

A Proposal to Establish a Minor In
Public Policy: Social and Behavioral Science Perspectives

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1. Rationale

Public policy refers to societal actions to solve problems. Issues that become problems often emerge from complex social conditions, thus the study of public policy requires students to learn tools and perspectives from a number of academic disciplines. While nearly all academic disciplines discuss policy issues, this breadth of knowledge and issues is too great to be covered in a minor. Thus, this minor's specific focus is on understanding social and behavioral science perspectives on public policy issues, with a focus on domestic policy issues facing the U.S. For students, a policy focus provides an excellent vehicle for integrating ideas drawn from several social science disciplines around issues of real world significance.

In designing this minor we have three fundamental goals in mind. First, all students in the minor should emerge with a command of the fundamental tools of policy analysis. Second, all students should develop an appreciation for the context within which public policy is made in a specialized area of knowledge. And third, all students should develop depth. They should know some policy issue or problem in sufficient detail to use their knowledge in some practicable way.

We have implemented these goals by requiring all students in this minor to take two core courses that provide an overview of the broad social science context of public policy study as well as an introduction to the basic social science tools of policy analysis. Students also are required to take two courses in a specialization. In these courses, each student has the opportunity to learn about a substantive area where public policy applications are numerous. Finally, students in the minor are required to complete a capstone course that integrates their knowledge of public policy tools with a substantive area.

2. Background

SBS has had an interest in developing an undergraduate program in public policy for many years. For example, as part of then Provost Sisson's initiative to develop research and teaching programs in public policy, the dean of SBS was charged with developing an undergraduate policy major. Although a proposal was developed, it was not funded by central administration. The funding barrier remained the key obstacle until FY 05 when this barrier was overcome as Provost Snyder and ASC Interim Executive Dean Royster approved SBS's request for funding a Public Policy Minor with annual rate (as

part of SBS's "rebasement funds" request). These funds will support the naming of a Program Director and advisor for the minor.

In late 2004, Dean Beck appointed the Public Policy Minor Development Committee listed on the cover sheet of this curricular request. The Committee met throughout WI 2005. Revisions occurred following consultation with units outside of SBS including Natural Resources and Agricultural, Environmental, and Development Economics (AEDE).

3. Program Requirements and Options

Following ASC guidelines:

- at least half of the courses in the minor must be upper-division,
- no 100 level courses are allowed,
- no grade below C- permitted in a course in the minor,
- no pass/non-pass course grades are allowed,
- the minimum overall cumulative point-hour ratio in the minor is 2.0,
- courses cannot double count for both the minor and a major,
- courses in the minor can double count for the minor and the GEC requirements.

The minor requires 24 credit hours and is open to all undergraduate students. Most courses in the minor are five credit hours. A student taking a three credit hour course will have to take an additional course to meet the 24 hour requirement.

The prerequisite course for the minor is Economics 200 (Principles of Microeconomics), a Social Science GEC course. Its description is: "Introduction to economic theory: supply and demand for goods and services; market structure; the distribution of income." Economics 200 is offered every quarter and is taken by over 6,000 students each year and thus it is not a significant barrier to enrolling in the minor. AEDE 200 (Principles of Food and Resource Economics) is an acceptable substitution for Econ.

Other prerequisites are related to specific courses in the specialization areas.

The structure of the minor is a 2-2-1 sequence. There are requirements for two core courses, two specialization courses, and a capstone requirement.

A. Core Courses

The goal of the core course requirement is that all students in the minor emerge with a command of the fundamental social science tools of policy analysis. The core course requirement is:

1. Political Science 305: Introduction to Public Policy U 5. The description is: "Introduction to the workings of policy-making processes within governments, and the use of social science reasoning to evaluate and improve the content of policies."
2. A choice of one of three courses.

- Economics 532: Public Expenditures and Cost-Benefit Analysis UG 5. The description is: “Economics of public choice, public goods, non-market allocations, collective decision-making, and net-benefit maximization; case studies.” The prerequisite for 532 is Economics 200.
- AEDE 631: Benefit-Cost Analysis UG5 “Development and illustration of key benefit-cost concepts and estimation techniques through applications to agricultural, infrastructure, natural resource, and environment projects.” The prerequisite is AEDE 531 (Environmental and Natural Resource Economics) or a minimum of 10 hours of economic principles or permission of instructor.
- Public Policy and Management (PPM) 522 Introduction to Public Policy Analysis U 5. The description is “Introduction to analytical techniques employed at policy formulation, implementation, and evaluation stages of public policy analysis process, strengths and weaknesses of techniques; research strategies development.”

B. Specialization Subject Area Courses

The goal of the specialization requirement is that all students in the minor emerge with knowledge about a substantive social science area where public policy issues are highly relevant. This strong emphasis on social science perspectives in the specialization is adopted to maintain the coherence of the minor. The courses in a specialization need not have a primary focus on public policy, but they must be highly policy relevant and should touch on policy issues. Students must take two courses in a single area and both courses may be in the same department. There are eleven approved specialization areas described below. Additional specializations may develop over time as new courses are proposed. These courses may be in non-SBS departments if they satisfy the criteria for inclusion stipulated below. The number in parentheses is the number of approved courses available to students in that specialization.

- Business and Labor (5)
- Communication (13)
- Crime and Criminal Justice (11)
- Environment and Natural Resources (13)
- Gender (12)
- Policy Methods (9)
- Social Welfare (12)
- Race and Ethnicity (13)
- Security (4)
- Size and Scope of Government (6)
- Urban (10)

Notes:

- A particular course may appear in more than one specialization area if appropriate.

The selection of the specialization areas was made based on the following criteria: 1) the substantive area must be highly policy relevant; 2) there must be faculty interest in the

area as reflected in a sufficient number of courses to offer students some choice within a category; 3) there is sufficient student interest in the area as reflected in current course enrollments.

The selection of courses within a specialization area was made based on the following criteria: 1) the course must approach the issue from a social science perspective; 2) the course must use social science methods in analyzing the substantive topics of the course; 3) the course must be either currently offered or is currently proposed and in the curricular review process; 4) the course must be primarily oriented toward domestic issues in the U.S. (International policy issues are covered in the International Studies major and minor.)

C. Capstone Requirement

The goal of the capstone requirement is to integrate the knowledge gained in the core and specialization courses and learn to apply this knowledge. The minor offers two ways to achieve this goal. One method is to take a capstone course (SBS 5xx, the syllabus is attached). The other is the senior thesis option. In this option, select students may write a senior thesis that focuses on a public policy issue, receiving course credit through a departmental H783 course. The Director of the minor must approve this option prior to the student enrolling in the course and must approve of the completed thesis. A student's thesis may be counted within a major as part of the requirements for graduating with distinction in that major. H783 credit hours are not allowed to double count in the Public Policy minor and any major.

D. Internship Option

Work experience in government agencies, advocacy groups, or other organizations involved in developing or implementing public policy is particularly valuable for students in this minor. Students will be encouraged to participate in an internship. Internships should be focused on a public sector or nonprofit organization involved in the formulation, implementation, or evaluation of public policy. Organizations may be active at the national, state, or local levels. We do not propose a new public policy internship course; rather, internship experiences are available through most of the departments in the College of Social and Behavioral Sciences.

With the prior approval of the director of the public policy minor, appropriate internship experiences totaling five credit hours may be substituted for one of the courses in the specialization area. For example, a sufficiently rigorous internship experience with a city department of development could be substituted for a course in the urban specialization. Internship experiences are not required for the minor and they may count for a maximum of five credit hours in the minor.

4. Anticipated Student Participation in the Minor

Student participation is difficult to predict. Minor programs at Ohio State range in size from a few students to a few hundred students. Our expectation is that this minor will have an annual flow of about 25 students. Most minors are likely to have one of the majors offered by the College of Social and Behavioral Sciences; however, all undergraduates will be welcome. We anticipate that some of the scholars and living-learning programs will prove to be a good source of student interest with examples

including the Politics, Society, and Law Scholars program and the Glenn Living-Learning program.

