PUP 3014 - Comparative Public Policy

Section: 0W60

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: ASC
Class Meeting Location: Online
Modality: WW
Credit Hours: 3.00

Instructor Information

Annabelle Conroy
Title: SPSIA Undergraduate Coordinator
Office Location: 302H
Office Hours:
Mondays: 10:00 AM - 11:30 AM

Wednesdays: 10:00 AM - 11:30 AM

Email: Annabelle.Conroy@ucf.edu

Course Description

PUP 3014 COS-POLS 3(3,0)Comparative Public Policy: PR: POS 2041 or CPO 3103 or C.I. Areas of public policy such as immigration, education, trade, taxation, and fiscal policy in selected countries. Occasional.

Modern governments, be they authoritarian or democratic, are charged with a variety of duties. These range from education to health care to environmental conservation. Comparative public policy is the study of why governments choose to deal with a particular issue in a particular way. Why do states with similar levels of development choose different welfare policies? Why do countries suddenly adopt policies that seem to be unpopular with the electorate? Why do developing countries with rainforests rich in biodiversity pursue different conservation policies? Why do governments devote more resources to the poor than others? These are some of the many questions that arise in the study of policy. This course is an introduction to the major theoretical approaches which attempt to explain public policy choices and outcomes.

This course takes the approach that politics matters in terms of explaining public policy and that different political arrangements will give rise to different public policy patterns. In order to test the various theories, we will use an approach that is comparative in two senses. First, various public policy areas will be used as case studies to test the various theories of public policy. Secondly, the course will also be comparative because we will look at these policies across various countries.

The course will be divided into 5 modules. The first 3 modules will deal with some of the major theoretical approaches to the study of public policy and with some of the practical issues of public policy analysis, such as the tools to be used, the importance of context and so on. Part II will focus on particular policy areas.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Have the basic tools to conduct comparative research.
- Identify the various stages of policymaking.
- Apply and evaluate the main theories in the field of public policy.
- Be familiar with the roles that interests, ideas, and institutions play in the policymaking process
- Grasp some of the key differences and similarities between industrialized and developing countries in terms of policy.

Course Materials and Resources

Freely accessible materials will be included in each module

Course Assessment and Grading Procedure

The course requires the completion of the following assignments:

- Weekly Discussions (Yellowdig)
- Module Quizzes
- Section Exams
- Case Studies

All grades will be posted on Canvas. After the grades have been posted, students have one week to make corrections or challenge the grade. After the week, grades become final. If you wish to challenge a grade that has been posted, please email the professor explaining the reason for the challenge and supporting evidence. The professor will review the assignment accordingly. Keep in mind that if there is a review of the assignment, the grade may go up, but it may also go down if some things were missed during the initial grading.

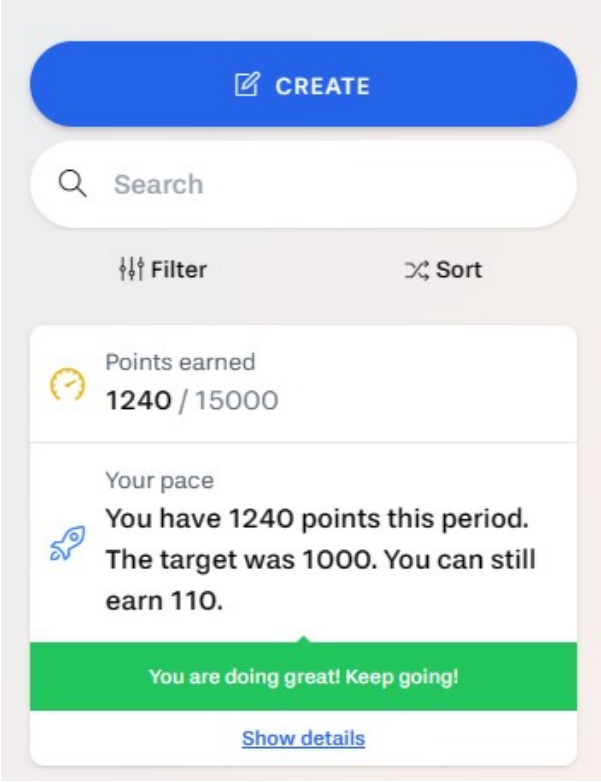
Academic Engagement for Financial Aid Activity (1%)

All faculty 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 academic activity indicated in the Week 1 Module by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday of the first week of class (11:59 pm). Failure to do so may result in a delay in the disbursement of your financial aid. Please open Module 1 to see what you need to do to complete this requirement.

Module Discussions - Yellowdig (15%)

In this class, we will use the Yellowdig tool to as the online discussion platform. Unlike typical ***Canvas*** discussions where everyone responds to the same prompt, Yellowdig lets you share and discuss real-world content (articles, videos, etc.) that YOU feel is relevant to lectures and readings. As you create posts and make comments, and as other students react to or comment on your posts, you will automatically receive participation points. To be clear, using Yellowdig is a required part of the course, and the points you acquire will account for ***20%*** of your course grade.

