



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### Business & Government Relationship

PUB AFRS 5750

Spring 2021 Distance Delivery

Credit Hours: 3

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and by appointment

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#### COURSE OVERVIEW & DESCRIPTION

Government and business are inextricably linked in the United States and other developed economies. Public policies, including regulations, taxes, and programs, have a substantial influence on the economy and the environment in which businesses operate. Likewise, the health and productivity of the private sector 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 is an **advanced-level course** exploring the relationship of government and business in the United States. In addition, **this course is taught entirely online**. There are weekly lectures videos and substantial reading assignments. The material and depth of analysis are reflective of this level of work and format. In person office hours will be offered but there are no required meeting times.

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 influenced 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 readings and videos, written assignments, and online discussions.

#### STUDENT LEARNING OBJECTIVES AND GOALS

There are four learning objectives and goals for this course

- Explore the main theories and policies of our current economic and business systems
- Understand the relationship and important issues related to government-business relations
- Research and prepare an analysis of a company
- Improve remote/distance communication skills (communicating in an online setting)

#### REQUIRED TEXT AND READINGS

There is one **required** text for this course

- Cleaver, Tony. (2014/2015). *Economics: The Basics 3<sup>rd</sup> Edition*. ISBN-13: 978-1-138-02354-3 [Note: It is important to procure the 3<sup>rd</sup> edition of this book, but used copies may be readily available]

There are two recommended texts for this course. Links to electronic books available through the OSU library are found on Carmen but extensive readings are assigned from each of these, so students may want to buy them to mark them up and/or refer to them later. Professor Lavelle's book is particularly interesting and useful.

- Lavelle, Kathryn C. (2013). *Money and Banks in the American Political System*. Cambridge UP.  
ISBN-13: 978-1107609167.
- Zysman, John. (1984). *Governments, Markets, and Growth: Financial Systems and the Politics of Industrial Change*, Cornell UP. ISBN-13: 978-0801492525

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.

Additional assigned and supplemental readings will be available on the Carmen website for this class along with weekly videos. Business and government issues are consistently in the news and we will be using current events as often as possible to learn and apply the concepts discussed in this course. Therefore, students are strongly encouraged to read *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Columbus Dispatch*, or similar newspapers.

## REQUIRED EQUIPMENT/TECHNOLOGY

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

## ACADEMIC INTEGRITY/ ACADEMIC MISCONDUCT POLICY

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](http://www.northwestern.edu/uacc/8cards.html)

## 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](mailto:slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## STATEMENT ON TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## ADDITIONAL STUDENT RESOURCES

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 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 Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

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>).

## GRADING

The course is graded A – E, with the weighted distribution outlined in the course requirements section.

Transformation of numerical grade to letter grade will follow:

|    |              |    |              |    |              |
|----|--------------|----|--------------|----|--------------|
| A  | 100% to 93%  | B- | < 83% to 80% | D+ | < 70% to 68% |
| A- | < 93% to 90% | C+ | < 80% to 78% | D  | < 68% to 60% |
| B+ | < 90% to 88% | C  | < 78% to 73% | E  | < 60% to 0%  |
| B  | < 88% to 83% | C- | < 73% to 70% |    |              |

## COURSE REQUIREMENTS

There are 100 points possible in this course. The course grade will be based on the following:

|  |                                      |
|--|--------------------------------------|
| Weekly Coursework Summary/Analysis   | 14 points (14 weeks x 1 point each)  |
| Topic Discussion or Current Events Analysis  | 24 points (12 weeks x 2 points each) |
| Economic Perspectives Synthesis Paper  | 8 points                             |
| Semester-long Company Analysis Project (assignment is due in four parts as outlined below) |                                      |
| Company Analysis Paper   | 15 points                            |
| Policy Analysis Paper  | 18 points                            |
| Presentation for Policymaker   | 9 points                             |
| Comprehensive Policy Brief   | 8 points                             |
| Participation  | 4 points                             |

As everyone registered for the course is receiving 5000-level credit, coursework requirements (e.g. reading and assignments) will be the same for both undergraduate and graduate students. To recognize the differences in education experience between graduate and undergraduate students, and to ensure equity, assessment (grading) will be done separately. The same rubrics will be used, but undergraduate work will be assessed independently from, and without consideration of, the work of graduate students. For each assignment, all undergraduate work will be assessed before graduate work is assessed so the grader evaluates each group with the critical, analytical, and writing expectations appropriate for each education level.