5. Honors Students

Honors students will be encouraged to participate in the program and will receive an enriched learning experience. While Arts and Sciences does not offer the equivalent of an “honors contract” for minors, honors students in public policy will be able to take honors courses and participate in the honors thesis capstone experience.

Honors courses include the prerequisite course for the minor (H200: Principles of Microeconomics) and a significant number of the specialization courses including: Comm 607 (Mass Communication Law), Geog 240 (Economic and Social Geography), Pol Sci 585 (Techniques of Political Analysis), Psych 320 (Introduction to Data Analysis in Psychology), Psych 371 (Language and the Mind), Psych 522 (Organizational Psychology), Soc 367.03 (Work and Family in the United States), and Soc 410 (Criminology).

6. Recommended Timeline for Students

Students in the minor will be advised to take courses in the following sequence. This is a general guideline, not a mandated sequence.

Political Science 305: 1st year or beginning of 2nd year
Economics 200: 1st year or beginning of 2nd year
Economics 532: 2nd year or beginning of 3rd year
Specialization 1: 3rd year
Specialization 2: 3rd year or beginning of 4th year
Capstone: 4th year

7. Program Administration and Financing

The minor will be administered by a program director, appointed by the Dean of the College of Social and Behavioral Sciences. The letter of concurrence from the Dean notes the commitment to support this position. The program also will be supported by a part-time advisor, this staff position becoming more important as the program grows in size. For cost efficiency, the part-time advisor may be embodied in one of the existing professional advisors located in one of SBS’s units.

The minor will be advised by a Faculty Advisory Committee. This committee will be appointed by the Dean of SBS. Faculty members will be chosen such that those units offering the most relevant courses are represented. The committee’s duties include assessing the development of the minor, approving new specialization areas, approving courses within specializations, and monitoring the success of the capstone course.

Students’ minor programs must be approved by the program director or a designated advisor. It is anticipated that all internship experiences will flow through existing internship courses.

The program’s costs will be financed by the office of the Dean of the College of Social and Behavioral Sciences (see attached commitment letter).

8. Assessment

Assessment is the responsibility of the Faculty Advisory Committee. Some assessment activities also may be carried out by the SBS Committee on Curricular Affairs and the Dean of SBS.

One measure of a successful program will be sufficient student interest. An annual flow of fewer than 10 students in the minor raises questions about its long term viability and structure. In this case, offering the capstone course may not be feasible and the structure of the minor would have to be revisited.

Another measure of success will be student satisfaction with the minor. The capstone format will facilitate gathering measures of satisfaction. Student placement also will be measured. Of particular interest are placements with policy making institutions and placements in graduate level public policy programs.

9. Approved Courses in the Specialization Areas

Areas of Specialization of SBS Public Policy Minor

Business and Labor

Econ 570 ³	Government and Business
Econ 580 ³	Labor Economics and Industrial Relations
PS 511	Political Strategy, Public Policy, and the Private Sector
Psych 522 ^{4,5}	Organizational Psychology
Soc 302	Technology and Global Society

Communication

Comm 240	Introduction to Communication Technology
Comm 341 ⁶	Introduction to Telecommunications and Electronic Media Theories and Policies
Comm 501 ⁶	Mass Comm and Youth
Comm 604	Ethics of Communication
Comm 607 ⁶	Mass Communication Law
Comm 614 ⁶	Political Communication
Comm 644 ⁶	Advertising and Society
PS 609 ⁶	Mass Media and American Politics
Psych 371 ⁴	Language and the Mind
Psych 630 ⁶	The Psychology of Public Attitudes
Soc 608 ⁶	Gender, Race, Class in Mass Communications
S&H 310	Improving Intercultural Speech Communication Skills
S&H 605 ⁶	Multicultural Aspects of Communication and Its Disorders

Crime and Criminal Justice

Econ 479 ³	Economics of Crime
PS 515	Politics of Legal Decision Making
Psych 485 ⁴	Psychology and the Law
Psych 684 ⁶	Psychology of Delinquency
Soc 209	Introduction to Criminal Justice

Soc 210	Sociological Aspects of Deviance
Soc 410	Criminology
Soc 309	Introduction to Law and Society
Soc 311 ¹	Sociology of Gangs
Soc 507 ⁶	The Criminal Justice System
Soc 510 ⁶	Women, Crime, and the Legal System
Soc 511	Sociology of Youth and Crime
Soc 609 ⁶	Neighborhoods and Crime
Soc 611 ⁶	Penology
Soc 615 ⁶	Control and Prevention of Crime and Delinquency
Soc 618 ⁶	Sociology of Police and Policing
Soc 673.02 ^{1,6}	Topics in Criminology—Social Aspects of Capital Punishment

Environment and Natural Resources

AEDE 434 ³	Food Security and Globalization
AEDE 531	Environmental and Natural Resources Economics
AEDE 597	Problems and Policies in World Population, Food, and Environment
Geog H410	Global Climate and Environmental Change
Geog 430 ⁷	Geographical Perspectives on Environment and Society
Geog 597.02	Integrated Earth Systems: Confronting Global Change
Geog 635	Globalization and Environment
Nat Res 203	Society and Natural Resources
Nat Res 400 ⁶	Natural Resources Policy
Nat Res 540 ⁶	Advanced Perspectives of Natural Resource Administration
Nat Res 642 ⁶	Natural Resources Administration
Nat Res 647 ⁶	Wilderness Policy and Management
Nat Res 736 ⁶	Public Forest and Lands Policy

Gender

Anth 597.02	Women, Culture, and Development
Econ 482 ^{1,3}	Women and the Labor Market
PS 512	Women and Politics
PS 513	Women, Government, and Public Policy
PS 514	Women and the Law
Psych 375 ⁴	Stereotyping and Prejudice
Psych 543 ⁶	The Psychology of Women
Soc H367.03 ⁴	Work and Family in the U.S.
Soc 435 ⁴	Sociology of Women
Soc 463 ⁴	Social Stratification: Race, Class, and Gender
Soc 510 ⁶	Women, Crime, and the Legal System
Soc 608 ⁶	Gender, Race, and Class in Mass Communications

Policy Methods: only one of the following courses can be counted toward the specialization—Econ 443, PS 585, Psych 320, Soc 487.

Econ 443	The Analysis and Display of Data
Econ 444 ⁵	Elementary Econometrics
Econ 501 ³	Intermediate Microeconomic Theory

Geog 607 ⁶	Fundamentals of GIS
PS 585 ⁶	Techniques of Political Analysis
Psych 320 ⁴	Introduction to Data Analysis in Psychology
Psych 321 ⁵	Quantitative and Statistical Methods in Psychology
Psych 508	Judgments and Decision Making
Soc 487 ⁶	Types of Sociological Inquiry

Social Welfare

Comm 636.02	Health Communication in Mass Mediated Contexts
Econ 530 ³	Government Finance in the American Economy
Geog 240	Economic and Social Geography
Geog 670 ⁴	Population Geography
Psych 531 ⁶	Health Psychology
Soc 306	Sociology of Poverty
Soc 320 ⁴	Sociology of Education
Soc 407 ⁴	Social Change
Soc 434 ⁴	The Child and Society
Soc 450 ⁴	Illness and Social Behavior
Soc 463 ⁴	Social Stratification: Race, Class, and Gender
Soc 467 ⁶	Sociology of Religion
Soc 597.02 ⁴	World Population Problems
Soc 623 ⁶	Advanced Sociology of Education
Soc 630 ⁶	Medical Sociology
S&H 510	Disability Studies in Context

