

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

<b>Course Number:</b>	SW 311 MAS 319	<b>Instructor's name:</b>	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
<b>Unique Number:</b>	55835	<b>Office Number:</b>	SSW 3.130K
<b>Semester:</b>	Spring 1996	<b>Office Phone:</b>	471-6266 ypadilla@mail.utexas.edu
<b>Meeting Time/Place:</b>	Tues-Thurs. 12:30am-2:00pm SSW 2.112	<b>Office Hours:</b>	Tuesdays 1:45-3:45pm or by appointment

**POVERTY AND PUBLIC POLICY**

(CROSS- LISTED WITH THE CENTER FOR MEXICAN AMERICAN STUDIES)

**I. Course Description**

The goal of this course is to teach students the theoretical foundations of poverty that will allow them to understand and critically analyze poverty research, policy alternatives, and intervention strategies. The course will cover some of the most influential works in the development of American social welfare policy. Examples include Harrington's The Other America, which resulted in the discovery of poverty amid affluence in the U.S. and the development of the War on Poverty legislation, and Murray's Losing Ground, which has had an important influence on anti-welfare legislation in the U.S. Major conceptualizations of poverty which drive the current poverty debate, such as the culture of poverty, the underclass, and others will be analyzed.

The focus of this course is on poverty among children and families. The course is designed to provide students with the ability to analyze the current empirical and theoretical perspectives on poverty and antipoverty policies in the United States. Special emphasis will be given to the implications of poverty and poverty policy for a variety of social work areas and fields of practice, including child welfare, health, mental health, services to adolescents, and welfare, among others. In addition, it will address the issues of those most affected by poverty in U.S. society: African Americans, Latinos, and women and children.

The course is organized as follows:

- Measuring and defining poverty
- Theoretical explanations of poverty
- Risk factors associated with living in poverty and strategies for survival
- The consequences of poverty
- Perspectives on anti-poverty policy alternatives
- Implementing policy and the role of the social work profession in helping the poor

## II. Course Objectives

By the end of the semester, each student should be able to:

1. identify contemporary research issues on children and families in poverty;
2. differentiate between economic hardship and poverty as a pervasive condition that involves poor housing and neighborhood conditions; deteriorating community infrastructure, including schools, recreational opportunities, and employment opportunities; lack of adequate health care, and other factors;
3. conceptualize social problems associated with poverty, such as teenage pregnancy, high drop out rates, etc., from a well-developed theoretical framework in order to understand the complex relationship between different underlying conditions that come into play in causing poverty;
4. demonstrate an understanding of the consequences of poverty for other areas of social well-being, including the effect on the individual life cycle, the family, the community, and the society;
5. evaluate a variety of antipoverty policies, including contemporary welfare reform; including their effect men, women, and people of various ages, ethnicity, socioeconomic status and physical and mental abilities;
6. assess the special problems of service delivery to the poor and the impact of social values on service delivery in the United States, including the ways that issues of diversity (such as culture, class, gender, physical or mental ability, age) have been addressed;
7. illustrate the significance of poverty policy in society in general, and the implications for social work practice, in particular;
8. critically analyze the relationship between prevailing assumptions about the nature of poverty and proposed interventions, including issues of values and ethics.

## III. Teaching Methods

The primary teaching approach in this course will be collaborative learning. Material in the course will be presented through discussions, videos, and small group work, and lectures. In general, each meeting will include a combination of formal presentation of material, exercises, illustrative videos, and work in small groups. Students will be responsible for materials presented through all these activities. Assigned readings are for the week in which they are listed and students should have read the readings and be prepared to discuss them in class. Videos will be used as tools for addressing key concepts in the course, and information in the videos will be included in the exam. **The videos are not available for individual student viewing, and thus can only be viewed when presented in class.**

## IV. Course Readings

### Required Text

Chafel, J. A. (Ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press.

