

**University of Montana**  
**Political Science 460: Regulatory Policy and Administration**  
**Fall 2015**  
**Tuesday/Thursday: 12:40-2p.m.**

**Instructor Information**

Three (3) credit hours

Classroom: Social Science, 258

Instructor: Dr. Sara Rinfret

Professor's Office: Liberal Arts 352

Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)

Office Hours: Tuesday (2-3p.m.), Wednesday (noon-1p.m.), Thursday (2-3p.m.), or by appointment

**Course Description**

In introductory courses on American government, students are taught that the business of politics takes place within the legislative branch, with minimal mention to the stakeholders and processes that represent the implementation of policy. Most people are unaware of the critical role played by administrators in activities such as rulemaking and the writing of regulations. Regulation is an important and pervasive force in American life. Government regulation affects nearly every aspect of modern society. Regulation in insurance, transportation, and communication affect the prices we pay for goods and services and the quality we receive. Regulation of consumer products, workplace safety, food and drugs affect the risks we face from different products and activities. Environmental regulations affect the quality of the water we drink, the air we breathe, and the existence of wetlands. In short, in almost every aspect of your life, regulations have an impact.

**Expectations for Student Learning**

This course will examine the many aspects of regulatory policy and administration including the history of regulation, economic and political concepts of regulation, approaches to regulatory decision-making, legal and institutional aspects of administering regulations, and the impacts of regulatory agencies and programs.

Therefore, by the end of the semester students in this course should be able to:

- 1) Demonstrate the basic arguments of regulatory policy and administration
- 2) Have a better understanding of how administrative agencies make policy in the U.S.
- 3) Develop writing and research skills commensurate of collegiate work
- 4) Become more comfortable with public speaking through our simulation and classroom discussions

**Course Readings**

- Cornelius Kerwin and Scott Furlong, *Rulemaking: How Government Agencies Write Law and Make Policy*, 4<sup>th</sup> edition (2011), Congressional Quarterly Press.
  - Do not purchase the older edition of this book
- Marc Eisner, Jeff Worsham, and Evan Ringquist, *Contemporary Regulatory Policy* (2006), Lynne Rienner Publishers.
- Skrzycki, Cindy. *The Regulators: Anonymous Power Brokers in American Politics*, Roman and Littlefield (2003).
- Additional **required** readings can be found on Moodle
- **All students should also subscribe to the University of Pennsylvania's Reg Blog:**  
<https://www.law.upenn.edu/blogs/regblog/>

*For students that are unable to afford textbooks, I strongly suggest using the library's interlibrary loan system (it's free!)*

Mansfield Library: During the 2<sup>nd</sup> week of class Jill Howard is presenting information to our class to help with your major pair/individual project. She will also be creating a course library guide for our case study analysis projects, which will be posted on Moodle. Please make sure to utilize this information!

### **Using Moodle:**

This semester each student is enrolled in Moodle. On Moodle students can find additional copies of the course syllabus, readings, assignment instructions, grades, dropboxes for assignments, and class announcements. Here is the link for Moodle access: <http://umonline.umt.edu/>

Keep in mind that Moodle is organized through four tabs:

1. Course information – extra copy of the course syllabus
2. Readings – organized by week to coincide with the course schedule
3. Assignments – where you submit assignments, find samples, or additional instructions
4. Case Analysis Project – additional instructions

### **Guidelines for Written Work:**

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow one of the following style guidelines: MLA, Chicago, or APA
  - a. In text citations (parenthetical or footnotes) and a reference page are required
3. Assignments are due as noted in the course schedule. Late assignments will not be accepted. If a student is absent on the day an assignment is due, he/she should make arrangements to turn in the assignment ahead of time.
4. All assignments must be turned in by the due date electronically via Microsoft Word to Moodle. If the instructor cannot open the document, the student will not receive a grade. *The only assignments that should be turned in as a hard copy to the instructor are questions for the fishbowl and our day with regulators in Helena, MT.* Submission of assignments via e-mail will not be accepted due to university FERPA policies.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism. Also, Wikipedia should not be used or cited in this course. The expectation is that scholarly sources will be used to complete assignments.

