

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

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

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|---------------------------|--|
| 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 offered as part of the Glenn School Learning Community. The course 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 if and 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 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**

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

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|--------------------------------------|--|
| 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.

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 HONESTY POLICY

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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. The intent is not to create a database for the sole use of the instructor, but rather to ensure the integrity of the data (e.g. anonymous survey responses). Students who wish to use the data outside of the class 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 | Introduction Survey methods Undergraduate Research Office (URO) presentation on research techniques | |
| 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 | Macedo, Chapter 1 CIRCLE report: "The Role of Civic Skills in Fostering Civic Education." |
| Class 5 | Attitudes toward Public Engagement | Zukin, Chapter 4 |
| Class 6 | Assessing Civic Malaise | Macedo, Chapter 2-3 Quiz #1 |
| Class 7 | Generational Pathways to Participation | Zukin, Chapter 5, 7 Dionne, Chapter 13 Civic Engagement Mentor Interview Schedule Due |

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|----------|--|--|
| 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://rooseveltinstitution.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 |
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|----------|----------------------------------|--|
| 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 AFRS 290
Leadership in the Public and Nonprofit Sectors
Syllabus
5 credit hours**

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|--------------------------------------|--|
| 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 the public and nonprofit sectors.

2. Understand what skills help one become a more effective leader in the public and nonprofit sectors.
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.

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 |
|---|--------|----|---------|---|------|

| | | | |
|----|---------|----|---------|
| 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 |

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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.



**Introduction to Public Policy Analysis
PPM 522
Spring 2009
Page Hall 040
Tuesdays & Thursdays 9:30-11:18**

| | | | |
|----------------------|---|----------------------|-------------------|
| Faculty: | Adam Eckerd | GTA: | Dave Dixon |
| Office: | 210L Page Hall | Office: | 110H Page Hall |
| E-mail: | eckerd.3@osu.edu | E-mail: | dixon.205@osu.edu |
| Phone: | 292-5175 | | |
| Office Hours: | T, R 11:30-12, M 4-5, F 3-4 and by appointment | Office Hours: | M-F 9:00-12:00 |

Course Objectives:

The purpose of this course is to introduce students to the fundamentals of public policy analysis. This course is focused on skill development and practice rather than gaining a substantive understanding of particular policies or management practices. To this end, we will employ a toolbox approach, embedded in a policy analysis framework. The framework will guide our approach, allowing us to answer questions such as: What is policy analysis? How do we undertake such analysis? How do we choose among different policy alternatives? Throughout the quarter, we will develop a toolbox of skills that you may use in future courses and in your professional careers.

By the end of the quarter the students should:

- Understand the strengths and weaknesses of tools used in policy analysis;
- Understand the institutional and cultural context in which policy analysis is conducted;
- Be competent to assess policy analysis;
- Be able to structure a policy analysis.

Required Texts:

Clemons, R. and M. McBeth. (C&M) 2009. *Public Policy Praxis: A Case Approach for Understanding Policy and Analysis (2nd Edition)*. Pearson: New York.
Munger, M. 2000. (M) *Analyzing Policy: Choices, Conflicts, and Practices*. Norton: New York.

Course Requirements:

The course grade will be based upon successful completion of individual homework assignments, a mid-term exam, a policy analysis report and presentation, and class participation.

Grade Calculation:

Policy analysis report: 35% (35 points)

Policy analysis presentation: 10% (10 points)

Mid-term: 30% (30 points)

2 individual homework assignments: 20% (10 points each)

Class participation: 5% (5 points)

Policy Analysis Report:

The capstone project for this class will be a policy analysis report. In consultation with me, each student will pick a policy of his or her choice (the more specific, the better). The analysis should follow the general procedure outlined in Clemons & McBeth, Chapter 5. The paper will have 5 parts, generally described below.

1. Define the problem and determine causes
 - What is the nature of the problem, and why is it important that policy address it?
 - Who are the major stakeholders? What are their interests, and what do they believe caused the problem?
 - What is the history of the problem and past policy attempts to solve it?
2. Establish criteria to evaluate alternatives
 - What criteria will you use to compare alternative policy options?
 - Which criteria will be more heavily weighted?
 - A good guide for this section is Box 5-2, starting on C&M page 127.
3. Generate policy alternatives
 - Considering how you defined the problem in part 1, come up with at least 3 possible policy alternatives. One of the alternatives must be 'do nothing'. Use any of the methods described on C&M page 131, but be sure to properly cite any ideas that are not your own.
4. Evaluate the alternatives and select a policy
 - Use the criteria from part 2 to evaluate each of the alternatives.
 - You will most likely not have data available for conducting full scale analysis of the alternatives, so focus on describing *how* you would evaluate the alternatives. Which tools that we covered would you use? Why would those tools be the most appropriate for analysis?
5. Evaluate the policy going forward
 - How should the policy be analyzed going forward to ensure it is working?

When communicating a policy analysis, it is important to be complete, but concise. The report should be no more than 5 double-spaced pages (12pt font), plus references and any exhibits (such as a pro/con table for each policy alternative).

Policy Analysis Presentation:

During the last two weeks of class, each student will give a 5-7 minute presentation of his or her policy analysis, followed by a Q&A and (hopefully) a good bit of class discussion about the policy topic. Presentations will be graded based on four criteria:

1. Use of time – Did you provide the most interesting and relevant information, stay within the time limitations?
2. Visual aids – Were your visual aids professional and informative? Did they supplement your presentation?

3. Style – Were you professionally dressed and engaging to the audience?
4. Preparedness – How well did you handle questions and spur conversation?

The final two weeks of the course will be devoted to these presentations, and related class discussions. I hope to spend a significant amount of time having open discussions about different policy areas. For those not presenting, readings will be provided to give some background on the policy area.

Mid-Term Exam:

The mid-term will cover all material through cost-benefit analysis. The exam will be in class, closed book, with a one page (one side) formula sheet permitted. More details will be provided closer to the exam date.

