

Term Information

Effective Term Autumn 2026

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 2000
Course Title Society and the Public Sector: Federal, State, and Local Government
Transcript Abbreviation Soc & Pub Sect
Course Description Discover how government shapes society and everyday life! This class explores documents and speeches foundational to American government and examines the structure and functions of federal, state, and local government. Through reflection papers, engaging discussions, and interaction with public servants, you will learn how these foundations, structures, and functions operate in everyday life.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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

Social and Behavioral Sciences

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

Course Details

Course goals or learning objectives/outcomes

- Upon successful completion of this course students will be able to:
- Articulate basic facts, principles, theories, and methods of social and behavioral science in so far as they relate to knowledge about and understanding of the interplay between society, state, and government
- Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and individuals using social and behavioral science
- Analyze how political, economic, social, and individual factors and values impact social structures, policies, and organizations
- Appraise social and ethical implications of social and behavioral research
- Critically evaluate and responsibly use information from the social and behavioral sciences

Content Topic List

- Society, Democracy, and Federalism
 - State Government
 - Local Government
 - Experiential Learning and Discussions: Turn Your Passion into Policy
- Yes

Sought Concurrence

Attachments

- PUBAFRS 2000 syllabus.pdf: syllabus
(Syllabus. Owner: Adams, Christopher John)
- ASC Concurrence Request.pdf: Concurrence request to ASC units
(Concurrence. Owner: Adams, Christopher John)
- Concurrence History.pdf: Concurrence from History
(Concurrence. Owner: Adams, Christopher John)
- Concurrence_English.pdf: Concurrence from English
(Concurrence. Owner: Adams, Christopher John)
- Concurrence WGSS.pdf: Concurrence from WGSST
(Concurrence. Owner: Adams, Christopher John)
- Concurrence Chase Center.pdf: Concurrence from the Chase Center
(Concurrence. Owner: Adams, Christopher John)

Comments

COURSE REQUEST
2000 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
12/08/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Adams,Christopher John	11/13/2025 09:10 AM	Submitted for Approval
Approved	Adams,Christopher John	11/13/2025 09:11 AM	Unit Approval
Approved	Adams,Christopher John	11/13/2025 09:12 AM	SubCollege Approval
Approved	Greenbaum,Robert Theodore	12/05/2025 03:36 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/05/2025 03:36 PM	ASCCAO Approval



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PUBAFRS 2000

Society and the Public Sector: Federal, State, and Local Government

3 Credit Hours

semester

days and times

classroom

Instructor: Jos C. N. Raadschelders

Email: raadschelders.1@osu.edu

Office: 210N Page Hall

Office hours: before class or by appointment

Grader:

GE credit: Fulfills GE requirement in Social Science: Human, Natural, and Economic Resources

COURSE OVERVIEW

It is not often realized that the oldest type of government is local government. Upper-local levels of government were only added later as a function of conquest and merger. In high school civics courses, much attention goes out to the federal government. Indeed, federal government is important in a variety of ways. However, in terms of personnel size federal government is much smaller than state and local government. In 2025 the federal government employed some 2.8 million people in civilian positions, 2.1 million people in active military duty and the reserves, and another 637,000 folks in the postal service; state governments another 5.4 million civilian workers and 450,000 in the national guard; and local governments about 14.2 million people. With regard to Ohio, in 2025 there are 177,000 jobs at the state level while at the local level there are another 527,000 positions. Clearly there are many job opportunities at the state and local levels. What makes state and local government particularly attractive to people is the fact that you can work closely with citizens, that you see the benefit of your work for citizens, and that you thus experience directly what difference government makes in people's lives.

In this course you will become familiar with the origins and development of governments in general, and with that of the United States in particular. In the first part of the course attention is focused on the position and role of government in society over time, on federalism and the nature of the American federal government system, and on several of the key documents that frame the federal government in our democracy. The second part of the course is devoted to the structure and functioning of state government. In the third part of the course the structure and functioning of local governments are addressed. Each of these three sections is concluded by comprehensive exam. In the final part of the course students will have the opportunity to engage with several elected and appointed public servants sharing their experiences.



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GE LEARNING GOALS AND OUTCOMES

Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events. Public Affairs 2000 satisfies a GE Foundations requirement for Social and Behavioral Sciences:

GE Goals for Foundations: Social and Behavioral Sciences

Students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, modern principles, theories, methods, and modes of inquiry in so far as they illuminate the understanding and the position of state and local government in the context of the American federal system. They will recognize the implications of knowledge and findings about this and what the potential impact is of state and local government in their lives.

