

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**Memphis Campus**

**SW 512 Social, Economic, and Political Environments  
(2 credit hours)**

**Spring 2009**

Instructor: Dr. Egan  
Office Hours: Mondays: 3:00 p.m. – 4:00 p.m.  
Tuesdays: 1:00 p.m. – 2:30 p.m.  
& by appointment  
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**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.utk.csw.edu](http://www.utk.csw.edu)).

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford (865-974-6087). This will ensure that you are properly registered for services.

**Course Description**

This course is a required foundation course. Examines the profound influences on and critical interfaces of client systems with the world in which we live. Incorporates local to international information about social, economic, and political trends and innovations, and about effects of social problems, injustice, and power on client systems and on social change and service delivery systems. The course pays special attention to the process of devolution and globalization and the influence of these economic and political forces on the distribution of resources. International comparative social patterns are analyzed to understand economic justice from a national and international perspective. The history of the social and political environment, both nationally and abroad, are considered to enhance students' understanding of how political decisions shape the social welfare arena in which we practice.

**Course Rationale**

The Social, Economic, and Political environment course provides a foundation for understanding the interconnectedness of various economic, social, and political theories and systems that

influence oppression and social injustice, and the challenge of social workers to change oppressive social systems. Social work students, therefore, must understand and critically analyze local, national, and international interconnectedness of macro level social arrangements and how these arrangements may result in structural oppression, discrimination, and social injustice. Students require evidence-based knowledge in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

### **Course Competencies**

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Trace the history and trends of the economic and political system in the United States that affect how the U.S. welfare system is constructed. (Practice-F.1; Values/ethics-F. 1; Pops at-risk & SJ-F.2; Policy- F.1). *(content: define the political economy and the relationship with social welfare; identify the historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements; utilize information technology to analyze economic and political trends).*
2. Describe the political process in the United States, and how power, and influence prevent or promote social and economic justice within and across multicultural populations. (Policy-F.7; Pops at-risk & SJ- F.2, F.3; Practice-F.8; Diversity-F6). *(content: how interest group politics influence the political process; understanding the political system; global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice).*
3. Use social and economic justice as a basis for analyzing the effects of social, economic, and political trends and the resultant interactions between individual, families, groups, organizations and communities. (Values/ethics-F.1; Pops at-risk & SJ-F.4, 5; Policy- F.1, F.7, CT/EBP- F.4). *(content: the influence of values of the dominant culture of societal choices in economic and political systems and the profession; privilege; the differential effect on client systems, communities, and organizations of tax systems and benefits).*
4. Connect economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognize the ethical dilemmas inherent in lacking resources. (Pops at-risk & SJ-F.3, F.4; Values/ethics-F.1, F.2, F.3, F.4).*(content: tax system; economic, distributive justice; disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use information technology to analyze access to resources).*
5. Analyze and compare national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.(CT/EBP-F.3; Pops at-risk & SJ-F.3; Policy-F.7; Research-F.1). *(content: use existing national statistics to compare social welfare and access across states; use international comparative literature to assess differences across countries in social welfare policies and practices; use information technology to identify disparities in access to resources).*
6. Analyze client systems and the relationships of power among individuals, families, groups, organizations, communities and societies, using theories of empowerment, participatory change,

conscientization, and social construction to understand the relationships of power and advantage in society, recognizing the role of social worker as learner and engaging client systems as experts of their own experience. (Pops at-risk & SJ-F.2, F.3). (*content: theories of empowerment, social construction, popular education, and participatory change in the context of group/population membership; how groups attain powers*).

**Required texts:**

Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. NY: Farrar, Straus and Giroux. [paperback edition available local bookstores, UT bookstore & online, amazon.com, etc.]

**Required readings:** \*\*\*On electronic reserve at Hodges Library, UT-Knoxville, under SW 512: Egan (noted \*\*\* in outline below)

 **Details of Course grading criteria, point distribution, points, and details of**

**assignments, quizzes & discussion boards** can be found at end of Course Sessions section of this course outline & on our course Blackboard website.

**COURSE SESSIONS**

**January 13: In classroom**

**Topics:** Discussion of the course outline, readings, assignments, & grading criteria  
Introduction to course Blackboard site  
Trends in the social, economic, and political environments  
Critical thinking: What is it? What is it not?

