



JOHN GLENN

SCHOOL OF PUBLIC AFFAIRS

June 3, 2009

Dear CCI Subcommittee on Interdisciplinary Initiatives Subcommittee:

This cover letter provides background on six courses – PUB AFRS 200, 240, 540, 589, 678 and 679 – submitted by the John Glenn School of Public Affairs to the Subcommittee in request of permanent course numbers. An accompanying memo provides more detail on the specific changes we have made to the individual courses in response to concerns raised in the Subcommittee's February 5, 2009 minutes. This cover letter provides information about the importance of receiving permanent course numbers for these courses as soon as possible.

All six of the courses are connected to existing programs that operate annually or quarterly. We are currently offering these courses with group studies numbers. In all six instances we have exceeded the cap on the number of times we can offer these courses under a group studies number and consequently need permanent course numbers to continue running the programs.

PUB AFRS 200 and 240 are connected to the Glenn School's Learning Community program. We offer these courses in the fall and the winter annually as part of the Learning Community. For this coming fall, 80 incoming students have applied to our Learning Community program. In order to make these classes available to these students in the fall of 2009 and the winter of 2010 (and subsequent years) we need permanent course numbers.

PUB AFRS 540 is connected to the Glenn School's First Year Experience Program. We offer this course in the winter annually. Based on past participation in this program we anticipate around 40 students will enroll. In order to make this class available to these students in the winter of 2010 (and subsequent years) we need a permanent course number.

PUB AFRS 589, 678 and 679 are connected to the Glenn School's Washington Academic Internship Program. We offer these courses every autumn, winter, and spring. This year we are also offering a summer session as well. We had 40 applications for our summer program alone this year. In order to make this class available to students in the 2009-2010 academic year (and subsequent years) we need permanent course numbers for each course.

The actual course numbers we have proposed for these courses are somewhat arbitrary and a function of history (particularly PUB AFRS 589, 678 and 679, which are legacy numbers from when these courses were delivered under a Political Science call number).



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If the Subcommittee feels different numbers should be connected to these courses, we would be happy to make the change. The content of PUB AFRS 200 and 240 is designed for students at the freshman or sophomore levels. The content of PUB AFRS 540 is designed for highly qualified freshman or sophomore level students. Finally, the content of PUB AFRS 589, 678 and 679 is designed for upper division students (the courses require junior level standing). We would be happy to defer to the committee's expertise in order to get these courses approved this spring.

Again, an accompanying memo specifies changes we have made to the proposed courses to address the Subcommittee's concerns.

Sincerely,

Trevor Brown
Associate Director for Academic Affairs and Research

CC: Kate Hallihan
Ron Severtis
Terry Gustafson

Date: May 28, 2009
To: CCI Interdisciplinary Subcommittee
From: John Glenn School of Public Affairs
Re: JGSPA Course Proposals

This memo is written in response to the minutes of the CCI Interdisciplinary Subcommittee meeting minutes from February 5, 2009. These minutes discuss issues the Subcommittee identified with regard to several courses the Glenn School has submitted for permanent course numbers. In late 2008, the Glenn School submitted eight courses for permanent course numbers. Two of those courses are connected to the Glenn School's high school internship program. This program is currently undergoing a revision and possible expansion to include the regional campuses. Consequently, the Glenn School would like to put the review of those two courses on hold. This memo focuses on the other six courses that are under review.

PUB AFFS 200 Introduction to Public Affairs

The February 5 minutes indicate that there is "significant resemblance to PS 101" and requests more information about weekly topics/content. Furthermore, the minutes indicate that there is potential overlap with PS 305. The minutes raise a concern that there are only six weeks of actual course content for a 5 credit class. Finally, the minutes request that the syllabus indicate that the course is connected to the Glenn School's Learning program.

We have reviewed multiple syllabi for PS 101 and the current syllabus for PS 305 and have restructured the JGSPA 200 to eliminate overlap. We include the course descriptions of PS 101 and PS 305 below for the subcommittee's reference.

PS 101 Course Description

This course serves as a broad introduction to the actors, institutions and processes which help shape American government, politics and political behavior. Students will examine topics ranging from the Constitution, the Presidency, Congress, and the Judiciary to voting behavior, the media, interest groups and civil rights and liberties. The emphasis of the class will be on the students' application of the course material to contemporary, real-world political phenomena.

PS 305 Course Description

Introduction to the Public Policy Process is a course designed for undergraduates in any major. It is one of the required courses for a minor in public policy. The course provides facts about how public policies are formed in the U.S., and presents theories that help students understand policy formation in greater detail. Case studies of topics from global warming to illegal immigration to the war in Iraq allow students to grapple with questions

of how the public policy process leads to the most important decisions faced by our country today.

In the case of PS 101, it appears the concern is that JGSPA was focused on political institutions and behavior and in the case of PS 305 that we replicated significant amounts of content on the policy process. The revised version of JGSPA 200 does not focus on political institutions and behavior and devotes only one week of the course to the public policy process; the remaining nine weeks are not. The full syllabus is included with this memo, but for reference purposes we provide an excerpt from the JGSPA course overview that signals the absence of overlap.

This course is designed to provide you with an introduction to public affairs, the interconnection between policy making and the governance of the organizations, networks, citizen groups, and individuals that tackle public problems. We will examine public affairs through the lens of the various organizations – public, private and nonprofit – that operate in the public sector. In this course you will learn about how these different kinds of organizations work independently, collaboratively, and sometime in competition to address public problems. We will not focus on the political behavior of elites or citizens, but rather on how policy-making institutions and processes, government, private and non-profit organizations, and citizens interact to produce policies and implement programs that tackle public problems.

In response to the concern about six weeks of course content for a five credit hour course, in restructuring the course all ten weeks are devoted to course content.

Finally, we have included a section in the syllabus that indicates that this course is connected to the Glenn School's Learning Community program and that students should always consult with their undergraduate advisors to determine how the course will fit in with their degree program. We have opted not to pursue an exclusion clause as we could envision students enrolling in this course as one of their free electives.

PUB AFFS 240 Public Service and Civic Engagement

The February 5 minutes indicate that there is concern about the connection between the course title and the course content, as well as concern about overlap between this course and PS 201 and PS 574, both of which examine citizen participation in the political process. The minutes also request clarification on the public project assignment with regard to University surveying practices. Finally, the minutes request that the syllabus indicate that the course is connected to the Glenn School's Learning Community program.

We have reviewed syllabi for PS 201 and PS 574 and have restructured the JGSPA 240 to eliminate overlap. We include the course descriptions of PS 201 and PS 574 below for the subcommittee's reference.

PS 201 Course Description

How do Americans form political preferences? How does one transform preferences into voting and political participation? Are these preferences influenced by the media? By public opinion? How did these preferences and attitudes effect the 2008 election? Political Science 201 gets at these issues by introducing students to the study of public opinion and political participation in the United States.

PS 574 Course Description

An upper-division course that explores the most fundamental and most popular form of political participation: voting. Particular emphasis will be placed on the rationality of voting, turnout in historical and comparative perspective (especially among young citizens), issues and candidates and their respective roles in explaining electoral decision-making, the barriers to participation, and the function of political parties and partisanship, as anchors of political life and internal compasses of voting behavior. These topics will be investigated through study of past presidential and congressional elections, but also with an analytic and watchful eye on the approaching elections of 2008.

Both of these courses focus on an important aspect of citizenship, namely voting as a form of political participation. While JGSPA 240 will certainly discuss political participation as a form of civic engagement, it is by no means the focus of the class, and is in fact only a small segment of the class. JGSPA 240 focuses on broader notions of civic engagement to include volunteering, community organizing, public service projects, etc. The full syllabus is included with this memo, but for reference purposes we provide an excerpt from the JGSPA course overview that signals the absence of overlap.