Expected GE Learning Outcomes (LO) of Public Affairs 2000

Successful students will be able to:

1. Articulate basic facts, principles, theories, and methods of social and behavioral science in so far as they relate to knowledge about and understanding of the interplay between society, state, and government.
2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and individuals using social and behavioral science.
3. Analyze how political, economic, social, and individual factors and values impact social structures, policies, and organizations.
4. Appraise social and ethical implications of social and behavioral research.
5. Critically evaluate and responsibly use information from the social and behavioral sciences.

Requirements and Expectations

The lectures in this course will be in-class. Assigned readings can be found in Carmen.

Readings: For each week, there will be required readings that are relevant for the course. These readings are available for download from Carmen. Students are expected to read the required readings before coming to class.

Videos: In some of the weeks, students may be required to watch videos. These videos serve as a basis for in-class discussions.

Class Discussion: After reading the class material, watching the videos, or reading the cases, students are expected during weeks 3, 8, and 12 to write a reflection paper in which they discuss what they learned about American society and government from lectures and course material. Each week's detailed course contents are available in Carmen (click "Modules" for each week's materials).



Bear With ...

As I am only human, and "suffer" from the same bounded rationality as anyone, it may well be that there are (re)sources that I have not uploaded but are relevant to the subject matter of this class. Hence, in the course of the semester I may upload other (re)sources and power points.

Also, should you find mistakes and/ or inconsistencies in scheduling, in description of assignments, etc., do not hesitate to point these out to and I will gladly make the necessary correction(s).

ASSIGNMENTS

Exams (45% of class grade; weeks 4, 8, and 12).

There will be three in-class 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. Exams 1 and 2 will only cover the material from the respective previous weeks. Hence, exam 1 concerns weeks 1-4 and exam 2 covers weeks 5-8. The final exam, will cover all course material, so that students have an opportunity to revisit the legally required content/documents discussed in weeks 1 and 2. I advise you to keep notes during lecture (and to what is in the power point slides; these PP slides are your study guide) 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** (10% of grade; day, week 4, regular class time)
- **Exam #2** (10% of grade; day, week 8, regular class time)
- **Comprehensive Exam #3** (25% of grade; day, week 12, regular class time)

Reflection Papers (total of 15% of class grade; weeks 4, 8, and 12).

- **Three reflections based on prescribed reading and lecture; one for each main section of the class** (5 points each, 15% of grade, weeks 4, 8, and 12).

In these reflections you are to write about what you have learned about your society and government. The first one is focused on society, democracy, and federalism. You should reflect on the relevance of the various foundational documents discussed in class, on the state of American democracy, and on the nature of American society. In the second one on local government; the third one on state government. each paper should be two pages, double-spaced, 1" margins, and a 12-point font.

Late papers can be accepted provided there are health and/or family reasons why you are late.

Each week the instructor will invite five to seven students to briefly present their reflection before class (unless the student has explicitly stated at the end of the paper that s/he does not want to discuss it before class). The objective is that all students will be invited to present their through at least once in the semester.

Two group papers (10 points each, 20% of grade) in weeks 13 and 14 you will write a three-page paper, double-spaced, 1" margins and 12-point font (i.e., about 750 words) about a particular policy area/issue of your choice. You will do so in a group of about four students. More detail is provided in the class schedule. You will be organized in these groups after the first



exam, and can work on the topic of your choice. The state paper is due end of week 13; the local paper is due end of week 14.

Final paper: local or state government of choice (15% of grade; week 15).

On Thursday in week 15 of class, you must submit a three-page paper, double-spaced, 1" margins and 12-point font (i.e., about 750 words) on the structure and functioning of a state or local government of your choice. The paper should include factual information about personnel size, organizational structure, and services for citizens. For this part of the paper (two pages) you will find that parts two and three of this course provide helpful ideas. On page three you will assess how your jurisdiction is perceived by citizens. You could look at surveys, newspapers, consider interviewing some people, and look at voter behaviors.

Attendance (10% of grade).

