

Term Information

Effective Term Spring 2015

General Information

Course Bulletin Listing/Subject Area Public Affairs, John Glenn Sch
Fiscal Unit/Academic Org John Glenn Schl of Pblc Affrs - D4240
College/Academic Group John Glenn School of Pub Aff
Level/Career Undergraduate
Course Number/Catalog 3500
Course Title Public Management
Transcript Abbreviation Pub Mgmt
Course Description Students will be introduced to public management concepts and gain the competencies required to function in a managerial (or pre-managerial) capacity in a public sector organization. Students will also develop perspectives on and approaches to address the unique challenges presented at the managerial level in public sector organizations.
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 Seminar
Grade Roster Component Seminar
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 44.0401
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

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 completion of this course students will:
- Be able to identify the elements of public management from a theoretical and practical perspective.
- Gain a greater understanding of what makes an effective public manager and how to apply tools and techniques presented in class to achieve organizational effectiveness to work in public service.
- Be able to apply their knowledge of public management by analyzing management dilemmas and proposing responses.

Content Topic List

- Bureaucracy and the changing nature of public organizations.
- Organizational structure: Tools and techniques.
- Innovation in the public sector: Tools and techniques
- Effective contracting: Contract design and management.
- Budgetary process: Resource allocation, budget requests, financial controls
- Communication with external stakeholders: Effective strategies for communication planning and delivery – focus on media, public
- Performance: Measuring and communicating public sector performance

Attachments

- Poli Sci concurrence for 3500 and 4510.pdf

(Concurrence. Owner: Adams,Christopher John)

- Econ Concurrence for 3500 and 4510.pdf

(Concurrence. Owner: Adams,Christopher John)

- PUBAFRS 3500 11-8-14.docx: Syllabus

(Syllabus. Owner: Adams,Christopher John)

Comments

- See 11/3/14 feedback to K. Hallihan. *(by Vankeerbergen,Bernadette Chantal on 11/03/2014 01:24 PM)*
- This course will be a required class in a proposed new public affairs specialization track, and can be used as an elective in the existing tracks. *(by Adams,Christopher John on 01/13/2014 01:15 PM)*

COURSE REQUEST
3500 - Status: PENDING

Last Updated: Greenbaum,Robert Theodore
12/13/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	01/13/2014 01:16 PM	Submitted for Approval
Approved	Hallihan,Kathleen Mary	01/13/2014 03:22 PM	Unit Approval
Removed	Vankeerbergen,Bernadette Chantal	01/14/2014 12:59 PM	Ad-Hoc Approval
Approved	Hallihan,Kathleen Mary	01/14/2014 01:00 PM	SubCollege Approval
Approved	Brown,Trevor Laurence	01/14/2014 04:47 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/11/2014 12:25 PM	Ad-Hoc Approval
Submitted	Brown,Trevor Laurence	03/12/2014 07:36 AM	Submitted for Approval
Approved	Adams,Christopher John	07/16/2014 09:39 AM	Unit Approval
Removed	Vankeerbergen,Bernadette Chantal	07/17/2014 12:11 PM	Ad-Hoc Approval
Approved	Hallihan,Kathleen Mary	07/17/2014 12:12 PM	SubCollege Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/23/2014 11:31 AM	Ad-Hoc Approval
Submitted	Adams,Christopher John	08/06/2014 02:43 PM	Submitted for Approval
Approved	Hallihan,Kathleen Mary	08/08/2014 02:21 PM	Unit Approval
Removed	Vankeerbergen,Bernadette Chantal	10/03/2014 04:26 PM	Ad-Hoc Approval
Approved	Hallihan,Kathleen Mary	10/03/2014 04:26 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	10/03/2014 04:39 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/03/2014 01:24 PM	Ad-Hoc Approval
Submitted	Adams,Christopher John	11/19/2014 01:18 PM	Submitted for Approval
Approved	Hallihan,Kathleen Mary	12/12/2014 02:12 PM	Unit Approval
Approved	Hallihan,Kathleen Mary	12/12/2014 02:14 PM	SubCollege Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	12/13/2014 02:41 PM	Ad-Hoc Approval
Approved	Greenbaum,Robert Theodore	12/13/2014 02:41 PM	College Approval



PUBAFRS 3500

Public Management

Spring 2015

Date/Time: MW 12:45pm-2:05pm

Classroom: TBD

Credit hours: 3

Prerequisites: None

COURSE DESCRIPTION

The purpose of this course is to provide public managers - and aspiring public managers - with the tools necessary to work with and within organizations. Students will be introduced to public management concepts and gain the competencies required to address the unique challenges presented in the public sector.