Race and Ethnicity

Anth 597.04	The Molecular Revolution: Heredity, Genome Mapping, and Genomania
PS 504	Black Politics
PS 508	Asian American Politics
PS 608 ⁶	Ethnic Politics in the American Cities
Psych 375 ⁴	Stereotyping and Prejudice
Psych 545 ⁴	Cross Cultural Psychology
Psych 646 ^{1,4}	Psychology of Asian Americans: Children, Youth, and Families
Soc 380	American Ethnic Relations
Soc 382	Sociology of Asian American Life
Soc 463 ⁴	Social Stratification: Race, Class, and Gender
Soc 608 ⁶	Gender, Race, and Class in Mass Communications
S&H 310	Improving Intercultural Speech Communication Skills
S&H 605 ⁶	Multicultural Aspects of Communication and Its Disorders

Security

AEDE/IS	Food Security and Globalization
Econ 547 ⁴	Economics of War
Geog 445	Transport Security
PS 552	Security Policy During and After the Cold War
Psych 525 ⁴	Psychology of Personal Security: Global and Local Perspectives

Size and Scope of Government

Econ 530 ³	Government Finance in the American Economy
PS 510	Bureaucracy and Public Policy
PS 511	Political Strategy, Public Policy, and the Private Sector
PS 580	State and Economy
PS 678 ^{2,6}	Political Decision-Making and Public Policy
PS 679 ^{2,6}	Policy Analysis

Urban

Anth 626	Urban Anthropology
Econ 590 ³	Urban Economics
Geog 597.01	World Urbanization
Geog 650	Urban Geography
Geog 652	Cities, Cultures, and the Political Geography of Difference
PS 505	Urban Government
PS 608 ⁶	Ethnic Politics in the American Cities
PS 614 ⁶	Urban Politics
Soc 367.02 ⁴	Cities and Urban Life
Soc 391	The Community

¹Course is currently submitted for approval.

²Course is currently offered only in Washington D.C. as part of the Glenn internship program.

³Course has a prerequisite that is part of the core of the public policy minor.

⁴Course has a prerequisite that is part of the Arts and Sciences GEC Social Science requirement or the prerequisite would be satisfied by a specific GEC Social Science course.

⁵Course has a prerequisite that is part of the Arts and Sciences GEC Data analysis requirement.

⁶Course has prerequisites beyond courses that are part of the Arts and Sciences GEC Social Science requirement.

⁷Course has a prerequisite that is part of the Arts and Sciences GEC Physical Science requirement.

10. Letters of Concurrence (attached in appendix 5 and 6)

- Dean of SBS response (Appendix 5)
- Letter of request from the Public Policy Minor Development Committee and Departmental responses (Appendix 6)

11. Course Syllabi (attached)

- New course request (SBS xxx)
- Core courses (informational)

Appendix 1: Specialization Courses' Bulletin Descriptions, Credit Hours, and Prerequisites

AGRICULTURAL, ENVIRONMENTAL, AND DEVELOPMENT ECONOMICS

434 Food Security and Globalization U 5

Examination of the causes of and solutions for food insecurity. Global and local factors that affect access to food are also considered. Prereq: AEDE 200 or Econ 200 or permission of instructor. Cross-listed in International Studies.

531 Environmental and Natural Resources Economics U G 5

Economic analysis of the use and management of natural resources and of environmental policy. Cross-listed in Natural Resources.

597.01 Problems and Policies in World Population, Food, and Environment U 5

Problems related to world-wide population increases, food production, and associated environmental stress; policy options for lessening these problems, especially in low-income countries. H597.01 (honors) may be available to students enrolled in an honors program or by permission of department or instructor. Cross-listed in International Studies.

ANTHROPOLOGY

597.02 Women, Culture, and Development U 5

An analysis of the dramatic changes occurring in women's lives in response to development and modernization; developing and developed countries contrasted.

597.04 The Molecular Revolution: Heredity, Genome Mapping, and Genomania U 5

Interface of genetic technology, genome project, and health against background of societal tensions, genomania, and dilemmas of genetic testing, and repercussions of molecular revolution.

626 Urban Anthropology U G 5

An examination of urban life and the variety of the urban experience around the world; and the nature of anthropological research in cities.
Prereq: 202 or permission of instructor.

COMMUNICATION

240 Introduction to Communication Technology U 5

Processes of communication technology, critical consumption, ethical issues, current problems of the markets, technologies and policies of online communication, the world wide web, and media.

341 Introduction to Telecommunications and Electronic Media Theories and Policies U 5

Theoretic bases for understanding telecommunication and electronic media, mechanisms for the formulation and implementation of policy; social impact of media systems.
Prereq: Journal or communic major.

501 Mass Communication and Youth U 5

Introduction to theories and research on the uses and effects of media on children and adolescents, including discussion of interventions.
Prereq: Journal or Comm major, enrollment in an honors program, or permission of instructor.

604 Media Ethics U G 5

Study of ethical theories and models as they apply to media products and practices; case studies, discussion and lectures.

607 Mass Communication Law U G 5

Study of theory, history, and case law of freedom of expression.

H607 (honors) may be available to students enrolled in an honors program or by permission of department or instructor. Prereq: Journal or Comm major, grad standing, or permission of instructor.

614 Issues and Images in Political Communication U G 5

Analysis of the roles played by the mass media, public leaders, and accidental circumstances in the development of issues and images in contemporary American political communication.

Prereq: Journal or Comm major, grad standing, or permission of instructor.

621 Topics in Public Affairs Journalism U G 5

Instruction and practice in specified topics pertaining to public affairs, such as government, courts, politics, finance, urban affairs, science, and culture.

Prereq: 421.02, and journal or agr communic major; or grad standing; or permission of instructor.

644 Advertising and Society U G 5

Examination of positive and negative contributions of advertising in the American mass media system to society from political, sociological, and economic perspectives.

Prereq: Journal or Comm major, grad standing, or permission of instructor.

ECONOMICS

Note: the prerequisites of the following courses will be proposed to change from Econ 200 and 201 to only 200: 530, 532, 570, 580, 583.

443 The Analysis and Display of Data U 5

Analysis of data; introduction to the internet; introduction to techniques in the graphical presentation of data; designed for economics and international studies majors.

Prereq: Completion of GEC data analysis requirement. Cross-listed in International Studies.

444 Elementary Econometrics U 5

Basic methods of data analysis used in economics, including descriptive statistics, hypothesis testing, and regression analysis.

Prereq: Stat 145 or 245, or AED Econ 205 or equiv.

479 Economics of Crime U 5

Investigates incentives and deterrents to criminal activity with respect to general economic conditions and analyzes the effectiveness of public policies designed to deter crime.

Prereq: 200.

482 Women and the Labor Market U 5

The application of economic analysis to examine the changing roles and economic circumstances of women in the labor force..

Prereq: 200

501 Intermediate Microeconomic Theory U G 5

Theory of consumer behavior; theory of the firm; costs and production; factor price determination; general equilibrium.

Prereq: 200 and 201 or 400, or equivs.

530 Government Finance in the American Economy U G 5

Analysis of social institutions and decision making in the public sector of the American economy; budget planning and execution; taxation, debt, and social policy.

Prereq: 200 and 201 or 400, or equivs.

532 Public Expenditure and Cost-Benefit Analysis U G 5

Economics of public choice, public goods, non-market allocations, collective decision-making, and net-benefit maximization; case studies.

Prereq: 200 and 201, or equivs.

547 Economics of War U G 5

Concepts of economics are applied to war and conflict, defense spending alliance building, the arms trade, peacekeeping, terrorism, and weapons of mass destruction proliferation.

Prereq: 200 and 201.

570 Government and Business U G 5

Economic and legal aspects of government regulation of business in the United States; philosophies and concepts of public control; contemporary problems.

Prereq: 200 and 201 or 400, or equivs.

580 Labor Economics and Industrial Relations U G 5

Survey of the field of labor economics; trade unionism, collective bargaining; wage determination, employment, unemployment; labor legislation.

Prereq: 200 and 201 or 400, or equivs.

