

**UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
**SW 512 Social, Economic, and Political Environments (2 credit hours)**  
**(2 credit hours)**  
**Spring 2009**

Mary Rogge, Ph.D.  
Social Work 512, Section 001  
Mondays 5:45-9:35  
Room: Henson Hall 209  
FAX: (865) 974-4803

Phone: 974 - 7500 (w)  
522 - 9325 (h)  
email: [mrogge@utk.edu](mailto:mrogge@utk.edu)  
Room 225  
Office hours: Wed: 9:00 – 12:00 p.m.  
Tuesday: 1:00 – 3:00 p.m.  
(others by appt.)

**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 2227 Dunford Hall (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*).

**Course Requirements/Plan for Evaluation:**

Discussion board	5 points
Paper assignments (3 @ 20 points each) .....	60 points
Final Exam .....	25 points
Attendance/participation.....	10 points

**Blackboard Discussions (5 points) Due Week 3**

There will be one discussion board during the semester. Information about the discussion board activity is listed on the course outline, will be discussed in class, and will be available on the course website under class assignments. The topic for the discussion board assignments will include a definition and application of concepts relevant to course sessions 1 and 2 and a discussion of their importance within the social work profession. Every student is expected to complete the discussion board assignment prior to the completion date posted on the syllabus. Once the date has past, the material will not longer be available and no points will be received for any discussion board activity not completed.

**Paper Assignments**

Paper #1- Students will 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 through examining the current immigration debate in the U.S.

Paper #2- Students will use social and economic justice and current political/ideological trends as a basis for analyzing the current health care or poverty debate in the U.S. With prior permission from the instructor, students may choose to analyze another social, economic, or environmental issue relevant to the course competencies and content.

Paper #3- Students will define and discuss the concepts of *participatory change* and *consientization* and discuss the ethical dilemmas and challenges of the social worker as learner and engaging client systems as experts of their own experience.

### **Final Exam**

The final exam will include, but not be limited to, questions on the following topics: connecting economic and political decisions to peoples' access to resources, locally, nationally, and internationally, and recognizing the ethical dilemmas inherent in lacking resources; analyzing and comparing national and international social, economic and political conditions using existing available statistics to identify differences in societies' access to resources.

### **Grading Scale**

The following grading scale will be used for final course grade.

A (95-100)	<i>Outstanding/Superior:</i> Exceptional performance. Consistently exceeds expectations.
B+ (90-94)	<i>Very Good:</i> Student consistently meets and occasionally exceeds normal expectations for the course.
B (85-89)	<i>Good:</i> Student consistently meets normal expectations for the course.
C+ (80-84)	<i>Average:</i> There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C (70-79)	<i>Poor:</i> There is a lack of understanding of course content. Student does not meet course expectations.
F (69-Below)	<i>Very Poor:</i> There is a lack of attendance or incomplete assignments. Course expectations are not met.

### **Additional Readings and Resources**

Other **required** course readings are listed in the syllabus and are available on-line through the UTK Hodges Library Course Reserves site.

Additional reading materials may be distributed during class sessions. Some required readings may be changed over the course of the semester.

Please also familiarize yourself with these University of Tennessee resources:

The University of Tennessee Libraries. (2008). Reference Shelf – Style Manuals. Retrieved August 6, 2008 from <http://www.lib.utk.edu/refs/style.html> (for APA style).

The University of Tennessee Libraries. (2008). Understanding Plagiarism. Retrieved August 6, 2008 from <http://www.lib.utk.edu/instruction/plagiarism/students.html>

The University of Tennessee Libraries. (2008). Diversity Committee's Diversity Resource Guides. Retrieved August 6, 2008 from [http://www.lib.utk.edu/diversity/resources/diversity\\_resource\\_guides.html](http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html)

UC Berkeley Library. (2008). Evaluating Web Pages: Techniques to Apply & Questions to Ask. Retrieved October 29, 2008, from <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Wolfgram Memorial Library, Widener University. (1996-2005). How to Recognize an Advocacy Web Page. Retrieved October 29, 2008, from [http://www3.widener.edu/Academics/Libraries/Wolfgram\\_Memorial\\_Library/Evaluate\\_Web\\_Pages/Checklist\\_for\\_an\\_Advocacy\\_Web\\_Page/5717/](http://www3.widener.edu/Academics/Libraries/Wolfgram_Memorial_Library/Evaluate_Web_Pages/Checklist_for_an_Advocacy_Web_Page/5717/)

### **Course Requirements**

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof read your work. The use of the Publication Manual of the American Psychological Association (5<sup>th</sup> ed.) format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness;
- The extent to which course concepts,, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

#### **1. Assigned Readings, Activities, and Attendance**

Students are expected to complete all readings assigned by the instructor before attending class; participate in all on-line and in class discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students. Students are also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities carried out in class or via Blackboard will be related to course readings, lectures, small group exercises, and other venues.