Students will explore big questions related to the management of public sector organizations, such as: (1) What makes an organization public? (2) How have public organizations changed over time? (3) What is the internal and external operating environment of public organizations? (4) How is the performance of public organizations measured? (5) What makes for an effective public manager? This is accomplished through exploration of theory, concepts, and application. We will utilize multiple learning methods including lectures, case studies, group exercises, and out-of-class assignments to provide students with a robust understanding of public management.

Using a managerial lens, the course focuses on the structure and function of local, state, and federal agencies.¹ Due to the increasingly complex nature of public service delivery, we will also address how the private and nonprofit sectors interact with public organizations to provide public services.

LEARNING OBJECTIVES

Upon successful completion of this course students will:

¹ This is in contrast to Political Science 4115 (“Bureaucracy and Public Policy”), which provides students with a thorough understanding of how statutes are implemented by the U.S. federal government.

- Identify the elements of public management from a theoretical and practical perspective
- Understand what makes an effective public manager and how to apply tools and techniques presented to achieve organizational effectiveness to their work – or future work – in public service
- Demonstrate the methods of public management through discussion, case study, small group analysis, and assignments
- Apply their knowledge of public management by analyzing management dilemmas and proposing responses

TEXTBOOK

Cohen, Steven, William Eimicke, and Tanya Heikkila. 2013. *The Effective Public Manager: Achieving Success in a Changing Government*. 5th edition. Jossey-Bass: San Francisco. ISBN: 978-1-118-55593-4.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line.

In addition, students will find readings online posted to the Carmen website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution and assignments. Students are welcome to draw from material in other classes to support course work.

GRADING AND ASSIGNMENTS

Class participation 10%
 Case study outlines 5%
 Group case study analysis and facilitation 15%
 Management issue briefs 20% (2@10%)
 Midterm examination 20%
 Final examination 20%
 Agency innovator presentation 10%

Class Participation

Students are expected to attend and participate in class as meaningful discussion of topics and case studies hinge on both preparation and participation. Missing class, not being prepared, and not contributing to course discussion or group activities will adversely affect a student's participation grade. Participation includes not only discussion of course concepts, but also careful listening and respect for others in the classroom.

Group Case Study Analysis and Facilitation

Students may ask - what is a case study? Case studies are commonly used in management courses to provide insight into real-world challenges faced by managers in the public sector. Cases are generally written to contain background information on the organization, objective of the activity, people involved, and a series of events and administrative difficulties that confront the responsible manager. The problem may or may not be clearly defined. Frequently, a significant part of the student's analysis is to define the management problem. The purpose of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times it is not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Students will form small groups to complete the graded case study assignment. Students will be responsible for writing a five (5) page double-spaced case analysis and they will be responsible for facilitating a one-hour class discussion. The case analysis will (1) identify the primary challenge facing the case protagonist(s); (2) provide a critical assessment of the situation; (3) issue a persuasive argument supporting a recommended course of action; (4) list at least five thought-provoking questions relevant to the case that you plan to use to elicit fruitful class discussion. The case study analysis is due at 9 am on the day that you present via Carmen.

