

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW516 - Social Welfare Policy and Services**  
Course Outline  
Spring 2004

Monday Section (78548)

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**Course Timeline**

**Jan 12 – Week 1**

**Jan 19 – Week 2 – MLK Holiday**

**Jan 26 – Week 3**

**Feb 2– Week 4**

**Feb 9 – Week 5 – Prospectus Due**

**Feb 16 – Week 6 – 1<sup>st</sup> Exam & Field Trip to Hodges Library**

**Feb 23 – Week 7**

**Mar 1– Week 8**

**Mar 8 – Week 9 –Spring Break**

**Mar 15 – Week 10 – Report Packets Due and Power Point Learning**

**Mar 22– Week 11**

**Mar 29 – Week 12**

**Apr 5– Week 13**

**Apr 12 – Week 14**

**Apr 19 – Week 15 – Presentations & 2<sup>nd</sup> Exam**

**Apr 26 – Week 16 – Presentations – Policy Paper Due**

**Course Outline**

- I. Nature of Social Policy and Social Policy Analysis
- II. Defining Social Welfare Policy
- III. The Role of Policy Analysis in Understanding the Policy Process
- IV. Ethics in the Policy Process
- V. Historical Development of Social Welfare Policy and Services and the Relationship to the Social Work Profession
- VI. The Role of Policy Practice in Social Work
- VII. Current Policy Issues and Strategies for Influencing Policy
- VIII. Affecting Change in Social Welfare Policy

**Course Requirements:**

A basic text has been selected and readings are listed in the bibliography. In addition to assigned articles, students are encouraged to draw from a variety of sources including congressional records, peer review journals (see, for example, the list in the syllabus), *reliable* Internet sources, and news sources. Check current local newspapers, the *New York Times* (especially the Sunday edition), the *Wall Street Journal*, the *Washington Post*, and other regional or national sources, with particular attention to in-depth reporting and editorial analyses and commentaries of current issues. For diverse political perspectives, read in journals such as (from political right to left) the *National Review*, *The Public Interest*, *The Economist*, *National Journal*, *Congressional Digest*, *The Atlantic Monthly*, *The New Republic*, *The American Prospect*, *New York Review of Books*, *The Nation*, and *In These Times*.

The course includes lectures, class discussions, group exercises, guest lectures, and student presentations. Graded assignments include in-class examinations and written policy papers. Late assignments will be marked down; requests for exceptions should be discussed with the instructor at least a half day before an assignment is due. **NO** exceptions will be made for assignments that are late because of technological, problems (e.g., printer or computer problems). All written assignments should be double-spaced and sources should be documented and referenced, using APA format. No more than 50% of your sources should be from the Internet.

Students are expected to:

1. Complete assigned readings in advance in preparation for each class session,
2. attend and participate in class discussion/activities,
3. complete all assignments on time, and
4. enjoy at least some of the work some of the time.

The grading scale for the course is:

99 - 100	A+
94 - 98	A
90 - 93	B+
83 - 89	B
79 - 82	C+
73 - 78	C
67 - 72	D
<67	F

The final grade will be determined as follows:

- 1 Two In-Class Exams--(20% and 25%)--45%
- 2 Public Policy Meeting Report or Testimony--20%
- 3 Policy Proposal or Analysis Paper--35%

### **In-Class Examinations (45%)**

The two in-class exams will cover material included in class sessions and readings. The first exam, during Week 6 of the semester covers material from Weeks 1-5, and is worth 20% of the course grade. The second exam, during Week 15 of the semester, covers material from Weeks 7 – 14 and is worth 25% of the course grade. The format of these exams will be a combination of short answer questions and essay.

### **Policy Proposal or Analysis Paper (35%)**

During the first two weeks of class, students will be paired to begin work on the policy papers due at the end of the semester. Each student pair will share equal responsibility for preparing a prospectus on the paper to be handed in during the fourth week of class, presenting an in-class brief on the paper during the last three weeks of class, and completing the final paper.

**Policy Paper Prospectus.** By the beginning of the 5<sup>th</sup> week of class, Feb 10, each pair of students will hand in a preliminary, double-spaced, 1-2 (maximum) page prospectus of your final policy paper for the class. This short prospectus should identify:

1. The title of the state or national policy you will analyze or propose for your final paper
2. The social issue it addresses that is your primary concern
3. Your purpose in writing this paper:
  - a) Understand an existing policy, and/or advocate for maintaining or changing it.
  - b) Proposing a new policy for implementation.

