

Term Information

Effective Term Spring 2023

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 3210
Course Title Civics, the Making of Law, and the Development and Implementation of Public Policy
Transcript Abbreviation Civ Law & PubPol
Course Description This course is an introduction to the range of topics that exists at the intersection of civics, public policy, and law. It provides a grounding in the operation of the three branches of American government and the complexities of their interrelationships, as well as the democratic challenge of organizing them for the promotion of the common good and the advancement of a just & equitable society.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 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, 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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Upon the conclusion of this course students will:
- Develop a sophisticated knowledge of the important institutions – legislative, administrative, judicial, and otherwise – that create and shape American public law and policy
- Understand the role of law and policy in social organization and coordination and in the distribution of rights and responsibilities
- Appreciate the various ways in which American public law and policy has the power to both advance and hinder the achievement of equity and justice in a diverse world
- Refine your skills, both as a professional and as a citizen, to participate in the development and implementation of public law and policy.

Content Topic List

- Concepts and historical perspectives of law and policy
 - Comparative perspectives on law and policy
 - Institutional context of law and policy
 - Institutional arrangement of the judicial, legislative, and policy systems in the United States
 - Actors and their roles in the judicial and policy (legislative?) arenas
 - Theories of statutory and policy interpretation
 - Writing and implementation of law
 - Constraints on activities of administrative agencies
 - Landmark cases of legislative law- and policy-making: making policy through statute
 - Law- and policy-making as instruments of power and control
 - Problems in and for law- and policy-making and implementation
- No

Sought Concurrence

Attachments

- GE form citizenship June 4 2022.pdf: GE Theme Description
(Other Supporting Documentation. Owner: Adams,Christopher John)
- GE interdisciplinary form June 4 2022.pdf: GE Interdisciplinary Form
(Other Supporting Documentation. Owner: Adams,Christopher John)
- syllabus civics law and policy Sept 30 2022.sfh.clean.docx: Syllabus
(Syllabus. Owner: Adams,Christopher John)

Comments

- Please update mode of delivery on the first page of the syllabus. *(by Greenbaum,Robert Theodore on 09/30/2022 07:10 PM)*
- Please see Panel feedback e-mail sent 09/30/22. *(by Cody,Emily Kathryn on 09/30/2022 02:27 PM)*

COURSE REQUEST
3210 - Status: PENDING

Last Updated: Greenbaum,Robert Theodore
10/03/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	06/06/2022 04:38 PM	Submitted for Approval
Approved	Adams,Christopher John	06/06/2022 04:39 PM	Unit Approval
Approved	Adams,Christopher John	06/06/2022 04:40 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	06/06/2022 04:53 PM	College Approval
Revision Requested	Cody,Emily Kathryn	09/30/2022 02:27 PM	ASCCAO Approval
Submitted	Adams,Christopher John	09/30/2022 04:52 PM	Submitted for Approval
Approved	Adams,Christopher John	09/30/2022 04:53 PM	Unit Approval
Approved	Adams,Christopher John	09/30/2022 04:55 PM	SubCollege Approval
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Submitted	Adams,Christopher John	10/03/2022 03:58 PM	Submitted for Approval
Approved	Adams,Christopher John	10/03/2022 04:02 PM	Unit Approval
Approved	Adams,Christopher John	10/03/2022 04:03 PM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	10/03/2022 04:08 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/03/2022 04:08 PM	ASCCAO Approval



Civics, the Making of Law, and the Development and Implementation of Public Policy Syllabus

PUB AFRS 3210
Spring 2023

Course Information

Class Schedule and Delivery Mode

Course times and location: TBD

Credit hours: 4

Mode of delivery: In-Person

Instructors

Steven Huefner, JD
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Preferred modes of communication: Our preferred method for questions is **email**. Our class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Office Hours: TBD

Course Coordinator or Teaching Assistant

Not applicable.

Course Description

This course is an introduction to the range of topics that exists at the intersection of civics, public policy, and law. It also provides a grounding in the operation of the three branches of American government and the complexities of their interrelationships, as well as of the democratic challenge of organizing and using these government systems for the promotion of the common good and the advancement of a just and equitable society.

First, it provides an introduction to the lawmaking process – emphasizing theoretical frameworks and practical dynamics to help you understand how actors and institutions, both in and out of government, interact to produce public policy and law.

Second, the course introduces you to the core topics involved in public administration, management, policy, and in law.