**Terms & concepts:**

Capitalism	Consumer-side economics	Democratic capitalism	Devolution
Disparity(ies)	Free market	Globalization	
Mixed welfare economy		Supply-side economics	

**Required Reading:**

Blackboard under Course Documents: Critical thinking PowerPoint

Friedman, T. *The world is flat*, Chapter 1: While I was sleeping, pages 3-11.

Course outline for SW 512 [bring your copy to class]

\*\*\* Karger, H., & Stoez, D. Chapter 1, pages 1-11. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

\*\*\* Kilty, K., & Segal, E. (2003). Rediscovering the other America: The continuing crisis of

poverty and inequality in the United States: Introduction. *Journal of Poverty*, 7(1/2), 1-6.

**January 20: Blackboard Discussion Board #1:** open January 14, closed January 21

**Topics:** Interest groups, political processes, & promoting social & economic justice  
Effects of social, economic & political trends

**Terms & concepts:**

Devolution	Distributive justice	Economic justice	Globalization
Hegemony	NAFTA	Political process	Power
Social justice	Special interest groups		Structural inequality

**Required readings:**

\*\*\*Askeland, G., & Payne, M. (2006). Social work education's cultural hegemony. *International Social Work*, 49(6): 731–743.

\*\*\*Rank, M., Yoon, H-S., & Hirschl, T. (2003). American poverty as a structural failing:

Evidence and arguments. *Journal of Sociology and Social Welfare*, 30(3), 3-29.

**January 27: In classroom****Topics:**

Political processes  
Critically analyzing the affects of SEP trends: Social & economic indicators  
Dominant values, power, privilege, and social and economic justice

**Videos:**

*School House Rock: I'm just a bill; Goin' to the electoral college*

**Terms & concepts:**

Corporate welfare	Devolution	Disparity(ies)	Distributive justice
Dominant values	Economic justice	Federalism	Individual justice
Political process	Privilege	Social justice	

**Required readings:**

\*\*\*Collins, C. (2004). Aid to dependent corporations. In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 379-383, (5<sup>th</sup> edition). Belmont, CA:

Wadsworth/Thomson.

\*\*\*Linhorst, D. (2002). Federalism and social justice: Implications for social work. *Social Work*, 47(3), 201-208.

\*\*\*McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. In M. L. Andersen, & P. H. Collins (Eds.), *Race, class, and gender: An anthology*, pp. 103-108 (5<sup>th</sup> edition).

Belmont, CA: Wadsworth/Thomson.

**February 3: In the classroom****Topics:**

Historic trends of the economy, & the role of dominant values & interest groups  
Global economic issues, trends, & influences  
Engaging in the flat world

**Video:** *Is Wal-Mart good for America?*

**Case study:** *Catch a piece of Maine* (what the guys in the funny white boats are doing)

**Terms & concepts:**

Capitalism	Consumer side economics	Economic justice	Flat world
Free market	In/out sourcing	Interest groups	NAFTA      Power
Social justice	Structural inequality	Supply chaining	
Supply side economics			

**Required readings:**Friedman, *The world is flat*,

Chapter 2: Eating sushi in Arkansas, pages 151-166 (top)  
 & Insourcing: What the guys in the funny brown shorts are really doing, pages 167-175 (top)  
 Chapter 5: America and free trade: Is Ricardo still right?, pages 263-277.

\*\*\* Langston, D. (2004). Tired of playing monopoly? In M. L. Andersen, & P. H. Collins (Eds.),

*Race, class, and gender: An anthology*, pp. 140-149. (5<sup>th</sup> edition). Belmont, CA:

Wadsworth/Thomson.

**February 10: Blackboard Discussion Board #2:** Open February 11, closed February 18

**Topics:** Social & economic justice & disparities  
 Power, influence, political processes & dominant cultural values  
 Social and economic justice

**Terms & concepts:**

Disparity(ies)	Distributive justice	Dominant values	Economic justice	Free market
Income/wealth disparities		Individualism	Interest groups	Power
Poverty gap	PRWORA	Self-determination	Social justice	

**Required readings:**

\*\*\* Collins, C., & Veskel, F. (2004). Economic apartheid in America. In M. L. Andersen, & P. H.

