COURSE OVERVIEW

Government and Business are inextricably linked in the United States. Public Policies, including regulations, taxes, and programs, have a large influence on the economy and the environment in which business operates. Likewise, the health and productivity of business impacts the economy, government revenues, and need for government services. In turn, both government and business are substantially affected by financial institutions and services.

This course is an upper-level undergraduate honors course exploring the relationship of government and business in the United States. As such, it is meant to be a bridging course to graduate course work. Thus, the material and depth of analysis will be reflective of this level of work.

First, the course provides an introduction to the history and ideological foundations of capitalism and government. Second, it introduces the core needs of business and how these are affected by the public sector. Next, we will consider the role of government in the business environment and economy. We will also look at the mechanisms that businesses use to influence public policy. Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events.

LEARNING GOALS AND OBJECTIVES

There are four learning goals and objectives for this course:

- Provide an overview of the relationship and important issues of government-business relations
➢ Provide you with an opportunity to research and prepare a research analysis.

➢ Improve your ability to communicate ideas through written and oral formats.

➢ Provide you an opportunity to experience graduate-level work, including presenting your own work and critiquing another’s work.

**BASIS FOR ASSESSMENT**

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

**Reading Summaries (25% of grade)**
A short (max 1-page) summary of one of the readings for each class is due at the beginning of class (with the exception of the first class). The summary may be in point-form. You must sign up for these readings ahead of time and be prepared to present your findings to the class. Each summary is worth 1 percent of your final mark. Thus, to receive full marks, you must hand in summaries for readings for 25 classes. These summaries are intended to be “easy” marks and to ensure that you can contribute to the class discussions.

**Attendance and Participation (20% of grade)**
In addition to the summaries, your attendance and participation in the class discussions are essential for the success of this class. Attendance is calculated based on the percentage of classes you attend. Participation is based on how much you participate and how much your contribution adds to the class. The following is a breakdown of how these marks are awarded:

- 18-20 percent - Attends each class, actively participates, listens attentively, encourages others, and provides insight into discussion.
- 16-17 percent - Attends each class, actively participates, listens attentively, and encourages others.
- 14-15 percent - Attends each class and actively engages in the discussion.
- 12-13 percent - Attends class and participates occasionally.
- 10-11 percent - Attends class but does not participate in class discussions.
- 5-9 percent - Rarely attends class; unsupportive of fellow classmates.
- 0-4 percent - Infrequently attends class; hostile or discouraging to fellow classmates.

**Research Paper (55% of grade)**
The paper is meant to provide you with an opportunity to research a company and industry of interest to you and to examine its relationship with the different levels of government. A detailed rubric of the mark allocation for essays is appended to this syllabus. You will be graded on the quality of the writing and your inclusion of required content.
A 1 page proposal of the company and industry for your final paper is due on Friday, January 25th and will count for 5 percent of your grade. This summary should just provide a brief outline of the Fortune 500 company that you want to investigate and its industry. The summary should include: (1) the name of the company; (2) its history; (3) the products and services it provides; and (4) the industry (or industries) that it is a part of. Your company and industry must be approved by the instructor for you to proceed.

A 8-10 page analysis of the company and its industry is due Friday, March 8th. This is the first part of your final paper. This analysis must include a discussion of the company: (1) mission statement; (2) financial statements; (3) five year stock trend; (4) strategic plan and goals; (5) products or services; (6) industry profile; and (7) place of the company within its industry (e.g., leader, in decline, etc.). The company and industry analysis is worth 20 percent of your final mark.

The final 20-25 page paper is due on Friday, April 12th. The final paper adds an analysis of the government relations with the company and industry, including: (1) an analysis of the different types of interactions that the company has with government (e.g., regulations; tax credits and incentives; grants; contracts, etc.); (2) litigation; (3) proposed and existing legislation; (4) lobbying activities; (5). The final paper is worth 25 percent of your final mark. This consists of 15 percent for the government analysis component and 10 percent for the overall presentation and analysis. That is, presenting an insightful and cohesive analysis of the company, its industry, and its relations with government in the context of the course material. Please see the attached rubric for more details about how essays and papers will be evaluated in this course. The remaining 5 percent is for presenting your paper in class and critiquing another's research paper.

Transformation of numerical grades to letter grades will correspond to this schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>60-66.9</td>
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<tr>
<td>E</td>
<td>&lt; 59.9</td>
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REQUIRED TEXTS

The following texts are required. I will provide all other readings to you electronically.

SCHEDULE

*Note: Readings must be completed by the date next to which they are listed. Readings may be added, changed, or removed as necessary.

