

## GENERAL INFORMATION

### Professor Information



**Instructor:** Dr. Agatha Caraballo

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**Office Hours:** Monday and Wednesday 9am -12pm  
By Appointment

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Digital Instructor and Undergraduate Program Director, Department of Public Administration

### Course Description and Purpose

This course examines the formulation, implementation, and evaluation of governmental efforts at federal, state, and local levels, and within a global context. This is a Global Learning (GL) course that counts towards the GL graduation requirement.

### Course Objectives

At the conclusion of this course, students should be able to:

- Describe the processes of public policy formulation, implementation, and evaluation;
- Argue for and against particular policy proposals and persuade others about those positions;
- Demonstrate their knowledge of the significance of international trade in the economies of the United States and other nations
- Articulate the perspective of the actors involved in international trade policy debates and explain how those perspectives interact to influence policy decisions;
- Propose solutions to a contemporary trade policy controversy that takes into account the full range of perspectives involved in the issue;
- Demonstrate college-level writing competence

### Major and Curriculum Objectives Targeted

This course examines policy development and implementation in local, state, federal and global contexts.

We will examine the following:

- How is a public policy challenge defined, by whom and under what circumstances?
- How are solutions created, i.e., how is public policy developed, by whom and under what conditions?
- What is the process of public policy implementation and to what extent to the institutions that implement 'solutions' change them in the process of implementing them?
- To what extent do available resources shape how implementation proceeds?
- How do factors beyond local, regional and national borders, such as human migration, economic conditions, and international conflict, affect the way policies are developed and carried out?

### Global Learning Course Outcomes

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### *(Global Awareness)*

- Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
  - Students will be able to demonstrate their knowledge of the significance of international trade in the economies of the United States and other nations.

### *(Global Perspective)*

- Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
  - Students will be able to articulate the perspectives of the actors involved in international trade policy debates and explain how those perspectives interact to influence policy decisions.

### *(Global Engagement)*

- Students will be able to demonstrate the willingness to engage in local, global, international, and intercultural problem solving.
  - Students will Propose solutions to a contemporary trade policy controversy that take into account the full range of perspectives involved in the issue.

### Teaching Methodology

This is a fully online course in which all of the instructional materials and activities are delivered through Canvas, and/or other internet-based media. Should you have any questions, please contact the professor.

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## IMPORTANT INFORMATION

### Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about mental etiquette for online courses.

### Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

### Academic Misconduct includes:

- **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.
- **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

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One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

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- Adobe Connect ([Adobe's Privacy Policy](#))
- PowerPoint ([Microsoft's Privacy Policy](#))
- YouTube ([YouTube's Privacy Policy](#))
- Prezi ([Prezi's Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

#### Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Review the [Accessibility within Canvas](#) page for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

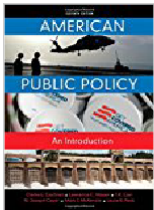
#### Course Prerequisites

There are no required prerequisites for this course.

#### Proctored Exam Policy

This online section does not require an on-campus visit and/or exam.

#### Textbook



**American Public Policy: An Introduction**

Clarke E. Crossman, Lawrence C. Mayer, T. R. Carr, N. Joseph Cayer, Mark McKenzie

Wadsworth Publishing; 11th edition; 2015

ISBN-10: 1285869773

ISBN-13: 9781285869773

You may purchase your textbook online at the [FIU Bookstore](#).

Buy or rent an e-book at [Cengage.com](#)

Additional learning materials will be provided in each module.

#### Expectations of this course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

#### Students are expected to:

- review the **Getting Started information** located in the course content;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum;
- **take the Practice Quiz** to ensure that your computer is compatible with Canvas;

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- interact online with instructor(s) and peers;
- **review** and follow the course calendar;
- log in to the course **2-3** per week;
- respond to **all communication** within **2 days**; and
- submit assignments by the corresponding deadline.

#### The instructor will:

- log in to the course **at least 5 times** per week;
- respond to discussion boards, blogs, and journal postings within **2 days**;
- respond to **all communication** within **2 days**; and
- grade assignments within **7 days** of the assignment deadline.

## COURSE DETAIL

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### Course Communication

Communication in this course will take place within Canvas. See the [Canvas guide](#) on communication with course instructors for more information.

Get more information on professional writing and technical communication by visiting [FIU Online's Writing Resources](#) page.

### Discussion Forums

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.

#### Discussion Forum Expectations:

- One (1) original post and one (1) response post are required per week
- The approximate length of an original post is 200 words, 20 lines
- The approximate length of response post is 100 words, 10 lines
- Discussion posts are required weekly
  - Original posts are due by Friday at 11:59 pm
  - Response posts are due Sunday at 11:59 pm
- Posts will be graded in terms of Timeliness, Participation, Content, Relevance, Spelling, and Grammar as indicated in the Discussion Rubric. Discussion posts will be graded within a week by the course Academic Coach.
- For help with APA style, please visit [Purdue OWL: APA Formatting and Style Guide](#)
- Discussion posts will usually be graded within a week. Each discussion forum is worth 25 points.

### Quizzes

There will be 5 timed, multiple-choice quizzes in this course, to demonstrate your proficiency in the topics/material covered. Incorrect responses will be reviewed after the quiz submission.

Each quiz has 20 questions, and you will have 30 minutes to complete it from the time you begin. You will have two (2) attempts and the higher grade will be retained. Each quiz is worth 50 points

- **Quiz 1:** Covers readings/materials/discussions from Modules 1 and 2. *Available: Mon, Aug. 28 until Sun, Sept. 10*
- **Quiz 2:** Covers readings/materials/discussions from Modules 3, 4 and 5. *Available: Mon, Sept. 18 until Sun, Sept. 24*
- **Quiz 3:** Covers readings/materials/discussions from Modules 6 and 7. *Available: Mon, Oct. 2 until Sun, Oct. 8*
- **Quiz 4:** Covers readings/materials/discussions from Modules 8, 9, and 10. *Available: Mon, Oct. 23 until Sun, Oct. 29*
- **Quiz 5:** Covers readings/materials/discussions from Modules 11, 12, and 13. *Available: Mon, Nov. 13 until Sun, Nov. 19*

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It is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes. **It is your responsibility to make sure your computer meets the minimum hardware requirements.** A quiz that is not completed before the deadline will result in an "F" grade.

Quizzes in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

## Assignments

### Group Assignment - Free Trade Debate – Module 14, Due Sunday, Dec. 3rd at 11:59 pm (200 Points)

For this exercise, students will debate the merits of the Free Trade Agreement between the United States and Colombia from the perspectives of the actors involved: the U.S. government, the government of Colombia, a Latin American labor group, an American policy think tank. During the discussion, students will offer suggestions regarding how a successful trade agreement might be structured to address the concerns of the participants.

**Procedures:** Students should read all the perspectives below and have answers to all the questions posed in the Free Trade Debate study guide. During the debate, students may be assigned any perspective and even more than one perspective, so some prepared to represent all the perspectives. Within each small group, students will debate the merits of the Free Trade Agreements from their assigned perspective.

- **Federal Perspective:** Office of the United States Trade Representative, "The Case for the U.S. - Colombia Free Trade Agreement" and "U.S. - Colombia Trade Promotion Agreement."
- **American Think Tank Perspective:** Robert B. Cassidy, "False Expectations of Trade Agreements: Lessons for Change," Economic Policy Institute.
- **Latin American Labor Perspective:** "Free Trade Agreement and Labor Rights," CALCA Colombian Action Network in Response to Free Trade and FTAA.
- **Latin American Government Perspective:** "Tratado de Libre Comercio, Colombia – Estados Unidos, Resumen," Ministerio de Comercio, Industria, y Turismo, Excerpts.

### Individual Assignment - Where Was That Made? – Module 15, Due Sunday, Dec. 3rd at 11:59 pm (200 Points)

Students will fill in a chart determining the country of origin of various products that they may purchase. If there is a category that does not apply to you or your family (such as auto or toys) then you may substitute some other category that does reflect your actual purchasing habits. Once you have completed the chart answer the following questions:

(Each response should be between 250-300 words and double-spaced.)

1. What does the chart tell you about the things you buy?
2. Given your purchasing habits, to what extent do you think that you are a beneficiary of free trade?
3. How would you feel if efforts to protect other economic actors (that is, efforts to restrict trade) resulted in either an increase in the price of the goods you purchase or their disappearance from the market? That is, do you feel that trade benefits you so much that trade restrictions would be intolerable?

### Adobe Connect Pro Meeting

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, streaming, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool as needed to conduct **virtual office hours**.

**Meeting dates and times to be determined.**

#### **Requirements for using Adobe Connect:**

1. Disable any window pop-up blocker.
2. **Adobe Flash Player** is required to successfully run your Adobe Connect meeting. You can **test your computer** to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect

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meeting experience.

- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

#### Make-Ups and Extra Credit

**Missed Quizzes, Discussions and Assignments:** Make-up work will only be accepted for partial credit if submitted within one week of the original deadline. Full credit make-ups will only be given for substantiated extenuating circumstances.

#### Grading

COURSE REQUIREMENTS	NUMBER OF ITEMS	POINTS FOR EACH	TOTAL POINTS AVAILABLE	WEIGHT
Discussion/Participation	14	25	350	35%
Quizzes	5	50	250	25%
Assignments	2	200	400	40%
<b>Total</b>	<b>21</b>	<b>N/A</b>	<b>1000</b>	<b>100%</b>

LETTER	RANGE (%)	LETTER	RANGE (%)	LETTER	RANGE (%)
A	Above 94	B	84 - 86	C	71 - 76
A-	91 - 93	B-	81 - 83	D	61 - 70
B+	87 - 90	C+	77 - 80	F	< 61

#### Statement on Plagiarism

Plagiarism is the representation of another person's words, ideas, and creative work in general as one's own. This misrepresentation is a breach of ethics that seriously compromises a person's reputation. Professional careers have been ruined by revelations of plagiarism. To avoid plagiarism, researchers and professionals in public, private, or nonprofit organizations must scrupulously give credit whenever they use another person's idea, opinion, theory, written or spoken words, as well as any facts, statistics, graphs, drawings - any piece of information- that are not **common knowledge**. The following rules should be observed to make sure the distinction between one's own words, ideas or work, and those of others is justly maintained.