This course outlines concepts and strategies that are necessary to be an engaged citizen in our communities. The course will identify public service and civic engagement activities that can be conducted to tackle public problems. In particular, we will discuss public service and civic engagement activities among young people in order to challenge prevailing attitudes about apathy among college students. To apply the concepts and strategies discussed in the course students will conduct public service and civic

engagement projects targeting public sector issues in the university community. Finally, the course will allow students to develop strategies for broad public service and civic engagement projects in settings outside the university community.

In response to concern about the pulse project and University survey practices, we have structured the assignment so that the course instructor will review the survey techniques employed by students and will serve as the principal investigator for research that is collected. Prior to project development, teams will meet with members of the Undergraduate Research Office (URO) about how undergraduate students can collect research data and then develop articles for possible publication. Content collected from these projects will remain the intellectual property of the course instructor. Students will be able to develop research articles in conjunction with the course instructor. These proposed changes are in harmony with the University's practices.

Finally, we have included a section in the syllabus that indicates that this course is connected to the Glenn School's Learning Community program and that students should always consult with their undergraduate advisors to determine how the course will fit in with their degree program. We have opted not to pursue an exclusion clause as we could envision students enrolling in this course as one of their free electives.

PUB AFFS 540 Leadership in the Public and Nonprofit Sectors

The February 5 minutes indicate that there is concern about overlap with PS 612, which examines political leadership. The minutes also questioned overlap with EP&L 270.04. The minutes also requested the inclusion of scholarly course readings and increased rigor, including more analytical assignments. Finally, the minutes request that the syllabus indicate that the course is connected to the Glenn School's Learning Community program.

We have reviewed syllabus for PS 612 and provided more detail on JGSPA 540 to show the content differences between the two courses. We include the course description of PS 612 below for the subcommittee's reference.

PS 612 Course Description

This course examines how and why American political leaders have led the nation in economic and foreign policy since World War II. The course will focus on the issues of national defense and security – communism, Vietnam, and terror – and on economy policies of tax cuts, government spending, and balanced budgets. The theoretical premise of the course is that political leaders strategically take positions on these issues to maintain or upset existing political coalitions. The course examines how Republican leaders have used communism and national security in their efforts to win and maintain power, and how political leaders from both parties have attempted to define and control economic policy. We will compare John Kennedy's decision-making style with President Obama's, and we will contrast Ronald Reagan's economic policies during the recession of the 1980s with Barack Obama's policies during the current recession.

PS 612 is focused on political leadership, namely the leadership of elected officials. Furthermore, the course focuses on political leadership in two policy areas – national defense and security, and economic policy. Furthermore, the course is interested in political outcomes as the benchmark for leadership success. JGSPA 540 focuses more broadly on leadership throughout the public and non-profit sectors, including leadership of government agencies, community groups, nonprofits, etc. The focus is on how leaders' personal traits, styles, and actions help them achieve public service goals. The full syllabus is included with this memo, but for reference purposes we provide an excerpt from the JGSPA course overview that signals the absence of overlap.

Leadership is a fascinating yet complex topic that is important to anyone interested in public service. Leadership is a concept that is difficult to define, yet we all intuitively know what it means (to us). When we do try to define it and talk about it in concrete terms, however, we find that there are about as many meanings as there are people talking about it. There are literally thousands of books on leadership. There are academic programs dedicated to leadership development. There are leadership workshops and seminars conducted every day across the country for executives from all sectors. Without a doubt, leadership is in high demand. So what do we mean by leadership? Are leaders born or made? What aspects of leadership are most important for those in the public and non-profit sectors?

This course will consist of a mixture of leadership theory, case studies of different leaders in public service, and practical exercises designed to help you gain exposure to several examples of leadership in the public sector. This course will develop your competencies in the areas of written and oral communication, decision making and teamwork, cultural competency (including ethics), democratic values, and diversity.

We have reviewed syllabus for EP&L 270.04 and provided more detail on JGSPA 540 to show the content differences between the two courses. We include the course description of EP&L 270.04 below for the subcommittee's reference.

Educational Policy and Leadership 270.04 provides an overview of the theory related to and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan. Students will demonstrate an understanding of leadership theory and research, specifically the Relational Leadership Model, show an increased awareness of the personal qualities and skills they bring to leadership settings, demonstrate increased confidence and skill in practicing leadership in the collegiate, workplace, and/or community setting, and develop a Personal Leadership Philosophy.

While both courses use leadership theory and research as a foundation, the courses differ notably in the application of these theories and frameworks to different settings, with JGSPA 540 focused on public affairs contexts.

In response to concern about the rigor of the course, the readings now draw upon an array of scholarly articles and excerpts from research based texts. In addition, there is now a mix of analytical and personal-based assignments in the course.

Finally, we have included a section in the syllabus that indicates that this course is connected to the Glenn School's Learning Community program and that students should always consult with their undergraduate advisors to determine how the course will fit in with their degree program. We have opted not to pursue an exclusion clause as we could envision students enrolling in this course as one of their free electives.

PUB AFFS 589 Student Internship in Public Affairs

The February 5 minutes indicate that there is concern about overlap if offered locally and of application of internship credit toward other degree programs, although the minutes do not specify the source of overlap. The discussion preceding the concerns and recommendations suggest that one source of overlap may be with courses that Political Science may, but does not currently, offer. The discussion with Director Wiseberg suggests that PS faculty may be interested in offering the course in the future, perhaps at the local level in Columbus (although it's not clear from the minutes whether the previously approved PS course numbers are exclusively for Washington or are inclusive of offerings on campus). The minutes also raise concerns about similarities with PUB AFFS 189, as well as questions about the rigor of the course. Finally, the minutes recommend that "suggested experiences" be defined in ECA forms.

We have reworked this syllabus and the other two related syllabi (PUB AFFS 678 and 679) to clarify that this course takes place in Washington DC as part of a quarter long internship in which all three courses are taken simultaneously. The syllabus specifies that three courses must be taken all together – students cannot take one class without taking the other two.

Given the history of the development of this course and the other two, and the fact that Political Science currently does not offer such courses in Washington DC, it's not clear where the source of overlap is. As to the inclusion of this course in other majors, including Political Science, we have included a clause indicating that the course may count as part of student's free electives and that they should meet with their primary academic advisor before taking the course. Although not mentioned in the syllabus, we work with Political Science advisors during the recruiting process for this course and the other two so that students are clear on how these courses fit into the Political Science degree.

As for the overlap with Pub Affs 189, as noted earlier this course has been put on hold and will likely be reworked as well.

The course is now more specific about work requirements.

PUB AFFS 678 Public Affairs Decision-Making

AND

PUB AFFS 679 Policy Analysis in Public Affairs (Individual Research Paper)

In addition to the concerns raised about PUB AFFS 589 which also apply to these two courses, the minutes raise concerns about overlap with PS 305 and the level of reading and rigor in the course. In reworking the syllabus we have taken steps to distinguish this course from PS 305 and have increased the required reading and overall rigor of the courses.

**The Ohio State University
John Glenn School of Public Affairs**

**PUB AFFS 200
Introduction to Public Affairs
Syllabus
5 credit hours**

Call Number	
Location	
Time	
Instructor Name & Title	
Instructor Office & Phone	
Email	
Office Hours	

COURSE OVERVIEW

This course is designed to provide you with an introduction to public affairs, the interconnection between policy making and the governance of the organizations, networks, citizen groups, and individuals that tackle public problems. We will examine public affairs through the lens of the various organizations – public, private and nonprofit – that operate in the public sector. In this course you will learn about how these different kinds of organizations work independently, collaboratively, and sometime in competition to address public problems. We will not focus on the political behavior of elites or citizens, but rather on how policy-making institutions and processes, government, private and non-profit organizations, and citizens interact to produce policies and implement programs that tackle public problems.