### Selected Readings

- Bean, F. D. & Tienda, M. (1987). Ch. 1: "The Structuring of Hispanic Ethnicity: Theoretical and Historical Considerations." In The Hispanic Population of the United States. New York: Russell Sage Foundation.
- Betts, D. C. & Slottje, D. J. with Vargas-Garcia, J. (1994). Ch. 2: "The Measurement and Analysis of Poverty." In Crisis on the Rio Grande: Poverty, Unemployment, and Economic Development on the Texas-Mexico Border. Boulder, CO: Westview Press.
- Burtless, G. (1994). Ch. 3: "Public Spending on the Poor: Historical Trends and Economic Limits." In S. H. Danziger, G. D. Sandefur, & D. H. Weinberg (Eds.), Confronting Poverty: Prescriptions for Change. Cambridge, MA: Harvard University Press.
- Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press. Chapters 1-8.
- "Confronting Poverty: Prescriptions for Change." Focus, 16 (2), 35-44.
- Danziger, S. & Danziger S. K. (1993). "Child Poverty and Public Policy: Toward a Comprehensive Antipoverty Agenda." Daedalus, 122 (1), 57-84.
- Danziger, S. (1991). "The War on Poverty Made a Difference." Ann Arbor: The University of Michigan.
- DeParle, J. (1994, December 18). "Better Work Than Welfare: But What if There's Neither?" The New York Times Magazine, Section 6, pp. 42-48, 56, 58, 74.
- Edelman, M. W. (1987). Ch. 1: "The Black Family in America," and Ch. 2: "The American Family in the 1980's." In Families in Peril: An Agenda for Social Change. Cambridge, MA: Harvard University Press.
- Edin, K. J. (1995). "The Myths of Dependence and Self-Sufficiency: Women, Welfare, and Low-wage Work." Focus, 17 (2), 1-9.
- Ellwood, D. T. (1988). Ch. 2: "Values and the Helping Conundrums," and Ch. 7: "Choosing a Future." In Poor Support: Poverty in the American Family. New York: Basic Books, Inc.
- Enchautegui, M. E. (1995). Policy Implications of Latino Poverty. Washington, D.C.: Population Studies Center, The Urban Institute.
- Ewalt, P. L. (1994). "Poverty Matters." Social Work, 39 (2), 149-152.
- Farrell, C. & Pennar, K. (1995, January 23). "Welfare Reform Won't Patch Up Poor Families." Business Week, 78-79.
- Ford, D. Y., Harris, J. H. III, & Winborne, D. G. (1991). Ch. 9: "The Coloring of IQ Testing: A New Name for an Old Phenomenon." In D. J. Jones, Prescriptions and Policies: The Social Well-Being of African Americans in the 1990's. New Brunswick, NJ: Transaction Publishers.

- Garfinkel, I. & McLanahan, S. S. (1986). Ch. 4: "A Review of American Welfare Policy: Colonial Era to 1980." In Single Mothers and Their Children: A New American Dilemma. Washington, D.C.: The Urban Institute Press.
- Greene, M. B. (1993). "Chronic Exposure to Violence and Poverty: Interventions That Work for Youth." Crime and Delinquency, 39 (1), 106-124.
- Hagen, J. L. (1992). "Women, Work, and Welfare: Is There a Role for Social Work?" Social Work, 37 (1), 9-15.
- Harrington, M. (1962). Ch. 1: "The Invisible Land," and Ch. 9: "The Two Nations." In The Other America: Poverty in the United States. Baltimore, MD: Penguin Books.
- Haveman, R. & Scholz, J. K. (1994). "The Clinton Welfare Reform Plan: Will It End Poverty as We Know It? Insights, Institute for Research on Poverty.
- Haveman, R. H. & Wolfe, B. L. (1994). Ch. 1: "The Deteriorating Status of America's Children: Facts and Implications," Ch. 3: "A Tour of Research Studies," and Ch. 8: "Our Findings and Some Policy Implications." In Succeeding Generations: On the Effects of Investments in Children. New York: Russell Sage Foundation.
- Heclo, H. (1994). Ch. 15: "Poverty Politics." In S. H. Danziger, G. D. Sandefur, & D. H. Weinberg (Eds.), Confronting Poverty: Prescriptions for Change. Cambridge, MA: Harvard University Press.
- Henson, C. (May 2, 1995). "U.N. calls poverty biggest deterrent to good health." Austin American-Statesman, Sec. A7.
- Hernstein, R. & Murray, C. (1994). "Introduction," Ch. 5: "Poverty," Ch. 13: "Ethnic Differences in Cognitive Ability," and Ch. 22: "A Place for Everyone." In The Bell Curve: Intelligence and Class Structure in American Life. New York: Free Press.
- Huston, A. C. (1994). "Children in Poverty: Designing Research to Affect Policy." Social Policy Report, 8 (2), 1-12.
- Huston, A. C., McLoyd, V. C., & Garcia Coll, C. (1994). "Children and Poverty: Issues in Contemporary Research." Child Development, 2, (Special Issue: Children and Poverty), 265-282.
- Institute for Women's Policy Research. (1995). "Welfare that Works: The Working Lives of AFDC Recipients." Focus, 17 (2), 10-12.
- "Investing in Children." Focus, 16 (1), 24-27.
- Kids Count Data Book: State Profiles of Child Well-Being. (1994). Baltimore, MD: Annie E. Casey Foundation.
- Lewis, O. (1966). "Introduction." In La Vida: A Puerto Rican Family in the Culture of Poverty-San Juan and New York. Random House.

