

**FYC6660 Public Policy and Families, Youth and Communities**  
**Dr. Rose Barnett, Assistant Professor**  
**Fall 2005**

**Section 7911**

Thursday      Period 8-10    3:00-6:00pm  
Room            121 FLI

**Credit Hours:**        3 credits

**Office and Phone Information:** 3082 McCarty Hall  
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**Office Hours:**                    Tuesdays 3-5 or by appointment on Monday  
afternoons.

**Course Description:** Current policies and laws impacting youth, families, and communities, and strategies to change these policies and laws. The course will examine theory by debating between rational and non-rational models and provide a method to evaluate models. Students will learn about democracy, the policy process, stakeholder mapping, political IOUs, the strategic use of words and numbers, and the role that analyst's values play in policy analysis. A five-step methodology for policy analysis that blends non-rational and rational will be described as well as problem definition, criteria establishment, generating policy alternatives, evaluating and selecting policies and evaluation research. The power of language and problem definition, democracy as the key ethical issue in policy analysis, civic engagement, content and narrative analysis, and how to conduct focus groups, futuring sessions and meetings designed to resolve conflict and build consensus will be discussed. Case studies will be used to process the theoretically based information in an applied manner.

**Major Course Objectives:**

- Gain a working knowledge of how laws and public policies are developed, analyzed, implemented and evaluated.
- Develop an understanding of how laws and policies relate to family issues such as social services, education, economics, religion, taxes, civil rights and others.
- Be able to identify problems, challenges and issues facing policymakers today.
- Gain knowledge about problem identification and definition, criteria establishment, generating policy alternatives, and evaluating and selecting policies.
- Learn how to "do" democracy through civic engagement and how analysis and other techniques can be used to change policies and laws on behalf of youth, families and communities.

- Use current issues as the focus for engaging in policy practice.
- Understand the ideas behind the process, as well as the process.

**Required Reading:**

Books:

Clemons, R.S. & McBeth, M.K. (2001). *Public Policy Praxis -Theory and Pragmatism: A Case Approach*.

Barnett, R.V. *FYC 6660 Supplemental Course Packet*. Gainesville, FL: University of Florida Department of Family, Youth and Community Sciences.

National Council on Family Relations (2000). *Public Policy Through a Family Lens: Sustaining Families in the 21<sup>st</sup> Century*. Minneapolis, Minnesota: NCFR.\*  
 [Note: FYC 6660 students may check out this publication through Dr. Barnett for a maximum of two (2) calendar days.]

Newspaper, magazine, journal articles: Weekly; related to your policy topic for project.

Web-based readings. Weekly;As assigned.

**Grading Scale**

Grade	Percent
A	93-100
B+	86-92
B	79-85
C+	72-78
C	65-71
D+	58-64
D	51-57
E	<51

**Major Course Assignments/Final Exam**

**Contemporary Policy Issues Analysis (25%).** Each week beginning Sept. 8, the student will select an article from a current news source (such as the New York Times, Washington Post or Gainesville Sun) addressing a policy issue of their choice related to family, youth or community and write a two page typewritten analysis (minimum) that utilizes the five-step method described on p. 150 in your text. Students must consider the following in each analysis: (1) link the issues to its historical roots in American society; (2) review the current status of the issues and proposed policy/legislative changes, if any, and (3) support the current policy or program, citing why the policy or program is supported; or (4) criticize the policy or program, citing the reasons why it is deficient in addressing

the social or economic condition it was designed to address, and make alternative policy recommendations that are supported with a well-reasoned argument. In addition, complete a stakeholder map for each policy analysis (see Table 1-2 in text).

***Final Project (30%).*** Each student will select a research topic, in consultation with the instructor that will allow them to address their area of particular interest within the context of family, youth and community policy issues at the federal, state or local level. The final project will be a policy research paper that is presented and discussed with the class. The final project will be evaluated based upon the quality of both the student's written work, synthesis of analytical techniques discussed in the course text and the classroom presentation. Use of the Five-Step Method and stakeholder mapping will be a major component of the project, integrating all work done on Steps 1-5 throughout the course. All projects will be presented to the class; presentations will be 10% of project grades and be approximately 15-20 minutes each.

***Final Exam (25%).*** Each student will demonstrate their knowledge and analytical skills in the area of public policy as it relates to families, youth and communities by writing a final exam. This exam will include questions on the information included in the course text, in-class discussion, and class projects and assignments.

***Class Participation (20%).*** Student level of performance will be based on quality of in-class discussion, attendance and participation in answering critical thinking questions. Weekly homework assignments will be used to assess progress in this area. Summarize all supplemental course packet readings in "talking points", typewritten in 3-6 bullet points summarizing main points for submittal weekly.

### **Other Miscellaneous Information and Policies**

***Late Assignment Policy:*** (-5) points per day for up to five days (including weekends) for each late assignment. Assignment is not accepted if it is more than five days late and a grade of zero is given. [Example: If an assignment is due on a Thursday, you have until the following Tuesday at 3PM to submit it for a maximum penalty of -25 points.]

