

Term Information

Effective Term Summer 2020
[Previous Value](#) [Spring 2018](#)

Course Change Information

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

Change Distance Education Pattern to "Online". 100% DL.

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

Increase access to allow more students interested in the class to enroll.

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)?
none.

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	2110
Course Title	Introduction to Public Affairs
Transcript Abbreviation	Intro Public Afrs
Course Description	Introduces students to the policymaking process and the core crafts on which schools of public affairs focus: policy analysis & evaluation and public administration & management.
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?	Yes
Is any section of the course offered	100% at a distance
Previous Value	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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

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

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

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

Sought Concurrence

No

Attachments

- PUBAFRS 2110 Syllabus DL.pdf: PUBAFRS 2110 Syllabus DL
(Syllabus. Owner: Fink,Steven Krieger)
- 2110 Syllabus AU19 Raadschelders.docx: PUBAFRS 2110 Syllabus P
(Syllabus. Owner: Fink,Steven Krieger)
- PA2110_ASC_Review_Checklist.pdf: tech/QM review
(Other Supporting Documentation. Owner: Adams,Christopher John)
- GE Rationale and Assessment Plan.docx: GE Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Adams,Christopher John)

Comments

- If you want permanent DL status beyond the summer, you would need to follow the directions <https://asccas.osu.edu/curriculum/distance-learning-courses>

So: in person syllabus, online syllabus, tech/QM review, updated GE assessment plan.

If this is only for SU20 certification, please following instructions and mode of submission outlined in OAA's email. *(by Vankeerbergen,Bernadette Chantal on 04/17/2020 01:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Fink,Steven Krieger	04/16/2020 11:06 PM	Submitted for Approval
Approved	Adams,Christopher John	04/17/2020 08:51 AM	Unit Approval
Approved	Adams,Christopher John	04/17/2020 08:52 AM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	04/17/2020 08:57 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/17/2020 01:31 PM	ASCCAO Approval
Submitted	Fink,Steven Krieger	04/22/2020 03:21 PM	Submitted for Approval
Approved	Adams,Christopher John	04/23/2020 04:32 PM	Unit Approval
Approved	Adams,Christopher John	04/23/2020 04:33 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	04/23/2020 06:39 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	04/23/2020 06:39 PM	ASCCAO Approval



PUB AFRS 2110
Introduction to Public Affairs
3 Credit Hours

Online Carmen Course

Time/Location	Not applicable
Instructor	Alex Roberts, PhD (roberts.1010@osu.edu) <i>Office Hours:</i> By Appointment
GE credit	Fulfills GE requirement in Social Science: Human, Natural, and Economic Resources

IMPORTANT NOTE ABOUT CLASS: All assignment instructions and required readings will be provided on Carmen under the navigation tab for each week’s module. This syllabus merely provides a synopsis of the exams and assignments, as well as an overview of the schedule of events for the course.

COURSE OVERVIEW

This course is an introduction to the range of topics that constitute “public affairs.” The first four 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, written assignments, and communication via email and Carmen discussion boards that are organized into weekly modules. You will be expected to access the course and participate multiple times during the week, equivalent to the total in-class and out-of-class time commitment of an in-person 3-credit course. Additionally, there will be three exams that will occur at set times throughout the semester.

COURSE LEARNING OBJECTIVES

After completing this course, students will:

- Understand the process by which U.S. public policy is developed and implemented
- Be familiar with techniques for providing rational advice to public-sector decision-makers; evaluating the impact of public policies on societal outcomes; and managing public and non-profit organizations
- Be able to apply public affairs concepts and frameworks to real-world public challenges



GE LEARNING GOALS AND OUTCOMES

Public Affairs 2110 fulfills the GE credit requirement for Social Science:

GE Goals for Social Science

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected GE Learning Outcomes of Public Affairs 2110

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.

How Does Public Affairs 2110 Help Students Attain these Learning Outcomes?