- Mead, L. M. (1992). Ch. 6: "Barriers to Employment," Ch. 7: "Human Nature," Ch. 8: "Policy," and Ch. 9: "Welfare Reform." In The New Politics of Poverty: The Nonworking Poor in America. New York: Basic Books.
- Moore, J. & Pinderhughes, R. (1993). "Introduction." In J. Moore and R. Pinderhughes (Eds.), In the Barrios: Latinos and the Underclass Debate. New York: Russell Sage Foundation.
- Murray, C. (1984). Ch. 15: "What Do We Want to Accomplish." In Losing Ground: American Social Policy, 1950-1980. New York: Basic Books, Inc.
- National Center for Children in Poverty. (1991). "How We Can Help the Children of Poverty." Education Digest, 56 (7), 6-8.
- "New permanence of poverty." (1989). Society, 26 (1), 2-4.
- "Overview: Making the Connection between Violence and Development." (1995). The Global Crisis of Violence: Common Problems, Universal Causes, Shared Solutions. New York: Office of Peace and International Affairs, National Association of Social Workers.
- Peterson, P. E. (1991). "The Urban Underclass and the Poverty Paradox." In C. Jencks & P.E. Peterson (Eds.), The Urban Underclass. Washington, D.C.: The Brookings Institution.
- Phillips, M. H., DeChillo, N., Kronenfeld, D., & Middleton-Jeter, V. (1988). "Homeless Families: Services Make a Difference." Social Casework: The Journal of Contemporary Social Work, 69 (1), 48-54.
- "Poverty: Ensuring Enough for Everyone." (1995). The Global Crisis of Violence: Common Problems, Universal Causes, Shared Solutions. New York: Office of Peace and International Affairs, National Association of Social Workers.
- Rich, S. (1993, March 28). "Researchers find poverty before age 5 leaves children with lower IQ's." Austin American-Statesman, Sec. A 17.
- Ryan, W. (1972). Ch. 1: "The Art of Savage Discovery: How to Blame the Victim." In Blaming the Victim (rev. ed.). New York: Vintage Books.
- Schorr, L. B. with Schorr, D. (1989). "The High Cost of Rotten Outcomes." In Within Our Reach. New York: Anchor Books, Doubleday.
- Smeeding, T. (1992) "Why the U.S. Antipoverty System Doesn't Work Very Well." Challenge, 35 (1), 30-35.
- Smith, L. A. (1988). "Black Adolescent Fathers: Issues for Service Provision." Social Work, 33(3), 269-272.
- Stack, C. B. (1974). Ch. 2: "Black Urban Poor", and Ch. 8: "Conclusion." In All our Kin: Strategies for Survival in a Black Community. New York: Harper & Row.
- The Progress of Nations. (1993). New York: United Nations Children's Fund (UNICEF), 42-45.

"The USA: A new deal for children." (1994). The State of the World's Children. New York: United Nations Children's Fund (UNICEF), Oxford University Press, p. 46.

Vobejda, B. (1994, October 27). "'Cognitive elite' clash over 'Bell Curve'." Austin American-Statesman, Sec. E 6.

