

 **SYLLABUS**

**SW 4710**

6/3/2013

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| **Instructor: Lori Klein-Shapiro** |
| **Email:** **ap3929@wayne.edu** **– Please email if you would like to speak via telephone** |

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| **Fall Term:** **8/29/12- 12/12/12** |
| **SW 4710** **Online** **SOCIAL WELFARE IN THE UNITED STATES: CURRENT PROGRAMS****3 CREDIT HOURS** |

1. **COURSE DOMAIN AND BOUNDARIES**

This senior-level course helps students develop a critical understanding of the social welfare system in this country, with emphasis placed on the structure of current programs, services, and policies, and how these policies compare internationally. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare. Special attention is paid to analyzing and reforming current social welfare policies at local, state, national and international levels and applying the results of policy practice skills in regard to economic, political, and organizational systems. The application of policy practice skills will be implemented to influence, formulate and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

In the process, program policygaps and inadequacies are pinpointed, especially as they impact on oppressed and at risk populations. Prospective social workers are introduced to the workings of the political process, its influence on social welfare policy and social work practice, and the ways in which social workers can participate in political activities, advocacy groups and coalitions, and/or organizational change in order to achieve social and economic justice.

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| COMPETENCIES |
| 2:Apply social work principles to guide professional practice4:Engage diversity and difference in practice5:Advance human rights and social and economic justice8:Engage in policy proactive to advance social and economic well-being and to deliver effective social work services |

BENCHMARK:

**Formulation of Policy (Policy alternative paper):** develop a new policy that might remedy a current policy problem/issue

II. Learning Outcomes: By the end of this course students will be able to:

1. Practice without discrimination and with respect, knowledge and skills related to clients age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (competency 5-A)
2. Analyze the political process and demonstrate knowledge of social work involvement in political activities, advocacy groups and organizational change. (competency 8-A1)
3. Propose Organizational administrative and planning processes that are necessary to deliver social welfare services (competency 8-A2)
4. Become knowledgeable about contemporary social welfare policies and

programs at local, state and federal levels in the United States as a base for entry-level social work practice. (5-A)

1. Assess and compare U.S. Social Welfare policy with other countries that have similar and dissimilar economic structures.
2. Comprehend the workings of the political process and its influence on social welfare policy as well as social work practice.
3. Acquire analytic skills enabling future practitioners to pinpoint gaps in policies and programs, with particular reference to inadequacies experienced by minorities, women, and other oppressed populations.(3-A)
4. Identify financial, organizational, administrative and planning processes that are necessary to deliver social welfare services. (3-A)
5. Develop an understanding and demonstrates necessary skills for achieving social welfare policy reform, organizational change and promotion of social and economic justice via participation in political advocacy and political practices. Attention to social work organizations and activities such as NASW, PACE (Political Action for Candidate Election), issue advocacy groups and coalitions.(2-B)

**III.PERFORMANCE CRITERIA**

1. **Basic Technology Requirements**
	* + 1. You must be familiar with Blackboard. Orientation to Blackboard can be accessed at <http://computing.wayne.edu>
			2. You must have access to a computer that connects to the internet. The course materials are only accessible online by logging in to <http://blackboard.wsu.edu> - If you do not own a computer, the computer labs on campus will be open during this semester
			3. You will need a recent version of MS Word (2007- 2010) and must be familiar with using Power Point
			4. While you are enrolled in this course you will need access to:
		+ A reliable internet connection
		+ An e-mail account
			- Access to MS Office 2000 and above, specifically; Word, and or PowerPoint.
			1. You must check your **Wayne State University e-mail account** regularly throughout the semester. Official announcements will be made by e-mail, and on the course Web site.
2. **Student Achievement of Learning Outcomes**

Student outcomes are assessed by a midterm and final exam, Blackboard discussion participation, weekly one page reflection papers, and a written assessment of the historical trends of a particular social welfare policy, including the various definitions of the problem over time.