The case study analysis will be graded on the following criteria:

- Substance – demonstrate knowledge of the case and apply course concepts to the analysis
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure, citations, and “the basics” of good writing**
- Facilitation – thought-provoking questions presented; active participation of the group members to facilitate class discussion

Case Study Outlines

This does not get the rest of the class off the hook. In order for the in-class discussion to be effective, all students must carefully prepare before class and actively participate during class. The well-prepared student comes to class with a 1 to 2 page single-spaced written outline identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, and a persuasive argument supporting a recommended course of action. A persuasive argument implies having completed the appropriate analytical and qualitative analyses necessary to support a recommendation. Having a written outline is important because it forces one to draw together various aspects of the case and to synthesize a distinct position on each of the case discussion questions. Moreover, the process of writing one's response to these questions imposes a level of specificity and clarity to one's analysis that may otherwise be absent. A written outline also provides a foundation for concise, thorough, and

** See the University's Writing Center handouts for clarification on what constitutes good writing, found online at: <http://cstw.osu.edu/writingcenter/handouts>

specific comments that improve everyone's learning experience. In class, students should be ready to communicate their responses to the assigned reading or case questions and to defend their analysis against the critique of other members of the class. Outlines are due before class on the day the case is discussed. Students presenting the case do not have to complete the outline individually.

The case study outline is graded pass/fail; a pass grade means that the student:

- Turned the outline in on time
- Identified the problem(s), provided an assessment of the situation(s), proposed course of action(s) in a 1-2 page outline

Management Issue Briefs

Students will write two (2) issue briefs based on the topical questions/scenario posed by the instructor. The purpose of this assignment is to produce a response organized as a formal memorandum to agency stakeholders. Responses should include references to the reading material and additional, original research (to include at least 3 external references, not including the textbook). Issue briefs should be no more than three (3) pages of single-spaced text (not including references). The brief should be carefully proofread, ready for distribution to senior decisionmakers. Issue briefs are due before class on the day the topic is discussed.

Issue briefs will be graded on the following criteria:

- Substance – demonstrate in-depth knowledge of topic and comprehensive analysis of the questions/scenario
- Argument – ability to communicate clearly and persuasively and incorporate appropriate research
- Style – grammar, spelling, structure, citations, and “the basics” of good writing

Agency Innovator Presentation

Students will research a public agency of their choosing and provide a 7-minute presentation to the class during the second half of the semester. The purpose of this exercise is to expose the class to public agencies that are innovative leaders in a particular management competency. The assignment is also designed to hone students' individual research skills and provide oral presentation experience. Students should consider choosing an agency that they may be interested in interning or working for as this provides an opportunity to learn more about the capacity of the organization. Presentations should include the following: (1) introduction to the mission/purpose of the agency (2) what characterizes the agency an innovator (3) an assessment of whether their innovative approach is replicable in other agencies/how might it be replicated. Students should utilize course concepts to discuss these organizational attributes. An agency innovator may only be presented once.

Powerpoint, Keynote, Prezi or other presentation tool will be used to present the findings. Requests for use of other multimedia need to be discussed with the instructor 24 hours before class in order to make technology accommodations.

The presentation will be graded on the following criteria:

- Substance – appropriate treatment of key management concepts
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure of slides
- Timing – demonstrate capacity to manage time appropriately

Examinations

Students will take a midterm and final examination in this course. The midterm exam will cover all assigned material from weeks 1-7. The final exam will cover all assigned material from weeks 8-14.

Grading scale

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

COURSE POLICIES

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://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students 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/>.

COURSE OUTLINE

Date	Topics, Readings & Activities
Week 1	M: Course introduction, review of the syllabus

	W: Introduction to public management Read: CEH chapters 1-2
Week 2	M: Understanding organizations: Bureaucracy, changing nature of public organizations Read: TBD
	W: Understanding organizations: Bureaucracy, changing nature of public organizations, cont. Read: TBD
Week 3	M: Organization structure: Systems, objectives, project management Read: CEH chapter 5
	W: Case study #1
Week 4	M: Innovation in the public sector: Innovation tools, techniques Read: CEH chapter 6
	W: Case study #2
Week 5	M: Effective contracting: Contract design and management Read: CEH chapter 7
	W: Guest speaker
Week 6	M: People in public agencies: Staffing, personnel policies, incentives Read: CEH chapter 3
	W: People in public agencies: Staffing, personnel policies, incentives, cont. Due: Issue brief #1
Week 7	M: Developing effective working relationships: Communication Read: CEH chapter 4
	W: Guest speaker
Week 8	M: Midterm exam
	W: Guest speaker
Week 9	M: Agency innovator presentations
	W: Agency innovator presentations
Week 10	M: Information: Gathering, organizing and using information Read: CEH chapter 8
	W: Case study #3
Week 11	M: Budgetary process: Resource allocation, budget requests, financial controls Read: CEH chapter 9

