

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

**Course Number:** SW 390N9

Section I: On-Site  
Section II: Web-Based

**Unique Number:** 63457, 63458

**Semester:** Fall 2003

**Meeting Time/Place:** Tue 2:30-5:30/SSW 2.112

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**Web Site:** <http://www.utexas.edu/ssw/faculty/padilla/>

**Instructor's Name:**

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**Office Hours:** Thurs 1:00-2:30 & by appt.

**POLICY THEORIES (PhD)**

**I. Standardized Course Description**

This course critically examines the theoretical and empirical underpinnings of social welfare policy in United States society. The primary focus is on considering different perspectives on social welfare policy, rather than describing the wide array of program areas within the domain of the social welfare system. We will study a range of approaches to social welfare policy as exemplified in various fields of practice. Accordingly, we will analyze the societal processes that shape social welfare policy, as well as its products and outcomes. Students will also become familiar with applied research methodologies utilized in policy analysis. Students will have an opportunity to conduct an in-depth study of a policy area of their choice.

**II. Standardized Course Objectives**

1. To evaluate competing values and assumptions in social welfare policy, including underlying perspectives on social problems and the social objectives of the programs formulated to deal with these problems;
2. To gain an understanding of the historical background of contemporary social welfare policy dilemmas;
3. To critically analyze current social welfare policy debates and consider their implications for future alternatives;
4. To consider the relationship between social work and social welfare policy, including social work's stance on and contribution to policy; and,
5. To conduct an in-depth analysis of the conceptualization of policy in a specific area of interest.

## Course Content and Organization

This course will provide a comprehensive overview of the theoretical foundations of policy analysis and practice. The focus will be on policy analysis in industrial democratic societies, with a focus on the United States. Case studies will be used to apply theoretical frameworks. Using the outline laid out by Wayne Parsons in the major course text, Public Policy, the course will be organized as follows:

- the concept of *public policy* and the development of the policy approach, including philosophical foundations and models of the policy process
- frameworks for understanding how problems are defined and how policy agendas are set, including social, economic, and historical constraints
- frameworks for understanding the decision-making process (how policy choices are made), including power, rational, institutional, and psychological approaches—with a particular emphasis on the interaction of *facts* and *values* in the decision-making process
- the analysis of (a) policy implementation and the delivery of goods and services and (b) policy evaluation, including how policy is measured against the goals it set out to attain and against the actual impact of the policy

### III. Teaching Methods

This class is conducted using a seminar format. Students are expected to be prepared to discuss assigned topics. The primary teaching approach in this seminar will be collaborative learning. In general, each meeting will include a combination of case studies, illustrative videos, and formal presentation of material. Assigned readings are for the class session in which they are listed in the syllabus. In addition, several sessions across the semester will be dedicated to gaining expertise on writing for publication on a policy topic selected by each individual student. The major criteria for student evaluation will be based on a weekly discussion paper on the assigned readings, class discussions, and a publishable article on a policy topic of interest.

### IV. Required and Recommended Texts, and Materials

*Required and optional texts are available at the University Co-op Book Store. Suggested texts are available at the SSW Learning Resource Center. Other selected readings (e.g., articles) will be made available to the students.*

#### **A. Required Texts**

##### **Policy Texts**

Parsons, Wayne. 1995. Public Policy: An Introduction to the Theory and Practice of Policy Analysis. NH: Edward Elgar Publishing.

Miringoff, Marc and Miringoff, Marque-Luisa. 1999. The Social Health of the Nation: How America is Really Doing. New York: Oxford University Press.

##### **Technical Writing**

Galvan, Jose L. 1999. Writing Literature Reviews. 1998. Los Angeles: Pyczak Publishing.

Pyrzczak, Fred, and Bruce, Randall. 1997. Writing Empirical Research Reports. Los Angeles: Pyrczak Publishing.

American Psychological Association. 2001. Publication Manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Writing for the NASW Press: Information for Authors. 1995. Washington, DC: NASW Press. [Available on-line from NASW at [www.naswpress.org](http://www.naswpress.org) under *Resources/Tools for Authors*.]

### **B. Optional Texts: Technical Writing**

Becker, Howard. 1986. Writing for Social Scientists. UCHIC.

Shields, Patricia M. 2000. Step by Step: Building a Research Paper (Project Organizer). New Forums Press.

Strunk, William & E.B. White. 2000. The Elements of Style. MacMillan.

