

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: The Graduate School Today's Date: 9/8/11
- b. Department/Division: The Martin School of Public Policy and Administration
- c. Contact person name: Dr. William Hoyt Email: WHoyt@uky.edu Phone: 257-2518
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: PA 667
- b. Full Title: Policymaking in an International Context: Political and Organizational Dimensions
- c. Transcript Title (if full title is more than 40 characters): Policymaking Intl. Context Pol.Org.Dim.
- d. To be Cross-Listed² with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

3 Lecture	_____ Laboratory ¹	_____ Recitation	Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
Seminar	_____ Studio	_____ Other -- Please explain: _____		

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3

h. Is this course repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: This class provides students with an understanding of the political systems of and the implementation of policy in nations around the world. We begin by comparing the political systems and the bureaucracies of the US and Canada, which will serve as the backdrop for learning relevant concepts from modern political science and public administration. Having mastered these concepts, we will then use them to examine Mexico, Brazil, the People's Republic of China, India, Japan, Nigeria, Russia, the United Kingdom, Germany, and finally, the European Union as an entity. In all cases, our country studies will focus on who decides on policies and how, and then on how policies are implemented. In selected class sessions, the instructor will provide practical information on working in, and with professionals from the countries featured in this class.
- j. Prerequisites, if any: PA 652 or their equivalents or permission of the instructor.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 10
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: Students in Diplomacy have been enrolled when this course has been offered as a special topics class.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found In Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: It serves as an area of concentration course for the MPA and MPP programs and a topics class in the Ph.D. program.
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

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level grading differentiation if applicable, from *10.a* above) are attached.

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Signature Routing Log

General Information:


Course Prefix and Number: PA 667

Proposal Contact Person Name: Nicolai Petrovsky Phone: 257-257-2857 Email: Nicolai Petrovsky

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Martin School Faculty	9/7/11	William Hoyt 1-7-2518 / w.hoyt@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

PA 667 Policymaking in an International Context: Political and Organizational Dimensions

Fall 2010

Mondays, 6:00pm-8:30pm

445 Patterson Office Tower (the Martin School conference room)

Instructor: Nicolai Petrovsky

Email: nicolai.petrovsky@uky.edu

Office: 435 Patterson Office Tower

Office hours: Tuesdays 9am-11am & 1pm-3pm

or by appointment or drop in when my door is open.

Office phone: 859-257-2857

Overview

The objective of this class is to provide you with useful conceptual tools and resources for understanding how policy-making differs between the United States and its major trading partners, with an eye to prepare you to think about career choices that might reach beyond the borders of this country and more generally, to prepare you to think about your opportunities during a period of rapid and consequential changes. The class consists of two parts. First, we will study the political systems of some of the major trading partners of the United States: Canada and Mexico; the United Kingdom, France, and Germany, in the context of the European Union; Japan and South Korea; India; and the People's Republic of China. We will compare them with the US, focusing on who decides on policies and how, and then on how policies are implemented. Along the way we will pick up helpful theoretical tools for examining the differences and similarities between these countries. In the second part of the class we will use the background knowledge acquired in the first part to examine what are perhaps the four most significant policy challenges affecting these countries: (i) demographic change and migration; (ii) economic change (the politics of trade, debt, and structural change); (iii) environmental change (ozone depletion and climate change); and (iv) security (including energy security). At the end of the class, we will additionally look at a couple of interesting ideas for improving government performance. Throughout the class, I will provide you with some information on working in the countries and policy areas that we discuss.

Student learning outcomes

I expect students to learn the following from my class:

- (i) to be able to use theoretical tools from political science and public administration to analyze questions of policy-making in countries other than the United States;
- (ii) to be able to find and synthesize relevant political and socio-economic data about countries other than the United States;
- and (iii) to be able to investigate options to work outside of the United States.