We will rely on a mix of readings and applied cases in this class. The readings will ground us in concepts and frameworks to help understand the operation and interaction of various groups and organizations in the public sector, while the cases will provide context and application for the ideas we will discuss. In this way, you will get to apply knowledge to real-world situations.

STUDENT LEARNING GOALS AND OBJECTIVES

There are four fundamental learning goals and objectives for this course:

- To introduce you to the field of public affairs;
- To provide you a basic overview of the operation of the public sector in the United States (including the policy making process and the role of public, private and nonprofit organizations in implementing policies and programs that tackle public problems);
- To gain experience applying concepts and frameworks to real-world public affairs challenges; and
- To improve your ability to communicate ideas through written and oral formats.

COURSE DESCRIPTION

The list of challenges facing the world is long – poverty, natural and man-made disasters, global warming, unemployment, crime, threats to security to name a few. How do nations, regions, states, and communities respond to these challenges? Traditionally, they turn to the public sector where policy making institutions produce programs and assign the task of implementing and carrying out those programs to government organizations. While these responsibilities still fall to the public sector, the contemporary landscape is far more diversified than simply a single body that makes policy (e.g. a legislature or a council) and a government organization that implements it. Today a host of organizations, actors, and groups interact, sometimes collaboratively and sometimes competitively, to produce and implement programs targeted at public problems. The field of public affairs focuses on the intersection between public problems, programs crafted to address these problems, and groups of organizations and actors that implement these programs. This course is a basic introduction to public affairs, a professional field that applies ideas and tools from academic scholarship to tackle complex real-world public problems.

In this class, we will explore the public sector in the United States. We will begin by examining the basic dynamics of the policy making process. Then we will turn to the organizations assigned the responsibility of implementing public policies and programs. To begin we will look at public organizations (e.g. government agencies) and then examine nonprofit organizations. After exploring the roles and responsibilities of formal organizations, we will look at how citizens participate in the public sector, sometimes independently and sometimes in collaboration with public and nonprofit organizations. After looking at these various actors independently, we will conclude the course by talking about how public, private, and nonprofit organizations and citizen groups work in networks to tackle public problems.

For each of the topics we examine, we will draw on research and scholarship to identify ideas, frameworks and tools to understand the organization and operation of the public sector. We will also apply these ideas, frameworks and tools to real world situations. Specifically, we will use the case method to examine how organizations and actors in the public sector have attempted to address challenging public problems at the national, regional and local levels. In this way you will have an opportunity to assess, critique, and offer alternatives to the decisions of practicing public affairs professionals. Through our analysis of various cases, you will have an opportunity to hone your oral and written communication skills.

THE JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

The John Glenn School of Public Affairs is an academic unit at the Ohio State University that offers coursework at the undergraduate, Masters and doctoral levels in public affairs, the interconnection between policy making and the management of the organizations and networks of organizations that tackle public problems. At the undergraduate level, the School offers courses that are included in the College of Social and Behavioral Science Minor in Public Policy and International Studies baccalaureate degree, as well as undergraduate co-curricular programs with the Glenn School Learning Community and the First Year Experience Leadership Collaborative (Academic Affairs FYE). This course is connected to the Glenn School Learning Community and may be counted as a free-elective course in most Ohio State University

undergraduate degree programs. Before enrolling in the course, students should meet with the Glenn School's advising staff and their primary undergraduate advisor to determine how the course can be included in their degree program of study.

REQUIRED TEXTS AND AVAILABILITY

We will draw on a mix of readings from texts and cases compiled in a reader. The reader will be available at the SBX Bookstore. All required readings are included in the reader in the order that they are listed here on the syllabus.

ACADEMIC HONESTY POLICY

As members of a University community, students are expected to uphold the highest standards of academic honesty in all course work. Penalties for plagiarism, cheating, or other acts of academic dishonesty may include receiving a failing grade, dismissal from the University, or revocation of degree. More information can be found in *The Ohio State University Code of Student Conduct*.

ASSIGNMENTS

Attendance and Participation	10%
Four Case Memos (10% each)	40%
Mid-Term	20%
Final	30%

Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 60
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

Attendance and Participation

Critical assessment of the readings constitutes a major portion of each class activity. Thorough preparation is essential. The primary source of your learning in this course will take place in the classroom as you and your colleagues share your insights and engage each other in debate. In particular, several classes during the quarter will be in-class discussions of assigned cases (discussed below). Although the assigned readings provide background material, attending class is essential, and is necessary for a satisfactory grade.

Your class participation represents 10% of your final course grade.

Case Memos

The class relies heavily on cases to provide insight into real-world challenges faced in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and difficulties that confront the responsible actors. The problem may or may not be clearly defined. Frequently a significant part of your job will be to determine and define the problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision. In order for the in-class discussion to be effective, you must carefully prepare before class and actively participate during class. The well-prepared student comes to class with a written memo identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, and a persuasive argument supporting a recommended course of action. A persuasive argument implies having completed the appropriate analyses necessary to support a recommendation. Having a written memo is important because it forces you to draw together various aspects of the case and to synthesize a distinct position on each of the discussion questions. Moreover, the process of writing one's response to these questions imposes a level of specificity and clarity to your analysis that may otherwise be absent. A written memo also provides a foundation for concise, thorough, and specific comments that improve everyone's learning experience.

In class, you should be ready to communicate your responses to the assigned case questions and to defend your analysis against the criticism of other members of the class. Although the discussion may lead to a decision accepted by a majority of the class members, the discussion is not necessarily intended to culminate in any one approved solution. Typically, students will relate the readings and/or case to problems they have encountered in their own experience. The student's view of the case may be prejudiced by their experience. Thus, in the discussion itself, the individual participant may find that the opinions of other members of the group differ sharply from their own. You may learn, through the comments of others, that they have overlooked certain salient points. Alternatively you may find that another student weighed one factor more heavily than other class members. This interaction of presenting and defending conflicting points of view causes you to reconsider the view you had of the case before the discussion commenced, develop a clearer perception of the problems, recognition of the many and often conflicting interpretations of facts and events, and a greater awareness of the complexities within which public sector decisions are reached.

Over the course of the quarter we will read seven cases. The first (class 2) and last (class 19) of these cases are simply discussion cases. We will discuss them in class but there is no required written component (although as described above writing your thoughts down in advance of the case will likely improve the quality of your analysis). For **four** of the five other cases (classes 5, 8, 11, 15, 18) you are required to turn-in a two-paged memo that does the following:

- Provides a brief factual summary of the case
- Identifies the primary decision-maker in the case and describe the primary objectives of the decision-maker
- Identifies the key issue in dispute in the case and what decision has to be made

- Identifies the range of decisions that could be made and makes a case recommending a course of action (it could be the course of action taken by the decision maker in the case)

Each memo will be graded out of 100 points – 20 points for each of the four elements required above and 20 points for your overall written presentation. The two-paged memo should be single-spaced, in 12-point font with one-inch margins. **For each of these requirements that you breach, your grade for that case will decrease by 1/3 letter grade (i.e. A- to B+).** You can successfully perform the analysis by drawing exclusively from the material presented in the case. In you draw on material from outside the case you must include a third page with a list of references.

Of these five cases you are only required to do memos for **four** of them. You get to decide which four. You can elect to do all five for a grade. In that case, the lowest case grade will be dropped. Each case memo is due at the beginning of the class on the day that the case is discussed.

Each graded case represents 10% of your final course grade for a total of 40%.

Exams

You will take two exams during the quarter – a mid-term and a final. The exam dates are listed on the course calendar below. Each exam will consist of a series of short answer and essay questions based on the reading material and class lectures and discussion. The mid-term exam will cover the material on the organization and operation of the public sector (classes 2-11 on the course calendar), while the final exam will cover material from the entire quarter, although it will focus more heavily on the organization and operation of the nonprofit sector (classes 12-19 on the course calendar). We will dedicate the class session before the final exam (class 20) to reviewing the course material in preparation for the final exam.

