

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course Number:</b>	SW 382R	<b>Instructor:</b>	Namkee G. Choi, Ph.D., MSW
<b>Unique Number:</b>	61250	<b>Office Number:</b>	3.122D
<b>Semester:</b>	Spring 2004	<b>Office Phone:</b>	(512) 232-9590
<b>Meeting Time/Place:</b>	M 11:30-2:30 pm SSW 2.122	<b>Office Hours:</b>	M 9:30-11:00 AM
		<b>E-mail:</b>	<a href="mailto:nchoi@mail.utexas.edu">nchoi@mail.utexas.edu</a> <a href="mailto:nchoi@austin.rr.com">nchoi@austin.rr.com</a>
<b>Course TA:</b>	John M. Gonzalez, Ph.D. Student ( <a href="mailto:lltj95@sbcglobal.net">lltj95@sbcglobal.net</a> )		

**Social Policy Analysis and Social Problems**

**I. Standardized Course Description**

This course examines from an historical perspective the overall structure of the current social welfare system, with a focus on the ways in which the social welfare system differentially affects vulnerable populations. The course will also emphasize the historical development of the social work profession, including the ways in which it responded to the demands of social problems across key periods of social welfare policy transformations. This is the first of a 2-course policy sequence in the MSSW program. In Policy II you will learn about methods for current policy analysis and evaluation, and you will have the opportunity to analyze in-depth a policy of interest to you (e.g., a specific bill passed by the most recent Texas legislature).

**II. Standardized Course Objectives**

By the end of the course, students should:

1. Understand the dominant historical themes that have shaped social welfare policy debates(s), knowledge of which is essential for the development of a useful policy orientation toward contemporary issues.
2. Understand how social, economic, demographic and political forces have influenced, for better or worse, the development of social welfare programs.
3. Understand the interrelationships between the social work profession and the institutional setting within which it developed.
4. Be familiar with the changes in the nature of social problems as well as changes in knowledge and understanding of the factors causing these problems.
5. Gain knowledge about the basic structure; laws, and parameters of current social welfare institutions.
6. Acquire knowledge in diverse policy arenas such as income maintenance, social welfare, health, and social services for vulnerable populations.
7. Understand the ways in which social policies differentially affect majority groups, women, and ethnic minorities.
8. Become familiar with the roles and responsibilities of social workers in the policy process.

**III. Teaching Methods**

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through a variety of teaching strategies, including lectures, films, guest presentations, weekly readings, framed discussions, group exercises, and student briefings. The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with the other students. Students are responsible for their learning and required to actively participate in all these activities. Assigned readings are for the week in which they are listed and students should complete the readings prior to class and be prepared to discuss them. However, the instructor may not review all assigned readings in class.

#### IV. Required Readings

A packet of required readings: Produced by the University Duplicating Service (471-1615) and for sale at GSB Room #136. Please call ahead to make sure copies of the reading packet are available: The readings included in this packet are drawn from policy briefs of policy think tanks and research institutes, book chapters, and journal articles.

##### Highly Recommended Supplemental Books

DiNitto, D. (2003). Social Welfare: Politics and Public Policy (5<sup>th</sup> edition) Boston: Allyn and Bacon  
Gilbert, N. & Terrell, P. (2002). Dimensions of social welfare policy (5<sup>th</sup> edition). Boston: Allyn & Bacon.

Karger, H. J., Midgley, J., & Brown, C. B (2003). Controversial issues in social policy (2<sup>nd</sup> edition). Boston: Allyn and Bacon.

#### V. Course Requirements

Students will be graded on a series of proportionally weighted requirements, including:

- A) Class Participation (10 points)
- B) 6 Quizzes (20 points for a total of five quizzes—you can drop the lowest score.)
- C) Book Review (20 points)
- D) 2 Current policy event/news analysis reports (5 points each, 10 points total)
- E) Policy briefing/pro-con debate (class presentation) (10 points)
- F) Individual policy analysis paper (30 points)

##### **A). Class participation**

Class participation grade will have two components: (1) class attendance; and (2) the quality of their contribution to the collective learning pursuits of the class, including participation in class and/or office visits with the instructor. Students are expected to attend all classes. Students who miss more than two classes during the semester will lose 5 points, and those who miss more than four classes during the semester will lose 10 points. There will be no “excused” absences, although the instructor may use her discretion. Students are also expected to actively participate in class discussions and seek out input from the instructor and fellow students. At the end of the semester students will provide a self-assessment of their participation to the instructor.

