



**COURSE SYLLABUS**  
**Introduction to Global Public Policy**  
**PSCI 342.01W GLB/Intro to Global Pub Pol**

WEB BASED CLASS  
SUMMER I 2020  
Monday, **June 1** through Thursday, **July 2**, 2020

**INSTRUCTOR INFORMATION**

Instructor: Dr. Robert G. Rodríguez  
Associate Professor, Political Science  
Coordinator, Latin American & U.S. Latino Studies Minor

Office Location: Ferguson Social Science Building 149  
NOT APPLICABLE DURING SUMMER SESSION

Office Hours:  
NOT APPLICABLE DURING SUMMER SESSION  
***The ONLY way to contact me is via email; I will normally respond within 24 hours.***

Office Phone: None. ***Zoom Video Chats may be arranged upon request.***

University Email Address: **robert.rodriguez@tamuc.edu**

*Check the Syllabus to see if your question is answered FIRST.*

Preferred Form of Communication: The ONLY way to contact me is via email.

Communication Response Time: I will normally respond to emails within 24 hours (48 hours maximum).

**\*\*CHECK YOUR EMAIL FOR ANNOUNCEMENTS DAILY\*\***

## **COURSE INFORMATION**

### **Required Books**

*There are **TWO** required books for this course. Since this course is 100% online, electronic versions of the books are acceptable. MAKE SURE TO PURCHASE THE CORRECT EDITION of each book:*

### **POLITICS IN THE DEVELOPING WORLD**

**Author:** BURNELL

**Edition:** 5TH (**Do not** purchase a previous edition of this textbook—the case studies and chapters vary in each edition.)

**Published Date:** 2017

**ISBN:** 9780198737438

**Publisher:** OXF

### **STRANGER: THE CHALLENGE OF A LATINO IMMIGRANT IN THE TRUMP ERA**

**Author:** RAMOS

**Edition:** There are two versions of this book- one is published in English and the other in Spanish. When you purchase the book online double-check to be sure that the version you are purchasing is in the language you desire AND in an electronic format that you have access to (not everyone has Kindle or Nook—booksamillion.com has paperback and electronic versions, but note that the audiobook is only in Spanish).

**Published Date:** 2018.

**ISBN:** 978-0-525-56379-2

### **Course Description**

Welcome to Introduction to Global Public Policy!

This course is an introductory survey of the field dealing with the evolution, scope and nature of public policy with a focus on the developing world and United States immigration policy. This course will begin with an introduction to various analytical approaches to studying policymaking. Then, we will move on to an examination of the constraints and opportunities decision-makers are provided in the context of a global economy, and the effects of ethnopolitics and nationalism on policy decisions. The effects of United States immigration policy will be specifically analyzed in this course. We will also delve into what constitutes “good governance” and examine four major global public policy issues: Women & Gender, Development, the Environment, and Human Rights. The course will conclude with a case study analysis of policy-making in specific countries.

## Format:

This is a FULLY ONLINE course that is ONLY accessible by logging in through **D2L Brightspace** on your **MyLEO** account. The course is instructor-led, with a schedule that is organized into five learning modules (Units). Learning activities include **video overviews of each unit, worksheets, a book review essay, exams, and a poster presentation.**

The course materials are divided into FIVE units:

- **Unit 1: Introduction and Analytical Approaches in Global Public Policy (June 1-7)**
- **Unit 2: The Global Economy and Ethnopolitics & Nationalism (June 8-14)**
  - *UNIT 1&2 Exam on June 15*
- **Unit 3: Good Governance, Women & Gender, and U.S. Immigration Policy (June 15-21)**
  - *Book Review Essay on June 22*
- **Unit 4: Development, Environment and Human Rights (June 22-June 28)**
  - *UNIT 3&4 Exam on June 29*
- **Unit 5: Case Study Analysis (June 29-July 2)**
  - *Poster Presentation on July 2*

## Student Learning Outcome:

1. **Students will understand the dominant issues in global and domestic public policy, including important analytical approaches, concepts, and cases.**

## Global Learning Objectives:

**Learning Outcome 1:** Students will be able to demonstrate **knowledge** of the interconnectedness of global dynamics (issues, processes, trends, and systems).

