

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 311 MAS 319	Instructor's name:	Yolanda C. Padilla, Ph.D., LMSW-AP Assistant Professor
Unique Number:	55805	Office Number:	SSW 3.130K
Semester:	Spring 1997	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Tues-Thurs. 12:30am-2:00pm SSW 2.112	Office Hours:	Tuesdays 1:45-2:45pm 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. In order to achieve a clear understanding of current developments in these areas, we will analyze social policy on poverty in the United States from 1900 to the present.

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.

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 consist of collaborative learning. Material in the course will be presented through discussions, videos, small group work, and lectures. In general, each meeting will include a combination of exercises, illustrative videos, work in small groups, and formal presentation of material. 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.** (Note: Some, but not all, of the videos may be available at the Undergraduate Library or the Benson Collection.)

IV. Course Readings

Organization of the Course and Selection of Readings

Poverty is one of the most serious problems facing our society today. Professionals in a wide variety of fields--social work, nursing, education, mental health, medicine, and law, to name a few--come in contact with the poor. When you do work with the poor, what kinds of situations will you be likely to encounter? What types of interventions will you need to administer? What is the policy context within which you will be operating (i.e., what types of opportunities and limitations will U.S. social welfare policy pose for your work with the poor?) Field, or ethnographic, research helps us understand the problems of poverty: living conditions, causes, and consequences. And in turn, such an understanding helps us implement programs and solutions that work. Beyond that, knowledge about the foundations of the social welfare system helps us gain a clear understanding of the current poverty policy. With this in mind, this course is organized as follows.

- **I. Poverty and Public Policy in the United States: 1900 to Present**

Poverty is one of the most broadly studied social problems in the United States and the world. Analyses of U.S. policy toward poverty is widespread, particularly now in this era of legislative welfare reform. First we will study the social policy toward poverty in the United States and how it developed from 1900 to the present. We will also get a view of the social work stance toward poverty and toward poverty policy across history. For this part, we will read the book America's Struggle Against Poverty: 1900-1994. How has the U.S. defined poverty and what has been its approach to addressing the problem of poverty? Is poverty an issue of personal responsibility or is it one of social responsibility?

- **II. Field Research Studies of Families Living in Poverty**

Second, we will learn about the complex problems associated with living in poverty by focusing on a set of field studies conducted on families in poverty. In so doing, we will obtain a first-hand view (through the authors) of the problems associated with living in poverty. Why is poverty such a debilitating social problem? How does poverty affect people's day to day living? For this part, we will read selected chapters from some of the best ethnographic studies of the poor. We will look at four topics related to poverty--education, hardship, labor strategies, and welfare--each from the perspective of different studies.

- **III. Social Work Interventions Working with Families in Poverty**

Third, we will focus on social work interventions working with families in poverty. We will look at programs that work and the elements that must be included for interventions to be effective. What does social work do to help families in poverty? For this part, we will rely heavily on the social work and related literature to look at three forms of interventions with the poor: financial assistance, social services, and community-level approaches.

Required Texts

Patterson, J. T. (1994). America's Struggle Against Poverty, 1900-1994. Cambridge, MA: Harvard University Press.

Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press.

Selected Readings

A packet of readings will be made available to the students.

Part I. Poverty and Public Policy in the United States: The Development of the U.S. Social Welfare System

Patterson, James T., America's Struggle Against Poverty, 1900-1994, Cambridge, Mass: Harvard University Press, 1994. (TEXT)

- Section 1. The Preventive Impulse, 1900-1930
- Section 2. Coping and Rehabilitation, 1930-1960
- Section 3. Doors to Opportunity, 1960-1965
- Section 4. The Unsung Revolution, 1965-1973
- Section 5. Reactions, 1980-1994

***Part II. The Needs and Problems of the Poor:
What Field Research Studies Show***

Societal Forces That Perpetuate Poverty: The Case of the Educational System

- Romo, H.D. & Falbo, T. (1996). Latino High School Graduation: Defying the Odds. Austin, TX: University of Texas Press. Chapter 1, "The Goals and Methods of this Book."
- Romo, H.D. & Falbo, T. (1996). Latino High School Graduation: Defying the Odds. Austin, TX: University of Texas Press. Chapter 2, "The Tracking of Hispanic Students: *"You're Not College Material"*."
- Gandara, P. & Osugi, L. (1994). "Educationally Ambitious Chicanas." Thought in Action (The NEA Higher Education Journal), 10 (1) 7-35.