##### **B). Bi-weekly quizzes (2/9; 2/23; 3/8; 3/22; 4/12; & 4/26)**

Students will be given six (6) quizzes throughout the semester on a scheduled basis. The quizzes will ask basic questions about class notes and readings, so it will be important for students to read the week’s assigned readings *before* each class and to be familiar with material discussed in class the previous week. Students will be allowed to drop the lowest grade they receive for a total of five quiz scores. Because of this drop policy, no make-up quizzes will be given.

##### **C). Book review (12-point font and double-spaced, 7-page report, due March 22)**

Students must write a critical review of one book from the following list. The grade for the assignment will be based on how clearly you describe the content of the book and movie and how you respond to the following:

- a. What was the nature and extent of social problems (and/or policy issues) that are dealt with in the book?
- b. What goals did the author try to achieve by writing the book?
- c. How effectively does the book cover the subject of poverty, social policy, etc?
- d. What are the primary strengths and weaknesses?
- e. How well does the book relate to the information that has been discussed in class?
- f. What are the most important social policy lessons that you took from this book?
- g. Any policy and program ideas you may have to alleviate the problems?

Because this is a short paper, you will need to be concise, making your points clearly and succinctly. Please note that your critical point of view is more important than merely summarizing the main issues and activities of the book.

- Ehrenreich, B. (2002). Nickle and dimed: On (not) getting by in America. Owl Books.
- Hightower, J. (2003). Thieves in high places. Viking.
- Jones, L. & Newman, L. (1997). Our America: Life and death on the south side of Chicago. Pocket Books.
- Moore, M. (2001). Stupid White Men: And Other Sorry Excuses for the State of the Nation . Regan Books.
- Olasky, M. (2000). Compassionate Conservatism: What it is, What it Does, and How it Can Transform America

**D). Current event/news analysis reports (2 typed, 12-point font, double-spaced, 3-4 page reports due 9/29 and 10/27; 5 points each, 10 points total)**

For each report, students are required to submit a 3-4 page summary and critical analysis of newspaper and/or magazine articles about a social problem and/or policy issue of interest or a legislative bill being discussed. It is recommended that the students make efforts to find at least two news items or articles that are related to the same issue for each report. Students should clip the newspaper and/or magazine articles and attach them to the report. The instructor will choose 2 or 3 papers and we will have in-class discussions during the semester. Student should cover the following in their reports:

- a. Identification and discussion the nature and extent of the social problem (and/or policy issue)
- b. Significance of the program/policy in consideration/implementation
- c. Description of the population groups who are (will be) negatively or positively affected.
- d. Stake holders, special interests, an other important actors
- e. Your analysis of the strengths and weaknesses of the (proposed) policies/programs
- f. Any questions or innovative ideas you may have regarding any aspect of the problem and/or policy

**E). In-class pro-con debate (participation in one debate team: 10 points): Rationale: Those that do not know their opponents' arguments do not completely understand their own.** Students will be assigned to participate in a debate team consisting of 2 concurring and 2 opposing members. (There won't be any team moderator for the debate.) The instructor will provide a list of suggested debate topics, but the team can choose its own topic. The team members are required to conduct research on the issues and present the concurring or opposing views in a scholarly and professional manner. At the time of the debate, each side of the team must have a 1-2 page class handout including a summary of their discussion and the list of references. Each debate team will be allowed 20 minutes to exchange their views and 5 minutes to answer any questions from the audience. Questions and answers should draw attention to the strengths of your team's argument and the weaknesses of your opponents in an attempt to win the audience to your point of view. The instructor will grade each student individually based upon her/his contribution within the debate, the thoroughness of the arguments, and the degree to which s/he demonstrate knowledge of the subject matter.