**Learning Outcome 2:** Students will be able to **apply** knowledge of the interconnectedness of global dynamics.

**Learning Outcome 3:** Students will be able to view themselves as **engaged** citizens within an interconnected and diverse world.

## COURSE REQUIREMENTS & ASSIGNMENTS

### Minimal Technology Required

**USE CHROME OR FIREFOX BROWSERS WITH D2L—DO NOT USE Microsoft EXPLORER or EDGE as these tend to have bugs when using this learning platform**

### Minimal Technical Skills Needed

**Using the learning management system, using Microsoft Word and uploading digital images.**

## INSTRUCTIONAL METHODS

This course is divided into five units. Each unit contains a video overview and a required worksheet for each assigned chapter (9 total). There will be two examinations, the first covering units 1 and 2; the second covering units 3 and 4. A book review essay of a text that analyses the effects of US immigration policy will be required. Finally, a poster presentation image of a case study analysis is required on the last day of the course.

Your grade will be comprised of:

- A) two **Examinations**,
- B) weekly **Worksheets**,
- C) a **Book Review Essay**, and
- D) the final **Poster Presentation**.

Each of these elements are described below.

**A) Examinations:** In this course, **all students are required to take TWO exams**, each of which will consist of 30 questions in a multiple-choice format. Exams are “open book,” **HOWEVER, you MUST NOT RECEIVE ASSISTANCE IN ANY WAY FROM ANYONE WHILE COMPLETING THE EXAM**. You will have 50 minutes to complete each exam online. Together, these exams will comprise **50%** of your grade (each exam is worth 25%). The exams are NOT comprehensive. There is NOT a final exam in this course.

You will have a 24-hour period to complete each exam. **If you do not complete an exam during the designated 24-hour period, you will receive 0% for that exam.**

If you have a **legitimate reason** for not completing an exam during the designated period (e.g. severe illness or injury *requiring professional medical care*, emergencies in your *immediate* family, participation in *official* university activities, legal *obligations*) **AND** you have **supporting documentation** for your inability to take the exam, then you may **request** an extension of the period to take the exam.

Requests for taking the make-up exam must be **submitted in writing VIA EMAIL and include SCANNED documentation** explaining and substantiating why your inability to take the exam during the designated period was legitimate. An approval to extend the period for you to complete the exam **will be based solely upon the professor's evaluation of your request and any supporting documentation.**

***Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.*

**IF YOU HAVE A TECHNOLOGICAL PROBLEM DURING AN EXAM YOU MUST FOLLOW THE PROCEDURES LISTED HERE!!**

Should you encounter D2L Brightspace based problems while submitting exams, the following procedure must be followed:

**Students must report the problem BOTH to the help desk AND to your professor. You may reach the helpdesk at 1-866-656-5511. Technical Support**

If you are having technical difficulty with any part of Brightspace, please. Other support options can be found here:

1. FIRST Contact Brightspace Technical Support at 1-877-325-7778 AND <https://community.brightspace.com/support/s/contactsupport>
2. SECOND Send me an email IMMEDIATELY to advise me of the specific problem.
3. I will confirm your problem and follow up with you on how to proceed.

**PLEASE NOTE:** Your personal computer and internet access problems are **not** legitimate excuses for making up an exam. Only Brightspace-based problems are potentially legitimate reasons to get an extension to complete your exam.

**IF YOU RECEIVE ASSISTANCE ON THE EXAM FROM ANYONE IN ANY WAY, THIS CONSTITUTES ACADEMIC DISHONESTY AND YOU WILL RECEIVE AN AUTOMATIC "F" IN THIS COURSE AND POTENTIALLY FACE FURTHER DISCIPLINARY ACTION. (SEE "POLICIES" SECTION IN THIS SYLLABUS)**

**EXAM DATES & TIMES:**

**UNITS 1&2, EXAM 1:** Monday, June 15, 12:01 a.m.-11:59 p.m.

**UNITS 3&4, EXAM 2:** Monday, June 29, 12:01 a.m.-11:59 p.m.

**B) Weekly Worksheets:** You are required to complete ONE worksheet for EACH assigned chapter. The blank worksheet template will be provided to you on D2L Brightspace. Each worksheet is made up of three sections:

- **Synopsis:** **IN YOUR OWN WORDS**, Briefly summarize the chapter in the space provided (12 complete sentences minimum—this means 2-3 paragraphs of 4-6 sentences per paragraph). Do NOT cut-and-paste from the book (the electronic version of the textbook does not allow you to cut-and-paste anyway).
- **Main Points:** **IN YOUR OWN WORDS**, Briefly identify the **FIVE** most salient points of the chapter (2-3 sentences each). Do NOT cut-and-paste from the “Key Points” sections of each chapter—you will notice that each chapter has text-boxes containing upwards of 10 or 15 key points. If all you do is re-write five of them, you will receive a low grade on this assignment. (The electronic version of the textbook does not allow you to cut-and-paste anyway).
- **Key Terms:** **USING THE DEFINITION IN THE BOOK GLOSSARY**, Write the definitions to **TEN** bold-type terms from the chapter. (Note: Each chapter has many more than ten terms in bold-type; for maximum utility, choose the ten terms that you are least familiar with.) When you click on a bold-type term in the electronic version of the book, it will take you to the definition in the glossary. The e-book does not allow you to cut-and-paste, so you must re-write the definition on your worksheet, **EXACTLY** as it appears in the glossary. These are about 1-3 sentences each. (The purpose of re-writing these terms is that studies show that rewriting the definitions to terms helps you remember them, and you will need to know these to do well on your exams.)

**YOUR WORKSHEETS ARE NOT GROUP PROJECTS, AND THEY MUST NOT BE PLAGIARIZED.**

**IF YOU CUT-AND-PASTE OR USE SOMEONE ELSE’S WRITING IN YOUR SYNOPSIS OR MAIN POINTS, THIS CONSTITUTES ACADEMIC DISHONESTY AND ALL INVOLVED STUDENTS WILL RECEIVE AN AUTOMATIC “F” ON THIS ASSIGNMENT AND FACE FURTHER DISCIPLINARY ACTION. (SEE “POLICIES” SECTION IN THIS SYLLABUS)**

**Worksheet Rubric:**

Each Worksheet is worth up to 3% of your grade in the course (there are 9 chapters assigned, including the Introduction chapter, thus your worksheets are cumulatively worth 27% of your grade). ***Each worksheet must cover ONLY ONE chapter. Do not combine chapters into a single worksheet.***

**DO NOT SUBMIT A SINGLE WORKSHEET FOR MORE THAN ONE CHAPTER!!!!**

**ONE CHAPTER = ONE WORKSHEET**

Each worksheet will be graded according to the following rubric, on a scale of 0-3:

**0 (0%)=Unacceptable:** Did not submit worksheet by the deadline, or submitted a worksheet missing a significant amount information or with erroneous data, or cut-and-pasted material from the book on the Synopsis or Main Points section(s).

**1.5 (50%)=Unsatisfactory:** Half-credit. Submitted a worksheet by the deadline, but responses too brief, inaccurate, and/or of poor quality, and/or cut-and-pasted material from the book on the Synopsis or Main Points section(s).

**2.2 (73.3%)=Satisfactory:** Submitted a worksheet by the deadline, most responses good and accurate, some errors or missing information.

**2.6 (86.6%)=Very Good:** Submitted a worksheet by the deadline, nearly all high-quality responses, few errors or missing information

**3 (100%)=Exemplary:** Submitted a worksheet by the deadline, all high-quality responses, very detailed, no errors/very few errors or missing information.