The two core crafts of public affairs—policy analysis and management—deal with informing and implementing societal decisions about how to allocate scarce societal resources. The class introduces students to theories and methods of social scientific inquiry used to inform this societal decision-making, which entails identifying political, economic, and social trade-offs across policy options and assessing the effectiveness of public policies and programs. These topics are covered throughout the entire class as students learn about policymaking and administrative processes. But the most explicit focus on these GE learning outcomes occurs when we cover policy analysis during the last third of the class. The third exam, which focuses on policy analysis, will be used to assess student understanding of the three GE learning outcomes.



BASIS FOR ASSESSMENT

Your grades will be based on the following items:

➤ **EXAMS (60% of class grade)**

There will be three exams which students must take in person at the OSU Testing Center. If you cannot make it to the testing center between 8:00am and 4:00pm on the test days, you must contact me before the end of the second week of class so that we can arrange for you to take the exams remotely. Also note that this alternative option will require that you pay for a proctoring service.

- **Exam #1** (20% of grade; Monday, June 4, between 8:00am and 4:00pm)
- **Exam #2** (20% of grade; Friday, July 6, between 8:00am and 4:00pm)
- **Exam #3** (20% of grade; Tuesday, July 31, between 8:00am and 4:00pm)

➤ **ASSIGNMENTS (40% of class grade; most weeks in which no exam is administered)**

The details of weekly assignments will be given to you on Carmen as the semester progresses. Here is a general overview of these assignments:

- **Weekly Current Events** (20% of grade)

During most weeks, you must identify an article dealing with a recent current event (within last month or two). You must 1) summarize the article clearly and succinctly and 2) provide a thoughtful analysis of how it relates to concepts discussed in that week's lectures. You will be graded based on the clarity and coherence of your summary and the quality of your analysis relating the current event to class lectures. The write-up should be no more than a single double-spaced page using 1 inch margins and 12 point font (i.e., about 250 words). You must submit these write-ups by uploading them to Carmen by Sunday at 11:59pm of each week, unless otherwise noted.

- **Short problem statement** (5% of grade; week #6)

During the sixth week of class I will request that you submit a short statement describing a public problem that is of concern to you. The statement should be concise, clear, and objective, in that it convinces the reader that the problem is significant simply by stating the facts regarding the magnitude of the problem, whom it affects, its societal consequences, and, if possible, its causes. An effective problem statement cites reputable sources to substantiate all claims and, when possible, uses statistics to document the severity of the problem. The problem statement should be no more than a single double-spaced page using 1 inch margins and 12 point font (i.e., about 250 words).



- **Public affairs plan** (10% of grade; week #11)

On the last day of class, you must submit a career plan for addressing the public problem of greatest concern to you. Specifically, you must detail what kind of public affairs career you would pursue to help address that problem, including what degrees you would get, what coursework you would take, and what professional jobs you would pursue to be part of the solution. The essay should be about 3 double-spaced pages using 1 inch margins and 12 point font (i.e., about 750 words).

- **Weekly Quizzes** (5% of grade)

You are required to complete an online quiz every week. The quiz draws on lecture material from that week. You get credit for completing the quiz by 11:59pm on Sunday of each week, after watching the lecture videos. You can take the quizzes an unlimited number of times. I encourage you to take the quizzes until you get all items correct, as a random sample of these items will be on each exam.

GRADING

I will provide you with provide you with specific rubrics for each of the above assignments. 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		

COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technical skills necessary for this online course

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection



SPECIFIC POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should rewrite your work for you.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

TEXTS

There are no mandatory texts for this class. All content will be covered in the video lectures. However, if you'd like a text that covers some of our topics, you might consider the following texts (any edition—older is cheaper) to **supplement** lecture:

- Michael E. Kraft and Scott R. Furlong. 2018. *Public Policy: Politics, Analysis, and Alternatives, 6th Edition*. Washington, DC: CQ Press. (ISBN-13: 978-1506358154)
- Donald F. Kettl. 2018. *The Politics of the Administrative Process, 7th Edition*. Washington, DC: CQ Press. (ISBN-13: 978-1506357096)

* Additional readings will be posted to Carmen. Please note that optional readings do not perfectly correspond to content covered in lectures.