### **Assessment of Student Learning Outcomes:**

#### **Participation (75 points possible)**

In any course participation and attendance is essential; students who are not in class do not have the opportunity to learn from the rest of the class and the class does not have the opportunity to benefit from an absent student. Since this course meets two times a week, students are allotted three absences for the semester for any reason. If a student accrues more than three absences, his/her grade will be adversely impacted. Also, upon a third absence and any additional absence (regardless of the reason) thereafter, the student will be required to submit to the instructor a three-page paper summarizing the assigned reading for each absence.

Moreover, students who are frequently late to class or who leave early should also expect to have their participation grade reduced. After all, being late to a class is problematic for the student who is tardy, fellow students, and the instructor. A student who arrives late to class is disruptive to everyone. Students are expected to get to class on time and stay for the duration of the class.

Because class participation and discussion are vital to this class, it is imperative that class discussions be conducted in an appropriate and professional manner that benefits the larger university environment. Therefore, debate is encouraged as long as it is conducted with respect and civility. Courtesy in class discussion extends to making sure cell phones are silenced and are not accessed during class. Additionally, studies have shown that

laptops and tablets are a great distraction and detract from the classroom setting. **Thus, laptops and tablets are not permitted in the classroom unless otherwise instructed by the professor.**

In-class or homework assignments: Throughout the semester the class will work on small group assignments, minute papers, or movie/guest speaker reflections. Such assignments will be conducted in-class or taken home for completion, due the next class period. These assignments are graded and part of your overall participation grade. You cannot make up these assignments if you miss class. Also, listed in the course schedule are class sessions devoted to larger classroom projects. This time is to be spent working on classroom assignments.

*How Will You Be Evaluated?*

**A Range:** Prepared for class, clearly engaged in classroom discussions – contributes at least twice per week and is truly invested in course materials (not a free-rider and does not dominate conversation), does not leave class (this includes group work), does not engage in unprofessional behavior, perfect attendance.

**B Range:** Occasionally engaged in larger and small group discussions, does not leave class, sometimes engages in unprofessional behavior, and misses 3 class sessions.

**C Range:** Rarely participates in larger and small group discussions, does not leave class, often engages in unprofessional behavior, and misses 3 classes.

**D-Below:** Does not participate in larger and small group discussions, leaves in the middle of classes, illustrates rude and unprofessional behavior, misses more than 3 classes

### **Examination (100 points possible):**

We will have one exam in this course to test your mastery of course materials. This exam will be take-home and questions will be provided up to 1 week in advance. **Make-up exams are not an option unless a student provides written documentation 72 hours before the exam. Make-up exams will be oral, not written.**

### **Case Study Analysis (4 @ 50 points apiece = 200 points possible):**

One of the most important skills that you can learn in college is the application of theory to practice. Appropriately, the most important assignment you will complete in this course is an analysis of a particular regulation (case study). On the second day of class, students will determine if they want to work with a partner or on their own and select a case to examine for the semester. Keep in mind that the information about your case on the second day is just a snapshot of the rule. It is your responsibility to use our course's library information to help in this assignment.

More specifically, this assignment follows the major stages of the rulemaking process). Each element of your case analysis is due on a separate date as indicated in the course outline. **Please Note:** Detailed instructions for each assignment for this project can be found at the end of this syllabus. In addition, on Moodle, students can find samples of a former student that received an "A" on assignments for stages 1-4 for this project. Late assignments will not be accepted.

### **Regulatory Facts (80 points possible)**

Students will work in pairs/small group and are responsible for leading a portion of a class session (at least 20 minutes) through a facilitated discussion of an assigned reading/topic from the Skyrzcki book or Moodle reading for the class. For example, one "regulatory facts" group will inform students about what happened with Bridgestone/Firestone and the mounting number of deaths that NHTSA linked to tread separation in tires. While some of the examples might be in the past, it is up to the pair to bring us up to speed (connect past to present). Basically, the short reading under "regulatory facts" on the course outline is to help students begin to investigate this particular area. Student groups are required to conduct outside research to complete this assignment. The idea is to engage your classmates in learning about a particular aspect of regulatory policy. **Students groups are also required to meet with the professor before presenting! It is the responsibility of the student to set this up.**

### *How Will You Be Evaluated?*

Your group will be graded on a **four-page** regulatory analysis (40 points) that you will collectively write in preparation for this assignment. This paper should follow the course writing requirements and address: origins of the problem, what's the conflict/controversy, the role of actors, where does this issue fit into the regulatory process today and concluding thoughts/recommendations for the future. The remaining portion of this assignment is your ability to engage your classmates in learning about a new aspect of regulatory policy (presentation) 40 points). Please make sure to pay attention to the course schedule. Failure to present = 0 points. **Please Note:** While each group receives the same grade for the paper, the 40 points for the presentation portion is individually graded.