Course assignments

Each Master's student has five sets of responsibilities: (i) to carefully read all of the material assigned for a class session **before** that class session and to prepare questions about anything that is unclear; (ii) to study for and take a midterm exam as announced on this syllabus; (iii) to complete the semester-long "Currency Assignment" (described below); (iv) to write and present a written project of between 4,000 and 5,000 words excluding references on a topic directly relevant to this class; and (v) to write an

assessment of the class readings that discusses a) those readings that have been especially useful and why, b) those readings that should be dropped from the syllabus and why, and c) what you have read outside of the class that should be added to the syllabus, and why it should be added. Note: you need to clear the topic of your written project with me **on or before Monday, September 27** and turn in a rough draft of at least 2,000 words excluding references **on Monday, November 1**. Master's students' grades will be based on the following: 10% class participation (item (i) above), 20% the midterm exam (item (ii) above), 10% the Currency Assignment (item (iii) above), 5% the rough draft of your written project, 50% the final written project including your presentation thereof, and 5% the readings critique (item (v) above). The presentation of your written project is expected to be professional.

Each PhD student has four sets of responsibilities: (i) to closely and carefully read all of the material assigned for a class session **before** that class session, including all articles marked "PhD students only" and to be prepared to answer my questions about the material (be assured that I will ask you!); (ii) to complete the semester-long "Currency Assignment" (described below); (iii) to write and present a research paper of between 6,000 and 9,000 words excluding references on a theoretically informed topic relevant to this class; and (iv) to write an assessment of the class readings that discusses a) those readings that have been especially useful and why, b) those readings that should be dropped from the syllabus and why, and c) what you have read outside of the class that should be added to the syllabus, and why it should be added. Note: you need to clear the topic of your research paper with me **on or before Monday, September 27** and turn in a rough draft of at least 3,000 words excluding references **on Monday, November 1**. PhD students' grades will be based on the following: 20% class participation (item (i) above), 10% the Currency Assignment (item (ii) above), 15% the rough draft of your research paper, 50% the final research paper including your presentation thereof, and 5% the readings critique (item (iv) above). The presentation of your research paper is expected to be professional and similar to a research presentation at an academic conference.

Grading scale

I use a standard grading scale for this class:

90-100 = A

80-89.99 = B

70-79.99 = C

Below 70 = E

Attendance policy

Attendance is expected; if you are unable to attend, you will need a university-approved excuse or you will lose the participation points.

Classroom behavior, decorum, and civility

Students are expected to treat one another in ways that demonstrate respect and civility. This pertains to both face-to-face and online interactions. First, students are required to wear shoes and shirts at all time or they will be asked to leave the classroom, which will lead to a loss of participation points. Second, please turn all electronic devices to silent mode. Students whose cellphone rings and who do not have a pregnant partner or other legitimate reason for receiving a phone call may be asked to leave the classroom, which will lead to a loss of participation points. Third, food and beverages are only allowed to the extent that they do not disturb other students or the instructor. Students who eat or drink substances that are disruptive due to their smell or for which the act of consuming them leads to an excessive noise

level (as determined by the instructor) will be asked to leave the classroom, which will lead to a loss of participation points. Fourth, students who are rude or abusive of other students or the instructor will be asked to leave the classroom, which will lead to a loss of participation points. Please note that politely disagreeing with the instructor and justifying one's disagreement is encouraged and does not constitute either rudeness or abusiveness.

Academic honesty

Ethical behavior is expected of all students in the course. Each student in the class is expected to adhere to the highest standards of academic honesty. Cheating, plagiarism, and destruction of course materials violate the rules of the University and the ethical standards of professional public administration. Violations of the university's rules regarding academic honesty can lead to a failing grade in the course and expulsion from the University. Instances of academic dishonesty will be reported to appropriate University officials as required by University rules and procedures. University of Kentucky Code of Student Rights and Responsibilities defines academic offenses and details procedures for dealing with them. The Code can be viewed electronically on the University's web site: <http://www.uky.edu/StudentAffairs/Code/part1.html>. All students are expected to be familiar with the content of the Code of Student Rights and Responsibilities.

Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Assigned readings

We will draw on a variety of journal articles and other readings. With the exception of two books, I will provide all of these to you through Blackboard or as hard copies. The two books that you do need to be in possession of are the following (in order of appearance on the syllabus):

-Wasserstrom, Jeffrey N. 2010. *China in the 21st Century: What Everyone Needs to Know*. Oxford: Oxford University Press. ISBN: 9780195394122. List price: \$16.95 (paperback).

<http://www.oup.com/us/catalog/general/subject/Politics/ComparativePolitics/Asia/?view=usa&ci=9780195394122>

-Sandler, Todd. 2004. *Global Collective Action*. Cambridge: Cambridge University Press. ISBN: 9780521542548 (paperback); 9780511208263 (eBook). List price: \$30.99 (paperback); \$22.00 (eBook).