590 Urban Economics U G 5

Analysis of urban spatial structure utilizing the techniques of economics; detailed studies of urban problems concerning housing, congestion, air pollution, local public finance, zoning, and city size.

Prereq: 200 and 201

GEOGRAPHY

240 Economic and Social Geography U 5

Geographic analysis of selected economic and social issues at global, national, and metropolitan scales; locational, spatial interaction, and map analysis of population, urbanization, and development issues.

H240 (honors) may be available Wi Qtr to students enrolled in an honors program or by permission of dept. GEC soc sci human, natural, and economic resources course.

H410 Global Climate and Environmental Change U 5

Examines both natural and social factors that force changes in our climate and environment and explores strategies for a sustainable environment in the future. Limited to honors or scholars students.

430 Geographical Perspectives on Environment and Society U 5

Geographical approaches to environmental change, with emphasis on interaction between society and environment, geographical differences, issues at different scales, and relationships between places. Prereq: 210.

445 The Geography of Transportation Security U 5

Geographic aspects of transportation security. Spatial analysis of transportation linkages. Relationships between transportation and spatial organization; selected analytical models dealing with threats to transportation security.

597.01 World Urbanization U 5

An examination of geographic aspects of the urbanization process in the world's major regions; interrelationships between urbanization and economic development.

597.02 Integrated Earth Systems: Confronting Global Change U 5

Introduction to numerous global change issues through the exploration of the integrated Earth system; problem-solving strategies within an interdisciplinary team environment.

607 Fundamentals of Geographic Information Systems U G 4

Basic principles of geographic and land information systems and their use in spatial analysis and information management.

Prereq: Geog major or permission of instructor. Not open to students with credit for 685; or 607 in C&R Plan, Civil En, Geod Sci, Geol Sci, or Nat Res. Cross-listed in City and Regional Planning, Civil Engineering, Geodetic Science, Geological Sciences, and Natural Resources.

635 Globalization and Environment U G 5

Transnational dimensions of changes to the natural environment; ways that global economic activity, international institutions, and global environmentalism contribute to environmental problems and solutions.

650 Urban Geography U G 5

Origin and growth of cities; structure and function of urban centers, their areal expansion, and intertrade center relations, each examined in relation to city planning.

652 Cities, Cultures, and the Political Geography of Difference U G 5

Geographies of meaning and difference in cities: meanings of the built environment, situated cultural politics, geographies of race, gender, and sexual identities, multicultural cities.

670 Population Geography U G 5

Analysis of population distributions, locational arrangements of growth, densities, and migration flows; spatial relationships between population variables and social, economic, and environmental factors.

Prereq: 240.

NATURAL RESOURCES

201 Introduction to Environmental Science U 5

Introduction to environmental science, the ecological foundation of environmental systems, and the ecological impacts of environmental degradation by humans.

203 Society and Natural Resources U 5

Introduction to interactions between humans, natural resources, and ecosystems from a social science perspective.

400 Natural Resources Policy U 5

Conceptual and historic development, implementation, and evaluation of resource policy.

Prereq: 201 and 203.

540 Advanced Perspectives of Natural Resource Administration U G 5 Advanced concepts and principles of agency purposes, policy processes, and planning strategies for natural resource land and/or program management. Prereq: 400 or grad standing.

642 Natural Resources Administration U G 5 Organization and administration of parks and associated recreation areas and activities. Prereq: 340, 400 or permission of instructor.

647 Wilderness Policy and Management U G 4

Detailed study of policy processes, planning procedures, designation mechanics, utilization issues, and management programs for wilderness resources. Prereq: 321 and 400 or 540 or equiv with permission of instructor.

736 Public Forest and Lands Policy U G 4

Explores fundamental and leading-edge concepts in U.S. public forest and lands policy. Emphasizes political, legal, and administrative issues of federal and state lands, especially forests. Prereq: Grad standing or Nat Res 400.

POLITICAL SCIENCE

504 Black Politics U 5

Economic, political, and social constraints on the development of black political power; the efforts made by black people in recent times to organize for effective political action. Cross-listed in African-American and African Studies.

505 Urban Government U G 5

Introduction to the governance of urban communities in the United States.

508 Asian American Politics U G 5

An examination of the experiences of Asian Americans in the political process, including public opinion, mass political behavior, elite politics, and contemporary policy debates. GEC social diversity course.

510 Bureaucracy and Public Policy U G 5

An examination of bureaucracies as political institutions, and a consideration of their role in several areas of public policy implementation.

511 Political Strategy, Public Policy, and the Private Sector U 5

Explores the relationships between business and government, including topics ranging from regulatory politics and legislative lobbying, to trade politics and multinational corporations, to business ethics.

512 Women and Politics U G 5

An examination of women's participation in political activity, including changes over time in women's political roles and comparison with the roles of men.

513 Women, Government, and Public Policy

An examination of policymaking on gender-related issues and the impact of women in government.

514 Women and the Law U G 5

An examination of the legal status of women and the ways in which law affects the situation of women in American society.

515 The Politics of Legal Decision Making U G 5

An examination of the literature relating social-science theories and research to the law, focusing on the criminal justice system.

552 Security Policy During and After the Cold War U G 5

An examination of national security and military policy issues and trends since 1945, covers containment, deterrence, Vietnam, nuclear weapons, terrorism, and globalization.

580 State and Economy U G 5

Introduction to comparative political economy; relations between the state and the economy, politics and markets, and democracy and capitalism; the consequences of state intervention.

585 Techniques of Political Analysis U 5

Introduction to research design, nature of data, its generation and analysis; analysis of political variables.

H585 (honors) may be available to students enrolled in an honors program or by permission of department or instructor. Prereq for 585: One course in polit sc at the 300 level or above. Prereq for H585: One course in polit sc at the 300 level or above, and Math 150. GEC data analysis course.

General Prerequisites for Courses Numbered 600

Unless otherwise indicated, the prerequisites for 600-level courses are two courses in political science, or the consent of the instructor.

608 Ethnic Politics in the American Cities U G 5

Group conflict along ethnic lines in major American cities: factors contributing to group cohesion in politics; strategies and resources for exercising power through collective political action.

609 The Mass Media and American Politics U G 5

An overview of the influence of the mass media on contemporary American politics; primary focus on news media with consideration of entertainment programming.

614 Urban Politics U G 5

The study of political problems facing the cities: including community power, poverty, welfare, urban renewal, urban education, law enforcement, and violence.

678 Political Decision-Making and Public Policy U G 5

Comparative analysis of decision-making processes of contemporary nations considering the welfare, education, economic, and environmental policy arenas.

679 Policy Analysis U G 5

An analysis of the policy process emphasizing the determinants of public policy, theories of public choice, and the implementation, impact, and evaluation of policy decisions.

PSYCHOLOGY

320 Introduction to Data Analysis in Psychology U 5

Introduction to statistical data analysis; random samples, graphical and numerical techniques of descriptive statistics, correlation, regression, probability, sampling distribution, and hypothesis testing.

Prereq: Math 130 or 148 or equiv. H320 is available.

321 Quantitative and Statistical Methods in Psychology U 4

A concentrated examination of applications of statistical tools in inference in contemporary psychology; hypothesis testing, regression, correlation, and analysis of variance.

Prereq: 100; and 219 or 320, or Stat 145 or 245. Not open to students with less than a grade of C- in 219 or 320.

371 Language and the Mind U 5

Introduction to psychological processes for producing and understanding speech, the means by which these processes arise in the child, and their bases in the brain.

H371 may be available. Prereq: 100, or Linguist 201 or 202 or 601, or permission of instructor.

Cross-listed in Linguistics. GEC soc sci individuals and groups course.

375 Stereotyping and Prejudice U 4

Lectures address experimental research in stereotyping and prejudice; readings focus on historical, cultural, and sociological perspectives on issues related to gender, ethnicity, and social class.

