

Political Science 3450
Ethics and Public Policy
Fall 2013

Professor Amadae

TR 3:55-5:15, 250 Hopkins Hall

Email: amadae.1@osu.edu

Off Hour Thurs. 11:00, and by appt.

2126 Derby Hall, 154 N. Oval Mall

This course will give students the basic knowledge of contemporary approaches to public policy evaluation. It reflects the economic-basis of many of the policy debates, and provides critical tools to evaluate the ethical implications of specific policy positions.

Learning objectives:

Become familiar with libertarianism, progressive liberalism, utilitarianism, paternalism, and law and economics “efficiency”

Understand how value orientations can be integrated into public policy

Develop sense of one’s own value-orientation to ethical positions and be able to defend

Learn to apply value orientation to public policy domain areas

Understand the policy domain areas of welfare, rights (property, due process, Habeas Corpus, individual vs. collective rights, equity vs. efficiency)

Become familiar with specific topic areas: eminent domain, welfare and medical care, rights of citizenship in warfare, efficiency in government,

Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in the first week of the semester. Course materials are available formats upon request. For such materials please contact Mr. Charles Smith, 2140 Derby Hall.

Course Requirements

1. There will be two policy memoranda or op ed articles, 3-5 pages each, due Nov 1, and Nov. 26. These will be on topics of your own choosing.
2. There will be two exams, one during the semester, and one final exam, worth 25, and one at the end, worth 50% (not cumulative with respect to material). These exams will both

ask questions on basic identification, and short answers, in addition to asking essay questions covering the material

Course Materials

Course Readings will be available through Carmen, in addition there are two texts available at SBX Bookstore on N. High St.

Brecher, *Torture and the Ticking Bomb*, 2007

Mueller and Stewart, *Terror, Security and Money*, 2011

Course Syllabus and Schedule of Class Meetings

Introduction and Overview

Thursday, Aug. 22

Preliminary Introduction

Part I A, Getting Oriented

Tuesday, Aug 27—Introduction to essential political theories

Nozick in Beauchamp and Pinkard, *Social Justice*, 128-130

Thursday, Aug. 29

Rawls in Beauchamp and Pinkard, *Social Justice*, 130-147

Tuesday, Sept. 3

Utilitarianism, Dan Brock, in Tom Regan and Donald VanDeVeer, *Justice for All*

Thursday, Sept. 5

Efficiency, Law and Economics, R. Posner, “Wealth Maximization and Judicial Decision-Making”

Tuesday, Sept. 10

Paternalism, sections from C. Sunstein, *Nudge*; Dworkin, "Paternalism," *Stanford Encyclopedia of Philosophy*, Dec. 30, 2005

Part I: B, Private Property, Efficiency, and Welfare

Thursday, Sept. 12

Eminent Domain, U.S. Supreme Court, *Kelo vs. City of New London*

Tuesday, Sept. 17

Eminent Domain, U.S. Supreme Court, *Kelo vs. City of New London*

Thursday, Sept. 19

Eminent domain, R. Epstein, *Takings*

Tuesday, Sept. 24

Equity and Welfare, "Willingness to Pay as a Measure of Benefits," *Medical Care*, 1991, 1246-1254.

Thursday, Sept. 26

Sen, "Markets and Freedoms," 501-530

Tuesday, October 1

Review

Mid-Semester Examination Thursday, Oct. 3

Part II: Homeland Security, Rights

A--Cost of Homeland Security

Tuesday, Oct. 8 --Cost of Homeland Security

Mueller and Stewart, Intro and Chapter 1, 1-28

Thursday, Oct. 10—Cost of Homeland Security

Mueller and Stewart, Chapter 2-3, 29-55

Tuesday, Oct. 15— Cost of Homeland Security

Mueller and Stewart, Chapter 4, 76-93; Appendix, risk assessment, 192-5

Thursday, Oct. 17

Mueller and Stewart, Chapter 5-6, 94-131

Tuesday, Oct. 22—Cost of Homeland Security

Mueller and Stewart, Chapter 7, 132-158

Thursday, Oct. 24—Cost of Homeland Security

Mueller and Stewart, Chapter 8-9, 159-192

B. Enemy Non-Combantant Status

Tuesday, Oct. 29— Human Rights, Torture Memos, and Geneva Convention

U.S. Department of Justice Memorandum in K. Greenberg and J. Dratel, eds., *The Torture Papers* (Cambridge: Cambridge UP, 2005), 81-110

Thursday, Oct. 31— Human Rights, Torture Memos, and Geneva Convention

U.S. Department of Justice Memorandum in K. Greenberg and J. Dratel, eds., *The Torture Papers* (Cambridge: Cambridge UP, 2005), 111-143

C. Citizenship and Due Process

Tuesday, Nov. 5—Citizenship and Due Process

J. Stumpf, “Citizens of an Enemy Land: Enemy Combatants, Aliens, and the Constitutional Rights of the Pseudo-Citizen,” *UC Davis Law Review*, 80, Vol. 38:79 (2004-2005), 79-140.

Thursday, Nov. 7—Citizenship and Due Process

J. Stumpf, “Citizens of an Enemy Land: Enemy Combatants, Aliens, and the Constitutional Rights of the Pseudo-Citizen,” *UC Davis Law Review*, 80, Vol. 38:79 (2004-2005), 79-140.

D. The Question of Torture

Tuesday, Nov. 12—Torture

Brecher, *Ticking Bomb*, Introduction, 1-13

Thursday, Nov. 14—Torture

Brecher, *Ticking Bomb*, Chapter 2, 14-39

Tuesday, Nov. 19—Torture

Brecher, *Ticking Bomb*, Chapter 3, 40-74

Thursday, Nov. 21—Torture

Brecher, *Ticking Bomb*, Chapter 4, 75-88

Tuesday, Nov. 26—Equity

E. Kolbert, “The calculator: How Kenneth Feinberg determines the value of three thousand lives,” *The New Yorker Magazine*, Nov. 25, 2002.

Thursday, Nov. 28

Thanksgiving Holiday, No Class

Tuesday, Dec. 3

Final Course Review

Final Examination time, date, and room as specified by OSU Registrar

Political Science 2400, Introduction to Political Theory—Fall, 2013

Student Questionnaire

Please tell me a little about yourself, your background, your expectations and hopes for PS2400

Year of study

Major

Political science classes taken

Other classes taken relevant to PS2400

Reason for taking class (e.g., required class, interest in topic, etc.)

Are you taking this class as preparation for further political theory classes in the future?

Credit Hours taking this semester

Hours devoted to outside job or activity this semester

Do you consider that you are more interested in a class that is oriented toward a style of pedagogy emphasizing learning objectives and outcomes, or a class oriented toward stretching the horizons of your thought, working through critical thinking exercises without a pre-determined “right answer,” but one that you come to defend using your own intellect? Please comment.

Have you taken classes with an on-line component? Discuss what you take to be the strengths or weaknesses of your experiences with this learning tool.

Please take the time to tell me about a great learning experience you had which you care to share.