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 page 9 of this syllabus).**

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 guidelines, 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 your role is as citizen in a democracy and what government is about. Use the power points 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 sensing that you are engaged, that you are creative, that you are intellectually intrigued, and that you have original thoughts. That will get you an A or A-.
4. The instructor and the TA will be available to read a draft of the paper 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, and misspellings are not acceptable. Some examples of misspellings I have come across over the years include:
do to the circumstances, stakeholders, the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, proffessor, its really wrong, it's content is wrong, relivant, explanation, case study's, infformation, to beleive, regestration, entusiasism, excepting an offer, practicle examples, aplication, discriptions, principle-agent theory, dimention, heirarchy,



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charasmatic, I except your offer, the shear amount, interperate, bueracracy, beaurocratie, bureacratic, to intervine, implimentation, to inforce, to recieve, cordination, dilligance, operations, sitizens, oppourtunity, definitions, reprocutions, to outway, faillure, excitment, resorces, stimulation, summarys, quizzes, he heald office hours, enviornment, this course sucks, exersice. etc.

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.

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 (e.g., health or family issues). Papers and exams will be graded within seven days.

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		
B-	80-82.9	D	60-66.9		

REQUIRED TEXTS

You should be able to successfully complete the course based on the lectures and the reading materials in Carmen.

SCHEDULE

Part I: Society, Democracy, and Federalism

Week 1: Introductions; why do we have government

Tuesday: Introductions of students and instructor, course expectations and assignments

Thursday: Emergence and development of government over time (LO 1 and 2)

Reading:

- Jos C.N. Raadschelders (2025). From Serving Ruling Elite to Serving the People and their Representatives: Adaptive, Responsive, and Pro-Active Civil Servants in Time. In B. Guy Peters, Donald Savoie (eds.). *What has Happened with the Civil Service?* Montreal: McGill-Queens University Press, 17-37.

Week 2: Guardrails of Democracy: On foundational documents and texts, and on citizens, elected and appointed public officeholders

Tuesday: The Constitution, and laws and regulations (LO 2)



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Reading:

- Articles of Confederation,
- the Declaration of Independence,
- the Constitution,
- the 1785 Land Ordinance

Thursday: Public institutions and organizations populated by elected and appointed public servants (non-uniformed and uniformed); and the people electing leaders who are able to transcend personal interests (LO 3)

Reading:

- Jos C.N. Raadschelders (2022) The evolution of bureaucracy as political actor: from instrument for power, via iron cage, to container and guardian of democracy. In Andreas Ladner, Fritz Sager, Alexander Bastianen (eds.), *Handbook on the Politics of Public Administration*. Cheltenham, UK/Northampton, MA, USA: Edward Elgar, 13-23.

Week 3: Key Features of American Society

Tuesday: Capitalism and Individualism (LO 1)

Reading:

- sections from Adam Smith's *The Wealth of Nations*, some of the Federalist Papers

Thursday: Citizenship, Politics and Populism, and Compensatory State (LO 3)

Readings:

- Letter from the Birmingham jail,
- Emancipation Proclamation,
- Gettysburg Address,
- Lincoln's first inaugural address,
- intro of Bob Durant's *The Compensatory State* (or JR's book review of it in PAR)

Due: Reflection 1

Week 4: Federalism: Co-equal and Subordinate Levels of Government

Tuesday: British influences, types of federalism (layer cake, marble cake, picket fence), government level of limited power (no express constitutional authority to intervene in state and local matters), three branches of government (US is first to apply Montesquieu's *trias politica*) (LO 5)

Reading:

- portions of R.R. Watts (2008), *Comparing Federal Systems*. Montreal: McGill-Queens University Press.

- Federalist Papers, nos. 10, 39, 51, 68, and 78

Thursday: exam 1

Part II: State Government

Week 5: State Government Structure and Functioning

Tuesday: three branches of government, government of plenary authority (LO 2)



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Reading:

- Stephen Kosack, Michele Coscia, Evann Smith, Kim Albrecht, Albert-László Barabási, Ricardo Hausmann (2018). Functional Structures of US State Governments. *PNAS*, 115(46), 11748-11753.

Thursday: state – federal interaction (LO 2)

Presentation by H.W. Brands followed by class discussion:

- H.W. Brands on Founding Partisans: Hamilton, Madison, Jefferson, Adams and the Brawling Birth of American Politics. YouTube <https://www.youtube.com/watch?v=W8eAZEnR8tk> (55.59 min.).