***Learning Environment:*** The learning environment will be based on mutual respect, open discussion, sharing of ideas and thoughts on public policy based on thorough research and analysis of the topic, including gathering sufficient data and expert analysis, reviewing written materials leading to an understanding of the problem, identifying goals to address the problem, intense and thorough thinking, and reasoned choice. Discussions between the instructor and students and between and among students will be non-critical, information sharing, non-confrontational and without profanity. Cell phones, beepers, or other personal

electronic devices may not be used during instructional time. Failure to adhere to this policy will result in a student being asked to withdraw from the course.

### **UF Counseling Services**

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575; personal and career counseling;
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling; and
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

### **Academic Honesty**

As a result of the registration form at the University of Florida, every student has signed the following statement: *“I understand that the University of Florida expects its students to be honest in all their academic pursuits. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in discipline action up to and including expulsion from the University.”*

In addition, the following pledge is either required or implied on all work submitted for credit by UF students: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

**FYC 6660, Section 7911**  
**Public Policy and Family, Youth and Community Sciences**  
**Fall 2005- Tentative Course Outline and Assignments**

Dr. Rose Barnett  
 3082 McCarty Hall D  
 392-2201x248

<b>Week #</b>	<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
1	Aug. 25, 2005	1.Course Information <b>2. Policy Analysis</b> <b>3. National Indicators</b>	1. Review syllabus. 2. Take notes. 3. www.childstats.gov
2	Sept. 1, 2005	<b>1. The US Government; How a Bill Becomes a Law</b> <b>2.The Policymaking Process</b> 3. <i>Public Policy, Power, the People, Pluralism and You</i> 4. Step 1	1. & 2. Discuss and take notes. <u>3.Read</u> Clemons & McBeth, Chapter 1 <u>DO:</u> Case #1: <i>Nightcrawlers and Cappuccino: The Old West versus the New West</i> ; Answer Q1-3 (Handout). <u>4. Read:</u> STEP 1, pp.134-139. Review Q1-3 on p. 153 for Step 1.
3	Sept. 8, 2005	1. <b>Models of Politics</b> 2. <i>Rational Public Policy Method</i> 3. Step 2.	1. Discuss and take notes. 2. Read Clemons & McBeth, Chapter 2 <u>DO:</u> Bring in a newspaper article related to a policy. Answer STEP 1 Q's (#1-3, p. 153) in writing. <u>3. Read</u> STEP 2, pp. 139-143; Review Q1-2 on p. 153 for Step 2.
4	Sept. 15, 2005	1. <i>Critiques of the Rational Approach</i> 2. Step 1-2.	<u>1.Read</u> Clemons & McBeth Chapter 3 <u>DO IN CLASS:</u> Answer Qs on p. 67 for Scenarios 1-3. 2. <u>DO:</u> Bring in a newspaper article related to a policy. Answer STEP 1 (Q1-3, p. 153) & 2 Q's (#1-2, p. 153) in writing.
5	Sept. 22, 2005	1. <i>The Nonrational (Political) Approach</i> 2. Case Study: The Expansion of Human Services in Allegheny County, 1968-95. 3. Step 1-3.	<u>1.Read</u> Clemons & McBeth, Chapter 4 <u>2.Case Study: DO:</u> [A-L]Answer Q's1-7 on p. 114. [M-Z] Answer Q's 1-7 on p. 128. 3. <u>DO:</u> Bring in a newspaper article related to a policy. Answer STEP 1 & 2 Q's (#1-2, p. 153) in writing. Read STEP 3, pp. 143-145; Review Q1-2, p. 153.

6	Sept. 29, 2005	<b>1. Policy Evaluation</b> <b>2. A Pragmatic Public Policy Analysis Method</b> <b>3. Step 1-3.</b>	1. Discuss and take notes. 2. <u>Read</u> Clemons & McBeth, Chapter 5. 3. <u>DO</u> : Bring in a newspaper article related to a policy. Answer STEP 1-3 in writing; Q1-2 on p.153 for Step 3.
7	Oct. 6, 2005	<b>1. Postpositivist Problem Definition and Praxis</b> <b>2. Step 4</b>	1. <u>Read</u> Clemons & McBeth, Chapter 6. 2. <u>DO</u> : Read Step 4, pp. 145-147; Review Q's 1-2 on p. 154 for Step 4.
8	Oct. 13, 2005	<b>1. Doing Democracy: A New Fifth Step</b> <b>2. Step 1-4</b>	1. <u>Read</u> Clemons & McBeth, Chapter 7. 2. <u>DO</u> : Bring in a newspaper article related to a policy. Answer STEP 1-4 Q's (#1-2, p. 154) in writing.
9	Oct. 20, 2005	<b>1. The Positivist Toolbox; Praxis</b> <b>2. Step 5</b> <b>3. Discussion Steps 1-5</b>	1) <u>Read</u> Clemons & McBeth, Chapter 8 & Chapter 9. Strategies addressing contemporary policy issues affecting youth, families, the aged and communities. 2. <u>DO</u> : Read Step 5, pp. 148-151; Review Q 1 on p. 154 for Step 5. 3. <u>DO</u> : Bring in an article related to a policy. Answer STEP 5 Q's (#1, p. 154) in writing.