"Welfare: The Myth of Reform." (1995, January 16). U.S. News & World Report (cover story), 30-38.

Wilson, W. J. (1987). Ch. 1: "Cycles of Deprivation and the Ghetto Underclass Debate," Ch. 2: "Social Change and Social Dislocations in the Inner City," and Ch. 5: "Race-specific Policies and the Truly Disadvantaged." In The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: University of Chicago Press. (*A Classic in Poverty Theory*)

Wilson, W. J. (1991). "Public Policy Research and The Truly Disadvantaged." In C. Jencks & P.E. Peterson (Eds.), The Urban Underclass. Washington, D.C.: The Brookings Institution.

Zippay, A. (1995). "The Politics of Empowerment: Empowerment of Low-Income Populations as a Component of Social Work and Community Development." Social Work, 40(2), 263-268.

## V. Course Requirements

### A. Cooperative Learning Group Assignments

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 briefly summarize, and/or provide some reactions, to the readings for each week or to list the main points in the readings. The Take-home Worksheet will serve as an aid to conduct the group discussion. The worksheets should be **two to three pages** and do not need to be type-written, but must be legible. Each worksheet will be graded based on how well it reflects the reading of the assigned chapter(s).

The grade for Collaborative Learning Groups will be based on the average of all the semester's group exercises. Collaborative Learning Groups are based on preparing Take-home Worksheets and participation in group discussions (including preparing some reflections in class based on the topic of discussion, In-class Worksheets). All Worksheets will be picked up.

In-class group worksheets will be the groups' notes based on their discussion of the assigned case/reading. Each group will assign a leader and a scribe. Scribes are to synthesize and integrate the ideas from each of the group members and prepare in-class group notes for the group. Each student's contribution is based on their individual notes. The scribe presents the group's analysis back to the class as a whole. The instructor will serve as a facilitator by helping organize the information presented by all groups in the class-wide discussion.

The grade for each CLG is a package: Take-home Worksheet and In-class participation/Worksheet. You cannot get partial credit, and there are no make-ups for CLGs. **Basically, participating in class discussion without bringing Take-home notes defeats the purpose of CLGs, as does turning in Take-home notes without coming to class.** However, in order to have some leeway for emergency absences, you can miss up to three CLGs without penalty.

**B. Take-Home Essay Exams**

All exams will be in essay format and will follow the same principles of the collaborative group teaching method by focusing on the application and analysis of the information learned in the course.

**C. Course Grading**

All grades will be determined in the following manner:

<b>Grading scale</b>	<b>Final Grade</b>	
90-100 = A	Exam I	35%
80-89 = B	Exam II	35%
70-79 = C	Collaborative Learning	
60-69 = D	<u>(CLG) Assignments*</u>	25%
50 and below = F		
		Total = 100%

- \*Students will be graded as follows on each of the weekly CLG Assignments:
- 100** if they submit take-home notes, in-class notes (when assigned), and group notes when due (Tuesday of each week)
  - 0** if they submit take-home notes, but do not attend class to participate in the small group discussions on both weekly class days (or they attend/participate, but do not come prepared with and submit take-home notes)
  - 60** if the notes submitted are extremely sketchy

Students will be allowed miss up to three CLG assignments without penalty in order to accommodate for unexpected student emergencies. Therefore, no make-ups will be given for CLG assignments or late notes accepted.

**VI. Class Expectations and Policies**

- 1. Attend class regularly.**  
Because this class is based on collaborative learning techniques, attendance and class participation are strictly required.
- 2. Turn assignments in on the due dates.**  
In order to receive full credit on collaborative learning group assignments students must participate in all levels of the assignment: take-home, individual, and group work.
- 3. Be present for the examinations/submit take-home exams on time.**  
Exceptions are made only if special circumstances make this impossible and prior arrangements have been made with me.