Prereq: 100. GEC social diversity course.

485 Psychology and the Law U 4

Contributions of psychological theories to the legal system and the role of mental health professionals in this system.

Prereq: 100 and jr standing or above, or permission of instructor.

522 Organizational Psychology U G 4

Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.

H522 may be available. Prereq: 100; and 219 or 220, or 320 or Stat 145 or 245.

525 Psychology of Personal Security: Global and Local Perspectives U G 5

Surveys the diverse psychological literature on personal security, a key ingredient in psychological well-being.

Prereq: 100.

531 Health Psychology U 4

Introduction to health psychology; health-promoting and health-damaging behaviors; modification of health behaviors; stress and coping; management of illness; stress management strategies.

Prereq: 100 and an additional 10 cr hrs in psych.

543 Psychology of Women U G 5

Exploration of the nature and causes of sex differences in behavior patterns and factors influencing development of women through psychological theory and research.

Prereq: 100 and an additional 7 cr hrs in psych.

545 Cross- Cultural Psychology U G 4

Introduction to cross-cultural theories and research in various specialties in psychology (e.g., social, developmental, and abnormal psychology).

Prereq: 100.

630 Psychology of Public Attitudes U G 3

Attitude organization and change; study of the determinants of attitude.

Prereq: 219 or 220 or 320 or Stat 145 or 245; and 325 or 367.01.

646 Psychology of Asian Americans: Children, Youth, and Families U G 5

This courses explores the role of culture in development and adaptation through examination of psychological theories and research concerning Asian American children, youth, and families.

Prereq: psych 100 or graduate status

684 Psychology of Delinquency U G 5

Characterization, risk and protective factors, and treatment; emphasis on current theories and research. Prereq: 551 or equiv.

SOCIOLOGY

209 Introduction to Criminal Justice U 5

Examination of the development and administration of criminal law and agencies (police, prosecutors, courts); emphasis on criminal proceedings and their justification.

210 Sociological Aspects of Deviance U 5

Study of the definition, identification, treatment, and control of types of legal, moral and status deviance, such as crime, mental illness, alcoholism and other individual pathologies.

GEC soc sci individuals and groups course.

302 Technology and Global Society U 5

Social aspects of technology, social change, and technological development; underdevelopment and the global economy.

306 Sociology of Poverty U 5

A study of low-income peoples, especially concerning the effect of poverty on them, and their consequent social participation.

GEC social diversity course.

309 Introduction to Law and Society U 5 (proposed)

Examination of the nature and social context of law, its origins, its relations to other social institutions, its role in social control, and the relationship between law and social change.

311 Sociology of Gangs U 5

Course approval is pending. A description will be included when the course is approved.

320 Sociology of Education U 5

Current social trends as they affect education; backgrounds of school children, social status of teachers, role of power and bureaucracy.

Prereq: 5 cr hrs in sociol. SS Admis Cond course.

367.02 Cities and Urban Life U 5

The place of the city in social organization; the emergence, nature, and problems of modern urbanism; projects based on census and field data.

Prereq: English 110 or 111 or equiv, 5 cr hrs in sociol, and soph standing or above.

H367.03 Work and Family in the United States U 5

Sociological examination of linkages between occupational and economic arrangements and marital and parental experiences in the United States.

Prereq: H100 or 101, English H110 or 111 or H111, and soph standing or above.

380 American Racial and Ethnic Relations U 5

Historical and contemporary racial and ethnic groups in the United States and their intragroup and intergroup relations.

GEC soc sci individuals and groups course.

382 Sociology of Asian American Life U 5

Introduction to Asian American life with attention to this group's social history, present status, and racial-ethnic relations.

GEC social diversity course.

391 The Community U 5

Development of the modern community; approaches to the study of communities; significance of processes and value systems for community organization and disorganization.

407 Social Change U 5

Recent social changes, especially in Western civilization and the United States; types of societies in historical perspective; requirements of a good society.

Prereq: 5 cr hrs in sociol.

410 Criminology U 5

The nature and causes of crime and delinquency, criminal liability, criminal careers, and organized racketeering.

H410 (honors) may be available to students enrolled in an honors program or by permission of department or instructor.

434 The Child and Society U 5

A study of the ways in which society socializes children; current breakdown in the socializing processes and implications for the school and other educational agencies.

Prereq: 5 cr hrs in sociol.

435 Sociology of Women U 5

Analysis of sex-roles and social structure with emphasis on modern social movements concerned with redefining sex-role relationships.

Prereq: 5 cr hrs in sociol. GEC social diversity course.

450 Illness and Social Behavior U 5

Study of cultural, social, psychological, and sociological factors in disease processes, distribution of disease, definition of illness, organization of health professions and facilities.

Prereq: 5 cr hrs in sociol.

463 Social Stratification: Race, Class, and Gender U 5

The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender.

Prereq: 5 cr hrs in sociol. GEC soc sci human, natural, and economic resources course.

467 Sociology of Religion U 5

The social role of religious institutions and beliefs, with particular reference to the United States; the relation between religion and other aspects of society.

Prereq: 5 cr hrs in sociol. GEC social diversity course.

487 Types of Sociological Inquiry U 5

Introduction to sociological research techniques, methodological approaches, and relevant quantitative procedures.

Prereq: Criminol or fm&hu dv or int stds or sociol major, or sociol or criminol minor and jr standing; or permission of instructor.

507 The Criminal Justice System U 5

The role and operation of the criminal justice system: police, the courts and the legal system.

Prereq: 487 and 488, or grad standing.

510 Women, Crime, and the Criminal Justice System U 5

Analysis of females as participants in and victims of crime, the treatment of women in the criminal justice system, women as workers in criminal justice fields. Prereq: 487 and 488.

511 Sociology of Youth and Crime U G 5

A sociological perspective on youth and crime; special attention to the magnitude of youth crime, theories, juvenile justice systems, and prevention and control efforts.

Prereq: 487 and 488, or grad standing.

597.02 World Population Problems U 5

General introduction to population studies, emphasizing how population growth and structure have caused or aggravated social problems in various countries.

Prereq: 5 cr hrs of social science course work, GEC data analysis requirement.

608 Gender, Race, and Class in Mass Communications U G 5

Sociological aspects of mass communications; emphasis on relationships among media, audience and social structure; examination of media culture and depiction of race, class, and gender.

Prereq: 487 and 488, or grad standing. GEC social diversity course.

609 Neighborhoods and Crime U G 5

Exploration of the social distribution of crime, with attention to the patterns and sources of

neighborhood crime, and the impact of crime on fear of crime and on neighborhood decline.
Prereq: 487 and 488, or grad standing.

611 Penology U G 5

The treatment of adult offenders in detention and incarcerations; short and long term institutions.
Prereq: 487 and 488, or grad standing.

615 Control and Prevention of Crime and Delinquency U G 5

Analysis of the operational effectiveness of special measures and programs pointed toward the control and prevention of crime and delinquency. Prereq: 487 and 488, or grad standing.

618 Sociology of Police and Policing U G 5

Sociological understanding of the origins of routine police conduct and misconduct; representative topics include police-citizen encounters and police abuse of discretion.
Prereq: 487 and 488, or grad standing.

623 Advanced Sociology of Education U G 5

Comparisons of the structures and functions of educational systems, elementary through university; recruitment and allocation of personnel and resources, power, conflict, and boundary maintenance.
Prereq: 487 and 488, or grad standing.

630 Medical Sociology U G 5

Sociological analysis of the distribution of disease, and the nature of health care institutions, health professions and the delivery of health care services.
Prereq: 487 and 488, or grad standing.

673.02 Topics in Criminology-Social Aspects of Capital Punishment

Course approval is pending. A description will be included when the course is approved.

SPEECH AND HEARING SCIENCE

310 Improving Intercultural Speech-Language Skills U 5

Examination of cultural variation in speech-language use found in the United States; exploration of how individuals can improve their intercultural speech-language skills.
GEC social diversity course.

