

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

Course Number:	SW 382R	Instructor:	Namkee G. Choi, Ph.D., MSW
Unique Number:	64840	Office Number:	3.122D
Semester:	Spring 2008	Office Phone:	(512) 232-9590
Meeting Time:	T 2:30-5:20 pm	Office Hours (A):	T 5:30-6:30 pm or by appt.
Classroom:	SSW 2.122	E-mail:	nchoi@mail.utexas.edu & nchoi@austin.rr.com

(Please send your e-mails to both my work and home addresses to ensure prompt response.)

Course TA: Jina Jun, Ph.D. Student (jina@mail.utexas.edu)

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* (6th edition) Boston: Allyn and Bacon
Gilbert, N. & Terrell, P. (2005). *Dimensions of social welfare policy* (6th edition). Boston: Allyn & Bacon.

V. Course Requirements and Grading

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

- A) 6 Quizzes (25 points for a total of five quizzes—you can drop the lowest score.)
- B) Book Review (20 points)
- C) 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/program analysis/development paper with an Op-Ed page commentary and/or letter to legislators (35 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). Bi-weekly quizzes (1/22; 2/5; 2/19; 3/18; 4/1; & 4/15)

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.

B). Book review (12-point font and double-spaced, 7-page report, due March 18)

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.

Angel, R., Lein, L., & Henrici, J. (2006). *Poor families in America's health care crisis*. Cambridge University Press.

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

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.

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

Sered, S. D. & Fernandopulle, R. (2007). *Uninsured in America: Life and death in the land of opportunity*. Berkeley, CA: University of California Press.

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

C). Two current event/news analysis reports (12-point font, double-spaced, 3-4 page reports due 1/29 and 2/12; 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

D). In-class pro-con debate (4 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 3 concurring and 3 opposing members. Debate topics will be determined in class based on mutual interests among students but should not include those that will be covered in class. 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.

E) Two-person policy/program analysis/development 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 May 1; 35 points): In this paper, a two-person team is asked to do the following: (1) select a current social problem (e.g., hunger and poverty; lack of affordable housing; lack of healthcare; nonliving wage; school dropout) that have significant negative impact in local communities or on target population groups; (2) describe the nature and scope of the social problem; (3) analyze the effectiveness and

efficiency, or lack thereof, of current policy/program that is intended to address the social problem; and (4) make innovative recommendations for improving the effectiveness of the current policy/program or suggest a new policy or program.

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 problem that will be focused in this paper and the 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?)

2) A brief description of a major current social policy/program that is intended to address the problem and the strength and deficits of the policy/problem

3) 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 or new directions and new policies/programs that are needed: What *goals* should be set to improve the situation? What policy strategies can achieve these goals? *Who* should take responsibility for improving the situation? 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. (Research 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 (5 points).

VI. Class Policies

1. As students enter the UT School of Social Work, they are simultaneously entering a profession that has a set of ethical responsibilities and values that all social workers must follow. Students are held to the NASW ethical mandates and UT SSW Standards for Social Work Education as outlined in the Student Handbook.
2. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Except in case of extreme emergencies, and then only with the permission of the professor, late 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. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 48 hours PRIOR to the regularly scheduled date. Students are responsible for the material in the assigned readings whether or not the material is covered in class.
3. Students are permitted one excused absence. A student is considered absent if they arrive more than 15 minutes late to class or do not come to class without medical documentation. Students who miss two classes, without medical documentation, during the semester will lose 3 points, those who miss three classes will lose 6 points, and those who lose more than three classes will lose 10 points. Leaving class early will be counted as an absence unless the student provides a reasonable cause for doing so in advance and receives the instructor's permission.
4. Students may not use laptop computers or other electronic equipment, e.g. cell phone, text messaging, in class. 'Ear buds' are also not allowed. Communication devices will be turned or placed in 'silent' mode while in class. Those who must take notes using laptop computers must ask for the instructor's permission.
5. Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
6. Students are expected to behave professionally in the classroom and to treat the instructor, their peers, and guests with respect. A student who behaves unprofessionally or disrespectfully will receive, verbally and in writing, a Level 1 review. The instructor will also take whatever action she deems necessary to advance the learning environment of that class period. Anyone who engages in activities other than those directly related to the course will be asked to leave the classroom. The continuation of unprofessional or disrespectful behavior may result in permanent suspension from the class and/or a grade of F for the class. Some examples of unprofessional and disrespectful behavior include talking over others, whispering to others when the instructor or other students are speaking, making derogatory gestures or comments, or playing sudoku games and cross-word puzzles. Some examples of overt acts include sneers, rolling of the eyes, excluding class members from team classroom tasks, etc.
7. 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.
8. Special Accommodations for Students with a Disability. 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. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

9. At times, the instructor may ask students for a copy of their papers to use as a sample paper for students in future classes. If asked, students have the right to decline without fear of reprisal. They will be asked to sign a form indicating that they have freely given the instructor permission to use their paper as a sample.
10. This class may exchange e-mail, engaging in class discussions and chats, and exchange files. Also, the instructor may use the Blackboard e-mail system to send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electric class roster. If e-mail is sent to you and other class members, your name and e-mail address will be known by other class members.
11. Safety. As part of professional social work education, students 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 the policies and practice related to agency and/or community safety. Student should also notify instructors regarding any safety concerns.
12. 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 (1/15): (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

Lindert, P. H. (09/19/2006). What has happened to the inefficient welfare state? Available at www.nasi.org.
 Platt, T. (2003). The state of welfare: United States 2003. *Monthly Review*, 55 (5), 13-28.