Individual Homework Assignments:

Four homework sets will be assigned in during the quarter. Each student is responsible for submitting two of the four. If three or four are turned in, the lowest grade(s) will be dropped in the final grade calculation. You may collaborate when working on the homework assignments, but each student is responsible for turning in his or her own answers. I do not want to receive two identical write ups with different names at the top.

Homework assignments are due by the start of the class indicated in the schedule. Given the flexibility, absolutely no late assignments will be accepted. You may either submit Word docs (or PDFs) to the Carmen dropbox, or hand in printed documents on the due date. Homework 1 and 2 may be easier to do by hand, but please type out homework 3 and 4.

Class Participation:

Credit will be given for strong in class participation. Insofar as you must be in attendance to participate, attendance will be considered, but simply attending is not sufficient to receive A-level credit for participation. A-level participation credit is based on providing useful, relevant information for class discussion, and answering questions in class.

Academic Honesty:

Dishonest practices on the examination, on exercises, the final paper or in the course generally are unacceptable. All individually submitted work is to be the student's own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct, and they will be handled according to university policy, http://studentaffairs.osu.edu/resource_csc.asp

Disability:

Students in term of accommodation based on the impact of a disability should contact the School's office at 292-8696 for assistance. Students with disabilities are responsible for making their needs known and for seeking the available assistance in a timely manner. This material is available in alternative formats upon request. The Office for Disability Services provides assistance in verifying the need for accommodations and developing accommodation strategies. Disable students who have not previously contacted the Office for Disability Services are encouraged to do so.

Course Schedule:

Note: Reading assignments should be done prior to the class for which they are listed.

| Date | Topic | Reading/Assignments |
|-------------|---|--|
| 3/31 | Introduction to policy analysis | None |
| 4/2 | The context of policy analysis | C&M - Chapter 1 |
| 4/7 | The policy process | C&M - Chapter 4 |
| 4/9 | Rationality and the market | M - Chapter 3 C&M - Chapter 2 |
| 4/14 | Welfare economics | M - Chapter 7 |
| 4/16 | Efficiency, equity, effectiveness | M - Chapter 8 Homework 1 Due |
| 4/21 | Analysis tools introduction | C&M - Chapter 8 |
| 4/23 | Discounting | M - Chapter 9 |
| 4/28 | Discounting and Cost-Benefit analysis part 1 | M - Chapter 10 Homework 2 Due |
| 4/30 | Cost-Benefit analysis part 2 | M - Chapter 11 |
| 5/5 | Mid-term exam | |
| 5/7 | Critique of the rational approach | C&M - Chapter 3 |
| 5/12 | Conducting pragmatic policy analysis | C&M - Chapter 5 |
| 5/14 | Mixed method tools part 1 | C&M - Chapter 6, and pages 27-30 (stakeholder analysis) Homework 3 Due |
| 5/19 | Mixed method tools part 2 | C&M - Chapter 7 |
| 5/21 | Communicating policy analysis and conclusion | C&M - Chapter 9 M - Chapter 12 Homework 4 Due |
| 5/26 | Student presentations and policy topic discussion | Readings to be provided |
| 5/28 | Student presentations and policy topic discussion | Readings to be provided |
| 6/2 | Student presentations and policy topic discussion | Readings to be provided |
| 6/4 | Student presentations and policy topic discussion | Readings to be provided |
| 6/9 | Finals week – no class meeting | Policy paper due in Carmen dropbox by 5pm |

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

**PUB AFRS 590/ECON XXX
State and Local Government Finance
Syllabus
5 credit hours**

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

COURSE OVERVIEW

This course provides students substantive knowledge about the financing of public services by state and local governments, as well as the fiscal relationship between state and local governments and the federal government. Students will also develop their ability to apply the techniques of economic analysis to policy issues in state and local finance.

STUDENT LEARNING GOALS AND OBJECTIVES

Upon completion of this course, students will:

1. Develop a better understanding of state and local government finance in the United States, including revenues and expenditures
2. Understand the relationship between state and local government finance and the U.S. federal government.
3. Apply techniques of economic analysis to policy issues in state and local finance.
4. Further develop their oral and written communication skills through classroom discussion and written assignments.

COURSE DESCRIPTION

Students of the American public sector must be able to answer two basic questions: where the money comes from to pay for public services, and how best to decide where to allocate that money. Most students of American public finance have a basic answer to these two questions at

the federal, or macro, level, but fail to understand the complex relationship between the federal government and the states and localities. While the federal government plays a central, if not exclusive, role in services like national defense; other important services are largely funded and provided by the states and localities (e.g. public education) or a shared responsibility between the federal government and the states and localities (e.g. public health care and other social insurance programs). In practice, students interested in becoming effective public managers or policy analysts must have a basic understanding of the fiscal system for states and localities, as well as the federal intergovernmental financial system.

This class is divided into three parts. The first part focuses on basic state and local finance issues, such as fiscal federalism and fiscal capacity. The second part examines state and local government revenue sources, with a particular focus on property taxes, the major funding source for most localities. The third part examines major state and local service expenditures, such as education, welfare and health care.

Because this course builds on basic concepts in public finance, students are required to either take ECON 530 Government Finance and the Economy or PUB AFRS 730 Public Finance.

This course is cross-listed by the John Glenn School of Public Affairs and the Department of Economics.

REQUIRED TEXT AND READINGS

There is one required text for the course.

Fisher, Ronald C., *State and Local Public Finance*, 3rd ed. Thompson South-Western 2007

This text is supplemented by a few readings that are all available online. The course calendar below indicates where you can find the reading on the web.

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:

| | | | | | |
|----|---------|----|---------|---|------|
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COURSE REQUIREMENTS

You are evaluated across three types of activities: class participation, in-class examinations, and a final paper. This section describes each of these requirements and their relative weights for your final grade.

| | |
|---------------------|-----|
| Class Participation | 10% |
| Exam 1 | 20% |
| Exam 2 | 20% |
| Exam 3 | 20% |
| Final Paper | 30% |

Class Participation: Active and constructive participation in class discussion is a critical part of this course, making attention to the assigned readings particularly important. Students are expected to attend each class session and come prepared to discuss questions raised by the readings. I will post discussion questions for each class session on the course's Carmen website. Class participation represents 10% of your final grade.

In-Class Examinations: At the end of each of the three sections of the course, an in-class exam will be administered. Each exam will cover the basic concepts from the section (e.g. revenues). Some exam questions will test your level of knowledge through multiple choice and short answer questions, while other questions will ask you to apply that knowledge to a short case. On this application portion of the exam, you will be presented with a finance problem from a U.S. state or locality and asked to apply the concepts discussed in class to first explain the problem and then offer a recommend solution. Each exam represents 20% of your final grade.

Final Paper: By the end of the quarter, you are required to write a 10-page double spaced paper that provides an analysis of the issues involved in the delivery and finance of a single publicly provided service in a single jurisdiction. The economic and finance concepts discussed in class must provide the framework for identifying the challenges, choices, and difficulties involved in determining the level of services demanded by residents and the most appropriate means of financing these services. Be sure to detail the constraints within which the jurisdiction operates, and the options it has for increasing funding if necessary. Also discuss the role played by intergovernmental grants. Finally, conclude your paper by assessing the fiscal health of the jurisdiction regarding its provision of the service in question. The paper is due the day the final is scheduled for this class. The paper represents 30% of your final grade.

COURSE OUTLINE AND ASSIGNED READINGS

| Class | Topic(s) | Readings |
|-------|--------------|----------|
| 1 | Introduction | |

Part I: Basic Concepts

| | | |
|---|---|---|
| 2 | Trends in state and local public sector finance | Fisher, Chapter 1 “Why Study State and Local Government Finance?” |
| 3 | Fiscal federalism I | Oats, Wallace, “An Essay on Fiscal Federalism,” <i>Journal of Economic Literature</i> 1999, (September) pp. 1120-1149. (www.jstore.org) |
| 4 | Fiscal federalism II | Fisher, Chapter 9 “Intergovernmental Grants” |
| 5 | Public Choice | Fisher, Chapter 3 “Public Choice Without Mobility: Voting” and Chapter 5 “Public Choice Through Mobility” |
| 6 | Exam 1 | |

Part II: Revenue

| | | |
|---|----------------|---|
| 7 | Income Tax | Fisher, Chapter 16 “Income Taxes” |
| 8 | Sales Tax | Fisher, Chapter 15 “Sales and Excise Taxes” |
| 9 | Property Tax I | Fisher, Chapter 13 “The Property Tax: Institutions and Structure” |

| | | |
|----|----------------------|--|
| 10 | Property Tax II | Fisher, Chapter 14 “Property Tax: Economic Analysis and Effects” |
| 11 | Corporate Income Tax | Fisher, Chapter 17 “Business Taxes” |
| 12 | Borrowing and Debt | Fisher, Chapter 10 “Borrowing and Debt” |
| 13 | Exam 2 | |

Part III: Expenditures

| | | |
|----|--|---|
| 14 | K-12 Schools | Fisher, Chapter 19 “Education” |
| 15 | Higher Education | Patrick M. Callan, “Coping with Recession: Public Policy, Economic Downturns and Higher Education,” National Center for Public Policy and Higher Education (2002) www.highereducation.org/reports/cwrecession/MIS11738.pdf |
| 16 | Welfare | Fisher, Chapter 21 “Health and Welfare” |
| 17 | Medicaid | Liska, David, “Medicaid: Overview of a Complex Program,” Urban Institute (1999) http://newfederalism.urban.org/html/anf_a8.htm Kaiser Commission on Medicaid and Uninsured, “Financing the Medicaid Program: The Many Roles of Federal and State Matching Funds,” (2004) www.kff.org/medicaid/upload/30545_1.pdf |
| 18 | Transportation | Fisher, Chapter 20 “Transportation” |
| 19 | Exam 3 | |
| 20 | Instructor Available to discuss papers | |

| | | |
|----|--------------------|------------------------|
| | | |
| 21 | FINALS WEEK | Final Paper Due |

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

**PUB AFRS 678.01
PUBLIC AFFAIRS ANALYSIS**

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

COURSE DESCRIPTION

PUB AFRS 678 is part of a two course capstone to the Glenn School undergraduate major in public affairs. After completing PUB AFRS 678, students enroll in PUB AFRS 679, an applied policy and management analysis course. PUB AFRS 678 consists of weekly class discussions, common readings, and guest speakers. The once-a-week seminar brings together upper-division students in the Glenn School undergraduate major to integrate and apply knowledge from the foundational courses in the major. Students in this course interact with experts in various fields, participate in focused discussion of public management and policy issues, and learn about various career opportunities in the public service. Common readings provide history, theory, and tools useful for policy and management analysis. Students will use this knowledge to critique current professional analyses of policy or management challenges in the public sector. In addition, the knowledge gleaned from this seminar will be applied in PUB AFRS 679 as students write a piece of professional policy or management analysis of their own.

COURSE OBJECTIVES AND OUTCOMES

Each student will gain valuable exposure to a range of current public policy and management issues. 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 appropriate role of technical expertise in the decision-making process. The goal of the seminar is to cultivate and apply the skills of observation, analysis, and expression to evaluate applied policy and management challenges.

ASSIGNMENTS AND GRADING GUIDELINES

The requirements for this course consist of class contribution, four critiques of applied policy or management analysis, and a final exam. Each of the course requirements, and their contribution to your final grade, is discussed below.

| | |
|----------------------------|-----|
| Class Contribution: | 10% |
| Four Critiques (15% each): | 60% |
| Final Exam: | 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 | | |

Class Contribution

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the material we cover in class. As a once-a-week seminar, you are expected to attend all sessions and participate actively in the discussion. Class contribution represents 10% of your final grade.