**F) Policy analysis paper (12-point font, double-spaced, 7-page; due May 3; 30 points):** In this paper, you are asked to (1) select a current social policy or program of your interest at any level of government – federal, state, or local; (2) describe the nature and scope of the social problem(s) that the policy/program is intended to address; (3) analyze the effectiveness and efficiency of the policy/program in addressing the social problem(s); and (4) make recommendations for improving the effectiveness. You are required to conduct a scholarly investigation of the topic of your choice based on review of relevant statistics and existing literature. Note: Stress is on thorough literature review of the topic, logical consistency in writing\*,

and strong implications for social policy or social work practice. (\*Empirically substantiated statements and good writing skills.) Please use the following guidelines for a policy analysis paper:

**Title:** Full title indicating the topic or issues that the paper is dealing with.

I. Introduction (Setting the stage: 2.5 points)

- 1) The social policy or program that will be studied in this paper
- 2) The social problem(s) that the policy/program is intended to address
- 3) Significance of the problem to social policy and social welfare (Why is this an important issue that needs to be studied?; What issues frame the contemporary discussion of the problem?)
- 4) Organization of the paper

II. The Causes, Scope, and Implications of the Problem (7.5 points)

What are the causes of (or socioeconomic, psychological, political and cultural factors influencing) the problem? How serious is the problem? What are the characteristics of the population most affected by the problem? Illustrate the extent of the problem using statistics or case examples. (A brief description or the historical background of the problem/program/policy may be provided.)

III. Description and Analysis of Policies/Programs (10 points)

What are the current federal/state policies/programs that deal with this problem? What is their (political, social, and/or economic) rationale? Are they meeting the needs of the population group(s) most affected by the problem? That is, how well do they work? Have they been implemented as planned? Are they cost-effective? What are anticipated versus unanticipated results? Strengths and weaknesses.

IV. Conclusion and Policy Recommendations (10 points)

Based on your analysis and critique, state needed improvement in current policies and programs if you found them inadequate: What *goals* should be set to improve things? What policy strategies can achieve these goals? *Who* should take responsibility for improving things? What costs might be involved in your proposed strategy? Are they justified by the benefits to be realized? Are your recommendations implementable? What might go wrong with your solutions?

V. References (proper use of APA style):

APA style. (Articles and books listed should be those that are actually cited in the paper.) Popular magazines, tabloids, and books that are not of academic nature must not be used as a reference source. Newspaper articles may be cited only when the subject is brand new and academic and research-based reference materials are nonexistent. Sources from the Internet may be cited (with proper citations, of course) when they are of academic and research-based nature. You are strongly encouraged to use the U.S. government publications available on the Internet. In some cases, the most recent government publications are available only through the Internet.

**VI. Class Policies**

1. Assignments are to be submitted according to the schedule. Except in the case of emergencies, and then only with the permission of the professor, late writing assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. Late assignments will be assessed point penalties at the rate of four (4) points each day late. If there is an unavoidable and compelling problem, then the student **MUST** see the professor and negotiate a new date at least 48 hours prior to the originally scheduled date.

2. While scholastic dishonesty is not anticipated, students shall be subject to The University of Texas at Austin's policy on this subject, in case violations occur.

3. Services for Students with Disabilities: The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.

4. Safety: As part of professional social work education, student may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

5. Confidentiality: Personal disclosure is not an expectation or a requirement of this course. However, it might be appropriate for students to talk about personal information during class as it relates to our learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.

6. At the end of the term students will have the opportunity to evaluate the course and the instructor using the official Course Instructor Survey of the School of Social Work at the UT-Austin. Of course, constructive feedback on the class is welcome throughout the duration of the term.

## **VII. Course Schedule, Date, Topic, Description, and Text/Readings**

**Week 1 (1/26):** Introduction and overview of the course: (1) The nature and scope of the American welfare state and the mixed economy of welfare, and (2) Race, class, and politics of policy

Reading (please complete this week's reading assignments before the second week of the class) :

Wilson, W. J. (1996). Chapter 2: Societal changes and vulnerable neighborhood. In When work disappears: The world of new urban poor (pp. 25-50). Vintage Books.

