

THE UNIVERSITY OF TEXAS AT ARLINGTON SCHOOL OF SOCIAL WORK
Foundations of Social Policy & Services
Spring 2014

Course Number: SOCW 5303-001

Unique Number: 22878

Class Time: Wednesday: 4:00 pm-6:50 pm

Office Hours: Thursday: 5:00 pm-7:00 pm

Or by appointment

Instructor Contact Information: esmall@uta.edu

Faculty Profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/9111/category/2>

Instructor: Eusebius Small, Ph.D

Semester: Spring 2014

Class Location: SWCA 115

Office Location: SWCA 201C

I. Description of the Course Content

This course provides an introduction to social welfare policy. The course will engage students in the study of how public policies are developed, analyzed, adopted, implemented and the implications of these processes for social rights and social justice. We will study the processes through which social conditions come to be defined as social problems and how these processes influence policy design; the tools of government and components of public policy; the arenas in which public policies are formulated and adopted and sources of influence on these processes; policy delivery and implementation. Throughout we will pay special attention to the ways in which interests are represented or excluded in the policy process and the implications for social rights and social justice. Course content builds on a liberal arts foundation and includes social philosophy, values and ethics, social and economic justice, diversity, populations at risk, and welfare as well-being. An international comparative perspective of policies and services is taken.

Student Learning Outcomes:

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

1. Analyze and evaluate social welfare policies and policy processes.
2. Understand the values that serve as the underpinning for American society and social welfare policy and discuss the implications and applications in social policy and social work.
3. Apply knowledge of historical influences in social welfare to contemporary issues in social welfare policies, and services.
4. Evaluate the impact of the privatization of social welfare, the neo- conservative perspective and other perspectives, including the impact of devolution of service delivery.
5. Understand the role and influence of the social work profession in respect to social welfare policies and services and conversely, their impact on the social work profession.
6. Demonstrate skills of policy analysis as a means of evaluating past, present and proposed social policies, particularly as they apply to diverse populations and populations at risk.
7. Demonstrate knowledge of a comparative and international perspective on social

- welfare. Understand and demonstrate the ethical mandate for advocacy and empowerment in social work, particularly as it relates to oppression, impoverishment and populations at risk.
8. Demonstrate familiarity with researching policy source materials from government documents and other sources.
 9. Present policy analysis to various audiences in a professional manner.

The role of the instructor in this course is diverse, including such roles as lecturer, facilitator, and consultant and resource person to students. Students are expected to maintain active participation, independent learning, critical thinking including higher order thinking skills of comparison, application, analysis, evaluation and synthesis of materials relating to policy issues, conscientious, thoughtful reading and effective library research. Contributions to class discussions are essential for a fruitful and productive learning experience.

Note: Course Syllabus Changes – The course professor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained. The instructor may assess the class members understanding of the course content at any time by administering a pop quiz or other evaluation, which will then be averaged into the final grade.

I. Course Materials

Required Text:

Karger, H. J. & Stoesz, D. (2013). *American social welfare policy: A pluralist approach*, (7th ed.). Boston: Allyn & Bacon.

Supplemental Texts:

Axinn, J., & Stern, M. (2008). *Social welfare: A history of the American response to need* (7th ed.). Boston, MA: Allyn & Bacon.

DiNitto, D.M. (2011). *Social Welfare: Politics and Public Policy* (7th Ed.). Boston: Allyn & Bacon.

Hays, J.R. McPherson, R., & Hansen, V.(2006).*Texas Law for the Social Worker: A Source Book. Austin and Houston TX.,NASW Texas Chapter, Austin, TX and Bayou Publishing, Houston TX.*

Howard, C. (2007) *The welfare state nobody knows*. Princeton, NJ: Princeton University Press.

Karger, H. J., Midgley, J., kindle, P. A., Brown, C. B. (2007). *Controversial Issues in social Work*, (3rd ed.) Boston: Allyn & Bacon.

Trattner, Walter, I. (1999). *From Poor Law to Welfare State: A History of Social Welfare in America*. 6th Edition. New York: Free Press.

Zepezauer, M., (2004). *Take the Rich off Welfare*. Cambridge, MA., South End Press.