4. **Follow the rules of scholastic honesty.**  
Assignments or examinations 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. Plagiarism and cheating during examinations constitute scholastic dishonesty and will result in recommendation for dismissal from the University according to University guidelines.
5. **Request and use feedback.**  
I will work with you throughout the semester and provide you with feedback and suggestions for assignments. Student visits to my office are always welcome either during office hours or by appointment.
6. **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, assignments, my expectations of you, or your expectations of the course, talk to me as soon as possible during the semester.
7. **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 will be respected.
8. **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.
9. **Use APA referencing.**  
The *Publication Manual of the American Psychological Association* is the style manual to be used by all students. A handout on APA style are available at the SSW Student Services Office (SSW 2.216). A copy of the full manual is available at the LRC (SSW 1.214A). Appropriate referencing is required on all written assignments (take-home exams). Use quotation marks for short, direct quotes or indentations for longer, direct quotes with page numbers and appropriate citations to the author's work.

## VII. Course Schedule

### Week 1

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JAN 16/18

Overview of the material to be covered in the course  
Explanation of the course requirements (including instructions on the Collaborative Learning Groups (CLG) Method)  
(No readings assigned for this week.)

### Week 2

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JAN 23/25

*Who Are The Poor?*  
*The Problem of Measuring Poverty*

Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press.

Ch. 1: "**Child Poverty: Overview and Outlook**"

Ch. 3: "**Who Are the Poor? A Demographic Perspective**"

Kids Count Data Book: State Profiles of Child Well-Being. (1994). Baltimore, MD: Annie E. Casey Foundation.

"New permanence of poverty." (1989). Society, 26 (1), 2-4.

Huston, A.C. (1994). "Children in Poverty: Designing Research to Affect Policy." Social Policy Report, 8 (2), 1-12.

### Week 3

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JAN 30/FEB 1

*Profiles of Poverty: Risk Factors and Strategies for Survival*

Chafel, Ch. 2: "**Profiles of Children and Families in Poverty**"

Chafel, Ch. 5: "**Childhood Poverty and Child Maltreatment**"

Lewis, O. (1966). "Introduction." In La Vida: A Puerto Rican Family in the Culture of Poverty-San Juan and New York. Random House.

Stack, C.B. (1974). Ch. 2: "Black Urban Poor". In All our Kin: Strategies for Survival in a Black Community. New York: Harper & Row.

Stack, C.B. (1974). Ch. 8: "Conclusion." In All our Kin: Strategies for Survival in a Black Community. New York: Harper & Row.

**Week 4**  
FEB 6/8

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NATIONAL TEACH-IN: SOCIAL WORKERS AND THE CHALLENGE OF VIOLENCE WORLDWIDE

*Poverty as Violence: Common Themes from an International Comparative Perspective*

The Progress of Nations. (1993). New York: United Nations Children's Fund (UNICEF), 42-45.

"The USA: A new deal for children." (1994). The State of the World's Children. New York: United Nations Children's Fund (UNICEF), Oxford University Press, p. 46.

Smeeding, T. (1992) "Why the U.S. Antipoverty System Doesn't Work Very Well." Challenge, 35 (1), 30-35.

Henson, C. (May 2, 1995). "U.N. calls poverty biggest deterrent to good health." Austin American-Statesman, Sec. A7.

"Overview: Making the Connection between Violence and Development." (1995). The Global Crisis of Violence: Common Problems, Universal Causes, Shared Solutions. New York: Office of Peace and International Affairs, National Association of Social Workers.

"Poverty: Ensuring Enough for Everyone." (1995). The Global Crisis of Violence: Common Problems, Universal Causes, Shared Solutions. New York: Office of Peace and International Affairs, National Association of Social Workers.

**Week 5**  
FEB 13/15

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*Theoretical Explanations of Poverty*  
*Part I: Shifts in the Structure of U.S. Society*

Chafel, Ch. 4: "**Children of Poverty: Why Are They Poor?**"

Edelman, M.W. (1987). Ch. 1: "The Black Family in America." In Families in Peril: An Agenda for Social Change. Cambridge, MA: Harvard University Press.

Edelman, M.W. (1987). Ch. 2: "The American Family in the 1980's." In Families in Peril: An Agenda for Social Change. Cambridge, MA: Harvard University Press.