Four Critiques

After reading two books on the analysis of policy and management issues, you will then review a variety of different professional analyses of current public affairs challenges. You will be asked to write four critiques of these current professional policy and management analyses. Your critique should be written in memo format and be no more than three pages, single-spaced in twelve-point font. You will draft each critique memo as if you were writing to an employer who has asked you, as an employee, for your summary and assessment of the assigned report. Your critique memo should be divided into two components:

- ☐ Summary – summarize the research questions, analytical methods and findings
- ☐ Critique – critique the report, including the elements you covered in your summary as well as the overall presentation of the material in the report

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.”¹ One of the goals of the course is to encourage you to write quickly and professionally and to turn assignments around efficiently. (Please see weekly schedule below.)

¹ William Strunk, Jr., and E.B. White, *The Elements of Style* (New York: Longman, 2000), p. 70.

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).

Each critique will count for 15% of the final course grade.

Final Exam

At the end of the quarter, you will take a final exam that covers the material from throughout the class. The exam will consist of short answer and essay questions. The exam represents 30% of your course grade.

COMMON READINGS FOR PURCHASE

There are two 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.
- ❑ James Q. Wilson. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books)

You may also consider purchasing a useful reference work:

- ❑ Strunk, William, Jr., and E. B. White, *The Elements of Style*. 4th ed. New York: Longman, 2000.

The other reading materials for the course are either available on Carmen or on-line through the web addresses listed below.

The instructor also asks that students read a daily newspaper (e.g. *the Columbus Dispatch*, *the New York Times*, *The Wall Street Journal*, *The Washington Post*).

ACADEMIC MISCONDUCT

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CLASS SCHEDULE

Week One: *Course Introduction*

Week Two: *Public Policy and Management in the United States*

- ☐ 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.
- ☐ Charles Wise. "Public Service Configurations and Public Organizations: Public Organization Design in the Post-Privatization Era," *Public Administration Review* 1990: 141-155.

Week Three: *Applied Analysis of Policy Challenges I*

- ☐ Eugene Bardach, *Practical Guide*, pp. 1-106

Week Four: *Applied Analysis of Policy Challenges II*

- ☐ Eugene Bardach, *Practical Guide*, pp. 107-140

Week Five: *Applied Analysis of Management Challenges*

- ☐ James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It*, entire book.

Week Six: *Applied Analysis of Climate Change*

- ☐ Intergovernmental Panel on Climate Change, *Climate Change 2007: Synthesis Report*, 2007, pp. 1-73
http://www.ipcc.ch/publications_and_data/publications_ipcc_fourth_assessment_report_synthesis_report.htm
- ☐ Critique #1 due

Week Seven: *Applied Analysis of the Organization of the Department of Homeland Security*

- ☐ National Commission on Terrorist Attacks on the United States, *The 9-11 Commission Report*, 2002, pp. 1-46, 399-428
<http://www.gpoaccess.gov/911/pdf/fullreport.pdf>

- ☐ Government Accountability Office, *Department of Homeland Security: Actions Taken Toward Management Integration, but a Comprehensive Strategy is Still Needed*, 2009, pp. 1-52
<http://www.gao.gov/new.items/d10131.pdf>
- ☐ Critique #2 due

Week Eight: *Analysis of Health Care Spending*

- ☐ Congressional Research Service, *U.S. Health Care Spending: Comparison with Other OECD Countries*, 2007, pp: 1-60.
http://assets.opencrs.com/rpts/RL34175_20070917.pdf
- ☐ Critique #3 due.

Week Nine: *Analysis of State Level Management*

- ☐ Pew Charitable Trusts Center on the States, *Measuring Performance: The State Management Report Card for 2008*, 2008, pp. 1-95
- ☐ <http://www.pewcenteronthestates.org/uploadedFiles/Grading-the-States-2008.pdf>
- ☐ Critique #4 due

Week Ten

- ☐ Final Exam

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

**PUB AFRS 678.02
PUBLIC AFFAIRS DECISION-MAKING**

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

COURSE DESCRIPTION

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

PUB AFFS 678.02, 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 appropriate role of technical expertise in the decision-making process. The goal of the seminar,

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).

and of the Washington Academic Internship Program more generally, is to cultivate the skills of observation, analysis, and expression that make for active citizenship.

THE JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

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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

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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.

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

**PUB AFRS 679.02
POLICY ANALYSIS APPLICATION (INDIVIDUAL RESEARCH PAPER)**

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

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.

ACADEMIC MISCONDUCT

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

**PUB AFRS 679.01
PUBLIC AFFAIRS ANALYSIS APPLICATION (INDIVIDUAL RESEARCH PAPER)**

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

COURSE DESCRIPTION

This course provides upper division students the opportunity to write an analytic policy or management analysis paper. The course is part of a two-part integrating capstone. Prior to PUB AFRS 679.01, students must enroll in a bi-weekly seminar (PUB AFRS 678.01) to fulfill the capstone requirement for the undergraduate major in Public Affairs. Students will typically take PUB AFRS 679.01 in the quarter after they take PUB AFRS 678.01.

This course involves the application of research strategies gleaned from material in PUB AFRS 678.01, notably Eugene Bardach's *A Practical Guide to Policy Analysis*. The task is to generate a research design and reading list, collect information or data appropriate to answering an applied research question, and analyze a particular issue in public management or 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 appropriate for a work context.

The course is organized as a workshop/seminar with students discussing and presenting their research in both small groups and to the class as a whole.

COURSE OBJECTIVES AND OUTCOMES

Each student is asked to think deeply about a public policy or management 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 and management.

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.