1. **Class Policies**

**Assignment Policy:**

1. **Late papers are not accepted. You must submit all assignments on time.**
2. Students are expected to complete all readings, participate in class and perform satisfactorily on assignments and examinations. The instructor shall be notified of unavoidable issues in advance which may (will) prevent compliance with assignment due date. Unless there are serious extenuating circumstances, a student will not be able to earn an A for the course with more than two sessions of non-participation a B with more than four sessions of non-participation, or a C with more than five sessions of non-participation. **No incomplete will be given in this class.**
	1. **PLAGIARISM/ACADEMIC HONESTY**:

“Plagiarism is using another person’s words or ideas without giving credit to the other person. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. “Even if you revise or paraphrase the words of someone else or just use their ideas, you still must give the author credit in a note.” <http://www.otl.wayne.edu/pdf/2006_july_aibrochure>.

(William Harris, “Anti-Plagiarism Strategies for Research Papers,” [http://virtualsalt.com/antiplag.htm,](http://virtualsalt.com/antiplag.htm%2C) March 7, 2002)

1. You must cite sources from the Internet or any other form of electronic media used in your work. Any paper suspected of plagiarism will be reviewed at Turnitin.com to verify that it is your work and properly cited.
2. Any paper that is plagiarized will result in an “F” for the class and a referral to the University for further Disciplinary Action.
3. **APA FORMAT**

All papers written in the School of Social Work require APA format. You may purchase the Publication Manual of the American Psychological Association (6th edition), or you may visit the website listed below:

http://owl.english.purdue.edu/owl/resource/560/01/

**5. WIKIPEDIA WILL NOT BE ACCEPTED AS A RELIABLE SOURCE**

***What is Wikipedia?***

“Wikipedia is a free-content encyclopedia, written collaboratively by people from all around the world. The site is a wiki, which means that *anyone* can edit entries simply by clicking on the *edit this page* link.”

“Because Wikipedia is an ongoing work to which anybody can contribute, it differs from a paper-based reference source in some important ways. In particular, mature articles tend to be more comprehensive and balanced, while other (often fledgling) articles may still contain significant misinformation, un-encyclopedic content or vandalism. Users need to be aware of this in order to obtain valid information and avoid misinformation which has been recently added and not yet removed.”

**D. Class Participation/Attendance**:

1. Student participation is important to the success of any class. For this online class, your participation is based on you regular (at least once a week) interaction with activities on Blackboard or Weebly. Your participation will be monitored and if you do not participate for two or more weeks, I will ask you to drop the class. **The format for participation will be described at least one week in advance of the due date and will include blogs, discussion boards.** Responses are evaluated based on content quality. They should reflect familiarity with lecture material and/or the readings and be approximately 200 words. Use citations and references from the readings, in APA format.
2. **Note:** Class participation includes raising questions from the readings, making relevant comments drawn from personal experience, reacting to opinions expressed by the instructor and students, asking for clarification, being actively engaged in class exercises, or bringing up issues of general interest to the class.

**Resources**

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| **Student Code of Conduct:**Please visit [Http://www.doso.wayne.edu/codeofconduct.pdf](http://www.doso.wayne.edu/codeofconduct.pdf) |

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| **Student Disability Services (SDS)**If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only).Web site: <http://studentdisability.wayne.edu/disabilities.php>Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. **I request that you provide me with requests for accommodations at least one week prior to the due date of an assignment or test, so that I can make appropriate arrangements.**Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. |

1. **ROLE OF STUDENT AND INSTRUCTOR**

See university statement of obligation of students and faculty members of the teaching-learning process:

<http://www.bulletins.wayne.edu/fib/fibd.html>

1. **TEXT/REQUIRED MATERIALS**

Karger, H. J. and Stoesz, D. (2010). *American Social Welfare: A Pluralist Approach* Boston: Allyn & Bacon.