Third, the course presents the public policy and lawmaking crafts that are the focus of the Glenn College of Public Affairs and the Moritz College of Law.

The course investigates the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies, and examines the specific tools used in the various stages of law creation, from formulation to enactment to implementation. It also explores the ways that the various institutions and actors in the law and policy formulation arenas have opportunities to both advance and hinder notions of what is just and fair.

Course Prerequisites

None.

General Education Expected Learning Goals

This course fulfills the following four goals of the *Citizenship for a Just and Diverse World* theme:

Goal 1: Citizenship for a Diverse and Just World: “Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.”

Goal 2: Citizenship for a Diverse and Just World: “Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.”

Goal 3: Citizenship for a Just and Diverse World: “Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”

Goal 4: Citizenship for a Just and Diverse World: “Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.”

Expected Learning Outcomes

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.



- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Expected Learning Outcomes Specific to this Course

5. Through the examination of the public law and public policy systems, students will learn about the knowledge, skills, and behavioral habits that constitute citizenship in connection with the institutional arrangements for law- and policy-making, and how to work for justice in a diverse world.

By completing this course, you will:

- 5.1 Develop a sophisticated knowledge of the important institutions – legislative, administrative, judicial, and otherwise – that create and shape American public law and policy, especially at both the state and federal levels, but - where fitting - also at the local level;
- 5.2 Understand the role of law and policy in social organization and coordination and in the distribution of rights and responsibilities of citizens and of public organizations;
- 5.3 Appreciate the various ways in which American public law and policy has the power to both advance and hinder the achievement of equity and justice in a diverse world;
- 5.4 Refine your skills, both as a professional and as a citizen, to participate in the development and implementation of public law and policy.

The course will help you meet these goals through a combination of readings, exercises, class discussions, examinations, and other activities.

High Impact Nature of the Course

This course qualifies as a high impact course in the GE-citizenship track because

- Various elements of the course intend to expose students to (a) differences in personal backgrounds (upbringing) and to (b) differences in societal context regarding the institutional arrangements for governing, and how the interplay between individual and environment manifests in public law- and public policy-making.
- It is team-taught with both faculty present in the classroom and thus assuring that during lecture-portions each week and discussions of student reflections (every week for ten weeks) perspectives of both the studies of law and of public affairs/policy are provided.
- Many issues and/or problems that affect society at large are “wicked problems” that can only be resolved from multiple disciplinary, organizational, societal, and personal perspectives. In this course students will learn how to “ping-pong” between the perspectives offered by law and public affairs/policy, how each perspective augments the other, but also how these two perspectives together synergize into more comprehensive understanding.
- The student acquires four credits.

Course Materials, Fees, and Technologies

Required Materials

No single book sufficiently addresses the way that this course addresses the range of topics at the nexus between lawmaking and policymaking. Instead, each week the instructors will select and assign readings, using the course Carmen page, from a variety of authors and sources. These readings will serve as the foundation for class discussion concerning the topics of the week. [These readings are TBD]

Technology







If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- **BuckeyePass:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week:

<https://it.osu.edu/students>

Grading and Evaluation

Assignment Category	Points/Weight	Assignment Type	
Participation and attendance, throughout the semester.	10%		Independent work
Ten weekly reflections, each of one to two pages, submitted in weeks two through eleven. (goal 2, 3, 4; ELO 2.2, 3.2)	20%		Independent work
First three-page paper, due at the end of week six (focus on practical applications): Finding a career in public law/public policy. (goal 4; ELO 4.2)	20%		Independent work
Mid-term exam (focus on concepts and theories from first half of the semester). (goal 1, ELO 1.1)	15%		Independent work
Second three-page paper, due at the end of week twelve (focus on practical applications): Interplay of lawmaking and policymaking in example of student's choice. (goal 3, 4; ELO 3.1, 3.2, 4.1, 4.2)	20%		Independent work
Final exam (focus on concepts and theories from second half of the semester). (goal 3, 4; ELO 3.1, 3.2, 4.1, 4.2)	15%		Independent Work

Writing Guidelines for Reflections, Papers, and Exams

1. We expect you to extend yourself and reach beyond that which you can achieve without effort.
2. The weekly reflections are an opportunity for you to synthesize the ideas that have been most meaningful or stimulating to you from each week's readings and discussions. We want you not to summarize the key

ideas, but to capture on the page, for your benefit as well as ours, what it was about an idea (or set of ideas) that has affected your perspective, values, or understandings. We will not grade your reflections on the basis of the mechanics of your writing, but on whether or not you show meaningful engagement with the material. (Writing mechanics will matter on the two papers, however, as described more in point 5 below.)

