

**Honors College Seminar Series: How to Change the World!**  
**IDH 3034: The Inside Game: Policymaking for Government Leaders**  
**Fall 2018 Semester**  
**3 credits**  
**Wednesdays 10am-12:30pm, CP 115**

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Course Description

The Inside Game. The Outside Game. This two-course sequence presents motivated students with techniques and tools for constructing policy aimed at addressing important societal problems. The Fall 2018 semester familiarizes students with the research, analysis, writing, and presentation skills to be effective public-sector leaders (the "inside game"). The Spring 2019 semester familiarizes students with the skills necessary to be an effective citizen-activist capable of persuading government officials to adopt needed policy changes (the "outside game"). During both semesters, students will expand their local professional networks by meeting effective local - and perhaps statewide and national - leaders.

Course Objectives – Fall Course

This course presents techniques and tools for the practice of analyzing and selecting planning options in public, private, and nonprofit organizations, with an emphasis on constructing planning options useful to decision-makers in South Florida. The course aims to:

- help students understand how a planning problem is defined and analyzed;
- develop skills in crafting planning policy options for addressing the problem;
- expand students' local professional networks, by introducing them to effective local leaders;
- guide students in persuasively and concisely communicating a planning policy recommendation, in both verbal and written form.

Learning Outcomes

By the end of the course, students will be able to:

1. understand the principles, challenges, and opportunities in public sector administration, especially as they relate to contemporary policy and planning issues.
  - Students read former Miami Mayor Manny Diaz's book on his time in office.

- Students engage with a range of individuals involved in the local planning policy making process, including elected officials, administrators, and citizens.
2. demonstrate proficiency in crafting planning policy options for addressing public problems.
    - Students interview local leaders tackling an array of public problems and then present potential solutions to such problems to the class.
  3. communicate persuasively with multiple and diverse publics in written form.
    - Students prepare both group and individual memos addressing major local concerns, such as transportation or housing, that affect a broad range of stakeholders.
    - The memos are not technical writing; instead, students must communicate their findings in clear, direct language accessible to many audiences.
  4. Communicate persuasively with multiple and diverse publics in verbal form.
    - Students are required to make two in-class presentations describing their efforts to address a local planning concern.
    - The presentations are not technical in nature; instead, students must communicate their findings to a lay audience.

### Required Texts

Bardach, Eugene. 2012. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 4<sup>th</sup> edition. Washington, DC: CQ Press.

Diaz, Manny. 2013. *Miami Transformed: Rebuilding America One Neighborhood, One City at a Time*. Philadelphia: University of Pennsylvania.

Glaeser, Edward. 2011. *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier*. New York: Penguin.

### Course Webpage and Communication

A course website is available via FIU Canvas. Course syllabus and necessary materials will be posted there. All course updates will be added there as an announcement. Check Canvas and your FIU email regularly.

### Course Assignments

Evaluation for the course will be based on the following:

- Presentation 1 (5%):

Students will have two opportunities to present on a planning policy matter specific to South Florida during the course. The first of two presentations requires that students begin to research the policy matter and lay out a strategy for exploring the subject. Each student

will be given one minute to present his/her particular planning policy area, problem, and proposed solution.

During the first on-campus class meeting, each student will select a broad planning area which he or she will research during the course of the semester. The number of students choosing each topic area will be equal, or as equal as possible. The topic areas are as follows:

- Topic Area 1 – Downtown and Transportation
- Topic Area 2 – Housing and Neighborhood Safety
- Topic Area 3 – Parks, the Environment and Sea Level Rise
- Topic Area 4 – Economic Development

This assignment may meet the Honors College learning requirement related to Research Skill.

- Presentation 2 (25%):

The second presentation will require that students explain the research completed to that point, the planning policy options that emerged, which option or options they recommend, and why. Each student will be responsible for arguing for one specific policy recommendation. Your presentation should integrate the readings specific to your group, your professional interview, and the research you have done.

This assignment may meet the Honors College learning requirements related to Research Skill and Leadership & Community Engagement.