ASSIGNMENTS AND GRADING GUIDELINES

The requirements for this course consist of class contribution and an applied research paper. Each student, in consultation with the instructor, will produce an applied 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.

Each of the course requirements, and their contribution to your final grade, is discussed below.

| | |
|---------------------------------|-----|
| Class Contribution: | 10% |
| Applied Research Paper: | |
| Research Question/Proposal: | 10% |
| Outline/Annotated Bibliography: | 10% |
| Draft: | 20% |
| Oral Presentation: | 10% |
| Final Paper: | 40% |

Class Contribution

The course will be organized as a seminar with students discussing their applied research topic in groups and to the class as a whole. After students have identified their research topic, groups will be constructed of three to four students research similar policy or management areas. These groups will stand for the quarter. Each class period, we will spend part of the session as a class-of-the-whole, and part of the session in small groups. The primary purpose of the group is to provide constructive feedback to each other on the various components of the research paper. The instructor will circulate among the groups during each class to facilitate discussion.

10% of the course grade will be based on in-class discussion and constructive feedback given to other students in the class throughout the quarter.

Applied Research Paper

The proposal, including the research question is due by the end of the second week of the quarter and constitutes 10% of the final course grade. The outline of the paper with annotated bibliography is due by the end of the fourth week of the quarter and constitutes 10% of the final course grade. A draft of the paper is due by the end of the seventh week of the quarter and constitutes 20% of the final course grade. The draft should be sufficiently far along so that the instructor can adequately gauge the student's progress towards completing the final paper. While the draft does not have to include all the elements the student intends to incorporate into the final paper, it should indicate how the student plans to complete all unfinished components.

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 (10% of final grade). The instructor will reward expertise, concision, and eloquence. On the last Friday of the quarter before finals, 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 and other sources. This final policy paper constitutes 40% of the final course grade.

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

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 | | |

REQUIRED READINGS

Each student is expected to have read Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 3rd ed. Washington: CQ Press, 2008.

Each student will develop a reading list in consultation with the instructor that is specific to their research topic.

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 (by the Friday of week two),
- detailed outline and annotated bibliography (by the Friday of week four),
- draft (by the Friday of week seven),
- final paper (by the Friday of the final week of the quarter before finals).

Individual tutorials with the instructor will be scheduled throughout the quarter. The final policy paper must be deposited in the Carmen dropbox and submitted in hard copy.

COURSE SCHEDULE

Week One: Introduction

- Course Overview
- Preliminary Identification of Applied Research Topics

Week Two: Identification of Applied Research Topics

- Each student finalizes applied research topic
- Organization into discussion groups
- Group discussion of applied research topic
- Each student identifies of research question

Research Proposal due Friday of Week Two and distributed to group members

Week Three: Research Proposal Discussion

- Discussion of Research Proposal in Groups – begin to identify research resources
- Discussion of Research Proposals with Instructor

Week Four: Outline and Annotated Bibliography

- Continue to identify of research resources
- Group discussion of preliminary paper outline

Outline and Annotated Bibliography due Friday of Week Four and distributed to group members

Week Five: Outline and Annotated Bibliography Continued

- Discussion of outline and annotated bibliography in groups
- Discussion of outline and annotated bibliography with instructor

Week Six: Paper Draft

- Discussion of Draft in Groups

Week Seven: Paper Draft Continued

- Discussion of Draft in Groups and with Instructor

Full Paper Draft due Friday of Week Seven and distributed to group members

Week Eight: Presentations

- Presentations of papers plus discussion

Week Nine: Presentations

- Presentations of papers plus discussion

Week Ten: Final Paper

- Final discussion of papers in groups

Final Paper due Friday of Week Ten

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Economics 530

Introduction to Public Finance

Professor Baack

407 Arps Hall

Office hours: M, W, 3:00 – 4:00

E-mail baack.1@osu.edu

Text: David N. Hyman, Public Finance

Grading:

| | |
|-------------|----------------------|
| 1st Midterm | (25% of final grade) |
| 2nd Midterm | (25% of final grade) |
| Final Exam | (50% of final grade) |

Course Outline:

Topics

Chapters in Text

Part I

1. Introduction to Role of Government
2. Tools of Analysis
3. Public Goods
4. Externalities and Public Policy

1
(Appendix 1), 2
4
3

Exam (~ Oct. 16)

Part II

1. Public Choice
2. Government Spending Programs
3. Theory of Taxation

5
7
10, 13

Exam (~ Nov. 18)

Part III

1. Tax Reform in the United States
2. Topics on Public Policy

16
12, 8

Final Exam – Dec. 10 (7:30 AM)

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**The Ohio State University
Department of Political Science**

Political Science 305: Introduction to the Public Policy Process

Winter 2008 (Tuesdays and Thursdays: 1:30-3:18 p.m., MacQuigg Laboratory 0264)

Craig Volden
Associate Professor of Political Science
Office Hours: Mon., 2:00-3:30 p.m.

E-mail: volden.2@osu.edu
Phone: 614-292-9026
Office: 2147 Derby Hall

**Teaching Assistant (Dana Wittmer; wittmer.8@osu.edu; 2001 Derby Hall;
Office Hours: Tuesdays and Fridays, noon - 1:00 p.m.)**

Course Description: Introduction to the Public Policy Process is a course designed for undergraduate students with an interest in political science, economics, or public policy, although students in a variety of fields may find the class interesting and useful and are thus encouraged to enroll. The course is also part of the College of Social and Behavioral Science's new Minor in Public Policy (for more details, see: <http://polisci.osu.edu/ugrads/ppolicy/index.htm>). The course has three main purposes: (1) to provide students with exposure to a number of lenses through which scholars and practitioners view the policymaking process, (2) to examine many of the steps in that process, and (3) to illustrate the public policy process in action through more than a dozen case studies. The course is structured to follow the assembly-line model of policymaking, with additional readings included to display various approaches to the study of public policy.

