The Politics of Regulation

POL 428
Spring 2016

The purpose of this course is to acquaint students with the wide variety of regulatory processes, policies, and institutions in this country. Furthermore, students will develop a sophisticated and rigorous understanding of selected elements of regulatory politics, processes, and policies involving a regulatory agency of the U.S. government. To accomplish this, a variety of materials will be presented. These will involve reading, discussion and integration of the concepts of regulation, as well as understanding the processes by which regulatory policy is developed and implemented. Also, the impacts or results of such regulatory policies will be treated. In addition, students will gain a good deal of experience and develop techniques for conducting a diverse set of research and writing skills.

There is one textbook required for this course and students should purchase and begin working through that book immediately. It is:


- Blackboard Learn (BL) will be used for this course. The standard course materials will be posted there, along with specific reading assignments and other relevant information. Students are expected to check that source on a regular and frequent basis. The materials on BL that students should consult and review regularly are:
  - This Syllabus
  - Class Announcements
  - Reading Assignments
  - Research Project
  - Plagiarism Statement
  - The Maroon Book
  - Occasional additional elements. This might include a document on Frequently Asked Questions. (If a student raises a question that is relevant for the entire class, the instructor will answer that and post it on the BL website.)

- There will be additional materials assigned occasionally. These will be journal articles, placed on the Blackboard learn course website as PDFs or identified on the Reading Assignment document in BL that they will need to obtain and master.
Grade Components

Grades for this course will be determined by a variety of work throughout the semester. Each element will constitute a portion of the Final Grade. That distribution is:

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**In-Class Quizzes** These will be in-class, unannounced short quizzes. They will be presented at various times during the semester. That will usually be when a section of course material has been completed. The quizzes will usually focus on recently covered (completed) materials. These quizzes will pose specific questions. These can be answered in a few sentences – on one page or less of a bluebook. Each student will be given a bluebook at the beginning of the semester and they must bring that test booklet to class every day, anticipating that a quiz will need to be answered in it. Missed quizzes cannot be made-up later.

**Class Participation** This component of the grade will be based on individual student responses to questions posed during class. Those questions will be based on the reading assignments. In addition, the research each student will conduct throughout the semester for the research project may form the basis for in-class questions. Lastly, questions will be presented based on class discussion or lectures. Students will be called on randomly, and repeatedly. Each student response will be graded on the quality and the value of their responses to the questions. The random process means that students should be prepared for each class period. That preparation means students should review (repeatedly) any assigned readings and the materials related to the Research Project throughout the semester. Voluntary contributions to class discussions by students and questions prompted by lectures or readings, or discussion are always welcome as long at they pertain to the topic under discussion in the class. However, these contributions will not be graded for purposes of the class participation grade.

**Research Project** There is a separate document posted on BL regarding this portion of the course. However, students will engage in an extensive, semester-long research, analysis, and writing enterprise for this course. This will involve a variety of research techniques revolving around primary and secondary sources available at Purdue.

- There are various deadlines posted for this work during the semester. Students must complete a variety of steps in the process. The purpose of these deadlines is to insure that the student begins the research project early and then maintains a systematic and sustained research effort throughout the semester. That leads to the completion of a significant and sound research project at the end of the semester.
• There are some stages or steps outlined in the Research Project document. Some of those do not involve deadlines. However, they are tasks (research phases) that must be completed in order to move to the next deadline in the project.

**Final Examination** This examination will be a traditional, in-class Final examination. It will be administered during Final Week at the regularly scheduled time and place. It will be comprehensive and include a variety of questions drawn from the entire semester’s work. The kinds of questions that this examination contains will be very similar to those presented in the various quizzes throughout the semester.

**Course Outline**

This course is organized around a sequence of topics. The following headings present the sequence of topics that will be treated in the course.

The **reading assignments** for each of these headings will be supplied by a separate document in BL. That will be updated from time to time during the semester. This list of readings is subject to change and will be changed during the course of the semester.