- Put in **quotation** everything that comes directly from the text of another's work, especially when taking notes. Alternatively, you can **paraphrase** another person's work, but be sure you are not just rearranging or replacing a few words. A good strategy is to (1) read over what you want to paraphrase carefully, (2) cover up the text with your hand, (3) write out the text in your own words without peeking, and (4) check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Whether you quote, paraphrase or otherwise borrow another's work, always **cite or indicate the source** of the information, and **provide references** following one of the many accepted styles or formats.
- Common knowledge such as George Washington's date of birth or meaning of OLS regression need not be quoted, cited, or referenced. However, borrowing another's original or creative presentation of common knowledge should follow the above mentioned rules. When in doubt, follow the rules.

Of course, submitting a paper that is completely the work of another person is plagiarism in its most extreme form. A student who plagiarizes all or part of an assignment can expect severe cumulative penalties, ranging from failure in the course to expulsion from the university, with an annotation of the sanction received on the student's transcript.

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It should be kept in mind that, although it is not as egregious an offense as copying someone else's work, the extensive copying of a paper that one has prepared for one course for subsequent use and submission in another course is totally inappropriate. Especially at the graduate level, students may wish to prepare more than one paper in the same area. However, these must be substantially different papers which, while they may be in the same general area, represent a substantively different focus and do not significantly overlap in written text.

## Weekly Schedule

DATE	TASKS
	<b>Chapter 1 - Public Policy: An Introduction</b>
<b>Module 1</b> Aug. 21 - Aug. 27	<ul style="list-style-type: none"> <li>Review and save the syllabus.</li> <li>Review the learning materials in the module.</li> <li>Familiarize yourself with the course layout.</li> <li>Introduce yourself to the class on the Discussion Board.</li> </ul>
<b>Module 2</b> Aug. 28 - Sept. 3	<b>Chapter 2 - Contexts of Public Policy</b>
<i>Monday, Aug. 28 – Drop/Add Deadline</i>	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
<b>Module 3</b> Sept. 4 - Sept. 10	<b>Chapter 3 - The Economy</b>
<i>Monday, Sept. 4 – Labor Day Holiday (University Closed)</i>	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul> <p><b>Quiz #1 on Modules 1 &amp; 2</b></p>
<b>Module 4</b> Sept. 11 - Sept. 17	<b>Chapter 4 - Economic Incomes</b>
	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
<b>Module 5</b> Sept. 18 - Sept. 24	<b>Chapter 5 - Energy and the Environment</b>
	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul> <p><b>Quiz #2 on Modules 3, 4 &amp; 5</b></p>
<b>Module 6</b> Sept. 25 - Sept. 31	<b>Chapter 6 - Crime and Criminal Justice</b>
	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
<b>Module 7</b> Oct. 2 - Oct. 8	<b>Chapter 7 - Poverty and Social Welfare Policy</b>
	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul> <p><b>Quiz #3 on Modules 6 &amp; 7</b></p>



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DATE	TASKS
	<b>Chapter 8 - Health Care</b>
<b>Module 8</b> Oct. 9 - Oct. 15	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
	<b>Chapter 9 - Education</b>
<b>Module 9</b> Oct. 16 - Oct. 22	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
	<b>Chapter 10 - Legal and Social Equity</b>
<b>Module 10</b> Oct. 23 - Oct. 29	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> <li><b>Quiz #4 on Modules 8, 9 &amp; 10</b></li> </ul>
	<b>Chapter 11 - Immigration Policy</b>
<b>Module 11</b> Oct. 30 - Nov. 5	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
<i>Monday, Oct. 30 – Deadline to drop with DR/WI grade</i>	
	<b>Chapter 12 - Foreign Defense Policy</b>
<b>Module 12</b> Nov. 6 - Nov. 12	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> </ul>
<i>Friday, Nov. 10 – Veterans' Day Observed (University Closed)</i>	
	<b>Chapter 13 - State Morals and Public Policy</b>
<b>Module 13</b> Nov. 13 - Nov. 19	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> <li><b>Quiz #5 on Modules 11, 12 &amp; 13</b></li> </ul>
	<b>International Trade Policy</b>
<b>Module 14</b> Nov. 20 - Nov. 26	<ul style="list-style-type: none"> <li>Review the learning materials in the module.</li> <li>Contribute to the weekly Discussion.</li> <li><b>Group Assignment: Free Trade Debate</b></li> <li><b>Individual Assignment: Where Was That Made?</b></li> </ul>
<i>Thursday &amp; Friday, Nov. 23 &amp; 24 – Thanksgiving Holiday (University Closed)</i>	
	<b>Course Wrap-Up</b>
<b>Module 15</b> Nov. 27 - Dec. 3	<ul style="list-style-type: none"> <li>Contribute to the weekly Discussion. <b>Group Assignment Due: Free Trade Debate</b></li> <li><b>Individual Assignment Due: Where Was That Made?</b></li> </ul>