

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4123
Course Title Political Crisis and Reform
Transcript Abbreviation Pol Crisis & Refor
Course Description A survey of previous episodes of major reform in American politics, focusing on strategies used by reformers, evaluating the policy and political impact of their reforms, and applying lessons from these cases to contemporary political problems.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Historical Study; Organizations and Politics

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Upon successful completion of the course, students will have learned about political strategies pursued by successful government reformers from various eras.
- Upon successful completion of the course, students will have learned the historical evolution of American government institutions and political processes.
- Upon successful completion of the course, students will have learned the the types of negative, unintended consequences poorly thought-out reforms frequently produce.
- Upon successful completion of the course, students will have learned how to build coalitions and navigate political institutions to achieve their preferred policy goals.
- Students will develop and strengthen their skills in thinking and writing critically, imaginatively, and reflectively about the material covered in the course
- Students will develop and strengthen their skills in respectful and constructive participation, not limited to verbal contributions.
- Students will develop and strengthen their skills in effective, analytical, and persuasive writing skills through the completion of two analytical essays.
- Students will develop and strengthen their skills in regular group work that facilities high levels and varied types of class involvement.
- Students will develop and strengthen their skills in cultivating strong leadership skills through the study of both effective and ineffective reform crusaders.

Content Topic List

- Politics and Policy Change (see syllabus for sub-topics)
- Successes and Failures of Political Reform (see syllabus for sub-topics)
- Modern Crises and Reform Movements (see syllabus for sub-topics)

Attachments

- PS 4123 info.pdf: Justification
(Other Supporting Documentation. Owner: Smith, Charles William)
- Political Crisis and Reform GE Rationale and Assessment Plan updated.pdf: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Charles William)
- Fwd_ concurrence request.pdf: History concurrence
(Concurrence. Owner: Smith, Charles William)
- PoliticalCrisis_Syllabus Revised.pdf: syllabus
(Syllabus. Owner: Smith, Charles William)
- updated 4123 syllabus.pdf: updated syllabus
(Syllabus. Owner: Smith, Charles William)
- Updated GE Rationale and Assessment Plan 4123.pdf: updated GE rationale and assessment plan
(GEC Course Assessment Plan. Owner: Smith, Charles William)

Comments

- See feedback sent to C Smith (12-9-13). Please change GE assessment plan as indicated in e-mail. *(by Vankeerbergen,Bernadette Chantal on 12/09/2013 09:13 PM)*
- I assume you chose not to make the changes wrt the SBS Panel's recommendations? *(by Haddad,Deborah Moore on 12/09/2013 05:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Charles William	11/20/2013 09:12 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	11/20/2013 10:39 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2013 11:53 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/20/2013 01:08 PM	ASCCAO Approval
Submitted	Smith,Charles William	11/25/2013 01:48 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	11/25/2013 04:43 PM	Unit Approval
Approved	Haddad,Deborah Moore	11/25/2013 04:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/09/2013 02:41 PM	ASCCAO Approval
Submitted	Haddad,Deborah Moore	12/09/2013 05:20 PM	Submitted for Approval
Approved	Herrmann,Richard Karl	12/09/2013 06:23 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/09/2013 07:10 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/09/2013 09:13 PM	ASCCAO Approval
Submitted	Smith,Charles William	04/04/2014 08:32 AM	Submitted for Approval
Approved	Herrmann,Richard Karl	04/24/2014 11:24 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/25/2014 10:18 AM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	04/25/2014 10:18 AM	ASCCAO Approval

POLITICAL SCIENCE 4123:

POLITICAL CRISIS AND REFORM

Tuesday and Thursday, 11:10 a.m. to 12:30 p.m.

Stillman Hall 0235

Fall 2014

Professor Vladimir Kogan

Office: Derby Hall 2004

Office Hours: Wednesdays, 9 to 11 a.m., and by appointment

E-mail: kogan.18@osu.edu

Course Description:

Many commentators argue that American politics is broken, citing a number of serious pathologies endemic to the country's institutions and political system. Both casual observers and scholars point to problems ranging from paralyzing gridlock and polarization to the nefarious influence of money in politics and routinely propose reforms to cure these ills. What strategies should reformers and idealists pursue to build the political coalitions necessary for their success? How should regular citizens evaluate the costs and benefits of proposed reforms, anticipating their desired and unintended consequences? In this class, we will examine historical episodes of monumental reform in American politics to give students the analytical tools necessary to answer both of these questions and expand on their understanding of American political institutions, voter behavior, and policy processes.

