 8 Health Care

CQ articles Veterans' Struggles (October 4 2019) and Health Care Debates (October 18, 2019)

Spring Break: Monday 3/9 to Saturday 3/14

Module 5 Federalism and Education Policy: Quiz due by Monday 3/16 at 11 pm; Initial discussion posting due by Tuesday 3/17 at 11 pm; additional postings due by, and module closes on, Thursday 3/19 11:00 pm

For Module 5 please read:

Dye chapters 5 American Federalism and 9 Education

CQ articles Federal State Relations (April 27, 2018) and Issues in Higher Education (October 26, 2018)

Withdrawal Deadline: Friday 3/20 11:59 p.m.

Module 6 Economic and Tax Policy: Quiz due by Monday 3/23 at 11 pm; Initial discussion posting due by Tuesday 3/24 at 11 pm; additional postings due by, and module closes on, Thursday 3/26 11:00 pm

For Module 6 please read:

Dye chapters 10 Economic Policy and 11 Tax Policy

CQ articles Universal Basic Income (September 8, 2017) and National Debt (September 1, 2017)

Module 7 Trade, Immigration, Energy and Environmental Policy: Quiz due by Monday 4/6 at 11 pm; Initial discussion posting due by Tuesday 4/7 at 11 pm; additional postings due by, and module closes on, Thursday 4/9 11:00 pm

For Module 7 please read:

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

CQ articles U.S. Trade Policy (March 30, 2018) and Renewable Energy Debate (March 15, 2019)

Module 8 Foreign, Defense and Homeland Security Policy: Quiz due by Monday 4/20 at 11 pm; Initial discussion posting due by Tuesday 4/21 at 11 pm; additional postings due by, and module closes on, Thursday 4/23 11:00 pm

For Module 8 please read:

Dye chapters 15 Defense Policy and 16 Homeland Security

CQ Articles Cyberwarfare Threat (October 6, 2017) and U.S. – Iran Relations (November 15, 2019)

Term Ends: Monday April 27

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.