510 Disability Studies in Context U 5

The history, nature, meaning, and consequences of disability from the differing viewpoints of a range of academic disciplines and professions.

605 Multicultural Aspects of Communication and its Disorders U G 5

Examination of normal communicative behavior, including development, and the assessment and management of speech-language-hearing disorders of culturally and linguistically diverse populations.
Prereq: Grad standing or one of the following: 230 or 330 or 430, or Linguist 201, 202, 261, or 265; or equiv.

Appendix 2: Syllabus for the Core Course: Political Science 305

The Ohio State University

Department of Political Science

Political Science 305: Introduction to Public Policy

Autumn 2006 (Time and Location TBA)

Craig Volden
Assistant Professor of Political Science
Office Hours: TBA

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

Course Description: Introduction to Public Policy 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 has three main purposes: (1) to provide students with exposure to a number of lenses through which scholars and practitioners view the policy making process, (2) to examine many of the steps in that process, and (3) to illustrate the public policy process in action through weekly case studies. The course is structured to follow the assembly-line model of policy making, with additional readings included to display the various approaches to the study of public policy.

The course is conducted on a lecture, discussion, and case analysis basis. A typical class session will contain a short lecture that addresses the theoretical aspects and conceptual tools raised in the session's readings. The class session will then involve discussion of the readings for the session, based on student questions and involvement. In every other session, we will examine cases that serve as vehicles for application of the material. These cases involve actual issues of import to public policy makers. The case for each week will be presented in about 20 minutes by a group of students, who will then respond to other students' questions. This will help the students better understand the viewpoints of policy analysts and public officials. Each session will conclude with a professor-guided discussion.

Course materials:

The course materials include two books and a course packet containing additional required readings. Books for the course are:

Deborah Stone. 2001. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. New York: W.W. Norton and Company.

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

Course requirements and grading:

The course requirements are: mastery of the content of the readings, constructive contributions to class discussions, occasional presentations, policy memos, and a final exam.

Two individual memos will be assigned, due at the start of class on Date 1 and Date 2. Memo length is 2-3 pages single-spaced. Memo topics will be distributed two weeks prior to the due date. Extensions of deadlines must be arranged in advance, and will lead to a grade deduction. Each memo will be equivalent to 20% of the student's grade.

Students will be organized into groups to lead discussion of the weekly cases. Student presentations are to be 20 minutes, followed by questions and a class discussion. The group will be required to turn in a 5-page double-spaced policy memo to accompany their presentation. The presentation and memo will each be worth 15% of the students' grade. All students are, of course, expected to have read the material and to be prepared for discussion of the cases for each class.

The final take-home exam will be distributed on the last day of class (Date 3). It is due to Prof. Volden on Date 4. No late exams will be accepted. The final exam will comprise 30% of each student's grade.

Academic Honesty: Dishonest practices on the examination, 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: 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: Studying the Public Policy Process

This session and the next allow 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 in these two sessions provide a broad range of insights and overviews of public policy and the role of the policy analyst.

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

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

Session 3: Studying the Public Policy Process (cont.)

This session continues the discussion begun in the previous class, and applies class concepts to the case of low-income housing assistance.

Readings: Cahn, Matthew A. 1995. Playing the Policy Game. Chapter 37 in T&C, pp. 333-342.

Stone, Deborah. 2001. Preface and Introduction.

Case: Low-Income Housing Assistance. Cochran, Charles L., and Eloise Malone. 1999. *Public Policy: Perspectives and Choices*, Second Edition. Boston: McGraw-Hill, pp. 371-375.

Session 4: Ideas, Information, and Beliefs

Public policy is formulated to address a number of concerns in a society. An initial normative view of how society should function leads policy analysts, entrepreneurs, and politicians to advance ideas and policy proposals. The way these individuals structure their proposals has a crucial impact on the coalitions that will form in support of the ideas and ultimately on the public policy outcome.

Readings: Kuhn, Thomas. 1970. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, select sections.

Lowi, Theodore J. 1964. Distribution, Regulation, Redistribution: The Functions of Government. Chapter 3 in T&C, pp. 15-26.

Edelman, Murray. 1964. Symbols and Political Quiescence. Chapter 4 in T&C, pp. 26-34.

Session 5: Ideas, Information, and Beliefs (cont.)

This session continues the themes from Session 4. The case study illustrates how different approaches to the study of public policy may yield different expectations about policy activism and the public policy process.

Readings: Jenkins-Smith, Hank C., and Paul A. Sabatier. 1993. *Policy Change and Learning: An Advocacy Coalition Approach*. Boulder, CO: Westview, pp. 1-9, 41-56.

Case: California Water Politics. Munro, John F. 1993. California Water Politics: Explaining Policy Change in a Cognitively Polarized Subsystem. In *Policy Change and Learning: An Advocacy Coalition Approach*. Eds. Hank C. Jenkins-Smith and Paul A. Sabatier. Boulder, CO: Westview, pp. 105-127.

Session 6: Public Opinion and Policy Preferences

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 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: Stone, Deborah. 2001. The Market and the Polis, pp. 15-34.

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

Session 7: Public Opinion and Policy Preferences (cont.)

This session builds on the themes from Session 6 and explores them in light of the case study for today.

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

Iyengar, Shanto, and Donald R. Kinder. 1987. *News That Matters: Television and American Opinion*. Chicago: University of Chicago Press, select sections.

Case: To be determined.

Session 8: Collective Action

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. In this class and the next, we focus on what might motivate groups of individuals or policy makers to advance an idea and promote it to fruition. This focus raises questions of

representation and activism. Why are some groups of individuals effective in the public policy arena while others have little say?

Readings: Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, select sections.

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

*****Assignment: First Memo Due in Class.*****

Session 9: Collective Action (cont.)

The case study for this session addresses the difficulties faced by activists advancing the Equal Rights Amendment. In reading the case, reflect on how the prior weeks' readings of issue advancement, issue framing, and public opinion influenced the fate of the ERA.

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

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

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

Case: Equal Rights Amendment: Jane J. Mansbridge. 1986. *Why We Lost the ERA*. Chicago: University of Chicago Press, select sections.

Session 10: Agenda Setting

Once ideas are formulated, public opinions formed, and support groups forged, policy proposals are thrust onto the public agenda. In this session and the next we focus on who decides which issues will be addressed by governments at various levels. Interest groups, elected politicians, bureaucrats, policy analysts, and activists all have an incentive to advance their policy goals. Under what conditions is policy change possible?

Readings: Stone, Deborah. 2001. Part II: Goals.

Kingdon, John. 1995. *Agendas, Alternatives, and Public Policies, Second Edition*. New York: HarperCollins, pp. 1-20, 165-195.

Session 11: Agenda Setting (cont.)

The case study for this session shows that even when powerful politicians and the public support policy change, proposals might be altered substantially while being positioned on the political agenda. In attempting to gain the support of one group of policy activists, others may be lost and the proposal may fall from the public agenda.

Readings: Baumgartner, Frank R., and Bryan D. Jones. 1993. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press, select sections.

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

Case: Health Care. Reading TBA.

Session 12: Politics and Policy I

In the next several sessions, we delve deeper into the political workings involved in structuring public policy. Here, we focus on the power elite and specifically on members of Congress and their motivations. Given reelection concerns, politicians at all levels need to focus on public opinion. As we studied previously, public preferences can be influenced by the positions that politicians and their supporters take. As such, politicians may need to cater to the desires of interest groups, which in turn provide politicians with funding and information.

Readings: Mills, C. Wright. 1956. The Power Elite. Chapter 10 in T&C, pp. 72-85.

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

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

Session 13: Politics and Policy II

Here we continue to understand the connections between politics and policy. The case for this week shows the process by which interested parties solidified behind an idea over time until the weight of interest group pressure and public opinion allowed the policy advancement to be successful.