*You may submit your completed worksheets at any time during the week of an assigned unit, but these MUST be submitted by the end of each unit, according to the following schedule:*

**UNIT 1 (Intro. AND Ch. 1): TWO Worksheets DUE by Sunday, June 7, 11:59pm**

**UNIT 2 (Ch. 4 AND Ch. 7): TWO Worksheets DUE by Sunday, June 14, 11:59pm**

**UNIT 3 (Ch. 15 AND Ch. 9): TWO Worksheets DUE by Sunday, June 21, 11:59pm**

**UNIT 4 (Ch. 16, 17, AND 18): THREE Worksheets DUE by Sunday, June 28, 11:59pm**

**Your Worksheets MUST be SUBMITTED THROUGH D2L** by the deadline for each unit. You will receive feedback from me indicating why you earned the grade you were awarded.

**\*\* DO NOT EMAIL ME YOUR WORKSHEETS- THEY WILL ONLY BE ACCEPTED THROUGH D2L \*\***

**\*\*\*WORKSHEETS WILL NOT BE ACCEPTED AFTER THE DEADLINES NOTED ABOVE\*\*\***

**C) Book Review Essay:** All students are required to submit a 5-page book review essay on **Stranger: The Challenge of a Latino Immigrant in the Trump Era**. This book, written by nationally-renowned Univision journalist Jorge Ramos, analyzes many effects of contemporary U.S. Immigration policy. The requirements and parameters to complete this essay will be posted on D2L. ***You MUST follow the provided instructions and format to successfully complete this assignment. Your book review essay will be due on June 22 by 11:59pm via D2L ONLY.*** If you have not ordered this book yet, you should do so immediately – either the printed or electronic copy will work given our online format. The essay will be worth **10%** of your grade.

**D) Poster Presentation:** You will be assigned to create a poster presentation of one of the **case studies in the Politics in the Developing World textbook**. This assignment is an **INDIVIDUAL** project, *not* a group project. ***You MUST follow the provided instructions and format to successfully complete this assignment.*** You must create and submit a high-quality photograph(s) of your poster on **THURSDAY, July 2 by 11:59pm**. (High-quality means that I can clearly read all of the information you are displaying in your poster.)

Your case study chapter will be assigned to you (I will not take requests for this assignment, however, students who are minoring in Latin American and U.S. Latino Studies -L.A.L.S.- will be assigned one of the Latin American case studies: Mexico, Guatemala or Brazil). Even though more than one student will be assigned each case study, you are expressly prohibited from working together on this assignment). You will not have to actually present your poster, nor interact with others about your case study. Your poster presentation is worth **13%** of your grade. I will provide you with the specific parameters/requirements/rubric for this assignment on D2L.

## Grading

Your grade in this course will be determined by the following scale and criteria:

Exams:	50%
Worksheets:	27%
Book Review Essay	10%
Poster Presentation:	<u>13%</u>
TOTAL:	100%

**A 90-100%; B 80-89.9%; C 70-79.9%; D 60-69.9%; F Below 60%**

## Detailed Grade Criteria and DUE DATES:

- Exam #1 (**Monday, June 15**): 25%
- Book Review Essay (**Monday, June 22**): 10%
- Exam #2 (**Monday, June 29**): 25%
- Worksheets (**Due By Each Sunday, worth 3% each, 9 total**): 27%
- Poster Presentation (**Thursday, July 2**): 13%



**STUDENT STATEMENT OF PERSONAL RESPONSIBILITY: I have read the syllabus in its entirety, and understand the guidelines and agree to the policies detailed therein as a condition of being enrolled in this course. I understand my obligation to adhere to these guidelines and policies in this course, and that failure to do so may result in serious consequences, including (but not limited to) being dropped from the course, and/or receiving a grade of “F” in the course.**