- Best Practices Memo (25%)

Once students have identified the Topic Area on which they will focus during the semester, they will proceed to identify a planning issue that must be addressed as well as one or more potential solutions to the issue. The Best Practices Memo involves the student researching how one or more comparable communities have addressed that same issue or a similar issue. This Memo assignment will help to inform the (subsequent) Planning Policy Memo. Memos will be approximately five (5) pages in length, not including references and abstracts.

This assignment may meet the Honors College learning requirement related to Research Skill.

- Planning Policy Memo (25%):

Building upon the research conducted, including that which was done for the Best Practices Memo, students will submit a formal memo laying out a proposed course of action to address a local planning issue. The memos will be targeted to the relevant policy maker(s),

presenting an argument for adopting a specific policy position. Memos will be approximately five (5) pages in length, not including references and abstracts.

This assignment may meet the Honors College learning requirements related to Research Skill and Leadership & Community Engagement.

- Professional Interview Memo (5%):

Students are required to conduct two interviews during the semester. During this first interview, students will meet with someone – of their choosing – who has intimate knowledge of the planning problem that the student is exploring. Students will have to submit a synopsis memo of the interview: (1) when it took place, (2) what the student learned about the issue, (3) what the person recommends as a course of action, (4) what potential obstacle(s) may emerge, and (5) what strategy or strategies he/she recommends for overcoming the obstacle(s). This memo will be a maximum of two (2) pages in length and will demonstrate that the student understands the essentials of writing a memo.

This assignment may meet the Honors College learning requirement related to Leadership & Community Engagement.

- “Stretch” or Aspirational Interview Assignment (5%):

Effective advocacy for planning recommendations often involves having access to decision makers and mentors that can provide one with appropriate and adequate data and advice. Each student is required to select an individual from the community that he/she does not already know personally and meet with the individual, at their mutual convenience. The individual should be someone who can advance the student’s professional and/or civic interests. At the end of the semester the student will report back to the class about the planning- and leadership-related lessons learned during the in-person interaction.

This assignment may meet the Honors College learning requirement related to Leadership & Community Engagement.

- Participation (10%):

Students are expected to participate actively, asking thoughtful questions of the instructor and his/her peers.

*Tips for Writing Effective Memos:*

Strong memos:

- Begin with the standard memo format: Date, To, From, Subject
- Include a short introduction (that is not labelled “Introduction”); it should lay out the purpose of the memo, and it should conclude with your recommendation in numbered, list form.

- Break the memo content down into sections, using headings and, if necessary, subheadings.
- Flow logically, so that each section seems to follow from the previous one.
- Have numbered pages.
- Avoid contractions (i.e. use “do not” instead of “don’t”).
- Cite references at the end of the memo as well as throughout. Either MLA or APA format is fine.
- Avoid using long quotes; instead, it is better to paraphrase important information and cite the source in parenthetical form.
- Use active (not passive) voice. It is much more impactful to say, “The city council should adopt Policy X,” than it is to say, “Policy X should be adopted by the city council.”

*Tips for Creating Effective PowerPoints:*

Strong PowerPoints:

- Have a cover slide that includes: the presenter’s name; the presentation date; the name of the body toward which you are presenting; the title of the presentation, which should be active in form and specific as to content (e.g. **Reducing Youth Violence in Miami through Community Policing**, rather than **Youth Violence in Miami**, or **Reducing Violence**).
- Combine text and images on each slide.
- Use font size 20 or larger, so that they can easily be read by individuals seated far from the presentation screen.
- Use fragments instead of entire sentences, since full sentences draw the audience members’ attention at the expense of listening to the speaker.
- Cite sources of information at the bottom of each slide, in smaller text.
- Avoid using jargon and acronyms; it should be assumed that the audience is interested in your topic but not expert on the subject matter.
- Include a concluding slide with the presenter’s contact information, usually name, phone number, and email address.
- Include approximately one slide per minute of the presentation, not including the final slide.

*Tips for Making Effective Oral Presentations:*

Strong presenters:

- Speak slowly enough that the audience can easily follow what is being proposed.
- Speak loudly enough that audience members can hear it, regardless of where they are seated.
- Engage the audience through eye contact.
- Move a bit during the presentation, avoiding both being too stiff and too fidgety.
- Practice their PowerPoint presentations, so that they do not rely on reading the slides.
- Use a logical sequence of ideas that are easy to follow.

