Florida International University         Fall 2022

PUP 4103 SOUTH FLORIDA URBAN LABORATORY (Section U01)
(There are no pre-requisites or co-requisites for this course)

CONTACT INFORMATION
Instructor: Dr. Shane Gunderson
Office Hours: By appointment

CATALOG DESCRIPTION: An in-depth exploration of major public issues confronting urban South Florida with a focus on developing and implementing multi-sectoral solutions.

COURSE DESCRIPTION: South Florida is an urban laboratory. It is a unique region with an unusual combination of policy challenges, many of which are common for urbanized areas in the world. By using micro, meso, and macro levels of analysis used in research, this course guides students through comparative analysis methodology of problem identification, policy analysis and strategy, leading to policy development. Students will become more effective scientific problem solvers, which will enable them to be better poised to advise practitioners as they face increasingly complex and uncertain social dilemmas in local, global, and intercultural contexts. Through engagement with policy communities, students will discover historical problem-solving efforts by public, nonprofit, NGO, and other think-tank institutions and then look for opportunities where a climate of receptivity allows ideas to appeal to policy entrepreneurs.

*This is a discipline-specific global learning course that counts towards your FIU Global Learning graduation requirement.

GLOBAL LEARNING COURSE OUTCOMES:
- **Global Awareness:** Students will demonstrate knowledge of the history of major urban interrelated problems across local and global contexts.
- **Global Perspective:** Students will compare and evaluate policy solutions for equitable and sustainable urban development across multiple local and global settings that may be applicable to South Florida.
- **Global Engagement:** Students will demonstrate a willingness to engage in local, global, and intercultural problem solving by creating policy proposals to help the residents of South Florida address their most pressing shared problems.

COURSE LEARNING OBJECTIVES: By the end of this course, you should be able to:
- Understand the major urban problems confronting South Florida.
- Apply concepts from urban development and management theory and practice to South Florida.
- Analyze urban policy problems in South Florida using a variety of data types and software platforms.
- Compare and evaluate policy solutions for equitable and sustainable urban development that may be applicable to South Florida.
- Create policy proposals to help the residents of South Florida address their most pressing
shared problems.

- Communicate effectively by presenting information and policy proposals in written and oral formats.

**Assigned Readings:** The WEEKLY CLASS SCHEDULE section of this syllabus contains links to PDFs and other sources used in the course. There is no assigned textbook to purchase for this course.

**Policy Lab Communications Workshop Recorded Lessons:** The professor included recorded lectures in Canvas for students to watch before completing the weekly, discussions, assignments, and papers. The lectures address essential questions associated with local, global, international, and/or intercultural issues and/or problems. The recorded lessons guide students to engage in a multi-perspective analysis of local and global comparisons of issues and/or problems.

**Discussion Activities: Discussion Forums in Canvas**

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post. In order to receive credit:

- You must complete all the requirements indicated in each discussion board’s directions.
- All discussion board postings and responses must demonstrate critical thinking skill and comprehension of thematic ideas based on the course textbook.
- You must submit your initial post by Friday of the assigned week or face a 3 point penalty.
- You must submit responses to two classmates’ posts by the Tuesday due date.
- You must meet the minimum of two required responses to classmates’ posts.
- Your reply to the original topic questions must be a minimum of 150 words. Your answer must relate to concepts in the assigned chapter. You should use in text citations. You must reply to at least two other classmates’ postings with a minimum of 50 words each.
- You must adhere to college-level writing guidelines. So you must have flawless punctuation, grammar, sentence and paragraph development and spelling.
- Reduced credit will be given to assignments/discussions with multiple grammatical/mechanical errors.
- Each week, you are required to submit a reply to each initial prompt and replies to your peers or instructors in the Discussion Board. An automatic 3 point deduction will be assessed for all late initial postings.