The prospectus is not a graded assignment, but it will help focus your thinking and research for the final paper. As the semester progresses, I encourage you to discuss your developing paper with me at any time. The Policy Paper, 20 - 25 pages, should include the following components:

The Policy Paper is to be 20-25 pages per pair. (Hint: The topics discussed each week will build towards a complete paper at the end of the first six (6) weeks.

Since this paper will be written as if you are presenting it as a proposal to convince readers to support your ideas, the report should be written convincingly, clearly explaining the facts and logic behind your recommendation

1. Title Page – Name of your proposal/analysis, for whom it has been prepared, the purpose for which it was prepared, the date of submission, and the names of those in your work group. (4 %)
2. Executive Summary – “shorter version” of proposal/analysis (no more than 500 words). Similar to an abstract or summation in a research paper. It should be on a page(s) by itself. The last sentence should be a formal statement of recommendation. (6 %)
3. Problem Statement – the third page should begin the narrative. This should be a summary of the problem experienced by the population affected by your policy. Specifics should be included such as numbers of people affected, impacts on individuals and society, and cost of not dealing with the problem. (7%)
4. History and Current Status of Policy – previous efforts that have been made to solve the problem and reasons the problem still exists. Demonstrate your expertise in this area to gain the reader’s confidence. Frame the history so that it lays the ground work for your proposal/analysis. You may organize this section by level of government, topically, or through a timeline. (8%)
5. Public Perception – this section will summarize your view of norms and values. You will need to discuss how any stakeholders, voting public, the press and legislators may feel about the issue. You should identify groups that would support/oppose a policy. You also will want to provide a framework for a political discourse that will garner support.  
This section is where you will discuss any relevant issues in relation to NASW Code of Ethics or any other relevant ethical norms. Please include NASW’s position on this. Note any bias/exclusions. (NASW website or visit to representative from local chapter. (8%)
6. Political Realities – identify political individuals or groups that are likely to take positions on the issue. (draw from the political analysis we will do in class on Feb. 10.) Present your analysis as non-judgmental as possible. (7%)

7. Delivery System – discuss the services, programs or organizations tied to your policy issue. Identify strengths and weaknesses (diplomatically) and any ideas for revision. It is best to let facts speak for themselves. (Hint: who, what, when, where, how of delivery system.) (8%)
8. Alternative Solutions – this is to be a brief yet comprehensive discussion of the potential solutions you can develop to solve the problem identified. You may have one solution or several. They should be viable, research backed solutions. (If analyzing an existing policy, are there alternatives to this? What changes could be made?) (8%)
9. Cost Effectiveness and Outcomes – you can describe how you would/did determine the best of the alternative solutions. You can base this on cost benefit analysis, forecasting study, etc. You should also describe how this initiative is/would be measured. (You could draw off Part III of Dolgoff & Fieldstein analytic framework..) (9%)
10. Proposed Solution – a brief summary of your solution or the policy solution and a summary of reasons why this is the best solution. If any portion of the problems is not addressed, be sure to explain why you did not address it. (7%)
11. Potential Effects – discuss unintended consequences and the ways these could be avoided. (7%)
12. Summary – include a brief sentence or two from each section. A shorter version of the “Executive Summary”. (4%)
13. References – APA format; interviews, news articles, journal entries, T.V. news spots, internet sources., etc. included. (7%)
  - This paper should be organized by the 13 sections using headings. Use at least 12 references (a wide variety of style with at least five (5) from referred journals.)
  - Any text beyond the 25-page maximum (including reference list) will not be read/counted toward your grade.
  - The final part of this assignment is your in-class PowerPoint Presentation. You should touch base with me in order to review your 20-minute in-class presentation prior to when it is given. (10%)
  - ***This paper is due the last day of class, April 26, 2003, by 6:55 p.m.***

### **Public Policy Issue and Meeting Report (20%) – Due March 15 – Week 10**

Attend at least one local or regional public council or committee hearing or meeting, for example: city government, county government, Knoxville Empowerment Zone, public transportation, Knox delegation legislators, school board, Private Industry Council, welfare advisory committee, police review board (see, for example, the government section of the Knoxville Oak Ridge Regional Network website (<http://www.kornet.org/>)). Please note that in the dynamic world of public policy and social change, meeting agendas can change at the last minute. For this reason, it is to your advantage to identify and attend a meeting earlier in the semester rather than later. Identify an issue that is currently being debated publicly (you may be aware of an issue or select an issue using resources such as reading local and regional newspapers). Attend a meeting in which your issue is on the agenda. The length of the report should be 4-5 pages double-spaced. Spelling and grammar should be ! correct (5 pts.)