Week 6: Functions and Challenges of State Government in Ohio

Tuesday: e.g., highways, welfare, hospitals, health, natural resources, corrections

Reading: Thomas A. Birkland, Kristin Taylor, Desera A. Crow, Rob DeLeo (2021). Governing in a Polarized Era: Federalism and the Response of U.S. State and Federal Governments to the COVID-19 Pandemic. *Publius. The Journal of Federalism*, 51(4), 650-672.

Thursday: updating/modernizing state constitutions, unfunded mandates; possible speaker (former Supreme Court Justice of Ohio) (LO 4 and 5)

Reading: Constitution of the State of Ohio

Week 7: State Government Personnel in Ohio

Tuesday: Personnel in Departments and Agencies (Governor – not usually as strong an executive as the President; attorney general, secretary of state, auditor, and other elected officials; career civil servants) (LO 3)

Reading:

- Mary L. Anderson, Lakshmi Jayaram, Kathryn VanderMolen (2024). She Said Yes! An Exploration of Confidence among Women who run for Political Office. *State and Local Government Review*, 56(3), 261-276.

Thursday: Speaker (state representative) (LO 4 and 5)

Week 8: Citizen Participation and Representation

Tuesday: State-level boards and commissions, speakers (one elected officeholder, one career civil servant) (LO 4 and 5)

Reading:

- Tomas M. Koontz (1999). Citizen Participation: Conflicting Interests in State and National Agency Policy Making. *The Social Science Journal*, 36(3), 441-458. (this includes a case in Ohio)

- Milena I. Neshkova, Hai (David) Guo (2012). Public Participation and Organizational Performance: Evidence from State Agencies. *Journal of Public Administration Research and Theory*, 22(2), 267-288.

Thursday: exam 3

Due: Reflection 2



Part III: Local Government

Week 9: Local Government Structure

Tuesday: Types of local government (general purpose governments such as county, township, and municipality; special purpose districts (school boards; quasi-governmental organizations), mayor-council form (42% of cities: strong v. weak mayor form), council-manager form (60% of municipalities). three branches (LO 2)

Reading:

- V. Ostrom, R. Bish, and E. Ostrom (1988). *Local Government in the United States*. San Francisco: ICS Press, selected chapters

Thursday: Dillon's Rule 1872 v. Home Rule since late 19th c. (and mixed types), amalgamation of local governments (contrasting efficiency of smaller v. larger jurisdictions) (LO 2)

Reading:

- City Charter, City of Columbus

- Elinor Ostrom, Roger B. Parks, Gordon Whitaker (1973). Do We Really Want to Consolidate Police Forces? A Reappraisal of Some Old Assertions. *Public Administration Review*, 33(5), 423-432.

Week 10: Functions and Challenges of Local Government

Tuesday: Types of goods and services (e.g., roads, police and fire protection, parking, libraries, housing and urban development, sewerage and sanitation, water management), co-production, networks, and policy fields (LO 3)

Reading:

- Jodi Sandfort (2010). Nonprofits within Policy Fields. *Journal of Policy Analysis and Management*, 29(3), 637-644.

Thursday: rural-urban environment, decentralization, rapid growth of special districts since WWII, rapid growth of HOA's since 1960s, redlining (LO 4)

Reading:

- David J. Helpap (2023). Assessing and Addressing the Challenges of Rural Government. *State and Local Government Review*, 54(4), 322-332

- Jaehee Jong, Christopher Goodman, Aaron Deslatte, Jerry Crabtree, Kurt Thurmaier (2022). The Forgotten Governments. Exploring Midwestern Township Capacities and Functional Servicer Responsibilities. *State and Local Government Review*, 55(2), 170-184.

- Brian Dabson (2020). Regional Solutions for Rural-Urban Challenges. *State and Local Government Review*, 51(4), 283-291.

(esp. interesting for the students from small-town Ohio)

Week 11: Local Government Personnel

Tuesday: Largest employer in the public sector (elected: mayor, council members, auditor, judges, county commissioners) (LO 3)

Reading:



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- Nicole M. Humphrey (2021). Emotional Labor and Professionalism: Finding Balance at the Local Level. *State and Local Government Review*, 53(3), 260-270.
- Wan-Ling Huang, Mary K. Feeney (2016). Citizen Participation in Local Government Decision-Making: The Role of Manager Motivation. *Review of Public Personnel Administration*, 36(2), 188-209.

