

382R: SOCIAL POLICY ANALYSIS AND SOCIAL PROBLEMS

Social Work 382R
Spring, 2004
Unique #: 61245

Tuesdays 8:30-11:30
Room: 2.132

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Office Hours: After class or by appt.

Course Description

This course critically examines, from both historical and current perspectives, the overall structure of the American social welfare system with a focus on the disproportionate social, economic, and political problems of vulnerable populations. The course also considers the parallel historical development of the profession of social work, including the ways in which it responded to social problems across key periods of social welfare policy development (for example, the New Deal, the War on Poverty, urban renewal, the contemporary period of welfare reform). This is the first of a two-course policy sequence in the MSSW program.

Note on 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 policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Note on UT disability policy: Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Course Objectives

Upon completion of this course, students will be able to:

1. Understand the dominant historical themes that have shaped social welfare policy in the United States;
2. Understand the economic and political constraints and opportunities in the development of social welfare problems and policies;

3. Understand the relationship between the history of the social work profession and the development of social welfare policy;
4. Apply social work values to critically analyze problems;
5. Gain knowledge and skills as a background for analyzing major policies that form the foundation of social welfare and analyze organizational, local, state, national and international issues in social welfare policy and social service delivery;
6. Understand social welfare policy arenas impacting service delivery, social work practice, and attainment of individual and social well-being;
7. Understand how social policies differentially affect diverse populations in American society;
8. Gain knowledge of the roles and responsibilities of social workers in the policy process, including advocacy, research, and community organizing, with the goal of promoting and advocating for social and economic justice through [both] organizational and social change.

Teaching Methods

The method of the course is founded upon student participation. As professional advocates, it is essential for credentialed social workers to be able to articulate ideas clearly and persuasively. All students are encouraged to participate through discussions in class, via e-mail, or with the instructor or teaching assistant during office hours. The format will include lectures, films, guest presentations, weekly readings, framed discussions, group exercises, and student briefings.

Required Readings

This course does not use a textbook. Rather, course readings are drawn from an extensive assortment of articles, book chapters, essays, and electronic media sources. The semester begins with a review of the evolution of social welfare policy in the U.S. Frameworks for understanding the origins of the modern welfare state are then developed. In particular, these frameworks seek to explain the patchwork of services that form the foundation of, as the title of a popular textbook describes, the “reluctant” U.S. welfare state. The course proceeds to examine trends in poverty, inequality, and social welfare across major historical eras, culminating in an examination of contemporary problems and policies. Since the course is offered during an election year when U.S. troops are engaged in combat in Iraq and Afghanistan, the impact of U.S. foreign policy and presidential politics will be interwoven throughout the course. Because the past is prologue to the devolution that is currently taking place in the structure of relief and social welfare, by connecting historical efforts with contemporary policy responses we will be better equipped to understand and evaluate current social problems and attempts to address them via policy.

A packet of required readings is available at University Duplicating Service (471-1615). Please call ahead to make sure copies of the reading packet are available.

Course Requirements

There are no in-class midterms or final exams. Students will be graded on a series of proportionally weighted requirements, including:

- A) Class Participation (10%)
- B) Quizzes (20%)
- C) Book Review (20%)
- D) Food Stamps Report (25%)
- E) Op-ed/Policy Briefing (25%)

⊗ Class Participation

Students will be graded on the quality of their contribution to the collective learning pursuits of the class, including participation in class and group e-mail discussions and/or office visits with the instructor. Since attendance is a key condition of participation, more than two absences will result in a letter grade *at least* one grade below an “A”. Each subsequent absence will reduce the overall participation grade by one letter grade. At the end of the semester students will provide a self-assessment of their participation to the instructor.

⊗ Weekly Quizzes

Students will be given six (6) quizzes throughout the semester. 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 lecture material previously discussed in class. Depending on the results of a class vote, quizzes may be administered on a random or a scheduled basis. 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.

⊕ Book Review

Students must write a critical review of **two** books from the following list. The review should be 5-7 pages, 12-point font and 1.5 spaced. The grade for the assignment will be based on how clearly you describe the content of the books and how you respond to the following:

- a) What main points are presented?
- b) How effectively do the books cover the subject of poverty and social policy? What are their primary strengths and weaknesses?
- c) How well do the books relate to the information that has been discussed in class and to each other?
- d) Would you recommend the books? Why/why not?

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 books. To understand the substance and

process involved in writing a thorough review, students may want to become familiar with book reviews included in the Social Service Review and New York Times weekly Review of Books.

Assignment Due Date: The papers are due by the beginning of Week 10 (March 23).

Note: 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 should see the professor and negotiate another due date in advance.

Books:

- 1) The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued, by Ann Crittendon
- 2) Nickel and Dimed: On (Not) Getting By in America, by Barbara Ehrenreich
- 3) Thieves in High Places: They've Stolen Our Country--And Its Time to Take It Back by Jim Hightower
- 4) What's So Great About America by Dinesh D'Souza
- 5) Bushwhacked: Life in George W. Bush's America by Molly Ivins & Lou Dubose
- 6) I'll Be Short: Essentials For a Decent Working Society by Robert Reich

⊗ **Food Stamps Report**

It is important for social work students to have personal experience with issues that affect low-income clients. You may elect to fulfill one of the following two options:

Option 1 – submit a 5-7 page report on what it was like to live within the budget and rules of the food stamp program for two weeks; or

Option 2 – submit a 5-7 page report that provides a detailed accounting of your food purchases/expenses for two weeks. The report should examine and compare these purchases in light of food stamp budget allowances and regulations. Both options are intended to familiarize students with the food stamp program, and to demonstrate your knowledge of program strengths and weaknesses. The reports may be submitted during weeks 5-12 (**February 17-April 6**). Whatever option you choose to pursue, the paper should include the following:

- 1) Be clear about which option you have chosen (and why);

- 2) Demonstrate an awareness of the rules that apply to the food stamps program;
- 3) Provide information about what it takes to apply for and receive food stamps;
- 4) Describe an appropriate food stamps budget for your household, and defend the appropriateness of the level you have chosen;
- 5) Provide an analysis of the strengths and weaknesses of the program (based on your experience) and recommendations to improve the program based on your analysis;
- 6) Clearly and accurately document your purchases during the two-week period;
- 7) Summarize your experience (was it valuable? What was learned? Etc.)

⊗ **Op-Ed/Social Welfare Briefing**

Students must team up with a classmate to develop an op-ed and/or policy briefing based on the investigation and evaluation of a particular social welfare policy or program as it relates to problems, issues, programs, and other material covered in class. Students who successfully publish an op-ed in a medium to large newspaper will receive an automatic 100% for the assignment and will not have to complete a briefing presentation. Student policy briefings will be conducted in class during the final two weeks of the course.

Subjects selected for this assignment must be pre-approved by the instructor. If extra time is needed, the briefings may also take place during the three-hour period scheduled for the course final. **More information about this assignment will be given during the third week of class.**

Grades

Grades will be determined as follows:

92-100	A
91-83	B
82-74	C
73-65	D
64 and below	F

Course Evaluation

At mid-term students will have the opportunity to anonymously evaluate the course and the instructor. Feedback from this evaluation will be used, to the extent possible, to strengthen the remainder of the course. 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.