N.B. a symbol of 📚 indicates that this article or item is available from JSTORs using the Purdue Library’s website. It should be read or acquired from that source. (There may be articles that are available in print from the University Library system, if you prefer that method of reading material.)

| Introduction |
| Creating Regulation |
| Regulatory Processes |
| Political Control of Regulatory Processes and Policies |
| Institutional (formal) Control of Regulation and Agencies |
| Specific Regulatory Arenas |
| ➢ Markets and Market Transactions |
| ➢ Communications |
| ➢ Safety |
| Consumers |
| The Workplace |
| The Environment |
| The Workplace |
Agriculture
Drugs & Pharmaceuticals

Deregulation

Conclusions?

Student mastery of the course will be aided if they consulted this brief outline or roadmap for the course during the course of the semester.

Class and Learning in general

You are encouraged to discuss your course work and the subjects covered in class with the instructor outside of class. If you have difficulty understanding the readings or if you would like to talk about anything that is course-related, please talk with the instructor during the scheduled office hours or by appointment. If you have questions about your grade, please contact the instructor right away. **DO NOT WAIT UNTIL THE END OF THE SEMESTER TO DISCUSS THE COURSE MATERIALS OR YOUR GRADE. PROBLEMS MAY BE EASILY RESOLVED RIGHT AWAY BUT OFTEN NOT, IF THOSE ARE LEFT UNTIL LATE IN THE TERM! DELAYING A DISCUSSION MAY PREVENT THE RESOLUTION OF THE QUESTION OR PROBLEM.**

Students should note that progress or improvement in the course throughout the semester is an important indicator of how much the student has learned and how well the student has learned the course material. Students should not be concerned if their early work (written and oral) is not “perfect.” This course involves a learning process (a “learning curve”) and the materials may also be new for students. Students are expected to learn a good deal during the semester. Students usually do not know a great deal about the subject of the course – Regulation – at the beginning of the term. If students do not think they are “learning” during the semester, they should talk with the instructor about this doubt. If students feel frustrated during the semester, it is quite all right to talk about these concerns with the instructor, and students are encouraged to do that. “Frustration” can be a normal part of this course. One of the most difficult points to understand at the outset is that there may be NO CORRECT ANSWERS TO THE QUESTIONS. The questions posed in class may require analytical or logical thinking about a topic that students are just beginning to master. That is normal for this course. Students should expect to engage in any number of informal discussions with the instructor or with other class members throughout the semester about the course material. Learning requires a substantial commitment and effort on the part of students, and students must be prepared to invest time and effort in this process. Otherwise, the learning will not be satisfactory but that disappointment can be prevented.
The webpage should be used throughout the course. Blackboard Learn (BL) is the primary course website. You will need to consult this website daily for assignments, announcements, or other items of importance for this course. There are a variety of items on this course webpage that students must attend to at the beginning of the course and throughout the course. Read and understand all of these at the outset!

1. **Announcements** will be made on BL and you should check your “purdue.edu” email frequently and regularly.

2. There are required materials on Plagiarism. This relates to what plagiarism is and what will happen if plagiarized work is submitted in this course. There is also a link in that document to the Dean of Students’ Academic Integrity webpage, that is **required reading** for this course.

3. There is also a link to the Maroon Book. This is a formatting reference for legal citations that should be read and that will be followed in this course.

Other web usage is expected this semester. These can involve reading cases or statutory materials. Student web skills are presumed and if a student lacks that experience or confidence, they should talk with the instructor at the outset or during the course of the semester. That is because later, when class discussions require it or when the Research Project requires extensive research, students should not be stymied because they are not "intimately familiar" with the internet.

There is one last but essential portion of the course for which students are responsible. That is students must understand the course and University’s policies regarding academic integrity. Read the page entitled Plagiarism on BL. That page contains a required link to the University’s Academic Integrity page. Each student is expected to read and understand these materials.

The following items are important for you to know and understand. These are statements provided by the University. They relate to matters of general concern and these might affect you as a student generally or in this class during the term.

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Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misse[d] assignments or assessments in the event of the death of a member of the student’s family. [N.B. Missed quizzes in this course cannot be made up later. Their pedagogic value is lost after they have been administered, graded and discussed. There should be enough of these during the semester so that one missed quiz will not affect your final grade greatly.]

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent
Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website. You are expected to read your @purdue.edu email on a frequent basis.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.