Hardships and Stresses of Poverty: The Toll on Families

- Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press. Chapter 2, "Profiles of Children and Families in Poverty."
- Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 5, "Stone Soup: Single Parenting in Poverty." (TEXT)
- Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 7, "What Helps? The Role of Social Support." (TEXT)
- Stack, C.B. (1974). All Our Kin: Strategies for Survival in a Black Community. New York: Harper and Row. Chapter 6, "Domestic Networks: *"Those You Can Count On"*."

Labor Strategies of the Poor, With a Focus on Women

- Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 6, "Working: Hitting the Cellar Ceiling" (TEXT)
- Zavella, P. (1987). Women's Work and Chicano Families: Cannery Workers of the Santa Clara Valley. Ithaca: Cornell University Press. Chapter 4, *"I'm Not Exactly in Love with my Job"*: Cannery Work Culture"

Hondagneu-Sotelo, P. (1994). Gendered Transitions: Mexican Experiences of Immigration. Berkeley: University of California Press. Chapter 6, "Women Consolidating Settlement"

Ward, K. (ed.) (1990). Women Workers and Global Restructuring. Ithaca: ILR Press. Chapter 7, "*Their Logic Against Them*": Contradictions in Sex, Race, and Class in Silicon Valley."

Dependence on Welfare Support

Berrick, J.D. (1995). Faces of Poverty: Portraits of Women and Children on Welfare. Chapter 3, "Sandy: Working but Poor."

Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 3, "The ABC's of Poverty and the Single Mother." (TEXT)

Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 8, "I Used to Have Dreams." (TEXT)

Jencks C. & Edin K. (1990) "The Real Welfare Problem." The American Prospect, 1 (1) 31-50.

Part III. Social Work Intervention Strategies: Working with Families in Poverty

Financial Assistance

Schein, V. E. (1995). Working from the Margins: Voices of Mothers in Poverty. Ithaca: Cornell University Press. Chapter 9, "A Job is Not Enough." (TEXT)

Berrick, J.D. (1995). Faces of Poverty: Portraits of Women and Children on Welfare. Chapter 7, "Finding a Better Way."

Hagen, J.L. (1992). "Women, Work, and Welfare: Is There a Role for Social Work?" Social Work, 37 (1), 9-15.

Social Services

Hopps, J. G. (1989). Services to and by real people. Social Work, 34, (3), 195-197.

Greene, M.B. (1993). "Chronic Exposure to Violence and Poverty: Interventions That Work for Youth." Crime and Delinquency, 39 (1), 106-124.

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.

Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press. Chapter 5, "Childhood Poverty and Child

Maltreatment."

Community Level Intervention

Cortes Jr., E. (1993). "Reweaving the Fabric: The Iron Rule and the IAF Strategy of Power and Politics." In Interwoven Destinies: Cities and the Nation. Henry Cisneros (ed.). New York: Norton.

Ewalt, P.L. (1994). "Poverty Matters." Social Work, 39 (2), 149-152.

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. Collaborative Learning Groups (CLGs) Exercises & Required Weekly Synopses of the Readings (CLG Worksheets)

Classroom tasks will include collaborative learning groups (CLGs), in which students will have the opportunity to analyze the readings and other course materials (e.g., videos) in small groups. The purpose of the CLGs is to apply the concepts in the readings to real world situations through the use of cases, videos, personal experiences, and so on. 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 some reactions, to the readings for each week. The synopses, to which I also refer as a take-home worksheets, will serve as the main instruments to conduct the group discussion. The worksheets should be 2 1/2 to 3 pages and do not need to be type-written, but must be legible.

Each weekly synopsis/worksheet will be graded based on:

- (1) how well it reflects the material in the assigned readings
- (2) whether it critically analyzes the issues in the readings

Collaborative Learning Groups are based on preparing Take-home Worksheets/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). All Worksheets will be picked up.

Guidelines

- The synopsis should be written in the form of an essay and must make explicit references to all the readings assigned for that week within the essay (rather than in the form of a list). For example, "According to Patterson's chapter on the New Deal (Ch. 3),..." **THE SYNOPSSES SHOULD REFLECT CRITICAL THINKING: THAT IS, YOU SHOULD ANALYZE, SYNTHESIZE, EVALUATE, COMPARE/CONTRAST, AND SO ON.** Always stay grounded in the readings. In order to mark your references to all the readings, it is suggested that you underline or highlight the point where you first bring up each particular reading.
- Method of grading CLGs/Synopses:

- 100** Participation in CLG & Complete Synopsis/Reference to all the readings
- 60** Participation in CLG & sketchy synopsis/lack of reference to all the readings
- 0** Failure to participate in CLG **BOTH** weekly class days **OR** to submit the synopsis for that week

- The grade for each CLG is a **PACKAGE**: Take-home Worksheet/Synopsis AND In-class participation on **BOTH** weekly class days.
- You cannot get partial credit for attending only part of the week, synopses will not be accepted late, and there are no make-ups for CLGs/synopses.
- The overall grade for CLGs/Synopses will be based on the average of all the weekly class sessions (we will do CLGs/Synopses for every class session beginning with the week of January 21 through the week of April 29).