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 online (always use ISBN# for searches).



SCHEDULE

Week 1: Introduction to the Course

Assignment: Week 1 Quiz (due by 11:59pm on Sunday, 5/13)

Extra Credit Assignment: Student bio and interests (due by 11:59pm on Sunday, 5/13)

PART 1: THE POLICYMAKING PROCESS

Week 2: Policymaking Process

Assignment: Week 2 Quiz (due by 11:59pm on Sunday, 5/20)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 5/20)

Assignment: Exam Scheduling (due by 11:59pm on Sunday, 5/20)

Optional Reading: “Public Policy and Politics” (KF, Ch. 1)

Week 3: Policymaking Process

Assignment: Week 3 Quiz (due by 11:59pm on Sunday, 5/27)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 5/27)

Extra Credit Assignment: Political typology quiz (due by 11:59pm on Thursday, 5/24)

Optional Reading: “Government Institutions and Policy Actors” (KF, Ch. 2)

Week 4: Policymaking Process

Assignment: Week 4 Quiz (due by 11:59pm on Sunday, 6/3)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 6/3)

Optional Reading: “Understanding Public Policymaking” (KF, Ch. 3)

Exam #1: between 8:00am and 4:00pm

PART 2: PUBLIC ADMINISTRATION

Week 5: Public Administration

Assignment: Week 5 Quiz (due by 11:59pm on Sunday, 6/10)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 6/10)

Optional Reading #1: “What is Public Administration?” (Kettl, Ch. 3)

Optional Reading #2: “What Government Does—And How It Does It” (Kettl, Ch. 2)

Week 6: The Federal Bureaucracy

Assignment: Week 6 Quiz (due by 11:59pm on Sunday, 6/17)

Assignment: Submit problem statement (due by 11:59pm on Sunday, 6/17)

Optional Reading #1: “Accountability” (Kettl, Ch. 1)

Optional Reading #2: “The Executive Branch” (Kettl, Ch. 5)

Week 7: Personnel Management

Assignment: Week 7 Quiz (due by 11:59pm on Sunday, 6/24)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 6/24)

Optional Reading: “The Civil Service” (Kettl, Ch. 8)



Week 8: Recent Trends and Reforms of U.S. Public Administration

Assignment: Week 8 Quiz (due by 11:59pm on Sunday, 7/1)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 7/1)

Optional Reading: “Administrative Reform” (Kettl, Ch. 7)

Exam #2: Friday, 7/6, between 8:00am and 4:00pm

PART 3: POLICY ANALYSIS & EVALUATION

Week 9: Policy Analysis & Evaluation

Assignment: Week 9 Quiz (due by 11:59pm on Sunday, 7/15)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 7/15)

Optional Reading #1: “Policy Analysis: An Introduction” (KF, Ch. 4)

Optional Reading #2: “Public Problems and Policy Alternatives” (KF, Ch. 5)

Week 10: Assessing Policy Alternatives

Assignment: Week 10 Quiz (due by 11:59pm on Sunday, 7/22)

Assignment: Submit current event assignment (due by 11:59pm on Sunday, 7/22)

Optional Reading: “Assessing Policy Alternatives” (KF, Ch. 6)

Week 11: Evaluating the Impact of Public Policies and Programs

Assignment: Week 11 Quiz (due by 11:59pm on Sunday, 7/29)

Assignment: Submit your final paper via carmen dropbox (due by 11:59pm on Sunday, 7/29)

Exam #3: Tuesday, 7/31, between 8:00am and 4:00pm

*****VERY IMPORTANT STATEMENTS BELOW*****

STUDENT MENTAL HEALTH

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.



ADA Statement

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.

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.

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.



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JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUB AFRS 2110 (section 5764)

Introduction to Public Affairs

3 Credit Hours

Fall 2019

Tuesday and Thursday, 12:45 – 2.05 p.m.