The required posts per initial prompt are described as follows:

- No later than Friday, 11:59 p.m. (Eastern time) each week, you must post one (1) response to each initial prompt posted by the instructor AND throughout the week, and no later than the conclusion of each week, you must reply to a minimum of two (2) peers and/or instructors, per initial prompt, although replying to more is highly encouraged. Replies must be made throughout the week to show active participation.
- Any post made in the Discussion Board must be well-developed.
  - A well-developed post is meaningful, clearly demonstrates relevance to the topic, reflects critical thinking and your knowledge of the material, demonstrates synthesis of the subject matter, extends the discussion by building
on previous posts, and includes proper source citations, when applicable. Posts limited to “I agree,” “Great posting,” or “Thank you” will not be assessed as well-developed and will therefore not be considered a contribution to the number of required weekly posts.

**Storyboarding Assignments**: Storyboarding is a way of graphically representing information in consecutive steps that lead to a desired outcome or answer a specific question. Your assignment is to create a 10-slide storyboard using any types of software you desire. One option is to create a PowerPoint presentation with sound or not. If you use another program to create your storyboard, you must make it a PDF so the whole class can view it. Your presentation should be posted in the Canvas discussion area that corresponds to the assignment. Your Storyboard presentation should inform us and provide answers to the questions in the instructions for each assignment. It should include concepts from your research in your Storyboard. Go to the Rubrics tab in Canvas to see the grading guidelines.

**Global Engagement Observational Exercise**

**Purpose**
1. To understand the way problem identification, policy analysis and strategy are constructed by leaders in policy communities.
2. To identify strategies that leaders employ to articulate and implement their proposed policies.

**Directions**
1. For this exercise, select two people in leadership positions in an international policy community to interview.
2. Conduct a 30-minute interview with each leader, by phone or in person. Ask the leaders to describe two future opportunities they identify to implement their policy recommendations that they have for their organizations. In addition, ask: Will you share one of your policy recommendations with me?
3. What differences and similarities did you observe between the two leaders’ plans and policies?

**Briefing Paper Activities**: Students will write one-page papers with a summary of facts pertaining to an issue with a suggested course of action. It consists of a precise statement or set of instructions intended to inform another individual who may have solicited assistance to study and make recommendations on a matter. The specific directions for each type of briefing paper is included in the Canvas module.

**Final Paper**: The major writing assignment for this class is a seven-page policy paper that includes the core components below, the structure below, and applies at least two levels of analysis (macro, meso, micro) to the problem and your solution. Your goal in this paper is to use the levels of analysis that you feel best explains the historical development of the problem, a feasibility analysis using the PEST matrix, a comparative analysis with another global city, and your policy recommendations.

**Core Components**:
Although the policy paper relies on your authority over the deep research that you have conducted on the issue or problem, you should also pay close attention to audience, the
professional expectations and jargon of your targeted decision makers, and the structure and flow of your argument. Here are some general attributes that structure the analysis and argument for most policy papers:

• Define the problem or issue. Highlight the urgency and state significant findings for the problem based on the data. Objectivity is your priority, so resist the urge to overstate.
• Analyze—do not merely present—the data. Show how you arrived at the findings or recommendations through analysis of qualitative or quantitative data. Draw careful conclusions that make sense of the data and do not misrepresent it. Your data should be replicable.
• Summarize your findings or state recommendations. Provide specific recommendations or findings in response to specific problems and avoid generalizations.
• Generate criteria for evaluating data. Explain the key assumptions and methodology underlying your analysis and prioritize the criteria you rely on to assess evidence.
• If you are producing recommendations, develop a theory of change, and analyze the options and tradeoffs according to your methodology and assess their feasibility. What are the pros and cons? What is feasible? What are the predictable outcomes? Develop a logic model to gird your analysis and support your assertions with relevant data.
• Address—and when appropriate rebut—counterarguments, caveats, alternative interpretations, and reservations to your findings or recommendations. Your credibility as a policy analyst relies on your ability to locate and account for counterargument. You should be especially sensitive to the likely counterarguments that a decision-maker would face in implementing or acting on your recommendations or findings.
• Suggest next steps and the implications of the findings or recommendations. You may briefly address the feasibility of next steps or explore the implications of your analysis.
• Distill the conclusions succinctly in a concluding section and remind the decisionmaker of the big picture, the overall goal, the necessity of the investigation, or of the urgency for action. This answers the “Who cares?” question that reminds the reader of the value of the research and recommendations. If you are targeting a decision maker, you should reflect the decision-maker’s primary concerns.

