



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUB AFRS 2110 (section 5879)

Introduction to Public Affairs

3 Credit Hours

Fall 2021

Tuesday and Thursday, 12:45 – 2.05 p.m.

Page Hall 20

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Office hours before class or by appointment

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TA

Email

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

COURSE OVERVIEW

This course is an introduction to the range of topics that constitute “public affairs.” The first three weeks of class provide an introduction to the policymaking process—emphasizing theoretical frameworks that help students understand how actors and institutions (both in and out of government) interact to produce public policies. The remainder of the course introduces students to the core crafts on which schools of public affairs focus: policy analysis & evaluation and public administration & management. The former entails the generation of rational advice relevant to public decisions and the systematic evaluation of the impact of public policies and programs. The latter focuses on the management of public agencies and non-profit organizations and the implementation of public policy. Course learning goals and objectives are pursued via lectures, written assignments, and class discussion of case studies and current events.

GE LEARNING GOALS AND OUTCOMES

Public Affairs 2110 satisfies the GE credit requirement for Social Science:

GE Goals for Social Science

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.



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Expected GE Learning Outcomes of Public Affairs 2110

Human, Natural, and Economic Resources

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

How Does Public Affairs 2110 Help Students Attain these Learning Outcomes?

Course Learning Objectives

After completing this course, students will:

- Understand the process by which U.S. public policy is developed and implemented
- Be familiar with techniques for providing rational advice to public-sector decision-makers; evaluating the impact of public policies on societal outcomes; and managing public and non-profit organizations
- Be able to apply public affairs concepts and frameworks to real-world public challenges

Degree Learning Goals and Objectives

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following degree learning goals and objectives at a beginner level:

- Examine governmental, financial, economic, legal, and political institutions, and systems that constitute the public and nonprofit sectors.
- Describe and explain public sector policy making and administrative processes.
- Recognize and interpret human behavior at individual, group, and organizational levels (with attention for issues of diversity and inclusions) in the context of the public and nonprofit sectors.
- Define and address problems in the public and/or nonprofit sectors using analytical tools.
- Communicate effectively via written, oral, and electronic methods in public and/or nonprofit sectors.

The two core components of public affairs - policy analysis and management - deal with informing and implementing societal decisions about how to allocate scarce societal resources. The class introduces students to theories and methods of social scientific inquiry used to inform this societal decision-making, which entails identifying political, economic, and social trade-offs across policy options and assessing the effectiveness of public policies and programs. These



topics are covered throughout the entire class as students learn about policymaking and administrative processes. That is, Parts I and II of the course help you understand the extent to which the functioning of government is embedded in how it is structured and how it developed. Thus, the most explicit focus on these GE learning outcomes occurs when we cover policy analysis in Part III of the class. The third exam, which focuses on policy analysis, will be used to assess student understanding of the three GE learning outcomes.

Requirements and Expectations

The lectures in this course will be in-class until Thanksgiving. After that holiday, class will be for one week online. 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 either from the required textbook or 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 .. to write a reflection paper in which they discuss something that happened in the past week and that they can relate to some of the 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 me.

ASSIGNMENTS

Exams (60% of class grade; weeks 7, 12, and 16)

There will be three in-class, accumulative 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. 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** (20% of grade; Thursday, week 7, regular class time)
- **Exam #2** (20% of grade; Tuesday, week 11, regular class time)
- **Exam #3** (20% of grade; week 16, Tuesday, December 14, 2-3.45 p.m.)

Reflection Papers (total of 20% of class grade; ten weeks)



- **Weekly reflection based on prescribed reading and lecture** (20% of grade, weeks 2, 3, 4, 5, 6, 8, 9, 10, 11, and 13).

For 10 weeks you are to write a one-page paper, double-spaced, 1" margins, Times New Roman, 12 point font, reflecting upon something that has happened during the week, and applying concepts and/or theories you have read/heard about in class. You can submit these in the Carmen dropbox on Thursday or bring a hard copy to class (stapled then in the top left corner, should you have more than one page). Some of these will serve as the basis for class discussion of about 30-45 minutes. These class discussions are intended to help develop your critical thinking and discussion skills. Late papers are not accepted.

- **Public affairs plan** (10% of grade; week 13)

On Thursday in week 13 of class (Nov. 18), you must submit a career plan for addressing the public problem of greatest concern to you. Specifically, you must detail what kind of public affairs career you would pursue to help address that problem, including what degrees you would get, what coursework you would take, and what professional jobs you would pursue to be part of the solution. The essay should be no more than two double-spaced pages using 1" margins and 12 point font (i.e., about 500 words).

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 rubric, 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 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, together with the rubric, will get you an A or A-.
4. The instructor 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, 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, proffesser, its really wrong, it's content is wrong, relivant, explanation, case study's, regestration, entusiasm, excepting an offer, practicle examples, aplication, discriptions, principle-agent theory, dimention, heirarchy, charasmatic, I except your offer, the shear amount, interperate, bueracracy, bureacratic, to intervine, implimentation, to inforce, to recieve, cordination, dilligance, reprocutions, to outway, faillure, excitment, resorces, stimulation, summarys, quizzes, he heald office hours, enviornment, this cource 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



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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.

6. The student can ask the instructor or TA to read the draft of an assignment, but only comments on its substantive content will be provided.

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).

ATTENDANCE (10% of the 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 pages 8 of this syllabus).**

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 | | |

TEXTS

You should be able to successfully complete the course based on the lectures and the Franklin/Raadschelders book. Chapters relevant to the topic of the week are indicated.