PART 1: Capitalism and Government

Week 1: Capitalism

January 9 – Introduction
  Wolf, *Markets or Governments*, pp. 1-16, 151-179
  Fundamental Economic Principles

January 11 – The Foundations of Capitalism
  Adam Smith
  Karl Marx
  Labaree, *The Boston Tea Party*
  Irwin and Sylla, *Founding Choices: American Economic Policy in the 1790s*, Chapter 6

Week 2: Growth of Capitalism

January 16 – American Capitalism
  Irwin and Sylla, *Founding Choices: American Economic Policy in the 1790s*, Chapter 7
  Roberts, *America’s First Depression*, pp. 1-47
  Schumpeter, *The Theory of Economic Development*, Chapter 1
  Williamson, *The Economic Institutions of Capitalism*, pp. xi-42

January 18 – The Role of Government in Society
  Conn Chapter 1 (everyone must read)

Week 3: The Welfare State and the Growth of Government

January 23 – Building the Welfare State
  Keynes
  Smith, *Building New Deal Liberalism*, Chapter 2


January 25 – Government and the Transportation Industry
Conn Chapter 2 - Transportation (everyone must read)

**Week 4: Rise of Neoliberalism**

January 23 – Intellectual Foundations of Neoliberalism
  - Von Mises
  - Hayek
  - Friedman
  - Harvey, *A Brief History of Neoliberalism*, Chapter 1.
  - Stedman Jones, *Masters of the Universe*, pp. 1-20, 30-84.

February 1 – Neoliberalism
  - Ferguson, *The Rise and Fall of the New Deal Order*, Chapter 1
  - Brinkley, *The Rise and Fall of the New Deal Order*, Chapter 4
  - Roy, *Fiscal Policy Convergence from Reagan to Blair: The Left versus the Right*, Chapter 1

**Week 5: Neoclassical versus Evolutionary Economics**

February 6 – Evolutionary Economics
  - Carlota Perez, *Technological Revolutions and Financial Capital: The Dynamics of Bubbles and Golden Ages*, Chapter 1

February 8 – Government and Education
Conn Chapter 3 – Education (everyone must read)
PART 2: Business and Government

Week 6: Business Goals – Strategy and Shareholder Value

February 13 – Company Objectives and Strategy
Michael Porter, *Competitive Advantage*, pp. 1-33
Collins, *Good to Great*, Chapter 1

February 15 – Government and the Financial Services Industry
Conn Chapter 4 - Banking (everyone must read)

Week 7: Finance and Financial Statements

February 20 – Risk and Uncertainty, Part I
Corporate Financial Statements readings
Knight, *Risk, Uncertainty, and Profit*, pp. 197-232

February 22 – Government and Security
Conn Chapter 5 - Security (everyone must read)

Week 8: Capital Markets and Debt

February 27 – Government Debt
*The Benefit and the Burden*, Chapter 1.
Wessel, *Red Ink: Inside the High-Stakes Politics of the Federal Budget*, pp. 33-128

March 1 – Government and Housing
Conn Chapter 6 - Home (everyone must read)
Week 9: Economic Growth and Innovation

March 6 – Economic Growth
  Kuznets, *Modern Economic Growth*
  Mazzucato, *The Entrepreneurial State.*
  Smith and Barfield, *Technology, R&D, and the Economy,* pp. 49-113

March 8 – Government and the Health Care Industry
  Conn Chapter 7 - Health (everyone must read)

  There are no classes March 13th and 15th for Spring Break.

PART 3: Government and Business

Week 10: Banking and Business

March 20 – Financial Institutions
  Lavalle, Chapter 1 - Institutional Foundations
  Lavalle, Chapter 2 - State Capacity

March 22 – Government and the Arts and Culture
  Conn Chapter 8 – Arts and Culture (everyone must read)

Week 11: Banking and American Politics

March 27 – Capital Markets, Financial Institutions, and Politics
  Lavalle, Chapter 3 – Financial products
  Lavalle, Chapter 4 – Financial policy
  Sinclair, *The New Masters of Capital,* Chapter 1
  Zysman, *Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change,* pp. 11-54; 55-95

March 29 – Government and the Communications Industry
  Conn Chapter 9 - Communications (everyone must read)
Week 12: Government and Markets

April 3 – Markets
Lavalle, Chapter 5
Lavalle, Chapter 6
Lavalle, Chapter 7
Wolf, Chapter 1

April 5 – Risk and Uncertainty, Part II
Minsky, Chapter 1
Lavalle, Chapter 8
Bernstein, Against the Gods: The Remarkable Story of Risk, pp. 269-303
Bernstein, Against the Gods: The Remarkable Story of Risk, pp. 304-337

Week 13: Regulation and Risk Bearing

April 10 – Regulation
Johnson and Kwak, 13 Bankers, Chapter 8
Lavalle, Chapter 9
Lavalle, Chapter 10
Moss, When All Else Fails: Government as the Ultimate Risk Manager, pp. 1-52.
Moss, When All Else Fails: Government as the Ultimate Risk Manager, pp. 292-335.

