

**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>	64030	<b>Office Number:</b>	3.122D
<b>Semester:</b>	Spring 2007	<b>Office Phone:</b>	(512) 232-9590
<b>Meeting Time/Place (A):</b>	M 5:30-8:20 pm SSW 2.122	<b>Office Hours (A):</b>	M 8:30-9:30 pm
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<b>Course TA:</b>	Albert Thompkins, Ph.D. Student ( <a href="mailto:athompkins@mail.utexas.edu">athompkins@mail.utexas.edu</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. Materials 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. (2005). Social Welfare: Politics and Public Policy (6<sup>th</sup> edition) Boston: Allyn and Bacon  
Gilbert, N. & Terrell, P. (2005). Dimensions of social welfare policy (6<sup>th</sup> edition). Boston: Allyn & Bacon.

#### V. Course Requirements and Grading

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

- A) Class Attendance and 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) Two-person policy analysis paper with an Op-Ed page commentary and/or letter to legislators (30 points)

Accumulated points and grading scale are as follows:

100-94 = A    93-90 = A-    89-87 = B+    86-84 = B    83-80 = B-  
79-77 = C+    76-74 = C    73-70 = C-    69-67 = D+    66-64 = D-    59 and below = F

#### A). **Class attendance and participation**

This portion of the course 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.

#### B). **Bi-weekly quizzes (1/29; 2/12; 2/26; 3/19; 4/2; & 4/16)**

Students will be given six (6) quizzes throughout the semester on a scheduled basis. The quizzes will ask basic questions about required readings, so it will be important for students to read the week’s assigned readings *before* each class. 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 19)**

Students must write a critical review of one book from the following list. The grade for the assignment will be based on how effectively you critique the content of the book 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(s) try to achieve by writing the book?
- c. How effectively does the book cover the subject of poverty, healthcare, and other matters of social policy?
- d. What are the primary strengths and weaknesses that you found in the book’s analytic focus and approach?
- e. What are the most important social policy lessons that you took from this book?

- f. 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.

DeParle, J. (2005). *American dream: Three women, ten kids, and nation's drive to end welfare*. Penguin Books.

Ehrenreich, B. (2002). *Nickel and dimed: On (not) getting by in America*. Owl Books.

Jones, L. & Newman, L. (1997). *Our America: Life and death on the south side of Chicago*. Pocket Books.

Correspondents of the New York Times (2005). *Class matters*. The New York Times Company.

Moore, M. (2001). *Stupid White Men: And Other Sorry Excuses for the State of the Nation*. Regan Books.

Quadagno, J. (2005). *One nation, uninsured: Why the U.S. has no national health insurance?* New York: Oxford University Press.

Shipler, D. (2004). *The working poor: Invisible in America*. Vintage Books.

**D). Two current event/news analysis reports (12-point font, double-spaced, 3-4 page reports due 2/5 and 2/19; 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 (3 debate teams; 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 2-3 concurring and 2-3 opposing members. (We will need a volunteer moderator for each team.) Debate topics will be determined in class based on mutual interests among students. The concurring and opposing sides are required to conduct research on the issues **independently of each other** and present the concurring or opposing views in a scholarly manner. Please remember that the purpose of this assignment is to cover social policy topics that are of interest to students but the instructor will not be able to cover in class due to time constraints. Thus, the substance of arguments, rather than the presentation style per se, must be the focus of the debate. The teams do not have to practice their presentations. In fact, I would encourage that the opposing teams do not meet before the actual debate in order to have more free-flowing debates at the time of the presentation. 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 30 minutes to exchange their views and 15-20 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 demonstrates knowledge of the subject matter, not on the presentation style.

**F) Two-person policy analysis paper with an Op-Ed page commentary and/or letters to legislators (12-point font, double-spaced, 13-15-pages, including an op-ed page and/or a letter to a legislator; due April 30; 30 points):** In this paper, a two-person team is asked to (1) select a current social policy or program of their interest at any level of government – federal, state, or local (e.g., Food Stamps; TANF work policy; Medicaid managed mental health provisions; Section 8 vouchers; kinship foster care); (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. **For this paper, the dyad is required to conduct interviews with at least two experts/stakeholders who are involved in policy-making and/or program implementation (e.g., state/local program directors; case managers; consumer advocates) or consumers of the program.** The dyad must also produce an Opinion Editorial page commentary to be submitted to any major daily newspaper in the state or country for publication and/or a letter to one or more legislators or executives that would appeal to the public's and/or the lawmakers' or executives' attention to the problem and its amelioration/solution. Please use the following guidelines for the policy analysis paper:

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

I. Introduction (1 page; 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 (2-3 pages; 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 (5-6 pages; 10 points)

**Based on your scholarly investigation and interviews with the experts/stakeholders,** please discuss the following: 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. With the experts'/stakeholders' permission, you may quote what they have told you at the time of your interviews.

IV. Conclusion and Policy Recommendations (4 pages; 10 points)

Based on your data from interviews, 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. Op-Ed page commentary (to be sent to a major daily newspaper) and/or a letter to one or more legislators or government officials.