**VI.** **ORGANIZATION OF THE COURSE**

This is a 15 week online course. The course will involve review and participation related to readings, lectures, online discussions, and reflections. Students are expected to complete assignments by **11:00** p.m. on the due date. All students should actively participate in each session as a means of demonstrating their mastery of the learning outcomes.

Course content begins with a brief review of the history of social welfare in this country and trends in the development of our social welfare system. Current policies and programs are described and analyzed using a policy analysis framework. Gaps in existing programs (such as welfare and social security) are identified and impacts on the lives of minorities, women, and other oppressed groups are emphasized. The social worker’s ongoing role as policy reformer and advocate for social and economic justice is presented throughout the course.

**Course Outline**

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| Session |  | Assignments |
| 18/29-9/9 | **Session 1**Introduction to the courseReview of syllabus course purpose, format, norms, and assignmentsLecture/discussion The origins and future of American Social Welfare Early Antecedents of Welfare Statism English Poor Laws; The poor in Colonial America Social work leadership in Social Welfare | **Assignment:** Read Chapters 1 Social Policy and the American Welfare State and Chapter 2 Social Welfare Policy Research: A Framework for Policy Analysis |
| 29/10- 9/16 | **Session 2****Lecture/discussion**Definitions of Social Welfare PolicySocial Problems and Social Welfare PolicyValues, Ideology, and Social Welfare PolicyThe Political-Economy of American Social WelfareThe America Political continuumStructural Interests Within Social WelfareA proposed Model for Policy AnalysisResearching and Analyzing Social PoliciesIncompleteness of Policy Analysis  | **Assignment:** Read Chapter 4 Discrimination and Social Stigma in American SocietyYou are to visit the website <http://www.globalwelfarelibrary.org>Chose an article of interest for Discussion Board following week |
| 39/17- 9/23 | **Session 3****Lecture/discussion**Discrimination and OppressionRacism: Legal Attempts Remedy RacismSexism: women at work, income disparitiesGays and Lesbians; Ageism; People with disabilities | **Assignment: Discussion Questions regarding article chosen last week** |
|  9/24-9/30 | **Session 4** | **Assignment:** Read Chapter 5 Poverty in America |
| 510/0110/07 | **Session 5****Lecture/discussion**Measuring PovertyWho make up the poor; Income distribution and inequality; tax policy and incomes; Work and Poverty some theoretical formulations about PovertyStrategies Developed to Combat Poverty | **Assignment:** Read Chapter 6 The Voluntary Sector Today |
| 610/8-10/14 | **Session 6** **Lecture/discussion**The forgotten SectorAdvancing Social and Distributive JusticeContemporary Nonprofit Human Service OrganizationsThe future of the Voluntary Sector | **Assignment:** Read Chapter 7 Human Service Corporations**Policy Analysis Paper due****October 14 by 11:00 p.m. via Blackboard** |
| 7 10/15-10/21 | **Session 7****Lecture/discussion**History of the Corporate SectorCorporate Social ResponsibilityCorporate Influence on Social Welfare PolicyThe Future of Corporate Involvement in Social WelfareHuman Service CorporationsNew Human Service MarketsImplications for health and Human Service Professionals. | **Assignment:** Read 8 Privatization and Private Practice |
| 8 10/22-10/28 | **Session 8****Lecture/discussion**The privatization of health and Human ServiceThe Challenge of PrivatizationUnions and the Private SectorPrivate practice | **Mid-Term****Chapters 1,4,5,6,7,8** |
| 910/29-11/4 | **Session 9** | **Assignment:** Read Chapter 9 The Making of Governmental Policy |
| 10 11/05-11/11 | **Session 10****Lecture/discussion**Technical Aspects of the Policy ProcessA critical Analysis of the Policy ProcessThe Policy ProcessImplications for Social Welfare | **Assignment:** Read Chapter 10 Social Insurance Programs and Chapter 11 Public Assistance Programs |
| 11 11/12-11/18 | **Session 11****Lecture/discussion**Definition of Social InsuranceThe Background of social InsuranceKey Social Insurance ProgramsUnemployment InsuranceWorker’s CompensationEarned Income Tax CreditSupplemental Security IncomeSome Assumptions that Underlie Public Assistance; Aid to Families with Dependent Children; The Evolution and Transformation of the AFDC ProgramGeneral AssistanceIssues in Welfare ReformFuture Prospects for Welfare Reform | **Assignment:** Read Chapter 12 The American Health Care System and Chapter 13 Mental Health and Substance Abuse Policy**Formation of Policy Analysis paper** **due November 18 by 11:00 p.m. via Blackboard.** |
| 12 11/19-11/25 | **Session 12****Lecture/discussion**The Organization of Medical ServicesThe Major Public Health Care ProgramsThe Health Care CrisisAIDS and Health CareComparative Analysis: Health Care in Canada, Britain, and IsraelMental Health ReformThe Community Mental Health Centers Act DeinstitutionalizationParity for Mental Health Care | **Assignment:**  Read Chapter 14 Criminal justice and Chapter 15 Child Welfare PolicyModule 3 UIA Adoption Law and ProcedureVisit E-Library for Global Welfare at <http://www.childpolicyinternal.org/>For information on the formulation, analysis, implementation, evaluation of social policies towards children, youth and families.  |
| 13 11/26-12/02 | **Session 13** **Lecture/discussion**History of Criminal JusticeThe Criminal Justice systemThe New PenologyWar on DrugsHistory of Child Welfare PolicyProtective Services for Children, AdoptionEmerging Issues in Child Welfare | **Assignment:** Read Chapter 18 The American Welfare State in International Perspective |
|  1412/3-12/9 | **Session 14****SET Administration****Lecture/discussion**The nature of globalizationThe Importance of International Social Welfare, International Perspectives on the American Welfare StateDynamics of the American Welfare StatePlanning the Future of the Welfare State | **Study –Final Exam****10, 11, 12, 13, 14, 15, and 18.** |
| 1512/10-12/12 |  | **Final Exam** |

