PUB AFRS 5750H
Business & Government Relationship

Section 5093
Wednesday and Friday, 11:10 to 12:30pm
Page Hall 0240

Instructor: Dr. Beth-Anne Schuelke-Leech
250B Page Hall
Phone: 614-247-8798 (email is best way to contact me)
Email: schuelke-leech.1@osu.edu
Office hours: by appointment

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 5000-level 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. In addition, this course will be taught in a hybrid manner, with a substantial portion of the course being provided electronically.

This course first 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 of a company.
- Improve your ability to communicate ideas through written, oral, and online formats
- Provide you an opportunity to experience graduate-level work, including presenting your own work and critiquing another's work.
BASIS FOR ASSESSMENT

There are a total of 100 points in this class. Friday lectures will be held in person in Page Hall 240. Wednesday classes will be online (virtual). Online discussions and communications are an essential component to the success of the online component. Your grades will be based on the following exams and assignments:

**Question Answers (27 points)**

For each class, the student is responsible for submitting a short (max 1-page) summary of one of the assigned readings before the beginning of the class period (i.e., before 11am on Wednesdays and Fridays). No late submissions will be accepted. Each answer is worth 1 percent of your final mark. Thus, to receive full marks, you must hand in your answer for each of readings. These answers are intended to be “easy” marks and to ensure that you can contribute to the online and class discussions.

**Attendance and Participation (28 points)**

In addition to the summaries, your attendance and participation in the classroom and online discussions are essential for the success of this class. Attendance and participation is based on how much you participate and how much your contribution adds to the class.

**Company Analysis Paper (45 points)**

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.

Your grade will consist of three components:
1. A 1-page proposal of the company and industry to be studied (5 percent)
2. An analysis of the company and its industry (8-10 pages; 15 percent)
3. A final paper (20-25 pages) including the addition of an analysis of the company to public policy and government and the integration of both analyses into a coherent final paper (15 percent).

A 1 page proposal of the company and industry for your final paper is due on Friday, January 30th and will count for 5 points 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 you have selected and its industry is **due Friday, March 6th**. 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 points** of your final mark.

A **8-10 page paper** is due on **Friday, April 10th**. This paper analyzes the government relations of the company and industry presented in your first paper. It must include:

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; and
4. lobbying activities.

The final paper is worth **20 points** of your final mark. You must present an insightful and cohesive analysis of the company, its industry, and its relations with government in the context of the course material, incorporating the analysis from your first paper. Please see the attached rubric for more details about how essays and papers will be evaluated in this course.

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

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**READINGS**

Assigned readings will be available on the Carmen website for this class. Video links are listed below.

**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 14 – Introduction – no readings due**

**January 16 – The Foundations of Capitalism**
1. Adam Smith, Wealth of Nations, Book IV, Chapter 1 and 2 (1a, 4a)
2. Why is the Wealth of Nations So Important? Adam Smith and Classical Economics, [http://www.youtube.com/watch?v=pOksHxsR_2w](http://www.youtube.com/watch?v=pOksHxsR_2w) (1a, 4a)
3. Karl Marx, The Communist Manifesto (1c, 4a)

**Discussion Questions:**
   i. What was Adam Smith’s important contribution? (1a, 4a)
   ii. What was Adam Smith’s invisible hand? (1a, 4a)
   iii. Was Marx right about capitalism? (4a)
   iv. Was Marx anti-capitalist? (4a)

**Week 2: Growth of Capitalism**

**January 21 – American Capitalism**
1. Labaree, The Boston Tea Party, pg. 1-53 (1b, 1c, 2a)
2. Roberts, America’s First Depression, pp. 1-47 (2a, 2b, 2c, 2f, 2g)
3. McCraw, “American Capitalism,” Introduction to American Capitalism, pp. 303-348 (3a, 6a, 6b, 6d, 6g)

**Discussion Questions:**
   i. How did the founders’ choices contribute to the growth of capitalism in the United States? (2a, 2b)
   ii. Are individual men (and women) or institutions more important? (1a, 4a, 6a)
   iii. What is the role of government institutions in the foundations of capitalism and America? (2a, 4a)
   iv. Are economic booms and busts a natural part of capitalism and the economy? (5g)