- Avoid using jargon and acronyms; it should be assumed that the audience is interested in your topic but not expert on the subject matter. Use simple terms that virtually any adult can understand.

### Optional Internship

Students interested in gaining real-world experience via an internship should inform Dr. Rosado. Credit hours and pay may be available to students depending on the field of interest and internship availability. In conjunction with your courses, your internship experience is one of the most important pieces of the foundation you are laying for a successful career. Please consider taking advantage of the possibility for an internship.

### Other Important Course Information

#### Policy on Late Work

Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Students must make up missed work within five (5) days of the due date. Under all other circumstances, students must submit work on time. The instructor reserves the right to penalize late work by one-third of a letter grade (e.g. A to A-) for each day work is late.

#### Policy on Incompletes

Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

#### Attendance Policy Statement

Students are expected to attend all scheduled classes and to satisfy all academic objectives as outlined by the instructor. Each student is allowed one (1) unexcused absence. Each additional unexcused absence will result in the final grade being penalized by one-third of a letter grade (e.g. A to A-).

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within forty-eight (48) hours of a missed class session.

#### Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to

notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

### Disability Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Disabled Student Services (SAS) and follow all SAS procedures.

### Counseling and Psychological Services

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FIU's Counseling Center. The Center provides FIU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, please visit the Center.

### Code of Academic Integrity

Students at Florida International University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

### Grading Scale

95-100	A	74-76	C
90-95	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	<60	Fail

### Academic Misconduct Procedures and Penalties

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at

FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/>.

FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/>.

#### Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See: <http://honors.fiu.edu/current-students/citizenship/>.

#### Community Service

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 citizenship points discussed above. See <http://honors.fiu.edu/current-students/community-service/>.

#### Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See: <http://honors.fiu.edu/current-students/portfolio/>.

#### Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/>



## Course Schedule

### **Class 1** – Wednesday, August 22

Introduction to the course and the two-semester seminar series. Explanation of group assignments and selection of topics. Students introduce themselves and explain what they hope to get from the course.

### **Class 2** – Wednesday, August 29

Lecture: What is policymaking? Explanation of group assignments and selection of topics. Discussion of interview skills. Begin discussion of Policymaking and the Bardach book.

Use this week and through week 7 to meet with someone that can provide insight into your group assignment.

### **Class 3** – Wednesday, September 5

Complete discussion of Policymaking. Discussion of Diaz book. Students will present on one of the policy ideas from the book.

### **Class 4** – Wednesday, September 12 – NO CLASS

Please use this week to read the first half of the Glaeser book and conduct your professional interview.

### **Class 5** – Wednesday, September 19

Discussion of Glaeser book (Introduction and CH 1-5). Students will present on one of the themes of the book.

### **Class 6** – Wednesday, September 26 – NO CLASS

Please use this week to prepare your interview memo and read the remainder of Glaeser.

**Class 7** – Wednesday, October 3 – Students will present for 60 seconds on what they learned during their interviews.

Assignment: Submit your Professional Interview Memo.

### **Class 8** – Wednesday, October 10

Assignment: Class presentation #1 (one-minute presentations).

**Class 9** – Wednesday, October 17 – Students will present on what they learned about Best Practices on their topics.

Assignment: Best Practices Memo due to me by 9pm.

**Class 10** – Wednesday, October 24 – NO CLASS

**Class 11** – Wednesday, October 31 – In-class exercise to prepare for final presentation.

**Class 12** – Wednesday, November 7 – In-class exercise to prepare for final presentation.

**Class 13** – Wednesday, November 14

Assignment: Submit your PowerPoints to me via email by class time. I will return them to you within a few days with my suggested edits.

**Class 14** – Wednesday, November 21 – Thanksgiving week – NO CLASS - Please use this week to revise your PowerPoints and prepare your final memo.

**Class 15** – Wednesday, November 28

Assignment: Class presentation #2 (PowerPoint presentation). We will also discuss your “stretch interviews.”

**Saturday, December 1** at noon -

Assignment: Final memos are due to the instructor, via email, by noon.