

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

Course Number:	SW 384P2	Instructor's name:	Dr. Padilla LMSW-AP Assistant Professor
Unique Number:	59825	Office Number:	SSW 3.130K
Semester:	Fall 1998	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Wednesdays 9:00 – 12:00 am SSW 2.140	Office Hours:	Tuesdays & Thursdays 11:00 am – 12:30 pm

POLICY THEORIES

I. Course Description

This course critically examines theories on social welfare policy in United States society. We will study the works of some of the most influential social welfare policy theorists in contemporary times. Part of our critique will incorporate the significance of the historical roots for current social welfare dilemmas. The primary focus is on considering different viewpoints on social welfare policy, rather than describing the wide array of policy areas within the domain of social welfare policy. Students will have an opportunity to conduct an in-depth study of a policy area of their choice.

II. Course Objectives

1. To gain an understanding of the historical background of contemporary social welfare policy dilemmas;
2. To critically analyze current social welfare policy theory debates;
3. To evaluate the competing value frameworks, including the social objectives and underlying policy perspectives;
4. To synthesize the major policy theories in a specific area of interest in the form of a publishable article;

5. To consider the relationship between social work and social policy, including its stance on and contribution to policy theories.

Course Organization

The first session provides analytical approaches to the study of policy theory. Following are five sessions considering the historical background and theoretical implications of U.S. social welfare legislation. The five sessions in the last part of the course examine current welfare policy debates. In addition, three sessions across the semester will be dedicated to writing for publication on a policy topic selected by each individual student. The major criteria for student evaluation will be based on weekly synopses of the assigned readings, collaborative learning discussions, and a publishable article on a policy topic of interest.

III. Teaching Methods

The primary teaching approach in this seminar will be collaborative learning. Material in the course will be presented through readings, class discussions, and small collaborative learning group (CLG) exercises. In general, each meeting will include a combination of exercises and case studies, illustrative videos, work in small groups, and formal presentation of material. Assigned readings are for the week in which they are listed and students should have done the readings and be prepared to discuss them in class. Videos will be used as tools for addressing key concepts in the course. The videos are not available for individual student viewing (with some exceptions), and thus can only be viewed when presented in class.

IV. Required Course Readings

Texts:

Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press.

Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks.

Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press.
(*change from Fall 1997 syllabus)

Becker, Howard S. (1986). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago: The University of Chicago Press.

Selected Readings:

Packet of Readings will be made available to students.

Abramovitz, Mimi. (1988). Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present. Boston: South End Press. Chapter 7, The Great Depression and the Social Security Act: The Emergence of the Modern Welfare State

Axinn, June, and Herman Levin. (1992). Social Welfare: A History of the American Response to Need. White Plains, NY: Longman. Chapter 4 (to p. 94), The Civil War and After: 1860-1900; Chapter 5, Progress and Reform: 1900-1930

Beebe, Linda. (1993). Professional Writing for the Human Services. Washington: NASW Press. Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions

Burtless, Gary T. (1997). "Welfare Recipients' Job Skills and Employment Prospects." The Future of Children, 7(1): 39-51.

Chambers, Clarke, A. (1992). "'Uphill All the Way": Reflections on the Course and Study of Welfare History.' Social Service Review 66(4): 493-504.

Cohen, Miriam and Michael Hanagan. (1991). "The Politics of Gender and the Making of the Welfare State, 1900-1940: A Comparative Perspective." Journal of Social History 24(3): 469-484.

Danziger, Sheldon, Gary D. Sandefur, and Daniel H. Weinberg (Eds.). (1994). Confronting Poverty: Prescriptions for Change. New York: Russell Sage Foundation. Chapter 15, Poverty Politics, by Hugh Hecllo

Davies, Martin. (1997). The Blackwell Companion to Social Work. Cambridge: Blackwell Publishers. Chapter I.1, Power, by Robert Harris; Chapter IV.1, Poverty, by Chris Jones. (**change from Fall 1997 syllabus*)

Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 1, Single Mothers, Welfare, and Low-Wage Work (**change from Fall 1997 syllabus*)

Figueira-McDonough, Josefina. (1993). "Policy Practice: The Neglected Side of Social Work Intervention." Social Work (38)2: 179-188.