House Ways and means Committee Green Book can be accessed at:

<http://www.gpoaccess.gov/wmprints/green/index.html>

Required Media:

1. The New York Times (or Los Angeles Times, Washington Post, etc.) The NYT is available online at: www.nytimes.com The Times also offers a student discount rate on student subscriptions to hard copy editions.
2. The NewsHour with Jim Lehrer (Mon-Fri, on Public TV). In the local area there are at least 3 showings of the NewsHour per evening (6pm; 9pm; and again around midnight). Check your local listings. The NewsHour is online at www.pbs.org/newshour.

Supplemental Media:

- Local Newspaper (Dallas Morning News)
- CNN News and Policy discussions
- “All Things Considered” and/or “Morning Edition” on National Public Radio. This can be accessed locally via KERA-FM (90.1) or KKXT-FM (91.7)
- Evening Network News - (CBS, ABC, NBC)

Additional Materials:

All additional reading materials, e.g. journal articles are available on Blackboard in the folder titled, *Course Materials* under respective session folders (weekly sessions). PowerPoint slides are also available in the session folders. You are responsible for downloading PowerPoints for each class prior to the class. No hard copies will be provided.

II. Requirements for Course

Students will be graded through written assignments, examinations, presentations, class participation and attendance. An overall grade will be based on the following areas:

Class participation and attendance (10 points)

Due: points to be determined after last day of class.

The instructor will take attendance for every class. Attendance is essential for both learning the material and class engagement. It is also extremely important to be on time to class. More than two absences will affect your grade. Participation will involve being proactive, engaged and contributing to active learning. You will be required to share and discuss pertinent local, national and international issues of the day under “in the news” segment of class. Briefly talk about the issue in few sentences at the beginning of every class. The instructor will award active learning points based upon observation and, if necessary, discussion with the student.

Specific assignments

1. **Weekly Reading Quizzes:** A fifteen-question quiz will be administered on Blackboard each week. The quiz will cover important concepts of the readings assigned for the week from the textbook. Students will have up to midnight Sunday of class week to complete the quiz on the assigned chapter(s). (Student Learning Outcomes 1-9).

It is improbable that you can skim through the chapter and adequately answer the questions; the quiz requires investment of time to adequately respond to the questions. This segment constitutes 19.5% of your final grade (see grading section).

2. Policy Debate Topic (20 points) Due: Finalized by January 29

Two students will work jointly to select a debate topic on any issue covered in the required text. Both will prepare a one page description of the policy they propose to debate and receive the instructor's **approval** for the selected topic. The problem topic should be specific and clear, i.e. what general problem does the policy address and why is it important? Clearly identify the general problem area; name the problem; describe its magnitude. For example, you may state, 50% of HIV+ individuals in Washington DC have no antiviral drugs and that if nothing is done, they will die. Defend this assertion or disagree with it by providing factual evidence. Effective debate skills are essential in policy advocacy. This experiential exercise will give you the opportunity to improve your debate skills. The two students will argue opposing sides of a current policy issue. The class will evaluate the quality of the debate based on an evaluation rubric given by the instructor

3. Executive Summary (5 points) Due February 19

You will work in pairs to submit a 1-page Executive summary (see below) describing the social welfare policy selected for your proposed legislative analysis project. You must meet with the instructor for his **approval** of the selected topic and discuss how you plan to move forward before you submit your executive summary. Executive Summary is a short summary, typically, single-spaced appearing on the cover of a brief (paper), succinctly giving an overview of the document.

4. Policy Analysis Paper (40 points) Due April 23 (due in SafeAssign)

This assignment will require students, in pairs, to write a policy analysis paper on a Bill or Act (state, federal or different country). Policy analysis paper is the core of the course and must be thoroughly researched and well written (Follow the provided outline and rubric). (Student Learning Outcomes 1-8).

5. Op- Ed Assignment (10 points) Due April 16 (hard copy in class)

An op-ed is a persuasive document meant to sway other's views on a policy or issue. Your op-ed piece should be based on your research for the policy proposal and the conclusions you have drawn from it. The op-ed piece should be no longer than 750-words. To prepare to write the piece, you may want to study the op-ed page of newspapers such as the *Washington Post*, *New York Times*, *Houston Chronicle*, or BBC. If you decide to submit your editorial to a newspaper, carefully follow the paper's instructions for submission. You can receive 5 extra points toward your final grade if your Op-Ed is published.