Thursday: Speaker (one elected officeholder, one career civil servant) (LO 4 and 5)

Week 12: Citizen Participation and Representation

Tuesday: e.g., participatory budgeting, citizens in local boards and committees (Library, Parks and Recreation) (LO 4)

Reading:

- City of Cincinnati, Balance the City Budget Game Show
- Joseph G. Jarret (2023). Local Government Boards and Commission: Effectively Engaging the Public. *PA-Times*, April 21.
- George W. Dougherty, jr., Jennifer Easton (2011). Appointed Public Volunteer Boards: Exploring the Basics of Citizen Participation Through Boards and Commissions. *The American Review of Public Administration*, 41(5), 519-541.
- Paul R. Lachapelle, Elizabeth A. Shanahan (2010). The Pedagogy of Citizen Participation in Local Government: Designing and Implementing Effective Board Training Programs for Municipalities and Counties. *Journal of Public Affairs Education*, 16(3), 401-419.

Thursday: exam 2

Due: Reflection 3

Part IV: Experiential Learning and Discussions: Turn Your Passion into Policy (LO 5)

Week 13: Department of Jobs and Family Services

Tuesday: Speaker on Issues re. Hiring in and for the State of Ohio

Thursday: Pursue your passion: in a group of four students, you will select a topic, research the current policy challenges and issues and identify what is being done in the State of Ohio on that issue

Topics: sex trafficking, opioid crisis, food deserts, housing and homelessness, AI

Assignment: 2-page paper, double-spaced

Due: end of the week

Week 14: Local Government Career Panel

Tuesday: **panel with representatives** from municipal, township, county, and special purpose government on job opportunities

Thursday: Pursue your passion: in a group of four students, you will select a topic, research the current policy challenges and issues and identify what is being done in the State of Ohio on that issue



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Topics: economic development, housing, crime, environment, AI

Assignment: 2-page paper, double-spaced

Due: end of the week

Week 15:

Tuesday: highlighting research by JGCPA faculty, speaker from Columbus Police Department) (LO 5)

Thursday: Excursion (TBD) (e.g., Columbus PD)

Final paper due end of the week

Week 16: Call to Action, Wrap-Up, and SEI

Tuesday: **Speakers JGCPA** on internships; community engagement; student organizations; majors, minors, certificates

Thursday: Wrap-Up and SEI

Standard Syllabus Statements

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

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, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.



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If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

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

Artificial Intelligence (AI) and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes.

Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

You may use generative artificial intelligence (AI) tools (such as Copilot or ChatGPT) in this class. Your use of AI tools must be properly documented and cited. You are responsible for ensuring the information you submit based on an AI query does not contain misinformation, unethical content, or violate intellectual property laws. Submission of AI-generated content as your own work is considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized AI tools will result in referral to the [Committee on Academic Misconduct](#). Please contact me if you have questions regarding this course policy.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's



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religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in [Faculty Rule 3335-8-23](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.



Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty.

To establish reasonable accommodations, students may be asked to register with **Student Life Disability Services (SLDS)**. After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS Contact Information (Columbus)

- **Email:** SLDS@osu.edu
- **Phone:** (614) 292-3307
- [Student Life Disability Services Website](#)
- **SLDS Office:** 098 Baker Hall, 113 West 12th Avenue



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

- [Online Reporting Form](#)
- Email: CivilRights@osu.edu
- Phone: (614) 247-5838

The University is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All University employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the University can take appropriate action:

- All University employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information:
 1. Any human resource professional (HRP)
 2. Anyone who supervises faculty, staff, students, or volunteers
 3. Chair/director
 4. Faculty member

Course Policies

Copyright Statement

The materials used in connection with this course 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.

Counseling and Consultation Services / 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



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

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 are 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's Counseling and Consultation Service (CCS):

- [CCS Website](#)
- **CCS Phone & On-Call Counselor:** (614) 292-5766
- **CCS Office:** Younkin Success Center (4th Floor), 1640 Neil Avenue
- **24/7 Suicide and Crisis Lifeline:** 988

Credit Hours and Work Expectations

[Ohio State Bylaw 3335-8 on Instruction](#) states that for each credit hour of a course, students are expected to engage in **1 hour of direct instruction** and **2 hours of class preparation** (readings, homework, assignments) **per week**.

For example: A 3-credit hour class will provide students with 3 hours of in-class instruction and 9 hours of class preparation, homework, and assignments **per week**. Over a 14-week semester, you should expect to receive 42 hours of instruction and 126 hours of class preparation total.