Course Goals:

Upon successful completion of the course, students will have learned about:

- (1) Political strategies pursued by successful government reformers from various eras.
- (2) The historical evolution of American government institutions and political processes.
- (3) The types of negative, unintended consequences frequently produced by poorly thought-out reforms.
- (4) How to build coalitions and navigate political institutions to achieve their preferred policy goals.

General Educational Goals and Learning Outcomes:

By examining the historical evolution of American political and legal institutions, this course achieves the following College of Arts and Sciences general educational goals and learning outcomes:

Goal:

1. Historical Study: Students recognize how past events are studied and how they influence today's society and the human condition.
 - a. *In this course, students will draw on both political and historical research to study episodes of monumental reform in American political history and examine how these reforms continue to influence our political system to this day.*

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
 - a. *Students will analyze a range of readings examining the evolution of American government and politics in the 19th and 20th Century.*
2. Students describe and analyze the origins and nature of contemporary issues.
 - a. *Students will analyze and identify the events and campaigns that led to the political institutions and public policies we see today.*
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
 - a. *Students will be encouraged to draw on historical readings in class discussions and will be required to draw on these readings in a written policy strategy paper.*

Goal:

1. Social Science (Organizations and Politics): Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.
 - a. *In this course, students will examine American political institutions and policy processes, focusing on the strategies, arguments, and tactics used by various actors to successfully achieve their desired political and policy goals.*

Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
 - a. *Students will be expected to apply theories and findings from published political science research to develop a political strategy to tackle modern political problems.*
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
 - a. *Students will analyze and discuss the origins of modern political institutions and the conditions and movements that produced lasting changes in these institutions.*
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.
 - a. *Students will identify, analyze, and discuss the role of policy entrepreneurs, civic leaders, and interest groups in advocating and successfully effecting policy and political change.*

Required Materials:

1. *All required readings are posted on Carmen*
2. *Students are required to bring a clicker (Turning Technologies) to class daily*
Clickers can be rented or purchased at the OSU bookstore. You can purchase the cheapest model available. Note: The software-only “Response Ware” *will not* work in this class. Instructions for linking a clicker to your student account are posted on Carmen.

Assignments:

1. **Class Participation (15% of Overall Grade)**
Students can earn participation points by using their clickers to respond to questions incorporated into the course lecture and by taking part in class discussions.
2. **Daily Reading Quiz (20% of Overall Grade)**
Students are required to complete the assigned readings prior to the start of class. In the beginning of each class period, students will use the clickers to complete a short quiz testing basic comprehension and recall of major facts from the readings assigned for that day (i.e., there will be no trick questions). *Quizzes missed due to absences cannot be made up, but the lowest four quiz scores will be dropped prior to the calculation of the final grades.*
3. **Midterm (20% of Overall Grade)**
The midterm will consist of two parts. Two take-home essay questions will be handed out in class and will be due a week later. Students will also complete an in-class multiple choice exam using their clickers. Students will have previously seen at least of half of the multiple choice questions during regular lecture (see Participation and Attendance and Daily Reading Quiz sections above).
4. **Political Strategy Memo (25% of Overall Grade)**
For this assignment, students will choose a current political problem, identify a reform that will help alleviate it, and lay out a strategy that reformers who share your goals should pursue to see the reform get enacted. The final product will consist of an 10- to 12-page strategy paper that focuses both on the effectiveness of the reform in improving the American political system, drawing on social science research as evidence, and on way in which the reform could be successfully put into practice. Students will prepare an 8- to 10-minute overview of their memo and will present it in class during Weeks 14 and 15 of the course. The presentation will be worth 5% of the total course grade and is an opportunity to receive feedback on the project. The final, written draft of the memo will be worth the remaining 20% and will be due on the day of the regularly scheduled final exam.
5. **Final Exam (20% of Overall Grade)**
The final exam will have the same format as the midterm.