The course is conducted on a lecture, discussion, and case analysis basis. A typical class section will contain a lecture that addresses the theoretical aspects and conceptual tools raised in the session's readings, a case presentation by a group of students, and then a guided discussion about how the case illustrates class concepts.

Course materials:

The course materials include two required and one recommended books available in the campus bookstore (Barnes & Noble/Long's) or online, and overheads used in class discussions:

Required: Stella Z. Theodoulou and Matthew A. Cahn. 1995. *Public Policy: The Essential Readings*. Englewood Cliffs, N.J.: Prentice Hall. (Henceforth **T&C**)

CQ Researcher. 2008. *Issues for Debate in American Public Policy*, 8th Ed. Washington, DC: CQ Press.

Recommended: Deborah Stone. 2002. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. New York: W.W. Norton and Company.

Class overhead notes, made available before class on Carmen (<http://carmen.osu.edu>), should be downloaded, printed out, and brought to class.

Course requirements and grading:

The course requirements are: mastery of the course content, as illustrated through constructive contributions to class discussions, a group presentation, two policy memos, a midterm exam, and a final exam.

Grades will be assigned a weighted average of six components—class participation (10%), group presentations (15%), policy memos (10% each), the midterm exam (25%), and the final exam (30%). Students are expected to attend class, to have read the material, and to be prepared for occasional discussions in class. Several students will be called upon in each class session to contribute to class discussion, as the basis for their *class participation* grade.

Students will be self-organized into groups to lead discussions of the cases for each class. *Group presentations* are to be no shorter than 20 minutes and no longer than 30 minutes, followed by questions and a class discussion. Group presentations should include the following components: (a) summarize the case reading, (b) tie that material to the theoretical concepts explored earlier in the quarter, (c) raise a particular public policy problem based on the case reading, (d) present and advocate for a policy to address the problem (also raising alternative solutions), (e) discuss the arguments *against* the proposed policy change, (f) detail which policymakers support and which oppose the policy change and why, and (g) assess the likelihood of this policy change occurring, based on the politics of the public policy process as detailed in case materials, in outside research, and in class concepts from earlier in the quarter. It should be noted that these presentations are *NOT* intended to lead to policy debates. Students should be concerned less with persuading others of the benefits of their policy proposal than in using that proposal to help the class better understand the policy process. The presentation will be worth 15% of the students' grade. Half of the group's grade will be based on Prof. Volden's evaluation of the group presentation. The other half will be based on group members' evaluations of one another's contributions to the group (which should be emailed to Prof. Volden following the group presentation). All students (whether presenting or not) are, of course, expected to have read the material and to be prepared for discussion of the cases for each class.

Students will complete two individual *policy memos* advocating policy change in issues covered by the case study topics for particular classes. One of these memos will deal with the issue about which the student is making a group presentation; the other will be chosen from the alphabetical list below. Students must write their two memos on two different topics, and will likely benefit from writing one early in the quarter and one late in the quarter (to learn from the feedback and grade of the first memo).

Students with last names beginning with the following letters must write on one of these cases:

A-D: Cases from Sessions 5, 9, or 14.

E-K: Cases from Sessions 6, 11, or 16.

L-R: Cases from Sessions 7, 12, or 17.

S-Z: Cases from Sessions 8, 13, or 18.

Students must complete these memos by themselves, without the assistance of others. Any questions about the memos should be addressed directly to Prof. Volden. Memos are due at the start of the class session in which that issue is covered. Unless students contact Prof. Volden ahead of the due dates with major problems, no late memos will be accepted. Students who do receive extensions will have their grade reduced, with the exception of those facing medical or other accepted emergencies.

Memo length is to be no shorter than 2 pages and no longer than 3 pages, single-spaced, 12-point font, one-inch margins, standard paper size. Each memo must be addressed to a policymaker who will be making a relevant decision over the issue in question. The memo should: (a) provide background on the issue, (b) lay out the options available to the policymaker and a description of why this policymaker has jurisdiction over this policy decision, (c) advocate a specific action, (d) address why your position should be supported by this policymaker (why is it in his or her self interest, for example?), (e) address counter-arguments or alternative positions that the policymaker will care about, and (f) be persuasive, clear, and factually correct. Obviously, policy memos in the real-world will not include academic citations; nevertheless, to avoid plagiarism concerns (see below), all referenced books, articles, websites, and ideas should be noted clearly in endnotes (which can appear on a fourth page, if necessary). Each memo will be equivalent to 10% of the student's grade.

The *midterm exam* will be held in the course classroom at the scheduled course time on February 5. The exam will contain multiple choice, short answer, and essay questions. The exam will be closed-notes and closed-book. The midterm exam will comprise 25% of each student's grade.

The *final exam* will be held in the course classroom at the scheduled course time on the MONDAY of exam week (March 10). The exam will cover material from throughout the quarter, and will be composed of multiple choice, short answer, and essay questions. The exam will be closed-notes and closed-book. The final exam will comprise 30% of each student's grade.

Academic Honesty: Dishonest practices on the examinations, on memos, or in the course generally are unacceptable. All work is to be the student's own. There will be no collaboration beyond the group projects. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct, and they will be handled according to university policy.

Disability: Students in need of an accommodation based on the impact of a disability should contact Prof. Volden to arrange an appointment as soon as possible, to discuss the course format, anticipate student needs, and explore potential accommodations. The Office for Disability Services provides assistance in verifying the need for accommodations and developing accommodation strategies. Disabled students who have not previously contacted the Office for Disability Services are encouraged to do so.

Course Outline:

Session 1: Thursday, January 3—Introduction to Public Policy

This introductory session will be used to introduce students to one another and to the course. We will go over the syllabus, discuss why we are interested in public policy, and describe various ways to study the public policy process.