**Week 6**  
FEB 20/22

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*Theoretical Explanations of Poverty:*  
*Part II: Classical Interpretations and Current Controversies*

- Harrington, M. (1962). Ch. 1: "The Invisible Land." In The Other America: Poverty in the United States. Baltimore, MD: Penguin Books.
- Harrington, M. (1962). Ch. 9: "The Two Nations." In The Other America: Poverty in the United States. Baltimore, MD: Penguin Books.
- Ryan, W. (1972). Ch. 1: "The Art of Savage Discovery: How to Blame the Victim." In Blaming the Victim (rev. ed.). New York: Vintage Books.
- Mead, L.M. (1992). Ch. 6: "Barriers to Employment." In The New Politics of Poverty: The Nonworking Poor in America. New York: Basic Books.
- Mead, L.M. (1992). Ch. 7: "Human Nature." In The New Politics of Poverty: The Nonworking Poor in America. New York: Basic Books.

**Week 7**  
FEB 27/29

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*Theoretical Explanations of Poverty*  
*Part III: The Underclass Debate*

- Wilson, W.J. (1987). Ch. 1: "Cycles of Deprivation and the Ghetto Underclass Debate." In The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: University of Chicago Press.
- Wilson, W.J. (1987). Ch. 2: "Social Change and Social Dislocations in the Inner City." In The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: University of Chicago Press.
- Wilson, W.J. (1987). Ch. 5: "Race-specific Policies and the Truly Disadvantaged." In The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: University of Chicago Press.
- Wilson, W.J. (1991). "Public Policy Research and The Truly Disadvantaged." In C. Jencks & P.E. Peterson (Eds.), The Urban Underclass. Washington, D.C.: The Brookings Institution.
- Peterson, P.E. (1991). "The Urban Underclass and the Poverty Paradox." In C. Jencks & P.E. Peterson (Eds.), The Urban Underclass. Washington, D.C.: The Brookings Institution.

**Week 8**  
MAR 5/7

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*Theoretical Explanations of Poverty*

*Part IV: A Reevaluation of Mainstream Theories in Explaining Latino Poverty*

- Enchautegui, M.E. (1995). Policy Implications of Latino Poverty. Washington, D.C.: Population Studies Center, The Urban Institute. (pp. 1-15)
- Betts, D.C. & Slottje, D.J. with Vargas-Garcia, J. (1994). Ch. 2: "The Measurement and Analysis of Poverty." In Crisis on the Rio Grande: Poverty, Unemployment, and Economic Development on the Texas-Mexico Border. Boulder, CO: Westview Press.
- Moore, J. & Pinderhughes, R. (1993). "Introduction." In J. Moore and R. Pinderhughes (Eds.), In the Barrios: Latinos and the Underclass Debate. New York: Russell Sage Foundation.
- Bean, F.D. & Tienda, M. (1987). Ch. 1: "The Structuring of Hispanic Ethnicity: Theoretical and Historical Considerations." In The Hispanic Population of the United States. New York: Russell Sage Foundation.

**Week 9**  
MAR 12/14

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**SPRING BREAK**

**Week 10**  
MAR 19/21

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**MAR 19: TAKE HOME EXAM I DUE**

*The Costly Consequences of Poverty*

- Chafel, Ch. 6: "**The Child in Poverty: Enduring Images and Changing Interpretations:**
- Huston, A.C., McLoyd, V.C., & Garcia Coll, C. (1994). "Children and Poverty: Issues in Contemporary Research." Child Development, 2, (Special Issue: Children and Poverty), 265-282.
- Schorr, L.B. with Schorr, D. (1989). "The High Cost of Rotten Outcomes." In Within Our Reach. New York: Anchor Books, Doubleday.

**Week 11**  
MAR 26/28

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*Human Capital: Investing in Children*

Chafel, Ch. 8: (pp. 245-257 ONLY) "**Human Capital: The Biggest Deficit**"

"Investing in Children." Focus, 16 (1), 24-27.

Haveman, R.H. & Wolfe, B.L. (1994). Ch. 3: "A Tour of Research Studies."  
In Succeeding Generations: On the Effects of Investments in Children.  
New York: Russell Sage Foundation.