3. When preparing for the exams and working on your papers, of course you should read the prescribed literature and digest the information. But it will not do merely to ask what you need to cover in the paper. If you merely follow the rubric, you will get a B+. So go beyond that: give yourself the chance to understand the material deeply, and to recognize why it is important for you to know what lawmaking and policymaking are about. (Use the PowerPoints of each week, as posted in Carmen, as if they are a closet of knowledge hangers, or a cabinet with various drawers, or a house with various rooms. The PowerPoints provide the skeleton, and you flesh that out with the knowledge that is meaningful to you.)
4. When we read your papers, what makes us “hop” is sensing that you are engaged, that you are creative, that you are intellectually intrigued, and that you have original thoughts. That, together with following the rubric, will get you an A or A-.
5. In our role as the instructors, we will be available to read a draft of your papers, but we will comment only upon its substantive content and not on the quality of the writing. However, the grading of your completed papers will consider syntax, grammar, spelling, and punctuation. Typos, inconsistencies, punctuation and apostrophe errors, grammar errors, and misspellings are not acceptable.
6. A few of our writing pet peeves: When referring to people, use “who” or “whom”; when referring to institutions or things, use “that”; write numbers up to twelve as a word, but write numbers 13 and above as a numeral; do not mix present and past tense in one section; do not mix singular and plural in one sentence; check statements that you hear in the news for their correctness, and provide sources that confirm or question such statements.

Class Discussions

Because democratic citizenship is a profoundly participatory experience, class sessions will be structured to generate substantial student discussion. The instructors will use the readings and their own knowledge of the subject matter to focus these discussions. Similarly, thoughtful and reflective discussions among all participants, again moderated and guided by the instructors, will help to deepen students’ understanding of matters of justice in a diverse world. These discussions should be lively, engaging, respectful, and informative.

Grading Scale

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

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics; Readings; Assignments with Points and Due Dates
1	<p>Introduction and general rationale for this course (goal 1; ELO 1.1)</p> <ul style="list-style-type: none"> - Introduction of students, instructors, and content <p>ice-breaker re. nature of communities</p> <ul style="list-style-type: none"> - Need for law and government in human society: For most of recorded history (past 6000 years) people lived in artificially created communities (in contrast to the small, organic, physical communities for most of humanity's prior existence); distinguish between law as instrument in hands of the few versus provider of opportunities for the many (cf. anthropologist Clive Gamble's distinction between institutions as instruments v. as containers); definitions of "law" and "policy;" position and role of government in society; people as subjects v. people as citizens; democracy through self-restraint and civics; citizenship in democracy requires education in civics, and especially in the interplay between law and policy <p>Reading:</p> <ul style="list-style-type: none"> - Jos C.N. Raadschelders (2003). Government: The most central social phenomenon of our time. In <i>ibid. Government: A Public Administration Perspective</i>. Armonk, NY: M.E. Sharpe, 3-26 (n.b.: there is a 2015 edition with Routledge) - Jos C.N. Raadschelders, Miriam Chitiga (2021). Ethics Education in the Study of Public Administration: Anchoring to Civility, Civics, Social Justice, and Understanding Government in Democracy. <i>Journal of Public Affairs Education</i>, 27(4), 398-415.
2	<p>Concepts and historical perspectives of law and policy (goal 1, ELO 5.1)</p> <ul style="list-style-type: none"> - Three levels of analysis: constitutional, collective, operational (Kiser/Ostrom); Law as reflection of human nature (Federalist 51): constitutional law, statutory law, administrative law, judge-made law; criminal law, civil law; primary and secondary laws; policy for tame problems and policy for wicked problems - Lawgivers (rulers such as Hammurabi, advisors such as Solon); people as subjects/followers versus people as citizens; law as emanating from ruler vs. law as will of citizens (since 22nd c. BCE), and law as craft to be taught (since 4th c. BCE); Rule of Law; origins and development of Western (Roman) and of American law; role of The Enlightenment; emergence of policy-making as social engineering <p>Readings:</p> <ul style="list-style-type: none"> - Federalist 51. - Harold J. Berman (1983). <i>Law and Revolution. The Formation of the Western Legal Tradition</i>. Cambridge, MA/London, UK: Harvard University Press, 11-25. - Jos C.N. Raadschelders (2020). Impartial, Skilled, Respect for Law: The Ancient Ideals of Civil Servants at the Root of Eastern and Western Traditions. <i>Korean Journal of Policy Studies</i>, 35(1), 1-27.
3	<p>Comparative perspectives on law and policy (goal 3, ELO 2.1, 4.2)</p> <ul style="list-style-type: none"> - Law and policy in pre-modern societies - Law and policy in Islamic countries