### **Regulatory Fishbowl (4 x 5 points apiece = 20 points possible)**

If you are not serving as an expert for “regulatory facts,” you are a member of the discussion team. Thus, you are required to bring to class the day of the regulatory facts **2 typed questions** (should be on the same sheet of paper) – make sure the questions are linked to the readings for the day, and include your first/last name. Upon arrival into class, you should place your question in the fishbowl (e.g. basket). During the discussion part of the class, questions will be selected from the fishbowl and regulatory fact presenters are required to answer. Even if your questions are not asked, it is okay. *You DO NOT submit fishbowl questions the day you present your regulatory facts. Thus, each student should submit 4 total.* Keep in mind those students that are hastily writing a question at the beginning of class is not acceptable and will not be graded.

### **Decision Makers Simulation (100 points):**

Regulatory policy is multi-faceted and a driving factor to understanding public administration more broadly. Therefore, the class will embark on a classroom simulation to tackle a “possible scenario” of a nearby disaster (a train derailment in Missoula, MT spills a cloud of chemicals into the air and spews matter into the adjacent Clark Fork River). For this simulation, you will work on your own or with a small group to represent an agency or an interest from the local, state, or the federal level. Examples include: Rail Company, MT Department of Transportation, MT Governor’s Office, Missoula police/fire, EPA, and the MT DEQ. In preparation for this scenario, each student group is required to compile a three-four page paper (double-spaced, 12 point font, reference page, and in-text citations), describing the laws guiding the issue and how their agency or organization would approach the problem. Thus, your paper should suggest policy alternatives and your preferred outcome. I urge students to examine this agency’s or interest group’s mission statement and talking with staff in preparation for this assignment. As such, groups will present information (5 minute presentation) to the classroom policy mediator/facilitator. The idea is that at the end of the simulation we will have a classroom strategy to tackle this issue. Additionally, the class will vote to elect a facilitator for this simulation. More details to follow in class (group selection and details about the simulation). Students will be graded on group paper, peer/self-evaluation, and role playing.

### **Day with Regulators (40 points possible):**

Understanding the people that make and implement regulations in the U.S. are important to understand. With this said, the class will travel to Helena, Montana on Friday, October 2<sup>nd</sup>. We will depart campus around 7a.m. and return by 5p.m. – transportation will be provided. In preparation for this day, students will research and then develop questions to bring to ask state regulators and be an active participant during the day’s events – a panel discussion about the Clean Power Plant Rule and Montana’s response. More details to be discussed in class. If for some reason a student cannot attend our day in Helena, an alternative outside research project (10 page paper) will be required.

### Totals Points for the Course:

Attendance and Participation	75 points
Exam	100 points
Case Study Analysis/Presentation (several assignments)	200 points
Agency Makers Simulation	100 points
Regulatory Facts	80 points
Fishbowl Questions (4 total)	20 points
Day with Regulators	40 points
<b>Total</b>	615 points possible (If no alterations to the syllabus)

**Grading Policy:** The **University of Montana** uses the **Plus/minus** grading system and a **Credit/No Credit** system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one's general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

<b>Grade</b>	<b>Point Scale</b>	<b>Point Range</b>	<b>GPA</b>
A	93-100	8 points	4.00
A-	90-92	3 points	3.67
B+	87-89	3 points	3.33
B	83-86	4 points	3.00
B-	80-82	3 points	2.67
C+	77-79	3 points	2.33
C	73-76	4 points	2.00
C-	70-72	3 points	1.67
D+	67-69	3 points	1.33
D	63-66	4 points	1.00
D-	60-62	3 points	.667
F	59 or lower	N/A	0.00

**\*Please Note: If a student is .5 from a letter grade, the total will be rounded up; do not email to ask about this.**

### Tentative Course Outline and Schedule of Assignments:

The instructor reserves the right to change elements of the syllabus at her discretion. If changes occur, students will be. Students are also required to bring textbooks to class.

