



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 5610**

**Innovation, Policy, and the Global Economy**

3 credits

Autumn 2017

T/Th 3:55 – 5:15

Mendenhall Lab Room 174

Instructor: Caroline S. Wagner, Ph.D.

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*The John Glenn College of Public Affairs*

210U Page Hall

Office Hours: T/Th 8:30-10:30 and by appointment

210U Page Hall - (614) 292-7791

614-206-8636 (cell, for texts)

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**Course Description**

*“There is now a vast collection of global and regional institutions, non-governmental organizations, ad hoc groups and advocacy networks engaged in activities to advance policy goals across a broadening range of public issues....”* This statement opens the textbook for this class, setting the boundaries by which this class will explore frameworks and theories of public administration, governance, and policy for science and engineering at the international level. The objective is to learn about the international organizations and bureaucracies that, over the past three decades, have transformed the landscape for science, engineering, and innovation. Intergovernmental organizations such as the United Nations, the World Trade Organization, the World Bank, and treaties such as the Paris Agreement or the Kyoto Protocol, significantly affect national policy and direction in science, engineering, and innovation. Again, from the textbook: *“The global governance arena presents a unique opportunity to contemplate how the nature and practice of administration is transformed in a context where the role of the state is changed and where the lack of a formal government means global public professionals are not directly accountable to elected officials and citizens....”* Many U.S. government agencies are constrained by intergovernmental policy; in some cases, these policies act as obstacles to innovation, trade or development. This course will critique existing theories of governance and public administration through the lens of science and engineering at the global level and discuss future direction.

Prerequisites: junior, senior, or graduate standing

**Learning Objectives**

Through this course, you will:

- Learn and understand the landscape of global and regional institutions, non-governmental organizations, ad hoc groups and advocacy networks, and how they influence the direction of national public policy for science, engineering, and innovation.

- Connect theories of administration, governance, and development to the organizations operating at the global level; critique the usefulness of existing theories as they are applied at the global level.
- Gain insight into the role of the “global public professional” in public affairs.
- Get excited about playing a role in global governance activities.
- Identify sources of information that may assist you in your professional careers in the public and nonprofit sectors in scientific, health, or engineering fields.

## Course Requirements

### *Class Readings*

The textbook for the class is:

*Public Administration in the Context of Global Governance*, Soonhee Kim, Shena Ashley, and W. Henry Lambricht, editors. Northampton, MA: Edward Elgar, 2014. E-ISBN 978 1 78347 780 7.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) on line. The student does not need to purchase any other materials – additional readings may be provided on Carmen.

### *Grading and Assignment Detail*

Class Participation:	10%
Quiz	10%
Writing assignments (2):	10%
Midterm:	20%
Project/concept Proposal:	10%
Interview report	10%
Final Paper (20) & presentation (10)	30%

\* Graduate students will have an additional question in the midterm and final exam and are expected to conduct more rigorous analysis in the individual paper.

### *Grading Scale*

90% +	A or A-
80% +	B+ B or B-
70% +	C+ C or C-
60% +	D+ or D
50% -	E

## *Assignments*

You will undertake a series of tasks throughout the semester. In addition to actively participating in the course, you take a quiz (10%), complete a brief, analytical policy paper (10%), take a midterm exam (20%), conduct an interview with a campus-based scientist or engineer and report on it (either written paper, 5 minute talk, or video), complete a term paper (20%), and make a research-based presentation to the class (10%).

### *Writing Assignment-Policy Brief*

This assignment involves writing a three-page single-spaced (1000 words) policy brief about a current event or issue in a subject related to innovation, policy, and the global economy. The policy brief will be written for the U.S. Department of State. It will cover the policy issue, the technical details, the conflict, options for action, and recommendations for policy. Subjects can include cybersecurity, cost and trade of natural gas, ocean drilling, pandemic prevention, climate change, trade in genetically-modified food, or “brain drain” of STEM talent. The assignment is due on TBA by class time, submitted on Carmen. (10%)

### *Interview Assignment-Class Talk or Video*

Many faculty members on campus have participated in global science, technology, or innovation projects. You will set up a time to interview one of these people about their experience. You will present the results of the interview in a brief paper (3 pages), a classroom talk (5 minutes), or a video (5 minutes). The interview project is due on TBA by class time. Papers and videos can be submitted on Carmen. (10%)

### *Project Topic*

You will submit a written project topic for your final presentation and paper on TBA. The project description will present the research question or case study being undertaken, the approach you will use, the method of collecting information about the subject, and what you expect to show in your paper. The project topic can be one paragraph, or about 250 words, submitted on Carmen by class time. (10%)

### *Quiz, Exam and Final Paper*

You will have one closed book quiz to gauge understanding of concepts; the quiz will be given early in the term for 10% of grade.

The mid-term will be given in class as an essay-based, open-book test for 20% of grade. (If a student can demonstrate a reason why they cannot attend the quiz or the mid-term, the possibility of a make-up test will be discussed.)

Each student will submit his or her own final paper. Your paper may present a policy issue, a case study, or a theoretical question about global issues related to science and engineering policy. Papers should be 12-15-page paper by single authors. Any figures, tables, or graphics should be in an appendix, not counted towards the total number of pages. Papers should be submitted in Times New Roman 12-point font, 1.5-spaced, with 1-inch margins. You must have at least 10 external references to support your arguments, not including community-edited sources (e.g.: Wikipedia). The due date for the paper is TBA at 12 noon, NOON, NOON to the Carmen dropbox. The paper must reflect your own approach and synthesis. The paper will be graded on substance, argument and style, reflective of the four objectives

set out for the class, the paper requirements, and the basics of good writing. A rubric and guideline will be provided.

