

Honors College Seminar Series: How to Change the World!
IDH 3035: The Outside Game: Policymaking for Citizen-Activists
Spring 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 Spring 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 – Spring Course

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

- help students understand how a policy problem is defined and analyzed;
- develop skills in crafting 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 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 issues.

- Students engage with a range of individuals involved in the local policy making process, including elected officials, government and nonprofit administrators, and citizen-activists.
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 Text

Crutchfield, L.R. *How Change Happens: Why Some Social Movements Succeed While Others Don't*. New Jersey: Wiley, 2018.

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:

Assignment 1: Group Analysis of Advocacy Campaign (10 points)

The Crutchfield book examines why some societal shifts occur, and others do not. In particular, she explores successful movements that have achieved phenomenal impact since the 1980s—tobacco control, gun rights expansion, LGBT marriage equality, and acid rain elimination. Each student is to read the Crutchfield book and analyze one of the four social movement campaigns featured in the book. Working in groups, students will prepare a 12- to 15-minute PowerPoint presentation that

applies the author's *Best Practices for social movements and policy change* (featured on pages 175-177 of the book) to one of the campaigns, in order to explain the origin of the campaign and why it has been successful.

Assignment 2: PowerPoint Analysis of Classic Policy Advocacy Text (15 points)

Each student is to read and analyze a text that supported an important policy change. The text could be one of the ones on the accompanying list or it could be one of the student's choosing. Please secure the professor's approval of the text in advance. No two students can select the same text. Each student will read his or her text, research the historical context surrounding the text, and then prepare a 10-minute PowerPoint presentation that:

- Summarizes the text
- Summarizes and analyzes the historical context of the text: what precipitated its production?
- Summarizes the influence of the text on the policy issue
- Analyzes the persuasive strategies used in the text and in the policy campaign in which it is embedded

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

Assignment 3: Internship (30 points)

During the course of the semester – but beginning as soon as possible –each student will intern in a governmental, nonprofit and/or advocacy organization for a minimum of twenty (20) hours. Students will select their own agency, and the professor will assist students in the selection and placement process, as necessary.

The time spent interning at the agency can be in-person or a combination of in-person and remote. It cannot a completely remote experience, as understanding workplace dynamics is essential to the true experience of an internship and of professional work.

The twenty hours should be focused on assisting with an important policy project, to be mutually agreed upon by the student, the professor, and the supervisor at the place of internship. Subsequent assignments in this course will be based in large part upon the policy project undertaken during the internship.

Two of the allotted hours must be spent attending a government meeting relevant to the policy issue; it is particularly valuable to attend a meeting held by an agency that would likely issue an opinion or take a vote on the issue. (For example, a student working on a transportation-related project would attend a meeting by any of the agencies that makes transportation-related decisions, such as the Miami-Dade Expressway Authority, the Transportation Planning Organization, or the Citizens' Independent Transportation Trust.)

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

Assignment 4: Newspaper Editorial (10 points)

Policy campaigns gain important traction by being featured in the popular press. Each student is to prepare an editorial of up to 650 words (the maximum allowable length for an editorial in the *Miami Herald* and other periodicals) on their policy issue and why it should be supported. Students are not required to submit their editorial to the *Miami Herald* or other periodical but are encouraged to do so.

Assignment 5: 60-Second Presentation (5 points)

Policy campaign leaders are able to explain, in a short timeframe, the nature of their issue, its importance, and their “call-to-action” in addressing it. This exercise gives students practice in doing so.

Assignment 6: Strategy PowerPoint (15 points)

Based upon their policy internship, students will prepare a 10-minute PowerPoint presentation that:

- Summarizes their policy issue
- Summarizes and analyzes the historical context of the issue: what precipitated it?
- Summarize and analyze the nature of the organization in which they interned and its role on the issue
- Summarizes the student’s work on the policy issue
- Explains what government meeting they attended, why they selected that one, what they learned from the meeting, and how it shaped their strategy
- Analyzes the persuasive strategies they have used in the policy campaign and their likely effectiveness
- Analyzes 2 or 3 key persuasive strategies they did NOT use for their project or campaign and explains why those strategies were not selected

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

Assignment 7: Strategy Memo (20 points)

Students will explain in a memo of up to 5 pages the items covered in the PowerPoint but addressed to their internship supervisor as well as the professor. The memo should:

- Summarize their policy issue
- Summarize and analyze the nature of the organization in which they interned and its role on the issue

- Summarize and analyze the historical context of the issue: what precipitated it?
- Summarize the student's work on the policy issue
- Explains what government meeting they attended, why they selected that one, what they learned from the meeting, and how it shaped their strategy
- Analyze the persuasive strategies they have used in the policy campaign and their likely effectiveness
- Analyze 2 or 3 key persuasive strategies they did NOT use for their project or campaign and explains why those strategies were not selected

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

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.
- Images should have captions that describe the image, if the image is not self-explanatory. All images should indicate the source (i.e. photographer, source material, graphic artist) of the image.

- Use font size 20 or larger, so that they can easily be read by individuals seated far from the presentation screen.
- Number your slides, except for the cover slide.
- 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.

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 and the Academic Misconduct Procedures available at <http://integrity.fiu.edu/misconducts.html>.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Please refer to the following documents for additional information:

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

FIU Student Handbook- <https://studentaffairs.fiu.edu/about/student-handbook/index.php>.

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

Honors Engagement Requirements

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

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, January 9

Students explain what they hope to get from the course. Explanation of assignments and selection of topics. Students select one of the four campaigns in the Crutchfield book in order to work in trios to explain the campaign during Class 3.

Class 2 – Wednesday, January 16

Students select topics and organizations for their internships. General overview of Crutchfield book.

Class 3 – Wednesday, January 23

Assignment 1: Group Analysis of Advocacy Campaign

Class 4 – Wednesday, January 30

Prof. Rosado will present a strategy PowerPoint based upon *Streets of Hope*.

The internship form is due to me via email by Tuesday, January 29 at 11:59pm.

Class 5 – Wednesday, February 6

Three students present **Assignment 2: PowerPoint Analysis of Classic Policy Advocacy Text.**

Class 6 – Wednesday, February 13

Three students present **Assignment 2: PowerPoint Analysis of Classic Policy Advocacy Text.**

Class 7 – Wednesday, February 20

Three students present **Assignment 2: PowerPoint Analysis of Classic Policy Advocacy Text.**

Class 8 – Wednesday, February 27

Three students will present **Assignment 2: PowerPoint Analysis of Classic Policy Advocacy Text.**

Class 9 – Wednesday, March 6

Guest speakers

Class 10 – Wednesday, March 13 – Spring Break - NO CLASS

Class 11 – Wednesday, March 20

Assignment 4: Newspaper Editorial due in class.

Class 12 – Wednesday, March 27

Assignment 5: 60-Second Presentation in class.

Class 13 – Wednesday, April 3

Six students will present **Assignment 6: Strategy PowerPoint.**

Class 14 – Wednesday, April 10

Six students will present **Assignment 6: Strategy PowerPoint.**

Friday, April 12 at 11:59pm - **Assignment 7: Strategy Memo** due via email.