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the completion of class sessions. In the case of a medical or

personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

### **Course Content Outline:**

*We may have guest lecturers join us for some of our class sessions, and may include additional videos related to the week's topics.*

#### **Session 1 (January 12)**

Overview of course and assignments.

***Activity:** Before the first class session, subscribe to the East Tennessee Civil Liberties Alliance (CLA) Listserve. There is no cost for joining this resource co-founded by UTCSSW MSSW alum Chris Hargrove. Details will be posted on Blackboard under Assignments and sent to you via course email. We'll monitor articles and events posted on the CLA and discuss some of them during the class.*

#### **MODULE 1**

The political processes and political system in the United States, how interest group politics influence the political process; how power and influence prevent or promote social and economic justice within and across multicultural populations

#### **Required readings:**

- Abramovitz, M. (2008). Political ideology and social welfare (pp. 368-374). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.
- Myers, R. & Granstaff, C. (2008). Political process (pp. 380-387). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

#### **MODULE 2**

Understanding the relationships of power and advantage in society using theories of empowerment, participatory change, conscientization, and social construction

#### **Required readings:**

- Fook, J. (2002). *Social work: Critical theory and practice*. Sage Publications. Chapter 4-pp. 45-56.

- Schriver, J.M. (1999). Harry Lawrence Lurie and social work's questionable commitment to social and economic justice. In G.R. Lowe & P. N. Reid (Eds.), *The professionalization of poverty: Social work and the poor in the twentieth century* (pp. 121-140). New York: Aldine de Gruyter.
- Meyer, M. (2008). Political interventions (pp. 374-380). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.
- Larson, G. & Allen, H. (2006). Conscientization – The experience of Canadian social work students in Mexico. *International Social Work*, 49, 507-518.

## **Session2 (January 19)**

### **No In class Session – Celebrate Dr. Martin Luther King!**

*Activity:* Complete this week's required readings and the discussion board assignment.

Historic trends in economic theory and the changes in political ideology over time (e.g. supply side economics and neo-liberal/conservative movements); the political economy and its relationship with social welfare

#### **Required readings:**

- Karger, H.J., & Stoez, D. (2005). Social policy and the American welfare state. In H.J. Karger & D. Stoez, *American Social Welfare Policy: A Pluralist approach* (pp. 1-24). Allyn and Bacon, Inc.
- Lewis, M.A., & Widerquist, K. (2001). The economic perspective. In M.A. Lewis and K. Widerquist, *Economics for Social Workers: The application of economic theory to social policy and the human services* (pp. 1-14). New York: Columbia University Press.
- Lewis, M.A. (2008). Economics and social welfare (pp. 102-107). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

#### **Review websites:**

Poor People's Economic Human Right's Campaign. (2008). *Poor People's Economic Human Right's Campaign Website*. retrieved November 19, 2008 from <http://www.economichumanrights.org/index.shtml>

Jobs with Justice. (2008). *Jobs with Justice Website*. Retrieved November 19, 2008 from <http://www.jwj.org/>

Tennesseans for Fair Taxation. (2008). *TFT*. Retrieved November 19, 2008 from <http://www.tft.org>

**Assignment: Online Blackboard Activity/ # 1.** Respond to the Discussion Board assignment posted on the Blackboard site with regard to the discussion and readings thus

far. The discussion items will include, but may not be limited to a definition and application of the concepts of *social justice* and *economic justice*.

### **Session 3 (January 26)**

#### **MODULE 1**

The influence of values of the dominant culture in terms of economic and political systems and the social work profession; privilege; the differential effect of tax systems and benefits on client systems, communities, and organizations.