The mid-term exam represents 20% of your final course grade, and the final exam represents 30% of your final course grade.

COURSE OUTLINE AND ASSIGNED READINGS

Class 1 – Course Introduction

Topics:

- Overview of course requirements

Readings:

- Course Syllabus

Class 2 – The Public Sector: Overview

Topics:

- Overview of the public sector
- Discussion of case method approach
- In-class discussion of Hurricane Katrina case

Readings:

- “Learning by the Case Method”, Kennedy School of Government Case Program, Harvard University
- “Hurricane Katrina (A): Preparing for ‘The Big One’ in New Orleans,” Kennedy School of Government Case Program, Harvard University

Class 3 – Public Policies and Programs: Actors and Institutions

Topics:

- Identification of the various actors and institutions involved in the production of public policies and programs

Readings:

- John Kingdon. 1995. *Agendas, Alternatives, and Public Policies*, 2nd edition (Addison-Wesley Educational Publishers), chapters 1-3, pp. 1-70.

Class 4 – Public Policies and Programs: Processes

Topics:

- Discussion of the processes by which public policies and programs are produced

Readings:

- John Kingdon. 1995. *Agendas, Alternatives, and Public Policies*, 2nd edition (Addison-Wesley Educational Publishers), chapters 8-9, pp. 165-208.

Class 5 – Public Policies and Programs: Case Application

Topics:

- Application of concepts and ideas from classes 3 and 4 through in-class case discussion of Clinton Health Care case

Readings:

- “The Battle over the Clinton Health Care Proposal,” Kennedy School of Government Case Program, Harvard University

Assignment:

- Case Memo #1 Due

Class 6 – Public Organizations: Public vs. Private

Topics:

- Identification of the types of public organizations charged with implementing public policies and programs
- Discussion of the differences between public and private organizations and implications for performance

Readings:

- Barry Bozeman. 1987. *All Organizations are Public: Comparing Public and Private Organizations* (Beard Books), chapters 1 and 2, pps. 1-28

Class 7 – Public Organizations: Economic and Political Authority

Topics:

- Discussion about how the combination of economic and political authority over an organization determines how “public” it is
- Discussion of how “publicness” impacts performance

Readings:

- Barry Bozeman. 1987. *All Organizations are Public: Comparing Public and Private Organizations* (Beard Books), chapters 4 and 5, pps. 47-82

Class 8 – Public Organizations: Case Application

Topics:

- Application of concepts and ideas from classes 6 and 7 through in-class case discussion of NYPD case

Readings:

- “Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City,” Kennedy School of Government Case Program, Harvard University

Assignment:

- Case Memo #2 Due

Class 9 – Nonprofit Organizations: Overview and History

Topics:

- Identification of what a nonprofit organization is and does
- Coverage of the history of nonprofits in the United States

Readings:

- Lester Salamon. 1999. *America’s Nonprofit Sector: A Primer*, 2nd edition (The Foundation Center), chapters 1, 2 and 5, pp. 1-20, 57-74.

Class 10 – Nonprofit Organizations: Scope and Structure

Topics:

- Discussion of how nonprofits are organized
- Discussion of the roles and responsibilities of nonprofits in the public sector

Readings:

- Lester Salamon. 1999. *America's Nonprofit Sector: A Primer*, 2nd edition (The Foundation Center), chapters 3 and 4, pp. 20-56.

Class 11 – Nonprofit Organizations: Case Application

Topics:

- Application of concepts and ideas from classes 9 and 10 through in-class case discussion of Appalachian or Bradesco case

Readings:

- “Appalachian Mountain Club,” Electronic Hallway Case Program

Assignment:

- Case Memo #3 Due

Class 12 – Midterm Examination

Class 13 – Citizens: Civic Engagement

Topics:

- Discussion of the role of civic engagement in the public sector and how citizens work together to address public problems

Readings:

- Robert D. Putnam. 1996. “Bowling Alone: America’s Declining Social Capital,” in Larry Diamond and Marc F. Platter (eds.), *The Global Resurgence of Democracy* (Baltimore: Johns Hopkins University Press), 290 - 303.
- Also visit www.bowlingalone.com for more recent data on civic engagement in America

Class 14 – Citizens: Participation and Co-Production

Topics:

- Discussion of how citizens participate directly in the delivery of programs to tackle public problems

Readings:

- Tony Bovaird. 2007. “Beyond Engagement and Participation: User and Community Coproduction of Public Services,” *Public Administration Review* 67(5): 846-860.

Class 15 – Citizens: Case Application

Topics:

- Application of concepts and ideas from classes 13 and 14 through in-class case discussion of Super 7 case

Readings:

- “Building the “Super 7” Expressway in Connecticut,” Kennedy School of Government Case Program, Harvard University

Assignment:

- Case Memo #4 Due

Class 16 – Governance and Networks: Collaboration and Competition

Topics:

- Discussion of networks of public, private, and nonprofit organizations and citizen groups oriented to tackle public problems
- Discussion of the collaborative and competitive elements of network arrangements

Readings:

- William T. Gormley Jr. and Steven J. Balla. 2004. Bureaucracy and Democracy: Accountability and Performance (CQ Press), chapter 5, pp. 112-147.

Class 17 – Governance and Networks: Intergovernmental Management

Topics:

- Discussion of the intergovernmental system and how public programs are implemented across levels
- Identification of the tasks and skills needed for participants to manage programs intergovernmentally

Readings:

- Robert Agranoff and Michael McGuire. 2001. “American Federalism and the Search for Models of Management,” *Public Administration Review* 61 (6): 671-681

Class 18 – Governance and Networks: Case Application

Topics:

- Application of concepts and ideas from classes 16 and 17 through in-class case discussion of Hartford case

Readings:

- “The Challenge of Multi-Agency Collaboration: Launching a Large-Scale Youth Development Project in Hartford,” Kennedy School of Government Case Program, Harvard University

Assignment:

- Case Memo #5 due

Class 19 –The Public Sector: Reprise

Topics:

- Integration of major themes of the course
- In-class discussion of Hurricane Katrina Case

Readings:

- “Hurricane Katrina (B): Responding to an “Ultra-Catastrophe” in New Orleans,” Kennedy School of Government Case Program, Harvard University

Class 20 – Final Exam Review

Class 21 – Final Exam

ADA STATEMENT

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.

**The Ohio State University
John Glenn School of Public Affairs**

**PUB AFFS 240
Public Service and Civic Engagement
Syllabus
5 credit hours**

Call Number	
Location	
Time	
Instructor Name & Title	
Instructor Office & Phone	
Email	
Office Hours	

COURSE OVERVIEW

This course outlines concepts and strategies that are necessary to be an engaged citizen in our communities. The course will identify public service and civic engagement activities that can be conducted to tackle public problems. In particular, we will discuss public service and civic engagement activities among young people in order to challenge prevailing attitudes about apathy among college students. To apply the concepts and strategies discussed in the course students will conduct public service and civic engagement projects targeting public sector issues in the university community. Finally, the course will allow students to develop strategies for broad public service and civic engagement projects in settings outside the university community.

STUDENT LEARNING GOALS AND OBJECTIVES

Upon completion of this course, students will:

1. Develop a better understanding of the civic responsibilities citizens have.
2. Be able to understand concepts related to citizenship, civic engagement, and community development.
3. Prepare students for a responsible life of citizenship and civic engagement while at Ohio State and beyond.
4. Further develop their oral and written communication skills through classroom discussion and written assignments.