Magnet, M. (1998). Self-defeating values and attitudes perpetuate child poverty. In L. Shein (Ed.). Inequality: Opposing viewpoints in social problems (pp. 108-117) San Diego: Greenhaven.

Colms, A. (2003). Chapter 11: Where right is right, & Chapter 12: Liberal liberal liberal liberal. In Red, white, and liberal (pp.286-308). Regan Books.

**Week 2 (2/2):** Historical roots of American social welfare and treatment of outgroups

Video: In the White Men's Image or the Story of the Underground Railroad

Reading:

Loeb, P. R. (1999). We don't have to be saints. In Soul of a citizen: Living with conviction in a Cynical age (pp. 34-57). New York: St. Martin's Press

Katz, W. L. (2001). Introduction. In W. L. Katz & L. R. Lehman (Eds.). The cruel years: American voices at the dawn of the 20<sup>th</sup> century (pp. xii-xliv). New York: Apex.

**Week 3 (2/9; Quiz 1: will cover readings for weeks 1-3):** Two roots of social work: Scientific Charities (COS) and the Settlement House Movement

Video: The Orphan Trains

Reading:

Rauch, J. B. (1976). Women in social work: Friendly visitors in Philadelphia, 1880. Social Service Review, 241-259.

Lundblad, K. S. (1995). Jane Addams and social reform: A role model for the 1990s. Social Work, 40 (5), 661-669.

Jackson, P. (1978). Black charity in progressive era Chicago. Social Service Review, 401-417.

Peebles-Wilkins, W., & Francis, E. A. (1990). Two outstanding black women in social welfare history: Mary Church Terrell and Ida B. Wells-Barnett. Affilia: Journal of Women and Social Work, 5(4), 87-100.

**Week 4 (2/16: News report 1):** The Great Depression, New Deal, and the foundation of the American welfare state: Birth of the 1935 Social Security Act and its evolution

Video: The Great Depression: New York New Deal

Reading:

Rose, N. (March 1989). Work relief in the 1930s and the origins of the Social Security Act. Social Service Review, 63-91.

Steuerle, E & Favreault, M. M. (11/2002). Social Security for yesterday's family? The Urban Institute.

Reno, V. & Olson, K. (1998). Can we afford Social Security when baby boomers retire? Social Security Brief No. 4. The National Academy of Social Insurance.

What does "privatization" of Social Security mean? AARP. Retrieved on 12/07/2003 from: <http://www.aarp.org/socialsecurity-about/Articles/a2003-03-26-ssprivatization.html>.

Kijakazi, K. (5/12/2003). GAO report shows Social Security is favorable to people of color but some changes in it could harm minority communities. Center on Budget and Policy Priorities.

**Week 5 (2/23; Quiz 2):** (1) Civil Rights Movement and its implications, and (2) the War on Poverty and the Great Society

Civil Rights and social Movements in the 60's

Addition of Medicare and Medicaid

Other social service programs initiated in the Great Society

Nixon and the paradoxical era

Video: The Eyes on the Prize: Episode 5: Is this America (1962-1964)

Reading:

Zinn, H. (2002). Chapter 4: Solving the race problem. In Postwar America, 1945-1971 (pp. 120-148). South End Press.

Rodgers, Jr. H. R. (1981). Civil rights and the myth of popular sovereignty. Journal of Black Studies, 12(1), 53-70.

Robinson, R. (2000). The cost of ignoring the race problem in America...In The debt: What America owes to blacks (pp. 163-177): Plume

Janssen, B. S. (2001). Johnson's social welfare legacy. In The reluctant welfare state (pp.248-256). Pacific Grove, CA: Brooks/Cole: Thompson.

**Week 6 (3/1: Pro-con debates 1 & 2):** Realities of the contemporary American Welfare State: Not only for the poor

Occupational and fiscal welfare (tax policies)

Corporate welfare

Social welfare

Reading:

The Robert Wood Johnson Foundation (05/2003). Federal tax subsidies for employer-sponsored insurance (ESI) provide over \$100 billion in tax benefits annually. Policy primer No. 1.