April 12 – Government Role in Society
Conn Chapter 10 – Endeavor to Achievement (everyone must read)

Final Papers due April 12th, 2013

Week 14: Government and Business: Creating the Right Environment in a Democracy

April 17 – discussion of final papers

April 19 – discussion of final papers

IMPORTANT INFORMATION

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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

In the Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

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

**ADA Statement**

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.
## Essay Marking Rubric

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<thead>
<tr>
<th>Marks</th>
<th>13-16</th>
<th>10-14</th>
<th>5-9</th>
<th>0-4</th>
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</thead>
<tbody>
<tr>
<td><strong>Rhetorical Awareness</strong></td>
<td>Student persuasively articulates a clear purpose and recognizes the expectations that an audience or readership might have for the product or performance within a particular context.</td>
<td>Articulates a clear purpose, and shows some recognition of the audience and context for the product or performance.</td>
<td>Articulates purpose somewhat clearly, but is unpersuasive and does not adequately take into account potential audiences or contexts for the product or performance.</td>
<td>Purpose is unclear and the student shows little recognition of audience or context.</td>
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<tr>
<td><strong>Personal and Productive Engagement with Subject</strong></td>
<td>Student not only follows the basic requirements for an assignment, but demonstrates a serious, thoughtful and studied engagement with the project or performance.</td>
<td>Follows basic requirements for the assignment. While some components of the project may be lacking, the work demonstrates progress in central learning objectives during the period of the course.</td>
<td>Only nominally follows basic requirements for the assignment, and shows a passing engagement with the project.</td>
<td>Does not follow basic requirements for the assignment, and shows little or no engagement with the project.</td>
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<tr>
<td><strong>Creativity and Originality</strong></td>
<td>Student articulates original ideas, positioning them within a range of differing perspectives. Moves beyond mere description and summary to analysis and critique.</td>
<td>States ideas that are original, and may reference a few differing perspectives. Does more than describe and summarize, but analysis and critique may not be sufficient.</td>
<td>States ideas that are obvious or cliche, offering few differing perspectives. If any, does little more than describe and summarize the ideas of others.</td>
<td>Restates obvious ideas from one or two sources, and fails to reference differing positions. Merely describes and summarizes the ideas of others.</td>
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<tr>
<td><strong>Central Claim supported by Appropriate Evidence</strong></td>
<td>Student marshals appropriate evidence to support claims in sophisticated ways. Critically evaluates evidence and counter evidence, clearly documenting sources according to expected conventions and acknowledging intellectual debts.</td>
<td>Marshals appropriate evidence competently. Evaluates some evidence and counter evidence, and documents sources according to expected conventions.</td>
<td>Supports some claims with evidence, but fails to sufficiently evaluate that evidence or present counter evidence. May only use the bare number of sources required by the assignment. Sources may be documented incompletely or unclearly.</td>
<td>Fails to support claims with appropriate evidence or evidence is unclear or not relevant. Student takes evidence at face value and does not properly document sources.</td>
</tr>
<tr>
<td><strong>Organization and Logic</strong></td>
<td>Student arranges material in a clear, persuasive way so that an audience or readership can follow. Does not resort to logical fallacies and the connections between points are evident and strengthen the overall claims of the work.</td>
<td>Arranges material clearly so that an audience or readership can follow reasonably well. The connections between most points are clear, though there are occasional gaps in thinking.</td>
<td>Fails to arrange material in a way that audiences or readers will follow easily. Several connections between points are unclear and there are several gaps in thinking.</td>
<td>Material is poorly organized, and audiences or readers may have a very hard time following the student’s ideas and arguments. Connections between ideas are unclear and there are numerous gaps in thinking.</td>
</tr>
<tr>
<td><strong>Effective Understanding and Application of Conventions</strong></td>
<td>Student has carefully and thoughtfully proofread his or her work according to appropriate stylistic conventions. There should be few or no mistakes in spelling, grammar, word choice, and punctuation.</td>
<td>Work generally proofread, but some conventions have not been followed. There are more than a few mistakes in spelling, grammar, word choice, or punctuation, but these mistakes don’t obscure the student’s ideas.</td>
<td>Work has not been well proofread, and several important stylistic conventions are not followed. There are several distracting mistakes in spelling, grammar, word choice, or punctuation that may obscure the student’s ideas.</td>
<td>Work has been poorly proofread, and stylistic conventions are not followed in any way. There are many distracting mistakes in spelling, grammar, word choice, and punctuation that obscure the student’s ideas.</td>
</tr>
</tbody>
</table>