I encourage you to let me know if the workload gets out of proportion on a regular basis.

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.

Research and Coursework Resources

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the [Writing Center](#).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, [Kay Clopton](#), who can help provide research assistance. For more information and useful links, see [Public Affairs Resources](#).

From: [Vankeerbergen, Bernadette](#)
To: [Kurtz, Marcus](#); [Samuels, Richard](#); [Fullerton, Mark](#); [Rucker-Chang, Sunnie](#); [Sreenivas, Mytheli](#); [Urban, Hugh](#); [Hewitt, Elizabeth](#); [Levi, Scott](#)
Cc: [Adams, Christopher](#)
Subject: Public Affairs 2000 Concurrences
Date: Monday, October 20, 2025 5:55:52 PM
Attachments: [image002.png](#)
[PA 2000 syllabus.docx](#)

Dear Chairs,

Please find attached a proposal for new course Public Affairs 2000 "Society and the Public Sector: Federal, State, and Local Government." The John Glenn College of Public Affairs is requesting concurrence for the proposed new course. In addition to submitting it as a GE Foundation Social and Behavioral Science, they also intend to propose it to satisfy the State of Ohio civics requirement. I am reaching out to you all since your departments have also developed courses for the civics requirement.

Please email your responses/concurrences to Christopher Adams.615 (Director of Student Services and Programs in the Glenn College) and me. *Responses are due by **Tuesday, November 4, 2025**.* Please note that if we do not hear back from you by that date, concurrence will be assumed.

Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

From: [Fortier, Jeremy](#)
To: [Adams, Christopher](#); [Schoen, Brian](#)
Cc: [Greenbaum, Rob](#)
Subject: Re: Concurrence Request
Date: Saturday, October 25, 2025 9:13:37 AM
Attachments: [image001.png](#)

Hi Chris,

Upon review of the syllabus, the Chase Center is pleased to provide concurrence for an evidently excellent course.

From: Adams, Christopher <adams.615@osu.edu>
Date: Wednesday, October 22, 2025 at 1:01 PM
To: Fortier, Jeremy <fortier.28@osu.edu>, Schoen, Brian <schoen.110@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>
Subject: Concurrence Request

Jeremy and Brian,

The Glenn College is proposing a new course, Public Affairs 2000: Society and the Public Sector: Federal, State, and Local Government, and would like to request concurrence from the Chase Center. In addition to submitting it as a GE Foundation Social and Behavioral Science, we also intend to propose it to satisfy the State of Ohio civics requirement.

We would appreciate a response by November 5th if possible. Please don't hesitate to reach out with any questions you have. Thanks so much.

-Chris



Chris Adams, MPA

Director of Student Services and Programs

John Glenn College of Public Affairs

110C Page Hall

614-247-2512

adams.615@osu.edu glenn.osu.edu

(he/him/his)

Schedule an appointment with me through [OnCourse](#)

From: [Hewitt, Elizabeth](#)
To: [Vankeerbergen, Bernadette](#); [Adams, Christopher](#)
Subject: Re: Public Affairs 2000 Concurrences
Date: Tuesday, October 21, 2025 8:01:08 AM
Attachments: [image002.png](#)
[image001.png](#)

Dear Bernadette and Christopher,

English is happy to provide concurrence for the new course, Public Affairs 2000.

My best,

Beth



THE OHIO STATE UNIVERSITY

Elizabeth Hewitt (she/her)

Professor and Chair

The Ohio State University

Department of English

530 Denney Hall

164 Annie and John Glenn Avenue, Columbus, OH 43210

hewitt.33@osu.edu

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Date: Monday, October 20, 2025 at 5:55 PM

To: Kurtz, Marcus <kurtz.61@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Fullerton, Mark <fullerton.1@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>, Urban, Hugh <urban.41@osu.edu>, Hewitt, Elizabeth <hewitt.33@osu.edu>, Levi, Scott <levi.18@osu.edu>

Cc: Adams, Christopher <adams.615@osu.edu>

Subject: Public Affairs 2000 Concurrences

Dear Chairs,

Please find attached a proposal for new course Public Affairs 2000 "Society and the Public Sector: Federal, State, and Local Government." The John Glenn College of Public Affairs is requesting concurrence for the proposed new course. In addition to submitting it as a GE Foundation Social and Behavioral Science, they also intend to propose it to satisfy the State of Ohio civics requirement. I am reaching out to you all since your departments have also developed courses for the civics requirement.