Date	Topic	Reading/Assignments
<p><b>Week 1:</b> Tuesday, September 1</p> <p>Thursday, September 3</p>	<p>Course Overview and Introductions</p> <p>What is Regulatory Policy? Compliance vs. Process</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Eisner: Chapters 1-3 (skim)</li> <li>2. Kerwin and Furlong, Preface and Chapter 1</li> <li>3. Skrzycki, Intro and Chapter 1</li> <li>4. War on Regulation (discuss in-class)</li> </ol> <p><b>In Class Assignment:</b></p> <ul style="list-style-type: none"> <li>✓ <i>Selection of case studies and Signups for regulatory facts</i></li> </ul>
<p><b>Week 2:</b> Tuesday, September 8</p>	<p>The Stages or Process of Rulemaking (state versus federal)</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Kerwin and Furlong: Chapter 2</li> </ol> <p><i>Review requirements for regulatory facts</i></p>
<p>Thursday, September 10</p>	<p>Regulatory Facts</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Forbes article (Moodle)</a></li> <li>2. Review Skrzycki pages 38-40</li> </ol> <p><b>Due:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Regulatory Facts: “The NHTSA – tires and electric cars” (see Skrzycki, Ch 2 and Moodle Forbes article)</b></li> <li>✓ <b>Fishbowl questions (if you are not presenting regulatory facts)</b></li> </ul> <p><i>Class time to work on case project, bring materials</i></p>
<p><b>Week 3:</b> Tuesday, September 15</p>	<p>Library Session with Jill Howard</p>	<p><b>Read: TBD</b></p> <p><i>Review library web guide</i></p>
<p>Thursday, September 17</p>	<p>The Regulators and Delegation of Authority</p>	<p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Kerwin and Furlong, Chapters 3 and 4</li> <li>2. Pautz and Rinfret, Ch. 2 (Moodle reading)</li> </ol>

		<p><b>3. Skrzycki: Chapter 2</b> <i>Discussion about Case Analysis #1</i></p>
<p><b>Week 4:</b> Tuesday, September 22</p>	<p>The Regulators and Delegation of Authority Continued</p>	<p><b>Read:</b> Review readings from Thursday's class <b>Due – Regulatory Facts (will present the second half of class):</b>  <ul style="list-style-type: none"> <li>✓ (Robert H. Dick: Chief Tea Taster, see pages 53-57 in Skrzycki)</li> <li>✓ <b>Fishbowl Questions</b></li> </ul> </p>
<p>Thursday, September 24</p>	<p>Case Study Assignment #1 (class work day, meet on your own)</p>	<p><b>Due:</b> Case Analysis Assignment #1 (2p.m, Moodle)</p>
<p><b>Week 5:</b> Tuesday, September 29</p>	<p>Begin Politics and Participation/Preparation for Day with Regulators</p>	<p><b>Read:</b>  <ol style="list-style-type: none"> <li>1. Kerwin and Furlong: Chapter 5</li> </ol> <b>Due:</b> In-class assignment to prepare for day with regulators – what is 111d? </p>
<p>Thursday, October 1 and Friday, October 2</p>	<p>We are not meeting for class on Thursday, October 1 – we will meet around 7a.m. on Friday, October 2 to travel to Helena (more details in class)</p>	<p><b>Due:</b> Questions for state regulators (dress professionally, be on time for departure)</p>
<p><b>Week 6:</b> Tuesday, October 6</p>	<p>Politics and Participation Continued/Review Day with Regulators</p>	<p><b>Read:</b>  <ol style="list-style-type: none"> <li>1. West (Moodle reading)</li> <li>2. Rinfret (Moodle reading)</li> <li>3. Golden (Moodle reading)</li> <li>4. Skrzycki: Chapter 3</li> </ol> </p>
<p>Thursday, October 8</p>	<p>Regulatory Facts</p>	<p><b>Read:</b> Skrzycki pages 120-123 <b>Regulatory Facts:</b>  <ul style="list-style-type: none"> <li>✓ (GE and PCB Cleanup, see 120-123 Skrzycki)</li> <li>✓ <b>Fishbowl questions</b></li> </ul> <i>Class time to work on project Assignment #2, bring materials</i> </p>