1. Collect media article(s) or other documents that you used to track the issue (5 pts.).
2. Provide notes (handwritten is fine) from the meeting(s) you attend (5 pts.)
3. Prepare a 4-5 page, double-spaced report that addresses:
  - a. The nature of the meeting and who attended it. Who spoke? Whom did speakers represent? What were their major arguments about the issue? (15 pts.)
  - b. Your analysis of the issue (50 pts.):
    - b1. Is there public interest in this issue? Why or why not?
    - b2. Does the issue effect people of color, people who are poor, children, women, gay, lesbian, and transgendered persons, immigrants, elderly people, people who are otherwise oppressed or discriminated against, or other vulnerable groups in society in the community? Disabled? If so, which ones? How does it affect them?
    - b3. Has the media influenced the debate, and if so, how?
    - b4. Describe the different views on the issue. What are the similarities and differences in opposing arguments about the issue?
    - b5 . How does the process you observed in the meeting restrict or foster communication, participation and influence?
4. Reflect on what you learned from the experience that applies to your social work practice (20pts.).

#### **Course Texts**

##### **Required:**

Dolgoft, R., & Feldstein, D. (2003). *Understanding Social Welfare Policy*, 6th Ed. New York:

Longman Publishers.

Jansson, Bruce. (2003). *Becoming an Effective Policy Advocate: From Policy Practice to Social*

Justice. 4rd Ed. Belmont, CA: Wadsworth Press.

##### **Optional:**

Majchurzak, A. (1984). *Methods for Policy Research*. Prentice Hall.

## **Readings and Outline:**

*Readings with an \* are required.*

### **PART 1 - THE NATURE OF SOCIAL POLICY AND SOCIAL POLICY ANALYSIS**

#### **Week 1 Jan 12 Course overview.**

Review syllabus, class assignments, required test, assigned readings, computer use, academic integrity.

Begin discussion of definitions of social welfare policy.

*\*Browse the following website resources for ideas regarding your policy report and policy paper*

*assignment. Consider in particular how the organizations at these sites address issues of people of*

*color, people who are poor, children, women, gay, lesbian, and transgendered persons, immigrants, elderly people, people who are otherwise oppressed or discriminated against, or other*

*vulnerable groups in society.*

NASW Advocacy website: <http://www.socialworkers.org/advocacy/>

Electronic Policy Network at: <http://epn.org/>

Handsnet at: <http://www.handsnet.org/>

Children's Defense Fund at: <http://www.childrensdefense.org/>

National Coalition Against the Misuse of Pesticides at: <http://www.beyondpesticides.org/>

Knoxville/Oak Ridge Regional Network of Tennessee (KORRNET – click on “Government”:

<http://www.korrnet.org/>

#### **Week 2 Jan. 19 , Martin Luther King Holiday – No Class**

#### **Week 3 Jan. 26 - Identifying Social Problems and Historical Overview**

Identifying oppressed and disadvantaged groups and understanding how these groups are affected by social policy. We will also address the history of social welfare policy and the plight of oppressed groups. Juvenile justice policy will be used as a case example. We will also discuss techniques of historical review.

Readings:

\*Dolgoft & Feldstein (2003). Ch. 1 Socioeconomic structure, human needs, and mutual responsibility. (pp. 1-14) and Ch. 6. Concepts for social welfare (pp. 108-132).

\*Jansson, (2003). Ch. 1. Joining a tradition of social reform (pp. 1-34).

Gil, D. (1981). *Unraveling Social Policy*, Ch. 1. *Emerging Views of Social Policy*. (pp. 3-12).