Gordon, Linda. (1992). "Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935." American Historical Review 97(1): 19-52.

- Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books. Chapter 1, The Invisible Land; Chapter 2, The Rejects; Chapter 4, If You're Black, Stay Back; Chapter 9, The Two Nations
- Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy
- Katz, Michael. (1986). In the Shadow of the Poorhouse: A Social History of Welfare in America. New York: Basic Books, Inc. Chapter 9, The War on Poverty and the Expansion of Social Welfare
- Keene, Michael L. (1993). Effective Professional and Technical Writing. Lexington, MA: D.C. Heath and Company. Chapter 20: Oral Reports and Poster Presentations
- Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children. The Future of Children, 7(1): 4-19.
- Leiby, James. (1978). A History of Social Welfare and Social Work in the United States. New York: Columbia University Press. Chapter 12, Relief and Social Security, 1930-1946; Chapter 13, Income Maintenance, 1935-1960
- Matusow, Allen J. (1984). The Unraveling of America: A History of Liberalism. New York: Harper & Row.
- Mink, Gwendolyn. (1994). Welfare Reform in Historical Perspective. Social Justice 21(1): 114-131.
- Murray, Charles. (1984). Losing Ground: American Social Policy, 1950-1980. New York: Basic Books. Chapter 17, Choosing a Future
- Olasky, Marvin. (1991). Lessons on Compassion: 19th Century Welfare. Current, No. 330: 8-19.
- Patterson, James T. (1994). America's Struggle Against Poverty: 1900-1994. Cambridge: Harvard University Press. Chapter 1, Snapshots of the Poor
- Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe, Inc. Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy
- Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press. Chapter 4, The Road to Security; Chapter 6, The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas

V. Course Requirements

Class Assignments and Grading Policy

1. Weekly CLGs (Synopsis/Seminar Discussion)* 40%
Grade based on average of total CLGs.
2. Policy Article 60%

(Criteria for grading is provided with the due date information in the 'Course Schedule' section of this syllabus, Part VII.)

Grade based on:

- | | |
|--|------------|
| Plan for Policy Article (due Oct. 7) | <u>10%</u> |
| First Draft of Policy Article (due Nov. 4) | <u>10%</u> |
| Conference Presentation
from Policy Article (due Nov 25, Dec. 2) | <u>10%</u> |
| Final Draft of Policy Article (due Dec. 2) | <u>30%</u> |

Note: Submission of the final draft of the policy article is required in order to receive a passing grade in the course, regardless of the grades received in the rest of the course.

*Criteria for CLG Grade

- | | |
|-----|---|
| 100 | Synopsis covers all assigned readings and provides a critical analysis AND participation (attendance) in seminar discussion |
| 80 | Synopsis covers all assigned readings, but provides a superficial analysis AND participation in seminar discussion |
| 60 | Synopsis does not cover all assigned readings or is sketchy AND participation in seminar discussion |
| 0 | Either a synopsis is not submitted at the beginning of class OR student is absent from class. |

Note: One CLG grade is reserved for an emergency and will be excused without penalty. Students are expected to attend the entire class period, unless an emergency prevents it.

The Collaborative Learning Groups (CLG) Teaching Method

Classroom tasks will include collaborative learning groups (CLGs), in which students will have the opportunity to analyze the readings in small groups. In preparation for this task, students will be asked to prepare a synopsis of the readings on a weekly basis. The synopsis should briefly summarize and provide a critical analysis of the readings for each week. The synopsis will serve as an aid to conduct the group discussion. The synopses should be 3-4 pages and do not need to be type-written, but must be legible.

Collaborative Learning Groups are based on the preparation of synopses and participation in group discussions, including preparing some reflections in class based on the topic of discussion: In-class Individual Worksheets and In-class Group Worksheets. Individual and Group Worksheets will be picked up. Other guidelines:

- The synopsis should be written in the form of an essay and make explicit references to all the readings assigned for that week within the essay (rather than in the form of a list). To highlight your reference to the readings, underline each reference the first time you mention it. For example, "According to Trattner's chapter on the New Deal (Ch. 7),..." The synopses should reflect critical thinking: that is, you should analyze, synthesize, evaluate, compare/contrast, and so on. Always stay grounded in the readings.
- The grade for each CLG is a **PACKAGE**: Synopses AND In-class participation.
- You cannot get partial credit, synopses will not be accepted late, and there are no make-ups for CLGs/Synopses.

Basically, participating in class discussion without bringing a synopsis defeats the purpose of CLGs, as does turning in synopses without coming to class. Lack of attendance is discouraged.

VI. Class Expectations

1. Attend class regularly.

Class attendance is required every class period. In the event of an emergency, one missed class period be excused without penalty.

2. Turn assignments in on the due dates.

All assignments submitted after the beginning of class are considered late.

- Late weekly CLG synopses will not be accepted.
- Assignments that are part of the policy article project will be penalized one letter grade for each calendar day late.
- On days when CLG synopses are not required, the CLG grade will be based solely on class participation/attendance.
- Conference presentations will only be given on the allotted dates.

3. Follow the rules of scholastic honesty.

Assignments which show evidence that they have not been completed directly by the student will not be accepted and may result in automatic failure for the course. All assignments (papers, weekly synopses, etc.), except in-class collaborative learning group exercise group worksheets, should be based on individual, not collaborative, work. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to University guidelines.

4. **Request and use feedback.**

I will work with you throughout the semester and provide you with initial feedback and suggestions for revisions on assignments. Please arrange to meet with me prior to the time the particular assignments are due.

5. **Offer feedback.**

Student feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. If you have difficulties with the course content or assignments, or if you are unclear about my expectations of you or your expectations of the course, talk to me as soon as possible during the semester.

6. **Participate in class discussions and other in-class activities.**

This is one way that students can learn from each other. Differences in values, opinions, and ideas with other students and guest speakers will be respected.

7. **Present written and oral presentations professionally.**

Grades will be lowered if assignments are not clearly stated and have not been proofread and contain numerous grammatical, spelling, or punctuation errors.

8. **Use APA Style for referencing.**

The *Publication Manual of the American Psychological Association* is the style manual to be used by the School of Social Work. A handout on APA style is available at the SSW Student Services Office. Appropriate referencing is required on all written assignments. Use quotation marks for short, direct quotes or indentations for longer, direct quotes with page numbers and appropriate citations to the author's work.

NOTE:

- For the policy article project use the style required by the journal for which you are preparing the article.
- For the weekly synopses you are not required to list a bibliography.

VII. Course Schedule

Assigned readings due on the date listed. Guest lectures and videos subject to change in the event of unavoidable scheduling conflicts.

Week 1

Aug. 26

Overview of the Course

Week 2

Sept. 2

The Course and Study of Social Welfare Policy Theory: An Introduction

GUEST LECTURER: Professor Joe Heffernan

Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe, Inc. Chapter 1, The Boundaries of Social Policy; Chapter 13, Conflicting Goals in Social Policy

Chambers, Clarke, A. (1992). "'Uphill All the Way": Reflections on the Course and Study of Welfare History.' Social Service Review 66(4): 493-504.

Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy

Davies, Martin. (1997). The Blackwell Companion to Social Work. Cambridge: Blackwell Publishers. Chapter I.1, Power, by Robert Harris; Chapter IV.1, Poverty, by Chris Jones.

Figueira-McDonough, Josefina. (1993). "Policy Practice: The Neglected Side of Social Work Intervention." Social Work (38)2: 179-188.