## VI. Class Policies

1. Professional Conduct in Class: I expect students to act like professionals in class. This means arriving at class on time and letting me know when having to leave class early, coming prepared to participate in the class discussion, and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, under all circumstances, we will treat others with respect and professionalism.

2. 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 three (3) 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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 (1/22):** (1) Introduction and overview of the course; (2) Two roots of social work: Scientific Charities (COS) and the Settlement House Movement; (3) Introduction to American welfare state

### Reading

Stuart, P. H. (1999). Linking clients and policy: Social work's distinctive contribution. Social Work, 44(4), 335-347.

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. Social Work, 50 (3), 231-238.

Lindert, P. H. (09/19/2006). What has happened to the inefficient welfare state? Available at [www.nasi.org](http://www.nasi.org).

**Week 2 (1/29; Quiz 1: will cover readings for weeks 2-3):** The Great Depression, New Deal, and the foundation of the American welfare state: The 1935 Social Security Act and its evolution

Video: Race: The Power of Illusion, Episode Three: The House We Live in

Reading:

Choi, N. (2006). Federal Income Maintenance Policies and Programs. In B. Berkman (Ed.), Handbook of Social Work in Health and Aging (pp. 827-837). New York. Oxford University Press.

Cauthen, N. K. (2005). Whose security? What social Security means to children and families. National Center for Children in Poverty. Columbia University Mailman School of Public Health.  
www.nccp.org.

Devroye, D. (2003). Who wants to privatize Social Security? Understanding why the poor are wary of private accounts. Public Administration Review, 63 (2), 316-328.

**Week 3 (2/5: News report 1):** (1) Civil Rights Movement and its implications; (2) the War on Poverty and the Great Society; (3) The effect of racism and racial inequality  
Civil Rights and social Movements in the 60's  
Addition of Medicare and Medicaid and other social service programs initiated in the Great Society  
Racism and racial inequality

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

Reading:

Shapiro, T. M. (2004). The color of the safety net, Chapter 1 (pp. 21-41) of The hidden cost of being African American: How wealth perpetuates inequality. New York: Oxford University Press.

Platt, T. (2003). The state of welfare: United States 2003. Monthly Review, 55 (5), 13-28.

Waldegrave, C. (2005). "Just therapy" with families on low incomes. Child Welfare, LXXXIV (2), 265-276.

**Week 4 (2/12; Quiz 2 for weeks 5-6):** (1) Realities of the contemporary American Welfare State: Not only for the poor; (2) Earned Income Tax Credit

Guest speaker: Richard Troxell of the Universal Living Wage Campaign

Occupational and fiscal welfare (tax policies)

Corporate welfare

Social welfare

Reading:

Bader, E., Huff, D., & Reynolds, L. (2003). Shadow welfare: A welfare Cadillac for corporate America. The Social Policy Journal, 2(2), 39-51

Aron-Dine, A. & Friedman, J. (03/2006). The skewed benefits of the tax cuts, 2007-2016. Center on Budget and Policy Priorities

Mendenhall, A. N (2006). A guide to the Earned Income Tax Credit: What everyone should know about the EITC. Journal of Poverty, 10(3), 51-68.

Levitis, J. A. & Johnson, N. (11/2006). Together, state minimum wages and state Earned Income Tax Credits make work pay. Center on Budget and Policy Priorities.

**Week 4 (2/19: 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. (2005). Chapter 6: The design of the delivery system for In Dimensions of social welfare policy (pp. 159-199) (6<sup>th</sup> edition). Boston: Allyn & Bacon.

**Week 6 (2/26; Quiz 3 for weeks 7-8):** Defining and Measuring Poverty, the undeserving poor, and the extent of inequality.

Reading:

Center for Public Policy Priorities (09/2006). Texas poverty 101. [www.cppp.org](http://www.cppp.org).

Rank, M. R. (2005). Below the line (Chapter 2, pp. 17-48), Poverty as a structural failing (Chapter 3, pp. 49-82), and Future directions (Chapter 8, pp.193-241) of One nation, underprivileged. New York: oxford University Press.

**Week 7 (3/5: pro-con debate 1):** Working poor, unemployment and unemployment insurance

Guest speaker: Joy Stollings on Basic Needs coalition

Reading:

The Urban Institute (08/25/2005). Low-income working families: Facts and figures.

Shieler, D. K. (2004). "Work doesn't work," Chapter 2 of The working poor: Invisible in America (pp.39-76). New York: Vintage Books.

Social Security Administration (2005). Unemployment Insurance and Workers' compensation: Summary of programs from the Annual Statistical Supplement, 2005. [www.ssa.gov](http://www.ssa.gov).

Vroman, W. (10/2005). An introduction to unemployment and Unemployment Insurance. The Urban Institute. [www.urban.org](http://www.urban.org).

**Week 8 (3/12): Spring Break: No class**

**Week 9 (3/19: Quiz 4 for weeks 10-11 ; Book review due):** TANF and Issues of welfare reform

Reading:

Center on Budget and Policy Priorities (2005). Brief Guide to 2005 TANF reauthorization legislation. [www.cbpp.org](http://www.cbpp.org).