\*Visit the following websites:

UT Databases: <http://www.lib.utk.edu/databases/>

UT Libraries Government Documents at: <http://www.lib.utk.edu/gpo/govdoc.html>  
THOMAS Legislative search: <http://thomas.loc.gov/>  
UT College of Social Work 500+ Resources: <http://www.csw.utk.edu/swbookm2.htm>

#### **Week 4 Feb 2- Continuation of Historical Review and Ethics in the Policy Process**

We will sum up the discussion of history in relation to social policy. We will also discuss the roles of societal and professional values, ethics and self-development. **You are required to bring in a copy of the ethical guidelines of your field placement agency or place of employment.**

Readings:

\*Jansson, Ch. 2. Articulating four rationales for participating in policy advocacy. (pp. 34-66).

\*Hoff, M.D., & Rogge, M.E. (1996). Everything that rises must converge: Developing a social work response to environmental justice. *Journal of Progressive Human Services*, 7:1, 41-58.

\*International Federation of Social Workers (Ethics, Human Rights, and Policy Statements regarding Migration and Refugees at: <http://www.ifsw.org/>

\*NASW Code of Ethics (<http://www.naswdc.org/CODE.HTM>)

See also: National Association of Social Workers. (2000). *Social Work Speaks: NASW Policy Statements* (5<sup>th</sup> Ed.). Washington, DC: National Association of Social Workers.

#### **Week 5 Feb. 9 - The Role of Politics within Social Welfare Policy**

We will discuss the various political parties and alliances as well as special interest groups and political action committees. The role of political discourse and lobbyists will be identified. We will address appropriate ways of dealing with the above.

Readings:

\*Jansson, Ch. 3., obtaining skills and competencies for policy advocacy

\*Jansson, Ch. 4., Understanding the Ecology of Policy in Governmental, Electoral, Community and Agency Settings.

#### **Week 6 Feb. 16 - Review of Delivery System and Addressing Alternative Solutions to Policies**

We will analyze the processes that create social policy and look at administrative and funding processes. Issues and challenges surrounding diversity will be discussed. We will discuss the service delivery system through case examples. Relook at identifying social problems and address alternative solutions for oppressed groups.

Readings:

\* Dolgoff & Feldstein (2003). Ch. 7. Examining a social welfare program: Structural components, alternative program characteristics, and evaluation (pp. 133-156).

\*Dolgoff & Feldstein (2003). Ch. 8. The Welfare Society and its clients

\*Dolgoff & Feldstein (2003). Ch. 10. Social Welfare Programs: Sustaining the Quality of Life.

Ginsberg, L. (1996). Ch. 8: Analyzing Social Policies and Models for Policy Analysis.  
Majchurzak. (1984). Methods for Policy Research.  
*Policy paper prospectus due at the beginning of class*

### **Week 7 Feb 23**

3:45 – 4:45 Exam 1.

5:00 p.m. Reconvene in Hodges Library (room number to be announced) for orientation to government documents and Internet sources with Janette Prescod, Assc. Professor. (We will also review definitions of the U.S.CODE; laws vs. bills, acts, etc.; and how a bill becomes a law)

### **Week 8 Mar 1- Professional Analysis of Social Welfare Policy and a Review of Policy-maker Interaction**

We will discuss the various components of cost benefit analysis and its application in policy practice. We will address the purpose and procedures for outcome evaluation. We will look at voluntary/not-for-profit, public, private sector influences on social welfare policy and service delivery.

Readings:

\*Dolgoff & Feldstein (2003). Ch. 11. Non-profit and private social welfare (pp. 278-300).

\*Jansson, (2003) Ch. 4. Understanding the ecology of policy in governments, electoral, community, and agenda settings. (pp. 101-137).

\*Jansson, (2003) Ch. 14. Assessing Policies (pp. 440-456).

### **Week 9 Mar. 8 - Spring Break**

### **Week 10 Mar 15 –Compiling an Effective Policy Report and Taking Action**

We will discuss formulating a report, the use of effective policy documents and preparing verbal presentations in order to better advocate for policies. The process of action plan development will also be discussed

Readings:

\*Jansson, (2003) Ch. 7. Developing Policy Proposals (pp.210-247).