Course Schedule

Date	Description	Text/Readings
Week 1 1/20	Introduction and overview of the course Rules for being a conscious social worker Progressive era pictures say 1k words Theories of the welfare state	<i>No readings</i>
Week 2 1/27	The Children's Bureau What caused the Great Depression? Video: The Great Depression The Social Security Act	Loeb, <i>We don't have to be saints</i> Katz, <i>Introduction</i> Fisher, <i>The Great Depression</i> Abramovitz, <i>Great Depression and the SS Act</i> Wright, [optional] <i>Fire and Cloud</i>
Week 3 2/3	The War on Poverty and the Great Society * note: from class we will walk to the LBJ library	Coontz, <i>American families in the 1950s</i> Matusow, <i>War on Poverty</i> Neubeck & Cazenave, <i>The demise of AFDC...</i>
Week 4 2/10	The color of social policy Poverty in America	Robinson, <i>Thoughts About...</i> Palast, <i>Jim Crow in Cyberspace</i> Steinhorn & Diggs-Brown, <i>By the color of our skin...</i> Jensen, <i>The morally lazy White middle class</i> Kraus, <i>Wealth, success, and poverty in Indian country</i> Chute, <i>Faces in the hands</i>
Week 5 2/17	Myths and realities of poverty Child and Family Policies Inequality in the U.S. Class exercise	Rector, <i>Myth of widespread American poverty</i> Gore, <i>For Richer...</i> Packer, <i>The end of equality</i> Krugman, <i>For richer...</i> Phillips, <i>DYNASTIES!</i>

Week 6 2/24	Poverty cont'd Welfare reform Video: Legacy	Section 2: <i>Economic resources</i> Seccombe et al, <i>They think you ain't..</i> Besharov, <i>Welfare reform...</i> Weil, <i>Ten things everyone should know...</i>
Week 7 3/2	Video: cont'd Myths and realities of welfare What's right with welfare?	Boushey, <i>Former welfare families</i> <i>Let them eat wedding rings</i> Abramovitz, <i>Everyone is still on welfare...</i> <i>Issue in Depth</i> Bernstein, <i>Daily choice turned deadly...</i>
Week 8 3/9	Corporate welfare Talkin' about taxes We're all on welfare now Guest lecturer: Prof. Bob Jensen	Page & Simmons, <i>Fair Taxes</i> Conason, <i>Crony Capitalism</i> Hannity, <i>The taxman cometh..</i> Beverly, <i>What social workers need to know...</i> CTJ, <i>Bush 2003 tax plan...</i>
Week 9 3/16	No class – Spring Break	<i>No readings assigned</i>
Week 10 3/23	Conservative Social Policy Four more in 2004? Electoral perspectives Guest lecturer: TBA *Book review due*	Ginsberg, <i>Earmarks of conservative social policy</i> Kelley, <i>An end to welfare..</i> Santorum, <i>Necessity of marriage</i> Magnet, <i>Self-defeating values</i> Ivins, <i>Uncompassionate conservative</i> Hill & Ritchie, <i>In Texas...</i>
Week 11 3/30	The demographics of aging Social Security: America's #1 anti-poverty tool Guest lecturer: Dr. Namkee Choi	George, <i>Stuck in the shadows</i> Aaron & Reischauer, Chap's 2, 3 & 8 Beach & Ireland, <i>Is Privatizing Social Security...</i> Thurow, <i>The birth of a revolutionary class</i>

Week 12 4/6	International perspectives Family values vs. valuing families Free trade vs. Fair trade Foreign policy in perspective Presentation: Comparative policy outcomes * Food Stamps report due*	Jesuit & Smeeding, <i>Poverty levels in the developed world</i> Christopher, <i>Single motherhood...</i> Nader & Wallach, <i>GATT, NAFTA...</i> Johnson, <i>The War Business</i>
Week 13 4/13	Towards the common good Policy prescriptions for change Video: Influencing State Policy	Schorr, <i>What works...</i> Turner, <i>Union Innovations..</i> Lovell & Hartmann, <i>Increasing Economic Security</i> Midgely & Karger, <i>Is the American Welfare State...</i>
Week 14 4/20	Towards the common good, cont'd Frameworks for evaluating good social policy Class exercises Student policy briefings	Page & Simmons, <i>Conclusion</i> De Graff et al, <i>Political Prescriptions</i> Williamson et al, <i>Appendix</i> Boland et al, <i>Social Work Advocacy</i> United Nations, <i>Universal declaration of human rights</i>
Week 15 4/27	Student policy briefings *Op-ed due*	Student research
Week 16 5/4	Student policy briefings Last regular class	Student Research
Final exam, if needed	Student Policy Briefings	

Full Citations for Reserve Readings

Week 1

Class reading assigned.