DUE: CLG Synopsis

Week 3

Sept. 9

Antecedents of the U.S. Social Welfare System: The Context in the Early 1900s

VIDEO: The Promised Land (The Great Migration), Vol. 1, Take Me to Chicago

TRAINING SESSION: Critical Writing Techniques by the UT Learning Skills Ctr.

Axinn, June, and Herman Levin. (1992). Social Welfare: A History of the American Response to Need. White Plains, NY: Longman. Chapter 4 (to p. 94), The Civil War and After: 1860-1900; Chapter 5, Progress and Reform: 1900-1930

Patterson, James T. (1994). America's Struggle Against Poverty: 1900-1994. Cambridge: Harvard University Press. Chapter 1, Snapshots of the Poor

DUE: CLG Synopsis

Week 4

Sept. 16

Writing for Publication

Part I: Preparation for Writing

Becker, Howard S. (1986). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago: The University of Chicago Press. Chapter 1, Freshman English for Graduate Students; Chapter 3, One Right Way; Chapter 4, Editing by Ear; Chapter 6, Risk; Chapter 8, Terrorized by the Literature; Chapter 10, A Final Word (TEXT)

DUE: List of ideas on 5-10 different approaches to a policy topic of your choice

Specify the techniques suggested in Becker that you used in coming up with your ideas. This is the first step in preparation of your assigned policy article and is intended to get you to systematically determine the thesis for the article. This assignment will count as the CLG synopsis for this week.

Week 5

Sept. 23

The Roots of Contemporary Welfare Dilemmas: The Social Security Act of 1935

Part I: The Emergence of the Modern Welfare System

VIDEO: The Great Depression, Vol. 3, New Deal, New York

Leiby, James. (1978). A History of Social Welfare and Social Work in the United States. New York: Columbia University Press. Chapter 12, Relief and Social Security, 1930-1946; Chapter 13, Income Maintenance, 1935-1960

Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press. Chapter 4, The Road to Security

DUE: CLG Synopsis

Week 6

Sept. 30

The Roots of Contemporary Welfare Dilemmas: The Social Security Act of 1935
Part II: Critical Themes

Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press. Chapter 6, The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas

Abramovitz, Mimi. (1988). Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present. Boston: South End Press. Chapter 7, The Great Depression and the Social Security Act: The Emergence of the Modern Welfare State

Gordon, Linda. (1992). "Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935." American Historical Review 97(1): 19-52.

Cohen, Miriam and Michael Hanagan. (1991). "The Politics of Gender and the Making of the Welfare State, 1900-1940: A Comparative Perspective." Journal of Social History 24(3): 469-484.

DUE: CLG Synopsis

Week 7

Oct. 7

Writing for Publication
Part II: Preparation for Publication

Beebe, Linda. (1993). Professional Writing for the Human Services. Washington: NASW Press. Chapter 2, Basic Writing Techniques; Chapter 8, Journal Submissions

ADDITIONAL REFERENCES BELOW AVAILABLE AT THE LRC (SSW 1.218):

An Author's Guide to Social Work Journals. (1997). Washington, DC: National Association of Social Workers.

American Psychological Association (APA) Publication Manual. (1994, Fourth Edition).
Washington, DC: American Psychological Association.

DUE: Plan for the Policy Article. The plan should include:

1. List of 2-3 possible journals for submission
2. Copies of "Guide to Authors" (instructions for submissions) from each journal
3. Narrowed topic/thesis and short outline
4. Copy of at least one article taken from a possible journal that you could use as a "model" for your paper
5. List of 3 persons who can give you feedback on your article
(One person should be an expert on the topic of your paper; another will be me; the third can be a fellow student.)