**YOU MUST SEND ME AN EMAIL ACKNOWLEDGING YOU HAVE READ AND AGREE TO STUDENT STATEMENT OF PERSONAL RESPONSIBILITY BY THURSDAY, JUNE 4, 2020 by 11:59 p.m., OR YOU MAY BE DROPPED FROM THE COURSE.**

## **COURSE OUTLINE / CALENDAR**

**June 1-7**

### **Unit 1: Introduction and Analytical Approaches**

Required Reading:

Politics in the Developing World, INTRODUCTION

Politics in the Developing World, CHAPTER 1

Stranger, Read *at least* 1/3 of the book by the end of the week

Required Activities:

- Watch Unit Overview Video on D2L
- **Purchase** your two required books (electronic or printed versions are acceptable)
- **Send me an email acknowledgment** that you have read and agree to the Student Statement of Personal Responsibility (By 11:59pm, **Thursday, June 4**)
- **Submit INTRODUCTION worksheet** on D2L (By 11:59pm, **Sunday, June 7**)
- **Submit CHAPTER 1 Worksheet** on D2L (By 11:59pm, **Sunday, June 7**)

**June 8-14**

**Unit 2: The Global Economy and Ethnopolitics & Nationalism/EXAM 1**

Required Reading:

Politics in the Developing World, CHAPTER 4

Politics in the Developing World, CHAPTER 7

Stranger, Read *at least 2/3* of the book by the end of the week

Required Activities:

- Watch Unit Overview Video on D2L
- **Submit CHAPTER 4 worksheet** on D2L (By 11:59pm, **Sunday, June 14**)
- **Submit CHAPTER 7 Worksheet** on D2L (By 11:59pm, **Sunday, June 14**)
- **Take Exam #1** (By 11:59pm, **Monday, June 15**)

**June 15-21**

**Unit 3: Good Governance and Women & Gender/BOOK REVIEW ESSAY**

Required Reading:

Politics in the Developing World, CHAPTER 15

Politics in the Developing World, CHAPTER 9

Stranger, Finish reading the entire book and write/submit your book review by 11:59pm on Monday, June 22.

Required Activities:

- Watch Unit Overview Video on D2L
- **Submit CHAPTER 15 worksheet** on D2L (By 11:59pm, **Sunday, June 21**)
- **Submit CHAPTER 9 Worksheet** on D2L (By 11:59pm, **Sunday, June 21**)
- **Submit Book Review Essay on D2L** (By 11:59pm, **Monday, June 22**)

**June 22-28**

**Unit 4: Development, Environment and Human Rights/EXAM 2**

Required Reading:

Politics in the Developing World, CHAPTER 16

Politics in the Developing World, CHAPTER 17

Politics in the Developing World, CHAPTER 18

Required Activities:

- Watch Unit Overview Video on D2L
- **Submit CHAPTER 16 worksheet** on D2L (By 11:59pm, **Sunday, June 28**)
- **Submit CHAPTER 17 Worksheet** on D2L (By 11:59pm, **Sunday, June 28**)
- **Submit CHAPTER 18 Worksheet** on D2L (By 11:59pm, **Sunday, June 28**)
- **Take Exam #2 on D2L (Between 12:01am-11:59pm, Monday, June 29)**

**June 29-July 2**

**Unit 5: Case Study Analysis/POSTER PRESENTATION**

Required Reading:

Read your assigned case study chapter from Politics in the Developing World

Required Activities:

- Watch Unit Overview Video on D2L
- **Submit Case Study Poster Presentation Image(s)** on D2L (By 11:59pm, **Thursday, July 2**)

**TECHNOLOGY REQUIREMENTS**

**LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

## Email

**Email: Before you ask me a question in an email, check to see if the syllabus answers your question FIRST.** I generally reply to emails within 24 hours, Monday-Friday. Emails sent to me over weekends will be replied to on Mondays. I do not reply to emails that ask questions about items covered in the syllabus, such as what chapters are covered on an exam or what the assigned readings are for a given class session.

## TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

***If you have any doubt as to what may constitute academic dishonesty, please consult with me prior to submitting any assignments.***

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.