Term Information

Effective Term   Spring 2015
Previous Value   *Summer 2013*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting that Public Affairs 2110 be approved as a General Education course within the Social Sciences category; Human, Natural, and Economic

Resources sub-category.

What is the rationale for the proposed change(s)?

We feel the class meets the requirements of, and fulfills the learning goals consistent with a general education course in this area. Please see attached

syllabus, rationale, and assessment plan.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Programmatic implications should be minimal. We offer this class 5 times per year and have the resources to offer more sections if the demand increases. It

will also allow students from other majors who have an interest in policy to take a related class without pursuing the Public Affairs degree.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	2110
Course Title	Introduction to Public Affairs
Transcript Abbreviation	Intro Public Afrs
Course Description	Outlines the public affairs profession and discusses how policy decisions are formulated, implemented, and evaluated.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 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   Not open to students with credit for 200.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   44.0401
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Human, Natural, and Economic Resources
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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
- Gain introductory knowledge regarding the field of public affairs
- Describe in basic terms the operation of the public sector in the U.S. (including the policy making process and the role of public, private, and nonprofit organizations in implementing policies and programs that tackle public problems)
- Practice applying concepts and frameworks to real-world public affairs challenges
- Communicate ideas regarding policy and public affairs in written and oral formats

Content Topic List
- Public policies and programs: actors, institutions, processes
- Public organizations: public vs. private, economic and political authority
- Nonprofit organizations: history, scope, and structure
- Citizens: civic engagement, participation, and co-production
- Governance & networks: collaboration and competition, intergovernmental management

Attachments

- GE Rationale and Assessment Plan.docx: GE Rationale and Assessment Plan

  (Other Supporting Documentation. Owner: Adams,Christopher John)

- PA2110_Syllabus.docx: Syllabus

  (Syllabus. Owner: Adams,Christopher John)

Comments

- Course changes for SU14 should have reached OUR by January 1, 2014. At this point OUR is accepting changes for SP2015. Please change effective term to SP15 or attach appeal for OUR. *(by Vankeerbergen,Bernadette Chantal on 02/14/2014 02:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	02/13/2014 02:21 PM	Submitted for Approval
Approved	Baer,Jillian L	02/14/2014 08:56 AM	Unit Approval
Approved	Brown,Trevor Laurence	02/14/2014 08:58 AM	SubCollege Approval
Approved	Brown,Trevor Laurence	02/14/2014 09:41 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/14/2014 02:20 PM	ASCCAO Approval
Submitted	Hallihan,Kathleen Mary	03/20/2014 03:21 PM	Submitted for Approval
Approved	Hallihan,Kathleen Mary	03/20/2014 03:22 PM	Unit Approval
Approved	Hallihan,Kathleen Mary	03/20/2014 03:22 PM	SubCollege Approval
Approved	Brown,Trevor Laurence	03/20/2014 03:23 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	03/20/2014 03:23 PM	ASCCAO Approval

PUB AFRS 2110
Introduction to Public Affairs
3 Credit Hours

Instructor:
Email:
Office:
Office hours:

COURSE OVERVIEW

This course is an introduction to the range of topics that constitute "public affairs." The first three weeks of class provide an introduction to the policymaking process—emphasizing theoretical frameworks that help students understand how actors and institutions (both in and out of government) interact to produce public policies. The remainder of the course introduces students to the core crafts on which schools of public affairs focus: policy analysis & evaluation and public administration & management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy. This course also fulfills a general education requirement in social sciences, as it helps 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. Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events.

LEARNING GOALS AND OBJECTIVES

This course satisfies a requirement of the General Education in the Category of Social Science, Human, Natural, and Economic Resources.

Social Science Learning Goal:
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.

Expected Learning Outcomes for the GE Subcategory: Human, Natural, and Economic Resources:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use

Course-Level Student Learning Outcomes:

Upon successful completion of this course, students will also be able to:

- Describe the policymaking process in the United States
- Identify techniques for providing rational advice to public-sector decision-makers
- Employ at a basic level, techniques for evaluating the impact of public policies on societal outcomes
- Consider the various techniques for managing public and non-profit organizations and how this can affect decision-making
- Apply public affairs concepts and frameworks to propose various ways of approaching real-world public policy challenges
- Communicate course subject matter clearly through written and oral formats

BASIS FOR ASSESSMENT

Your grades will be based on the following exams and assignments:

Exam #1 *(30% of grade; Thursday, February 20, regular class time)*

The first exam will cover the policymaking process and policy analysis. **I do not administer make-up exams.**

Exam #2 *(30% of grade; Thursday, April 3, regular class time)*

The second exam will cover public administration in detail, and will pose some general questions that require synthesis of all class material. **I do not administer make-up exams.**

Policy Analysis Paper *(30% of grade; due Thursday, April 17, beginning of class)*

The policy analysis paper is meant to provide you with an opportunity to examine a policy issue that is of interest to you. You will be graded on the quality of your writing and your inclusion of required content. Specifically, the paper must 1) clearly describe a public problem, 2) provide necessary background and identify the status quo policy, 3) describe two or three policy alternatives, 4) analyze those policy alternatives using relevant criteria, and 5) recommend a course of action.

A 1-2 page problem statement for your paper is **due Thursday, March 6** and will count for 5 percent of your class grade. The problem statement must clearly define the public problem or issue using appropriate sources. The 5-7 page final paper is **due Thursday, April 17** and will determine the remaining 25 percent of your grade associated with the paper. The problem statement and larger paper must meet the following formatting requirements: double-spacing, 12 point font, page numbers, and 1" margins. Hardcopies are due at the beginning of class. **You will lose half a letter grade for every day a paper is late.**

Attendance *(10% of grade)*

Your attendance grade is a straightforward calculation of the percentage of classes you attended. Attendance is only a small portion of student grades, but performance on graded assignments and exams typically depends on the extent to which students have absorbed material covered in class. **I do not excuse absences.**

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E <	59.9
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

TEXTS

The following readings supplement lecture:

➢ Donald F. Kettl. 2011. *The Politics of the Administrative Process, 5th Edition*. Washington, DL: CQ Press. (ISBN-10: 1608716880 | ISBN-13: 978-1608716883)

➢ Michael E. Kraft and Scott R. Furlong. 2012. *Public Policy: Politics, Analysis, and Alternatives, 4th Edition*. Washington, DC: CQ Press. (ISBN-10: 1452202745 | ISBN-13: 978-1452202747)

* Additional readings will be posted to Carmen.

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) online.

SCHEDULE
*Available on Carmen

PART 1: The Policymaking Process

Week 1: Introduction to Class
Tuesday, 1/07: No Readings
Thursday, 1/09: "Public Policy and Politics" (KF, Ch. 1)

Week 2: Government Institutions and Policy Actors
Tuesday, 1/14: "Government Institutions and Policy Actors" (KF, Ch. 2)
Thursday, 1/16: "Government Institutions and Policy Actors" (KF, Ch. 2), continued

Week 3: Theories of the Policymaking Process
Tuesday, 1/21: "Understanding Public Policymaking" (KF, Ch. 3)
Thursday, 1/23: The case of the federal debt

PART 2: Policy Analysis & Evaluation

Week 4: Introduction to Policy Analysis
Tuesday, 1/28: "Policy Analysis: An Introduction" (KF, Ch. 4)
Thursday, 1/30: "Public Problems and Policy Alternatives" (KF, Ch. 5)

Week 5: Conducting Policy Analysis
Tuesday, 2/4: "Assessing Policy Alternatives" (KF, Ch. 6)
Thursday, 2/6: The case of Ohio Medicaid expansion (*Final Brief)

Week 6: Policy/Program Evaluation
Tuesday, 2/11: TBA
Thursday, 2/13: The case of charter schools (*CREDO and Whitehurst reports)

Week 7: Exam Week
Tuesday, 2/18: Review
Thursday, 2/20: *Exam #1*

PART 3: Public Administration

Week 8: Public Administration
Tuesday, 2/25: "What is Public Administration?" (Kettl, Ch. 2)
Thursday, 2/27: "What Government Does—And How It Does It" (Kettl, Ch. 3)

Week 9: The Structure of the Executive Branch
Tuesday, 3/4: "The Executive Branch" (Kettl, Ch. 5)
Thursday, 3/6: "Organizational Theory" (Kettl, Ch. 4)
Problem Statement Due

Week 10: Spring Break

Week 11: Government Employment
Tuesday, 3/18: "The Civil Service" (Kettl, Ch. 8)
Thursday, 3/20: "Human Capital" (Kettl, Ch. 9) (*Lynn & Hill, pp. 8-18)

Week 12: Government Accountability & Reform
Tuesday, 3/25: "Accountability" (Kettl, Ch. 1)
Thursday, 3/27: "Administrative Reform" (Kettl, Ch. 7)

Week 13: Exam Week
Tuesday, 4/1: Review
Thursday, 4/3: *Exam #2*

PART 4: Public Affairs Case Studies

Week 14: Public Affairs Case Studies
Tuesday, 4/8: Affordable Care Act Implementation (*WP and NYT articles)
Thursday, 4/10: NCLB Evaluation (*EdNext article)

Week 15: Public Affairs Case Study
Tuesday, 4/15: Discussion of my evaluation projects
Thursday, 4/17: **Last Day of Class**
Papers Due

IMPORTANT INFORMATION

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

ADA Statement

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

Stéphane Lavertu
lavertu.1@osu.edu

Course Description and General Education Rationale

This course is an introduction to the range of topics that constitute "public affairs." The first three weeks of class provide an introduction to the policymaking process—emphasizing theoretical frameworks that help students understand how actors and institutions (both in and out of government) interact to produce public policies. The remainder of the course introduces students to the core crafts on which schools of public affairs focus: policy analysis & evaluation and public administration & management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy.

Course learning goals and objectives are pursued via lectures, readings, written assignments, and daily class discussion of case studies and current events. Lectures closely follow the readings, and all readings and lectures relate to the course learning goals. Written assignments and daily discussions of case studies and current events also relate directly to lectures and readings, providing examples on which students can draw to understand course subject matter.

The course will fulfill the General Education (GE) course requirement in "social science" by promoting student understanding of "the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources." First, the class provides a nuanced understanding of the enactment and implementation of public policy at all levels of the U.S. government. Second, it introduces students to policy analysis—which entails the systematic analysis of public problems and the generation and communication of rational advice to public decision-makers about how to allocate scarce human resources. Third, the course provides an introduction to policy evaluation—which entails the use of research design and data analysis in order to understand the causal impact of public policy interventions on societal welfare. In order to accomplish these learning goals, the class integrates and applies knowledge from political science, economics, sociology, psychology, and statistics, and it applies that knowledge to problems in numerous policy areas, including education, energy, the environment, public health, transportation, and so on.

GE in Social Science – Human, Natural, and Economic Resources

Goals: *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.*

Achieving & Assessing Expected Learning Outcomes

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.

The class provides an introduction to a range of social scientific techniques employed in public policy analysis and evaluation. In particular, social scientific methods are used to define public problems, identify superior policies from a range of policy options, and to assess the impact of public policies on societal outcomes. Techniques include 1) the design of policy interventions so that causal inferences may be drawn about their impacts, 2) the collection of quantitative and qualitative data that can assist in public decision-making, 3) the statistical analysis of data so that policy impacts may be identified even in the absence of randomization in policy interventions, and 4) the monetization of policy impacts so that economic cost-benefit analysis may be conducted. The class imparts a conceptual understanding of the relevance of these techniques for deciding how best to allocate scarce societal resources. Students obtain this understanding through lectures, class readings, discussion of case studies and current events, and a paper that requires them to conduct a policy analysis.

Student understanding of methods of social scientific inquiry is assessed in the first of two essay exams. A number of items on each exam require students to demonstrate their understanding of these concepts as they relate to policy analysis and evaluation. Generally, two or three of the seven or eight concepts that students must define, as well as one of two essay questions, relate to social-scientific methods used in policy analysis. The learning outcome will be considered met if, on average, students get 80 percent of the possible points on these items.

2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

Much of the course focuses explicitly on how to evaluate tradeoffs between a number of public values that are often in conflict with one another. The course introduces students to the craft of systematically defining a public problem, identifying policy options, and comparing those policy options on relevant criteria—including efficiency, equity, political and technical feasibility, and so on. Students then apply those techniques throughout the rest of the semester when discussing current events and case studies, learning about the structure and functioning of administrative organizations, and, most directly, as they work on their own policy analysis based on a public problem of their choosing.

Student understanding of political, economic, and social trade-offs will be assessed using a subset of questions on both essay exams, as well as in their final papers. The learning goal will be considered met if, on average, students get 80 percent of the possible points on the essay exam and paper that are related to this learning goal.

3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

During the second day of class, students are introduced to the concepts of "market failure" and "government failure." These concepts have to do with the extent to which markets and government can channel individual behavior so that it promotes societal welfare. Thus, from the very beginning, students learn to think of public problems in terms of whether individually rational behavior promotes or inhibits

societal welfare, and how policies or institutions (for example, markets or governments) may be altered to realize superior societal outcomes. Indeed, the notion of optimal resource use frames the entire course and is at the center of all daily lectures, discussion of current events, and student research projects.

Student understanding of the sustainability of individual and societal decisions is assessed by a subset of items on both essay exams and at least 5 of 30 points of their final paper. The learning goal will be considered met if, on average, students get 80 percent of the possible points on the essay exam and paper that are related to this learning goal.