Week 8

Oct. 14

The Background of a Presidential Decision: Origins of the Antipoverty Program of the 1960s

Part I: The Discovery of Societal Need

VIDEO: The War on Poverty, Vol 1., In this Affluent Society

Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books. Chapter 1, The Invisible Land; Chapter 2, The Rejects; Chapter 4, If You're Black, Stay Back; Chapter 9, The Two Nations

DUE: CLG Synopsis

Week 9

Oct. 21

The Background of a Presidential Decision: Origins of the Antipoverty Program of the 1960s

Part II: Policy Response

Matusow, Allen J. (1984). The Unraveling of America: A History of Liberalism. New York: Harper & Row.

Katz, Michael. (1986). In the Shadow of the Poorhouse: A Social History of Welfare in America. New York: BasicBooks, Inc. Chapter 9, The War on Poverty and the Expansion of Social Welfare

Danziger, Sheldon, Gary D. Sandefur, and Daniel H. Weinberg (Ed.). (1994). Confronting Poverty: Prescriptions for Change. New York: Russell Sage Foundation. Chapter 15, Poverty Politics, by Hugh Hecló

DUE: CLG Synopsis

Week 10

Oct. 28

Current Welfare Policy Debates

Part I: Context

VIDEO: Poverty, Welfare, and America's Families

Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press. Chapter 1, Cycles of Deprivation and the Ghetto Underclass Debate (**TEXT**)

Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press. Chapter 1, The Context for Welfare Reform (**TEXT**)

Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 1, Single Mothers, Welfare, and Low-Wage Work

Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: Basic Books. Preface; Chapter 1, Introduction; Chapter 2, The Crisis of Reform (**TEXT**)

DUE: CLG Synopsis

Week 11

Nov. 4

Current Welfare Policy Debates

Part II: Perspectives on the Problem--Barriers to Employment

Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press. Chapter 2, Social Change and Social Dislocations in the Inner City (**TEXT**)

Burtless, Gary T. (1997). " Welfare Recipients' Job Skills and Employment Prospects." The Future of Children, 7(1): 39-51.

Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press. Chapter 3, Understanding Dependency (TEXT)

Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks. Chapter 6, Barriers to Employment; Chapter 7, Human Nature (TEXT)

DUE: First Draft of Policy Article

(*No CLG Synopsis due today, but students will be expected to complete the readings; CLG grade will be based fully on class participation today.)

The basis for the grade is broadly the same as that outlined under Dec. 2 (except for revisions by three reviewers).

Regardless of the thesis, the article should include the background of the policy and major policy theory discussions.

Week 12

Nov. 11

Current Welfare Policy Debates

Part III: Theoretical Models

VIDEO: Ending Welfare as We Know It

Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press. Chapter 3, Poverty and Family Structure: The Widening Gap between Evidence and Public Policy Issues; Chapter 4, Joblessness versus Welfare Effects: A Further Reexamination (TEXT)

Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks. Chapter 10, The Wider Meaning of Dependency (TEXT)

DUE: CLG Synopsis

Week 13

Nov. 18

Current Welfare Policy Debates

Part IV: Social Welfare Policy Proposals for Reform

Wilson, William Julius. (1987). The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: The University of Chicago Press. Chapter 6, The Limited Visions of Race Relations and the War on Poverty; Chapter 7, The Hidden Agenda (TEXT)

Bane, Mary Jo, and David T. Elwood. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press. Chapter 4, Increasing Self-Sufficiency by Reforming Welfare; Chapter 5, Reducing Poverty by Replacing Welfare (TEXT)

Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks. Chapter 9, Welfare Reform (TEXT)

DUE: CLG Synopsis

Week 14

Nov. 25

Current Welfare Policy Debates
Part V: Resolutions

Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children. The Future of Children, 7(1): 4-19.

Murray, Charles. (1984). Losing Ground: American Social Policy, 1950-1980. New York: Basic Books. Chapter 17, Choosing a Future

Olasky, Marvin. (1991). Lessons on Compassion: 19th Century Welfare. Current, No. 330: 8-19.