Collins (Eds.), *Race, class, and gender: An anthology*, pp. 127-139 (5<sup>th</sup> edition), Belmont,

CA: Wadsworth/Thomson.

\*\*\*Reisch, M. (2000). Social workers and politics in the new century. *Social Work*, 45(4), 293-297.

\*\*\*Rank, M., Yoon, H-S., & Hirschl, T. (2003). American poverty as a structural failing:

Evidence and arguments. *Journal of Sociology and Social Welfare*, 30(3), 3-29.

**February 17: In the classroom**

**Topics:** Dominant societal values, social & economic disparities, & privilege

**In-class activity:** The 10 Chairs

**Terms & concepts:**

Access to resources	Devolution	Free trade	Individualism
Mixed economy	NAFTA	Poverty rates	Power
Privilege	Socio-economic class (SEC)	Structural inequality	

Welfare economy

**Required readings:**

Friedman, T. *The world is flat*, Chapter 5: America and free trade: Is Ricardo still right? pages 263-277.

\*\*\* Karger, H., & Stoez, D. Chapter 5, pages 111-128. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

**February 24: Blackboard Discussion Board #3:** Open February 24, closed March 3

**Terms & concepts:**

Interactions of social & political trends      Popular education      Power      Social construction

**Required readings:**

\*\*\* Jennings, J., & Kushnick, L. (2004). Poverty as race, power & wealth.. In M. L. Andersen, & P. H. Collins, *Race, class, and gender: An anthology*, pp. 154-158 (5<sup>th</sup> edition). Belmont, CA: Wadsworth/Thomson.

**March 3: In the classroom**

**Topics:**

Interactions of SEP trends  
Social change strategies: Participatory democracy, social change, civil engagement, & community organizing  
Role of the social worker as learner & client systems as experts of their own experience

**Video:** *Rage for Democracy*

**Terms & concepts:**

Civic engagement	Civil rights	Community organizing	Conscientization
Economic justice	Empowerment	Micro-enterprise	Participatory change
Participatory democracy		PACs	Privilege
Social construction	Social justice	Untouchability	

**Required readings:**

Friedman, T. *The world is flat*: Chapter 6: The untouchables, pages 278-300 & Chapter 8: The quiet crisis, pages 337-373.

\*\*\* Castelloe, P., Watson, T., & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice*, 10(4), 7-31.

\*\*\* Carroll, J., & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8(1), 21-36.

\*\*\* Rogge, M., Davis, K., Maddox, D., & Jackson, M. (2005). Leveraging environmental, social, and economic justice at Chattanooga Creek: A case study. *Journal of Community Practice*, 13(3), 33-53.

\*\*\*Theiss-Morse, E., & Hibbing, J. (2005). Citizenship and civic engagement. *Annual Review of Political Science*, 8, 227-249.

**March 10:**

**Blackboard: Online Quiz #1-** Quiz is timed for 60 minutes. Quiz #1 is available March 9 @ 12:00 noon, closed March 13 @ 9:00 p.m.

**March 17: In the classroom**

**Topics:** Social change initiatives  
Tax systems & inequity  
Political processes & special interest groups

**Video:** PBS: *Unnatural causes: Place matters*

**Case study:** *Architecture for Humanity*

**Terms & concepts:**

Democratization	Empowerment	FLA	Free trade	Micro-enterprise
Micro-lending	NAFTA	Progressive tax		Regressive tax
Social capital	Special interest groups		Tax systems	

**Required readings:**

Friedman, T. *The world is flat*, Chapter 5: America and free trade: Is Ricardo still right? pages 263-277.

\*\*\*Jurik, N., Cavender, G., & Cowgill, J. (2006). Searching for social capital in U. S.

microenterprise development programs. *Journal of Sociology & Social Welfare*, 33(3), 151-170.

\*\*\* Karger, H., & Stoez, D., pages 233-240. (2006). In *Social policy and the American welfare state*. Boston: Allyn & Bacon Publishers.

**March 24: Blackboard Discussion Board #4:** Open March 24, closed March 31.

**Topics:** National and global social, political, and economic initiatives: Non-governmental organizations [preparatory step to classroom presentations by each discussion board group]

**Terms & concepts:**

Democratization	Empowerment	NGOs	Social construction
Social/economic change		Structural inequality	

**Required readings:**

Friedman, T. *The world is flat*, Chapter 15: The unflat world, pages 533-579

Chapter 12: Globalization of the local, pages 477-488

\*\*\*Anner, J. (2004). Having the tools at hand: Building successful multicultural social justice

organizations. In M. L. Andersen, & P.H. Collins, *Race, class, and gender: An anthology*, pp. 542-552, (5<sup>th</sup> edition), Belmont, CA: Wadsworth/Thomson.