	<p>Reading:</p> <ul style="list-style-type: none"> - Morton J. Horwitz (1974), The Historical Foundations of Modern Contract Law. <i>Harvard Law Review</i> 87(5), 917-952. - Max Gluckman (1955). <i>The Judicial Process Among the Barotse of Northern Rhodesia</i>. Glencoe, IL: The Free Press, 37-45, 172. - Stuart Schlegel (1970). <i>Tiruray Justice</i>. Berkeley, CA: Univ. of Calif. Press. - Aaron Larson (2021). Playing with Fire: The Medieval Judicial Ordeals and Their Downfall. <i>Swarthmore Undergraduate History Journal</i> 2(2), 51-78. - Ran Hirschl (2004). Constitutional Courts and Religious Fundamentalism: Three Middle Eastern Tales. <i>Texas Law Review</i> 82, 1819-1850.
4	<p>Institutional context of law and policy (goal 3, ELO 5.1, 5.2)</p> <ul style="list-style-type: none"> - Unitary vs. federal systems: branches of government power; checks and balances - Democratic system design choices: majoritarian/2-party or multi-party/consensus (Lijphart), ambiguous v. detailed law- and policy-making, representational structuring/manipulation of democracy (redistricting, voting access laws, election laws, etc.), neutral v. partisan civil service <p>Reading:</p> <ul style="list-style-type: none"> - Scott Gordon (1999). Introduction. In <i>ibid.</i>, <i>Controlling the State. Constitutionalism from Ancient Athens to Today</i>. Cambridge, MA/London, UK: Harvard University Press, 1-18. - Jos C.N. Raadschelders (2003). The Legal Constitution of Society and Government. In <i>ibid.</i> <i>Government: A Public Administration Perspective</i>. Armonk, NY: M.E. Sharpe, 49-64 (n.b.: there is a 2015 edition with Routledge)
5	<p>Institutional arrangement of the judicial, legislative, and policy systems in the United States (goal 3, ELO 1.2, 5.3)</p> <ul style="list-style-type: none"> - System of federal, state, and local courts; federal, state, and local legislatures; institutional arrangements for policy-making: policy fields, networks, iron triangles; the administrative state - Functioning of judicial system: narrow controversies; trials; appeals; court stepping in role of legislature; policy-making is much less institutionalized; judicial review by legislature (continental Europe) or by High Court (USA; Marbury v. Madison 1803); elected vs. appointed judiciary <p>Reading:</p> <ul style="list-style-type: none"> - David H. Rosenbloom, Howard E. McCurdy (2006). Introduction: Dwight Waldo's <i>The Administrative State</i>. In <i>ibid.</i> (eds.), <i>Revisiting Waldo's Administrative State. Constancy and Change in Public Administration</i>. Washington, D.C.: Georgetown University Press, 1-14.
6	<p>Making law and policy (goal 1, ELO 5.1 and 5.3)</p> <ul style="list-style-type: none"> - The law-making process: by legislatures or by legislative delegation (to agencies, departments); law-making by the executive (Presidential executive orders); public organizations that have legislative, executive, and judicial authority (e.g. EPA, etc.); theories of public law (making); how a bill becomes law - The policy-making process: linear and cyclical perspectives, theories of policy-making <p>ng Law and Policy</p> <p>Reading:</p>

