

**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:	57010	Office Number:	SSW 3.130K
Semester:	Spring 1998	Office Phone:	471-6266 ypadilla@mail.utexas.edu
Meeting Time/Place:	Tues/Thurs 11am-12:30pm SSW 2.112	Office Hours:	Wed & Fri 11am-12:30pm WMB 5.102E

POVERTY AND PUBLIC POLICY

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

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

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POVERTY AND PUBLIC POLICY

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I. Course Description

The focus of this course is on poverty among children and families in the United States. The course is designed to provide students with the ability to analyze the current empirical and theoretical perspectives on poverty and critically evaluate antipoverty policies. On a practical level, the purpose of the course is to learn about the needs and problems associated with poverty as well as the major forms of social work interventions available to help families in poverty. Special attention will be given to the implications of poverty and poverty policy for a variety of social work areas and fields of practice, including income maintenance, health, mental health, services to adolescents, and child welfare, among others. In addition, it will address the issues of those most affected by poverty in U.S. society: African Americans, Latinos, single-parent women, and children. Finally, in order to achieve a clearer understanding of current developments in these areas, we will study the historical foundations of social policy on poverty in the United States.

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, particularly 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, taking into account issues of values and ethics.

III. Teaching Methods

The primary teaching approach in this course will consist of collaborative learning, a method involving systematic and critical analysis of issues presented in the readings and/or by the instructor through group discussions. Material in the course will be presented through readings, discussions, videos, and some 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 for student viewing at the School of Social Work Learning Skills Center, the Undergraduate Library or the Benson Latin American CollectionCollection.)

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?) Research, including field 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 clearer understanding of 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. Research on Poverty**

Second, we will learn about the complex problems associated with living in poverty by focusing on a set of field studies and quantitative analyses 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 one of the best ethnographic studies of the poor recently conducted, Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work, as well as other literature. We will look at several topics related to poverty--hardship, survival strategies, labor market opportunities, and welfare--each from the perspective of different studies.

- **III. Social Work Interventions Available to Help Families in Poverty**

Third, we will focus on social work interventions available to help 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.

Edin, K & Lein, L. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation.

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

Page, S. B. & Lerner, M. B. (1997). "Introduction to the AFDC Program." The Future of Children, 7 (1) 20-27.

***Part II. The Needs and Problems of the Poor:
What Research Shows--A Study of Single Mother Families in Poverty***

Background: Single-Mother Families and Poverty

Garfinkel, I. & McLanahan, S. S. (1986). Single Mothers and Their Children: A New American Dilemma. Washington: The Urban Institute Press. Chapter 2, "Problems of Mother-Only Families"

Edin, K & Lein, L. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 1, "Single Mothers, Welfare, and Low-Wage Work" (**TEXT**)

Life on Welfare (Public Assistance)

Bane, M. J. & Ellwood, D. T. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press. Chapter 2, "Understanding Welfare Dynamics"

Edin, K & Lein, L. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 2, "Making Ends Meet on a Welfare Check;" Chapter 3, "Why Don't Welfare-Reliant Mothers Go to Work" (**TEXT**)

Making Ends Meet under Low-Wage Work

Edin, K & Lein, L. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 4, "Making Ends Meet at a Low-Wage Job;" Chapter 5, "Why Some Single Mothers Choose to Work" (**TEXT**)

Parcel, T. L. & Menaghan E. G. (1997). "Effects of Low-Wage Employment on Family Well-Being." The Future of Children, 7 (1) 116-121.

Survival Strategies of the Poor

Edin, K & Lein, L. (1997). Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work. New York: Russell Sage Foundation. Chapter 6, "Survival Strategies;" Chapter 8, p. 218 to 221 only, "The Choice Between Welfare and Work" (**TEXT**)

Larner, M. B., Terman, D. L., & Behrman, R. E. (1997). "Welfare to Work: Analysis and Recommendations." The Future of Children, 7 (1) 116-121.

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

Financial Assistance

Heffernan, J., Shuttlesworth, G., & Ambrosino R. (1998). Social Work and Social Welfare: An Introduction. Minneapolis: West Publishing Company. Chapter 9, "Poverty and Income 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"

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

Classroom tasks will include collaborative learning groups (CLGs), in which students will have the opportunity to critically 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 will serve as the main instruments to conduct the group discussion. They should be 2 1/2 to 3 double-spaced 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 synopses and participation in group discussions (including sometimes preparing some reflections in class based on the topic of discussion: In-class Individual Worksheets and In-class Group Worksheets). Worksheets will be picked up.