**March 31: Spring Break****April 7**

**Topics:** Discussion Board Groups' presentations of NGOs analysis  
International human rights  
Genocide & hate crimes

**Terms & concepts:**

Advocacy Civil rights Developing countries Genocide Hate crimes  
Human rights Social change initiatives

**Required readings:**

Friedman, T. *The world is flat*, Chapter 16: The Dell theory of conflict prevention, pages 580-606

\*\*\*Reisch, M. (2000). Social workers and politics in the new century. *Social Work*, 45(4), 293-97.

**Websites:**

Southern Poverty Law Center. [www.splcenter.org](http://www.splcenter.org). *Hate crimes*

United Nations Human Rights Commission. UN Mandate on Human Rights: Darfur & Sudan.

[www.unhrc.org](http://www.unhrc.org)

**April 14:**

**Online:** Blackboard **Quiz #2.**, timed for 60 minutes. Open April 13, closed April 18

**Blackboard Discussion Group #5:** Opens April 18, closes April 24

**April 21 In the classroom**

**Topics:** Immigration, multiculturalism, & aging  
Ethical dilemmas inherent in lacking/limited resources

**NOTE:** Paper **DUE NO** later than April 22 @ 5:00 p.m.

**Terms**

Global aging Exclusionary policy Green card Immigration policies  
Nativism Newcomers Older adults Oldest old

**Required readings:**

\*\*\* Furman, R., Langer, C., Sanchez, T., & Negi, N. (2007). A qualitative study of immigration policy and practice dilemmas for social work students. *Journal of Social Work Education*, 43(1).

\*\*\* Vidal de Haymes, M., & Kilty, K. (2007). Latino population growth, characteristics, and settlement trends: Implications for social work education in a dynamic political climate. *Journal of Social Work Education*, 43(1), 101-116.

\*\*\* Anderson, G., & Hussey, P. (2001). Population aging: A comparison among industrialized countries. *Health Affairs*, May/June, 191-203.


**Website:** Passel, J., Capps, R., & Fix, M. (2004). *Undocumented immigrants: Facts and figures*.

[www.urbaninstitute.org](http://www.urbaninstitute.org)

Blackboard under Course Documents:

NASW. *Code of Ethics*. [www.socialworkers.org](http://www.socialworkers.org)

International Federation of Social Workers. *Code of Ethics*. [www.ifsw.org](http://www.ifsw.org)

 **Details of Course grading policy, course total point distribution, and points and details of assignment, quizzes & discussion boards**

**COURSE EXPECTATIONS and GRADING POLICY**

1. Students are expected to participate fully in all online activities and in all classroom sessions.
2. Students are expected to read all assigned readings thoroughly before a class session.
3. Students are expected to complete and submit assignments on time & in response to the questions of each assignment as provided and meet the following criteria:
  - a) Out of class written assignments are expected to be of graduate level quality.
    - (1) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment
  - b) Out of class written assignments are expected to properly cite sources in accordance with the *Publication Manual of the American Psychological Association* (5<sup>th</sup> edition)
    - (1) format, citations, margins, 12 fonts, double-spaced, 1 margins all four sides, and inclusive language).
4. An automatic 48 hour extension is allowed for submission of outside the classroom written papers/assignments (does NOT apply to online/Blackboard Discussion Board activities).
  - c) The professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.