**January 23 – The New Deal and the Welfare State**
1. Keynes, The General Theory of Employment, Interest, and Money, Book 1 Chapters 1-3 (2b, 2c, 2g, 5g)
2. Hayek, A Road to Serfdom, Abridged Version (2b, 2c, 2g, 5g)
3. Of all of:
   4. Masters of Money, Keynes, [http://www.youtube.com/watch?v=2_yTyDlpOaQ](http://www.youtube.com/watch?v=2_yTyDlpOaQ)
   5. Masters of Money, Marx, [http://www.youtube.com/watch?v=f0UQ80s8bbM](http://www.youtube.com/watch?v=f0UQ80s8bbM)
   6. Masters of Money, Hayek, [http://www.youtube.com/watch?v=tdDGUI7SncQ](http://www.youtube.com/watch?v=tdDGUI7SncQ)

**Discussion Questions:**
   i. What is Keynes important contribution to the understanding of capitalism? (2a, 4a)
   ii. What are some of the differences between Keynes and Hayek? (2a, 4a, 5c)
Week 3: The Welfare State and the Growth of Government

January 27 – Building the Welfare State
1. Smith, Building New Deal Liberalism, Chapter 2 (2b, 2d)
2. Gordon, “Rethinking the New Deal: The Logic and Limits of the U.S. Political Economy,” New Deals: Business, Labor, and Politics in America, 1920-1935, Chapter 1 (1c, 2b, 2d, 3a)
3. Ferguson, The Rise and Fall of the New Deal Order, Chapter 1 (1c, 2a, 2b)

Discussion Questions:
   i. What was the role of the government in the Great Depression? Did its actions improve or exacerbate the problem? (1c, 2a, 2b, 2c, 2d, 2f, 2g)
   ii. Can we compare the Great Depression of the 1930s to the recent Great Recession? (1b, 2f, 2g, 4a)
   iii. What is the proper role of government? (1b, 2b, 2c, 2d, 2f, 2g, 4a)

January 29 – Building the Welfare State
1. Collins, The Business Response to Keynes, 1929-1964, pp. 1-52 (1b, 1d)
2. Brinkley, The Rise and Fall of the New Deal Order, Chapter 4 (1b, 1d)

Discussion Questions:
   i. How did business react to the Great Depression and the rise of the Welfare state? (1b, 1d)
   ii. Is the welfare state still necessary? (1d, 2f, 2g)
   iii. What is the proper role of government? (1b, 2b, 2c, 2d, 2f, 2g, 4a)

1 page proposal of company and industry due

Week 4: Rise of Neoliberalism

February 4 – Intellectual Foundations of Neoliberalism
1. Friedman, Freedom and Capitalism, pg. 1-36 (1a, 2a, 4a, 5b, 5c)
2. Harvey, A Brief History of Neoliberalism, Chapter 1 (4a, 4b)
3. Harvey, A Brief History of Neoliberalism (presented on youtube in 5 parts, starting with http://www.youtube.com/watch?v=PkWWMOzNNrO) (4a, 4b)
4. Burgin, The Great Persuasion, pp. 1-11, 214-226 (1b, 1c, 2a, 4a, 4b, 5b)
5. Angus Burgin, http://www.youtube.com/watch?v=g0co8keFYwk (1b, 1c, 2a, 4a, 4b, 5b)

Discussion Questions:
   i. What is neoliberalism? (4a, 4b)
   ii. Are we still in a period of neoliberalism? (2a, 4a, 4b)
   iii. What are the implications of neoliberalism? (2a, 2c, 4a, 4b)
February 6 – Neoliberalism
1. Stedman Jones, Masters of the Universe, Introduction, Chapter 2s and 6 (1b, 1c, 2a, 2b, 2c, 2d, 4a, 4b)
2. Stedman Jones, Masters of the Universe, http://www.youtube.com/watch?v=ehrjP2_ffPc
3. Roy, Fiscal Policy Convergence from Reagan to Blair: The Left versus the Right, Chapter 1 (1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2f, 4a, 4b)

Discussion Questions:
1. What was the role of intellectuals to the formation and perpetuation of neoliberalism? (2b, 2c, 2d, 2e, 5a)
2. Has the welfare state fallen apart or failed? (1c, 2a, 2b, 4a, 4b)
3. Can we afford a strong welfare state and still be globally competitive? (1c, 3b)

Week 5: Neoclassical versus Evolutionary Economics

February 11 – Neoclassical Economics
1. Wolf, Markets or Governments (2b, 2c, 2d, 2e, 5a)
2. Schumpeter, The Theory of Economic Development, Chapter 1 (1c, 5e)