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.

CLG Grading Guidelines

- Method of grading CLGs/Synopses:
 - 33.3** Complete Synopsis due on Tuesday
 - 33.3** Participation in CLG on Tuesday
 - 33.3** Participation in CLG on Thursday
 - 100** TOTAL POINTS FOR WEEKLY CLG GRADE
- Synopses will not be accepted late, and will not be accepted if you do not come to class when due. There are no make-ups for CLGs/synopses.
- The overall grade for CLGs/Synopses will be based on the average of all the weekly CLG grades.
- The Lowest Weekly CLG Grade will be Dropped. The rationale behind the collaborative learning method of teaching is that participating in class discussion without being prepared (i.e., failing to do the readings or prepare a synopsis) defeats the goal of purposeful classroom learning, as does turning in a synopsis without

coming to class. Attendance is required. 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 will be allowed to drop your lowest weekly CLG grade.

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. The examinations should be completed without assistance from others. You may refer to all your notes and readings, but you are not allowed to consult with others.

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 (number 3).

C. Overall 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*</u> 30%
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: completion of the readings and preparation of a synopsis and in-class 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.**
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 is 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 20/22

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 22: Short Life History DUE.

(1-2 page essay reflecting on your life experiences and interests indicating any way in which poverty touched or did not touch your life)

Week 2

JAN 27/29

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

FEB 3/5

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 10/12

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 17/19

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 24/26

The expansion of social welfare (1965-1973)

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
MAR 3/5

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

Page, S. B. & Larner, M. B. (1997). "Introduction to the AFDC Program." The Future of Children, 7 (1) 20-27.

Part II. The Needs and Problems of the Poor: What Research Shows --A Study of Single Mother Families in Poverty
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Week 8
MAR 10/12

Background: single-mother families and poverty

MAR 10: Workshop on Critical Writing and Preparing Essay Exams
(presented in class by the UT Learning Skills Center)

Garfinkel, I. & McLanahan, S. S. (1986). Single Mothers and Their Children: A New American Dilemma. Washington: The Urban Institute Press. Chapter 2, "Problems of Mother-Only Families"

Edin & Lein (TEXT): Chapter 1, "Single Mothers, Welfare, and Low-Wage Work"

Week 9
MAR 17/19

SPRING BREAK

Week 10
MAR 24/26

Hardships and stresses of poverty: the toll on families

MAR 24: No class/No synopsis due (In lieu of take-home exam)

The full CLG grade (100 pts) for this week based only on class participation on Mar 26.

MAR 26: TAKE HOME EXAM I (covering Wks 2-7) DUE AT START OF CLASS

VIDEO: New Harvest, Old Shame

[Note that the readings for next week are quite extensive, so you may want to get a head start on them this week.]

Week 11
MAR 31/APR 2

Life on welfare (public assistance)

Bane, M. J. & Ellwood, D. T. (1994). Welfare Realities: From Rhetoric to Reform. Cambridge, MA: Harvard University Press. Chapter 2, "Understanding Welfare Dynamics"

Edin & Lein (TEXT): Chapter 2, "Making Ends Meet on a Welfare Check"
Chapter 3, "Why Don't Welfare-Reliant Mothers Go to Work"

Week 12
APR 7/9

Making ends meet under low-wage work

Edin & Lein (TEXT): Chapter 4, "Making Ends Meet at a Low-Wage Job"
Chapter 5, "Why Some Single Mothers Choose to Work"

Parcel, T. L. & Menaghan E. G. (1997). "Effects of Low-Wage Employment on Family Well-Being." The Future of Children, 7 (1) 116-121.

Week 13
APR 14/16

Survival strategies of the poor

Edin & Lein (TEXT): Chapter 6, "Survival Strategies"
Chapter 8, p. 218-221 only, "The Choice Between Welfare and Work"

Larner, M. B., Terman, D. L., & Behrman, R. E. (1997). "Welfare to Work: Analysis and Recommendations." The Future of Children, 7 (1) 116-121.

Part III. Social Work Intervention Strategies: Working with Families in Poverty
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Week 14
APR 21/23

Financial assistance

APR 23: Guest Speaker: Kathryn Edin, author of Making Ends Meet

Heffernan, J., Shuttlesworth, G., & Ambrosino R. (1998). Social Work and Social Welfare: An Introduction. Minneapolis: West Publishing Company. Chapter 9, "Poverty and Income 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"

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

Week 15
APR 28/30

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
MAY 5/7

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 15: 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.
- 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.
- 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.
- "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.

- 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.
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