<b><u>Total Points for Course Grade: total points for course grade are not rounded (e.g., 81.999 = 81.0, i.e., = "C+")</u></b>		<b><u>Point distribution for course assignments, quizzes, &amp; discussion board activities &amp; presentation</u></b>	
100 – 95	A	Five Blackboard Discussion Boards	15 points
94 – 88	B+	Paper	35 points
87 – 82	B	Quiz #1	20 points
81 – 76	C+	Quiz #2	20 points
75 – 70	C	In class Presentation of NGO analysis	<u>10 points</u>
69 & Below	F	Total points available	100 points

**Details of Assignment, quizzes & discussion boards**

**Blackboard Discussion Boards:** There are five; each is worth 3 points. Grading for each is as follows:

0-1.0 point = inadequate participation & inadequate content in responses to discussion;

1.1-2.0 points = adequate participation & adequate content in responses to discussions;

2.1-3.0 points = adequate participation & adequate content in response to discussions  $\pm$  evidence of critical analysis and critical thinking in responses to discussion;

\*The resources for each Discussion Board are provided to each group through their Blackboard group site

**Discussion Board #1:** Critically analyzing, & discussing national & international economic & social justice issues, & human rights; UN international economic reports

**Discussion Board #2:** Critically analyzing & discussing the interactions of race, privilege, advantage & their influence on access to resources nationally and internationally

**Discussion Board #3:** Analyzing & discussing local, national, & international health & social disparities & access to resources, poverty & structural inequality through utilizing information technology

**Discussion Board #4:** Analyzing & discussing national & international NGOs that use social, economic empowerment change strategies, capacity-building strategies to increase access to resources & advocate for basic human rights, how the NGOs include the expertise of target client systems/populations as experts of their own experiences

**Discussion Board #5:** Recognizing and discussing the ethical dilemmas arising from restricted access to resources & devolving social policies, & strategizing to advocate for their resolution.

**Paper:** 35 points, of which 5 are for graduate quality of writing, & 30 are distributed as follows:

**Step 1:**

Identify & describe the demographics of a population of clients/client system population with which you are familiar (a "population of clients" from your work or placement)

**Step 2:**

Utilize information technology to acquire the local, state, and national statistics and demographics of that larger population in terms of the following, as appropriate: **a)** Prevalence (%s) and/or **b)** Incidence (#s)

**#1** \_\_\_\_\_ Create a summary table of the statistics of the clients/client system population you identified in Step #1. **(2 points)**

**#2** \_\_\_\_\_ Create a summary table of the local, state & national statistics you located in Step #2. **(2 points)**

**#3** \_\_\_\_\_ Analyze & compare the two tables; discuss how they are the same? Different? And, in what specific ways? **(5 points)**

**#4** \_\_\_\_\_ Discuss each of the following:

**a)** \_\_\_\_\_ What social, economic, and political influences of the community/city in which this "population of clients" reside explain its differences from the state and nation as identified in 1, 2, 3 above? And, how do those statistics relate to the dominant values & relevant welfare system/policies of the

- region, state, and nation? (7 points)
- b) \_\_\_\_\_ What elements/issues of social and economic justice, access, equity—as substantiated in your analyses, statistics, and discussions above—are suggested? Explicate the role of power relationships in these elements (7 points)
- c) \_\_\_\_\_ How do your discussions above (#3, 4a, 4.b) reflect a) the historical trends of the political and economic system and b) the relationship of power in the U. S.? (7 points)

**\*\*NOTE: Maximum 6 pages (double spaced), including the two tables.**

**\*\*NOTE:** Be sure to accurately cite the source(s) of the statistics you provide in Step #1 & Step #2 & list these in your Reference list & adhere to the grading policies of the course.

**Quiz #1** is comprised of 20 multi-response & true/false items(1 point each) concerning the concepts, and terms & understanding of social, economic, & political history, trends & theories, U. S. welfare system and its devolution, political processes, globalization, social & economic justice, social & economic disparities, privilege, and poverty through the week of the quiz.

**Quiz #2** is comprised of 20 multi-response & true/false items (1 point each) concerning the terms and concepts & understanding of tax systems, interactions of dominant values & impacts on persons/groups/communities, economic/political decisions and access to resources, poverty, advantage, & hegemony, access to resources, social, political and economic change strategies, human and civil rights locally, nationally & internationally and ethical conflicts inherent in absent/limited resources of the course since Quiz #1.