Page Hall 020

Instructor Jos C.N. Raadschelders
Email raadschelders.1@osu.edu
Office 350D Page Hall
Office hours before class or by appointment
TA Coral Wonderly
Email
GE credit Fulfills GE requirement in Social Science: Human, Natural, and Economic Resources

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. Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events.

GE LEARNING GOALS AND OUTCOMES

Public Affairs 2110 satisfies the GE credit requirement for Social Science:

GE Goals for Social Science

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.



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Expected GE Learning Outcomes of Public Affairs 2110

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.

How Does Public Affairs 2110 Help Students Attain these Learning Outcomes?

Course Learning Objectives

After completing this course, students will:

- Understand the process by which U.S. public policy is developed and implemented
- Be familiar with techniques for providing rational advice to public-sector decision-makers; evaluating the impact of public policies on societal outcomes; and managing public and non-profit organizations
- Be able to apply public affairs concepts and frameworks to real-world public challenges

Degree Learning Goals and Objectives

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following degree learning goals and objectives at a beginner level:

- Examine governmental, financial, economic, legal, and political institutions, and systems that constitute the public and nonprofit sectors.
- Describe and explain public sector policy making and administrative processes.
- Recognize and interpret human behavior—individual, group, and organizational—in the context of the public and nonprofit sectors.
- Define and address problems in the public and/or nonprofit sectors using analytical tools.
- Communicate effectively via written, oral, and electronic methods in public and/or nonprofit sectors.

The two core crafts of public affairs—policy analysis and management—deal with informing and implementing societal decisions about how to allocate scarce societal resources. The class introduces students to theories and methods of social scientific inquiry used to inform this societal decision-making, which entails identifying political, economic, and social trade-offs across policy options and assessing the effectiveness of public policies and programs. These



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topics are covered throughout the entire class as students learn about policymaking and administrative processes. That is, Parts I and II of the course help you understand the extent to which the functioning of government is embedded in how it is structured and how it developed. Thus, the most explicit focus on these GE learning outcomes occurs when we cover policy analysis in Part III of the class. The third exam, which focuses on policy analysis, will be used to assess student understanding of the three GE learning outcomes.

ASSIGNMENTS

EXAMS (60% of class grade; weeks 6, 12, and 17)

There will be three in-class, accumulative exams on the content covered in lecture. The exams will include a random sample of the concepts and topics discussed every week and highlighted in class. I advise you to keep notes during lecture (and what I write on the blackboard) and discussion times in class, because those will help you preparing for the exam. **I do not give make-up exams nor provide extra credit.**

- **Exam #1** (20% of grade; Thursday, week 6, regular class time)
- **Exam #2** (20% of grade; Thursday, week 12, regular class time)
- **Exam #3** (20% of grade; Thursday, week 17, 10.30 – 12.30 p.m.)

PAPERS (30% of class grade; every week)

- **Weekly reflection based on prescribed reading and lecture** (20% of grade, weeks 2, 3, 4, 5, 7, 8, 9, 10, 12 and 13)

For 10 weeks you are to write a one-page paper, double-spaced, 1” margins, Times New Roman, 12 point font, stapled in top-left corner, reflecting upon something that has happened during the week, and applying concepts and/or theories you have read/heard about in class. You will submit these as hard copy in class on Thursday, and will get them back the next Tuesday where they will serve as the basis for class discussion of about 30-40 minutes. These class discussions are intended to help develop your critical thinking and discussion skills. Late papers are not accepted.

- **Public affairs plan** (10% of grade; week #15)

On the last day of class (December 3), you must submit a career plan for addressing the public problem of greatest concern to you. Specifically, you must detail what kind of public affairs career you would pursue to help address that problem, including what degrees you would get, what coursework you would take, and what professional jobs you would pursue to be part of the solution. The essay should be no more than two double-spaced pages using 1” margins and 12 point font (i.e., about 500 words).