### **C. Suggested Texts: Technical Writing**

Beebe, Linda. 1993. Professional Writing for the Human Services. Washington: NASW Press.

NASW Press. 1997. An Author's Guide to Social Work Journals. Washington: NASW Press.

### **D. Selected Readings (Additional readings may be assigned throughout the semester.)**

Abbott, Stephen, and Helen Lewis. 2002. Partnership Working and Eligibility Criteria: What Can We Learn from the Implementation of Guidance on Continuing Health Care?. Social Policy & Administration, 36(5): 532-543. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>

Anderson, Steven G., and Brian M. Gryzlak. 2002. Social Work Advocacy in the Post-TANF Environment: Lessons From Early TANF Research Studies, Social Work, 47(3): 301-314. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>

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.

Collins, Mary Elizabeth, Terry S. Lane, Joyce West Stevens. 2003. Teen Living Programs for Young Mothers Receiving Welfare: An Analysis of Implementation and Issues in Service Delivery. Families in Society, 84(1): 31-39. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>

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

Gershoff, Elizabeth Thompson, J. Lawrence Aber, and C. Cybele Raver. 2001. Child Poverty in the U.S.: An Evidence-Based Conceptual Framework for Programs and Policies. Manuscript to be published in R. M. Lerner, F. Jacobs, and D. Wertlieb (eds.), Handbook of Applied Developmental Science: Promoting Positive Child, Adolescent, and Family Development Through Research, Policies, and Programs, Thousand Oaks, CA: Sage Publications.

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.

- Hale, Charles R. 2001. What is Activist Research? Items & Issues. 2(1-2): 13-15.
- Harrington, Michael. 1963. Chapter 1, The Invisible Land. In The Other America: Poverty in the United States (pp. 9-24). Baltimore: Penguin Books.
- Hecl, Hugh. 1994. Chapter 15, Poverty Politics. In Sheldon Danziger, Gary D. Sandefur, and Daniel H. Weinberg (Eds.). Confronting Poverty: Prescriptions for Change (pp. 398-437). New York: Russell Sage Foundation.
- Kaneko, Yoshihiro, Takehito Takano, and Keiko Nakamura. 2003. Visual Localisation of Community Health Needs to Rational Decision-making in Public Health Services. Health & Place, 9(3): 241-251. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>
- Katz, Michael. 1986. Chapter 9, The War on Poverty and the Expansion of Social Welfare. In In the Shadow of the Poorhouse: A Social History of Welfare in America (pp. 251-273). New York: Basic Books, Inc.
- Lawrence, Sharmila. 2001. Advocacy and Research: A Reciprocal Relationship. The Forum, 4(3): 1-5.
- Leiby, James. 1978. Chapter 12, Relief and Social Security, 1930-1946. In A History of Social Welfare and Social Work in the United States (pp. 217-244). New York: Columbia University Press.
- Margaret S. Sherraden, Betsy Slosar, and Michael Sherraden. 2002. Innovation in Social Policy: Collaborative Policy Advocacy. Social Work, 47(3): 209-221. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>
- Mink, Gwendolyn. 1994. Welfare Reform in Historical Perspective. Social Justice 21(1): 114-131.
- Prewitt, Kenneth. 2002. The Social Science Project: Then, Now and Next. Items & Issues, 3(1-2): 5-9.
- Ragan, Mark. 2003. Study Identifies Multiple Strategies and Critical Factors for Integrating Human Services. The Forum, 6(2): 1-5.
- Shields, Patricia M. 1999. Getting Organized: A Pragmatic Tool for Writing Graduate Papers. Journal of Graduate Student Assistant Development, 7(1)5-17.
- Skocpol, Theda, and G. John Inkenberry. 1995. Chapter 4, The Road to Security. In Social Policy in the United States: Future Possibilities in Historical Perspective (pp. 137-166). Princeton, NJ: Princeton University Press.
- Skocpol, Theda, and G. John Inkenberry. 1995. Chapter 6, The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas. In Social Policy in the United States: Future Possibilities in Historical Perspective (pp. 209-227). Princeton, NJ: Princeton University Press.
- Stafford, Walter. 1996. Black civil society: Fighting for a Seat at The table. Social Policy, 27(2):11-17. Available on UT Library On Line Journals: <http://www.lib.utexas.edu/journals/>
- Wilson, William Julius. 1987. Chapter 6, The Limited Visions of Race Relations and the War on Poverty. In The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy (pp. 125-140). IL: University of Chicago.