IV: Grading

Grade Itemization:

Weekly Reading Quizzes	19.5%
Class Presentation	20%
Op-Ed Piece	10%
Executive Summary	05%
Final Paper	40%
Class participation	5.5%

Grade Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

Fail= 59 or lower

V. Course Outline/TOPICS AND READINGS

January 15: Session 1

Topic: INTRODUCTION TO THE COURSE—Syllabus overview and assignment

Assignment: No assignment due.

January 22: Session 2

Topic: INTRODUCTION TO SOCIAL WELFARE POLICY: What is Social Policy?

Assignment: Quiz 1 on Blackboard. It covers today's readings

Required readings:

- a. Karger & Stoesz, Chapter 01: "Social Policy and the American Welfare State."
- b. Kwiek., M. (2006). The future of the welfare state & democracy: effects of globalization from a European perspective. In: E. Czerwinska-Schupp (ed.). Values and Norms in the Age of Globalization. Frankfurt and New York: Peter Lang. 2007. pp. 147-172.

January 29: Session 3

Topic: SOCIAL WELFARE POLICY RESEARCH

Assignment: Quiz 2 on Blackboard. It covers today's readings

Required readings:

- a. Karger & Stoesz, Chapter 02: Social Welfare Policy Research: A Framework for Policy Analysis
- b. Hardee, et al. (2004). The policy circle: A framework for analyzing the components of family planning, reproductive health, and HIV/AIDS policies. Policy Working Paper
- c. Midgley, J. (2007). Perspectives on Globalization, Social Justice and Welfare. Journal of Social Welfare, 34(2), 17-36

February 05: Session 4

Topic: RELIGION & SOCIAL WELFARE POLICY

Assignment: Quiz 3 on Blackboard. It covers today's readings

Required reading:

- a. Karger & Stoesz, Chapter 03: "Religion and Social Welfare Policy."
- b. Bauman, Z. (2000). Liquid Modernity

February 12: Session 5

Topic: THE VOLUNTARY SECTOR

Assignment: Quiz 4 on Blackboard. It covers today's readings.

Executive Summary of the final paper due (see rubric below)

Required readings:

- a. Karger & Stoesz, Chapter 06: "The Voluntary and For-Profit Sectors"
- b. Ranney, et. al. (1997). Citizens, local government and the development of Chicago's near South Side, Discussion Paper No. 90.

February 19: Session 6

Topic: PRIVATIZATION; HUMAN SERVICE CORPORATIONS

Assignment: Quiz 5 on Blackboard. It covers today's readings

Required reading:

- a. Karger & Stoesz, Chapter 07: "Privatization and Human Service Corporations."
- b. Abrahamson, P. (2004). Liquid Modernity: Bauman on Contemporary Welfare Society. Acta Sociologica

- c. Clayton, A., Oakley, P. & Taylor, C. (2000). Civil Society Organizations & Service Provision, UNSISD, #. 2

February 26: Session 7

Topic: INTERNATIONAL PERSPECTIVES

Assignment: Quiz 6 on Blackboard. It covers today's readings

World Summit on Economic Development: Each student will select a developing country of their choice and inform the class:

1. Country of choice
2. System of government
3. Political economy
4. Economic development including per capita income, educational level, infant mortality rate and life expectancy
5. Suggest at least 2 economic strategies you propose and why.

Required reading:

- a. Karger & Stoesz, Chapter 18: "The American Welfare State in International Perspective."
- b. Olowu, D. (2001). Decentralization policies and practices under structure adjustment and democratization of Africa. Democracy, governance and human rights program paper number 4.

**March 05:
Session 8**

Topic: DISCRIMINATION & POVERTY

Assignment: Quiz 7 on Blackboard. It covers today's readings

Required reading:

- a. Karger & Stoesz, Chapter 04: "Discrimination in American Society", Karger & Stoesz, Chapter 05 "Poverty in America."
- b. Gordon, et al. (1997). Multidimensional measures of child poverty.
- c. Meyer & Sullivan (2012). Identifying the disadvantaged: Official poverty, consumption poverty and the new supplemental poverty measure. Journal E. Perspective, 26(3), 111-36

March 12: SPRING BREAK!

