**Department Name:** School of Public Administration  
**College of:** College of Architecture, Urban and Public Affairs  

### Recommended Course Identification:
- **Prefix:**  
- **PAD:**  
- **Course Number:** 6XXX  
- **Lab Code (L or C):** None  

*(To obtain a course number, contact erudolph@fau.edu)*  

### Complete Course Title: Regulation

**Effective Date:** (first term course will be offered)

**Credits:** 3  

### Textbook Information:

### Grading (Select only one grading option):
- Regular X  
- Pass/Fail ______

### Course Description, No more than 3 lines:
The aim of the course is to analyze how and why bureaucracies develop regulations and the role that regulations play in the policy process. In doing so, it will focus on the economic, political, administrative, and social factors that influence regulatory choices and on the impacts of those regulations.

### Prerequisites, Corequisites & Registration Controls:
- **Prerequisites w/Minimum Grade:**  
- **Corequisites:** None  
- **Other Registration Controls (Major, College, Level):** None

**Minimum Qualifications Needed to Teach This Course:** Ph.D. degree

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Alka Sapat, asapat@fau.edu  561-297-0443

Faculty Contact, Email, Complete Phone Number
Email this form and syllabus to sfulks@fau.edu and egirjo@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.
PAD 6 XXXX  Regulation

Course Description:

The purpose of this course is to analyze how and why bureaucracies develop regulations and the role that regulations play in public policy. The first half of the course will focus on the economic, political, administrative, and social factors that influence regulatory choices and the second half of the course focuses on the impacts of those regulations. The course begins by examining the rationale for government regulations and the advantages and disadvantages of governments versus markets in solving market failures. Next, it will focus on theories of regulation and de-regulation and trace the evolution of American regulatory policies. The third module focuses on regulation in various policy areas, by examining bureaucratic and administrative processes of regulation and discussing the ramifications of these policies. In doing so, we will also examine regulatory evaluation techniques and consider regulatory reforms and alternatives.

Course Objectives

The course is intended to provide:

- Theoretical perspectives from relevant policy literature;
- Exposure to research issues and strategies for studying regulatory policy design and implementation; and
- Exposure to issues regarding the design and implementation of social and environmental regulatory policies.

Required Texts:

Course Format and Requirements

We will operate seminar-style and classes will be a mix of lectures, class discussions, and student presentations. All reading should be done before each session to facilitate discussion. There are no exams for this course. Required course assignments include the following: 1) class participation; 2) article critiques and facilitation of discussion; 3) focus papers; and, 4) a research paper.

1) Attendance and Class Participation
You must attend every class session. If you cannot make it to class, I expect you to call me or send me an email message before the class begins. Class participation is an essential component of the requirements for successful completion of this class. Points for class participation are not simply guaranteed by attendance; class participation consists not only of attendance. Participation entails reading all the assignments and being an active member in class discussions.

2) Article Critiques
Each student must facilitate and lead the discussion on any two of the readings (readings should be from separate class sessions) during the course. Facilitating a class discussion entails summarizing and critically analyzing the assigned readings, and presenting insightful comments and questions, which will serve to guide discussion in the class. Each student must also prepare and hand in a two page critique on the two assigned readings.

3) Focus Papers
For each class, every student (except those presenting and facilitating a discussion on a reading) must prepare a one-page focus paper (papers must not be more than one page, should be double-spaced, minimum 11pt. font, with one-inch margins). The paper should be a critique and discussion of any of the assigned readings for the topic being discussed. The critique can focus on either a point raised in an article/chapter or alternatively can focus on a combination of points raised in any of the articles/chapters
assigned for that class. As noted, if you are presenting/facilitating a discussion of any of the readings for that class, you will be exempt from this assignment for that particular class.

4) Research Paper
The research paper should focus on any area related to disaster management. In order to avoid confusion about appropriate research topics, I require a preliminary description of your research topic on the date noted in the syllabus. The final paper should be between 20-25 pages in length, double-spaced, minimum 11 pt. font, with one-inch margins all around. Additional information on requirements for the research paper will be provided during the semester.

A grade of B on these requirements will mean that the work was fully satisfactory and that you have demonstrated a thorough understanding of techniques, have participated in class, and have actively engaged in class discussions. Work that demonstrates exemplary and exceptional creativity and critical insight into the promise and pitfalls of qualitative research and that makes innovative use of qualitative techniques, along with meeting all other course objectives will be assigned an A. Late papers will be downgraded by one grade for each day it is turned in late.

The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Focus Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>30%</td>
</tr>
<tr>
<td>Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

7. Grading criteria.
This course follows the plus/minus grading system in FAU Catalog (see Academic Policies and Regulations, the Grading System). To be more specific: A=4.0=91-100%; B=3.0=81-90%; C=2.0=71-80%; D=1.0=61-70%; F=0.0=60% or lower.
**Grading criteria.**

This course follows the plus/minus grading system in FAU Catalog (see Academic Policies and Regulations, the Grading System). To be more specific: $A=4.0=91-100\%$; $B=3.0=81-90\%$; $C=2.0=71-80\%$; $D=1.0=61-70\%$; $F=0.0=60\%$ or lower.

**Open Door Policy**

If you have any questions about the course material or the requirements, I am always available to talk to you. You may send me an email (asapat@fau.edu) or call me in my office at any time. Since most of you have work and other responsibilities, I expect that it may be difficult to meet me at office hours during the day; thus, anytime you need to meet with me, you can set up an appointment or you can meet with me before or after class. The instructor is available by appointment, phone and email and will discuss issues of concern directly with students.

**Grievance Procedure**

If, at any time, you feel that you have a reason to grieve a particular incident, the University provides avenues to address your concerns. You should contact the Student Union, or refer to the Student Handbook for such procedures. If you are unable to get these documents, I can copy them for you or contact the Chair of the School for assistance.

**Students with Disabilities**

All reasonable accommodations will be provided for students with disabilities. However, in compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton -SU 133 (561-297-3880).
**Academic Honesty**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh Penalties are associated with academic dishonesty. For more information, see:


The CAUPA ethical guidelines are posted under Assignment #1.
Course Schedule:

MODULE I  General Theories of Regulation

Class 1  Introduction to Regulation and Rule-making
Class 2  A. Dilemmas of Regulation
Class 3  B. Market Failures and Rationales for Regulation
          C. The Interest Group Theory of Regulation
Class 4  D. Informational and Reputational Theories of Regulation

MODULE II  Regulatory Regimes

Class 5  How American Regulation is Constituted
Class 6  Regulatory Regimes
Class 7  Mid-Term Exam
Class 8  Regulation Redux: De-regulation, and Re-regulation at the Federal Level
Class 9  Regulation, De-regulation, and Re-regulation at the State Level

MODULE III  Studying Regulation in Various Areas

Class 10 Environmental Regulation- Rationale, Policies, and Compliance Issues
Class 11 Policy Alternatives in Environmental Regulation -- Pollution Emissions Trading, Self-Regulation
Class 12 Federal Regulation of Energy: Nuclear Power, licensing & other regulations upon the production and distribution of energy
Class 13 Transportation Regulation in the U.S.
Class 14 Social Regulation in the U.S.
Class 15 Health and Pharmaceutical Industry Regulations
Class 16  Final Exam. Final Paper Due
Bibliography:


