

Term Information

Effective Term Spring 2018
Previous Value *Spring 2017*

Course Change Information

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

We are requesting that Public Affairs 2500 be approved as a General Education course within the Historical Study 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 will offer this class 1-2 times per year, depending on student interest and enrollments. It will also allow students from other majors who have an interest in public administration to take a related class without pursuing a Glenn College 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 Col |
| Fiscal Unit/Academic Org | John Glenn College of Pub Aff - D4240 |
| College/Academic Group | John Glenn College of Pub Aff |
| Level/Career | Undergraduate |
| Course Number/Catalog | 2500 |
| Course Title | History of Public Administration |
| Transcript Abbreviation | Hist Pub Admn |
| Course Description | This course is an introduction to the history of public administration around the world from the earliest time up to the present, and the emergence and development of government and governing over time. |
| Semester Credit Hours/Units | Fixed: 3 |

Offering Information

| | |
|--|--|
| Length Of Course | 14 Week, 12 Week, 8 Week, 7 Week, 6 Week |
| 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

Prereq or concur: English 1110.xx.

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|------------------|-------------------------------------|
| Subject/CIP Code | 44.0401 |
| Subsidy Level | Baccalaureate Course |
| Intended Rank | Freshman, Sophomore, Junior, Senior |

Requirement/Elective Designation

General Education course:
Historical Study

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

Previous Value

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 this course students will:
- Gain a fundamental understanding of the history of government in the United States and throughout the world
- Develop familiarity with motives and methods of comparative analysis
- Be able to apply public administration and social science concepts that provide understanding of the role of government in society over time
- Be able to effectively communicate course subject matter through written and oral formats
- Be able to speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events in their historical context.

Content Topic List

- Comparative public administration and administrative history
- Organizing government throughout history
- Functions of government over time
- Financing government services
- History of American government

Attachments

- Public Affairs 2500.pdf: Syllabus
(Syllabus. Owner: Adams,Christopher John)
- GE Rationale and Assessment Plan.pdf: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Adams,Christopher John)
- Comments re GE 2500.pdf: Correspondence with History Department
(Other Supporting Documentation. Owner: Adams,Christopher John)

Comments

- We initially proposed this as a GE course in 2015. The History department had some questions about it, as is outlined in the other supporting document. After meeting with the department we withdrew the GE proposal and submitted the class as an elective last year, which was approved. Now, at the recommendation of ASC Associate Executive Dean Steven Fink, we are re-submitting the course for GE approval. *(by Adams,Christopher John on 02/23/2017 02:04 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Adams,Christopher John | 02/23/2017 02:04 PM | Submitted for Approval |
| Approved | Adams,Christopher John | 02/23/2017 02:05 PM | Unit Approval |
| Approved | Hallihan,Kathleen Mary | 02/23/2017 03:05 PM | SubCollege Approval |
| Approved | Greenbaum,Robert Theodore | 02/23/2017 04:39 PM | College Approval |
| Pending Approval | Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler | 02/23/2017 04:39 PM | ASCCAO Approval |



PUB AFRS 2500
History of Public Administration
3 Credit Hours
General Education: Historical Study

Instructor Professor Jos C.N. Raadschelders, PhD
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Office 350d Page Hall
Office hours by appointment

COURSE OVERVIEW

General Education Category Learning Objectives – Historical Study

Goal: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity;
2. Students describe and analyze the historical origins and nature of contemporary issues;
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events in their historical context.

Course Learning Goals and Objectives

Upon successful completion of this course students will:

- Gain a fundamental understanding of the history of government in the United States and throughout the world;
- Develop familiarity with motives and methods of comparative analysis;
- Apply public administration and social sciences concepts and frameworks that provide understanding of the role and position of government in society over time and in its context;
- Communicate course subject matter through written and oral formats.

BASIS FOR ASSESSMENT

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

Exam #1 (10% of grade; week 4, regular class time)



The first exam will cover the basic concepts with which we can understand the emergence and development of government over time, and will include basic knowledge about comparison as a method to acquire knowledge and understanding and about primary and secondary sources concerning the role and position of government across time. **I do not administer make-up exams.**

Exam #2 (20% of grade; week 7, regular class time)

The second exam will cover knowledge about structures of government over time, including attention for territorialization and bureaucratization, state-making and nation-building, types of political-administrative systems, and bureaucracy as organization and personnel system. **I do not administer make-up exams.**

Exam #3 (20% of grade; week 13, regular class time)

The third exam will cover functions and services of government over time, specifically traditional (defense, order and safety, taxation, economy) and welfare tasks and services (including health care, social security, and education). **I do not administer make-up exams.**

Paper #1 (20% of grade, due by week 10)

Describe Role and Position of Government on the Basis of a Primary Source in its Time and Context (4 pages)

The role and position of government in society are not set in stone. What the proper role and position of government ought to be in relation to society has been debated over time and in any context. The object of this paper is to develop familiarity with using a primary source to inform yourself about this role and position of government in time.

Specifically, your paper should include:

a) A brief description of the document you selected (1 page).

You can pick any document, ranging from, for instance, the Code of Hammurabi, the American Bill of Rights, the 1954 Brown V. Board of Education decision, but it could also be a speech (e.g., George Washington's Farewell Speech), a treatise (Thomas Paine's *Common Sense*) or even a book (e.g., Machiavelli's *The Prince*). You can find many examples of such documents on the website of a large project spearheaded by Yale University: <http://avalon.law.yale.edu/>. This website contains documents organized by time period (ancient; medieval; and then one page each for the 15th up to the 21st century). As you might expect, many documents concern the colonies and the states that became part of the United States. However, you are certainly welcome to pick a document from another country (for instance, when you are a foreign student). A website where you can find primary documents organized by time period from all European countries is <http://eudocs.lib.edu/index.php/>;

b) A description of the time and context in which it was issued (1 page);

c) A description of who issued the document and why it was issued (1 page);

d) a description of the reception of the content of the document (for instance: the reception of the content of the Magna Carta; the published disagreement about the content of the American Constitution between Federalists and Anti-Federalists; the reception and subsequent references to George Washington's Farewell Speech) (1 page).



For this paper, the student should discuss her/his choice of document with the instructor. It is advised to begin selection early in the semester.

Paper #2 (20% of grade; due at beginning of last class meeting)

Public Organization History or Policy History Paper (4 pages)

The *public organization history* paper or the *policy history* paper is meant to provide you with an opportunity to examine the emergence and development of an organization or a policy over time. This enables you to see how role and position of government changed over time. Select an organization or a policy that is of interest to you; you are free to choose any country and any level of government. You will be graded on the quality of your writing and your content.

Specifically, the paper should include:

- 1) A brief description of the contemporary organization or policy and of the societal and cultural context in which the organization operates or the policy unfolds (0.5 page);
- 2) A description of the emergence and development of the organization or policy on the basis of written, primary and secondary sources (2 pages);
- 3) A description of how employees perceive the development of the organization or policy on the basis of an interview (1 page);
- 4) A reflection upon how knowledge and understanding of emergence and development of an organization or a policy helps to understand contemporary challenges (0.5 page).

For this paper, the student is advised to focus on the past two centuries. The instructor can provide suggestions for literature sources and help with selecting an organization or policy as well as a country and a level of government.

Both papers must meet the following formatting requirements: double-spaced, 12-point font, page numbers, stapled in top-left corner, and 1" margins. Hard copies are due at the indicated due date. **You will lose half a letter grade for every day that a paper is late.**

The instructor will be available to read a draft paper and/or final paper, but will only comment upon its substantive content and not upon the quality of writing. Grading, however, will include syntax, grammar, and spelling. It is the student's responsibility to check for typos, inconsistencies, misspellings (such as: do to the circumstances, stakeholders, the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, professor, its really wrong, it's content is wrong, relivant, explanation, case study's, regestration, entusiasm, we will be excepting your offer of, etc., etc.)).

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 information provided in class. **I do not excuse absences except in cases of family or health emergency and religious holidays** (in any of these cases examination can be rescheduled).



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 literature is prescribed for class:

- Jos C.N. Raadschelders, Eran Vigoda-Gadot (2015). *Global Dimensions of Public Administration and Governance: A Comparative Voyage*. San Francisco: Jossey-Bass/Wiley. ISBN 978-1-119-02619-8 (pbk), 978-1-119-02612-9 (ebk).
- Mordecai Lee (2012). US Administrative History: Golem Government. In B. Guy Peters, Jon Pierre (eds.), *The SAGE Handbook of Public Administration*. Los Angeles: Sage Reference, 187-199.*
- Jos C.N. Raadschelders (2000) Administrative History of the United States: Development and State of the Art. *Administration & Society*, 32(5), 499-528.*
- Jos C.N. Raadschelders (2010) Is American Public Administration Dissociating from Historical Context? On the Nature of Time and the Need to Understand Government and its Study. *American Review of Public Administration*, 40(3), 235-261.*
- Jos C.N. Raadschelders (2015). Changing European Ideas about the Public Servant: A Theoretical and Methodological Framework. In Fritz Sager, Patrick Overeem (eds.), *The European Public Servant: A Shared Administrative Identity?* Colchester: ECPR Press, 15-34.*

* These readings will be posted to Carmen; additional reading may be posted on 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**

- RV = Raadschelders/Vigoda-Gadot; ML = Mordecai Lee; R00 = Raadschelders 2000; R10 = Raadschelders 2010; R15 = Raadschelders 2015;
- a) and b) refer to day 1 and day 2 in every week of class.

PART 1: The Study of Administrative History

Students will be assigned approximately 40 pages of reading per week. This will be less or none in the weeks that there are exams.



Week 1: Introduction to Class

- a) introduction
(reading: none)
- b) Government in Society: Contemporary and Historical Perspectives
(reading: RV pp.1-12 and pp.407-421)

Week 2: Comparative Public Administration and Administrative History

- a) The comparative approach to understanding government and the importance of (geographical) context
(reading: RV pp.427-474)
- b) A historical perspective upon practices by and thoughts about government through primary and secondary sources
(reading: R10, 25 pp.)

Week 3: Core Concepts for Understanding Government and Society in Time

- a) From physical to imagined communities
(reading: RV pp.17-22)
Brief description due of paper #1.
- b) Nomadic, agricultural, industrial, and service societies
(reading: RV pp.23-32)

PART 2: Structure of Government over Time

Week 4: Organizing Government throughout History

- a) **Exam #1:** Concepts and Comparison for Understanding Governing in Time (20 minutes)
All government started local and became upper-local
(reading: RV pp.32-40)
- b) Brief discussion and feedback on exam #1 (20 minutes)
Two main structural features: territory and bureaucracy
(reading: RV pp.41-69)

Week 5: The Basic Superstructure of Government

- a) State-making, nation-building, and citizenship
(reading: RV pp.71-95)
- b) Types of political-administrative systems
(reading: RV pp.98-128)

Week 6: Bureaucracy as Iron Cage and Scaffolding for Thought

- a) Bureaucracy framing action: stereotype, culture, and continuous reform
(reading: RV pp.129-186)
- b) Bureaucracy as personnel system
Brief description due of paper #2.
(reading: RV pp.187-217; R15)



Week 7: Exam Week

- a) Review of material for exam #2
- b) **Exam #2:** structures of government over time, including attention for territorialization and bureaucratization, state-making and nation-building, types of political-administrative systems, and bureaucracy as organization and personnel system.

PART 3: Functions of Government over Time (especially in the past 200 years)

Week 8: Government's Regalian Functions

- a) Defense of the territory against outside threat: military and defense (reading: RV pp.221-236)
- b) Defense of the territory against internal threat: police and justice (reading: RV pp.236-274)

Week 9: Financing Regalian Functions

- a) Taxation: we cannot make it nicer, but can make it easier (reading: RV pp.292-309)
- b) Monitoring and structuring the economy (reading: RV pp.276-291)

Week 10: Spring Break

Week 11: Social-Economic Services

- a) Planning and zoning (reading: RV pp.322-332)
- Paper #1 due**
- b) Industry, trade and energy (reading: RV pp.311-321 and 332-348)

Week 12: Welfare Services

- a) Education and health care (reading: RV pp.349-381)
- b) Social security (reading: RV pp.381-406)

Week 13: Exam Week

- a) Review of material for exam #3
- b) **Exam #3:** functions and services of government over time, specifically traditional (defense, order and safety, taxation, economy) and welfare tasks and services (including health care, social security, and education).

PART 4: History of American Government

Week 14: American Government: From the Colonies to the Present

- a) Major phases in the development of American government



(reading: R00, 29 pp.)

Paper 3@ due

b) Is American government too big?

(reading: ML, 12 pp.)

Week 15: Conclusion of Class

a) Discussion of student papers: primary documents

b) Discussion of student papers: organizations or functions/services of government

COURSE POLICIES

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

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.

Other sources of information on academic misconduct (integrity) to which you can refer include
The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Accommodation Policy



The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org

Workload/Course expectations

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. For a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments. Let the instructor know if this gets out of proportion.

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Helpful Resources



Statistical Consulting: Students wishing to have additional help with the statistical analysis for their papers may consult with the Statistical Consulting Service (www.scs.osu.edu/) and enroll in their Stat 5700 course (<http://www.scs.osu.edu/stat5760.html>).

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

GE Rationale and Assessment Plan
Public Affairs 2500: History of Public Administration

Jos C.N. Raadschelders
raadschelders.1@osu.edu

Course Description and General Education Rationale

This course is an introduction to the history of government around the world from the earliest time up to the present. This is important to anyone given that governments have become the primary social actors in the shaping of society through

- a) having the authority to make binding decisions on behalf of a population as a whole;
- b) having the authority to coerce; and
- c) being the primary actor for collective decision making from the local up to the global levels.

It is only in the past 200 years or so that states and their governments have been able to successfully penetrate the entire territory of their respective countries; it is also only in the past 200 years or so that governments not only extract resources (in labor, kind, or money) from their populations but also provide many services to them. In this course attention is given to the emergence and development of government and governing over time. This includes attention to different opinions about the role and position of government in its own time and context, as is documented in legislation (e.g., Code of Hammurabi, Magna Carta, American Constitution), judicial actions (e.g., *Brown v. Board of Education* 1954), literature advising rulers (e.g., the Admonition of Ipuwer, Kautilya's *Arthashastra*, Machiavelli's *The Prince*), treatises (e.g., Thomas Paine's *Common Sense*), early (administrative) histories (e.g., Ibn Khaldûn's *Muqaddimah*), speeches (e.g., Pericles' funeral speech, George Washington's Farewell speech, Abraham Lincoln's second inaugural, Martin Luther King's "I have a dream"), and even books about the nature of government in society (e.g., Bodin, Hobbes, Locke, Montesquieu, Von Seckendorff, De la Mare, etc., etc.).

In the first part of the course the focus is on administrative history as an example of comparative study and on the development of communities and societies over time. This part of the course provides the students with the conceptual framework for the second and third part of the course. In the second part of the course the focus is on how governments have structured themselves, namely via defining nested jurisdictions and via bureaucratic organization. The focus in this part will be on the so-called superstructure of government around the globe, with attention for the local up to national government levels. In the third part of the course the focus shifts to what functions and services governments provided over time, organized around information about the so-called regalian functions (the classic or traditional governments policies and services) and the welfare functions as they evolved from the late Middle Ages on. Each of these three parts will be concluded with a written exam.

Course learning goals and objectives are pursued via lectures, readings (of prescribed literature), but also of documents relevant to the role and position of government in society and to the emergence and development of an organization or policy, two written assignments (each a 4-page paper), class discussions of literature and lecture subject matters, and an interview with a public officeholder. The lectures closely follow the readings, and all readings and lectures relate directly to the course learning goals listed in the syllabus.

The course will fulfill the General Education (GE) course requirement in “history” by promoting student understanding of how past events are studied and how past events have shaped the present (cf., “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 emergence and development of government around the globe from prehistory up to the present. Second, it introduces students to the application of social science concepts to historical context and time. Third, the students will learn how governments are very similar in their structural features, but vary in terms of policy content and challenges. This attention for government policy and services will make students aware of the importance of cultural context (including national history, societal cleavages, racial and ethnic differences, political tensions, etc.). In order to accomplish the learning goals stated in the syllabus, the instructor integrates and applies knowledge from public administration, history, political science, economics, sociology, evolutionary biology, anthropology, and psychology, and applies that knowledge to challenges governments face with regard to structuring society and helping solve societal (i.e., collective) problems in numerous policy areas, including, by way of example, law and order, economy, planning and zoning, education, energy, the environment, public health, and so on.

a) **How do the course objectives address the GE category expected learning outcomes?**

Goal: Students recognize how past events are studied and how they influence today’s society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.

One important element of human activity is how people organize themselves to pursue objectives that cannot be achieved by an individual.

Students will learn about three sets of concepts that help to understand how individuals and groups interact with their government. First, there is the distinction between physical and imagined community. The more people came to live in imagined communities, the more governments came to the foreground as the primary service delivery institution. The second set of concepts concerns the development over time of the interplay between society and government: from nomadic, hunter-gatherer, via sedentary agricultural and industrial society, to the service and information society of today. The third set of concepts is that of the distinction between primary and secondary sources. The former are mentioned in the course description and rationale above; the latter will be referenced throughout the course.

In physical communities people operate on the basis of self-organization and this has been a feature of societies from the earliest bands up to the present-day territorial states. That is, the capacity for self-organization is as present (though less recognized) today as in the past. Once people became sedentary and started to live in larger communities (tribe, chiefdom), they organized more formal governments. These formal governments served mainly to protect the territory from outside threat and from internal disturbances of the peace on the one hand, and to shore up the ruler or ruling elite. This has significantly changed in the past 200+ years, with

governments – at least in the Western world – providing services to people beyond the preservation of life and property. That people as citizens actually can have a say in defining government activity is even more recent.

Key to understanding the evolving role and position of governments in society over time is knowledge about how governments structured their activities. In anthropology and sociology a lot of research has been done into the territorialization of society; that knowledge will be applied to better understanding of government in time. A lot of public administration and sociology research has been spent on understanding bureaucracy, and students will learn that bureaucracy plays a much more vital and positive role in contemporary society than it did in historical societies.

2. Students describe and analyze the origins and nature of contemporary issues.

In this course students will acquire knowledge about the role and position of government in society over time, thus helping them understand how government-in-society came to be as it is today. How governments structure their activities is addressed under learning outcome 1. This learning outcome 2 focuses on activities of governments over time. Historically, governments served to support a ruler and/or a ruling elite. For various reasons this changed in a fairly short span of time (1780s-1820s) and governments today play a key role in social problem solving and policy making. Why and how this happened is important to anyone who wishes to play an active role as citizen. In several lectures government policies will be discussed, distinguishing between traditional tasks that governments conducted from early on (military, police, justice, taxation) to tasks and services governments have “adopted” since the nineteenth century (health care, education, housing, transportation, social security, etc., etc.). The student will come to understand the extent to which contemporary bureaucracy is different from its historical predecessor (i.e., bureaucracies before the end of the eighteenth century), and that this has everything to do with the shifting focus of bureaucracies serving the elite through resource extraction activities, to bureaucracies serving the needs of the population at large through resource enhancing policies.

The contemporary issues addressed in this class concern social problems that governments are expected to (re)solve through policy making and implementation. Governments face comparable challenges (for instance: pollution, migration, sex trafficking, global warming, health care, rising income inequalities, accessibility of education, housing conditions, etc. etc.), but how they tackle these varies from country to country. Many students in this class will be American, but – given Ohio State’s attraction to foreign students – we fully expect foreign nationals to be enrolled in this class. The lectures and most of the prescribed readings concern governing in time and context across the globe, but two readings will specifically address the United States. It is in the comparative perspective (i.e., cross-national, cross-time, cross-policy, and cross-level) that students will come to appreciate the time (twenty-first century) and context (home country) in which they live, and arrive at better understanding of the challenges governments face when tackling social problems that transcend individual capabilities..

3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical context.

Students will focus on, first, describing the role and position of government at a specific moment in time and context and, second, on describing the origin and development of a public organization or a public policy in a country of their choice and at a level of government of their

choice. Mainly secondary sources will be used (i.e., published articles and/or books), but students will be able to access primary sources (e.g., a white paper, a charter, minutes of meetings, websites, etc.) about government at large and about the organization or policy of their interest. Students are expected to supplement the “long” historical view of a few centuries (as provided through the lectures and readings) with the “shorter” historical view of a few decades based on personal experience of a public servant who works in the public organization or policy of their interest. This experience has to be accessed through an interview with one of these public servants.

b) How do the readings assigned address the GE category expected learning outcomes?

Overall, the lectures and readings emphasize the historical origin and development of contemporary structures and functions of governments. With regard to the expected learning outcomes:

- Outcome 1: this is specifically targeted in lectures and readings in parts I and II of the class, assessed in exams 1 and 2, parts a and b of paper #1 and parts 1 and 3 of paper #2;
- Outcome 2: this is specifically targeted in lectures and readings in part III of the class, assessed in exam 3, and part c of paper #1, and part 2 of paper #2;
- Outcome 3: this is specifically targeted in part d of paper #1 and part 4 of the paper #2.

c) How do the topics address the GE category expected learning outcomes?

- Outcome 1: Chapters 1 through to 8 in the Raadschelders/Vigoda-Gadot book directly address the structural arrangements governments developed over time to control “their” territory. Appendices 1 and 2 in the same book address the nature of and need for a comparative perspective of understanding governing in time. The article by Raadschelders (2010) addresses the need for a historical perspective upon the role and position of government in society, the chapter by Lee (2012) discusses the specific nature of American government over time, the article by Raadschelders (2000) provides information about the study of American administrative history, and the chapter by Raadschelders (2015) describes changing perceptions and definitions of public servants over time as well as the major changes in the role and position of government in the 1780-1820 period.
- Outcome 2: Chapters 9 through to 12 in the Raadschelders/Vigoda-Gadot book directly discuss a variety of government policies, their emergence and development over time, as well as their contemporary content.
- Outcome 3: this outcome is achieved through discussions in class (during lecture, but also of exams and papers), as well as through writing two short papers that are based on primary (interviews, documents) and secondary (literature) sources.

d) How do the written assignments address the GE category expected learning outcomes?

Overall, the expected learning outcomes will be assessed according to the grade distribution table provided in the syllabus. A student does not meet expectations when unable to describe and/or connect concepts and information presented in lectures and readings, and thus scoring a grade of 69.9 or less (i.e., D+ or less). A student meets expectations when showing understanding of the material offered through lectures and readings, and scoring a grade between 70 and 92.9 (i.e., B- up to A-). A student exceeds expectations when not only

showing understanding of the material offered through lectures and readings, but when including information based on readings not prescribed for class and/or original insights provided in exams and/or paper. In the latter case the student will achieve the grade of A.

- Outcome 1: Exams 1 and 2 will assess the student's comprehension of Parts I and II of the class.
- Outcome 2: Exam 3 will assess the student's comprehension of Part III of the class.
- Outcome 3: The first paper will assess the student's communicative skills through reporting about the role and position of government in society at a particular moment in time and in a particular (geographic) context, and the second paper will assess the student's communicative skills through reporting about the emergence and development of an organization or policy over time.

e) How will students sharpen communication skills through the preparation of essay exams and a paper and through participation in discussions in this course?

Overall, the exams will test the student's written communication skills through assessing their knowledge of concepts relevant to and approaches important for understanding governing over time (exam 1), of structures of government over time (exam 2), and of functions of government over time (exam 3). During class students are expected to participate through questions and discussion with the instructor and with one another. Class participation is 10% of the grade. Written and oral communication skills are the target of the two paper assignments, since students need to access primary sources (published documentation, interviews with public servants) and use secondary sources (articles, books). The students will receive general feedback about the exams from the instructor in class. The instructor is also available upon appointment to provide individual feedback. In week 15 of the class the instructor will discuss in general terms the student papers (which are due in week 11 and 14 respectively) to illustrate various points made in weeks 4 to 12. The instructor is available upon appointment to provide individual feedback. These papers are an important learning tool, since the student must identify a primary source for description (paper #1) and will have to prepare and execute an interview, and must find primary written sources concerning the organization or policy of their interest (paper #2). The instructor is available upon appointment to help the student with the selection of a primary document, and of an organization or policy, and with the preparation of interviews.

Comments re. GE 2500, History of Public Administration

The comments below are written in response to and reflection upon the remarks made by Dr. Paula Baker, director of undergraduate programs of the Department of History, in her email of May 23rd, 2015, on the proposed GE-class “Governing over Time” (this was a former proposed course title before we decided on the current “History of Public Administration” and regarding its fit as a GE-History course.

Before addressing her concerns, one preliminary remark needs to be made about the interdisciplinary framework within which the role and position of government in contemporary society can be understood. There is no historical precedent for the role and position of governments in their respective societies today. For millennia governments exercised their authority far beyond the reach of populations at large. Only in the past 200-250 years has the role and position of governments in society changed; and it has changed so rapidly and significantly that it has drawn attention from historians and social scientists alike. Historians most often have studied the administrative history or history of government of their own country. However, the first two histories of government that encompassed the world in its entirety were written by Americans (Augustine Duganne in 1860 and Woodrow Wilson in 1889) (See Raadschelders 1997, 2002). Social scientists have tried to develop concepts and theories with which to describe and understand the origins and subsequent development of government. One of the earliest to do so was the jurist, sociologist, and historian Max Weber. After the Second World War attention for the origins and development of government has spread across the social sciences. The prescribed book for this proposed GE-course (Raadschelders & Vigoda-Gadot 2015) is the fruit of 30 years of reading in the literature relevant to understanding origins and development of government (including: history, political science, anthropology, evolutionary biology, cognitive psychology, organizational sociology, economics). As I have argued elsewhere (2011), public administration is the umbrella study that brings together knowledge and insight about government from various studies and disciplines. As the study of public administration is interdisciplinary, so is, by definition, the subject of administrative history/history of government.

Dr. Baker wrote that she was not convinced that this proposed GE-course would introduce students to historical reasoning or methods. I will address her comments point-by-point.

She notes that the course’s methodological framework is comparative, and not historical. However, as I point out in appendix one of the prescribed book, there are four types of comparison: cross-national, cross-level (i.e., levels of government), cross-policy, and cross-time. The latter type of comparative study is by definition historical.

Dr. Baker observes that “To look at topic X in time Y is not the same as using the historical method to analyze primary source materials.” I agree with that observation, but this is not the objective of this course. First, this course is developed to provide any student (not just history or public affairs students) with basic understanding of the role and position of government. A comparative perspective that only focuses on the present cannot possibly suffice, because governments today are so different from those up to about two centuries ago. In fact, only a historical perspective provides sufficient understanding of government’s contemporary role and position in society. The question of why government’s role and position today is as it is can only be answered through a cross-time perspective. In this course, the student will learn how people had different understandings over time about the role and position of government. They

will learn so through discussion of primary sources (the types I distinguish can be found in the rationale for this course) that, indeed, will illustrate how people perceived government in their time (history) and context (geography). Second, I am not convinced that a GE-history class is the place where students should learn to use the historical method to analyze primary source materials. That would be more fitting in classes for history majors. As mentioned above, this course seeks to reach out to all students at OSU, in the humanities, the social sciences, and the natural sciences, because it is important that the next generation of leaders in the public, nonprofit and private sectors have a basic understanding of the role and position of government in society. Present education at secondary and tertiary levels does not provide the historical perspective that I have developed in the past 35 years.

The historical method is that which Leopold von Ranke called *Kritische Filologie*, and this careful and critical textual analysis is, indeed, important to situate printed documents in their time and context. However, in the past 40 years or so this historical method has been complemented with the use of social science based concepts and theories that serve as yet another heuristic in the endeavor to understand of the past (see debate between Thuillier and Raadschelders 1995).

Dr. Baker's statement that "Only two weeks (4 and 14) seem to deal with historical periods other than the present..." is simply not true. The subject matter of every week will be historical, that is, providing the student through reading and lecture with the necessary historical background to help her/him understand the present. Having said that, however, does not mean that the concepts that drive the course organization are not historical but rather central to the study of governance today as Dr. Baker claims. As an historian (MA-degree) and social scientist (Ph.D.) I am very much aware of the possibility of reconstructing the past in terms of contemporary theories and models (known as *anachronism*) and of interpreting the past in terms of its contemporary outcomes (known as *present-mindedness*). What is done in this course is tracing the origins and development of government over time by means of concepts such as bureaucracy, organization, ruler – subject/citizen relation, public servant, and so on and so forth.

Dr. Baker notes that none of the prescribed readings are primary sources. That is true, but, as mentioned above, I will refer to a variety of primary sources during the course and my ambition is to reach students with various backgrounds. That I have prescribed some of my own publications is because there is as far as I know no other literature that provides the interdisciplinary umbrella necessary to understand government over time. As mentioned above, most administrative histories are national histories. The studies by Duganne and Wilson, and more recently by E.N. Gladden (1972) and S.E. Finer (1997) are global in scope, but only descriptive of various 'national' histories from Antiquity up to the present time. I have written a handbook of administrative history (1998) but that only concerns the Western world from the 12th century up to the present and merely discusses and provides access to such national histories. The volume prescribed for this course not only draws upon the wealth of research that has come available in history and across the social sciences at large in the past 40 years, but is also truly global in that it demonstrates how efforts to structure governments over time have converged toward territorially defined and layered jurisdictions and hierarchical organizations, while the functioning of these governments continues to vary with local/national political-administrative and social culture (i.e., there is significant variation in how countries deal with health care, education, transportation, energy, food, immigration, taxation, justice and policing, emergency management, etc., policies). Each of the various policies described and analyzed in chapters nine to twelve in the prescribed book for this course have emerged over time, and

proper understanding of their meaning in our own time cannot but start with how and why they became important. Thus, I cannot but disagree with Dr. Baker's observation as that this course is weak on the first and third expected learning outcomes. Instead this course meets all three learning outcomes, but is focused on being introductory and targeting a large variety of students.

Since it is my hope that this course will be taught at OSU as a GE-history course, I have from the outset included two lectures (week 14) on American government. However, foreign students can – and are explicitly invited to - explore the origins and development of government in their country through the two paper assignments. I am comfortable doing so, since I have taught comparative government since 1987. Throughout my career I have in teaching and research attempted to bridge the interests and approaches of the study of history with those of the study of public administration and that has culminated in this course. Finally, a course like this is not offered at The Ohio State University, nor – as far as I know – anywhere else.

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