Discussion Questions:
1. What is the current dominant microeconomic model and its assumptions? (4c, 5b)
2. What did Schumpeter think about innovation? (4d)
3. Is innovation compatible with the neoclassical economic model? (4e)

February 13 – Evolutionary Economics
1. Nelson and Winter, An Evolutionary Theory of Economic Change, pp. 3-50. (4d)
2. Interview with Sydney Winter, http://www.youtube.com/watch?v=4JK342oz-Gw
3. Carlota Perez, Technological Revolutions and Financial Capital: The Dynamics of Bubbles and Golden Ages, Chapter 1 (3f, 5e, 6d)
4. Technological Revolutions, Carlota Perez, http://www.youtube.com/watch?v=k8S0OSxWmuo&list=UUX6QveqMpgeaEIPJvndQ90Q&index=1&feature=plcp (5e)

Discussion Questions:
1. What is evolutionary economics? (4d)
2. How does it compare to neoclassical economics? (4c, 4e, 5a, 5b)
3. What is the role of economic models? (4e, 5d)
4. What are the technological revolutions and what does this mean for today? (1b, 4d)
5. Are we moving into a new golden age or are we still in crisis? (4d)

PART 2: Business and Government

Week 6: Business Goals – Strategy and Shareholder Value

February 18 – Company Objectives and Strategy
1. Mickelthwait and Wooldridge, The Company, pp. Xiii-xxiii, 103-157 (6a, 6b, 6c)
2. Collins, Good to Great, Chapter 1 (6a, 6b, 6g)

Discussion Questions:
   i. How does a company become great? (6b, 6g)
   ii. What are some of the biggest challenge to business executives and management today? (6b)
   iii. What is the function of management in an organization? (6a, 6b, 6g)
   iv. Should corporations be considered persons? (6c)

February 20 – Competitive Advantage
1. Michael Porter, Competitive Advantage, pp. 1-33 (6a, 6b)

Discussion Questions:
   i. How is a competitive advantage defined? (6b, 6g)
   ii. How can companies sustain competitive advantage in today’s marketplace? (6b, 6g)
   iii. What is a SWOT analysis? (6b, 6g)
   iv. What role does government play in supporting business competitiveness? (6b, 6g)

Week 7: Finance and Financial Statements

February 25 – Financial Statements
1. White et al., The Analysis and Use of Financial Statements, Chapter 1 and 4 (6e, 6f)
2. Or all of (for those of you who have not had exposure to financial statements, please do the reading and watch the videos):
   Balance Sheet, http://www.youtube.com/watch?v=mxsYHiDVNlk
   Financial Ratios, http://www.youtube.com/watch?v=U5rRFh32gQU
   Financial Ratios, http://www.youtube.com/watch?v=dw0MZVsgz9M

Questions (Answer one):
   i. What are the different components of a company’s financial statement and what are important? (6e, 6f)
   ii. What do companies need to be concerned about with respect to their financial statements? (6e, 6f)
   iii. Which financial ratios does a company need to be most concerned about? (6e, 6f)
   iv. What service do capital markets provide for companies? (3a, 6f)
   v. How are capital markets measured? (3d)

February 27 – Finance and Companies
4. Lazonick, William (2012), “Financialization of the U.S. Corporation” (5e, 5f)

Discussion Questions:
   i.  What is financialization? (6a, 6b)
   ii. What is the relationship between risk and financialization? (5f)
   iii. What is the relationship between companies and capital markets? (3a, 3c, 6f)
   iv.  Is stock buyback, stock manipulation? Does this matter? (3a, 6e)

Week 8: Capital Markets and Debt

March 4 – Government Financing
1. Johnson and Kwak, White House Burning, pp. 3-14, 185-227. (1c, 2f, 3b)
2. White House Burning, http://www.youtube.com/watch?v=9v6_9GWdPFY (1c, 2f, 3b)
3. Wessel, Red Ink: Inside the High-Stakes Politics of the Federal Budget, pp. 33-68 (1c, 2f, 3b)
4. Wessel, Red Ink, http://www.youtube.com/watch?v=ol4iaLQI90A

Discussion Questions:
   i.  How is the federal government financed? (3b)
   ii. What is the problem with the financial situation of the government currently? (3b)
   iii. Why is balancing the federal budget so difficult? (1c, 3b)
   iv.  Is the government too big? Explain. (1c, 3b)