<http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=9780521542548>

Links to journal articles are provided on the electronic version of this syllabus on Blackboard. Please note that these links may not work if you access the internet off campus. In case that happens, you need to log in to the library and search for and download the article yourself. Some additional readings might be assigned during the semester if the occasion arises. In that case I will provide you with the details in class.

The Currency Assignment

At the beginning of the semester, each student will receive one coin or bill of the currency of one of the countries examined in this class, as well as an explanatory sheet and an exchange rate chart to track 'your' currency against the US dollar. At the beginning of every class session, each of you will report on that day's exchange rate of your coin or bill against the US dollar by showing the updated chart to the class, and you will report the one political or economic event that happened in 'your' country since the last class session that you consider most important or interesting. You should be prepared to justify why you selected a particular event.

Course outline

The dates listed for each topic are approximate; they might vary slightly if unforeseen circumstances lead us to progress more quickly or slowly through the material than planned. Note that this is not a contract. The topics and dates are subject to change at my discretion.

Monday, August 30

Introduction & review of the American system of government

No reading assignment

Monday, September 6: NO CLASS

Labor Day

Monday, September 13

Canada; also: an introduction to comparing systems of government

-pp. 3-40 from: Forsey, Eugene A. 2010. *How Canadians Govern Themselves*. 7th edition. Ottawa: Library of Parliament.

http://www2.parl.gc.ca/Sites/LOP/AboutParliament/Forsey/PDFs/How_Canadians_Govern_Themselves-7ed.pdf

-HANDOUT: Weaver, R. Kent and Bert A. Rockman. 1993. "Assessing the Effects of Institutions." In: R. Kent Weaver and Bert A. Rockman, eds. *Do Institutions Matter? Government Capabilities in the United States and Abroad*. Washington, DC: The Brookings Institution.

**PhD students only: Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science* 25 (3): 289-325.

<http://www.jstor.org/stable/194257>

**PhD students only: Herron, Erik S. Review of George Tsebelis's *Veto Players*. *Comparative Political Studies* 36 (10): 1243-1246.

<http://cps.sagepub.com/content/36/10/1243>

**PhD students only: Powell, G. Bingham Jr. 2004. "The Chain of Responsiveness." *Journal of Democracy* 15 (4): 91-105.

http://muse.jhu.edu/journals/journal_of_democracy/v015/15.4powell.html

Monday, September 20

Mexico; also: an introduction to the study of developing country politics and democratization

-HANDOUT: chapters 2, 7, and 8 from: Camp, Roderic Ai. 2007. *Politics in Mexico: The Democratic Consolidation*. Oxford: Oxford University Press.

-Karl, Terry Lynn. 1990. "Dilemmas of Democratization in Latin America." *Comparative Politics* 23 (1): 1-21.

<http://www.jstor.org/stable/422302>

**PhD students only: Sorensen, Georg. 2010. "Democracy and Democratization." In: Kevin T. Leicht and J. Craig Jenkins, eds. *Handbook of Politics: State and Society in Global Perspective*. New York: Springer.

<http://www.springerlink.com/content/q34375p58v1080q7/>

**PhD students only: Cheibub, Jose Antonio and Fernando Limongi. 2002. "Democratic Institutions and Regime Survival: Parliamentary and Presidential Democracies Reconsidered." *Annual Review of Political Science* 5: 151-179.

<http://arjournals.annualreviews.org/doi/abs/10.1146/annurev.polisci.5.102301.084508>

Monday, September 27

The United Kingdom, France, and Germany, in the context of the European Union

****DEADLINE: Please clear the topic of your written project (Master's students)/research paper (PhD students) with me no later than today**

-HANDOUT: chapters 9, 10, and 11 from: Mahler, Gregory S. 2008. *Comparative Politics: An Institutional and Cross-National Approach*. Upper Saddle River, NJ: Pearson Education.

-Delegation of the European Union to the United States of America. 2009. *The European Union: A Guide for Americans*. Washington, DC: Delegation of the European Union to the United States of America.

<http://eurunion.org/eu/images/PDF/euguide2009.pdf>

-Issing, Otmar. 2006. "Europe's Hard Fix: The Euro Area." *International Economics and Economic Policy* 3 (3-4): 181-196.