\*Jansson (2003) Ch.8. Presenting & Defending Policy Proposals (pp. 248-286)

\*Jansson (2003) Ch. 10. Developing Policy Strategy (pp 327-344)

\*Jansson (2003) Ch. 11) Putting Policy Strategy into Action (pp. 345-372)

\*Visit Electronic Advocacy at: [http://www.geocities.com/john\\_g\\_mcnutt/electron.htm](http://www.geocities.com/john_g_mcnutt/electron.htm)

*Report packets are due at the beginning of class on Week 10, Mar. 15*

*After break on Week 10 we will reconvene in the Computer Lab for an orientation to Powerpoint*

### **Week 11 Mar. 22– Discrimination, Oppression & Inequality – Issues and Trends**

Social Welfare Policies and social and economic justice, institutional discrimination,

oppression, poverty, and social control. Introduction to the Grand Welfare State.

Readings:

\*Dolgoft & Feldstein (2003). Ch. 8. The welfare society and its clients (pp. 157-188).

\*David, G., & Lin, J. (1997). Civil rights and Asian Americans. *Journal of Sociology and Social*

*Welfare*, 24(1), pp. 3-24.

\*Sherraden, M. (1991). *Assets & the poor*, Ch. 4.

\*Visit the following websites:

\*NASW: <http://www.naswdc.org/diversty.htm>

\*Individual Development Accounts (IDAs). Center for Social Policy Development at: <http://gwbweb.wustl.edu/Users/csd/>

### **Weeks 12-14 (March 29-April 12) Organization and Structure of American Social Welfare System**

We will review the structure and content of major social insurance, public assistance, child and family, health-related, and other programs (e.g., for people who are poor, workers, individuals who are elderly, individuals who are disabled, children).

*We will have guest speakers during this three-week period*

Readings:

\*Dolgoft & Feldstein (2003). Ch 9. Current social welfare programs - economic security (pp.

189-229). Ch. 10. Social welfare programs: Sustaining the quality of life (pp. 230-277).

Ch. 14.

Social trends affecting social welfare (pp. 340-361). Ch. 15. Alternative programs to meet social

welfare needs (pp. 362-393).

\*Kilty, K.M., & de Haymes, M.V. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the United States. *Journal of Poverty*, 4(1/2), pp. 1-25.

\*Padilla, Y.C. (1997). Immigrant policy: Issues for social work practice. *Social Work*, 42(6), pp. 595-606.

\*Robbins, S.P. (2003). Has the Americans with Disabilities Act gone too far? ? In H.J. Karger, J. Midgley, & C. Brene Brown (Eds.). *Controversial Issues in Social Policy*. (pp. 144-160).).

Boston: Allyn and Bacon. 2<sup>nd</sup> Ed.

\*Robbins, S.P. (2003). Has the Americans with Disabilities Act gone too far?

\*Rocha, C. (1997). The working poor. In R.L. Edwards (Ed). *Encyclopedia of Social Work*.

1997 Supplement (pp. 331-342). Washington, DC: National Association of Social Workers.

\*Rogge, M.E., & Combs-Orme, T. (in press). Protecting our future: Children, environmental policy, and social work. *Social Work*.

\*Wagner, M., Van Voorhis, R., & Longres, J.F. (2003). Is legislation for lesbian and gay rights

necessary? In H.J. Karger, J. Midgley, & C. Brene Brown (Eds.). *Controversial Issues in Social*

*Policy*. (pp. 45-56). Boston: Allyn and Bacon. 2<sup>nd</sup> Ed.

\*Visit the following websites: FedWorld.gov: <http://www.fedworld.gov/gpo.htm>;

Government Information eXchange: <http://www.info.gov/>

### **Week 15 Apr. 19**

*2<sup>ND</sup> EXAM 6:45 – 8:00 P.M.*

*Reconvene after break for PowerPoint presentations*

### **Week 16 Apr. 26**

*In-class policy paper presentations (using PowerPoint) conclude*

*Policy Paper is due at 6:45 p.m. Apr.26*

### **ADDITIONAL INTERNET RESOURCES**

<http://www.apha.org> American Public Welfare Association

<http://www.fedstats.gov> Data from 70+ agencies

<http://epn.org/sage.html> Russell Sage Foundation

<http://www.cbpp.org> Center for Budget and Policy Priorities

<http://www.statepolicy.org> National Committee for Educating Students to Influence State Policy and Legislation

<http://www.ksgwww.harvard.edu/> JFK School of Government at Harvard University

### **MULTIDISCIPLINARY JOURNALS OF SOCIAL POLICY**

Titles below include excerpts from “An Annotated Bibliography of Social Policy Journals in Human

Services Professions”, compiled by David P. Fauri and Barbara J. Ettner (in Ginsberg, L. (1996).