## V. Course Requirements

A. Policy Article	70%
Oral presentation/poster presentation for Web-based section (10%)	
Final Draft of Policy Article (60%)	
B. “Points for Discussion” Papers and Class participation (weekly average)	30%

### A. Policy Article

The major assignment for this class is a publishable article focusing on a policy issue of interest to you. The purpose of the article is to inform policy. Generally, you will select from two types of articles, empirical (which reports on an original research study that you conducted) or conceptual (which is an original analysis of existing literature). Because of the comprehensiveness of the assignment, you should consider choosing a topic you know something about. For example, the topic can be based on an issue that you focused on in prior courses, something in which you were an expert in your previous job, a study that you conducted or helped conduct, etc. The tasks for the article preparation will be broken down as follows (see course schedule for due dates).

**\* Keep all the written parts of the assignment listed below in Parts 1-5, and submit them as a package in a binder at the end of the semester.**

#### Part 1. List of 3 theses statements

- ❑ Think of 3 different approaches to a policy topic of your choice. Once you have selected a general topic, what specific issues within this general topic might you want to focus on? Come up with 3 separate possibilities.

#### Part 2. Plan for the policy article

Planning your article helps you organize your ideas. The plan should include:

- ❑ List of 2-3 possible journals for submission and “Guide to Authors” from each.
- ❑ Narrowed topic/thesis and short outline
- ❑ Copy of at least one article taken from one of the 3 possible journals that you could use as a “model” for your paper
- ❑ 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 must be student in this class).

#### Part 3. First draft of policy article

The first draft of the paper is basically a finished draft provided to colleagues for substantive review/feedback before it is sent out for publication. It is not intended to be a rough draft that I or your colleagues should fix or edit for you. Rather, it should be the very best paper you can produce in terms of coherence of ideas, grammar, etc. You will not receive a separate grade for the first draft, but I will provide you with an evaluation of your first draft (superior, good, average, or below average) to help you determine how much work you need to do on the final version.

- ❑ Include a bibliography with at least 20 references

#### Part 4. Conference presentation/poster presentation for Web-based section based on policy article

Presenting papers at professional conferences provides you with additional valuable feedback that you can incorporate into the article before you submit it for consideration by a journal.

- ❑ The grade will be based on the substance of the presentation, as well as the coherence and clarity of the presentation of ideas (15-20 minutes each, plus time for Q&A for on-site class).

#### Part 5. Final draft of article and project binder

- ❑ The final draft of the paper in the format you required by the journal you choose to submit.
- ❑ The comments from the three persons who critiqued your first draft (marginal comments on a copy of your paper, or notes).
- ❑ A memo in which you respond to each of the reviewer's comments. Summarize the changes you made based on the reviewers' suggestions or explain why you decided not to make certain changes. (In the memo, do not list all the changes that you made related to improving grammar, spelling, and other basic writing errors. Simply say you addressed them in general.)
- ❑ 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, including its mission statement. Clearly identify the target journal in the paper's title page.
- ❑ In the project binder, also include other materials you have compiled in preparing the article throughout the semester (theses statements, outline, and model article).

#### Criteria for final draft of the policy article:

- (a) General criteria: adherence to NASW Reviewer's Checklist; improvement over first draft; how close it is to being ready for publication
- (b) Substantive content: level of analysis (extent to which the article goes beyond a broad general overview of the topic to a focused analysis of a complex issue); extent to which the article makes it clear how it fits within the state-of-the-art/current intellectual discourse on the topic of discussion; use of supportive data and literature, including a comprehensive and up-to-date bibliography
- (c) Format and style: coherence (extent to which the paper is well-organized); grammar and style; level of formality (e.g., extent to which the paper reflects formal writing style rather than informal conversation style); adherence to format style required by the journal of choice.

#### **B. "Points for Discussion" Papers and Class Participation**

The class will be conducted as a seminar using collaborative learning techniques to provide students with the opportunity to systematically analyze and apply concepts taught in the course. Students are expected to come prepared to discuss assigned readings. In order to help students prepare, you will be asked to write some notes on particular issues that stand out for you in a short discussion paper.

Each week starts with a reading from the Parsons book, Public Policy, which presents theoretical foundations of different aspects of policy. (Readings for the weeks on 'Roots of Contemporary Policy Dilemmas' begin with a general reading about a particular historical policy era.) A set of related readings relevant to a particular problem or policy concern, including cases studies, are then provided that illustrate and apply the theoretical frameworks on policy introduced by Parsons.