<http://www.springerlink.com/content/j28512424pp6300p/>

**PhD students only: Sanchez-Cuenca, Ignacio. 2000. "The Political Basis of Support for European Integration." *European Union Politics* 1 (2): 147-171.

<http://eup.sagepub.com/content/1/2/147>

**PhD students only: Binzer Hobolt, Sara and Patrick Leblond. 2009. "Is My Crown Better Than Your Euro? Exchange Rates and Public Opinion on the European Single Currency." *European Union Politics* 10 (2): 202-225.

<http://eup.sagepub.com/content/10/2/202>

Monday, October 4

Japan and South Korea

-HANDOUT: chapter 12 from: Mahler, Gregory S. 2008. *Comparative Politics: An Institutional and Cross-National Approach*. Upper Saddle River, NJ: Pearson Education.

-HANDOUT: Ferdinand, Peter. 2005. "Underdevelopment and Development: South Korea." In: Peter Burnell and Vicky Randall, eds. *Politics in the Developing World*. Oxford: Oxford University Press.

-Pollack, Jonathan D. and Chung M. Lee. 1999. *Preparing for Korean Unification: Scenarios and Implications*. Santa Monica, CA: RAND.

<http://handle.dtic.mil/100.2/ADA366665>

**PhD students only: Iversen, Torben and John D. Stephens. 2008. "Partisan Politics, the Welfare State, and Three Worlds of Human Capital Formation." *Comparative Political Studies* 41 (4-5): 600-637.

<http://cps.sagepub.com/content/41/4-5/600>

Monday, October 11: NO CLASS

****Take-home midterm exam provided to students electronically by 6pm**

The midterm exam is an open book, open notes take home exam, consisting of a number of questions requiring short to medium length answers (precise instructions provided in the midterm exam). You have to type your answers and submit them to me electronically through Blackboard or email.

****THE MIDTERM EXAM IS DUE ON Wednesday, October 13 at 6pm Eastern Daylight Saving Time**

Monday, October 18

The People's Republic of China

Wasserstrom: read the whole book

**PhD students only: Ferguson, Niall and Moritz Schularick. 2009. "The End of Chimerica." Harvard Business School BGIE Unit Working Paper No. 10-037.

<http://ssrn.com/abstract=1502756>

**PhD students only: Guo, Gang. 2009. "China's Local Political Budget Cycles." *American Journal of Political Science* 53 (3): 621-632.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2009.00390.x/pdf>

Monday, October 25

India

-HANDOUT: chapter 16 from: Mahler, Gregory S. 2008. *Comparative Politics: An Institutional and Cross-National Approach*. Upper Saddle River, NJ: Pearson Education.

**PhD students only: Basu, Kaushik and Annemie Maertens. 2007. "The Pattern and Causes of Economic Growth in India." *Oxford Review of Economic Policy* 23 (2): 143-167.

<http://proquest.umi.com/pqdlink?>

[did=1379445631&sid=1&Fmt=6&clientId=47297&RQT=309&VName=PQD](http://proquest.umi.com/pqdlink?did=1379445631&sid=1&Fmt=6&clientId=47297&RQT=309&VName=PQD)

**PhD students only: Subramanian, Arvind. 2007. "The Evolution of Institutions in India and its Relationship with Economic Growth." *Oxford Review of Economic Policy* 23 (2): 196-220.

<http://proquest.umi.com/pqdlink?>

[did=1379445621&sid=1&Fmt=6&clientId=47297&RQT=309&VName=PQD](http://proquest.umi.com/pqdlink?did=1379445621&sid=1&Fmt=6&clientId=47297&RQT=309&VName=PQD)

Monday, November 1

The politics and policy of demographic change, including international migration

****DEADLINE: Rough draft of written project (Master's students, at least 2,000 words excluding references)/research paper (PhD students, at least 3,000 words excluding references) due at the beginning of class**

-HANDOUT: chapter 6 from: Matras, Judah. 1977. *Introduction to Population: A Sociological Approach*. Englewood Cliffs, NJ: Prentice-Hall.

-HANDOUT: Mora, Jorge and J. Edward Taylor. 2006. "Determination of Migration, Destination, and Sector Choice: Disentangling Individual, Household, and Community Effects." In: Caglar Ozden and Maurice Schiff, eds. *International Migration, Remittances, and the Brain Drain*. Washington, DC: World Bank.