Week 2 (1/22: 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

Documentary: The Great Depression: New York New Deal

Reading:

Reno, V. P. (2007). Building on Social Security's success. Economic Policy Institute briefing paper #208.
 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 (1/29: 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

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

Reading:

- Miller, J. & Garran, A. M. (2008). The web of institutional racism. In *Racism in the United States: Implications for the helping profession*. Belmont, CA: Brooks/Cole.
- 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.
- Waldegrave, C. (2005). "Just therapy" with families on low incomes. *Child Welfare, LXXXIV* (2), 265-276.

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

Occupational and fiscal welfare (tax policies)
Corporate welfare
Social welfare

Documentary: Segments from the "The Wal-Mart: The high cost of low price" and "Enron: The smartest guys in the room"

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. (02/2007). The skewed benefits of the tax cuts, 2008-2017. Center on Budget and Policy Priorities. www.cbpp.org.
- Center on Budget and Policy Priorities (2007). Facts about tax credits for working families--the Earned Income Tax Credit and Child Tax Credit. www.cbpp.org.
- Johnson, N., Wancheck, J., & Greenstein, R. (2007). State Earned Income Tax credits and the "overpayments" Issue. www.cbpp.org.

Week 5 (2/12: 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) (6th edition). Boston: Allyn & Bacon.

Week 6 (2/19; Quiz 3 for weeks 6-7): Defining and Measuring Poverty, and the extent of inequality.

Reading:

- Center for Public Policy Priorities (09/2007). Texas poverty 101. www.cppp.org.
- Center for Public Policy Priorities (2007). The family budget estimator: What it really takes to get by in Texas. www.cppp.org.
- Aron-Dine, A. (10/2007). New data show income concentration jumped again in 2005. www.cbpp.org.

Week 7 (2/26: pro-con debate 1): Working poor and unemployment insurance

Guest speaker: Chris Maher on Basic Needs coalition and the role of business for social policy

Reading:

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

DePalma, A. (2005). Fifteen years on the bottom lung & When the Joneses wear jeans. In Correspondents of the New York Times eds. *Class matters* (pp. 111-145). New York: Times Books.

Social Security Administration (2007). Unemployment Insurance and Workers' compensation: Summary of programs from the *Annual Statistical Supplement, 2006*. www.ssa.gov.

Week 8 (3/4): No Class: To compensate your time for interviews for the final paper

Week 9 (3/11). Spring Break: No Class

Week 10 (3/18: Quiz 4 for weeks 10-11; Book review due): TANF and Issues of welfare reform
Reading:

Bok, M. & Simmons, L. (2004). Pathways out of poverty: The challenge of welfare policy. *The Social Policy Journal*. 3, 3-22.

Center for Public Policy Priorities (08/2006). TANF at 10: Has welfare reform been a success in Texas?
Furman, J. & Parrott, S. (01/2007). A \$7.25 minimum wage would be a useful step in helping working families escape poverty. www.cbpp.org.

INNOVATION: The Brookings Institution (12/2007). The Hamilton Project: New hope: Fulfilling America's promise to "make work pay." www.brookings.org.

Week 11 (3/25: Pro-con debate 2): (1) Food Stamps and (2) housing subsidy for low-income families

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

Reading:

Rosenbaum, D. (03/2007). Families' Food Stamp benefits purchase less food each The Food Stamp program is growing to meet need. Center on Budget and Policy Priorities. www.cbpp.org.

INNOVATION: Burt, M. R. (9/07). The skid row collaborative—2003-2007. Washington, DC: The Urban Institute.

Turner, M. A. (05/2005). Preserving the strengths of the housing choice voucher program. www.urban.org.

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

Week 12 (4/1; Quiz 5 for weeks 12-13): Problems with US healthcare policy; Medicare and Part D

Documentary: The Workers or the Letters from the Other Side

Reading:

Bovbjerg, R. R. & Hadley, J. (11/2007). Why health insurance is important? The Urban Institute Health Policy Briefs. www.urban.org.

Sered, S. S. & Fernandopulle, R. (2007). Designated chapter from the *Uninsured in America: Life and death on the land of opportunity*. Berkeley, CA: University of California Press.

Kaiser Family Foundation (03/2007). Medicare: A primer. www.kff.org.

Kaiser Family Foundation (10/2007). Fact sheet on the Medicare prescription drug benefit. www.kff.org.

Kaiser Family Foundation (07/2007). Fact sheets on low-income assistance under the Medicare drug benefit

Week 13 (4/8: Pro-con debate 3): Health care for low-income groups

Reading:

Social Security Administration (2007). Medicaid: Summary of programs from the *Annual Statistical Supplement, 2006*. www.ssa.gov.