Please email your responses/concurrences to Christopher Adams.615 (Director of Student Services and Programs in the Glenn College) and me. *Responses are due by **Tuesday, November 4, 2025**.* Please note that if we do not hear back from you by that date, concurrence will be assumed.

Please let me know if you have any questions.

Many thanks,
Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Vankeerbergen, Bernadette](#)
To: [Adams, Christopher](#)
Subject: FW: Public Affairs 2000 Concurrences
Date: Monday, October 20, 2025 6:39:03 PM
Attachments: [image002.png](#)
[image001.png](#)

fyi



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum
College of Arts and Sciences
114F University Hall, 230 North Oval Mall.
Columbus, OH 43210
Phone: 614-688-5679
<http://ascas.osu.edu>

From: Levi, Scott <levi.18@osu.edu>
Sent: Monday, October 20, 2025 6:38 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: Public Affairs 2000 Concurrences

Bernadette,

The Department of History grants our concurrence.

Thank you,
Scott



Scott Levi
Professor and Chair
Department of History
100A Dulles Hall
230 Annie and John Glenn Avenue
Columbus, OH 43210-1367
614-292-3001 Office / 614-292-2447 Office / 614-292-2282 Fax

levi.18@osu.edu history.osu.edu

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Date: Monday, October 20, 2025 at 5:55 PM

To: Kurtz, Marcus <kurtz.61@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Fullerton, Mark <fullerton.1@osu.edu>, Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>, Sreenivas, Mytheli <sreenivas.2@osu.edu>, Urban, Hugh <urban.41@osu.edu>, Hewitt, Elizabeth <hewitt.33@osu.edu>, Levi, Scott <levi.18@osu.edu>

Cc: Adams, Christopher <adams.615@osu.edu>

Subject: Public Affairs 2000 Concurrences

Dear Chairs,

Please find attached a proposal for new course Public Affairs 2000 "Society and the Public Sector: Federal, State, and Local Government." The John Glenn College of Public Affairs is requesting concurrence for the proposed new course. In addition to submitting it as a GE Foundation Social and Behavioral Science, they also intend to propose it to satisfy the State of Ohio civics requirement. I am reaching out to you all since your departments have also developed courses for the civics requirement.

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Please let me know if you have any questions.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

114F University Hall, 230 North Oval Mall.

Columbus, OH 43210

Phone: 614-688-5679

<http://asccas.osu.edu>

From: [Sreenivas, Mytheli](#)
To: [Vankeerbergen, Bernadette](#); [Adams, Christopher](#)
Subject: RE: Public Affairs 2000 Concurrences
Date: Monday, November 3, 2025 8:43:38 PM
Attachments: [image001.png](#)
[image004.png](#)

Dear Bernadette and Chris,
The WGSS department is happy to concur with this proposed course.

Best,
Mytheli



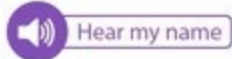
THE OHIO STATE UNIVERSITY

Mytheli Sreenivas, PhD

Designated Professor and Chair, Department of Women's, Gender and Sexuality Studies
Professor, Department of History
286 University Hall
230 North Oval Mall, Columbus , OH 43210

Pronouns: she/her

Recent book: [Reproductive Politics and the Making of Modern India](#)



From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Monday, October 20, 2025 5:56 PM
To: Kurtz, Marcus <kurtz.61@osu.edu>; Samuels, Richard <samuels.58@osu.edu>; Fullerton, Mark <fullerton.1@osu.edu>; Rucker-Chang, Sunnie <rucker-chang.1@osu.edu>; Sreenivas, Mytheli <sreenivas.2@osu.edu>; Urban, Hugh <urban.41@osu.edu>; Hewitt, Elizabeth <hewitt.33@osu.edu>; Levi, Scott <levi.18@osu.edu>
Cc: Adams, Christopher <adams.615@osu.edu>
Subject: Public Affairs 2000 Concurrences

Dear Chairs,

Please find attached a proposal for new course Public Affairs 2000 "Society and the Public Sector: Federal, State, and Local Government." The John Glenn College of Public Affairs is requesting concurrence for the proposed new course. In addition to submitting it as a GE Foundation Social and Behavioral Science, they also intend to propose it to satisfy the State of Ohio civics requirement. I am reaching out to you all since your departments have also developed courses for the civics requirement.

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Please let me know if you have any questions.

Many thanks,
Bernadette



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