In preparation for class, you will be asked to write a short 2 to 3-page paper in which you explore the applications of Parson's theoretical frameworks to the cases and other relevant material provided for the week. Each week lists a broad question (Points for Discussion) to focus the class discussion. In response to the Points for Discussion, bring out 3 or 4 points that stand out for you in the readings. Discuss the complexity of the issues: be sensitive to tensions, contradictions, controversies, consistencies/inconsistencies, paradoxes, overlapping ideas. Consider issues from various points and insert your voice in the discussion. Support your arguments with specifics from the readings (refer to

specific readings). Make things relevant: give information and explain why it is meaningful. Show a sense of direction: promise to discuss certain things and give a roadmap.

A total of 8 Points for Discussion papers are scheduled; due dates are listed in the course schedule. To provide leeway for emergencies, students can drop one discussion paper without penalty. There are no exams in this class. The discussion papers and class participation will be the main methods used in this class to review the material; thus, it is a critical part of the class.

## VI. Class Policies

1. Attend class regularly. Class attendance is required every class period for the entire 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. Conference presentations will only be given on the allotted dates. The policy article project will be penalized 5 points for each calendar day late. Should you require an Incomplete (grade X), one additional draft will be accepted, and the maximum grade that can be attained for an Incomplete is 85.
3. Expectations related to the class schedule: Assigned readings are due on the date listed. Any guest lectures and videos may be scheduled on short notice and will be subject to change in the event of unavoidable scheduling conflicts. Changes in assignments, due dates, and other class information may be made throughout the semester. Announcements will be made in class and/or via e-mail. In case of absence, it is the responsibility of the student to obtain information on announcements made in class during their absence.
4. 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. Scholastic dishonesty, including plagiarism, will result in recommendation for dismissal from the University according to UT guidelines.
5. Request and use feedback. Offer feedback.
6. Participate in class discussions and other in-class activities. Differences in values, opinions, and ideas with other students (and guest speakers) will be respected.
7. Present written and oral presentations professionally.
8. Use APA Style for referencing. The *Publication Manual of the American Psychological Association* is the standard style manual used by the School of Social Work. NOTE: For the policy article project use the style required by the journal for which you are preparing the article.
9. Agency and Community 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.
10. Academic Accommodations for Students with Disabilities. The University of Texas 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.

## VII. Course Schedule

### Topic of Study, Readings, and Assignment Due

Sept 2 [1]	<i>Overview of the Course</i>
Sept 9 [2]	<p><b>An Introduction to the Theory and Practice of Policy Analysis</b>  <i>The concept of public policy and the development of the policy approach; policy practice in social work.</i></p> <p><u>Public Policy</u>, Introduction, p. xv-xviii; Part I, Meta Analysis, p. 1-83          Figueira-McDonough, Policy Practice: The Neglected Side of Social Work Intervention          Sherraden, Slosar, and Sherraden, Innovation in Social Policy: Collaborative Policy Advocacy</p> <p><b>DUE:</b> Points for Discussion: If we are interested in affecting policy, what do we need to know about the policy process?</p>
Sept 16 [3]	<p><b>WRITING FOR PUBLICATION—Part I: Developing a Plan</b></p> <p>Shields, Getting Organized: A Pragmatic Tool for Writing Graduate Papers          Galvan, <u>Writing Literature Reviews</u> [for students planning to write a conceptual paper; i.e., a paper based on your review of existing literature]          Pyczak and Bruce, <u>Writing Empirical Research Reports</u> [for students planning to write an empirical paper; i.e., report on the results of a research study you conducted]</p> <p><b>WRITING WORKSHOP:</b> Patricia Shields, author, <i>Step by Step: Building a Research Paper</i>  <b>DUE:</b> List of 3 Thesis Statements for Policy Article</p>
Sept 23 [4]	<p><b>Roots of Contemporary Policy Dilemmas:</b>  <b>Part I. The Emergence of the Social Welfare System in the United States</b>  <i>How the “New Deal” policies of the 1930s shaped the US approach to the provision of public benefits.</i></p> <p>Leiby, Chapter 12, Relief and Social Security, 1930-1946          Skocpol, Chapter 4, The Road to Security; Chapter 6; The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas          Gordon, Social Insurance and Public Assistance: The Influence of Gender in Welfare Thought in the United States, 1890-1935          Cohen and Hanagan, The Politics of Gender and the Making of the Welfare State, 1900-1940: A Comparative Perspective</p> <p><b>IN-CLASS VIDEO:</b> The Great Depression, Vol. 3, New Deal, New York  <b>DUE:</b> Points for Discussion: How did the Social Security Act of the 1930s set the stage for contemporary policy dilemmas?</p>