Moore, M. (1997). Chapter 6: Big welfare mamas. In Downsize this! (pp. 50-63). Harper Perennial.

Palast, G. (2003). Chapter 5: Inside corporate America. In The best democracy money can buy (pp. 207-235). Plume.

Tax Facts (2003) published by Tax Policy Center: A summary of various aspects of tax policies, including tax expenditures and the Earned Income Tax Credit

Beverly, S. (2002). What social workers need to know about the Earned Income Tax Credit. Social Work, 47(3), 259-266.

Carasso, A., Rohaly, J. & Steuerle, E. (06/2003). Tax reform for families: An Earned Income Child Credit. The Brookings Institution Policy Brief.

**Week 7 (3/8; Quiz 3: News report 2 due)**: Frameworks for social welfare policy analysis

Dimensions of choice:

Universal vs. selective allocation

Cash vs. in-kind provision

Modes of financing

Modes of service delivery

Reading:

Gilbert, N. & Terrell, P. (2002). Chapter 3: A framework for social welfare policy analysis. In Dimensions of social welfare policy (pp. 55-88) (5<sup>th</sup> edition). Boston: Allyn & Bacon.

Gilbert, N. & Terrell, P. (2002). Chapter 7: The mode of finance: Sources of Funds. In Dimensions of social welfare policy (pp. 195-233) (5<sup>th</sup> edition). Boston: Allyn & Bacon.

**Week 8 (3/15)**: Spring Break: No Class

**Weeks 9 & 10 (3/22: Quiz 4; Book review due & 3/29: Pro-con debate 3)**: (1) Defining and Measuring Poverty, the undeserving poor, and the extent of inequality; and (2) TANF, Food Stamps, and supportive services

Reading:

Katz, M. (1989). Chapter 1. From the undeserving poor to the culture of poverty. In The undeserving poor (pp. 9-35). Pantheon Books.

Center for Public Policy Priorities (02/2003). Texas Poverty 101. Policy Brief.

Sawhill, I. & Haskins, R. (03/2002). Welfare reform and the work support system. The Brookings Institution Policy Brief No 17.

Rosenbaum, D. (11/10/2003). Transitional Food Stamps: Background and implementation issues. Center on Budget and Policy Priorities.

**Week 11(4/5: Pro-con debate 4 & 5)**: Issues of welfare reform

Reading:

Moffit, R. A. (01/2002). From welfare to work: What the evidence shows. The Brookings Institution Policy Brief No. 13.

Zedlewski, S. (09/2002). Left behind or staying away? Eligible parents who remain off TANF. New Federalism, Series B, No. B-51: National Survey of America's families. The Urban Institute

Loprest, P. (09/2002). Who returns to welfare? New Federalism, Series B, No. B-49: National Survey of America's families. The Urban Institute

**Week 12 (4/12; Quiz 5)**: Health care policies: Medicare

Reading:

Families USA (11/25/2003). Understanding the new Medicare Prescription Drug Benefit.

Moon, M. (10/2003). Medicare Prescription Drug Legislation: How would it affect beneficiaries? The Commonwealth Fund Policy Brief.

**Week 13 (4/19: Pro-con debate 6)**: Health care policies: Medicaid and SCHIP; and the problems of the uninsured

Reading:

Cubanski, J., Kennedy, J. F., & Kline, J. (04/2003). Medicaid: Focusing on state innovation. The Commonwealth Fund Issue Brief.

Dubay, L., Hill, I., & Kenney, G. (10/2002). Five things everyone should know about SCHIP. New federalism: Issues and Options for States, Series A. No. A-55. The Urban Institute.

Families USA (08/07/2003). Fact Sheet: Congress passes the "SCHIP Fix"!

Cubanski, J., Kennedy, J. F., & Kline, J. (04/2003). Covering the uninsured: Prospects and problems. The Commonwealth Fund Issue Brief.