**March 19:
Session 9**

Topic: THE MAKING OF GOVERNMENTAL POLICY; ADVOCACY

Assignment: Quiz 8 on Blackboard. It covers today's readings

Required reading:

- a. Karger & Stoesz, Chapter 08: “The Making of Governmental Policy.”
- b. Robert, J.J. (2000). African Decentralization, local actors, powers and accountability, UNRISD program on democracy and government and human rights, paper #8.

March 26: Session 10

Topic: SOCIAL INSURANCE PROGRAMS

Assignment: Quiz 9 on Blackboard. It covers today’s readings.

Final paper draft due to peer for review (see rubric below)

Required reading:

- a. Karger & Stoesz, Chapter 10: “Social Insurance Programs.”
- b. Beck, U. (2007). Beyond Class & nation: reframing social inequalities in a globalization world. *The British Journal of Sociology*, 58(4), 679-705

April 02: Session 11

Topic: MENTAL HEALTH POLICIES

Assignment: Quiz 10 on Blackboard. It covers today’s readings.

Required reading:

- a. Karger & Stoesz, Chapter 13: “Mental Health and Substance Abuse Policy.”
- b. Koster, F. (2008). The welfare state and globalization: down and out or too tough to die? *Journal of International Social Welfare*, 1468-2397, 153-162

April 09: Session 12

Topic: The Politics of Food Policy

Assignment: Quiz 11 on Blackboard. It covers today’s readings

Required Reading:

- a. Karger & Stoesz, Chapter 17: “The Politics of Food Policy and Rural Life”
- b. Thorbecke & Charumilind (2000). Economic Inequality and its socioeconomic impact. *World Development*, 30 (9), 1417-1499

April 16: Session 13

Topic: Criminal Justice

Assignment: Quiz 12 on Blackboard. It covers today’s readings

Required Readings:

- a. Karger & Stoesz, Chapter 14: “Criminal Justice.”

- b. Wooruddin & Simmons (2009). Openness, Uncertainty, and social spending: Implications for the globalization-welfare status debate, *International studies quarterly*, 53, 841-866.

April 23: Session 14:

Topic: Child Welfare Policy, REVIEW, WRAP UP

Assignment: Quiz 13 on Blackboard. It covers today's readings

Final Paper due in SafeAssign by 7PM (Policy Analysis Paper)

Required reading:

Karger & Stoesz, Chapter 15: “Child Welfare Policy.”

SCHEDULE AT-A-GLANCE 2013			
Session	Date	Session Topic	What's Due?
1	01/15	<i>Course Overview and Introductions</i>	
2	01/22	<i>What is Social Policy?</i>	Quiz 1
3	01/29	<i>Social welfare policy research</i>	Quiz 2 (Policy Debate topic finalized)
4	02/05	<i>Religion and social welfare policy</i>	Quiz 3
5	02/12	<i>The voluntary sector</i>	Quiz 4
6	02/19	<i>Privatization; human service corporations</i>	Quiz 5 (Executive Summary due)
7	02/26	<i>International perspectives World Economic Summit Assignment</i>	Quiz 6
8	03/05	<i>Discrimination and poverty</i>	Quiz 7
	03/12	<i>SPRING BREAK</i>	
9	03/19	<i>The making of governmental policy; advocacy</i>	Quiz 8
10	03/26	<i>Social insurance programs</i>	Quiz 9 (Draft to student peer for review in class)
11	04/02	<i>Mental Health policies</i>	Quiz 10 (Edits back to student author).
12	04/09	<i>The Politics of Food Policy</i>	Quiz 11
13	04/16	<i>Criminal Justice</i>	Quiz 12 Op Ed piece due
14	04/23	<i>Child Welfare Policy/ Course Overview</i>	Quiz 13

V.ADDITIONAL RESOURCES

Please note: The World Wide Web Resources for Social Workers to be found at <http://www.nyu.edu/socialwork/wwrsw/> is one of the best sources for web based information. It contains over 4,000 hyperlinks to relevant sites, including government agencies.

You will also find the following useful for completion of class assignments:

<http://www.fedstats.gov/> The gateway to statistics for over 100 United States Federal Agencies;
<http://www.firstgov.gov/> The entrance to many government web-sites;
<http://www.whitehouse.gov/fsbr/ssbr.html> The White House briefing room on Social Statistics;
<http://www.childstats.gov/> The official website of the Federal Interagency Forum on Child and Family Statistics;

<http://thomas.loc.gov/home/legbranch/legbranChapterhtml> United States Congress, Legislative Branch Web resources;

<http://www.lib.umiChapteredu/govdocs> <http://www.lib.umiChapteredu/govdocs/godort/legis.htm>

<http://www.nimh.nih.gov/> NIMH Web page.