******A copy of all written assignments and exam essay questions must be uploaded to the appropriate dropbox on Carmen. Assignments will be considered late and assessed a late penalty unless they are uploaded by the beginning of the class when they are due.***

Academic Integrity:

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

Students are required to upload their papers and written exams to Carmen, which utilizes Turnitin.com for plagiarism detection. This online service analyzes student submissions for plagiarism from published or online sources and from other students (including students who have taken the course in earlier years). To avoid plagiarism charges, students must cite all sources from which they get their information and use quotation marks when quoting directly from these sources. **Students are responsible for knowing how to correctly cite their sources; ignorance about proper citation standards will not be accepted as an excuse for plagiarism.**

Late and Make-Up Policy:

All assignments and write-ups are due at the beginning of class. Assignments submitted more than 15 minutes after the class has begun will be assessed a 5 percent late penalty, and assignments submitted after the class has ended will be assessed a 10 percent penalty. There will be an additional 10 percent penalty for each subsequent day that the assignment is late. *No assignments will be accepted more than one week late.*

Make-up exams and extensions will be approved only in the event of a medical or family emergency or a University-sanctioned event. Extensions must be arranged ahead of time. You must have documentation of your emergency (for example, a doctor’s note) to be able to take a make-up exam or get an extension. After you provide this documentation, a decision will be made regarding whether and when you may take a make-up exam/get an extension. Similarly, any request for an incomplete must be accompanied by written medical documentation.

Grade Appeals:

You have one week from when the exams and assignments are returned to appeal the grade. You must submit a typed, double-spaced statement explaining why you are requesting a grade appeal and justify it with evidence from your paper, exam, readings, lectures, and answer keys. If you choose to appeal your grade, I reserve the right to decrease the existing grade if I determine that the original grade was erroneously high.

Accommodations for Disabled Students:

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/>.

Grading Policy (Rule 3335-7-21):

A, A-

The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be in this range of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B-

The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be in this range of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C-

The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be in this range of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D

The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be in this range of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E

The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

Course Overview and Schedule:

PART I: POLITICS AND POLICY CHANGE

Week 1

Class 1: **Introduction and Course Overview**

Class 2: **Models of Policy Change I**

Reading:

- Mintrom, Michael, 1997, "Policy Entrepreneurs and the Diffusion of Innovation," *American Journal of Political Science* 41(3): pp. 738-770.

Week 2

Class 3: **Models of Policy Change II**

Reading:

- Kingdon, John W., *Agendas, Alternatives, and Public Policies, Second Edition* (New York: HarperCollins, 1995): Selected excerpts.

Class 4: **Politics and Political Reform**

Reading:

- Huntington, Samuel P., 1988, "One Soul at a Time: Political Science and Political Reform," *American Political Science Review* 82(1): pp. 3-10.

PART II: SUCCESSES AND FAILURES OF POLITICAL REFORM

Week 3

Class 5: **Franchise Expansion in the 1800s**

Reading:

- Keyssar, Alexander, *The Right to Vote: The Contested History of Democracy in the United States, Second Edition* (New York: Basic Books, 2009): Chapters 1 and 2.

Class 6: **Politics of Franchise Expansion**

Reading:

- Engerman, Stanley L., and Kenneth L. Sokoloff, 2005, "The Evolution of Suffrage Institutions in the New World," *Journal of Economic History* 65(4): pp. 891-921.

Week 4

Class 7: **Progressive Political Reforms**

Reading:

- Banfield, Edward C., and James Q. Wilson, *City Politics* (Cambridge: Harvard University Press, 1963): Excerpts.

Class 8: **Politics of Franchise Contraction**

Reading:

- Hays, Samuel P., 1964, "The Politics of Reform in Municipal Government in the Progressive Era," *Pacific Northwest Quarterly*, 55(4): pp. 157-169.
- McCormick, Richard Patrick, *The History of Voting in New Jersey: A Study of the Development of Election Machinery, 1664-1911* (New Brunswick: New Jersey University Press, 1953): Excerpts.

Week 5

Class 9: **Female Suffrage**

Reading:

- McConnaughy, Corrine M., *The Woman Suffrage Movement in America: A Reassessment* (New York: Cambridge University Press, 2013): Chapters 3 and 4.

Class 10: **Women Voters and Policy in the States**

Reading:

- Lott, John R. Jr., and Lawrence W. Kenny, 1999, "Did Women's Suffrage Change the Size and Scope of Government?" *Journal of Political Economy* 107(6): 1163-1198.