Mink, Gwendolyn. (1994). Welfare Reform in Historical Perspective. Social Justice 21(1): 114-131.

DUE: Conference Presentation Based on Policy Article (20 minutes each, Q&A)
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Students should find a relevant "Call for Papers" and complete an abstract according to the instructions. Turn in Abstract and a copy of the "Call for Papers." Your presentation should reflect at least one technique shown in Keene's chapter. The grade will be based on the substance of the presentation, as well as the coherence and clarity of the presentation of ideas. (Delivery style—charismatic speaking, for example—will not be the primary object of evaluation).

Week 15

Dec. 2

Writing for Publication

Part III: Development of Conference Presentations Based on Completed Papers

Keene, Michael L. (1993). Effective Professional and Technical Writing. Lexington, MA: D.C. Heath and Company. Chapter 20: Oral Reports and Poster Presentations

DUE: CLG Synopsis

DUE: Conference Presentations (continued)

DUE: Final Draft of Article

Include a copy of the "Guide to Authors" from the journal you selected. The article will be graded based partly on how well it meets the requirements as outlined in the specific journal guide. The article will be graded according to the criteria for evaluating journal article submissions used by the National Association of Social Workers Press (The NASW Press Review Checklist). The Reviewer's Checklist is attached to this syllabus. Also submit the comments from the three persons who critiqued your paper (marginal comments on a copy of your paper or notes). The article should reflect the revisions suggested by me (and the two other reviewers) on your first draft.

Bibliography

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

Note: The best supplemental readings are the references listed in the bibliographies of the books and articles assigned for the class.

Abramovitz, Mimi, Regulating the Lives Of Women: Social Welfare Policy from Colonial Times to the Present, Boston, Mass: South End Press, 1988.

Danziger, Sheldon, & Gottschalk, Peter, America Unequal, Cambridge, Mass.: Harvard University Press, 1995.

Day, P. J., A New History of Social Welfare, Englewood, NJ: Prentice Hall, 1989.

Gensler, Howard, The American Welfare System: Origins, Structure, and Effects, Westport, Conn.: Praeger, 1996.

Katz, Michael B., In The Shadow of the Poorhouse : A Social History of Welfare in America, New York: Basic Books, 1986.

Katz, Michael B., The Undeserving Poor : From the War on Poverty to the War on Welfare, New York : Pantheon Books, 1990.

Olasky, Marvin N., Renewing American Compassion, New York: Free Press, 1996.

Simon, Barbara Levy, The Empowerment Tradition in American Social Work : A History, New York: Columbia University Press, 1994.

Skocpol, Theda, Protecting Soldiers and Mothers, Cambridge, Mass: Belknap Press, 1992.

Skocpol, Theda, Social Policy in the United States : Future Possibilities in Historical Perspective, Princeton, N.J.: Princeton University Press, 1995.

Stroup, Herbert Hewitt, Social Welfare Pioneers, Chicago: Nelson-Hall, 1986.

SW 384P2 Assignment Due Dates At-a-Glance

Week	Date	Assignment (Assignments in bold are related to the Policy Article project.)
[1]	Aug 26	None
[2]	Sept 2	CLG Synopsis
[3]	Sept 9	CLG Synopsis
[4]	Sept 16	List of ideas on a policy topic of your choice
[5]	Sept 23	CLG Synopsis
[6]	Sept 30	CLG Synopsis
[7]	Oct 7	Plan for the Policy Article
[8]	Oct 14	CLG Synopsis
[9]	Oct 21	CLG Synopsis
[10]	Oct 28	CLG Synopsis
[11]	Nov 4	First Draft of Policy Article (No CLG Synopsis due; CLG grade based on class participation)
[12]	Nov 11	CLG Synopsis
[13]	Nov 18	CLG Synopsis
[14]	Nov 25	CLG Synopsis Conference Presentations
[15]	Dec 2	Conference Presentations (continued) Final Draft of Policy Article