An overview of Dirigo Health: The nation's first universal health care access plan in the State of Maine: Retrieved on 12/07/2003:

[http://www.state.me.us/governor/baldacci/healthpolicy/reform\\_proposals/index.html](http://www.state.me.us/governor/baldacci/healthpolicy/reform_proposals/index.html)

**Week 14 (4/26: Quiz 6):** Services for the disabled: Mental health care and support for the disabled

Video: All of Us: Living Fully with a Disability

Koyanigi, C., Mathis, J., Semansky, R. (2003). Making the right choices: Reforming Medicaid to improve outcomes for people who need mental health care. Bazelon Center for Mental Health Law Issue Brief.

SSI and employment support for people with disabilities: A summary of the Ticket to Work and Work Incentives Improvement Act of 1999 (Retrieved on 12/7/03 from <http://www.ssa.gov/work/ResourcesToolkit/legisregfact.html>) and a summary of the Olmstead Act (Retrieved from <http://www.worksupport.com/Archives/Olmstead.asp>)

**Week 15 (5/3: Policy analysis paper due):** (1) Housing subsidy for the low-income, and (2) What should we do about the state of the American welfare state?

Video: A Day's Work, a Day's Pay

Guest Speaker (TBA) from the Independent Living Center

Reading:

Center on Budget and Policy Priorities (05/15/2003). Introduction to the housing voucher program.

Fischer, W. & Sard, B. (11/14/2003). House-Senate conference committee poised to decide fate of housing voucher funding. Center on Budget and Policy Priorities.

Swartz, R. & Miller, B. (03/2002). Welfare reform and housing. The Brookings Institution Policy Brief No 16.

## **VIII. Bibliography**

Albelda, R. & Withorn, A. (2002). *Welfare reform, poverty, and beyond: Lost ground*. Cambridge, MA: South End Press.

Anders, G. (1996). *Health against wealth*. New York: Houghton Mifflin.

Burch, H. A. (1996). *Basic social policy and planning: Strategies and practice methods*.

Binghamton, NY: Haworth.

Conley, D. (1999). *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkeley, CA: University of California Press.

Dobelstein, A. W. (2003). *Social welfare: Policy and analysis* (3rd edition). Pacific Grove, CA: Brooks/Cole: Thompson.

Dunn, W. N. (1994). *Public policy analysis: An introduction*. (2<sup>nd</sup> edition). Englewood Cliffs: Prentice Hall.

Feldman, J. L., and Fitzpartick, R. J.(Eds.)(1992). *Managed Mental Health Care*. Washington, DC: American Psychiatric Association Press.