### *Presentations*

At the end of the course, you will present the finding of the research presented in your paper. The presentation should be ~10 minutes long (if you plan to use slides, this usually means no more than 10 slides). The presentation (slides plus verbal presentation) counts for 10% of grade. A class lecture will focus on writing and presenting a good presentation. A rubric detailing the grading criteria for this portion of the deliverables will be handed out in class and it will be posted on Carmen.

### **Classroom Policies and Conduct**

This class will include lecture time combined with classroom time spent on cases, projects, debates, discussions, and writing exercises. Reading and watching lectures in advance are critical elements of success in this course. Lively and active classroom discussions will be used to refine analytical skills for you and your peers, so be prepared to contribute to the discussion throughout the term. Various media will be used in and out of the classroom, including Twitter, Kahoot!, and Youtube. You will be engaged in an interactive learning environment and it is important to engage deeply and critically with the material. Laptops, tablets, and other devices will be allowed because you will be working with materials and with each other online, and use of media to communicate with others is encouraged. You may also use computers to take notes. Respect for your colleagues during class discussion is essential. Out of respect for your schedules and ours, class sessions will begin and end on time.

#### Course Policies

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct located at the following link –

[http://studentlife.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf). Your work should be original. Avoid excessive quotation and paraphrasing of other's work with or without citation.

While timely indication of one's intent to be absent is expected, when possible, this does not waive the obligation to submit assigned work on time. Late work will be accepted with a penalty of 10 points for each day that it is late and will not be accepted for a grade of any kind later than one week after the assigned due date.

#### ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

From: <http://oaa.osu.edu/coamfaq.html#academicmisconductstatement>

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

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession

of unauthorized materials during an examination.<sup>1</sup> Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct. Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>

*Ten Suggestions for Preserving Academic Integrity:*

<http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

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

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<sup>1</sup> If you have read this, email Dr. Wagner ([wagner.911@osu.edu](mailto:wagner.911@osu.edu)) with the subject line "I have read the syllabus", and you will receive an extra point on your final grade. P.S. don't tell others about this. Let them find it (or not) on their own.

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## Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 614-292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

SAMPLE

Week	Date	Topic	Readings	Assignment
1	8/22	Introduction to public administration in the context of global governance		Brief bio and photo to professor
	8/24	Understanding intergovernmental institutions and their role in innovation and development	Introduction in textbook, page xiii-xxv	
2	8/29	Science, engineering, and its creation of wealth - role of nations, policy	Chapter 1 in textbook: "Globalization, global governance, and public administration"	
	8/31	Role of nations in supporting innovation	Harrison, Johnson (Carmen)	
3	9/5	Evolution of public administration theory related to science, technology, and international institutions	Chapters 2 in textbook: "Towards an Open-systems perspective of global public administration citizenship"	
	9/7	<i>continued</i>	Chapter 3 in textbook: "Building public administration theory for global governance"	
4	9/12	Political economy and institutions, frameworks for understanding	Chapter 4 in textbook: Public administration and a changing context"	First writing assignment: case of technology and trade conflict
	9/14	<i>continued</i>	Mokyr Chapter 2 (Carmen)	
5	9/19	Globalization of research and innovation	Wagner, Chapters 1-3 (Carmen)	
	9/21	<i>continued</i>	Wagner, Chapters 4-7 (Carmen)	
6	9/26	Emerging economies in the global innovation system	Chapter 12 in textbook: "Emerging patterns of regional governance in East Asia"	Quiz - terms and concepts
	9/28	Effects of trade liberalization and international trade pacts: WTO and other regimes	TBA	
7	10/3	Case: Intergovernmental organizations and their role: the case of the international space station	Policy brief: The Trans-Pacific Partnership and Asia-Pacific Integration: Policy Implications (Carmen)	Guest: John Horack, Neil Armstrong Chair in Aerospace Policy, OSU*
	10/5	Case: Intergovernmental organizations and their role: the case of the international space station (continued)	Chapter 5 in textbook: "Transboundary leadership in science and technology: the International Space Station"	
8	10/10	Autumn break-no class		
	10/12	Autumn break-no class		
9	10/17	National accountability at the global level	Chapter 8 of textbook: "The autonomy of international bureaucracies"	Second writing assignment: policy advice paper
	10/19	Mid-term review and final paper discussion		

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10	10/24	Intro to Forest Management case plus Mid-term exam	TBA	
	10/26	Case: Forest Management and Ecosystem Protection	Chapter 9 of textbook: "Collaborative Problem solving in a fractured world..."	Guest: Brent Sohngen, Professor, Agricultural, Environmental, and Development Economics, OSU*
11	10/31	Case: Forest Management and Ecosystem Protection (continued)	Chapter 14 of textbook: "The emergence of governance capacity in global science implementation..."	
	11/2	Global treaties negotiation, monitoring, and accountability	Reading: Carmen	Interview paper due
12	11/7	Professor away at international conference	(work on final paper)	
	11/9	<i>Professor away at international conference</i>		Concept paper due for final paper topic
13	11/14	Transnational integration	Chapter 11 of textbook: "Negotiating and adapting optimal integration: transnational economic integration"	Schedule one-on-one with instructor
	11/16	Case: International trade in carbon-based products: What are the rules and the consequences?	TBA	Guest: Ian Sheldon, Andersons Chair of Agricultural Marketing, Trade, and Policy*
14	11/21	Case: International trade in carbon-based products: What are the rules and the consequences? (continued)	TBA	
	11/23	<i>Thanksgiving-no class</i>		
15	11/28	Final review of class materials and discussion of presentations	Giving a good presentation in a policy context	
	11/30	Student project presentations and discussion		Presentation due
16	12/5	Student project presentations and discussion		
	12/12	Final paper due		*-dates being confirmed