Haveman, R.H. & Wolfe, B.L. (1994). Ch. 8: "Our Findings and Some Policy  
Implications." In Succeeding Generations: On the Effects of Investments in  
Children. New York: Russell Sage Foundation.

Hernstein, R. & Murray, C. (1994). "Introduction." In The Bell Curve:  
Intelligence and Class Structure in American Life. New York: Free  
Press.

Hernstein, R. & Murray, C. (1994). Ch. 5: "Poverty." In The Bell Curve:  
Intelligence and Class Structure in American Life. New York: Free  
Press.

Hernstein, R. & Murray, C. (1994). Ch. 22: "A Place for Everyone." In The  
Bell Curve: Intelligence and Class Structure in American Life. New  
York: Free Press.

Vobejda, B. (1994, October 27). "'Cognitive elite' clash over 'Bell Curve'." Austin  
American-Statesman, Sec. E 6.

Rich, S. (1993, March 28). "Researchers find poverty before age 5 leaves children  
with lower IQ's." Austin American-Statesman, Sec. A 17.

Ford, D.Y., Harris, J.H.III, & Winborne, D.G. (1991). Ch. 9: "The Coloring of IQ  
Testing: A New Name for an Old Phenomenon." In D.J. Jones, Prescriptions  
and Policies: The Social Well-Being of African Americans in the 1990's. New  
Brunswick, NJ: Transaction Publishers.

**Week 12**  
APR 2/4

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*Policy Alternatives*

*Part I: Perspectives on Anti-Poverty Strategies*

Hecl, H. (1994). Ch. 15: "Poverty Politics." In S.H. Danziger, G.D. Sandefur, &  
D.H. Weinberg (Eds.), Confronting Poverty: Prescriptions for Change.  
Cambridge, MA: Harvard University Press.

Mead, L.M. (1992). Ch. 8: "Policy." In The New Politics of Poverty: The Non working Poor in America. New York: Basic Books, Inc.

Mead, L.M. (1992). Ch. 9: "Welfare Reform." In The New Politics of Poverty: The Non working Poor in America. New York: Basic Books, Inc.

Murray, C. (1984). Ch. 15: "What Do We Want to Accomplish." In Losing Ground: American Social Policy, 1950-1980. New York: Basic Books, Inc.

## **Week 13**

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APR 9/11

### *Policy Alternatives*

#### *Part II: Historical Context, Current Programs, and Proposed Agendas*

Danziger, S. (1991). "The War on Poverty Made a Difference." Ann Arbor: The University of Michigan.

Burtless, G. (1994). Ch. 3: "Public Spending on the Poor: Historical Trends and Economic Limits." In S.H. Danziger, G.D. Sandefur, & D.H. Weinberg (Eds.), Confronting Poverty: Prescriptions for Change. Cambridge, MA: Harvard University Press.

Ellwood, D.T. (1988). Ch. 2: "Values and the Helping Conundrums." In Poor Support: Poverty in the American Family. New York: Basic Books, Inc.

Ellwood, D.T. (1988). Ch. 7: "Choosing a Future." In Poor Support: Poverty in the American Family. New York: Basic Books, Inc.

Danziger, S. & Danziger S.K. (1993). "Child Poverty and Public Policy: Toward a Comprehensive Antipoverty genda." Daedalus, 122 (1), 57-84.

National Center for Children in Poverty. (1991). "How We Can Help the Children of Poverty." Education Digest, 56 (7), 6-8.

## **Week 14**

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APR 16/18

### *Policy Alternatives*

#### *Part III: Welfare Reform and the Focus on Women*

Garfinkel, I. & McLanahan, S.S. (1986). Ch. 4: "A Review of American Welfare Policy: Colonial Era to 1980." In Single Mothers and Their Children: A New American Dilemma. Washington, D.C.: The Urban Institute Press.

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## **Week 15**

APR 23/25

*Implementing Policy and the Role of the Social Work Profession:  
Part I: Advocacy and Empowerment at the Community Practice Level*

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## **Week 16**

APR 30/MAY 2

*Implementing Policy and the Role of the Social Work Profession  
Part II: Direct Practice Intervention Methods*

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**MAY 7: TAKE HOME EXAM II DUE**

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**VIII. Bibliography** (See Section IV)