Note: Syllabus may change based on needs of the class

**VII. ASSIGNMENTS**

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| **Assignment** | **Points** |
| 1. Setting up Weebly Page
 | 30 |
|  2. Blogs/Reflective Essay |  150 |
| 1. Policy analysis paper
 | 35 |
| 1. Policy formation paper
 | 35 |
| 1. Mid Term
 | 35 |
| 1. Final
 | 35  |
| **TOTAL** | 320 |

Grading System

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| 320-305 A | 304-289 A- | 288-273 B+ | 272-257 B | 256-241 B- |
| 240-225 C+ | 224- 209 C | 208-194 C- | 193-178 D+ | 177-162 D |

**1. Exams/Quizzes**

1. Exams will relate to Current Policy and how social policy is apparent within service delivery systems (e.g. current eligibility criteria for programs or services).

2. Policy Analysis Paper (use policy framework discussed in class and/or questions below).

* 1. Current social problem you are concerned with
	2. What are the policies in place to address this concern?
	3. Are these policies dictated by local, state or federal statute – or combinations?
	4. What is working; what is not working especially for at risk populations (your critique of the current policy)?
	5. How long has the current policy been in place? Who supports and who opposes the policy?
	6. Interview one advocate, administrator or legislator regarding their opinion of current policy.

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|  | Points available | Points achieved | Comments |
| Identified problem and the policies in place to address this concern?  |  10 |   |  |
| Are these policies dictated by local, state or federal statute-or in what combination? |  5  |  |  |
| What is working? What is not working especially for at risk populations (your critique of the current policy? |  8 |  |  |
| How long has the current policy been in place? Who supports and who opposes the policy? |  5 |  |  |
| Interview one advocate, administrator or legislator regarding their opinions of the policy.  |  7 |  |  |
| Points adjusted for grammar, spelling or APA errors. | Will be subtracted |  | Total: 35 points |