Basic Structure of the Policy Paper

1. The Executive Summary
2. Introduction (and Background). These are sometimes broken out as separate sections with the introduction dedicated to the broad goals and underlying motivations for the paper and the background allowing a fuller development of the historical rationale and context for the issue. Sometimes they are joined to describe the context for the ultimate goal, the decision to move forward with research on the topic, or the big picture for the research you are undertaking. This is also where you might highlight your theory of change.
3. Methodology. Narrate your methodology briefly. Relegate the micro data, survey questions, and the specific details for your rationale in the appendices.
4. Literature Review. Here, you should more fully describe the status of existing academic work or thinking about the issue and situate your own research in the context of questions that still need answers. How does your work or project fit into the overall context of existing
research or common academic perceptions on the general issue? What scholarly contributions does your work offer?

5. Policy Options or Policy Context. Depending on the orientation of your research, you may need to explore the pros and cons of possible policy options. You should always describe the status quo of current policy, including current intervention efforts.

6. Analysis of Findings or Evidence. This is your original research. You want your argument to flow logically and fluidly, but be sure to use descriptive headings and subheadings to help guide and orient the reader.

7. Case Studies and Best Practices. If your findings are grounded in original case studies, indicate the names of those case studies individually with “Lessons Learned” at the end of each individual case study. Be aware that “Best Practices” demand rigorous analysis and do not flow intuitively from Lessons Learned. If your analysis of the case studies proves lengthy, you might relegate the full details to Annexes and then summarize each with “Lessons Learned” (and, if relevant, “Best Practices”) in the text of the report.


Make sure you have include phenomenon that has occurred outside of South Florida as a comparison. (Preferably your comparison ought to be based on policies found in a city outside of the U.S.)

Required Formatting and Style for all Assignments: Students must use APA Style 7th Edition in all assignments. In APA, you must “cite” sources that you have paraphrased, quoted or otherwise used in slides. Cite your sources in two places:

1. In the body of your slides where you add a brief in-text citation.

2. In the Reference list at the end of your presentation where you give more complete information for the source.

GRADE SCALE: Grades will be determined according to the following scale.

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<th>Course Requirements</th>
<th>Number of Items</th>
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<tr>
<td>Literature Review &amp; Bibliography</td>
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<td>50</td>
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<tr>
<td>Final Paper Draft</td>
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Briefing Papers 2 50 100
Midterm Exam 1 100 100
Discussion Activities 6 40 240
Observational Exercise Paper 1 100 100
Storyboarding Assignments 2 100 200
TOTAL 7 N/A 1000

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<td>77 - 79</td>
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WEEKLY CLASS SCHEDULE

Week 1: South Florida as an Urban Laboratory; Who are policy entrepreneurs?


• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #1 on Cultural Patterns and Cultural Relativism vs. Universalism

• **DISCUSSION ACTIVITY #1:** How would you distinguish cultural patterns in South Florida to elsewhere? Identify norms, values, beliefs, and social practices in South Florida then compare these examples with a city outside of South Florida.

Week 2: Problem Identification: Finding Benchmark Reports, Needs Assessments, and Other Reports in Policy Communities
• **READ:** Miami-Dade County Community Action Human Services Department Comprehensive Community Needs Assessment 2020 (FIU Metropolitan Center).


• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #2
  - WLRN-Study: South Florida Economy At Crossroads - YouTube
  - Watch: The Rebound South Florida 10.29.20 - YouTube

• **DISCUSSION ACTIVITY #2:** How would you write a one-page memo to a decision maker on ways to deal with South Florida’s problems in the report: Understanding South Florida’s Economic Base: Analysis of Community Needs Assessment data on local businesses and local workforce? Highlight the urgency and state significant findings for the problem based on the data. Objectivity is your priority, so resist the urge to overstate.

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**Week 3: Solutions: Finding Nonprofit, State, NGO, and Other Annual Reports (Global)**

• **READ/BROWSE:**
  - Institute for NGO Research
    https://www.ngo-monitor.org/all-reports/

• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #3 on Finding Reports

• **DISCUSSION ACTIVITY #3:** Find a recent report created by an International NGO and post it in the discussion area. Can you relate one, outside the U.S. problem that the organization identified, then compare it to a local South Florida problem? In addition to posting the report, create a comparison table showing 3 similarities and 3 differences in cultural environments.