Readings: Wright, John R. 1996. *Interest Groups and Congress: Lobbying, Contributions, and Influence*. Boston: Allyn and Bacon, pp. 1-8, 37-73.

Case: Family Leave: Wright, pp. 53-65.

Session 14: Politics and Policy III

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, policy making may be very incremental in nature. Policy change may rely on information about how policy proposals will be perceived by voters, and also on information about the final influence that the adopted policy will have on people's lives.

Readings: Stone, Deborah. 2001. Part III: Problems.

*****Assignment: Second Memo Due in Class.*****

Session 15: Politics and Policy IV

Often “good policy” and unbiased information give way to political wrangling. The case study for this week illustrates how an agency was abandoned because it was successful in what it sought to do.

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

Case: Office of Technology Assessment: Bruce A. Bimber. 1996. *The Politics of Expertise in Congress: The Rise and Fall of the Office of Technology Assessment*. New York: SUNY, select sections.

Session 16: Bureaucracy

Once formulated, public policies are often interpreted, modified, and administered by public agencies. Politicians cannot often 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 to the understanding of the public policy process.

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

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

McCubbins, Mathew D. and Thomas Schwartz. 1989. Congressional Oversight Overlooked: Police Patrols Versus Fire Alarms. In *Congress: Structure and Policy*, eds. Mathew D. McCubbins and Terry Sullivan. Cambridge, MA: Cambridge University Press, pp. 426-440.

Session 17: Regulation and Deregulation

Linked to the study of bureaucracy is the analysis of the regulatory role of government. Regulations issued by governments are often administered by bureaucratic agencies. These regulations have complex effects on business, individuals, and organizations. Recent attempts to increase the accountability of government have led to questions about government oversight of regulatory activities, as well as to an examination of conditions under which industries may be deregulated. The case study for this week examines an area in which greater government involvement seems inevitable – that of tobacco regulation.

Readings: Stone, Deborah. 2001. Part IV: Solutions.

Meier, Kenneth J. 1985. Regulation: Politics, Bureaucracy, and Economics. Chapter 29 in T&C, pp. 265-277.

Case: Tobacco: Martha A. Derthick. 2004. *Up In Smoke: From Legislation to Litigation in Tobacco Politics*. Washington, DC: CQ Press, select sections.

Session 18: Budgeting

Almost all public policy decisions have financial consequences. Often those consequences involve government spending, and therefore involve taxation and the possibility of balanced budgets or deficit spending. When politicians make budgetary decisions, they often yield to electoral incentives of greater spending or lower taxation. These incentives could result in deficit spending, in the reliance by states and localities on federal grants, or eventually in tough choices that are bound to upset at least one set of constituents.

Readings: Wildavsky, Aaron. 1992. *The New Politics of the Budgetary Process, Second Edition*. New York: HarperCollins, select sections.

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

Session 19: Tuesday, November 23—Policy Implementation

We have already explored some of the steps of policy implementation, such as the role of bureaucracies, as well as financial and regulatory impacts of policies. In this session we take a closer look at policy implementation. The case for this week shows how institutions influence policy outcomes at each step along the way – from the formation of ideas through the implementation of decisions.

Readings: Bardach, Eugene. 1977. *The Implementation Game*. Chapter 16 in T&C, pp. 137-139.

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

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

Case: *Energy Policy*: Feigenbaum, Harvey, Richard Samuels, and R. Kent Weaver. 1993. *Innovation, Coordination, and Implementation in Energy Policy*. In *Do Institutions Matter? Government Capabilities in the United States and Abroad*. Washington, DC: The Brookings Institution, select sections.

Session 20: Policy Evaluation

At every stage in the public policy process, those advancing or opposing policy change argue over the final effects of the policy proposals. When the policies are first advanced, when the public is forming opinions about the proposals, and when the politicians are deciding which proposals to support and adopt, all those involved focus on the final outcome. However, with complex policy changes, often the true effect of policy change is not realized until the policy is implemented and evaluated. The role of policy analysts is largely to evaluate the policies that are presently in place and to speculate about policy changes that would bring greater benefits.

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

Bovens, Mark, and Paul 'T Hart. 1996. *Understanding Policy Fiascoes*. New Brunswick: Transaction Publishers, select sections.

Stone, Deborah. 2001. Conclusion: Political Reason, pp. 373-382.

*****Final Exam: Distributed in class. Due date TBA.*****

Appendix 3: Syllabus for the Core Course: Economics 532

Economics 532

Dr. Leroy Gill

Public Expenditures and Cost-Benefit Analysis

937-848-4484

Winter 2005

gill.142@osu.edu

Arps Hall Rm 387

SYLLABUS

Office hours: T-Th 10:15-11:15, 4:30-5:00 and by appointment

Office location: Rm 421 Arps Hall, 1945 N. High Street

Office Phone 292-0413

Course Description

This course analyzes problems of resource allocation in the public sector which can be addressed by the use of cost-benefit analysis. Theoretical and practical considerations of benefit measurement are examined. These considerations involve questions of who should benefit (welfare economics) and how to value goods which are not traded in markets. Cost issues studied include the separation of relevant from irrelevant costs along with approaches for handling costs that are not easily quantified. The importance of timing issues for costs and benefits is analyzed with regard to the time value of money (interest rates) and the effect of inflation. The course incorporates a mixture of theoretical and practical exercises using homework and case studies.

Required Course Text

Cost-Benefit Analysis – Concepts and Practice, by Boardman-Greenberg-Vining-Weimer, 2nd Edition, Prentice-Hall, 2001.

Perspectives on Cost-Benefit Analysis by Dr. Leroy Gill (handout)

Recommended Reading

Cost-Benefit Analysis, Legal, Economic, and Philosophical Perspectives (collected essays), by Matthew Adler and Eric Posner, University of Chicago Press, 2001.

Requirements and Procedures

Examination Policy

If a student expects to miss an examination, an excuse must be requested in advance and be accompanied by documentation. Vacation of personal travel is not an acceptable reason for missing an exam. If an exam is missed without prior approval then a signed statement verifying a medical condition or emergency must be provided. If an exam is missed for an unexcused reason then a grade of zero will be assigned.

Examination Schedule

Midterm 1 (Take-Home)

Final: Thursday, March 17th, 11:30 - 1:18

Homework Assignments

There will be weekly homework assignments from the book and other sources.

Case Study Analysis

The class (working in smaller groups and all together) will complete a benefit-cost analysis of an actual government program. The class will be separated into teams. These teams attempt to answer assigned research questions by using the principles learned in the course and in previous course work. The teams then prepare a written report and present their findings to the class. Teams are encouraged to share their research approaches and findings with other teams working on related questions.

Grading

Homework	15%
Case Study	25%
Take Home Midterm	30%
In Class Final	30%

Course Assignments

Jan 4	Introduction Chapters 1 Chapter 1 (Gill)
Jan 6	Chapter 1 (continued) and Chapter 2 (Gill)
Jan 11	Chapter 2 (Gill)
Jan 13	Chapter 2 (Gill) Chapter 6, Discounting Future Benefits and Costs
Jan 18	Chapters 3 and 4 (Gill)
Jan 20	Chapter 2, Conceptual Foundations of Cost-Benefit Analysis Chapter 3, Basic Microeconomic Foundations of Cost-Benefit Analysis
Jan 25	Chapter 4, Valuing Benefits and Costs in Primary Markets, Chapter 5, Valuing Benefits and Costs in Secondary Markets, Chapter 5
Jan 27	Chapter 7, Dealing with Uncertainty Chapter 8, Option Price
Feb 1	Chapter 8, Option Price Chapter 9, Existence Value

- Feb 3 The Social Discount Rate, Chapter 10
- Feb 8 Valuing Impacts from Observed Behavior (Demonstrations), Chapter 11
- Feb 11 Valuing Impacts from Observed Behavior (Demand Curve Estimation), Chapter 12
- Feb 13 Valuing Impacts Using the Revealed Preference Method, Chapter 13
- Feb 15 Valuing Impacts Using the Contingent Valuation Method, Chapter 14
- Feb 17 Shadow Prices from Secondary Sources Chapter 15
- Feb 22 Shadow Prices: Applications to Developing Countries, Chapter 16
- Feb 24 Cost-Effectiveness Analysis and Cost-Utility Analysis, Chapter 17
- March 1 Distributionally Weighted Cost-Benefit Analysis, Chapter 18
- March 3 How Accurate is Cost-Benefit Analysis, Chapter 19
- March 8 Cost-Benefit Analysis – Legal, Economic, and Philosophical Perspectives (hand-out)
- March 10 Case Study Discussion / Review for Final

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Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential adaptations to meet your needs. I rely on the *Office For Disability Services* for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services (292-3307), I encourage you to do so.