<p>Sept 30 [5]</p>	<p><b>Roots of Contemporary Policy Dilemmas:</b>  <b>Part II. Background of Current Policy Strategies to Address Poverty</b>  <i>The discovery of poverty in the “War on Poverty” of the 1960s and enduring policy controversies.</i></p> <p>Katz, Chapter 9, The War on Poverty and the Expansion of Social Welfare  Harrington, Chapter 1, The Invisible Land  Hecló, Poverty Politics  Wilson, Chapter 6, The Limited Visions of Race Relations and the War on Poverty</p> <p><b>IN-CLASS VIDEO:</b> The War on Poverty, Vol. 1., In this Affluent Society  <b>DUE:</b> Points for Discussion: What important controversies surfaced with the War on Poverty?</p>
<p>Oct 7 [6]</p>	<p><b>WRITING FOR PUBLICATION—Part II: Identifying Relevant Materials on Your Topic</b></p> <p><u><a href="#">Writing for the NASW Press: Information for Authors</a></u></p> <p><b>WORKSHOP ON POLICY LIBRARY RESEARCH:</b> Susan Macicak, Social Sciences Bibliographer, UT Library</p>
<p>Oct 14 [7]</p>	<p><b>Problem Definition, Agenda Setting, and Policy Formulation</b>  <b>Part I: Assessing the Social Health of the Nation</b>  <i>Frameworks for understanding how problems are defined and how policy agendas are set, including social, economic, and historical constraints.</i></p> <p><u><a href="#">Public Policy</a></u>, Part II, Meso Analysis, p. 85-153  <u><a href="#">The Social Health of the Nation</a></u>, Chapters 1, 2, 3 and 7, 8, 9; <i>read about 4-5 indicators of your choice</i> in Chapters 4-6</p> <p><b>DUE:</b> Points for Discussion: Reflect on this statement: Defining social problems is part of the problem?</p>
<p>Oct 21 [8]</p>	<p><b>Problem Definition, Agenda Setting, and Policy Formulation</b>  <b>Part II: Forms of Policy Advocacy—Knowledge for the Purpose of Reform</b>  <i>Strategies to affect policy: activist research and community-organizing.</i></p> <p><u><a href="#">Public Policy</a></u>, Part II, Meso Analysis, p. 153-243  Lawrence, Advocacy and Research: A Reciprocal Relationship  Hale, What is Activist Research  Prewitt, The Social Science Project: Then, Now and Next</p> <p><b>IN-CLASS VIDEO:</b> The Democratic Promise: Saul Alinski and his Legacy  <b>DUE:</b> Points for Discussion: How should research for policy reform differ from conventional research?</p>

<p>Oct 28 [9]</p>	<p><b>Analysis of the Decision Making Process</b>  <i>Frameworks for understanding the decision making process (how policy choices are made).</i></p> <p><u>Public Policy</u>, Part III, Decision Analysis, p. 245-306 (power and rationality); p. 380-399 (the role of information); p. 433-55 (critiques of policy analysis)          Kaneko, Visual localisation of community health needs to rational decision-making in public health services          Stafford, Black civil society: Fighting for a seat at the table</p> <p><b>DUE:</b> Points for Discussion: What are the tensions between power and rationality in the policy decision making process?</p>
<p>Nov 4 [10]</p>	<p><b>WRITING FOR PUBLICATION—Part III: Drafting Your Article</b></p> <p>Discussion of individual student policy papers. Come prepared to discuss your draft.  <b>DUE:</b> First Draft of Policy Article</p>
<p>Nov 11 [11]</p>	<p><b>Delivery Analysis</b>  <b>Part I. Analysis of Implementation and Delivery Systems</b>  <i>The analysis of policy implementation and the delivery of goods and services.</i></p> <p><u>Public Policy</u>, Part IV, Delivery Analysis, p. 457-542          Collins, Lane, and Stevens, Teen Living Programs for Young Mothers Receiving Welfare: An Analysis of Implementation and Issues in Service Delivery          Abbott and Lewis, Partnership Working and Eligibility Criteria: What Can We Learn from the Implementation of Guidance on Continuing Health Care?          Ragan, Study Identifies Multiple Strategies and Critical Factors for Integrating Human Services</p> <p><b>IN-CLASS VIDEO:</b> The Family Support Movement  <b>DUE:</b> Points for Discussion: What significant challenges arise when translating policy into program implementation?</p>