Kaiser Family Foundation (12/2007). Citizenship documentation in Medicaid.
Kaiser Family Foundation (11/2007). State fiscal conditions and Medicaid.
Texas Health and Human Services Commission. (2007). STAR+PLUS.
Kaiser Family Foundation (12/2007). Medicaid Home and Community-Based Service Programs: Data Update.
Kaiser Family Foundation (09/2007). Health coverage of children: The role of Medicaid and SCHIP.
Dorn, S. (09/2007) Eligible but not enrolled: How SCHIP reauthorization can help. The Urban Institute. www.urban.org.
INNOVATION: Kaiser Family Foundation (08/2007). A race to the top: Illinois's All Kids Initiatives.

An overview of near-universal healthcare programs in Massachusetts and California

Week 14 (4/15: Quiz 6 for weeks 14-15; pro-con debate 4): Services for the disabled: mental health care

Documentary: Out of the shadow

Reading:

Druss, B. G. et al. (2006). Trends in mental health and substance abuse services at the nation's community health centers: 1998-2003

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

INNOVATION: 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 homeless 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 (4/22): Controversies about War on Drugs: Pros and Cons of Legalization of Drugs

Guest speaker: Russell Jones, a member of LEAP (Law Enforcement Against Prohibition)

Cole, J. (2007). "End prohibition now!" www.leap.cc.

Wallace-Wells, B. (2007). How America lost the war on drugs. www.rollingstone.com.

United States Department of Justice Drug Enforcement Administration (2003). Speaking out against drug legalization. www.dea.gov.

Week 16 (4/29: 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*. (2nd 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* (5th 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*. (4th 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* (2nd 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* (4th 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.
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VXI. Online Policy Sites

For a list of links to many policy-related sites: www.newyorkwired.com/sspolicy.htm

Department of Health and Human Services: hhs.gov

Administration for Children and Families: acf.gov

Administration on Aging: aoa.gov

Agency for Health Care Research and Quality: ahrq.gov

U.S. Census Bureau : census.gov

Congressional Budget Office: cbo.gov

Bureau of Labor Statistics: bls.gov

The Brookings Institution: brook.edu

Center on Public Policy Priorities (Austin-based policy research and advocacy group): cPPP.org

Center on Budget and Policy Priorities: cbpp.org

Center for Law and Social Policy: clasp.org

Centers for Disease Control: cdc.gov

Centers for Medicare and Medicaid Services: cms.hhs.gov

Center for Research on Child Well-Being: wWS.princeton.edu:80/~cRCW

Children's Defense Fund: childrensdefense.org

Commonwealth Fund (For healthcare-related reports): cmwf.org

Concord Coalition (a liberal think tank on federal budget, Social Security, Medicare and Medicaid): concordcoalition.org

The Electronic Policy Network: 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

Health Resources and Services Administration: hrsa.gov

Indian Health Services: ihs.gov

Institute for Research on Poverty: 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

Families USA: The Voice for Health Care Consumers (resource for Medicaid information): familiesusa.org

Future of Children (good for research on child welfare and health): futureofchildren.org

Joint Center for Poverty Research: jcpr.org

Kaiser Family Foundation (good resource for health research): kff.org

Office of National Drug Control Policy: (1) whitehousedrugpolicy.gov/

(2) 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: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

National Center for Children in Poverty: <http://cpmcnet.columbia.edu/dept/nccp/>

National Alliance for the Mentally Ill: nami.org

National Center for Children in Poverty, Columbia University: www.nccp.org.

National Institutes of Health: nih.gov

National Institute of Drug Abuse:nida.nih.gov/NIDAhome1.html

National Institute on Alcohol Abuse and Alcoholism: niaaa.nih.gov/

National Institute of Mental Health: nimh.nih.gov/home.cfm

President's New Freedom Commission on Mental Health: mentalhealthcommission.gov/
Rand Drug Abuse Policy Research Center: rand.org/centers/dprc
Robert Wood Johnson Substance Abuse Policy Research Center:
phs.bgsmd.edu/sshp/rwj/rwj.htm
Substance Abuse and Mental Health Services Administration: samhsa.gov
Center for Mental Health Services: mentalhealth.gov
Center for Substance Abuse Prevention: samhsa.gov/csap
Center for Substance Abuse Treatment: samhsa.gov/csac
Knowledge Exchange Network: ken@mentalhealth.org
Office of Managed Care: mentalhealth.org/cmhs/managedcare
National Association of State Mental Health Program Directors: nashpd.org
National Mental Health Association: nmha.org
National Mental Health Information Center: The Center for Mental Health Services:
mentalhealth.org/cmhs/ManagedCare/resource
The Urban Institute: urban.org
Texas Department of Mental Health and Mental Retardation: tmhmr.state.tx.us
Texas Commission on Alcohol and Drug Abuse: tcada.state.tx.us
Texas Health and Human Services Commission: hhsc.state.tx.us
Texas Department of Health: tdh.state.tx.us
Welfare Information Network: welfareinfo.org