-Bauer, Thomas K., Magnus Lofstrom, and Klaus F. Zimmermann. 2001. "Immigration Policy, Assimilation of Immigrants, and Natives' Sentiments Towards Immigrants: Evidence from 12 OECD Countries." University of California-San Diego: Center for Comparative Immigration Studies Working Paper.

<http://www.escholarship.org/uc/item/1m58x0z3>

**PhD students only: Scholten, Ulrich and Marcel Thum. 1996. "Public Pensions and Immigration Policy in a Democracy." *Public Choice* 87 (3-4): 347-361. <http://www.springerlink.com/content/r662635j2u242347/>

Monday, November 8

The politics and policy of economic change (trade, debt, and structural change)

-Friman, H. Richard. 1993. "Side Payments Versus Security Cards: Domestic Bargaining Tactics in International Economic Negotiations." *International Organization* 47 (3): 387-410.

<http://www.jstor.org/stable/2706981>

-Reinhart, Carmen M. and Kenneth S. Rogoff. 2008. "This Time Is Different: A Panoramic View of Eight Centuries of Financial Crises." National Bureau of Economic Research Working Paper No. 13882.

<http://www.nber.org/papers/w13882>

-Westphal, Larry E. 1990. "Industrial Policy in an Export-Propelled Economy: Lessons from South Korea's Experience." *Journal of Economic Perspectives* 4 (3): 41-59.

<http://www.jstor.org/stable/1942928>

**PhD students only: Mansfield, Edward D., Helen V. Milner, and B. Peter Rosendorff. 2000. "Free to Trade: Democracies, Autocracies, and International Trade." *American Political Science Review* 94 (2): 305-321.

<http://www.jstor.org/stable/2586014>

Monday, November 15

The politics and policy of environmental change (comparing ozone depletion and climate change)

Sandler book: chapters 2, 3, 4, and 10

Monday, November 22

The politics and policy of security in a broad sense

-Sandler book: chapters 7 and 8

-Yergin, Daniel. 2006. "Ensuring Energy Security." *Foreign Affairs* 85 (2): 69-82.

<http://www.jstor.org/stable/20031912>

**PhD students only: Ferguson, Niall. 2006. "Political Risk and the International Bond Market between the 1848 Revolution and the Outbreak of the First World War." *Economic History Review* 59 (1): 70-112.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0289.2005.00335.x/pdf>

Monday, November 29

Three ideas for government and administration: performance management, citizen juries, and balanced budget amendments

-HANDOUT: Boyne, George A., Oliver James, Peter John, and Nicolai Petrovsky. 2010. "What if Public Management Reform Actually Works? The Paradoxical Success of Performance Management in English Local Government." In: Helen Margetts, Perri 6, and Christopher Hood, eds. *Paradoxes of Modernization: Unintended Consequences of Public Policy Reform*. Oxford: Oxford University Press.

-HANDOUT: Petts, Judith. 2001. "Evaluating the Effectiveness of Deliberative Processes: Waste Management Case-Studies." *Journal of Environmental Planning and Management* 44 (2): 207-226.

-Kirchgaessner, Gebhard. 2005. "Sustainable Fiscal Policy in a Federal State: The Swiss Example." *Swiss Political Science Review* 11 (4): 19-46.

<http://www.ingentaconnect.com/content/spsa/spsr/2005/00000011/00000004/art00002>

**PhD students only: Boyne, George A., Oliver James, Peter John, and Nicolai Petrovsky.

2009. "Democracy and Government Performance: Holding Incumbents Accountable in English Local Governments." *Journal of Politics* 71 (4): 1273-1284. <http://journals.cambridge.org/action/displayAbstract?aid=6390084>

Monday, December 6

Student presentations: Master's student projects and PhD student research papers

****DEADLINE: Master's student projects and PhD student research papers are due at the beginning of class**

Note that Dead Week, which begins today, does not exempt you from today's deadline or presentations because they have been announced in the present syllabus and this course has no final exam. Per the university's dead week policy: "No project/lab practicals/paper/presentation deadlines or oral/listening examinations may be scheduled to fall during the Dead Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week."

http://www.uky.edu/Ombud/reminder_deadweek.php