10	Oct. 27, 2005	<p><b>1.Issue Focus:</b>  <b>Family: Topic</b>  <b>Lecture: Health and Welfare Policy</b>  <b>A. Health</b> [See supplemental course packet.]  2. Florida  3. Health Insurance  4. Uninsured/ Uncompensated Care  5. Family Well-Being; Families/Parenting  6. Student presentations (3)</p>	<p><u>1.Read*</u>: <i>Public Policy Through a Family Lens</i> (NCFR, 2000)  <u>2.Read*</u>: B.A. Ormand (2004) <i>State Responses to Budget Crises in 2004: Florida</i>  <u>3.Read/Do*</u>: S.K. Long (2003), <i>Hardship among the Uninsured: Choosing among Food, Housing, and Health Insurance</i>  <u>4.Read/Do*</u>: A. Davidoff &amp; G. Kenney (2005), <i>Uninsured Americans with Chronic Health Conditions: Key Findings from the National Health Interview Survey</i>  <u>5. Read/Do*</u>: NCFR Policy Briefs &amp; Fact Sheets (2003; 2004), <i>Competing Stressors and Tensions in Low Income and Working-Poor Families; Promoting Effective Mothering; Same-Sex Marriage; Substance Abuse and the Family</i>; Wherry &amp; Feingold (2004), <i>Marriage Promotion and the Living Arrangements of Black, Hispanic, and White Children</i>; Acs &amp; Maag (2005), <i>Irreconcilable Differences?</i> Zedlewski &amp; Rader (2005); <i>Feeding America's Low-Income Children</i>  6. Student presentations (3)</p>
11	Nov 3, 2005	<p><b>1.Issue Focus:</b>  <b>Family B. Welfare:</b>  2. Economic Well-being  <b>3. Student Project Presentations (3)</b></p>	<p><u>2. Read/Do*</u>: NCFR Policy Briefs (2003,2005), <i>Economic Stability and Financial Decision Making Processes; Health and the Economic Well-Being of Rural Families</i>; G. Acs, H.J. Hozer &amp; A. Nichols (2005), <i>How Have Households with Children Fared in the Job Market Downturn?</i>; Bess &amp; Scarcella (2004) <i>Child Welfare Spending during a Time of Fiscal Stress</i>; Urban Institute (2002) <i>The Cost of Protecting Vulnerable Children</i>; NCFR Policy Brief (2005) <i>Social Security: A Safety Net for America's Families</i>; Urban Institute (2005), <i>Key Questions for Social Security Reform</i>;  3. Student Project Presentations (3)</p>

12	Nov 10, 2005	<p>1. <i>Issue Focus: Communities-analysis and discussion</i></p> <p>2. <b>Topic lecture: Environmental Policy</b></p> <p>3. <b>Student project presentations (3)</b></p>	<p>1. <u>Read &amp; review:</u> (TBA.) FL Dept. of Community Affairs; Florida Dept. of Environmental Protection; <a href="http://www.dca.state.fl.us/">http://www.dca.state.fl.us/</a> <a href="http://www.dep.state.fl.us/">http://www.dep.state.fl.us/</a></p> <p>2. <u>Guest lecturer:</u> TBA. Take notes. Bring one question to ask guest.</p> <p>3. Student project presentations (3)</p>
13	Nov 17, 2005	<p>1. <b>Issue Focus: Children;</b></p> <p>2. <b>Adolescent Delinquency and Crime</b></p> <p>3. <b>Education-Topic Lecture: Education policy</b></p> <p>4. <b>Student project presentations (3)</b></p>	<p>1. <u>Read/Do*:</u> Urban Institute (2003) <i>Who Will Adopt the Foster Care Children Left Behind?</i>; <i>Getting Noncustodial Dads Involved in the Lives of Foster Children</i>; Wertheimer &amp; Papillo; <i>An Update on State Policy Initiatives for Reducing Teen and Adult Nonmarital Childbearing</i>;</p> <p>2. <u>Read/Do*:</u> Butts, J. &amp; Travis, J. (2002). <i>The Rise and Fall of American Youth Violence 1980-2000</i>. Butts, J. (2003). <i>Juvenile Crime in Washington, D.C.</i></p> <p>3. <u>Read/Do*:</u> EPC Policy Bulletins: (2005) <i>Who Graduates in the South?</i>; Urban Institute (2005) <i>What Do We Know? Seeking Effective Math and Science Instruction; The Real Truth about Low Graduation Rates; A New Federal Role in Education; Year 3 of the No Child Left Behind Act</i></p> <p>4. <i>Student project presentations (3)</i></p>
14	Nov 24, 2005	<b>HOLIDAY</b>	Happy Thanksgiving
15	Dec 1, 2005	<p>1. <b>Student final project presentations (3)</b></p> <p>2. Turn in written projects.</p> <p>3. Optional test date (discuss).</p>	1. Student project presentations.
16	December 8, 2005	<b>READING DAY</b>	<b><u>NO CLASS!</u></b>
17	Dec 15, 2005	<b>Final Exam</b>	<b>12:30-2:30 pm 121 FLINT</b>

\*Talking points