Week 6

Class 11: **Prohibition Politics**

Reading:

- Kerr, Kathel Austin, *Organized for Prohibition: A New History of the Anti-Saloon League* (New Haven: Yale University Press, 1985): Excerpts.
- Szymanski, Ann-Marie E., *Pathways to Prohibition: Radicals, Moderates, and Social Movement Outcomes* (Durham: Duke University Press, 2003): Chapter 1.

Class 12: **The Corrupting Effects of Prohibition**

Reading:

- Thornton, Mark, *The Economics of Prohibition* (Salt Lake City: University of Utah Press, 1991): Chapter 5.

Week 7

Class 13: **Midterm Review**

Class 14: **Midterm Exam**

Week 8

Class 15: **Creation of the Welfare State**

Reading:

- Lieberman, Robert C., *Shifting the Color Line: Race and the American Welfare State* (Cambridge: Harvard University Press, 1998): Chapters 1 and 2.

Class 16: **Rich People's Movements**

Reading:

- Martin, Isaac William Martin, *Rich People's Movements: Grassroots Campaigns to Untax the One Percent* (New York: Oxford University Press, 2013): Introduction and Chapter 3.

Week 9

Class 17: **Johnson and the Civil Rights Act**

Reading:

- Caro, Robert A., *Master of the Senate: The years of Lyndon Johnson* (New York: Random House, 2002): Chapter 36.

Class 18: **The Tax Revolt**

Reading:

- Martin, Isaac William, *The Permanent Tax Revolt: How the Property Tax Transformed American Politics* (Stanford: Stanford University Press, 2008): Chapters 2 and 3.

PART III: MODERN CRISES AND REFORM MOVEMENTS

Week 10

Class 19: **Municipal Living Wage**

Reading:

- Martin, Isaac, 2001, "Dawn of the Living Wage: The Diffusion of a Redistributive Municipal Policy," *Urban Affairs Review* 36(4): pp. 470-496.

Class 20: **Same-Sex Marriage Bans**

Reading:

- Haider-Markel, Donald P., 2001, "Policy Diffusion as a Geographical Expansion of the Scope of Political Conflict: Same-Sex Marriage Bans in the 1990s," *State Politics and Policy Quarterly* 1(1): pp. 5-26.

Week 11

Class 21: **Healthcare Reform I**

Reading:

- Skocpol, Theda, *Boomerang: Health Care Reform and the Turn Against Government* (New York: W. W. Norton & Company, 1997): Introduction, Chapters 1 and 6.

Class 22: **Healthcare Reform II**

Reading:

- Jacobs, Lawrence R., and Theda Skocpol, *Health Care Reform and American Politics: What Everyone Needs to Know* (New York: Oxford University Press, 2012): Introduction, Chapter 1.

Week 12

Class 23: **Drug Decriminalization**

Reading:

- Meier, Kenneth J., *The Politics of Sin: Drugs, Alcohol, and Public Policy* (New York: M.E. Sharpe, 1994): Chapters 1 and 2.

Class 24: Deficits and Balanced-Budget Amendments

Reading:

- Wallis, John Joseph, 2005, “Constitutions, Corporations, and Corruption: American States and Constitutional Change, 1842 to 1852,” *Journal of Economic History* (Volume 65, Number 1): pp. 211-256.
- Oliff, Phil, Chris Mai, and Vincent Palacios. 2012. “States Continue to Feel Recession’s Impact.” Center on Budget and Policy Priorities.

Week 13

Class 25: Partisan Polarization — Redistricting Reform

Reading:

- McCarty, Nolan, Keith T. Poole, and Howard Rosenthal, 2009, “Does Gerrymandering Cause Polarization?” *American Journal of Political Science* 53(3): pp. 666-680.

Class 26: Partisan Polarization — Primary Reform

Reading:

- Kousser, Thad, Justin Phillips, and Boris Shor, 2013, “Reform and Representation: Assessing California’s Top-Two Primary and Redistricting Commission,” unpublished manuscript.