Week 2

Loeb, P. R. (1999). We Don't Have to Be Saints, *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 20th Century* (pp. xii-xliv). New York: Apex Publishing.

Fisher, H. (1997). The Great Depression, *Comrades: Tales Of A Brigadista In The Spanish Civil War*. Lincoln, NE: University of Nebraska Press.

Abramovitz, M. (1988). The Great Depression and the Social Security Act: The emergence of the modern welfare state, *Regulating the Lives of Women: Social Welfare Policy From Colonial Times to the Present*. Boston, MA: South End Press.

Wright, R. (1940). Fire and Cloud, *Uncle Tom's Children* (pp. 157-220). New York: Harper Collins Publishers.

Week 3

Coontz, S. (1992). "Leave It to Beaver" and "Ozzie and Harriet": American families in the 1950s, *The Way We Never Were: American Families and the Nostalgia Trap* (pp. Chapter 2). New York: Basic Books.

Matusow, A. J. (1984). War on Poverty I: The Failure of the Welfare State, *The Unraveling of America: The History of Liberalism in the 1960s* (pp. 217-242). New York: Harper & Row.

Neubeck, K., & Cazenave, N. (2001). The Demise of AFDC as a Legacy of White Racial Backlash, *Welfare Racism: Playing the Race Card Against America's Poor* (pp. Chapter 5). New York, N.Y.: Routledge.

Week 4

Robinson, R. (2001). Thoughts About Restitution, *The Debt: What America Owes To Blacks* (pp. Chapter 9). New York, N.Y.: Plume.

Palast, G. (2003). Jim Crow in Cyberspace: The Unreported Story of How They Fixed the Vote in Florida, *The Best Democracy Money Can Buy* (pp. 11-81). New York: Plume.

Steinhorn, L., & Diggs-Brown, B. (1999). By The Color of Our Skin: The Illusion of Integration and the Reality of Race, *By The Color of Our Skin: The Illusion of Integration and the Reality of Race* (pp. 37-45): Plume.

Jensen, R. (1999). The Morally Lazy White Middle Class, *By The Color of Our Skin: The Illusion of Integration and the Reality of Race* (pp. 54-55): Plume.

Kraus, D. B. (1999). Wealth, Success, and Poverty in Indian Country, *By The Color of Our Skin: The Illusion of Integration and the Reality of Race* (pp. 113-117): Plume.

Chute, C. (2000). *Faces in the Hands, I Was Content and Not Content: The Story of Linda Lord and the Closing of Penobscot Poultry* (pp. 85-94). Carbondale, IL.: Southern Illinois University Press.

Week 5

Rector, R. (1998). *The Myth of Widespread American Poverty* (1221). Washington D.C.: Heritage Foundation.

Gore, A., & Gore, T. (2003). For Richer, For Poorer, *Joined at the Heart : The Transformation of the American Family* (pp. Chapter 4). New York: Owl Books.

Packer, G. (2003). The End of Equality. *Mother Jones*, 30-33.

Krugman, p. (2002, October 20). For Richer: How the permissive capitalism of the boom destroyed American equality. *New York Times Magazine*.

Phillips, K. (2002, July 8). DYNASTIES! How their wealth and power threaten democracy. *The Nation*.

Week 6

Texas Kids Count (2003). *Section 2: Economic Resources, Security, and Opportunity*. Center for Public Policy Priorities. Available: <http://factbook.cppp.org/> [2003, December 1].

Secombe, K., James, D., & Walters, K. (1998). "They think you ain't much of nothing": The social construction of the welfare mother. *Journal of Marriage and the Family*, 60, 849-865.

Besharov, D. (2002). *The past and future of welfare reform*. American Enterprise Institute. Available: <http://www.welfareacademy.org/pubs/pastandfuture.pdf> [2003, November 16].

Weil, A. (2002). *Ten things everyone should know about welfare reform* (A-52). Washington D.C.: The Urban Institute.