March 6 – Financing Government

Discussion Questions:
   i.  How do governments raise tax revenues? (2a, 2h)
   ii. What does Citrin say people want from taxes and government spending? (2a, 2h)
   iii. How should the burden of taxation be determined? (2a, 2h)

8-10 page analysis of company and industry due

Week 9: Economic Growth and Innovation
March 11 – Economic Growth and Innovation

Discussion Questions:
   i.  Is continuous economic growth important? Explain your answer. (3f, 4a)
   ii. What is the role of economic growth in government policy? (3f, 4a)
   iii. How is economic growth best achieved? (3f, 4a)

March 13 – Innovation
1.  Mazzucato, The Entrepreneurial State (1c, 2b, 2c, 2d, 5a, 5e)
2.  Clayton Christensen, Disruptive Innovation, [http://www.youtube.com/watch?v=rpkoCZ4vBSI](http://www.youtube.com/watch?v=rpkoCZ4vBSI)
3.  Mazzucato, The Entrepreneurial State, [http://www.youtube.com/watch?v=uAz49-lchUw](http://www.youtube.com/watch?v=uAz49-lchUw)
4.  Lazonick, The market or the state, [http://www.youtube.com/watch?v=zkwGa_fWBml](http://www.youtube.com/watch?v=zkwGa_fWBml)
5.  Lazonick, How government helps, [http://www.youtube.com/watch?v=grbmtEcULik](http://www.youtube.com/watch?v=grbmtEcULik)

Discussion Questions:
   i.  What is the role of government in innovation? Can this role be fulfilled by the private sector? (2b, 2c, 2d, 5a)
   ii. What is the problem with companies using their profits for stock buybacks? Is this stock manipulation? Should stock manipulation be illegal? (2b, 2c, 2d, 5a)

There are no classes March 18th and 20th for Spring Break.

PART 3: Government and Business

Week 10: Banking and Business

March 25 – Capital Markets, Financial Institutions, and Politics
1.  Zysman, Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change, Part I, pp. 1-98. (1a, 1b, 1c, 1d, 1a, 3b, 3f, 5a)

Discussion Questions:
   i.  What the connection between markets and the government? (1d, 3b, 3d)
   ii. What are the failures of government intervention? (2d)

March 27 – Governments and Markets
1.  Zysman, Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change, pp. 99-232 (1a, 1b, 1c, 1d, 1a, 3b, 3f, 5a)
2. Or all of:
   Commanding Heights Part 1, New Ideas, http://www.youtube.com/watch?v=D0OK2sGiZs0
   Commanding Heights Part 2, Agony of Reform,
   http://www.youtube.com/watch?v=o45rFuT8XwY
   Commanding Heights Part 3, The New Rules of the Game,
   http://www.youtube.com/watch?v=5Wu9FH4O1qY

   Discussion Questions:
   i. What is the role of government in the economy? (1c, 2b, 2c, 2d, 2f)
   ii. How much should the government stabilize the economy? (2f, 4f)
   iii. How much should the government mitigate the hardships of economic change and downturns? (1c, 2a, 2f)

Week 11: Banking and American Politics

April 1 – Capital Markets, Financial Institutions, and Politics
1. Zysman, Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change, pp. 233-end (1a, 1b, 1c, 1d, 1a, 3b, 3f, 5a)
2. Or all of (unless done last week):
   Commanding Heights Part 1, New Ideas, http://www.youtube.com/watch?v=D0OK2sGiZs0
   Commanding Heights Part 2, Agony of Reform,
   http://www.youtube.com/watch?v=o45rFuT8XwY
   Commanding Heights Part 3, The New Rules of the Game,
   http://www.youtube.com/watch?v=5Wu9FH4O1qY

   Discussion Questions:
   i. What is the connection between finance and government? (2a, 2h, 3b, 3d)
   ii. What are Zysman’s four views of the state? (2a, 2h, 3b, 3d)

April 3 – Politics and Banking
1. Minsky, Stabilizing the Unstable Economy, Chapter 1. (2f, 4e, 4f)

   Discussion Questions:
   i. What role should governments play in stabilizing markets? (1c)
   ii. What is the effect of the Federal Reserve continuing to purchase bonds and keeping interest rates very low? What will the ultimate effect be? (1c, 5c)
   iii. What is a risk regulation regime? (2e, 2f, 4f)
   iv. How does the government protect capital market? Should they be playing this role? Explain your answer. (1c, 2e, 2f)