Session 2: Tuesday, January 8—Studying the Public Policy Process

This session allows students to view the steps of the public policy process. From the formation of ideas to the mobilization of individuals in support of action through the political decisions to implementation and evaluation, the public policy process takes various forms and involves complex decisions and analysis. Students are here exposed to different frameworks through which they can view the policy process. The scholars and practitioners we focus on provide a broad range of insights and overviews of public policy.

Readings: Sabatier, Paul A. 1991. Political Science and Public Policy. Chapter 2 in T&C, pp. 10-15.

Lowi, Theodore J. 1964. Distribution, Regulation, Redistribution: The Functions of Government. Chapter 3 in T&C, pp. 15-25.

Theodoulou, Stella Z. 1995. How Public Policy Is Made. Chapter 11 in T&C, pp. 86-96.

Optional Recommended Readings: Stone, Deborah. 2002. Preface and Introduction, pp. vii-xv, 1-14.

Session 3: Thursday, January 10—Placing the Public in the Public Policy Process

This session explores the responsiveness of the public policy process to the public. Do public preferences translate smoothly into public policy outcomes, or are there pervasive biases in the policy process resulting in policies that are non-responsive to the will of the people? In this session we confront our assumptions about how the public policy process works.

Readings: Dahl, Robert A. 1967. With the Consent of All. Chapter 6 in T&C, pp. 38-45.

Miliband, Ralph. 1969. Imperfect Competition. Chapter 8 in T&C, pp. 58-66.

Mayhew, David. 1974. Congress: The Electoral Connection. Chapter 24 in T&C, pp. 220-224.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 1, The Market and the Polis, pp. 17-34.

Session 4: Tuesday, January 15— Placing the Public in the Public Policy Process (cont.)

In this session we continue our discussion from the previous class, with a specific focus on those who are economically more or less advantaged. To what extent do the elite make policies that are harmful to the masses? We explore these issues within the context of rising consumer debt. Prof. Volden offers a model of a case presentation that groups can follow throughout the quarter.

Readings: Beard, Charles. 1935. An Economic Interpretation of the Constitution. Chapter 38 in T&C, pp. 342-350.

Domhoff, G. William. 1983. Who Rules America Now? Chapter 46 in T&C, pp. 393-402.

Case: Consumer Debt, Chapter 12 in *Issues for Debate*.

Session 5: Thursday, January 17—Ideas and the Political Agenda

Public policies begin as ideas that eventually work their ways onto political agendas. Where do these ideas come from and how do they enter the political arena? Today we confront different views of agenda setting and discuss how these views help us understand the initial steps in the public policy process.

Readings: Truman, David B. 1971. Group Politics and Representative Democracy. Chapter 9 in T&C, pp. 66-72.

Cobb, Roger W., and Charles D. Elder. 1983. Issues and Agendas. Chapter 12 in T&C, pp. 96-104.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 2, Goals: Equity, pp. 37-60.

Case: The New Environmentalism, Chapter 7 in *Issues for Debate*.

Session 6: Tuesday, January 22— Ideas and the Political Agenda (cont.)

Building on the ideas advanced in the previous class session, we examine Kingdon's model of agenda setting. To add substantive context to this model, we explore the recurrence of universal health care on the political agenda, and its prospects for successfully navigating the public policy process.

Readings: Kingdon, John W. 1984. Agenda Setting. Chapter 13 in T&C, pp. 105-113.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 3, Efficiency, pp. 61-85.

Case: Health Care: Universal Coverage, Chapter 3 in *Issues for Debate*.

Session 7: Thursday, January 24—Public Opinion and Political Actors

Once an idea is advanced in a democracy, it may gain momentum or be thwarted based on the reactions of the public. Proposals that are not supported by the public are far more difficult to pass through political processes, especially when politicians are focused on reelection. Yet, public opinion is not always easy to understand. The public may be uninformed about important issues, and media involvement may affect what is learned about policies over time. The public may be persuaded by the way in which arguments are advanced, or members of the public may turn a deaf ear to information that would lead them to a conclusion other than the one they already support.

Readings: Cahn, Matthew A. 1995. The Players: Institutional and Noninstitutional Actors in the Policy Process. Chapter 22 in T&C, pp. 201-211.

Graber, Doris. 1988. Processing the News: How People Tame the Information Tide. Chapter 33 in T&C, pp. 305-311.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 4, Security, pp. 86-107.

Case: Death Penalty Controversies, Chapter 11 in *Issues for Debate*.

Session 8: Tuesday, January 29— Public Opinion and Political Actors (cont.)

While the public may have strong views about an issue, little will be accomplished without collective and active pressure on politicians to adopt policy changes. Moreover, policies may sound more attractive in the abstract than when given deep consideration of their consequences. This session raises these issues in the context of debates over the politics and policy choices surrounding illegal immigration.

Readings: Iyengar, Shanto, and Donald Kinder. 1987. News That Matters. Chapter 32 in T&C, pp. 295-305.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 5, Liberty, pp. 108-130.

Case: Illegal Immigration, Chapter 15 in *Issues for Debate*.

Session 9: Thursday, January 31—Symbolism vs. Substance in the Shaping of Public Policies

Often symbolic politics trumps the substance of important policy proposals. How are such symbols constructed and utilized? To what extent are beneficial policies brushed aside as too difficult to explain or sell to the public? This class session explores how policymakers frame public policy ideas and the facts upon which those ideas are based. These issues will be raised again and again throughout the quarter.

Readings: Edelman, Murray. 1964. Symbols and Political Quiescence. Chapter 4 in T&C, pp. 26-33.

Friedman, Milton. 1982. Capitalism and Freedom. Chapter 42 in T&C, pp. 372-376.

Edelman, Murray. 1988. Constructing the Political Spectacle. Chapter 44 in T&C, pp. 381-389.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 6, Problems: Symbols, pp. 133-162.

Case: Stem Cell Research, Chapter 5 in *Issues for Debate*.