3. Formation of Policy Alternative Paper

1. Based on problem/policy identified for analysis paper, use the information obtained to develop a new policy that might remedy a problem identified with current policy.
2. Assess and compare this policy with a similar policy of one other country
3. What is your policy alternative? Name it and describe where the change will need to occur (local, state, federal)?
4. Describe the feasibility of your alternative (Political, Economic and Administrative). Would this policy be feasible in the country identified in (b)
5. Describe how the policy meets your policy goals – e.g. social equality, redistribution of resources, social work values and ethics.
6. How will you work to implement your alternative? What are the forces that are for/against the policy and how will you use or sway each?
7. Describe your personal feelings about this policy alternative and how you view your role as a social worker in the change process.

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|   | **POINTS AVAILABLE** | **POINTS****EARNED** | **COMMENTS** |
| Develop new policy to address identified problem. Describe and identify where change will need to occur.  |  10 |  |  |
| Assess and compare with a similar policy in another country |  5 |  |  |
| Describe the feasibility of your alternative policy. Is this policy feasible in the country identified in (B)? |  5 |  |  |
| Describe how the policy meets your goals. |  5 |  |  |
| How would this policy be implemented?  |  5 |  |  |
| Personal feelings about this policy and how you view yourself as a social worker in the change process. |  5 |  |  |
| Points adjusted for grammar, spelling or APA errors. |  |  | Total: 35 points |

4. Discussion Question Assignment

1. Postings: Post your assignment the discussion board by the date it appears in the course calendar
2. The Discussion Question rubric will be used to evaluate the assignment.
3. You are to respond to the instructor posted question and then you must respond to at least 3 different student postings.
4. A response of “I agree” or “I disagree” MUST be explained. Posts must be substantive.
5. You must provide citations in your responses
6. You are encouraged to enter into discourse with your classmates
7. **Please note:**
* Your response to the question posed by the instructor has a point value of 5
* Your response to a student has a point value of 1 each up to 5 students

 **DISCUSSION QUESTION RUBRIC**

|  |
| --- |
| Entitle your post with your last name |
| Include the name of the article you have chosen in your post, along with citations and references  | Include the name of the article you have chosen in your post, along with citations and references  | **Not yet** **there** | **Not there****at all** |
| done in APA format. | Done in APA format. | Poorly developed ideas which do not add to discussion(1pt) | Does not enter the discussion |
| Provide a 250 word summary- | Provide a 250 word summary- |  | Does not enter the discussion(0 points) |
| Questions you may want to include: | Questions you may want to include: |  | No responses posed |

5. REFLECTION/BLOG

Overview:

The concept of reflection is fundamental to experiential learning. The past experience is replayed or re-evaluated in terms of new information. This analytic exercise enables you to formulate new knowledge, perspectives, mental models, and ultimately, changes in behavior or action.

Objectives

* Review and reflect on what you have learned
* Focus on how you learned

Instructions:

1. Reflect on the following:

* What did you think about, feel, and visualize while participating in this session?
* What attitudes, skills and concepts have you gained from participating in this session?
* What did you know before; What did you want to know, and what did you learn this session
* What did you learn in this session that you wouldn’t forget tomorrow?
* What was the most significant factor in how you learned?

**BLOG/REFLECTION RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| Evaluation Criteria | Advanced | Adequate | Not There at all |
| Evidence of critical thinking | Application, analysis, synthesis and evaluation. Postings are characterized by clarity of argument, depth of insight into issues, originality of treatment and relevance. Sometimes include unusual insights. Arguments are well supported(2 pts.) | Some critical thinking is evident. postings tend to provide good general statements related to the content of the session. Assertions are not supported by evidence(1pt) | Poorly developed critical thinking(0 pts.) |
| Ideas | Well developed; shows evidence of reflection and new introduces new ideas when appropriate(2pts) | Poorly developed; shows little reflection(1pt) | Did not complete assignment(0 pts.) |
| Timeliness | Posts on or before deadline(1pt) | Late post(0 pts) |  |
| Each reflection has a point value of 5 |

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