GUIDELINES FOR PAPERS AND EXAMS

1. In this class I expect you to reach a little beyond that which you can achieve without effort.
2. When preparing for the exams and working on your papers, read the prescribed literature and digest the information. It will not do to ask what you need to cover in the paper. When you follow the rubric, you will get a B+. Give yourself the chance to understand the material, and to recognize why it is important for you to know what government is about. Use the power points



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of each week, as posted in Carmen, as if it is a closet of knowledge hangers (or: a cabinet with various drawers, a house with various rooms). The power points provide the skeleton, and you fill that out with the knowledge that is meaningful to you.

3. What makes me “hop” when I read your papers, is seeing that you are creative, that you are intellectually engaged, and that you have original thoughts. That, together with the rubric, will get you an A or A-.

4. The instructor will be available to read a draft of the policy implementation analysis, but will only comment upon its substantive content and not on the quality of writing. Grading the reflections will include syntax, grammar, spelling, and punctuation. Typos, inconsistencies, punctuation and apostrophe errors, misspellings are not acceptable. Some examples of misspellings I have come across over the years include: do to the circumstances, steakholders, the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, proffesser, its really wrong, it’s content is wrong, relivant, explanation, case study’s, regestration, entusiasm, excepting an offer, practicle examples, aplication, discribtions, principle-agent theory, dimation, heirarchy, charasmatic, I except your offer, the shear amount, interperate, bueracracy, bureacratic, to intervine, implimentation, to inforce, to recieve, cordination, dilligance, reprocutions, to outway, faillure, excitment, resorces, stimmung, summarys, quizes, etc., etc.) and the like

5. When referring to people use ‘who’, when writing about things use ‘that’; numbers up to twelve are written as a word, 13 and up are written as a number; do not mix present and past tense in one section; do not mix singular and plural in one sentence; check statements you hear in the news for their correctness and provide sources that confirm or question such statements.

6. The student can ask the instructor to read the draft of an assignment, but only comments on its substantive content will be provided.

For all assignments, late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g., A- to B+) unless the instructor is informed about a reasonable explanation for lateness.

ATTENDANCE

Your attendance grade is a straightforward calculation of the number of classes you did not attend. 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**, with the exception of documented health and/or family challenges. Each absence will cost 1 point; 10 points is a full letter grade. **Students with physical or mental issues need to contact the Office of Disabilities so that the instructor can be informed (see also pages 8 of this syllabus).**

GRADING

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		



TEXTS

You should be able to successfully complete the course based on the lectures and the Kettl book. However, there are optional readings from Kraft and Furlong that augment the lectures. Chapters relevant to the topic of the week are indicated.

Required reading:

- Donald F. Kettl. 2018. *The Politics of the Administrative Process*, 7th Edition. Thousand Oaks: Sage/CQ Press. (ISBN-13: 978-1-5063-5709-6).

Optional reading:

- Kraft, Michael E. and Scott R. Furlong (2015, 5th ed.). *Public Policy. Politics, Analysis and Alternatives*. Los Angeles: Sage/CQ Press.

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

(DK = Kettl; KF = Kraft and Furlong)

Part I: Government in Society

Week 1: Introduction of Class and Content

August 22: Introduction: students, instructor, expectations

August 24: What is government?

Reading: DK pp.29-31; KF ch.1

Week 2: Do we Need Government, and Does Government need Citizens?

August 27: plenary discussion

August 29: Class discussion on TED-talk

Watch TED-talk Raadschelders: www.youtube.com/watch?v=wNm4GrmOcUQ

Assignment: weekly reflection #1 (your thoughts re. TED-talk)

Week 3: Origins and development of government

September 3: Development of government over time: territory, hierarchy

September 5: From being property to enabler

Assignment: weekly reflection #2

Week 4: Government in Society

September 10: Discussion of reflections #1

Government today: The big change: 1780 - 1820

September 12: The new role and position of government in society



Reading: DK pp.59-70

Week 5: The Administrative State: Service Functions

September 10: Discussion of reflections #2

Functions, tasks and services of government I

Reading: DK pp.37-39; KF ch.12

September 12: Functions, tasks and services of government II

Reading: KF chs. 7-11

Assignment: weekly reflection #3

Week 6: Exam Week

September 17: exam review (in class)