Week 14

Class 27: Student Presentations

Class 28: Student Presentations

Week 15

Class 29: Student Presentations

Class 30: Student Presentations

****FINAL EXAM AND POLICY MEMO DUE****

GE Rationale and Assessment Plan
Political Science 4123: Political Crisis and Reform

Rationale:

This course provides students a historical overview of American political development, focusing particularly on episodes of monumental reform that resulted in substantial and lasting changes to the country's political institutions and policy processes. Drawing a rich variety of historical, political, and economic scholarship, students will learn about the origins of many policies that are now widely accepted and taken for granted, including: (1) extension of voting rights to those who do not own real property; (2) female suffrage; (3) voter registration laws and other election rules designed to protect the integrity of the political process; (4) limits on political participation of noncitizens; (5) civil rights protections for minorities; (6) creation of government-funded social welfare programs. For these and other topics covered in the course, students will be encouraged to realize that many of the features we now associate with our political system were not inevitable but instead reflected sustained, costly, and strategic political action on the part of their proponents, often over the opposition of equally well-organized political adversaries. Nor, as students will learn through a variety of case-studies and statistical analyses, were these changes unalloyed blessings, each presenting a unique mix of social costs and benefits.

An overview of American political and policy development necessarily requires an interdisciplinary approach that draws on a variety of sources and approaches. The unifying theme across these sources, however, will be a focus on the political leaders, policy entrepreneurs, interest groups, grassroots activists, and elites who served as vital catalysts for political reform. By examining the roles played by of these actors, students will be encouraged to identify the conditions associated with successful political action and recognize the important role played by self-interest, strategic political calculations, and coalition-building necessities in bringing about each type of institutional, political, and policy change.

This course is particularly timely given growing concern among political observers, media commentators, and regular citizens about America's current political processes. From questions about the influence of moneyed interests in the political process to concerns about partisan polarization and political deadlock, there is growing realization that America's political institutions can and should be reformed to allow them to function better in translating voters' preferences into policy outcomes. Although historical in its approach and many of its substantive topics, this course will focus squarely on these contemporary debates. Students will learn about how political reforms can be made, the strategies necessary to translate their ideas into actual policy, and also about the caution and critical analysis needed to anticipate and carefully weigh both the intended benefits and unintended pitfalls of political reforms.

By encouraging students to read about, analyze, and discuss the historical evolution of American political institutions and identify key moments of democratic reform, the course will lead students to "recognize how past events are studied and how they influence today's society and human condition," satisfying the historical study general education requirement. By emphasizing political leaders and policy entrepreneurs, and the role of human agency in bringing about past reforms, the course will also expose students to the "the structure of societies,

cultures, and institutions,” thus also satisfying the social science GE requirement for organizations and politics.

Goal:

1. *Historical Study.* Students recognize how past events are studied and how they influence today’s society and the human condition.
 - a. *In this course, students will draw on both political and historical research to study episodes of monumental reform in American political history and examine how these reforms continue to influence our political system to this day.*

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
 - a. *Students will analyze a range of readings examining the evolution of American government and politics in the 19th and 20th Century.*
2. Students describe and analyze the origins and nature of contemporary issues.
 - a. *Students will analyze and identify the events and campaigns that led to the political institutions and public policies we see today.*
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
 - a. *Students will be encouraged to draw on historical readings in class discussions and will be required to draw on these readings in a written policy strategy paper.*

Goal:

1. *Social Science:* Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.
 - a. *In this course, students will examine American political institutions and policy processes, focusing on the strategies, arguments, and tactics used by various actors to successfully achieve their desired political and policy goals.*

Expected Learning Outcomes:

1. *Organizations and Politics.* Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
 - a. *Students will be expected to apply theories and findings from published political science research to develop a political strategy to tackle modern political problems.*
2. *Organizations and Politics.* Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
 - a. *Students will analyze and discuss the origins of modern political institutions and the conditions and movements that produced lasting changes in these institutions.*

3. *Organizations and Politics.* Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.
 - a. *Students will identify, analyze, and discuss the role of policy entrepreneurs, civic leaders, and interest groups in advocating and successfully effecting policy and political change.*

Assessment plan for the course:

Assessment of how effective this course is at achieving each of these expected learning outcomes and objects will be embedded in the grading criteria for each of the required assignments. These will include daily reading quizzes, required student participation in class discussions, midterm and final exams with both take-home essay and in-class multiple-choice components, and a final written paper that applies course readings and case studies to address a modern political problem or propose a major political reform. Each of these assignments will be evaluated based on the goals and objectives of the course as well as the general education expected learning outcomes. Student performance in satisfying each GE learning outcome will be assessed using the following grading criteria:

1. (Historical Study) *Students construct an integrated perspective on history and the factors that shape human activity.*
 - a. *Grading Criteria:* Written and oral assignments explain the historical chronology of political reforms, correctly identify prominent individuals and groups active in these efforts, and describe the necessary and sufficient contextual conditions at the time of the change.
 - i. *Example Exam/Discussion Question:* Evaluate the role that war and military necessity played in bringing about the universal male white suffrage in the first half of the 19th century.
 - ii. *Example Exam/Discussion Question:* Identify three key actors active in the women's suffrage movement in the states and describe their contributions to these efforts.
2. (Historical Study) *Students describe and analyze the origins and nature of contemporary issues.*
 - a. *Grading Criteria:* Written and oral assignments correctly describe the historical evolution of policies and institutional rules, identifying the time periods during which they changed, and the substantive political and historical implications of these changes for politics in the modern era.
 - i. *Example Exam/Discussion Question:* How did the "property tax revolt" affect the finances of local governments and the impact of the recent Great Recession on municipal service levels?

3. (Historical Study) *Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.*
 - a. *Grading Criteria:* Student exams and, to a smaller extent, research paper apply historical sources and engage in counter-factual thinking, making clear arguments about how different historical conditions would have led to different outcomes than actually observed.
 - i. *Sample Exam/Discussion Questions:* Compare and contrast the successful push for universal white male suffrage in the 19th century with the expansion of the vote to women in the 20th century. Be sure to discuss similarities and differences in: (1) the actors active in reform efforts; (2) the strategies pursued by reformers; (3) and the political coalitions they built to help their efforts succeed.
4. (Organization and Politics) *Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.*
 - a. *Grading Criteria:* Students can correctly define key theoretical models of public policy change (e.g., policy entrepreneurs, policy diffusion, collective action problems, policy windows, etc.), theoretically meaningful actors engaged in the policy process (e.g., elected officials, courts, interest groups, individual voters, etc.) and apply existing theories to explain specific political events.
 - i. *Sample Exam/Discussion Question:* Describe Mancur Olson's argument about the problem of freeriding and other similar dilemmas that stand in the way of successful collective action. Under what conditions can such collective action problems be overcome?
5. (Organizations and Politics) *Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.*
 - a. *Grading Criteria:* Written and oral assignments demonstrate knowledge of how current political, economic, and social institutions originated and can describe how these institutions have evolved over time.
 - i. *Sample Exam/Discussion Question:* Provide a succinct account of how voting rights have evolved over the course of the 19th and 20th centuries and explain why these changes occurred.
6. (Organizations and Politics) *Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.*
 - a. *Grading Criteria:* Written and oral assignments correctly identify the normative considerations and values that motivated both political reform organizations and

their organized opponents and can explain how these values were built into both successful and failed institutional reforms.

- i. *Sample Exam/Discussion Question:* Describe the role played by business interests in bringing about property-tax reform in the states, paying attention to: (1) the motivations driving their participation; (2) how economic, social, and political conditions in individual states affected the strategies they pursued.

Written and multiple choice exam questions and in-class discussion assignments will be distributed equally across these categories/question types. For multiple choice questions, students who correctly answer 75% of the questions of each type correctly will be deemed as successfully satisfying the relevant learning objectives. On open-ended essay questions and policy memo, an average grade of 80% will reflect success.

The department office will maintain the instructor's assessment and other comments in the course file for future review.

In addition, students will provide feedback on the extent to which the course has helped them meet these objectives in two additional ways. First, the instructor will arrange to have the University Center for the Advancement of Teaching come at the end of the first semester that it is taught to solicit student feedback about the course. At the end of the semester, students will also be asked to fill out narrative evaluations (as well as online SEI's). These narrative evaluation forms will combine the standard questions currently used by the Political Science Department in all undergraduate courses with additional detailed questions regarding the effectiveness of the course, including the teaching materials, in satisfying *each* of the above goals and learning objectives. The course will be deemed successful if more than three-quarters of the students feel that the above expected learning outcomes have been met in their case. Based on the comments of the students, but also including the instructor's assessment of the course (which includes an evaluation of the materials and pedagogy employed to reach the objectives of the course), appropriate changes will be made to the syllabus.