**Suggested Weekly Schedule** There is a reminders section, in checklist format, at the beginning of every week so students should have no trouble knowing/remembering when graded assignments are due.

The course is also set up to offer maximum flexibility in accommodating students' differing professional and personal schedules. The following table shows \*one\* possible way to divide the weekly coursework across a week, but many other possibilities exist as well.

| Saturday   | Sunday | Monday | Tuesday                   | Wednesday  | Thursday | Friday |
|--|--------|--------|---------------------------|--|----------|--------|
| • Read/view, summarize, and analyze assigned materials |        |        | • Submit Summary/Analysis | • Participate in Online Discussion<br>• Work on the Company Analysis |          |        |

**Weekly Topic Summaries and Analyses** In order to achieve the learning objectives and to provide a foundation for productive discussion, each of the readings and videos should be completed each week. Students will submit a one-page (single-spaced) summary of the assigned readings which will require a concise, strategically worded write-up. *Analysis should be included and may apply the concepts to real-world scenarios, critically analyze the material, or make connections between concepts.* The summary/analysis is **due by 11:59 pm on Tuesday** of each week.

Summaries may be turned in one day late, by 11:59 pm Wednesday, with a quarter-point deduction. **No summaries will be accepted after 11:59 pm on Wednesday.**

**Weekly Topic Discussion** In addition to staying current with the material, your participation in the online discussions is essential. Members of the class will be assigned to small discussion groups and will use Carmen to engage with one another. To achieve a balance between allowing students to get to know each other and providing diversity of perspectives, the discussion groups will be changed during weeks 4, 7, 10, and 13. Group changes will be done via a random generation process.

- Before Friday at 11:59 pm, each group member must make at least two meaningful contributions to the discussion questions that relate to the readings/videos. The **first contribution** is the student's individual response to a selected discussion prompt. This must be done **by Wednesday at 11:59 pm**. The **second contribution** is a response to a group member's post. This should be completed **by 11:59 pm Friday**. In order to keep on track with the course material, **no late submissions will be accepted**.
- Group members are expected to make thoughtful contributions while remaining respectful at all times. Think of this as a team activity with the goal being rich and productive discussion to solidify mutual understanding of the weekly concepts and enhance learning. Strategize on the discussion posts and support one another. Assessment for this course component is based on how well the contributions add to the discussion.

**Current Events Analysis** Twice during the semester, *in lieu of* weekly discussion, students will select and analyze a current event that relates to class concepts. This involves choosing an article published during the last 12 months in one of the top 10 U.S. newspapers or a mainstream international newspaper that relates to a course concept from the current week, a prior week of the course, or both. Students will include a working hyperlink to the article and write a one-page summary and analysis. Additional details and Pro Tips are outlined on the Carmen assignment and due dates are listed on the Carmen syllabus. During weeks when the current events analysis replaces the topic discussion, the assignment is due by **11:59 pm Friday**. Current Events Analysis papers turned in late will receive a 1/3 letter grade deduction per day (e.g. A to A-). No late assignments will be accepted after 3 days.

**Economic Perspectives Synthesis** By the end of the first third of the course, students will be able to articulate the basic contributions to economic thought produced by several foundational theorists. Students will also be able to articulate which they view as the most relevant to the U.S. economy of 2020 and why. A two-page paper (single-spaced) responding to these prompts will be due by **Friday at 11:59 pm February 19<sup>th</sup>**. The discussion assignment for this week will be lighter than usual to allow for the quality work on this synthesis assignment. A 1/3 letter grade (e.g. A to A-) penalty will be deducted for each day the assignment is late. No late assignments will be accepted after 3 days.

**Company Analysis Project** Half of the course points will be attributed to a semester-long company analysis and public policy project. The project includes a 10-page paper (double-spaced) paper due in two parts, a presentation aimed toward a policymaker, and a comprehensive policy brief written after watching peer presentations.