Session 10: Tuesday, February 5—Midterm Exam

Students will take the closed book, closed notes exam in class today. The exam is made up of multiple choice, short answer, and short essay questions, and is worth 25% of the student's grade.

Session 11: Thursday, February 7—Political Institutions

Public preferences are translated into policy through political institutions. In today's class we begin to explore the workings of two of the main national policymaking institutions – Congress and the presidency. What role does each play in the formation and implementation of policies? Is a healthy balance of powers struck between these two branches of government?

Readings: Fiorina, Morris. 1989. Congress: Keystone of the Washington Establishment. Chapter 23 in T&C, pp. 212-220.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 7, Numbers, pp. 163-187; and Chapter 8, Causes, pp. 188-209.

Case: Gun Violence, Chapter 6 in *Issues for Debate*.

Session 12: Tuesday, February 12— Political Institutions (cont.)

In this session we continue our discussion from the previous class, with the case study of U.S. foreign policy adding useful additional context. What have been the roles of Congress and the President in formulating foreign policy? Why did Congress cede

policy control to President Bush in 2002, and why is Congress taking a closer look at the President's proposals today?

Readings: Wildavsky, Aaron. 1966. The Two Presidencies. Chapter 26 in T&C, pp. 237-250.

Neustadt, Richard. 1986. Presidential Power: The Politics of Leadership from FDR to Carter. Chapter 43 in T&C, pp. 376-381.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 9, Interests, pp. 210-231.

Case: Rethinking Foreign Policy, Chapter 14 in *Issues for Debate*.

Session 13: Thursday, February 14—Incremental and Dramatic Policy Changes

In this session and the next we continue our in-depth study of the political institutions that make crucial policy-formation decisions. In a system of checks and balances, policymaking may be very incremental in nature, or it may take sudden turns. Given uncertainty and technological change, policymakers may be too slow to act or may act with excessive haste. When does each occur?

Readings: Dahl, Robert A. 1985. A Preface to Economic Democracy. Chapter 45 in T&C, pp. 389-393.

Lindblom, Charles E. 1959. The "Science" of Muddling Through. Chapter 14 in T&C, pp. 113-127.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 10, Decisions, pp. 232-257.

Case: Controlling the Internet, Chapter 13 in *Issues for Debate*.

Session 14: Tuesday, February 19— Incremental and Dramatic Policy Changes (cont.)

Here we continue to understand the connections between politics and policy. The case for this session explores the role of the government in confronting major decisions that have often been made in conjunction with the private sector – particularly, ways to promote energy efficiency.

Readings: Rubin, Irene S. 1993. The Politics of Public Budgets. Chapter 21 in T&C, pp. 185-200.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 11, Solutions: Inducements, pp. 261-283.

Case: Energy Efficiency, Chapter 8 in *Issues for Debate*.

Session 15: Thursday, February 21—No Class

Prof. Volden will be out of town. Students should use this time to catch up on reading for the upcoming classes, work on their policy memos and presentations (if not already completed), and begin reviewing for the final exam.

Session 16: Tuesday, February 26—Bureaucracy

Once formulated, public policies are often interpreted, modified, and administered by public agencies. Politicians cannot usually specify in as great detail as they would like all of the specific conditions of their policy proposals. As such, they make broad legislative advancements, relying on bureaucrats to carry out the politicians' desires. However, the workings of complex organizations, and the possibility that bureaucrats have different goals than do politicians, lead to the conclusion that policy outcomes derived through bureaucratic involvement often differ from those desired in the idea-formation stage. As such, the study of bureaucracy is crucial in developing an understanding of the public policy process.

Readings: Heclo, Hugh. 1978. Issue Networks and the Executive Establishment. Chapter 7 in T&C, pp. 46-58.

Weber, Max. 1946. Bureaucracy. Chapter 28 in T&C, pp. 259-265.

Wilson, James Q. 1975. The Rise of the Bureaucratic State. Chapter 27 in T&C, pp. 251-258.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 12, Rules, pp. 284-304.

Case: National Parks Under Pressure, Chapter 9 in *Issues for Debate*.

Session 17: Thursday, February 28—Policy Implementation and Evaluation

After policies are specified through the public policy process, they still must be carried out. And often the most difficult decisions are confronted when policies on paper meet facts on the ground. In this session and the next we explore the implementation stage of the policy process, and how implementation decisions may ultimately differ from the desires of policymakers with earlier roles in the process.

Readings: Majone, Giandomenico, and Aaron Wildavsky. 1984. Implementation As Evolution. Chapter 17 in T&C, pp. 140-153.

Sabatier, Paul A., and Daniel Mazmanian. 1980. A Conceptual Framework of the Implementation Process. Chapter 18 in T&C, pp. 153-173.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 13, Facts, pp. 305-323; and Chapter 14, Rights, pp. 324-353.

Case: Privacy in Peril, Chapter 10 in *Issues for Debate*.

Session 18: Tuesday, March 5— Policy Implementation and Evaluation (cont.)

We continue to see the consequences of policy implementation and evaluation decisions in today's class, which explores these issues in the context of federal involvement in education through the No Child Left Behind Act.

Readings: Glazer, Nathan. 1975. Towards an Imperial Judiciary? Chapter 31 in T&C, pp. 288-295.

Nachmias, David. 1980. The Role of Evaluation in Public Policy. Chapter 19 in T&C, pp. 173-180.

Optional Recommended Readings: Stone, Deborah. 2002. Chapter 15, Powers, pp. 354-375; and Conclusion, pp. 376-383.

Case: No Child Left Behind, Chapter 1 in *Issues for Debate*.

Session 19: Thursday, March 6—Wrap Up and Review for Final Exam

Today we review the major themes from throughout the quarter. Prof. Volden will address student questions in advance of next week's final exam.

*****Final Exam: MONDAY, March 10, MacQuigg Laboratory 0264, 1:30-3:18 p.m.*****