	W: Case study #4
Week 12	M: Strategy: Organizational goals, strategies, stakeholder analysis Read: CEH chapter 10
	W: Agency innovator presentations Due: Issue brief #2
Week 13	M: Communication with external stakeholders: Effective strategies for communication planning and delivery – focus on media, public Read: CEH chapter 11
	W: Case study #5
Week 14	M: Performance: Measuring and communicating public sector performance Read: CEH chapter 12, TBD
	W: Agency innovator presentations
Week 15	Final examination

From: [Brown, Trevor](#)
To: [Blau, David](#)
Cc: [Logan, Trevon](#); [Adams, Christopher](#); [Roberts, Teresa M. \(Teri\)](#); [Hawley, Joshua](#)
Subject: RE: Request for Concurrence
Date: Tuesday, August 05, 2014 5:18:50 PM
Attachments: [image001.png](#)

Hi David,

Thanks.

Trevor



Trevor Brown

Director

[John Glenn School of Public Affairs](#)

350C Page Hall | 1810 College Road, Columbus, OH 43210

glenn.osu.edu

Recently published: *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from [Cambridge](#) or [Amazon](#).

From: Blau, David
Sent: Tuesday, August 05, 2014 3:20 PM
To: Brown, Trevor
Cc: Logan, Trevon
Subject: RE: Request for Concurrence

Trevor,

We have no objection to these courses.

Regards,

David

David Blau

Department of Economics

445 Arps Hall

1945 N. High St.

Ohio State University

Columbus OH 43210-1172

blau.12@osu.edu

Phone: 614-292-2009

Fax: 614-292-3906

<https://economics.osu.edu/people/blau>

From: Roberts, Teresa M. (Teri) **On Behalf Of** Brown, Trevor

Sent: Tuesday, August 05, 2014 10:18 AM

To: Blau, David

Subject: RE: Request for Concurrence

David,

The Glenn School faculty recently approved two new courses: PUBAFRS 3500 (public management) and PUBAFRS 4510 (law and public affairs). These courses will be included in the new policy analysis and evaluation specialization proposed for our undergraduate major in Public Affairs, for which you previously provided concurrence. As part of the approval process, ASC has requested that we also receive concurrence from Economics for these courses. Attached are the syllabi for your review.

I am happy to answer any questions you might have about the courses. We are hoping to submit our final package to the ASC Curriculum Office by April 30, so do let us know as soon as possible if you have issues or concerns.

Thank you, Trevor



Trevor Brown

Director

John Glenn School of Public Affairs

350C Page Hall | 1810 College Road, Columbus, OH 43210

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Recently published: *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from Cambridge or Amazon.

From: [Brown, Trevor](#)
To: [Adams, Christopher](#); [Hallihan, Kathleen](#); [Hawley, Joshua](#)
Subject: FW: concurrence request
Date: Thursday, July 10, 2014 5:23:13 PM
Attachments: [osu-emailsig.png](#)
[image001.png](#)

Bang bang



Trevor Brown

Director

[John Glenn School of Public Affairs](#)

350C Page Hall | 1810 College Road, Columbus, OH 43210

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Recently published: *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from [Cambridge](#) or [Amazon](#).

From: Herrmann, Richard
Sent: Thursday, July 10, 2014 2:49 PM
To: Brown, Trevor
Cc: Mitzen, Jennifer; Minozzi, William M.
Subject: Re: concurrence request

Dear Trevor,

I have now had the chance to speak with the DUGS in Political Science and read through the correspondence on these PA courses. I see the distinction between the Glenn School courses that take a managerial approach to the subject matter and the political science courses that go in a study of governance direction. Consequently, I concur on PA 3500 and PA 4510.