	<p>- Rachel Augustine Potter, (2019). <i>Bending the Rules. Procedural Politicking in the Bureaucracy</i>. Chicago: University of Chicago Press, 12-22.</p>
7	<p>Actors and their roles in the judicial and policy (legislative?) arenas (goal 1, ELO 2.1)</p> <p>- Influencing law- and policy-making: political officeholders, career civil servants, political appointees, policy advisors, lobbyists, citizens in interest groups, media, etc.; cauldron of actors in and around public organizations</p> <p>- Fundamental role choice: political officeholders and career civil servants as <i>trustees</i> and <i>guardians</i> (cf. Plato, Hegel, Burke) of the public interest and common good or as <i>agents</i> of a particular (set of) interest(s); role of money in influencing policy</p> <p>Reading:</p> <p>- Thomas A. Birkland (2011). Policies and Policy Types. In <i>ibid.</i>, <i>An Introduction to the Policy Process. Theories, Concepts, and Models of Public Policy Making</i>. Armonk, NY/London, UK: M.E. Sharpe, 202-227.</p> <p>- Jos C.N. Raadschelders (2017). The United States of America as <i>Rechtsstaat</i>: State and Administrative Law as key to Understanding the Administrative State. <i>Public Administration Review</i>, 77(3), 458-465.</p>
8	<p>Theories of statutory and policy interpretation (goal 1, ELO 1.2, 2.1)</p> <p>- Textualism</p> <p>- Purposivism</p> <p>Reading:</p> <p>- Antonin Scalia & Bryan Garner (2012). <i>Reading Law: The Interpretation of Legal Texts</i>. St. Paul, MN: Thomson/West, 1-28.</p> <p>- Robert Katzman (2014). <i>Judging Statutes</i>. Oxford, UK: Oxford Univ. Press, 29-54.</p> <p>- Steven Huefner (2022). <i>Legislation & Regulation</i> [manuscript portions].</p>
9	<p>Writing and implementation of law (goal 1, ELO 1.2, 2.1)</p> <p>- Policy bureaucrats in career civil service writing law and policy, street-level bureaucrats implement</p> <p>- How actors can influence content of law and policy: the case of career civil servants “playing” the rules; legislative oversight of agency implementation; legislative vetoes</p> <p>Reading:</p> <p>- Brian J. Cook (2017). The Organ of Experience. A Defense of the Primacy of Public Administrators in the Design and Reform of Policy and Law. In Stephanie P. Newbold, David H. Rosenbloom (eds.), <i>The Constitutional School of American Public Administration</i>. New York/London: Routledge, 158-178.</p> <p>- Jos C.N. Raadschelders (2022). How to “Run” the Many Moving Parts of Democratic Government? Book review of Nissim Cohen (2021). <i>Policy Entrepreneurship at the Street Level</i>. Cambridge: Cambridge University Press. In <i>Public Administration Review</i>, 82(1), 192-195</p>
10	<p>Constraints on activities of administrative agencies (goal 1, ELO 5.1, 5.2)</p> <p>- Procedural constraints: APA 1946, state APAs, etc.</p>

	<p>- Accountability mechanisms: again APA, role of lower federal courts, ethics laws, sunshine laws</p> <p>Reading:</p> <p>- Steven Huefner (2022). <i>Legislation & Regulation</i> [manuscript portions].</p>
11	<p>Landmark cases of legislative law- and policy-making: making policy through statute (goal 2, ELO 3.1, 3.2, 4.1, 4.2)</p> <p>- Landmark cases of law-making: land grant act 1862, social security act 1935, Civil Rights Act 1964, Voting Rights Act 1965, Clean Air/Clean Water Acts 1970/72, Affordable Care Act 2010</p> <p>- Landmark cases of policy-making: EPA “wetlands” saga; NHTSA “passive restraint” saga</p> <p>Reading:</p> <p>Cases (excerpted versions):</p> <p>- TVA v. Hill (1978)</p> <p>- United Steelworkers of America v. Weber (1979)</p> <p>- City of Mobile v. Bolden (1980)</p> <p>- Motor Vehicle Manufacturers Association v. State Farm (1983)</p> <p>- FDA v. Brown & Williamson Tobacco Corp. (2000)</p> <p>- Rapanos v. United States (2006)</p> <p>- NFIB v. Sebelius (2012)</p>
12	<p>Landmark cases of judicial law- and policy-making: constitutional decisions as policy (goal 2, ELO 3.1, 3.2, 4.1, 4.2)</p> <p>- Plessy v. Ferguson 1897, Brown v. Board of Education 1954, Reynolds v. Sims 1964, Miranda v. Arizona 1966, Roe v. Wade 1973, Obergefell v. Hodges 2015</p> <p>Reading: Cases</p>
13	<p>Law- and policy-making as instruments of power and control (goal 2, 3, ELO 1.2, 2.1)</p> <p>- On the part of law- and policy-makers: cases of racial discrimination (e.g. redlining) and partisan gerrymandering</p> <p>- On the part of citizens: lobbying; kleptocracy; social media distortions</p> <p>Reading:</p> <p>Daniel P. Tokaji (2018). Gerrymandering and Association. <i>William & Mary Law Review</i>, 59(5), 2160-2177.</p>
14	<p>Problems in and for law- and policy-making and implementation (goal 2, ELO 3.2, 4.1, 5.4)</p> <p>- Budgetary constraints; analytic constraints</p> <p>- Emotional and psychological constraints: conflicting instinctual and behavioral characteristics of humans; bounded rationality; operating under heuristics and biases; fake news or lack of information; citizens living in information bubbles; populist politics</p>