Yellowdig is a course-long assignment. This means that, although you have to post weekly, the grade will be determined by the total number of points that you earn throughout the class. The points you earn in Yellowdig are passed to the ***Canvas*** grade book for your discussion credit. To learn more about how points work, see [this help article] along with the Show details link inside Yellowdig (shown in the image below).



To earn the ***14000*** points required for an "A" in Yellowdig by the end of the course, you will need to earn at least ***1000*** points per week on average. Keep in mind that the last

day to earn points is **Monday, April 21 (Week 15)**. This Community has a point buffer of ***35%***, meaning you can earn up to ***1350*** points per week. That means that, if you always participate up to the maximum in each module and go over that, you can earn a few points that will count for the next week's amount. You need to earn points each week, though. You will not be able to earn all 14,000 points in one module! You will be done with the assignment when you have earned 14,000 points so it is possible to finish the assignment before Week 14. The more you post, the earlier you can finish the assignment.

At ***11:59 PM every Monday***, the maximum points for the module will reset, and you will again have until the end of the week to get up to the maximum for that week. If you are having a fun discussion, you can always keep posting even after you have reached the weekly maximum; you will just stop earning additional credit toward your grade until the next ***Monday at 11:59 PM***.

A few additional recommendations:

- Watch Yellowdig's student orientation videos.
- Peruse the Features and Functionality section of Yellowdig's Knowledge Base.
- Check out Yellowdig's FAQ page.
- If you have any technical questions or are having trouble, send Yellowdig a support ticket here.

More information will be contained in each module.

Please consult the Yellowdig page in the Modules section for more information and instructions on how to log in.

Module Quizzes (20%)

Each module will have two or more quizzes. These quizzes can be taken up to two times each and the highest score will count. The quizzes will test your knowledge of the assigned chapter and will serve as review and preparation for the Section Exam. You

may use your notes when taking the quizzes. In addition, the lowest two quiz scores of the term will be dropped. Thus, if for some reason, you are not able to take a quiz one week, this will not affect your score since the 0 will be dropped at the end of the term.

Module Exams (30%)*

There will be 4 module exams this course, but only the highest 3 module exam scores will count. To take the exams, you will need to download and use Respondus LockDown Browser. Please see the instructions in the Modules section of the course.

Case Studies (20%) / Service Learning Opportunity

Modules 3, 4, and 5 will present 2-3 case studies which examine a specific question or issue related to that section's topics. You can submit up to 3 case studies throughout the term but only the top 2 scores will count. Thus, if you don't do as well as you wished on the first case study, you have other opportunities to improve your grade. However, if you are happy with the grade you obtained in your first two case study papers, you do not need to submit a third paper. Keep in mind that only one policy paper per module can be submitted. In other words, you will not be able to submit 2 papers in the last module. The last day to submit a case study is **Monday, April 21.**

The policy paper will require you to analyze and research a particular issue, evaluate alternative policy options, and write about your findings and recommendations. The paper should be between 3-4 pages (2000 words minimum) and each paper will be worth 10 points.

Case studies can be done individually or by a team. Teams can have a maximum of 3 people. If submitting as a team, the same grade will apply to all the members of the team, so make sure that everyone contributes equally to the paper. You do not need to decide now if you want to work with a team. This can wait until the module in which decide to do your paper. **However, please make sure to inform me at least 5 days before the paper is due that you will be working in a team.**

Service Learning in Lieu of a Case Study

In this course you will have the opportunity to serve as a volunteer for the Farmworker Association of Florida's W2W Conference. This one-day conference is designed to provide learning opportunities for women farmworkers and their families. This year the conference will take place on Saturday, March 29 from 12:00 PM - 7:00 PM.

To get credit for this assignment, you need to volunteer for 6 hours during that day and write a one-page reflection on the experience. There are several volunteer opportunities such as set-up/clearing, childcare, signing in, and fundraising. If you are interested in this opportunity, please let me know by the third week of class.

Final Examination (15%)*

The final examination will be cumulative. It will open on **Wednesday, April 23 and will close on Monday, April 28**. Please refer to the respective module for instructions regarding this exam.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Module 2 - Fiscal Policy	Discussion	0
1/20/25	Quiz 1	Quiz	2
1/20/25	Quiz 2	Quiz	2
4/14/25	Yellowdig Weekly Discussions (Remember to post every week - 1000 points/week!)	Assignment	20
4/21/25	Yellowdig Discussions	Assignment	15

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	61-63%
F	0-60%

Policies for Course Grade

Makeup Work Policy

Missed/Late Assignments

Attendance

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) (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.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without

authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. 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 and Academic Integrity, 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.

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 Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

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.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
1	

Week	Topic
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	