COURSE DESCRIPTION

Students interested in academic coursework about public affairs must understand how their actions make an impact in this country and within their communities. CIRCLE, the Center for

Information and Research on Civic Learning and Engagement at Tufts University, conducted a recent study indicating that young people engaged in coursework about civic engagement are more likely to “help solve a community problem, make a difference in their community, volunteer recently, trust other people and the government, make consumer decisions for ethical or political reasons, believe in the importance of voting, and (will be) registered to vote” (http://www.civicyouth.org/?page_id=246). Students exposed to civic engagement principles and ideas are more likely to want to work on solving social problems. Research by Jacoby and associates (2003), Davila & Mora (2007) supports these findings.

This course will explore how students learn to be engaged citizens, teaching students about the concepts related to citizenship and then how to incorporate these concepts into lives and the lives of others with whom they interact. Students will learn how to develop community partnerships that are a “major component of every sustainable, responsive, and systemic approach to transforming” communities (<http://www.soundout.org/elements.html>). The skill building focus of this course will provide students with context about how to be a community leader, advocate, and lobbyist. This context will allow students to understand citizenship, civic engagement, and community development.

THE JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

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REQUIRED TEXTS AND AVAILABILITY

1. Dionne, E. J., Drogosz, K. M. & Litan, R. E. (2003). *United we serve: National service and the future of citizenship*. Washington, DC: Brookings Institution.
2. Macedo, S. (2005). *Democracy at risk: How political choices undermine citizen participation, and what we can do about it*. Washington, DC: Brookings Institution.
3. Zukin, C., et. al. (2006). *A new engagement: Political participation, civic life, and the changing American citizen*. New York: Oxford Press.
4. Additional course readings on electronic reserve.

GRADING

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 60
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

ACADEMIC HONEST POLICY

As members of a University community, students are expected to uphold the highest standards of academic honesty in all course work. Penalties for plagiarism, cheating, or other acts of academic dishonesty may include receiving a failing grade, dismissal from the University, or revocation of degree. More information can be found in *The Ohio State University Code of Student Conduct*.

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COURSE REQUIREMENTS

1. *Class Participation and Preparation (10 points)*

- Attendance at each class session for the entire class meeting period is required.
- Completion of reading assignments prior to the class for which they are assigned.
- Active** participation in class discussions, including participation in class activities.
- Any quizzes or homework assigned will count toward the participation grade.

2. *Quizzes (40 points)*

Four quizzes worth 10 points each will be administered in class during select times. The quizzes will focus on class readings. Students will be expected to apply content from class readings when responding to the quizzes.

3. *Civic Engagement Mentor Interview Paper (20 points)*

This assignment requires you to interview someone you believe to be deeply involved in civic engagement activities. The mentor can hold any position in any public or private sector organization, and should be able to discuss his or her career path with you. You will develop an interview schedule (a list of questions to ask your mentor) that will be submitted during class session 7. The interview schedule needs to include questions you develop from the Zukin readings from chapters 2 (focused on coming of age in a post-Boomer world) or chapter 3 (focused on engagement in public life). At a minimum, you should include the following information in your 4-5 page paper:

- Name, title, and role of the mentor you select.
- Career path of your mentor.
- How your mentor defines civic engagement.
- A description of your mentor's perception of civic engagement generational differences that exist.
- Your assessment of the impact your mentor had had on his or her community.

4. *Pulse Project (30 points)*

This team based project involves collecting information from Ohio State students about their perceptions, beliefs, and attitudes about civic engagement activities. The course instructor will review survey techniques and will serve as the principal investigator for research that is collected. Prior to project development, teams will meet with members of the Undergraduate Research Office (URO) about how undergraduate students can collect research data and then develop articles for possible publication. Content collected from these projects will remain the intellectual property of the course instructor. Students will be able to develop research articles in conjunction with the course instructor.

The teams will plan activities that may involve canvassing the university neighborhood, setting up information centers on the Oval or specific locations on campus, polling students via Facebook or other on-line means, or any activity that will allow teams to interact with average undergraduates at Ohio State. In setting up your projects, you should use the following criteria:

1. What are your team's goals?
2. What do you hope to learn from this project?
3. What do you expect Ohio State students will contribute to this project?
4. What civic engagement patterns do you expect to find?

Your team will submit a proposal that outline your responses to these questions and a project plan that includes the details related to your project (What is your project? When and where will it take place? How will the project be funded? Who will be involved? What is your target audience?). The project proposal will be due during class session 8.

Once the activity has taken place, your team will submit a 10 page paper at the end of the quarter documenting your project. Your team will also present your findings to the class. Your grade for this project will be based on your team's paper, presentation, team interaction and how successful the activity was on campus. You should follow this format for your paper and presentation:

1. Introduction to your project (why did you select the project; what did you expect)
2. Overview of logistics and discussion about why you selected the project
3. Discussion of your findings (how would you evaluate civic engagement levels with Ohio State undergraduates; what opportunities and challenges to civic engagement did you determine; what happens when citizen objectives are or are not realized)
4. Discussion of recommendations you would make (how would you increase civic engagement at Ohio State)
5. Implications for learning (what did you learn from this assignment)

COURSE OUTLINE AND ASSIGNED READINGS

Date	Topic(s)	Readings
Class 1	<p>Introduction</p> <p>Survey methods</p> <p>Undergraduate Research Office (URO) presentation on research techniques</p>	
Class 2	Coming of Age in a Post-Boomer World	Zukin, Chapters 1-2
Class 3	Engagement in Public Life	Zukin, Chapter 3
Class 4	Political vs. Civic Engagement	<p>Macedo, Chapter 1</p> <p>CIRCLE report: “The Role of Civic Skills in Fostering Civic Education.”</p>
Class 5	Attitudes toward Public Engagement	Zukin, Chapter 4
Class 6	Assessing Civic Malaise	<p>Macedo, Chapter 2-3</p> <p>Quiz #1</p>
Class 7	Generational Pathways to Participation	<p>Zukin, Chapter 5, 7</p> <p>Dionne, Chapter 13</p> <p>Civic Engagement Mentor Interview Schedule Due</p>

Class 8	Generational Leadership URO updates on survey practices	Strauss & Howe reading, Chapter 2 Bennis reading, Chapter 1 Time magazine article, “Why Young Voters Care Again.” Pulse Project Proposal Due
Class 9	Where Do Young People Stand Politically?	Zukin, Chapter 6
Class 10	Civic Engagement Skill Building: Leadership	Social Change Model of Leadership article Quiz #2
Class 11	Civic Engagement Skill Building: Teambuilding	Read introduction to team building at: http://wilderdom.com/games/TeamBuildingExercisesAbout.html
Class 12	Civic Engagement Skill Building: Advocacy	Read all framework links at http://www.soundout.org/frameworks.html
Class 13	Civic Engagement Skill Building: Lobbying	Select two of the “25 Ideas” series at the Roosevelt Institution website and read the tips they include for lobbying elected officials: http://rooseveltinstitute.org/publications/25ideas Civic Engagement Mentor Interview Paper Due
Class 14	Diversity and Inclusion	Dionne, Chapter 23 Quiz #3
Class 15	Thinking Bigger about Citizenship	Dionne, Chapter 9
Class 16	Service in Pursuit of Social Justice	Dionne, Chapter 25

Class 17	The Business Community's Role	Dionne, Chapters 11, 26 Appleby article, "Government is Different."
Class 18	Non-Profits and Civic Engagement	Macedo, Chapter 4 Quiz #4
Class 19	Assessing Citizenship	Macedo, Chapter 5 Pulse Project Presentations
Class 20	Making Good Citizens	Dionne, Chapters 36, 37, 38 Pulse Project Presentations
Class 21	FINALS WEEK	Pulse Project Paper Due

**The Ohio State University
John Glenn School of Public Affairs**

**PUB AFFS 540
Leadership in the Public and Nonprofit Sectors
Syllabus
5 credit hours**

Call Number	
Location	
Time	
Instructor Name & Title	
Instructor Office & Phone	
Email	
Office Hours	

COURSE OVERVIEW

Leadership is a fascinating yet complex topic that is important to anyone interested in public service. Leadership is a concept that is difficult to define, yet we all intuitively know what it means (to us). When we do try to define it and talk about it in concrete terms, however, we find that there are about as many meanings as there are people talking about it. There are literally thousands of books on leadership. There are academic programs dedicated to leadership development. There are leadership workshops and seminars conducted every day across the country for executives from all sectors. Without a doubt, leadership is in high demand. So what do we mean by leadership? Are leaders born or made? What aspects of leadership are most important for those in the public and non-profit sectors?