Check out this poverty web presentation on poverty:

<http://www.nccbuscc.org/cchd/povertyusa/tour2.htm>

Mr. John Dillard. Social Sciences librarian is available for consultation in the social Work e-library on the ground floor of building A.

Mr. Lindsey, UTA Government Documents Librarian, is available for consultation in the UTA Main library.

Writing Center: Dr. Chris Kilgore

<http://www.uta.edu/owl/>

<http://www.uta.edu/ccsl/for-faculty/service-learning-bios/uta/dr.-christopher-kilgore.php>

These sites, along with the guidance given by Mr. Dillard and Mr. Lindsey in the policy research session should enable you to locate the sources needed for class assignments.

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List.....	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals	http://liblink.uta.edu/UTAlink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus .	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

VI. ADDITIONAL INFORMATION AND UNIVERSITY POLICIES

1. Dropping the Class:

If you choose to drop this course at any point during the semester, please be attentive to specific University calendar dates established for completing this process. It is the student's responsibility to complete the necessary paperwork according to the University's schedule. Not doing so will result in a failing grade.

2. Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817- 272-6107 for more information and appropriate referrals. Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at the University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

3. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

4. Americans with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with the instructor at the beginning of the semester. Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. The student's responsibility is to inform the instructor of the disability at the beginning of the semester and provide documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) that is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

5. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit as illustrated at the beginning of the semester. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of

alternate class sites in the event that your classroom is not available.

6. Incompletes:

Incompletes are given only in exceptional and very rare situations that involve Acts of God and/or other things beyond the ability of the student to anticipate or overcome. Computer problems, for example, do not constitute grounds for an incomplete, nor does misreading the syllabus.

7. Student Retention:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information.

8. Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

Policy Analysis Paper Guidelines

Partner with any member of your class cohort for this project. A thorough and meticulous quality work is expected. The purpose of the policy analysis project is to provide you the opportunity to learn more about the legislative process. You will select from any topic covered in the course text or specific areas of interest such as (**HIV/AIDS, Mental Health, Substance Abuse & Child welfare**). This project is designed to develop your skills in policy analysis, writing, application and critical thinking skills that are essential to the profession of social work. **This project is worth 40% of the final grade.** Select a social welfare policy bill on any topic approved by the instructor and has been introduced in the Texas legislature, the U.S. Congress or in a parliament of a particular country. Students should identify legislators, organizations, groups, and committees that have worked on or are currently working on the policy issue of interest. Students should investigate the legislative history of the issue, become familiar with the bill and related proposals to introduce new legislation or modify existing legislation, seek the opinions of those with various views on the issue, and determine which groups and individuals (such as legislators, professional groups, citizen advocacy groups) are supportive of, opposed to, or neutral on the issue and why. Here are the individual components of the Policy Analysis Project:

Policy Paper Important Dates:

Draft given to student peer for review: March 26

Edits back to student author: April 02

Final Paper submitted in SafeAssign: April 23

Executive Summary (05 points)

Due: February 19

You will work jointly with a partner as stated above to submit a 1-page Executive summary (see below) describing the social welfare policy selected for your proposed legislative analysis project. You must meet with the instructor for his **approval of** the selected topic and discuss how you plan to move forward before you submit your Executive summary.

Policy Paper (40 points):

Executive Summary

This is a succinct 1 page overview of the bill/paper. The summary must summarize each of the required sections of the paper. It must be clear and easy to understand, and provide a snap shot of the entire paper. It is a 1-page (maximum).