Nov 18 [12]	<p><b>Delivery Analysis</b>  <b>Part II. Analysis of Evaluation and Impact</b>  <i>Policy evaluation, including how policy is measured against the goals it set out to attain and social impact.</i></p> <p><u>Public Policy</u>, Part IV, Delivery Analysis, p. 542-616  Gershoff, Thompson, Aber, and Raver, Child Poverty in the U.S.: An Evidence-Based Conceptual Framework for Programs and Policies  Anderson and Gryzlak, Social Work Advocacy in the Post-TANF Environment: Lessons From Early TANF Research Studies, Social Work  Mink, Welfare Reform in Historical Perspective</p> <p><b>IN-CLASS VIDEO:</b> Ending Welfare as We Know It  <b>DUE:</b> Points for Discussion: What kinds of outcomes/changes would you expect to see if our poverty policies were to be considered fully successful?</p>
Nov 25 [13]	Student Policy Paper Presentations
Dec 2 [14]	Student Policy Paper Presentations
Dec 10	<p><b>DUE:</b> Final Draft of Policy Article &amp; Project Binder*  Deliver to the SSW Student Services Desk, “Faculty Box”</p> <p>*<u>Project Binder:</u> Along with the final draft of the policy article, compile all the assignments leading to the final paper, including the thesis statement, outline, first draft, reviewer comments, memo responding to reviewers’ comments, journal guidelines, etc., and submit them as a package in a binder. Use dividers to separate each section.</p>

### VIII. Bibliography

#### Recommended Readings

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

Axinn, June, and Herman Levin. (1992). Social Welfare: A History of the American Response to Need. White Plains, NY: Longman.

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

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.

- Danziger, Sheldon, and Gottschalk, Peter. (1995). America Unequal. Cambridge, MA: Harvard University Press.
- Danziger, Sheldon, Gary D. Sandefur, and Daniel H. Weinberg (Eds.). (1994). Confronting Poverty: Prescriptions for Change. New York: Russell Sage Foundation.
- Davies, Martin. (1997). The Blackwell Companion to Social Work. Cambridge: Blackwell Publishers.
- Day, P. J. (1989). A New History of Social Welfare. Englewood, NJ: Prentice Hall, 1989.
- DiNitto, Diana M. (1995). Social Welfare: Politics and Public Policy. Englewood Cliffs, NJ.
- Edin, Kathryn, and Laura Lein. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation.
- Ewalt, Patricia et al. (1997). Social Policy: Reform, Research, and Practice. Washington, DC: NASW Press.
- Gensler, Howard. (1996). The American Welfare System: Origins, Structure, and Effects. Westport, CT: Praeger.
- Gilbert, Neil, and Paul Terrel. (1998). Dimensions of Social Welfare Policy. Needham Heights, MA: Allyn & Bacon.
- Harrington, Michael (1963). The Other America: Poverty in the United States. Baltimore: Penguin Books.
- Heffernan, W. Joseph. (1992). Social Welfare Policy: A Research and Action Strategy. New York: Longman. Chapter 10, Histories of Policy
- Katz, Michael B. (1990). The Undeserving Poor : From the War on Poverty to the War on Welfare, New York : Pantheon Books.
- Larner, Mary B., Donna L. Terman, and Richard E. Behrman. (1997). "Welfare to Work: Analysis and Recommendations," The Future of Children 7(1): 4-19.
- Mead, Lawrence M. (1992). The New Politics of Poverty: The Nonworking Poor in America. New York: BasicBooks.
- Murray, Charles. (1984). Losing Ground: American Social Policy, 1950-1980. New York: Basic Books.
- Olasky, Marvin N. (1996). Renewing American Compassion, New York: Free Press.
- Olasky, Marvin. (1991). Lessons on Compassion: 19th Century Welfare. Current, No. 330: 8-19.
- Patton, Carl, and David Sawicki (1993). Basic Methods of Policy Analysis and Planning. Englewood Cliffs, NJ: Prentice Hall.
- Rein, Martin. (1983). Social Policy: Issues of Choice and Change. New York: M.E. Sharpe.

Reisch, Michael. (1997). Social Work in the 21st Century. Thousand Oaks, CA: Pine Forge Press.

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

Skocpol, Theda. (1995). Social Policy in the United States: Future Possibilities in Historical Perspective. Princeton, NJ: Princeton University Press.

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