#### **Required readings:**

- Stoesz, D. (1999). Ideological nostalgia, intellectual narcosis. In G.R. Lowe & P. N. Reid (Eds.), *The professionalization of poverty: Social work and the poor in the twentieth century* (pp. 141-160) New York: Aldine de Gruyter. (Chapter nine).
- 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), 133-146.
- Kilty, K., & Vidal de Haymes, M. (2000). Racism, nativism, and exclusion: Public policy, immigration, and the Latino experience in the U. S. *Journal of Poverty*, 4(1/2), 1-25.

#### **Review websites:**

National Network for Immigrant and Refugee Rights. (2008). *National Network for Immigrant and Refugee Rights*. Retrieved November 19, 2008 from <http://www.nnirr.org>.

Tennessee Immigrant and Refugee Rights Coalition. (2008). *Tennessee Immigrant and Refugee Rights Coalition*. <http://www.tnimmigrant.org/>

#### **MODULE 2**

The effects of social, economic, and political trends and interactions between individual, families, groups, organizations and communities in relation to social and economic justice.

#### **Required readings:**

- Khinduka, S.K. (2008). Globalization (pp. 275-279). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.
- Shefner, J. (2004). Global economic change, protest, and its implications for U.S. policymakers. In *Agenda for Social Justice* by K. Ferraro, J. Miller, R. Rerrucci, and P. Rodriguez (Eds.). Society for the Study of Social Problems.

#### **Review websites:**

United Nations. (2008). United Nations Millennium Goals. (2008). Retrieved November 19, 2008 at <http://www.un.org/millenniumgoals/>

World Bank. (2008). Retrieved November 19, 2008 from <http://www.worldbank.org/>

International Monetary Fund. (2008). Retrieved November 19, 2008, from <http://www.imf.org/>

***Paper assignment #1 is due***

**Session 4 (February 2)**

**MODULE 1**

How economic and political decisions (e.g., tax system, economic and distributive justice) impact peoples' access to resources, locally, nationally, and internationally; globalization; social welfare and access across states; the ethical dilemmas inherent in lacking resources

**Required readings:**

- Finn, J.L. & Jacobson, M. (2008). Social justice (pp. 44-52). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.
- Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. "If it's not happening, it's because you're not doing it" (pp. 489-514). New York: Picador/Farrar, Straus & Giroux.
- Reingold, D., Pirog, M., & Brady, M. (2007). Empirical evidence on faith-based organizations in an era of welfare reform. *Social Service Review*. 81 (2), 245-283.
- Jurik, N.C., Cavender, G. & Cowgill, J. (2006). Searching for social capital in U.S. Microenterprise Development Programs. *Journal of Sociology and Social Welfare*, 33, 151-170.

**Review websites:**

Grameen Foundation. (2008). *Grameen Foundation*. Retrieved November 19, 2008 from <http://www.grameenfoundation.org/welcome/microfinance/>

**TBA**

**MODULE 2**

Disparities in health and welfare; devolution of resources and services; corporate welfare; poverty gap and income/wealth inequality; use of information technology to analyze access to resources

**Required readings:**

- Collins, C. (2007). Aid to dependent corporations: Exposing federal handouts to the wealthy. In M.L. Andersen & P.H. Collins (Eds.), *Race, class & gender: An anthology (6<sup>th</sup> Ed.)* (pp. 422-426). Belmont, CA: Thomson Wadsworth.
- Lewis, M.A., & Widerquist, K. (2001). The economics of poverty. In M.A. Lewis and K. Widerquist, *Economics for Social Workers: The application of economic theory to social policy and the human services* (pp. 129-142). New York: Columbia University Press.

Lewis, M.A., & Widerquist, K. (2001). The economics of health care. In M.A. Lewis and K. Widerquist, *Economics for Social Workers: The application of economic theory to social policy and the human services* (pp. 143-156). New York: Columbia University Press (*Chapter ten*).

**Review Websites:**

Tennessee Health Care Campaign. (2008). *Tennessee Health Care Campaign*. Retrieved November 19, 2008, from <http://www.thcc.org>

TBA

**Session 5 (February 9)**

***MODULE 1***

Differences in societies' access to resources according to national and international social, economic and political conditions

**Required readings:**

Rogge, M. E. (2008). Environmental justice (pp. 136-139). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

Miah, M.R. (2008). Social development (pp. 38-41). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.