Policy Bill

You should spend 6-8 double spaced pages covering the following broad topic and specifics to the extent they are relevant to the bill you selected:

- (a) **A brief introduction of the bill stating its importance for social welfare policy in Texas or the nation.** Thus, the introduction should effectively introduce the topic and clearly state why the topic/bill is important for social welfare policy (*about 1 paragraph*)
- (b) **A description of the problem/issue that necessitated or preceded the bill.** Does it clearly define the problem? Does it identify the affected population? Does it highlight the impact of the problem? Does it show the urgency of the issue? For example, if you are talking about Ending the epidemic Act, or Cure for AIDS Act, or President's Emergency Plan for AIDS Relief (PEPFAR), etc., describe the nature of the problem that necessitated the Act? How widespread was / is it? How many people are affected? Who (everyone? the poor? particular age groups?) is affected and how? What are the known or suspected causes of the problem? How will (or does) the policy address the problem? (*about 1-2 paragraphs*).
- (c) **The historical background of the bill.** Does it provide a historical context for the bill or policy? How much attention has this problem received historically? How has the problem been handled previously? What is the legislative history of the bill or policy? Has it changed over time, how? What recent events led to the creation of the proposed? When and how did the most recently proposed policy originate in Texas? What are the policies of other states or countries regarding the problem/issue? (*about 1-2 paragraphs*)
- (d) **A thorough description of the policy.** What resources or opportunities is the policy

expected to provide for people affected (e.g., economic opportunity, cash, in-kind services, redistribution of goods and services, empowerment, status, preventive services, education, other)? Who will be covered by the policy and how (e.g., selective entitlement, universal entitlement, means testing, other)? How will the policy be implemented? What is the policy's intended short- and long-term goals and intended outcomes? Under what administrative auspices will the policy be further developed and implemented? What funding is needed? What provisions are made for overseeing, evaluating, and coordinating policy implementation? What criteria will be used to determine the policy's outcomes and effectiveness? How long is the policy expected to exist (i.e., is there a specific requirement for review and continuation)? On what knowledge base or scientific grounding, if any, does the policy rest? Is there empirical evidence that the policy may achieve its intended result? *(about 1 ½ pages)*

- (e) **Identification of individuals and groups concerned about the policy issue and their positions on the matter.** Each student is encouraged to interview concerned individuals and groups (including elected officials, legislative assistants, members of citizens' or advocacy groups, human service providers, consumer groups, and others) and to attend meetings of organizations, agencies, and committees where the issue is discussed. Do not simply list the individuals and groups concerned and their positions. Information gleaned from these activities, as well as your review of the literature, should be discussed in detail. What are their arguments for or against the bill? Are their arguments based on evidence? What biases color their views on this issue? *(about 1 page).*
- (f) **An analysis of the policy.** Parts f, g, and h are the heart of the paper and should comprise about half the length of the paper. Your analysis should utilize a policy analysis model studied in class. Address issues such as the value premises or ideological assumptions that underlie the policy. Are the goals just, democratic, and attainable? Do they contribute to a better quality of life by promoting social and economic justice, self-determination, self-realization, civil liberties or rights, empowerment, or other benefits, or do they adversely affect the quality of life of the target or other groups? The analysis should drive the way you use the model. The analysis should not be forced to fit the model *(about 1 page).*
- (g) **Your conclusions.** Does the Conclusion effectively wrap up the paper? Based on your objective analysis, what conclusions have you reached about the proposed policy? Are the goals politically feasible (i.e., is there sufficient support to pass the proposed legislation or to sustain its implementation)? Is public sentiment favorable toward the goals? Are the goals of the proposed policy economically feasible (i.e., is sufficient funding available to implement the policy and is it likely that funding will be continued as needed in the future)? Are the goals administratively feasible (i.e., are there responsible administrative agencies capable of effectively implementing the policy to achieve its stated goals)? Are there alternative policies that might better achieve the goals? Is the policy important enough to justify the expenditure of scarce resources? *(about 1-2 paragraphs to 1 page)*
- (h) **Your recommendations.** What are your recommendations regarding the proposed

policy? Do you recommend it as it is currently stated? Would you suggest modifications? How would you improve it? Your recommendation should demonstrate clear critical skills and analyses (*about 1-2 paragraphs*)

- (i) **Five or more scholarly references.** Include both theoretical and empirical scholarly references. Scholarly references should be recent (2003 to present). Be careful about dubious sources of information (e.g., non-scholarly references on the internet) for your information. You may ALSO include references from the popular literature (newspapers, magazines) but these do not substitute for the minimum of 5 scholarly references.

Please note: The policy brief should be a balanced, unbiased, critical evaluation of the policy issue or proposal, presenting accurate and fair empirical evidence, as well as the positions of proponents and opponents. No matter how strongly you feel about the policy issue, you are presenting an objective analysis to help others make informed decisions.

Have a productive semester!