Week 12: Government and Markets

April 8 – Markets
1. Sinclair, The New Masters of Capital, Chapter 1 (3a, 3b, 5f, 6e, 6f)
2. MacKenzie, An Engine, Not a Camera: How Financial Models Shape Markets, Chapters 1 and 9 (1a, 4e, 4f, 5d)
3. Bookstaber, A Demon of Our Own Design, pp. 207-261 (3e, 4e)

**Discussion Questions:**

i. What is the role of credit rating agencies? (1b, 4e, 4f, 5d)
ii. What is the relationship of credit rating agencies and the government? (1b, 4e, 4f, 5d)
iii. What is the relationship of credit rating agencies and capital markets? (1b, 4e, 4f, 5d)
iv. What is the role of models in finance and capital markets? (1a, 4e, 4f, 5d)

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**April 10 – Risk and Uncertainty**

2. Bernstein, Against the Gods: The Remarkable Story of Risk, pp. 269-303 (2e, 2f)
3. Partnoy, Infectious Greed, Chapter 1 (3e, 3c)

**Discussion Questions:**

i. How is financial risk managed in our society? (1c, 2e, 2f, 4e, 4f)
ii. What role does government have in mitigating risk in society? (1c)
iii. Was the bailout and stimulus of the Great Recession a matter of privatizing benefits and socializing risks? Please justify your answer. (1a, 1b, 1c, 2a, 2f)
iv. How much should the government mitigate the hardships of economic change and downturns? (1c, 2a, 2f)

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**Week 13: Regulation and Risk Bearing**

**April 15 – Regulation**

1. Johnson and Kwak, 13 Bankers, Chapter 8 (1c, 2a, 2b, 2c, 2e, 2f, 2g)
2. Johnson and Kwak, 13 Bankers, [http://www.youtube.com/watch?v=j9qO7kzGHt4](http://www.youtube.com/watch?v=j9qO7kzGHt4)
3. Barth, Caprio, and Levine, Guardians of Finance, Chapter 1 and 2 (2e, 2f)

**Discussion Questions:**

i. What is the role of regulation in our society? (2e, 2f)
ii. What was the failure of regulators before and during the Great Recession? (2d, 2e, 2f)
iii. What was the failure of companies during the same period? (3e, 6b)

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**April 17 – Regulation and Risk**

1. Wessel, In Fed We Trust, Introduction and Chapter 14 (1c, 2e, 2f)
2. Wessel, Federal Reserve, [http://www.youtube.com/watch?v=PyCuiO4_fkY](http://www.youtube.com/watch?v=PyCuiO4_fkY)
3. Moss, When All Else Fails: Government as the Ultimate Risk Manager, pp. 1-52. (1c, 2e, 2f)
Discussion Questions:

i. How do regulations reflect political and economic ideology? (2e)
ii. If government is the Ultimate Risk Manager, what should government do to protect itself? (1a, 1b, 1c, 2a, 2e)

*Final Paper due*

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

**April 22 – Job Creation and Economic Growth**


Discussion Questions:

i. What is the role of government in job creation? (1a, 1b, 1c, 2a, 2d)
ii. What are the regulatory impediments to job creation? (1c, 1d, 2e, 2f)
iii. What role should the government have in education and higher education? (1c, 1d, 2e, 2f)

**April 24 – Crisis in the Markets**

1. Reinhart and Rogoff, (2009), *This Time is Different*, Princeton, NJ: Princeton Univesity Press, to page 20. (1a, 1b, 1d, 2a, 3a, 5f, 5g)
4. Jeffrey Sachs, Paul Krugman, Soros on Financial Crisis, [http://www.youtube.com/watch?v=80olSb5KU9g](http://www.youtube.com/watch?v=80olSb5KU9g)
5. Understanding the Financial Crisis, [http://www.youtube.com/watch?v=DmNiRKuee1A](http://www.youtube.com/watch?v=DmNiRKuee1A)

Discussion Questions:

i. What is the long-term effect of the Great Recession? (1d, 2f, 3a, 3b, 3f)
ii. Is Public Policy ideologically driven? (2a)
iii. Have we “solved” the financial problems that caused the Great Recession? (2f, 3a, 3b, 3e, 3f)
iv. Are we likely to have another financial crisis in the near future? (2f, 3a, 3b, 3e, 3f)
v. What policy tools does government have to deal with another major crisis? (1c, 1f, 2g)
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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<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>
</tr>
<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>
</tr>
<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 cliché, offering few differing perspectives. 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>
</tr>
<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 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>