This course will consist of a mixture of leadership theory, case studies of different leaders in public service, and practical exercises designed to help you gain exposure to several examples of leadership in the public sector. This course will develop your competencies in the areas of written and oral communication, decision making and teamwork, cultural competency (including ethics), democratic values, and diversity.

STUDENT LEARNING GOALS AND OBJECTIVES

Upon completion of this course, students will:

1. Develop a better understanding of what leadership is in the context of communities.
2. Understand what skills help one become a more effective leader in communities.
3. Examining how leadership in public and non-profit sectors differ from practiced leadership in other sectors.

4. Further develop their oral and written communication skills through classroom discussion and written assignments.

COURSE DESCRIPTION

Students can learn concepts about leadership from many different disciplines. This course will focus on the leadership development process for leaders in public organizations. While public leaders are often elected leaders with “positional authority,” leadership concepts in this class will challenge this historical understanding of leadership. Effective public leaders need to know when to use a supportive style, a coaching style, or a task-focused style.

Students will learn about the historical evolution of leadership theory, and take a variety of leadership assessments to understand their own styles as potential or future public leaders. Students will examine their leadership styles and prepare a comprehensive analysis that will lead to an action plan. Using Van Wart’s Leadership Action Cycle, students will provide an evaluation and a set of action steps you will make for each Action Cycle that focus on leader assessments, characteristics, behaviors, evaluation and development.

The course will focus on ethical challenges that confront public leaders and discuss strategies to resolve and respond to these ethical crises. Students will examine these issues with case studies and class discussions designed to explore dilemmas and appropriate responses to ethical situations.

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REQUIRED TEXTS AND AVAILABILITY

1. Cohen, S. & Eimicke, W. (2002). *The effective public manager: Achieving success in a changing government*. San Francisco: Jossey Bass Publishers.
2. Nanus, B. & Dobbs, S. M. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge*. San Francisco: Jossey Bass Publishers.

3. Van Wart, M. (2008). *Leadership in public organizations*. Armonk, NY: M. E. Sharpe.
4. Additional course readings on electronic reserve.

GRADING

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 60
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COURSE REQUIREMENTS

1. *Class Participation and Preparation (10 points)*

- ❑ Attendance at each class session for the entire class meeting period is required.
- ❑ Completion of reading assignments prior to the class for which they are assigned.
- ❑ **Active** participation in class discussions, including participation in class activities.
- ❑ Any quizzes or homework assigned will count toward the participation grade.

2. *Reflection Papers (40 points) – due during assigned weeks*

Ten reflection papers of 2 pages in length will be required in this class. Questions for each reflection paper are listed in the schedule of class topics and readings. Reflection papers will be evaluated based on depth of response to the question posed, connection to the assigned readings, and writing mechanics.

3. *Leadership Analysis Paper (30 points) – due during Week 7*

This assignment involves an exploration of leadership development. Using the leadership theory and exercises we have covered this quarter, students will be asked to develop their own philosophy of public/non-profit sector leadership. In this 9-10 page paper, students should reflect on the three individuals who they believe to be exemplary leaders. Students may respond to these questions when completing this assignment:

- ❑ What does it mean to be a leader in the public or non-profit sectors? How is this different than being a leader in the private sector?
- ❑ What does it mean to be an effective leader?
- ❑ What are the leadership strengths/weaknesses of the three leaders you selected?
- ❑ Who or what do you think has shaped their philosophies of leadership?
- ❑ The Van Wart text is organized into a Leadership Action Cycle. Select one Action Cycle and provide an evaluation of their leadership performance.

4. *Leadership Action Plan (20 points) – due during Finals Week*

This assignment involves developing a plan to implement and further develop your leadership skills. You will choose a leadership quality of yours that you would like to improve in preparation for a career in the public or non-profit sector and develop specific action items to work on that particular aspect of leadership. Using Van Wart's Leadership Action Cycle, provide an evaluation and a set of action steps you will make for each Action Cycle:

- ❑ Leader assessments
- ❑ Leader characteristics
- ❑ Leader behaviors
- ❑ Leader evaluation and development

COURSE OUTLINE AND ASSIGNED READINGS

Date	Topic(s)	Readings
Class 1	Introduction	
Class 2	Understanding Leadership Reflection question: What are the essential characteristics of leaders in public and non-profit sectors?	Nanus & Dobbs, Chapters 1-3 Raney article Reflection Paper Due
Class 3	Understanding Public Leadership	Van Wart, Chapters 1-2
Class 4	Early Theories of Leadership Reflection question: Why is leadership theory so complex and seemingly contradictory?	Van Wart, Chapter 3 Reflection Paper Due
Class 5	Charismatic Leadership Styles	Van Wart, Chapter 4 Javidan & Waldman article
Class 6	Traits and Skills of Leadership Reflection question: Critique a leader you know using the ten leadership traits discussed in chapter 7.	Van Wart, Chapter 7 Reflection Paper Due
Class 7	Traits and Skills of Leadership	Van Wart, Chapter 8

Class 8	<p>Leadership Assessments</p> <p>Reflection question: Discuss why situational leadership can be effective in public and non-profit organizations, along with the challenges that exist.</p>	<p>Van Wart, Chapter 9</p> <p>Hersey & Blanchard LEAD article</p> <p>Reflection Paper Due</p>
Class 9	<p>Leadership Assessments</p>	<p>Van Wart, Chapter 9</p> <p>Kouzes & Posner article</p>
Class 10	<p>Task-Oriented Behaviors</p> <p>Reflection question: The Perry & Wise article outlines the role of motivation in the public sector. How is motivation of public employees tied to instilling confidence in the public sector?</p>	<p>Van Wart, Chapter 10</p> <p>Perry & Wise article</p> <p>Reflection Paper Due</p>
Class 11	<p>People-Oriented Behaviors</p>	<p>Van Wart, Chapter 11</p>
Class 12	<p>Organization-Oriented Behaviors</p> <p>Reflection question: Managing organizational change encompasses and coordinates numerous competencies. What competencies does it build upon and why?</p>	<p>Van Wart, Chapter 12</p> <p>Reflection Paper Due</p>
Class 13	<p>Team Development</p>	<p>Van Wart, Chapter 13</p>
Class 14	<p>Vision & Strategy</p> <p>Reflection question: What essential vision and strategy skills do public sector leaders need in their organizations?</p>	<p>Nanus & Dobbs, Chapters 4-6</p> <p>Reflection Paper Due</p> <p>Leadership Analysis Paper Due</p>

Class 15	Change Management	Nanus & Dobbs, Chapter 7 Denhardt & Denhardt article
Class 16	People and Relationships Reflection question: What does the model presented in the Moynihan and Pandey article demonstrate about the era of government by performance management? What roles do people and relationships have in performance management?	Cohen & Eimicke, Chapters 3-5 Moynihan & Pandey article Reflection Paper Due
Class 17	Political Strategy	Nanus & Dobbs, Chapters 8-9
Class 18	Crisis in Public Management Reflection question: In chapter 2, the authors state, “innovation and entrepreneurship are not only possibilities, they are necessities for effective management in the public sector” (p. 37). Explain what you think is meant by this statement.	Cohen & Eimicke, Chapters 1-2 Reflection Paper Due
Class 19	Surviving and Thriving in Public Service	Cohen & Eimicke, Chapter 12 Raney & Bozeman article
Class 20	Ethical Leadership Reflection question: Explain what Van Wart means by the “contextual complexity” of understanding leadership theories in the public sector.	Van Wart article Reflection Paper Due
Class 21	FINALS WEEK	Leadership Action Plan Due

Citations Used for Course Readings

Denhardt, R. B. & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60(6), 549-559.