Basically, participating in class discussion without bringing a synopsis defeats the purpose of CLGs, as does turning in a synopsis without coming to class. Lack of attendance is discouraged. However, in order to have some leeway for emergency situations (illness, family problems, computer/printer problems, losing or forgetting your synopsis, car problems, etc.), you may miss up to three CLGs (that is miss class days on three separate weeks OR fail to submit 3 synopses) 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.

Examinations will involve critical analyses in the form of essays. The exams are not cumulative, but should demonstrate the student's ability to tie in all the themes covered throughout the course. Students are responsible for all the course content, including lectures, reading assignments, collaborative learning group assignments, and audiovisual materials. Take-home exams submitted late will receive substantial penalty as specified in Section VI, Class Expectations and Policies.

C. Course Grading

Course grades will be determined in the following manner:

Grading scale	Composition of Final Grade
90-100 = A	Exam I 35%
80-89 = B	Exam II 35%
70-79 = C	Collaborative Learning
60-69 = D	<u>(CLG) Assignments* 30%</u>
50 & below = F	
	Total = 100%

* See above for CLG grading guidelines.

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 and are the basis for a significant proportion of the course grade.
- 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. See detailed policy on CLG assignments in the above section. Late assignments (other than CLG assignments and exams) will be penalized 10 points per calendar day.
- 3. Be present for the examinations/submit take-home exams on time.**
Late exams will be penalized, unless prior approval has been obtained from the instructor. Late take-home exams will be penalized 30 points after the first calendar day and an additional 10 points for each calendar day thereafter.
- 4. Follow the rules of scholastic honesty.**
All examinations (including take-home) should be completed without assistance from others. For take-home exams, you may refer to all your notes and readings, but you are not allowed to consult with others. 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 in 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 ENCOURAGED 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

Part I. Poverty and Public Policy in the United States: The Development of the U.S. Social Welfare System

Week 1

JAN 14/16

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.)

JAN 16: Short Life History DUE.

Week 2

JAN 21/23

The Progressive Era and social reform (1900-1930)

VIDEO: The Promised Land [The Great Migration], Vol. 1, Take Me to Chicago

Patterson, Section 1. The Preventive Impulse, 1900-1930 (TEXT)

Chapter 1, 1900-1930: Snapshots of the Poor

Chapter 2, The Gospel of Prevention: Progressive Style

Week 3

JAN 28/30

The The Depression and the New Deal (1930-1960)

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

Patterson, Section 2. Coping and Rehabilitation, 1930-1960 (TEXT)

Chapter 3, The Poor in the Depression

Chapter 4, The Early Welfare State

Chapter 5, Withering Away

Week 4

FEB 4/6

The Great Society and the War on Poverty (1960-1965)

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

Patterson, Section 3. Doors to Opportunity, 1960-1965 (TEXT)

Chapter 6, The Rediscovery of Poverty

Chapter 7, A Culture of Poverty?

Week 5
FEB 11/13

The Great Society and the War on Poverty (1960-1965) - continued

Patterson, Section 3. **Doors to Opportunity, 1960-1965 - continued (TEXT)**
Chapter 8, **Girding for War on Poverty**
Chapter 9, **OEO: A Hand Up, Not a Handout**

Week 6
FEB 18/20

The expansion of social welfare (1965-1973)

FEB 18: STUDENT DAY AT THE LEGISLATURE (NATIONAL ASSOCIATION OF SOCIAL WORKERS)*
(or, if unable to attend, individual student visit to a legislative hearing, etc.)

*Verification of attendance required (signature of event/legislative official)

Patterson, Section 4. **The Unsung Revolution, 1965-1973 (TEXT)**
Chapter 10, **The Revolution in Social Welfare**
Chapter 11, **The Welfare Explosion**
Chapter 12, **Floors and Doors**

Week 7
FEB 25/27

The era of welfare reform (1980-1997)

VIDEO: Poverty, Welfare, and America's Families

Patterson, Section 5. **Reactions: 1980-1994 (TEXT)**
Chapter 13, **Stalemate**
Chapter 14, **Regression in the Early 1980s**
Chapter 15, **Welfare Reform: No Consensus**

Part II. The Needs and Problems of the Poor: What Field Research Studies Show
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Week 8
MAR 4/6

Societal forces that perpetuate poverty: the case of the educational system
Overview of field/ethnographic research methodology

MAR 4: Workshop on Critical Writing and Preparing Essay Exams
(presented in class by the UT Learning Skills Center)

Romo, H.D. & Falbo, T. (1996). Latino High School Graduation: Defying the Odds. Austin, TX: University of Texas Press. Chapter 1, "The Goals and Methods of this Book."