Harford, T. (2007). *The undercover economist*. "Beer, fries, and globalization" (pp. 189-217). New York: Random House.

Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. "The unflat world" (pp. 533-579). New York: Picador/Farrar, Straus & Giroux

**Review websites:**

Hart, M. (1998-2006). Sustainable Measures: "What is Sustainability, Anyway?" (follow the forward arrows in this section). Retrieved November 19, 2008 from <http://www.sustainablemeasures.com/Sustainability/index.html>

TBA

***MODULE 2***

Global hegemony, first and third world economic issues and immigration; structural inequality; distributive justice

**Required readings:**

Harford, T. (2007). *The undercover economist*. "Why poor countries are poor" (pp. 166-188). New York: Random House.

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

Rogge, M.E. (2000). Social development and the ecological tradition. *Social Development Issues*, 22(1), 32-41.

Soifer, S. (2002). Principles and practices of community economic development In A.R. Roberts & G.J. Greene (Eds.), *Social Workers' Desk Reference* (pp. 557-562). New York, NY: Oxford University Press. (chapter 101)

**Review websites:**

TBA

*Paper assignment #2 is due*

**Session 6 (February 16)**

**MODULE 1**

Differences across countries in social welfare policies and practices

**Required readings:**

- Andersen, G., & Hussey, P. (2000). Population aging: A comparison among industrialized countries. *Health Affairs* (May/June), 191-203.
- Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. "The virgin of Guadalupe" (pp. 403-440). New York: Picador/Farrar, Straus & Giroux.
- Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. "What happens when we all have dog's hearing?" (pp. 515-532). New York: Picador/Farrar, Straus & Giroux.

**Review websites:**

Global Action on Aging. (2004). *Global Action on Aging Home Page*. Retrieved December 15, 2004 from <http://www.globalaging.org> (see also <http://www.globalaging.org/waa2/documents/>)

**MODULE 2**

Popular education and participatory change in the context of group/population membership; how groups attain power

**Required readings:**

- Carroll, J., & Minkler, M. (2000). Friere's message for social workers: Looking back, looking ahead. *Journal of Community Practice*, 8 (1), 21-36.
- Castelloe, P., Watson, T. & White, C. (2002). Participatory change: An integrative approach to community practice. *Journal of Community Practice*, 10, 7-31.
- McBride, A.M. (2008). Citizen participation (pp. 292-299). In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work (20th Edition)*. Oxford University Press.
- Spadacini, B. & Nichols, P. (1998). Campaigning against female genital mutilation in Ethiopia using popular education. *Gender & Development*, 6, 44-52.

**Review websites:**

Highlander Research and Education Center. (2008). *Highlander Research and Education Center*. Retrieved November 19, 2008, from <http://www.highlandercenter.org/>

Center for Participatory Change (2008). *Center for Participatory Change*. Retrieved November 19, 2008 from <http://www.cpcwnc.org/>

*Paper assignment #3 is due*

**Session 7 (February 23)**

**MODULE 1**

The use of information technology in analyzing economic and political trends

**Required readings**

Friedman, T. (2007). *The world is flat: A brief history of the twenty-first century*. "The new age of connectivity: When the web went around and Netscape went public" (pp. 60-77). New York: Picador/Farrar, Straus & Giroux.

Friedman, T. (1999). *The lexus and the olive tree: There is a way forward*. Thorndike Press. (chapter 18-pp. 349-378)

**Review websites:**

TBA

**Final Exam: TBA**

**Additional Resources**

**Commercial Films and Documentaries**

*Babel*

*An Inconvenient Truth*

*Hotel Rwanda*

*Paradise Now*

*Sicko*

*Syriana*

*Talk to Me*

*The Constant Gardener*

*The Last King of Scotland*

**Website sources**

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.iasw-aiets.org/](http://www.iasw-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)  
Fall 2008 SW 512 Page 12 of 13.

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)

Website: Passel, J., Capps, R., & Fix, M. (2004). *Undocumented immigrants: Facts and figures*. [www.urbaninstitute.org](http://www.urbaninstitute.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*. (4th ed.). Belmont, CA: Wadsworth Press.

Karger, H., & Stoesz, D. (2006). *American social welfare policy*. (5th 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.

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