- Gil, D.G.(1992). *Unraveling social policy: Theory, analysis and political action towards social equity* (5th edition). Rochester, VT: Schenkman Press.
- Ginsberg, L. (1999). *Understanding Social Problems, Policies, and Programs* (3rd ed.) Columbia, SC: University of South Carolina Press.
- Gilbert, N. & Terrell, P. (2002). *Dimensions of social welfare policy* (5<sup>th</sup> edition). Boston: Allyn & Bacon.
- Haynes, K., and Mickelson, J. (1996). *Affecting change: Social workers in the political arena*, 3rd ed. New York: Longman.
- Jansson, B. (2001). *The Reluctant welfare state*. (4<sup>th</sup> ed.) Pacific Grove, CA. Brooks/Cole: Thompson.
- Jansson, B. (2003). *Becoming an effective policy advocate*. Pacific Grove, CA. Brooks/Cole: Thompson.
- Jansson, B. (1994). *Social policy: From theory to policy practice* (2<sup>nd</sup> edition). Pacific Grove, CA: Brooks/Cole.
- Johnson, H., & Broader, D.S.(1996). *The system: The American way of politics at the breaking point*. Boston: Little, Brown Co.
- Karger, H. J. & Stoesz, D. (2002). *American social policy: A pluralist approach* (4<sup>th</sup> edition). Boston: Allyn & Bacon.
- Kongstvedt, P. J.(1995). *Essentials of managed health care*. Gaithersburg: Aspen Publishers.
- Levin, B. L., and Petrila, J.(1996). *Mental health services: A public health perspective*. New York: Oxford University Press.
- Manderscheid, R., and Sonnenschein, M.A.(1999). *Mental Health, United States, 1998*. Rockville: Center for Mental Health Services.
- Mauer, B., Jarvis, D., Mockler, R., and Trabin, T.(1995). *How to respond to managed behavioral health care*. Tiburon, CA: CentralLink Publications.
- Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethnical considerations*. Chicago: Lyceum Books.
- McCandless, P. (1996). *Moonlight, Magnolias, Madness: Insanity in South Carolina from the colonial period to the progressive era*. Chapel Hill: University of North Carolina Press.
- Midgley, J., Tracy, M. B., & Livermore, M. (2000). *The handbook of social policy*. Thousand Oaks, CA: Sage.
- McFate, K., Lawson, R., Wilson, W. J. (1995). *Poverty, inequality and the future of social policy: Western states in the new world order*. New York: Russell Sage.
- Mieczkowski, T. (Ed.). (1992). *Drugs, crime, and social policy*. Boston: Allyn & Bacon.
- Miringoff, M. & Miringoff, M-L. (1999). *The Social Health of the nation: How America is really doing*. New York: Oxford University Press.
- Office of National Drug Control Policy. (1997). *The national drug control strategy*: 1997. Washington, DC. Executive Office of the President.
- Patton, C.V., and Sawicki, D.S.(1993). *Basic methods of policy analysis and planning*, (2nd. Edition). Englewood Cliffs, NJ: Prentice Hall.
- Phillips, K. (2002). *Wealth and Democracy: A Political history of the American rich*. The Braodway Books.
- Popple, P. R. & Leighninger, L. (1996). *Social work, social welfare, and American society* (3<sup>rd</sup> edition). Boston: Allyn & Bacon.
- Rocheftort, D.A.(1993). *From poorhouses to homelessness: Policy analysis and mental health care*. Westport, CT. Auburn House.
- Rognehaugh, R.(1998). *The managed health care dictionary*. Gaithersburg: Aspen Publications.
- Rothman, D. J.(1971). *The discovery of the asylum: Social order and disorder in the new republic*. Boston: Little, Brown and Co.
- Schamess, G., and Lightburn, A.(eds. 1998). *Humane managed care?* Washington, DC:NASW Press.

Van Wormer, K. (1997). *Social welfare: A world view*. Chicago: Nelson-Hall  
Weiss, L. D.(1997). *Private Medicine and Public Health: Profit, politics and prejudice in the American health care enterprise*. Boulder: Westview Press.

## **VXI. Online Policy Sites**

For a list of links to many policy-related sites: [www.newyorkwired.com/sspolicy.htm](http://www.newyorkwired.com/sspolicy.htm)