Romo, H.D. & Falbo, T. (1996). Latino High School Graduation: Defying the Odds. Austin, TX: University of Texas Press. Chapter 2, "The Tracking of Hispanic Students: *"You're Not College Material"*."

Gandara, P. & Osugi, L. (1994). "Educationally Ambitious Chicanas." Thought in Action (The NEA Higher Education Journal), 10 (1) 7-35.

Week 9

MAR 11/13

SPRING BREAK

Week 10

MAR 18/20

Hardships and stresses of poverty: the toll on families

MAR 18: No class/No readings (Take-home exam)*

MAR 20: TAKE HOME EXAM I (covering Weeks 2-7) DUE

*CLG grade for this week will be based only on class participation on March 21

VIDEO: Harvest of Shame

Week 11

MAR 25/27

Hardships and stresses of poverty: the toll on families - continued

Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press. Chapter 2, "Profiles of Children and Families in Poverty."

Schein, Chapter 5, "Stone Soup: Single Parenting in Poverty." (TEXT)

Schein, Chapter 7, "What Helps? The Role of Social Support." (TEXT)

Stack, C.B. (1974). All Our Kin: Strategies for Survival in a Black Community. New York: Harper and Row. Chapter 6, "Domestic Networks: *"Those You Can Count On"*."

Week 12

APR 1/3

Labor strategies of the poor with a focus on women

Schein, Chapter 6, "Working: Hitting the Cellar Ceiling" (TEXT)

Zavella, P. (1987). Women's Work and Chicano Families: Cannery Workers of the Santa

Clara Valley. Ithaca: Cornell University Press. Chapter 4, "'I'm Not Exactly in Love with my Job': Cannery Work Culture"

Hondagneu-Sotelo, P. (1994). Gendered Transitions: Mexican Experiences of Immigration. Berkeley: University of California Press. Chapter 6, "Women Consolidating Settlement"

Ward, K. (ed.) (1990). Women Workers and Global Restructuring. Ithaca: ILR Press. Chapter 7, "'Their Logic Against Them': Contradictions in Sex, Race, and Class in Silicon Valley."

Week 13

APR 8/10

Dependence on welfare support

Berrick, J.D. (1995). Faces of Poverty: Portraits of Women and Children on Welfare. Chapter 3, "Sandy: Working but Poor."

Schein, Chapter 3, "The ABC's of Poverty and the Single Mother." (TEXT)

Schein, Chapter 8, "I Used to Have Dreams." (TEXT)

Jencks C. & Edin K. (1990) "The Real Welfare Problem." The American Prospect, 1 (1) 31-50.

Part III. Social Work Intervention Strategies: Working with Families in Poverty
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Week 14

APR 15/17

Financial assistance

Schein, Chapter 9, "A Job is Not Enough." (TEXT)

Berrick, J.D. (1995). Faces of Poverty: Portraits of Women and Children on Welfare. Chapter 7, "Finding a Better Way."

Hagen, J.L. (1992). "Women, Work, and Welfare: Is There a Role for Social Work?" Social Work, 37 (1), 9-15.

Week 15

APR 22/24

Social services

VIDEO: Our Families, Our Future

Hopps, J. G. (1989). Services to and by Real People. Social Work, 34, (3), 195-197.

- Greene, M.B. (1993). "Chronic Exposure to Violence and Poverty: Interventions That Work for Youth." Crime and Delinquency, 39 (1), 106-124.
- 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.
- Chafel, J. A. (ed.) (1993). Child Poverty and Public Policy. Washington, D.C: The Urban Institute Press. Chapter 5, "Childhood Poverty and Child Maltreatment."

Week 16

APR 29/MAY 1

Community level intervention

VIDEO: Interview with Ernie Cortes

- Cortes Jr., E. (1993). "Reweaving the Fabric: The Iron Rule and the IAF Strategy of Power and Politics." In Interwoven Destinies: Cities and the Nation. Henry Cisneros (ed.). New York: Norton.
- Ewalt, P.L. (1994). "Poverty Matters." Social Work, 39 (2), 149-152.
- 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.

MAY 9: TAKE HOME EXAM II (covering Weeks 8, 11-16) DUE

VIII. Bibliography (See Section IV)

Required Readings

See Section IV for a complete list.

Supplemental Readings (Optional)

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.

"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.

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.

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.

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.
- 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. (1996). 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.
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