	<p>Reading:</p> <p>Jos C.N. Raadschelders (2022). Capacity for Democracy in America: Strong, Weak, Failing? Who can be held Accountable? Paper presented at annual NASPAA conference, Chicago, October 19-21, 2022.</p>
15	<p>How is the implementation of laws and policies evaluated? (goal 1, 2; ELO 1.1, 1.2)</p> <ul style="list-style-type: none"> - Various types of law and policy evaluation; role of U.S. Government Accountability Office - Concluding observations; What should 21st century democracy look like? <p>Reading:</p> <ul style="list-style-type: none"> - Congressional Research Service (2008). GAO: Government Accountability Office and General Accounting Office
Final	[Day and time of final exam]

Course Policies

Attendance and Participation Expectations

Students are expected to attend all classes, unless excused for personal illness, family emergency, or religious holidays. Students also are expected to participate regularly in class discussion and exercises.

Late Assignments and Making Up Work

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 instructors receive a reasonable explanation for lateness (e.g., health or family issues).

Instructor Feedback and Response Time

Depending on the particular assignment, instructor feedback and response time can vary from between 24 hours to one week.

Copyright

The materials used in connection with this course, including those created by the instructor or classmates, may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

University Academic Policies

Refer to <https://oaa.osu.edu/academic-policies> for academic policies, including student rights and responsibilities related to the following

- **Accessibility:** Arrange for accommodations if you anticipate barriers to your learning based on a disability
- **Academic integrity:** Understand your rights and responsibilities related to academic integrity and review the university's processes for addressing claims of academic misconduct

- **Safe learning environment:** Know the university's commitments to an environment free from discrimination or harassment, and find resources for reporting or finding support.

Mental Health and Well-Being

If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available from Ohio State University's Student Life Counseling and Consultation Service (CCS). You can reach an on-call counselor when CCS is closed at 614- 292-5766. 24-hour emergency help is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

Diversity Values

The Glenn and Moritz Colleges are 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.

Disability Services Statement/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 us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us 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; 098 Baker Hall, 113 W. 12th Avenue.

Student Privacy (FERPA)

Video and audio recordings of class lectures and discussions may be part of the classroom activity. The video and audio recordings are to be used only for educational purposes and may be made available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your rights and the rights of your fellow students, including under the Family Educational Rights and Privacy Act (FERPA).

Workload/Course Expectations

For each credit, expect about an hour of in-class time, and two hours of out-of-class work.

Religious Holidays

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

Writing Consultations

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

Glenn College:

Kay Clopton, Humanities and Social Sciences Librarian

University Libraries

1813 N High St Columbus, OH 43210-1307

614-292-2483

clopton.1@osu.edu

Moritz College:

Matt Cooper

Asst Dir of Public Services

Moritz Law Library

55 W 12th Ave Columbus, OH 43210-1391

614-688-0052

cooper.373@osu.edu

For more information and links to some common public affairs resources, see <http://go.osu.edu/8gx>.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Interdisciplinary Team-Taught Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Interdisciplinary Team-Taught courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Interdisciplinary Team-Taught Courses

Course subject & number

Performance expectations set at appropriately high levels (e.g. Students investigate large, complex problems from multiple disciplinary perspectives). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Significant investment of time and effort by students over an extended period of time (e.g., engage the issue iteratively, analyzing with various lenses and seeking to construct an integrative synthesis). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support about conducting interdisciplinary inquiry. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Students will get frequent, timely, and constructive feedback on their work, scaffolding multiple disciplinary perspectives and integrative synthesis to build over time. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Periodic, structured opportunities to reflect and integrate learning (e. g. students should work to integrate their insights and construct a more comprehensive perspective on the issue). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Public Demonstration of competence, such as a significant public communication of their integrative analysis of the issue. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Interdisciplinary Team-Taught Course Inventory

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)