Syllabus
American Public Policy
PUP 4003 0W60
Spring 2024

Additional Information from Official Schedule of Classes

Credit Hours: 3 (3, 0)

Prerequisites: POS 2041 or C.I.

Class Meeting Days and Time: Online only 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: Tue and Th 9:30 am and 11:00 am or by appointment (online by e-mail or via Zoom also available - to set up a Zoom conference please email me, and I will send you a link)

Phone: Political Science Main Office 407-823-2608;

Graduate Teaching Assistant / Email: Olsumbo Adeyemi olusumbo.adeyemi@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, immigration, environmental, 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 reports from the CQ Researcher website/database. This site has a paywall, but if you log in through the UCF library https://guides.ucf.edu/database/CQResearcher you get free access. Once at the CQ Researcher website you can then Browse Reports 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 Researcher website.

Chapter Quizzes – 50% 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 – 50% of total grade. CQ Policy Analysis & Discussion will include several steps. There will be two articles assigned from the CQ Researcher database for each module and you will choose ONE of those two articles and write your policy analysis using the required template I provide in the module instructions. Each policy analysis should be between 900 and 1200 words (strongest papers will be close to 1200 words). You will then copy and paste your analysis into the appropriate discussion. Finally, you will engage in scholarly, professional, and substantive discussion with your classmates by responding to their Policy Analyses and replying to students who post about your work (minimum two additional posts with 8 or more quality posts required for the highest score). YOU WILL BE ASSIGNED TO WRITE A POLICY ANALYSIS AND DISCUSS ON 4 MODULES AND THESE 4 WILL COUNT TOWARDS YOUR FINAL GRADE.

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 one 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 late quiz score in fairness to classmates who completed the quiz on time.

- Policy Analysis & Discussion – You will be assigned 4 Policy Analysis and Discussion assignments. 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 your assigned Policy Analysis and Discussions you may email me with the pertinent information, and I will decide what to do 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 analyses 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: This course is an upper-level political science elective and I have high expectations for my students. 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 12-16 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 2000 words or more (counting initial posting of the policy analysis and discussion with others) for each assigned module if you want to do earn a high grade. 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 11:59 pm Eastern Standard Time. After that, 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

1. 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.
2. 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.

3. 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.
4. Falsifying or misrepresenting the student's own academic work.
5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

AI Tools - The use of Artificial Intelligence (AI) tools, via website, app, or any other access, is not permitted in this class. Representing work created by AI as your own is plagiarism and will be prosecuted as such.

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* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

Assignment Due Dates (Due Times are 11:59 pm EST unless otherwise noted)

I try 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 1/12 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 January 12, 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 5-10 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 1/15; Initial discussion posting due by Tuesday 1/16; additional postings due by, and module closes on, Thursday 1/18

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 jr. Day Holiday Monday 1/15 PLEASE NOTE: JUST BECAUSE SOME DUE DATES MAY FALL OVER THE HOLIDAY DOES NOT MEAN YOU HAVE TO WAIT UNTIL THEN TO DO THE ASSIGNMENT!

Module 2 Policy Models and Process: Quiz due by Monday 1/29; Initial discussion posting due by Tuesday 1/30; additional postings due by, and module closes on, Thursday 2/1

For Module 2 please read:

Dye chapters 2 Models of Politics and 3 The Policymaking Process

CQ articles The News Media (September 18, 2020) and The Senate Filibuster (October 15, 2021)

Module 3 Criminal Justice and Civil Rights Policy: Quiz due by Monday 2/12; Initial discussion posting due by Tuesday 2/13; additional postings due by, and module closes on, Thursday 2/15

For Module 3 please read:

Dye chapters 6 Criminal Justice and 14 Civil Rights

CQ articles Reparations for Slavery (August 23, 2019) and Police Under Scrutiny (October 9, 2020)

Module 4 Health and Welfare Policy: Quiz due by Monday 2/26; Initial discussion posting due by Tuesday 2/27; additional postings due by, and module closes on, Thursday 3/1

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)

Module 5 Federalism and Education Policy: Quiz due by Monday 3/11; Initial discussion posting due by Tuesday 3/12; additional postings due by, and module closes on, Thursday 3/14

For Module 5 please read:

Dye chapters 5 American Federalism and 9 Education

CQ articles Federal State Relations (April 27, 2018) and Special Education (June 11, 2021)

Spring Break Monday 3/18 to Saturday 3/23

Withdrawal Deadline: Friday 3/29 11:59 p.m.

Module 6 Economic and Tax Policy: Quiz due by Monday 3/25; Initial discussion posting due by Tuesday 3/26; additional postings due by, and module closes on, Thursday 3/28

For Module 6 please read:

Dye chapters 10 Economic Policy and 11 Tax Policy

CQ articles Universal Basic Income (March 6, 2020) and The Federal Reserve (July 30, 2021)

Module 7 Trade, Immigration, Energy and Environmental Policy: Quiz due by Monday 4/8; Initial discussion posting due by Tuesday 4/9; additional postings due by, and module closes on, Thursday 4/11

For Module 7 please read:

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

CQ articles U.S. Trade Policy (July 16, 2021) and Renewable Energy Debate (March 15, 2019)

Module 8 Foreign, Defense and Homeland Security Policy: Quiz due by Monday 4/22; Initial discussion posting due by Tuesday 4/23; additional postings due by, and module closes on, Thursday 4/25

For Module 8 please read:

Dye chapters 15 Defense Policy and 16 Homeland Security

CQ Articles China Rising (July 24, 2020) and U.S. – Iran Relations (November 15, 2019)

Term Ends: Tuesday April 30

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.