Hersey, P. & Blanchard, K. (1976). Leadership effectiveness and adaptability description (LEAD). In J. W. Pfeiffer & J. E. Jones (Eds.). *The 1976 Annual Handbook for Group Facilitators*. San Francisco: Jossey Bass.

Javidan, M. & Waldman, D. A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, 63(2), 229-242.

Kouzes, J. & Posner, B. (1995). *The leadership challenge*. San Francisco: Jossey Bass.

Moynihan, D. P. & Pandey, S. K. (2004). Testing how management matters in an era of government by performance management. *Journal of Public Administration Research and Theory*, 15(3), 421-439.

Rainey, H. G. (1995). *Understanding and managing public organizations*. San Francisco: Jossey Bass.

Rainey, H. G. & Bozeman, B. (2000). Comparing private and public organizations. *Journal of Public Administration and Theory*, 10(2), 122-145.

Perry, J. L. & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review*, 50(3), 367-373.

Van Wart, M. (2003). Public-sector leadership theory: An assessment. *Public Administration Review*, 63(2), 214-228.

**The Ohio State University
John Glenn School of Public Affairs
Washington Academic Internship Program**

**PUB AFFS 589
STUDENT INTERNSHIP IN PUBLIC AFFAIRS
Summer 2009
Course Syllabus**

Instructor: Dr. Kenneth Kolson
Address: 239 Massachusetts Avenue, N.E., Washington, DC 20002
Office Hours: By appointment
E-mail: kolson.1@osu.edu
Office Phone: 202-543-6215
Cell Phone: 703-785-7699
Office Fax: 202-543-6217

COURSE DESCRIPTION

Students work four full days a week during the ten-week academic term in Washington DC, with the exception of Wednesdays, which are devoted to seminar, study tours, and tutorials (PUB AFFS 678). Some events also are scheduled for Tuesday evenings. All internship placements are negotiated with a view to serving the needs of the sponsoring office, agency, or NGO while reflecting the individual student's academic preparation and promoting his or her professional goals. Internships often draw on some combination of research, information technology, organizational, or language skills. Ideally, the internship experience will inform the weekly seminar (PUB AFFS 678) and the analytic policy paper (PUB AFFS 679).

COURSE OBJECTIVES AND OUTCOMES

Internships are designed to put students in competitive, professional environments forming a bridge between the academy and the world of work. Students will be required to think, speak, and write clearly and cogently. Typically, they are asked to summon their intellectual and technical resources to complete challenging assignments and meet tight production schedules that may require the juggling of multiple professional and academic responsibilities. Students should expect to gain valuable mentoring from their workplace supervisors and colleagues, as well as exposure to various leadership and management styles.

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ASSIGNMENTS AND GRADING GUIDELINES

- Each student interviews for his/her field placement and gains the permission of the instructor before accepting the offer of an internship.
- Each student, in consultation with his/her internship supervisor, develops a work-plan that outlines goals and expectations and methods of evaluation at the internship site. This serves as a **contract** among the student, the Washington Academic Internship Program, and the field placement. The contract, which also stipulates the hours and contact information of the student during his/her workday, is to be submitted by **the end of the second week of the quarter**. *The clarity and professionalism of this document will count for 25% of the final grade for the internship course.*
- Each Fellow must prepare and deliver a formal, ten-minute oral presentation about the internship, including the mission, structure, and culture of his/her workplace and the role he/she plays in the office. This is followed by five minutes of Q.& A. by seminar colleagues. These presentations occur throughout the quarter, starting in **week 3**. *Grades will be assigned by the instructor based on how well the presentation conveys the substance of the sponsoring organization, the staffing hierarchy, the rhythm of the workplace, and the positive and negative aspects of the internship experience. Clear and audible speech, effective PowerPoint slideshows, and the ability to handle tough questions will be rewarded. This presentation will comprise 25% of the final grade for the internship course.*
- At the end of the quarter, we will send an evaluation form to supervisors asking them to provide examples of projects assigned and to indicate their level of satisfaction with the results. We ask what specific contributions the student made to the office or organization and for an overall rating of the student's performance. *This written evaluation comprises 50% of the final grade for the internship course.*

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

DISABILITY SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**The Ohio State University
John Glenn School of Public Affairs
Washington Academic Internship Program**

**PUB AFFS 678
PUBLIC AFFAIRS DECISION-MAKING
Summer 2009, Wednesdays, 9 a.m. – 12 Noon
Course Syllabus**

Instructor: Dr. Kenneth Kolson
Address: 239 Massachusetts Avenue, N.E., Washington, DC 20002
Office Hours: By appointment
E-mail: kolson.1@osu.edu
Office Phone: 202-543-6215
Cell Phone: 703-785-7699
Office Fax: 202-543-6217

COURSE DESCRIPTION

“No president will feel obliged to limit advice to flow charts prescribed by schools of public administration. . . .” --Henry Kissinger¹

PUB AFFS 678, the signature course of the Washington Academic Internship Program, consists of weekly class discussions, common readings, guest speakers, and field trips that exploit the unique resources of the Washington area. The seminar brings together upper-division students from a number of disciplines to study the process of domestic and foreign policy making. Students in this course – referred to as Glenn Fellows – interact with experts in various fields, participate in focused discussion of public policy issues, and learn about various career opportunities in the public service. Common readings provide history, theory, and tools useful for policy analysis.

COURSE OBJECTIVES AND OUTCOMES

Each student will gain valuable exposure to a range of current public policy issues and the competing interests and actors involved in the creation of legislation and policy. The readings, papers, and seminar discussions will consider enduring issues in American public affairs as well as issues of special contemporary importance. Students will be encouraged to think about the

¹ Henry A. Kissinger, “Team of Heavyweights,” *The Washington Post*, December 5, 2008, A25. The citations in this syllabus are based on *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 14th ed. (Chicago: University of Chicago Press, 1993).

appropriate role of technical expertise in the decision-making process. The goal of the seminar, and of the Washington Academic Internship Program more generally, is to cultivate the skills of observation, analysis, and expression that make for active citizenship.

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ASSIGNMENTS AND GRADING GUIDELINES

Students will be asked to write four short papers, each of which will count for 20% of the final course grade. Writing is important because “the act of composition, or creation, disciplines the mind; writing is one way to go about thinking, and the practice and habit of writing not only drain the mind but supply it, too.”² One of the goals of the Washington Academic Internship Program is to encourage students to write quickly and professionally and to turn assignments around efficiently. (Please see weekly schedule below.) The grade for each paper will be determined by the quality and clarity of the analysis, the cogency of the prose, and the pertinence and accuracy of source citations (if any).

The weekly seminars and other events provide opportunities for refining oral skills and verbal engagement with others. The instructor places a premium on thoughtful discussion, cogent commentary, active listening, and—in part because Glenn Fellows are representatives of the university—respectful and courteous demeanor. Twenty per cent (20%) of each student’s final course grade will be based on the quality of his or her contribution to the ongoing exchange of ideas in the Carmen discussion board and during seminars, field trips, and lectures.

² William Strunk, Jr., and E.B. White, *The Elements of Style* (New York: Longman, 2000), p. 70.