I would like to get together with you and discuss how your program and ours can work together to provide a rich environment for students here at Ohio State. I'd also like to get back to the idea of an institute for the study of regulatory policy and the proposal you had regarding the training of election officials. I've discussed the latter idea several times with Ned Foley and Steve Huefner. My calendar is pretty flexible next week and I could meet most any day. I'm free for lunch Tuesday, Wednesday, and Thursday. We could meet for lunch at the Faculty Club at noon if one of those days works for you. I'd like to include Jennifer Mitzen, the new DUGS here, and William Minozzi who is taking over in political science as field coordinator for the study of American Politics.

Sincerely,

Rick

Richard K. Herrmann

Professor and Chair

Department of Political Science

2140 Derby Hall, 154 N. Oval Mall, Columbus, OH 43210

614-292-9843 Office

herrmann.1@osu.edu

On Jul 3, 2014, at 10:11 AM, Brown, Trevor wrote:

Hi Eric,

Thanks again for the concurrence for PA 4000 and 3110.

Our faculty have now had a chance to review the potential overlap between PA 3500 and 4510 with Political Science courses to determine whether changes need to be made. Our thorough examination of all the syllabi shows essentially no overlap. Below you'll find their responses summarized for each course.

PA 3500 and PS 4115

The two courses are fundamentally different in terms of their key goal/purpose. The main purpose of Public Affairs 3500 ("Public Management") is to provide aspiring public sector managers with the skills/tools necessary to work within public organizations. The key questions that students will explore in the course are: (1) What makes an organization public; (2) How have public organizations changed/evolved over time; (3) How does the operating environment (internal and external) of public organizations influence its structure and performance/behavior; (4) How is the performance of public organizations measured; and (5) What makes for an effective public manager? In contrast, the main purpose of Political Science 4115 ("Bureaucracy and Public Policy") is to provide students with a thorough understanding of how statutes are implemented by the U.S. federal government. The course examines the often-neglected "black box" of bureaucratic rulemaking, with a focus on regulation of tobacco, arsenic in drinking water, fuel economy standards, passive restraints in automobiles, and contraceptives. The required textbooks for the two courses (shown below) also are different. While the textbook for the first course focuses on the management of public organizations, the textbooks for the other course focuses primarily on the processes of bureaucratic rulemaking.

Public Affairs 3500	Cohen, Steven, William Eimicke, and Tanya Heikkila. 2013. <i>The Effective Public Manager: Achieving Success in a Changing Government</i> . 5th edition. Jossey-Bass: San Francisco. ISBN: 978-1-118-55593-4.
Political Science 4115	A. Lee Fritschler and Catherine E. Rudder. 2006. <i>Smoking and Politics: Bureaucracy Centered Policymaking</i> . Prentice-Hall, Sixth Edition. David E. Lewis and Jennifer L. Selin. 2012. <i>Sourcebook of United States Executive Agencies</i> . Administrative Conference of the United States, First Edition, 2012.

There are only two areas where they overlap: (1) discussion of the federal personnel system and design/structure of federal agencies. These two topics are covered in the weeks five and six of the

Political Science 4115 and in weeks three and six of the Public Affairs 3000. That represents a very small portion of the two classes and given the significantly different foci of the two courses, the presentation of the material is different. The other topics covered in Public Affairs 3500 (i.e., budgetary process and resource allocation, diffusion and adoption of innovation, contract design and management, communication skills, and performance management skills) are not covered in the Political Science 4115.

The two syllabi also require significantly different assignments.

In short, we found insufficient overlap to justify making any changes to PA 3500. The two courses are fundamentally different.