Week 7

Boushey, H. (2002). *Former Welfare Families Need More Help*. Economic Policy Institute. Available: <http://www.epinet.org/briefingpapers/123/bp123.pdf> [2003, December 1].

Let Them Eat Wedding Rings Report Questions Marriage Promotion in Welfare Reform(2003). Alternatives to Marriage Project. Available: <http://www.unmarried.org/rings.html> [2003, December 1].

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46(4), 297-308.

Issue in Depth: Welfare Reform and Poverty(2003)., [Electronic journal]. Electronic Policy Network. Available: <http://www.movingideas.org/issuesindepth/welfare.html> [2003, December 1].

Bernstein, N. (2003, October 19). Daily Choice Turned Deadly: Children Left on Their Own. *New York Times*.

Week 8

Page, B., & Simmons, J. (2000). Conclusion, *What Government Can Do: Dealing with Poverty and Inequality* (pp. Chapter 9). Chicago, Ill.: University of Chicago Press.

Conason, J. (2003). Crony Capitalism, Infectious Greed, and the Way the World Really Works, *Big Lies: The Right-Wing Propaganda Machine and How It Distorts the Truth* (pp. Chapter 8): Thomas Dunne Books.

Hannity, S. (2002). The Taxman Cometh, and Cometh, and Cometh, *Let Freedom Ring: Winning the War of Liberty Over Liberalism* (pp. 206-227). New York: Harper Collins.

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

Bush 2003 tax plan a big fat zero for a third of the nation's taxpayers (2003). Citizens for Tax Justice. Available: <http://www.ctj.org/html/gwb0103.htm>.

Week 9

No class – Spring Break

Week 10

Ginsberg, L. (1998). Earmarks of conservative social policy, *Conservative Social Welfare Policy: A Description and Analysis* (pp. 50-55). Chicago, Ill.: Nelson-Hall.

Kelley, D. (1998). The End of Welfare As We Know It?, *A Life of One's Own: Individual Rights and the Welfare State* (pp. Chapter 1). Washington D.C.: Cato Institute.

Santorum, R. (2003). *The necessity of marriage*. Heritage Foundation. Available: <http://www.heritage.org/Research/Family/loader.cfm?url=/commonspot/security/getfile.cfm&PageID=50920> November 16].

Magnet, M. (1998). Self-Defeating Values and Attitudes Perpetuate Child Poverty. In B. Leone (Ed.), *Inequality: Opposing Viewpoints in Social Problems* (pp. 108-118). San Diego: Greenhaven Press.

Ivins, M. (2003). The Uncompassionate Conservative. *Mother Jones*, 45-47.

Hill, S., & Richie, R. (2003). In Texas, Gerrymandering Gets a New Name-Perrymandering. *The Washington Spectator*, 29 (20).

Week 11

George, R. A. (1997). Stuck in the Shadows with You: Observations on Post-Boomer Culture. In R. Thau & J. Heflin (Eds.), *Generations Apart: Xers vs Boomers vs The Elderly* (pp. 24-30). New York: Prometheus Books.

Aaron, H. J., & Reischauer, R. D. (2001). The Changing Meaning of Retirement, *Countdown to Reform: The Great Social Security Debate* (pp. Chapter 2). New York, N.Y.: The Century Foundation.

Aaron, H. J., & Reischauer, R. D. (2001). Key Issues in the Social Security Debate, *Countdown to Reform* (pp. Chapter 3). New York: The Century Foundation.

Aaron, H. J., & Reischauer, R. D. (2001). The Politics of Reform, *Countdown to Reform* (pp. Chapter 8). New York: The Century Foundation.

Beach, W., & Ireland, P. (2003). Is Privatizing Social Security Good For Women? In H. Karger & J. Midgley & C. B. Brown (Eds.), *Controversial Issues in Social Policy* (2nd ed.). Boston, MA: Allyn and Bacon.