**Presentation of Discussion Board Groups' Critical Analysis of NGOs** is an in-class presentation of each Discussion Board Group's analysis from Discussion Board #4). Each student can achieve 10 points for her/his presentation with his/her group; it is expected that each group will divide the following among its members for the presentation and that each group's presentation will include the following:

- 1) What type of strategies for social/economic/political change does the NGO use? How is the NGO organized? How does it acquire funding?
- 2) What is the goal/mission of the NGO? What population is the target of the NGO's project(s)?
- 3) What issue/problem(s) (i.e., economic, social, and/or political) does the project seek to change?
- 4) a) In what specific ways does the NGO empower or dis-empower, or is hegemonic, in its mission and projects/programs? How are, or are not, the populations/groups the NGO wishes to assist seen as experts in their own needs and how does, or does not the NGO engage that population in the project(s)?  
b) How does, or does not, the NGO's project influence power, or advantage in relationships, or facilitate the target population attaining power (e.g., between individuals, groups, communities, states and/or nations)?  
c) To what extent does the NGO advocate for the population the NGO targets?
- 5) Would the projects of the NGO be professionally & ethically appropriate for social work employment and practice?

**Additional Resources****Commercial Films:**

*Babel*

*Hotel Rwanda*

*Paradise Now*

*Syriana*

*Talk to Me*

*The Constant Gardener*

*The Last King of Scotland*

**Website resources:**

DeNavas-Walt, C., Cleveland, R. (2003). *Income in the United States 2002. Current Population*

*Reports* (P60-221). Washington, DC: U. S. Census Bureau. [www.census.gov](http://www.census.gov)

Gerontological Society of America. (August 3, 2004). Press release: The

Gerontological Society of America announces initiative on civic

engagement in an older America. [www.geron.org/press/engagement.htm](http://www.geron.org/press/engagement.htm)

International Association of Schools of Social Work (IASSW) (2004) Global Standards

for Social Work Education and Training. [www.iassw-aiets.org/](http://www.iassw-aiets.org/)

International Federation of Social Workers. *Code of Ethics*. [www.ifsw.org](http://www.ifsw.org)

International Federation of Social Workers (IFSW) (2000) International Federation

of Social Workers: Definition of Social Work. [www.ifsw.org/Publications/4.6e.pub.html](http://www.ifsw.org/Publications/4.6e.pub.html)

League of United Latin American Citizens. (2003). *LULAC outlines a vision of America as*

*Hispanic population grows*. [www.LULAC.org](http://www.LULAC.org).

NASW. *Code of Ethics*. [www.socialworkers.org](http://www.socialworkers.org)

Proctor, B., & Dalaker, J. (2003). *Poverty in the United States: 2002. Current population reports*

(P60-222). Washington, DC: U. S. Census Bureau. [www.census-gov](http://www.census-gov)

U. S. Department of Commerce, U. S. Census Bureau. (2003). *Hispanic population reaches all-time high of 38.8 million, new Census Bureau estimates show*. [www.census.gov/Press-Release/www/2003/cb03-100.html](http://www.census.gov/Press-Release/www/2003/cb03-100.html)

**Print resources:**

Calasanti, T., & Slevin, K. (2001). *Gender, social inequalities, and aging*. Walnut Creek, CA: Alta Mira Press.

Dell Carpini, M. X., & Keeter, S. (1998). *What Americans know about politics and why it matters*. New Haven, CT: Yale University Press.

Estes, C., Biggs, S., Phillipson, C. (2003). *Social theory, social policy, and ageing: A critical introduction*. London: Open University Press.

Jansson, B. (2003). *Becoming an effective policy advocate*. (4<sup>th</sup> ed.). Belmont, CA: Wadsworth Press.

Karger, H., & Stoesz, D. (2006). *American social welfare policy*. (5<sup>th</sup> ed.) Boston: Allyn & Bacon Publishing.

Kearney, M., & Beerra, B. (2004). Introduction to special issue: Migration and identities: A class-based approach. *Latin American Perspectives*, 31(5), 3-14.

Lewis, M., & Widerquist, K. (2001). *Economics for social workers: The application of economic theory to social policy and human services*. New York: Columbia University Press.

Opotow, S. (2001). Reconciliation in times of impunity: Challenges for social justice, *Social Justice Research*, 14(2), 149-170.

Rubin, L. B. (1994). *Families on the fault line: America's working class speaks about the family, the economy, race, and ethnicity*. NY: Harper & Collins.

Sommerfeld, D., & Reisch, M. (2003). The other America after welfare reform: A view from the nonprofit sector. *Journal of Poverty*, 7(1/2), 69-95.

Zolberg, A. R. (2006). *A nation by design. Immigration policy in fashioning America*. NY: Russell Sage Foundation Books.