		<i>Receive Exam 1</i>
<b>Week 7:</b> Tuesday, October 13	Review for Exam 1 (on your own)	<b>Read: review class materials</b>
Thursday, October 15	<b><i>Exam 1 (no class, turn in online)</i></b>	<b>Exam Due: Moodle, 2p.m.</b>
<b>Week 8:</b> Tuesday, October 20  Thursday, October 22	Putting a Price Tag on Rulemaking (Analytical Tools)  Regulatory Facts	<b>Read:</b>  1. Skrzycki: Chapters 4 and 5 (skim) 2. McGarity (Moodle reading) <i>Class time to work on Assignment #2, bring course materials</i>  <b>Read:</b>  1. <a href="#">Batteries and the FAA (Moodle Reading)</a>  <b>Regulatory Facts:</b>  ✓ (Child Safety Seats, Batteries, and the FAA, see 192-194 Skrzycki and link above or Bb) ✓ <b>Fishbowl Questions</b> <b>Due:</b> Case Analysis Assignment #2 (noon, Moodle)
<b>Week 9:</b> Tuesday, October 27	Environmental, Energy, and Natural Resource Policy Concerns	<b>Read:</b>  1. Eisner: Chapters 7 and 10 <b>In Class:</b> <i>Signup for Decision Maker Roles/Discussion about Simulation</i>
Thursday, October 29	Guest Speaker, Professor Jordan Gross (Environmental/Regulatory Crimes)	<b>Read:</b>  1. Chapter 1 (understanding white collar crimes, Moodle) <b>Due:</b> Questions for Professor Gross
<b>Week 10:</b> Tuesday, November 3	Social Regulation/Consumer Protection AND Fast Facts (second part of class)	<b>Read:</b>  1. Eisner: Chapters 8 and 9 <i>Review requirements for simulation and assignment #3 (case analysis project)</i>

		GM Organisms (Moodle reading) <b>Regulatory Facts:</b> ✓ <b>USDA and GM Organisms (Moodle reading)</b> ✓ <b>Fishbowl Questions</b>
Thursday, November 5	Simulation Work Day	<b>Due: Bring materials to class for simulation (all students must be present)</b>
<b>Week 11:</b> Tuesday, November 10	Simulation: Presentations and Discussions	<b>Students required to be present, bring materials for simulation</b> <b>Due:</b> Decision makers paper (noon, Moodle); Agency makers presentation (if using a PPT, please email to prof Rinfret no later than 11:30a.m.)
Thursday, November 12	Simulation: Deliberations and Decision Day	<b>Due:</b> Decision is made/discussed
<b>Week 12:</b> Tuesday, November 17	U.S. Regulations in an International Arena	<b>Read:</b> 1. Eisner: Chapter 11 2. Skrzycki: Chapter 6 3. Coglianesse (Moodle Reading) <b>Due:</b> simulation/peer evaluation
Thursday, November 19	U.S. Regulations in an International Arena Continued	<b>Read:</b> None <i>Sign up for final case study presentations; in-class assignment due, sign up for one on one meetings</i>
<b>Week 13:</b> Tuesday, November 24	Relax and Recover (do not meet in person)	<b>Due:</b> Case Analysis Assignment #3, due 2p.m. (Moodle)
Thursday, November 26	Happy Thanksgiving	
<b>Week 14:</b> Tuesday, December 1	Transparency and the War on Regulation Revisited	<b>Read:</b> 1. Furlong and Kerwin: Chapter 7 (skim), 2. Coglianesse and Obama (Moodle reading) – different reading from the week before

		3. Cooper, Ch. 5 (Moodle reading)
Thursday, December 3	One on One meetings with students/group for final case analysis project	receive end of the semester group/self evaluation form
<b>Week 15:</b> Tuesday, December 8	Case Study Presentations	<b>Read: None</b>
Thursday, December 10	Case Study Presentations	<b>Read: None</b>
<b>Week 16:</b> Final Exam Due:	<b>December 18 (do not meet in person)</b>	<b>Due: Case Assignment #4 (Moodle, noon)</b>

### Classroom Policies

- **Extra Credit:** Might be available, but will relate to civic engagement and the environment.
- **Classroom and Email Etiquette:** A driving component of any course is professionalism and your ability to work well with teams/groups. Thus, the expectation is that students will maintain a high level of professionalism in their classroom conduct with me, and with their fellow students. This means coming to class on time, being respectful during class discussions, and in all communications with the professor and others.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class. If you need an incomplete for the course, you should come to my office hours or set up a meeting with me four weeks from the end of class in order to make this request. A written medical excuse or documentation will be needed for the professor to grant such a request.
- **Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.
- **Miss a Lecture:** Lectures will not be repeated so please ask a friend for his/her notes.
- **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- **Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view: <http://www.umt.edu/catalog/acad/acadpolicy>. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation. And for those aspiring to be a future politician,

plagiarism can impact such endeavors.