Thurow, L. (1997). The Birth of a Revolutionary Class. In R. Thau & J. Heflin (Eds.), *Generations Apart: Xers vs Boomers vs The Elderly* (pp. 31-35). New York: Prometheus Books.

Week 12

Jesuit, D., & Smeeding, T. (2002). *Poverty Levels in the Developed World* (321). Syracuse, N.Y.: Mazwell School of Citizenship and Public Affairs.

Christopher, K. (2002). Single motherhood, employment, or social assistance: Why are U.S. women poorer than women in other affluent nations? *Journal of Poverty*, 6(2), 61-79.

Nader, R., & Wallach, L. (1996). GATT, NAFTA, and the Subversion of the Democratic Process. In J. Mander & E. Goldsmith (Eds.), *The Case Against the Global Economy: and for a Turn Toward the Local* (pp. 92-107). San Francisco: Sierra Club Books.

Johnson, C. (2003, November). The War Business: Squeezing a profit from the wreckage in Iraq. *Harpers*, 307, 53-58.

Week 13

Schorr, L. (1997). What Works and Why We Have So Little Of It, *Common Purpose: Strengthening Families and Neighborhoods* (pp. Chapter 1). New York: Doubleday.

Turner, B. (2001). Union Innovations: Moving Workers from Poverty into Family-Sustaining Jobs, *Low-Wage Workers in the New Economy* (pp. 347-362). Washington D.C.: Urban Institute.

Lovell, V., & Hartmann, H. (2001). Increasing Economic Security for Low-Wage Women Workers, *Low-Wage Workers in the New Economy* (pp. 205-222). Washington D.C.: Urban Institute.

Midgley, J., & Karger, H. (2003). IS the American Welfare State Compatible with the Market Economy? In H. Karger & J. Midgley & C. B. Brown (Eds.), *Controversial Issues in Social Policy* (pp. 3-18). Boston, MA: Allyn & Bacon.

Week 14

Page, B., & Simmons, J. (2000). Conclusion, *What Government Can Do: Dealing with Poverty and Inequality* (pp. Chapter 9). Chicago, Ill.: University of Chicago Press.

de Graff, J., Wann, D., & Naylor, H. T. (2001). Political Prescriptions, *Affluenza: The All Consuming Epidemic* (pp. 215-223). San Francisco, CA.: Berret-Koehler.

Boland, K., Bartron, J., & McNutt, J. (2002). Social Work Advocacy and the Internet: The Knowledge Base. In S. F. Hick & J. G. McNutt (Eds.), *Advocacy, Activism, and the Internet: Community Organization and Social Policy* (pp. Chapter 2). Chicago, Ill.: Lyceum Books.

Williamson, T., Imbroscio, D., & Alperovitz, G. (2002). Appendix, *Making a Place for Community: Local Democracy in a Global Era* (pp. Chapter 13). Taylor & Francis Group: New York.

Universal declaration of human rights. United Nations. Available: <http://www.un.org/Overview/rights.html> [2002, December 4].

Selected Web Sites on Poverty, Antipoverty Policy, and Welfare Reform

Institute for Research on Poverty (www.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.

Joint Center for Poverty Research (www.jcpr.org/)

The Urban Institute (www.urban.org/index.htm)

Center for Research on Child Well-being (www.wws.princeton.edu:80/~crcw)

Manpower Demonstration Research Corporation (www.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.

The Brookings Institution (www.brook.edu/)

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

Mathematica Policy Research (www.mathematica-mpr.com/)

The following is a list of advocacy research organizations that provide useful information:

Center on Budget and Policy Priorities (www.cbpp.org)

Center for Law and Social Policy (www.clasp.org)

Children's Defense Fund (www.childrensdefense.org/)

The Electronic Policy Network (www.epn.org)

The EPN has extensive links to other liberal research centers and The American Prospect, a bi-monthly journal.

Welfare Information Network (www.welfareinfo.org)

Government sites of interest:

U.S. Census Bureau (www.census.gov/)

Congressional Budget Office (www.cbo.gov)

Bureau of Labor Statistics (www.bls.gov)