September 19: Exam #1 (in class)

Week 7: Size of government

September 24: Discussion of reflections #3

Size of government: Civil service and human resource management

Reading: DK pp.32-34, 96-100, chs. 8-9

September 26: Size of government: Revenue and expenditure

Reading: DK pp.34-37, ch. 11

Assignment: weekly reflection #4

Part II: The Structure of Government

Week 8: The Administrative State: Instruments

October 1: Brief review of exam 1; discussion of weekly reflection #4

Tools of government

Reading: DK pp.39-48

October 3: The study of public administration

Reading: DK pp.70-74

Assignment: weekly reflection #5

Week 9: Branches of Government

October 8: Discussion of reflections #5

The traditional three ... and three more?; and Structure of organizations

Reading: DK ch.5, KF ch.2; DK pp.84-102

Assignment: weekly reflection #6

October 10: Fall Break

Week 10: Organization Theory I

October 15: Discussion of reflections #6

Culture of organizations

Reading: DK pp.100-109

October 17: Problems with organizations

Reading: DK chs. 6-7



Assignment: weekly reflection #7

Week 11: Organization theory II

October 22: Discussion of reflections #7

Reform of organizations

October 24: Decision making theories

Reading: DK ch.10

Assignment: weekly reflection #8

Week 12: Exam Week

October 29: Exam review (in class)

October 31: Exam #2 (in class)

Part III: Functioning of Government

Week 13: Policy Making I

November 5: Brief review of exam #2, Discussion of reflections #8

November 7: What is public policy and who are involved?

Assignment: weekly reflection #9

Week 14: Policy Making II

November 12: Discussion of reflections #9

The policy making process: linear and cyclical perspectives

Reading: KF chs. 3-4

November 14: Guest speaker(s) Dr. Margo Izzo and Ms. Christine Brown

Assignment: weekly reflection #10

Week 15: Policy Making III

November 19: Discussion of reflections #10

Policy implementation, evaluation and accountability

Reading: DK chs. 1, 12, and 14; KF chs.5-6

November 21: Role and Position of Government in Society

Exam review (in class)

Assignment: submit your public affairs plan

Week 16:

November 26: Government: Navigating Instinctual and Intentional Behaviors

November 28: Thanksgiving

Week 16: December 3: review and Q&A exam #3 (in class)

Week 17:

December 12: final exam #3, 10.30-12.30



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.

Religious holidays:

Absence can be excused for religious observances and students can reschedule without penalty examinations and additional required class work that may fall on religious holidays.

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. So for a three credit hour class, you should expect 42 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.

Digital Etiquette

Lap-top, tablets and phones are not required for this class. Therefore, these devices may only be used when engaging in an exercise that requires them. Power point slides will be made available on Carmen by the instructor before class. Research demonstrates that you may benefit from



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writing notes long-hand. Should you want to make notes using your laptop, refrain from surfing the web during class. Your cellphone must be turned off.

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>). The Writing Center works “one-on-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc,” Consultants are available by appointment, on a walk-in basis or online.

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>.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PUBAFRS 2110 SP2020 (5535)

Instructor: Alex Roberts.1010

Summary: Course Passes Checklist

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			
6.2 Course tools promote learner engagement and active learning.	✓			
6.3 A variety of technology is used in the course.	✓			
6.4 The course provides learners with information on protecting their data and privacy.	✓			
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	✓			
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	✓			
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	✓			
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Course uses an internally developed template in order to enhance usability and navigation.
8.2 The course design facilitates readability.	✓			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	✓			All course videos have been captioned.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	✓			Course uses an internally developed template in order to enhance usability and navigation.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

8.6 Vendor accessibility statements are provided for all technologies required in the course.	✓			
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Reviewer Information

- Date reviewed: 4/21/20
- Reviewed by: Aaron Carpenter.844

Notes:

GE Rationale and Assessment Plan
Public Affairs 2110: Introduction to Public Affairs

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.