Anderson, S. G., Halter, A. P., & Gryzlak, B. M. (2004). Difficulties after leaving TANF: Inner-city women talk about reasons for returning to welfare. Social Work, 185-194.

Carnochan, S., Ketch, V., De Marco, A., Taylor, S., Abramson, A., Austin, M. (2005). Assessing the initial impact of welfare reform: A synthesis of research studies (1998-2002). The Social Policy Journal, 4 (1), 3-33.

Center for Public Policy Priorities (08/2006). TANF at 10: Has welfare reform been a success in Texas?

**Week 10 (3/26: Pro-con debate 2): (1)** Food Stamps and (2) housing subsidy for low-income families

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

Reading:

Rosenbaum, D. (07/2006). The Food Stamp program is growing to meet need. Center on Budget and Policy Priorities.

Joint Center for Housing Studies of Harvard University (2006). Rental housing and housing challenges, excerpt from the State of the Nation's Housing, 2006.

Turner, M. A. (05/2005). Preserving the strengths of the housing choice voucher program. Available at [www.urban.org](http://www.urban.org).

Cunningham, M. K. & Sawyer, N. (03/2005). Moving to better neighborhood with mobility counseling. Urban Institute Brief No. 8.

**Week 11 (4/2; Quiz 5 for weeks 12-13):** Problems with US healthcare policy; Medicare and Part D

Reading:

Barlett, D. L. & Steele, J. B. (2004). Wall Street medicine, Chapter 1 (pp. 75-121) of Critical condition: How health care in America became big business & bad medicine. New York: Doubleday.

Kaiser Family Foundation (2006). Talking about Medicare: Your guide to understanding the program. [www.kff.org](http://www.kff.org).

Kaiser Family Foundation (11/2006). Fact sheet on the Medicare prescription drug benefit.

Kaiser Family Foundation (05/2006). Fact sheets on low-income assistance under the Medicare drug benefit

Kaiser Commission on Medicaid and the Uninsured (06/2006). Dual eligibles and Medicare Part D.

**Week 12 (4/9: Pro-con debate 3):** Health care for low-income groups

Reading:

Center on Budget and Policy Priorities. (2006). An introduction to Medicaid and the New Medicaid citizenship documentation requirement: A brief overview. [www.cbpp.org](http://www.cbpp.org).

Kaiser Commission on Medicaid and the Uninsured (08/2006). Who are the uninsured?: A consistent profile across national surveys.

Families USA (11/2006). SCHIP (2 brief articles) and a summary sheet on uninsured children.

Hansen, E. & Donohoe, M. (2003). Health issues of migrant and seasonal farm workers. Journal of Health Care for the Poor and Underserved. 14(2), 153-164.

An overview of Dirigo Health: The nation's first universal health care access plan in the State of Maine: [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 13 (4/16: Quiz 6 for weeks 14-15):** Long-term care issues for the growing older population groups

Reading:

Hart, P. D. (11/2005). Long-term care: The public's view. National Academy of Social Insurance Health and Income Security Brief. [www.nasi.org](http://www.nasi.org).

Merlis, M. & Van de Water, P. (2005). Long-term care financing: Models from abroad. National Academy of Social Insurance Health and Income Security Brief.

Johnson, R. W. & Uccello, C. E. (03/2005). Is private long-term care insurance the answer? An Issue in Brief. Center for Retirement Research at Boston College.

Heumann, J. E. (10/2003). Consumer-directed personal care services for older people in the U.S. AARP Public Policy Institute Issue Brief. [www.AARP.org](http://www.AARP.org).

**Week 14 (4/23):** Services for the disabled: Mental health care

Film: Out of the shadow

Reading:

Ray, C. G. & Kanapaux, W. (2002). Community mental health centers at the 40-year mark. In R. W. Manderscheid and M. J. Henderson (Eds.), Mental Health, United States, 2002 (pp. 9-16). Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health services.

The President's New Freedom Commission on Mental Health (2003). Achieving the promise: Transforming mental health care in America: Executive Summary.

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health services (2003). Plan for services, Section 11 (pp. 33-43) of the Blueprint for change: Ending chronic homelessness for persons with serious mental illnesses and/or co-occurring substance use disorders.

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

**Week 15 (4/30: Policy analysis paper due): Class presentation of Op-Ed commentaries and letters to lawmakers and/or executive branch people.**

### **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: Centralink Publications.
- Meenaghan, T. M., and Kilty, K.M.(1993). *Policy analysis and research technology: Political and ethical 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.
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## **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: [www.princeton.edu:80/~crcw](http://www.princeton.edu:80/~crcw)
- Children's Defense Fund: [childrensdefense.org](http://childrensdefense.org)
- Commonwealth Fund (For healthcare-related reports): [cmwf.org](http://cmwf.org)
- Concord Coalition (a liberal think tank on federal budget, Social Security, Medicare and Medicaid): [concordcoalition.org](http://concordcoalition.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 Family 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://lcweb2.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 Center for Children in Poverty, Columbia University: [www.nccp.org](http://www.nccp.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)