- This assignment provides an opportunity to research a company of interest to you and examine its relationship with different levels of government. Through this project, students should clearly and comprehensively illustrate business and government relationships as studied in this course. Papers and presentations are graded on the inclusion of required content and on quality of writing.
- **Students will select different organizations with no duplication.** If you feel strongly about a particular organization, request it as early as possible.
- This is a scaffolded assignment with different due dates for required components.

|            |   |
|------------|---|
| January 29 | Deadline for instructor approval of company selection |
| March 5    | Paper I: Company Analysis Paper                       |

|          |   |
|----------|---|
| April 2  | Part II: Policy Analysis Paper          |
| April 16 | Part III: Presentation to a Policymaker |
| April 26 | Part IV: Comprehensive Policy Brief     |

Full details about each component, the scoring rubric, examples of past papers, and Pro Tips are found on Carmen in the Company Analysis Project Module. A 1/3 letter grade (e.g. A to A-) penalty will be deducted for each day the assignment is submitted late but please note that due to the semester ending, the **Presentation to a Policymaker and Comprehensive Policy Brief cannot be submitted late.**

**Participation** Two Classmate Connection Carmen Discussion posts are graded for participation points. The purpose of these assignments is to dedicate time and a few formal course points toward building our learning community. Details, deadlines, and assessment criteria are posted on Carmen.

### **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.

### **WORKLOAD EXPECTATIONS**

For each credit, there should be about an hour of in class meeting time and 2 hours out of class work. For a three-credit online class, you can expect an average of nine (9) hours of weekly work completing readings, watching videos, participating in discussions, and completing assignments, to earn a grade of (C).

To maximize flexibility and time management, students will have access to modules one week ahead of the week in which that material is assigned/covered. Also consider that in-person courses are ideally a mixture of instructor-driven and student-driven learning. In general, without the face-to-face engagement with instructors and classmates, online courses may feel more student-driven, even when the instructor and TA provide plenty of structure and support. This may lead to a perception that the online course is more work even though the design requires the same time commitment as any 3-credit hour course.

### **GLENN COLLEGE DIVERSITY VALUES**

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.

*Please scroll to the next page for the Weekly Course Schedule and Outline*

**Schedule** Here is format of the weekly routine (Also refer to the Suggested Weekly Schedule on page 4)

START HERE

- A brief overview of the module topic, a preview of the discussion questions, and a list of weekly due dates and other reminders

COURSEWORK

- Assigned readings and videos
- Summary/Analysis assignment submission (due each Tuesday by midnight)

APPLICATION

- Discussion or Current Events Analysis
  - Post an individual response to a discussion prompt of your choice by midnight Wednesday
  - Post a response to a classmate's post by Friday at 7 pm
- [Periodic] Company Analysis Project submissions

REFLECT [Periodic]

- Short, optional, course content and process check-ins

**5750 Semester Outline**

Spring 2021

| Date                                     | Module | Topic   | Deliverable(s) (in addition to weekly work*) |
|--|--------|---|--|
| <b>Part I. Capitalism and Government</b> |        |   |  |
| 1/9-15                                   | 1      | Foundations of Capitalism                         |  |
| 1/16-22                                  | 2      | American Capitalism & Government                  |  |
| 1/23-29                                  | 3      | Markets & Government I                            | 1/29 Company/Industry Selection/Approval     |
| 1/30-2/5                                 | 4      | Markets & Government II                           |  |
| 2/6-12                                   | 5      | Markets & Government III                          |  |
| <b>Part II. Business and Government</b>  |        |   |  |
| 2/13-19                                  | 6      | Company Formation, Objectives, Strategy           | 2/19 Economic Perspectives Synthesis         |
| 2/20-26                                  | 7      | Company Performance & Financial Markets           |  |
| 2/27-3/5                                 | 8      | Companies, Government, & Financial Markets        | 3/5 Company Analysis (Paper Part I)          |
| 3/5-12                                   | 9      | Economic Growth & Innovation                      |  |
| <b>Part III. Government and Business</b> |        |   |  |
| 3/13-19                                  | 10     | Policy Tools                                      |  |
| 3/20-26                                  | 11     | Capital Markets, Financial Institutions, Politics |  |
| 3/27-4/2                                 | 12     | Markets, Uncertainty, & Risk                      | 4/2 Company Analysis (Paper Part II)         |
| 4/4-9                                    | 13     | Money & Banking in the U.S. Political System      |  |
| 4/10-16                                  | 14     | Bureaucratic Politics and Finance                 | 4/16 Presentation for a Policymaker          |
| 4/17-23                                  | 15     | Review and Reflect                                | 4/26 Comprehensive Policy Brief              |

\*Weekly work includes i) Summary/Analysis and ii) Discussion Posts or Current Events Analysis, depending on the week  
Rev: 11/23/2021