POLITICAL SCIENCE 4123: POLITICAL CRISIS AND REFORM

(1) Catalog course description

A survey of previous episodes of major reform in American politics, focusing on strategies used by reformers, evaluating the policy and political impact of their reforms, and applying lessons from these cases to contemporary political problems.

(2) Rationale

Both scholars and casual political observers frequently point to a number of serious pathologies in American government and politics — from paralyzing gridlock and polarization to the nefarious influence of money in politics — and routinely propose reforms to cure these ills. What strategies should reformers and idealists pursue to build the political coalitions necessary for their success? How should regular citizens evaluate the costs and benefits of proposed reforms, anticipating their intended and unintended consequences? Examining other episodes of major political reforms in American history will help students acquire the analytical tools necessary to answer both of these questions and will build and expand on their understanding of American political institutions, voter behavior, and policy processes acquired in other courses.

(3) Learning objectives/outcomes

Upon successful completion of the course, students will have learned about:

- (a) political strategies pursued by successful government reformers from various eras;
- (b) historical evolution of American government institutions and political processes;
- (c) the types of negative, unintended consequences poorly thought-out reforms frequently produce;
- (d) how to build coalitions and navigate political institutions to achieve their preferred policy goals.

Students will also engage the teaching process as active learners, peer educators, and public scholars. Among the skills they will develop and strengthen are:

- (a) thinking and writing critically, imaginatively, and reflectively about the material covered in the course;
- (b) respectful and constructive participation, not limited to verbal contributions;
- (c) effective, analytical, and persuasive writing skills through the completion of two analytical essays;
- (d) regular group work that facilitates high levels and varied types of class involvement;
- (e) cultivation of strong leadership skills through the study of both effective and ineffective reform crusaders.

(4) Content topic list

- (a) See syllabus

From: [MacGilvray, Eric](#)
To: [Smith, Charles](#); [Kogan, Vladimir](#)
Subject: Fwd: concurrence request
Date: Tuesday, November 19, 2013 7:29:23 PM

OK, concurrence at last for Political Crisis & Reform!

Begin forwarded message:

> From: "Baker, Paula" <baker.973@osu.edu>
> Subject: RE: concurrence request
> Date: November 19, 2013 at 7:22:58 PM EST
> To: "MacGilvray, Eric" <macgilvray.2@polisci.osu.edu>

>

> Hi Eric,

> Yes, the committee considered the matter and, while certainly we'd like to see a bit more of historical change built in, we're glad to offer concurrence.

>

> Sorry for the delay,

>

> Paula

> From: MacGilvray, Eric

> Sent: Tuesday, November 19, 2013 5:13 PM

> To: Baker, Paula

> Subject: Re: concurrence request

>

> Dear Paula,

>

> Just wanted to follow up and see if you've had a chance to consider concurrence in our proposed course on Political Crisis and Reform, which is being proposed as a GE-Historical Study course. The syllabus is attached. I'd like to get this resolved before the end of the semester if possible.

>

> Thanks!

>

> Eric

>

>

> On Oct 31, 2013, at 9:40 AM, Eric MacGilvray <macgilvray.2@polisci.osu.edu> wrote:

>

>> Dear Paula,

>>

>> I have one more course for you to consider; a new course on Political Crisis and Reform being proposed by Vlad Kogan, another new(ish) hire in our department. As you'll see the course explores what the political science literature can tell us about how major political reforms come about; i.e. what institutional, behavioral and circumstantial conditions need to be met. The course centers around a number of historical case studies; e.g. the expansion (and contraction) of the franchise, prohibition and its repeal, the development (and retrenchment) of the welfare state, etc. For that reason we're putting it up for a GE-Historical Study designation as well as GE-Social Science. And I'm told that this requires your concurrence! A syllabus is attached.

>>

>> Many thanks,

>>

>> Eric

>>

>>

>> ERIC MacGILVRAY

>> Associate Professor
>> Director of Undergraduate Studies
>> Department of Political Science
>> Ohio State University
>> 2140 Derby Hall
>> 154 North Oval Mall
>> Columbus, OH 43210
>>
>> tel (614) 292-3710
>> fax (614) 292-1146
>> email macgilvray.2@osu.edu