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**Week 4: Process Tracing & Agenda Setting**

**READ:**


• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #4 on Historical Methodology

• **STORYBOARDING ACTIVITY:** Storyboarding Assignment #1 Pick a South Florida problem to trace its development; start with the time the problem originated.

**Week 5: Conducting Micro, Meso, and Macro Levels of Analysis**

• **READ:**

• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #5 on Levels of Analysis

• **DISCUSSION ACTIVITY #4:** Using the problem from the Storyboard Assignment, think about using an integration across levels of analysis. Thus, for example, a micro-level study is more valuable if it clearly explains the implications of its findings for expected observations at the meso- or macro-level. Similarly, meso- and macro-level studies are more helpful if they explain the potential implications for individual behavior. Which level(s) of analysis would you use to study the topic in your Storyboard?

**Week 6: Two Generation Models, Initiatives, Approaches**

• **READ:**

• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #6

• **DISCUSSION ACTIVITY #5:** What would a policy proposal for a South Florida problem look like if you used a two-generation approach? What are some variables that are part of cultural patterns in South Florida?

**Week 7: Qualitative approaches using PEST or political (P), economic (E), social (S), technological (T), legal (L), and environmental (E) analysis matrices**

• **READ:**

• **WATCH:** Policy Lab Communications Workshop Recorded Lesson #7 on PEST and PESTLE Matrices
• **DISCUSSION ACTIVITY #6:** Write a one-three-page policy paper on the Storyboarding topic from the past. Include a feasibility analysis using the PEST matrix. Post your paper in the discussion area. Then read two classmates’ papers and write two critiques.

**Week 8: Urban Laboratory: Evaluative Criteria (Cost Benefit Analysis)**

- **READ:**
  A one-page explanation of "cost benefit analysis (Links to an external site.)" from the CDC.


- **WATCH:** Policy Lab Communications Workshop Recorded Lesson #7 How to Write a Policy Paper

**MIDTERM EXAM**

**Week 9: Urban Laboratory Case Study: Equitable Development**

- **READ**


- **PAPER ACTIVITY:** Write a one-page briefing paper on gender-based pay gaps and other wage data you gathered from the weekly readings.

**Week 10: Equitable Development Continued**

- **READ**

  *Miami Affordable Housing Master Plan 2020* (FIU Metropolitan Center).
Do not copy without the express written consent of the instructor.

- **WATCH**: Miami residents priced out of a city built for the rich PBS NewsHour Oct 26, 2019 [https://youtu.be/sdVdXFf3wDk](https://youtu.be/sdVdXFf3wDk)

- **PAPER ACTIVITY**: Write a one-page briefing paper on housing policy useful to South Florida.

**Week 11: Urban Laboratory SWOT Analysis**

**READ**:


- **WATCH**: Policy Lab Communications Workshop Recorded Lesson #8

- **STORYBOARD ACTIVITY**: Produce a SWOT analysis Storyboarding # 2 Presentation (This assignment will serve as an assessment of your Global Awareness.)

**Week 12: Urban Laboratory: Writing the Brief Statement or Bottom Line Up Front**

- **READ**


- **WATCH**: Policy Lab Communications Workshop Recorded Lesson #9

- **ACTIVITY**: Submit Policy Paper Literature Review

**Week 13: Urban Laboratory: How and When to Implement**

- **READ**: How to conduct an Informational Interview PDF

- **WATCH**: Policy Lab Communications Workshop Recorded Lesson #10

- **ACTIVITY**: Observational Exercise (This assignment will serve as an assessment of your Global Awareness.)

**Week 14: Urban Laboratory:**

- **READ**: You will be paired with another classmate to exchange draft papers. Each student reads the other student’s paper and provides written feedback.
• **ACTIVITY**: Policy Paper Draft is submitted and shared with another student; part of the grade for this assignment is based on your written feedback to the other student including your opinions of their paper.

**Week 15: Urban Laboratory: Urgency Language**

• **ACTIVITY**: Submit Finalized Policy Paper (This assignment will serve as an assessment of your Global Awareness.)