*Understanding Social Problems, Policies, and Programs, 2nd ed., Columbia, SC: University of South Carolina Press.*

*American Behavioral Scientist (ABS)*

*Daedalus*

*Evaluation and Program Planning*

*Evaluation Review*

*Journal of the American Institute of Planners*

*Journal of Social Issues*

*Journal of Social Policy*

*Journal of Social Science Research*

*Policy Review*

*Policy Sciences*

*Policy Studies Journal*

*Policy Studies Review*

*Prevention in Human Services*

*Public Administration Review*

*Public Interest*  
*Social Forces*  
*Social Policy*  
*Social Thought*

## **JOURNALS OF POLICY ANALYSIS AND POLITICS**

*Evaluation & Program Planning*  
*Journal of Policy Analysis and Management (JPAM)*  
*Journal of Policy Modeling*  
*Law & Policy Quarterly*  
*Policy & Politics*  
*Public Productivity & Management Review*

## **SOCIAL WORK/SOCIAL WELFARE JOURNALS**

*AFFILIA Journal of Women and Social Work*  
*Administration in Social Work*  
*Journal of Social Work Education*  
*Journal of Sociology & Social Welfare (JSSW)*  
*Public Welfare*  
*Social Service Review*  
*Social Work*

## **JOURNALS ADDRESSING SPECIALIZED AREAS OF INTEREST**

### **Children and Families**

*Child Abuse & Neglect*  
*Child Abuse & Neglect: The International Journal*  
*Child & Youth Services*  
*Child Welfare*  
*Children and Youth Services Review*  
*Families in Society: The Journal of Contemporary Human Services*  
*Family Relations*  
*Journal of Family Issues*  
*Journal of Marriage and the Family*

### **Gerontology**

*The Gerontologist*  
*Journal of Applied Gerontology*  
*Journal of Gerontology*

### **Health Policy**

*AIDS and Public Policy Journal*  
SW516 Fall, 2002, Dr. Rogge 20  
*AIDS Weekly*  
*American Journal of Public Health*  
*Health & Social Work*  
*Journal of Community Health*  
*Journal of Health Politics, Policy, & Law*  
*New England Journal of Medicine*

*Social Work in Health Care*

*Social Science & Medicine*

**Mental Health Policy**

*Administration and Policy in Mental Health*

*Community Mental Health Journal*

*Hospital & Community Psychiatry*

**Justice Policy**

*Crime & Delinquency*

*Journal of Criminal Justice*

*The Journal of Criminal Law & Criminology*

*Juvenile and Family Court Journal*

**Future Policy**

*Futures*

*Futurist*

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Atherton, C. The Social Assignment of Social Work, *Social Service Review*, December 1969, 421-429.

Beer, C. (1909). *A Mind That Found Itself*. New York: Longmans Green & Co.

Bell, W. (1983). *Contemporary Social Welfare*. New York; Macmillan Co.

Bennis, W. (1993). *Beyond Bureaucracy*. San Francisco: Jossey-Bass.

Beverly, D. and McSweeney (1987), *Social Welfare and Social Justice*. Englewood-Cliffs: Prentice-Hall.

Billingsley, A. (1968). *Black Families in White America*. Englewood-Cliffs: Prentice-Hall.

Born, C. (1983). Proprietary Firms and Child Welfare Services: Patterns and Implications, *Child*

*Welfare*, 62, March-April, 1983, 109-118.

Chambers, C., and Hinding, A. (1968). Charity Workers, the Settlements and the Poor, *Social*

*Casework*, 49, February, 96-101.

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Prentice-Hall.

Elias, R. (1986). *The Politics of Victimization*. New York: Oxford University Press.

Ellwood, D. (1988). *Poor Support: Poverty in the American Family*. New York: Basic

Books.

- Flink, P. and Tasman, A. Eds. (1992). *Stigma and Mental Illness*. Washington, D.C. American Psychiatric Press.
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