Department of Health and Human Services: [hhs.gov](http://hhs.gov)  
Administration for Children and Families: [acf.gov](http://acf.gov)  
Administration on Aging: [aoa.gov](http://aoa.gov)  
Agency for Health Care Research and Quality: [ahrq.gov](http://ahrq.gov)  
U.S. Census Bureau : [census.gov](http://census.gov)  
Congressional Budget Office: [cbo.gov](http://cbo.gov)  
Bureau of Labor Statistics: [bls.gov](http://bls.gov)  
The Brookings Institution: [brook.edu](http://brook.edu)  
Center on Public Policy Priorities (Austin-based policy research and advocacy group): [cPPP.org](http://cPPP.org)  
Center on Budget and Policy Priorities: [cbpp.org](http://cbpp.org)  
Center for Law and Social Policy: [clasp.org](http://clasp.org)  
Centers for Disease Control: [cdc.gov](http://cdc.gov)  
Centers for Medicare and Medicaid Services: [cms.hhs.gov](http://cms.hhs.gov)  
Center for Research on Child Well-Being: [wWS.princeton.edu:80/~crcw](http://wWS.princeton.edu:80/~crcw)  
Children's Defense Fund: [childrensdefense.org](http://childrensdefense.org)  
The Electronic Policy Network:[epn.org](http://epn.org): The EPN has extensive links to other liberal research centers and  
The American Prospect, a bi-monthly journal.  
Food and Drug Administration: [fda.gov](http://fda.gov)  
Health Resources and Services Administration: [hrsa.gov](http://hrsa.gov)  
Indian Health Services: [ihs.gov](http://ihs.gov)  
Institute for Research on Poverty: [ssc.wisc.edu/irp](http://ssc.wisc.edu/irp): See their own publications as well as their links to other  
poverty-related sources. The IRP also publishes FOCUS, an excellent welfare and policy related journal.  
Executive Office of the President: [whitehouse.gov](http://whitehouse.gov)  
Families USA: The Voice for Health Care Consumers (resource for Medicaid information): [familiesusa.org](http://familiesusa.org)  
Future of Children (good for research on child welfare and health): [futureofchildren.org](http://futureofchildren.org)  
Joint Center for Poverty Research: [jcpr.org](http://jcpr.org)  
Kaiser Foundation (good resource for health research): [kff.org](http://kff.org)  
Office of National Drug Control Policy: (1) [whitehousedrugpolicy.gov/](http://whitehousedrugpolicy.gov/)  
(2)[whitehousedrugpolicy.gov/policy/papers](http://whitehousedrugpolicy.gov/policy/papers)  
Legislation (Current bills): <http://thomas.loc.gov/>  
Legislation (previous laws): <http://thomas.loc.gov/home/bdquery.html>  
Legislation(copies of historical laws): <http://lweb2.loc.gov/const/mdbquery.html>  
Manpower Demonstration Research Corporation: [mdrc.org](http://mdrc.org):The MDRC is a non-profit, nonpartisan social  
policy research organization. The MDRC leads the field in evaluations of welfare-to-work programs.  
Mathematica Policy Research: [mathematica-mpr.com](http://mathematica-mpr.com)  
National Center for Children in Poverty: <http://cpmcnet.columbia.edu/dept/nccp/>  
National Alliance for the Mentally Ill: [nami.org](http://nami.org)  
National Institutes of Health: [nih.gov](http://nih.gov)  
National Institute of Drug Abuse:[nida.nih.gov/NIDAhome1.html](http://nida.nih.gov/NIDAhome1.html)  
National Institute on Alcohol Abuse and Alcoholism: [niaaa.nih.gov/](http://niaaa.nih.gov/)  
National Institute of Mental Health: [nimh.nih.gov/home.cfm](http://nimh.nih.gov/home.cfm)  
President's New Freedom Commission on Mental Health: [mentalhealthcommission.gov/](http://mentalhealthcommission.gov/)  
Rand Drug Abuse Policy Research Center: [rand.org/centers/dprc](http://rand.org/centers/dprc)  
Robert Wood Johnson Substance Abuse Policy Research Center:

[phs.bgsu.edu/sshp/rwj/rwj.htm](http://phs.bgsu.edu/sshp/rwj/rwj.htm)

Substance Abuse and Mental Health Services Administration: [samhsa.gov](http://samhsa.gov)

Center for Mental Health Services: [mentalhealth.gov](http://mentalhealth.gov)

Center for Substance Abuse Prevention: [samhsa.gov/csap](http://samhsa.gov/csap)

Center for Substance Abuse Treatment: [samhsa.gov/csat](http://samhsa.gov/csat)

Knowledge Exchange Network: [ken@mentalhealth.org](mailto:ken@mentalhealth.org)

Office of Managed Care: [mentalhealth.org/cmhs/managedcare](http://mentalhealth.org/cmhs/managedcare)

National Association of State Mental Health Program Directors: [nashpd.org](http://nashpd.org)

National Mental Health Association: [nmha.org](http://nmha.org)

National Mental Health Information Center: The Center for Mental Health Services:  
[mentalhealth.org/cmhs/ManagedCare/resource](http://mentalhealth.org/cmhs/ManagedCare/resource)

The Urban Institute: [urban.org](http://urban.org)

Texas Department of Mental Health and Mental Retardation: [tmhmr.state.tx.us](http://tmhmr.state.tx.us)

Texas Commission on Alcohol and Drug Abuse: [tcada.state.tx.us](http://tcada.state.tx.us)

Texas Health and Human Services Commission: [hhsc.state.tx.us](http://hhsc.state.tx.us)

Texas Department of Health: [tdh.state.tx.us](http://tdh.state.tx.us)

Welfare Information Network: [welfareinfo.org](http://welfareinfo.org)