PA 4510 and PS 4130, 4135 and 4137

As is the case with PA 3500 and PS 4115, PA 4510 and the three PS courses have fundamentally differently course objectives. The course objectives for PA 4510 center on two key areas - a) legal basis for the **practice** of public affairs (to include an understanding of the role of judiciary and separation of powers), and b) the environment and **structures within which public managers operate** and the impact of constitutional rights and legal provisions that **govern how public employees do their jobs**. The added emphasis here is to signal that the proposed PA course examines how the legal system impacts the practice of management in the public sector. This is not a stated objective in any of the PS classes. This is the primary reason that this is a very common course in undergraduate public affairs programs.

In terms of content overlap, the first part of PA 4510 is structured to discuss various topics relying on chapter readings from a public administration textbook (Rosenbloom, O'Leary and Chanin, Public Administration and the Law. In line with the goals of the course, this text book focuses on how the law impacts the practice of public administration. The second half of the course focuses on policy topics wherein specific court cases are named and scheduled for reading/discussion for that session.

The only course with any overlap is PS4135 American Constitutional Law and Governmental Powers. One of the course objectives is to discuss **separation of powers** with a focus on constitutional limits of power and the role of the judiciary. However, while both PA 4510 and PS 4135 discuss the separation of powers, the purpose differs substantially. PA 4510 examines the separation of powers to understand how this frames the context of managerial decision making and discretion. The two courses also share the examination of one case: Gonzales v Raich. It is one of five cases discussed in the session "Limits of the commerce clause" in PS 4135. The approach for PA 4510 is to examine cases as they relate to specific policy areas, in this case drug use. While both courses examine the same case, they do so for different purposes.

There is no overlap of course objectives or court cases in the other two PS courses.

Again, we find insufficient overlap to justify making any changes to PA 4510.

I'd be happy to get together with you to discuss this further if you like, but given that the two proposed courses have significantly different purposes and there is only trivial overlap with any Political Science courses I don't know that it's necessary.

We look forward to your concurrence on these two courses.

Sincerely,

Trevor

The Ohio State University



Trevor Brown

Director

John Glenn School of Public Affairs

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glenn.osu.edu

Recently published: *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from [Cambridge](#) or [Amazon](#).

From: MacGilvray, Eric

Sent: Tuesday, May 06, 2014 11:46 AM

To: Brown, Trevor

Cc: Haddad, Deborah; Herrmann, Richard

Subject: Re: concurrence request

Dear Trevor,

The Political Science can concur in PUBAFRS 4000 and, as I said in my previous note, 3110. However we do not concur in PUBAFRS 3500 or 4510 as proposed. My colleagues are concerned, and I agree, that these courses substantially replicate existing Political Science offerings. Specifically, PUBAFRS 3500 overlaps substantially with POLSCI 4115 (Bureaucracy and Public Policy), and PUBAFRS 4510 overlaps substantially with POLITSC 4130 (Law and Politics), 4135 (American Constitutional Law), 4136 (Civil Liberties) and 4137 (Politics of Legal Decision Making). In the latter case our concerns are “generic,” in that it seems to us that this is the kind of course that is traditionally offered in a Political Science department.

Please let me know if you have any questions.

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

On Apr 21, 2014, at 2:01 PM, Brown, Trevor <brown.2296@osu.edu> wrote:

Eric,

The Glenn School faculty has recently approved four new courses for the specializations in our undergraduate major: PUBAFRS 3110 (education policy), PUBAFRS 3500 (Public Management), PUBAFRS 4510 (law and public affairs), and PUBAFRS 4000 (public policy evaluation). As part of the approval process, ASC has requested that we receive concurrence from Political Science for these courses. Attached are the syllabi for your review.

I am happy to answer any questions you might have about the courses. We are hoping to submit our final package to the ASC Curriculum Office by April 30, so do let us know as soon as possible if you have issues or concerns.

Thank you, Trevor

<image001.png>

Trevor Brown

Director

John Glenn School of Public Affairs

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Recently published: *Complex Contracting -- Government Purchasing in the Wake of the US Coast Guard's Deepwater Program* (Cambridge University Press). Pick up a copy from [Cambridge](#) or [Amazon](#).

<PUBAFRS 3110.pdf><PUBAFRS 3500.pdf><PUBAFRS 4510.pdf><PUBAFRS 4000.pdf>