- **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this information is: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### Case Study Analysis Project

**Note: If you decide to work with a partner, you should submit one assignment on the designated Moodle dropbox on the specified due date**

**Objective:** This assignment provides an opportunity to apply theory to practice through an analysis of an actual regulation and its legislative history. Each student has selected a rule that has been proposed (NPRM) and finalized in the Federal Register.

**Library site to help with your research:** See Above

**Jill Howard is also our library contact person for this course:** [jill.howard@mso.umt.edu](mailto:jill.howard@mso.umt.edu)

**Assignment #1:**

**Due: September 24**

**Points: 25**

Timeline of your case

- ✓ Trace the historical development of your federal regulation
- ✓ Did this begin with policy adoption as legislation or as an executive order? Could be either, but this is just to get you started to think about the background of your rule
- ✓ Goal: write a 2-4 page outline of the history/timeline that lead to your final rule (still make sure to use class writing guidelines above)
  - Make sure to use the rulemaking stages in the Kerwin book
  - Please see the Moodle content page for a sample timeline

**Assignment #2:**

**Due: October 20**

**Points: 50**

Using your own case study, write 3-7 pages of text that explains the background and context for your rule prior to any rulemaking action (use materials from your timeline). This section will be folded into the final paper. Basically, was there an event that triggered this rulemaking activity? In the case of the bald eagle, Rachel Carson's 1962 book "Silent Spring" captured the public's attention and led to the eventual ban on DDT because of concerns about the effect of the chemical on bird eggs. Later, lead poisoning in raptors that ate carcasses killed with lead shot served as the catalyst for scientific research and bans in some states.

Here are some examples of the types of questions you might address: What was going on politically during the period? Pressure exerted by environmental groups or a specific industry? Media coverage that put the problem on the government's agenda? Is there an individual or group behind the effort to get the federal government to take action?

- Use class writing requirements listed above
- See Moodle for sample of Assignment 2

**Assignment #3:****Due: November 24****Points: 50**

For your 3<sup>rd</sup> assignment, please explain the rulemaking processes for your case in 3-5 pages (i.e. when was it proposed, how many comments were received, what did the comments say, how did the agency respond, what does the final rule entail)

- Make sure to use class writing guidelines listed above
- See Moodle for sample of Assignment 2

**Assignment #4:****Due: December 18****Points: 75**

For your 4<sup>th</sup> and final assignment please make sure to incorporate what you have written for assignments 2 and 3 – these includes correction from the professor (failure to make corrections will result in zero points for this assignment). In addition, students are required to write a conclusion (some students may opt to describe post-rulemaking activities, but this is NOT required). More specifically, the final paper includes:

- 1) Clear introduction with a thesis statement (i.e. what is your argument)
  - 2) Evidence (journal articles, the textbooks, web information, your rule, CFR, Federal Regulations) used to support thesis statement and to offer an analysis of the case study
  - 3) In-text citations and reference page included, with proper format (MLA, APA, etc)
    - a. Contact the university writing center if you are unsure
  - 4) Follow course writing guidelines listed above
- See Moodle for sample of the written portion for Assignment 4
  - In addition, to submitting your final paper, students are also required to present a 10 minute (max) presentation about the origins of your rule, who participated and why, actors involved, and what we can learn from this regulatory policy
  - Also, students will hand in a group/peer evaluation to assess the contributions made by each group member
  - 25 points (written portion) + 25 points (presentation) + 25 points (group/self-evaluation) = 75 points possible for the last stage in your group's project

**Notes on this assignment:**

You are advised to secure a three ring binder with tabs that can be used to separate out the various elements of the legislative and rulemaking process, such as a copy of a statute, CFR section, Federal Register Notice, or press release. In order to protect natural resources, do not make copies of lengthy documents. Also, the course schedule reflects dates in which class time is set aside for student groups to work on their projects.