This publication/material is available in alternative formats upon request. Please contact Mr. John David Slaughter (410 Arps Hall, phone 292-6702) for further information.

Social and Behavioral Sciences 591

Capstone Course in Public Policy

The objectives of this course are to have students:

- integrate theoretical knowledge, methods, and applications of public policy
- learn practical application of methodological skills to real world policy problems
- gain experience working in groups and learn from one another.

Students will:

- examine the procedures and methods for designing public policy
- evaluate potential data sources
- examine case studies of public policies
- be exposed to analyses of public policies.

Format of the course

This course will rely on both lecture and discussion during the regular class time. All students will be expected to participate fully in the discussion of case studies and the group project.

Three case studies will be examined in this course. These case studies are intended to provide students with real world policy problems and for discussion about their solutions.

The group project will involve a policy problem faced by a major organization active in the public. This term the agency is the Ohio Environmental Protection Agency (Ohio EPA). The group will define the policy problem in the beginning of the class. The group then has ten weeks of access to the client organization to investigate the issues and develop a workable solution to the problem, reporting to the organization at the end of this time. The project work is conducted in teams, which are given collective and individual marks for their project.

Work on the group project will begin at the start of the second week of the course with a presentation to the class by the Ohio EPA. Students will then form small working groups that will produce a comprehensive written report. The working groups also will make an oral presentation of their work to the client organization at the end of the quarter. Students will be expected to contact the client of the project. Some of the allocated class time will be used for the discussion and coordination of the project.

Selected Case Studies

Case Study One is *The Debate on Portland's Urban Growth Boundary and Housing Prices* (12 pages). This case study will help reveal and define general problems in policy making.

Case Study Two will be selected by students depending on their area of specialization in the public policy minor. The student is asked to find a case study close to their interest and specialization and then write a paper on it.

Solving Seattle's Solid Waste Crisis (12 pages) is selected as Case Study Three. The specific policy problem and implications will be discussed.

Case Study One and Three will be distributed in class.

Grading

A three-day take home examination will be distributed in the middle of the quarter (after the second case study).

Each student will write one paper (2-3 pages) for each case study. Each paper will summarize the case study, identify appropriate tools to analyze the policy problem, and suggest ways to solve the problem described in the case study.

For the group project, one grade will be assigned to all students in the small working group. However, individual grades also will be assigned depending on instructor and peer assessment of each student's contribution.

The distribution of your grade is as follows:

- 30% 3 papers for case studies (10% each)
- 20% Mid-term examination
- 10% Class participation
- 40% Final: Group Design project (presentation, written report)

Course prerequisites:

The prerequisites for this course are completion of Political Science 305, Economics 532, and two courses within an approved Specialization area in the Public Policy minor. All four courses must be passed with a grade of at least C-.

Course readings will be from some parts of the following books and the following articles:

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Amazon or electronic copy).

Robert H. Carver, Where does Policy Analysis belong in the Undergraduate Public Administration Major? *Political Science and Politics*, Vol. 29, No. # (Sept 1996), pp. 521-525.

James W. Endersby and David J. Webber, Iron Triangle Simulation: A Role-Playing Game for Undergraduates in Congress, Interest Groups, and Public Policy Classes. *Political Science and Politics*, Vol. 28, No. 3 (Sept., 1995), 520-523.

Kevin F. McCarthy, Elizabeth Heneghan Ondaatje, Laura Zakaras and Arthur Brooks, *Gifts of the Muse: Reframing the Debate about the Benefits of the Arts*, RAND. (Free download available).

U.S. Environmental Protection Agency. *Guidelines for Preparing Economic Analyses*. Washington D.C.: U.S. Environmental Protection Agency 2000

Topics and Schedule

Week	Date	Topic
	9/26	Introduction Reading: 1. Bardach Part 1- <i>The Eightfold Path</i> 2. Carver
Week 1	10/1	Theory and Practice for Policy analysis Reading: 1. Bardach Part 2- <i>Assembling Evidence</i>
	10/3	Project presentation by the public agency Reading (review materials): 1. <i>Guidelines for Preparing Economic Analyses</i> Chapter 7: Analyzing Benefits 2. <i>Guidelines for Preparing Economic Analyses</i> Chapter 8: Analyzing Social Costs
Week 2	10/8	Formation of Small Work Groups, Initial Planning of the group project Reading: 1. Bardach Part 3- " <i>Smart (Best) Practices</i> " Research: <i>Understanding and Making Use of What Look Like Good Ideas from Somewhere Else</i>
	10/10	Literature Review Reading: 1. Endersby and David J. Webber
Week 3	10/15	Report on Definition of Policy Problem Due Reading: 1. <i>The Debate on Portland's Urban Growth Boundary and Housing</i>

		<p><i>Prices</i></p> <p>2. Bardach: Appendix A - <i>Specimen of a Real-World Policy Analysis</i></p>
	10/17	<p>Case Study I</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 10, Using Economic Analyses in Decision Making</i></p>
Week 4	10/22	<p>Survey of Available Data and Methodologies</p> <p>Reading:</p> <p>1. Bardach: Appendix B - <i>Things Governments Do</i></p>
	10/24	<p>Report on Research Strategies and Methodologies</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 6, Analysis of Social Discounting</i></p>
Week 5	10/29	<p>Case Study II</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 9: Distributional Analyses: Economic Impact Analyses and Equity Assessments</i></p>
	10/31	<p>Discussion on Policy Analysis and Problem Solving I</p>
Week 6	11/5	<p>Discussion on Policy Analysis and Problem Solving II (Mid-term Exam Due)</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 10, Using Economic Analyses in Decision Making</i></p>
	11/7	<p>Preliminary Report on Policy Analysis and Problem Solving Due</p> <p>Reading:</p> <p>1. <i>Solving Seattle's Solid Waste Crisis</i></p>
Week 7	11/12	<p>Case Study III</p> <p>Reading:</p> <p>1. Bardach-Appendix C: <i>Semantic Tips: A Summary</i></p>
	11/14	<p>Final report on Policy Analysis Due</p> <p>Reading:</p> <p>1. McCarthy, Ondaatje, Zakaras, Brooks</p>
Week 8	11/19	<p>Small Group Discussion of the Group Project</p>
	11/21	<p>Put the Project together</p>
Week 9	11/26	<p>Report on the Preliminary Draft of the Whole Project Due</p>
	11/28	<p>Final Report of the Whole Project Due</p>
Week 10	12/3	<p>Oral Presentation by Work Groups</p>
	12/5	<p>Oral Presentation by Work Groups</p>

Academic Honesty: Dishonest practices on the examination, 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 the instructor 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.

Appendix 5: Letter of Commitment from the Dean of the College of Social and Behavioral Sciences

Appendix 6: Letters of Concurrence from Departments and Schools

Agricultural, Environmental, and Development Economics

Anthropology

Communication

Economics

Geography

Natural Resources

Political Science

Psychology

Public Policy and Management

Sociology