COMMON READINGS FOR PURCHASE

There are six basic texts for this course:

- Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 3rd ed. Washington: CQ Press, 2008.
- Best, Joel. *More Damned Lies and Statistics: How Numbers Confuse Public Issues*. Berkeley: University of California Press, 2004.
- Congressional Research Service, “U.S. Health Care Spending: Comparison with Other OECD Countries,” prepared for Members and Committees of Congress by Chris L. Peterson and Rachel Burton, Domestic Social Policy Division (September 17, 2007).
- Dessler, Andrew E. and Edward A. Parson. *The Science and Politics of Global Climate Change: A Guide to the Debate*. New York: Cambridge University Press, 2006.
- Mann, Thomas E., and Norman J. Ornstein, *The Broken Branch: How Congress is Failing America and How to Get It Back on Track*. New York: Oxford, 2008.
- Ricks, Thomas E. *The Gamble: General David Petraeus and the American Military Adventure in Iraq*. New York: Penguin, 2009.

The CRS study of U.S. health care spending is available via Carmen. Students should purchase the other five books before coming to Washington, D.C., taking care to secure the proper editions. Amazon and other high-volume vendors offer used books at a considerable discount. Students may also consider purchasing two useful reference works:

- Strunk, William, Jr., and E. B. White, *The Elements of Style*. 4th ed. New York: Longman, 2000.
- American Political Science Association Committee on Publications, *Style Manual for Political Science*, revised August 2006 (and available on-line at <http://www.ipsonet.org/data/files/APSASStyleManual2006.pdf>).

The instructor also asks that students read a daily newspaper, preferably *The Washington Post*.

WRITING ASSIGNMENTS AND ADDITIONAL READINGS

There are four short writing assignments:

1. Paper #1: “Methodological Critique of an Exemplary Policy Paper”
2. Paper #2: “Damned Lies, Statistics, and Global Climate Change”
3. Paper #3: “(An Issue Discussed in *The Broken Branch*) and Its Bearing on the Current Policy Agenda”

4. Paper #4: “Lord Salisbury and the U.S. Military Surge in Iraq” (Lord Salisbury is associated with the following observation: “There is no such thing as a fixed policy, because policy like all organic entities is always in the making.”)

All four papers should contain formal references to at least one external source, and citations should conform to the rules set down in one of the standard reference works.

ACADEMIC MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp.

DISABILITY SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

CLASS SCHEDULE

Please note: The seminar meets on Wednesday mornings, but the course also involves study tours, guest speakers from a variety of policy areas, relevant outside briefings, and an end-of-term reception. Most of these events are scheduled for Wednesday afternoons or Tuesday evenings.

Move-in day: June 21, 2009.

Orientation Session: June 22, 8:30 a.m., 239 Massachusetts Avenue, N.E.

Week One (June 24): *Public Policy and the National Capital*

- National Park Service, “The L’Enfant and McMillan Plans”:
<http://www.nps.gov/history/nr/travel/wash/lenfant.htm>.
- Charles E. Lindblom, “The Science of ‘Muddling Through,’” *Public Administration Review*, Spring, 1959, pp. 79-88.

Week Two (July 1): *Introduction to Policy Analysis*

- Eugene Bardach, *Practical Guide*, entire book.

- Arnold J. Meltsner, “Political Feasibility and Policy Analysis,” *Public Administration Review*, November/December, 1972, pp. 859-867.

Week Three (July 8): *Quantitative Analysis and Public Discourse*

- Joel Best, *More Damned Lies and Statistics*, entire book.
- [Louis Menand essay deleted]
- Paper #1 due.

Week Four (July 15): *Policy Analysis and Climate Change*

- Dessler and Parson, *The Science and Politics of Global Climate Change: A Guide to the Debate*, entire book.
- Paper #2 due.

Saturday, July 18: *Field trip to Mount Vernon*

- [Strictly for fun]: Joel Achenbach, *The Grand Idea: George Washington’s Potomac and the Race to the West* (New York: Simon & Schuster, 2005), entire book.

Week Five (July 22): *Legislating and Rulemaking*

- Mann and Ornstein, *The Broken Branch*, entire book.
- *INS v. Chadha*, 462 U.S. 919 (1983).
- Paper #3 due.

Week Six (July 29): *Foreign Policymaking*

- Thomas E. Ricks, *The Gamble: General David Petraeus and the American Military Adventure in Iraq*, entire book.
- Graham T. Allison, “Conceptual Models and the Cuban Missile Crisis,” *American Political Science Review*, September, 1969, pp. 689-718.
- Paper #4 due.

Week Seven (August 5): *Health Care Spending in the United States*

- Congressional Research Service, “U.S. Health Care Spending: Comparison with Other OECD Countries”: http://assets.opencrs.com/rpts/RL34175_20070917.pdf.

Week Eight (August 12):

- Private appointments with instructor to discuss policy papers.

Week Nine (August 19):

- Policy Paper Presentations
- Policy Paper due (in Carmen dropbox and hard copy) Friday, August 21, 5:00 p.m.

August 22: Move-out day.

**The Ohio State University
John Glenn School of Public Affairs
Washington Academic Internship Program**

**PUB AFFS 679
POLICY ANALYSIS APPLICATION (INDIVIDUAL RESEARCH PAPER)
Summer 2009
Course Syllabus**

Instructor: Dr. Kenneth Kolson
Address: 239 Massachusetts Avenue, N.E., Washington, DC 20002
Office Hours: By appointment
E-mail: kolson.1@osu.edu
Office Phone: 202-543-6215
Cell Phone: 703-785-7699
Office Fax: 202-543-6217

COURSE DESCRIPTION

This course is informed by the internship experience and involves the application of research strategies gleaned from Eugene Bardach's *A Practical Guide to Policy Analysis* and Joel Best's *More Damned Lies and Statistics*. The task is to generate a research design and reading list, collect information or data appropriate to answering a research question or testing a hypothesis, and analyze a particular issue of public policy. The resulting paper is to be presented both orally and in written form. Readings and research methods are selected in consultation with the instructor with a view to producing a briefing paper of professional quality.

COURSE OBJECTIVES AND OUTCOMES

Each student is asked to think deeply about a policy issue of personal and professional concern, comb the relevant literature, and use the tools of policy analysis, investigation, and assessment to project outcomes. The goal is for students to become knowledgeable about a particular issue and aware of the manifold determinants of public policy.

Students are encouraged to use Washington as a resource, thus making the course (the oral presentation and the written paper) a venture that is best undertaken in the nation's capital. The successful student will know more about his/her topic than anyone else in the class and will be required to impart that information succinctly during a formal oral presentation. The written paper due at the end of the quarter is conceived as a capstone of the program and as either an end in itself or the prelude to an Honors or Senior Thesis to be pursued on campus. The project is designed to cultivate intellectual depth and maturity by imparting meaning to the internship experience.

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ASSIGNMENTS AND GRADING GUIDELINES

Each student, in consultation with the instructor and his/her internship supervisor, will produce a research paper to be delivered at the end of the quarter. Each student must submit a proposal including a research question or hypothesis; an outline and annotated bibliography; a draft; and the final product, to be delivered orally and in writing.

During the last two weeks of the quarter, each student will deliver a ten-minute, formal, oral presentation followed by five minutes of Q&A (25% of final grade). The instructor will reward expertise, concision, and eloquence. On the last Friday of the quarter, each student will submit a final paper that presents a compelling, well-researched, analytical effort based on outside reading and analytical strategies drawn from Bardach, Best, and other sources. This policy paper constitutes 75% of the final course grade.

The instructor will evaluate each paper based on the precision of the research question, its relation to the internship experience, the persuasiveness of the arguments and evidence put forward, and the quality of the prose and source materials.

RELEVANT DEADLINES

Relevant deadlines will be published in a master calendar made available by the instructor via Carmen. The policy paper will be produced in discrete steps, including:

- a research proposal,
- detailed outline,
- annotated bibliography, and

- draft.

Individual tutorials will be scheduled during the penultimate week of the quarter. The final policy paper must be deposited in the Carmen dropbox and submitted in hard copy.

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