Required reading: AF/JR

Franklin, Aimee, L., Jos C.N. Raadschelders. *Introduction to Public Administration*. (textbook for undergraduate level programs, in electronic format) (will be uploaded in Carmen).

SCHEDULE

Part I: Government in Society

Week 1: Introduction of Class and Content

August 24: Introduction: students, instructor, expectations, assignments

August 26: Lecture: What is government?

Reading: AF/JR ch.1

Watch TED-talk Raadschelders: www.youtube.com/watch?v=wNm4GrmOcUQ



Week 2: Government in Society

August 31: Lecture: Balancing Instinctual and Intentional Behaviors

Sept. 2: Guest speaker: Sergeant John Davis, OSHP, Body Language

Assignment: weekly reflections #1

Week 3: Origins and Development of Government

Sept. 7: Discussion of reflection #1 (including your thoughts on TED-talk)

Lecture: Development of government over time: territory, hierarchy

Sept. 9: Lecture: From being property to enabler

Assignment: weekly reflections #2

Week 4: Government in Society

Sept. 14: Discussion of reflections #2

Lecture: Government today: The big change: 1780 - 1820

Sept. 16: Lecture: The new role and position of government in society

Reading: AF/JR chs.2-3

Assignment: weekly reflection #3

Week 5: The Administrative State: Service Functions

Sept. 21: Discussion of reflections #3;

Lecture: Functions, tasks and services of government I

Sept. 23: Lecture: Functions, tasks and services of government II

Reading: AF/JR ch.6

Assignment: weekly reflection #4

Week 6: Size of Government

Sept.28: Discussion of reflections #4

Lecture: Size of government I: civil service and human resource management

Sept. 30: Size of Government II: revenue and expenditure

Assignment: weekly reflection #5

Reading: AF/JR ch.10

Week 7: Exam Week

Oct. 5: exam review (in class)

Oct. 7: Exam #1 (in class)

Part II: The Structure of Government

Week 8: The Administrative State: Instruments, and the Study of Public Affairs

Oct.12: brief review of exam 1; discussion reflection #5;

Lecture: Tools of government: people, money, information, and regulation

Reading: AF/JR ch.11 and 13

Assignment: weekly reflection #6

Oct. 14: Fall Break



Week 9: Organization Theory II Branches and Structure of Government

Oct. 19: Discussion of reflections #6

Lectures: The traditional three ... and three more?

Oct. 21: Lecture: The structure of organizations

Reading: AF/JR chs. 5 and 9

Assignment: weekly reflection #7

Week 10: Organization Theory II

Oct. 26: Discussion of reflections #7

Lecture: Culture of organizations

Oct. 28: Lecture: Problems with organizations

Reading: AF/JR chs.4

Assignment: weekly reflection #8

Week 11: Organization theory III

Nov. 2: Discussion of reflections #8;

Lecture: Reform of organizations

Nov. 4: Decision making theories; exam review

Reading: AF/JR ch.8

Assignment: weekly reflection #9

Week 12: Exam Week

Nov. 9: Exam #2 (in class)

Nov. 11: Veterans Day

Part III: Functioning of Government

Week 13: Policy Making I

Nov. 16: Brief review of exam #2, Discussion of reflections #9

Nov. 18: Lecture: What is public policy and who are involved?

Reading: AF/JR ch.7

Assignment: weekly reflection #10

Assignment: submit your public affairs plan

Week 14: Policy Making II

Nov. 23: Discussion of reflections #10

Lecture: The policy making process: linear and cyclical perspectives

Nov. 25: Thanksgiving

Week 15: Policy implementation, evaluation and accountability

Nov. 30: brief discussion of exam #2;

Lecture: Implementation and Evaluation

Dec. 2: Lecture: Accounting and Accountability in Democracy

Reading: AF/JR ch.12



Week 16: Dec. 7, exam review

Week 17: Dec. 14, final exam #3, 2 – 3.45 p.m. (Page Hall)

COURSE POLICIES

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

(From: <http://oaa.osu.edu/coamfaqs.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. 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.

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

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

Religious holidays:

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

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe



space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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 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 is 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 Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org.

Workload/Course expectations

For each credit, there should be about one hour of in class meeting time, and two hours out of class work. So for a three credit hour class, you should expect 32 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments. Let the instructor know if this gets out of proportion.

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.

Digital Etiquette

Lap-top, tablets and phones are not required for this class. Therefore, these devices may only be used when engaging in an exercise that requires them. Power point slides will be made available on Carmen by the instructor before class. Research demonstrates that you may benefit from writing notes long-hand. Should you want to make notes using your laptop, refrain from surfing the web during class. Your cellphone must be turned off.

Covid Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process \(Links to an external site.\)](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu ([Links to an external site.](#)); 098 Baker Hall, 113 W. 12th Avenue.

Helpful Resources

Statistical Consulting: Students wishing to have additional help with the statistical analysis for their papers may consult with the Statistical Consulting Service (www.scs.osu.edu/) and enroll in their Stat 5700 course (<http://www.scs.osu.edu/stat5760.html>).

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>). The Writing Center works “one-on-one with undergraduate and graduate students, faculty, and staff at Ohio State on writing projects. Writing consultants are able to review writing at any stage, from brainstorming to a final draft, as well as help with non-paper assignments such as presentations, blogs, etc,” Consultants are available by appointment, on a walk-in basis or online.

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, Carly Dearborn (Dearborn.8@osu.edu) who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.