

UNIVERSITY OF PENNSYLVANIA
MSW PROGRAM
SWRK601—HISTORY and PHILOSOPHY OF
SOCIAL WORK AND SOCIAL WELFARE
FALL 2021

TUESDAYS 5:15-7:45pm | WEDNESDAYS 7:30-9:30pm

PURPOSE

This course traces the history of social welfare policy in the United States and its relationship to the development of the social work profession. It analyzes the values and assumptions that form the foundation of existing welfare programs and institutions and explores the social, economic, political and cultural contexts in which they have evolved.

The course examines the development of cash assistance and social service programs in light of the long legacy of poverty, racism, sexism, and other forms of structure oppression, and their enduring effects on U.S. society today. This examination allows us to gain perspective on the source of conflict and consensus in American history, which augments material about institutional racism learned in SWRK 603 and content about behavioral responses learned in SWRK 602. The course also traces the roles that social workers have played in the formulation and implementation of social welfare policy—as well as their role in promoting social movements opposed to existing policy—and links these historical examples to contemporary policy practice.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- Understand the basic concepts of social welfare, social policy, and social work and their relationships to one another and apply them at both the level of individual agencies and public policy.
- Understand the social, political, economic, and cultural issues involved in the development of social policy, social services, and social work and their relationship to social movements.
- Understand the roles of the public and voluntary sectors of social services and their historical development.
- Have introductory skills in the use of quantitative and historical data relevant to social policy analysis.
- Understand the role of inequality in U.S. society, and be able to apply the concept of social justice to analyze social policies, programs, and services and their differential impact of on diverse populations.

- Understand current ideas about the profession's values and ethics and their historical development, including a social worker's responsibility to promote institutional and social change.

SWRK601 is part of the foundation curriculum of Penn's MSW program. It seeks to help students achieve competency in a number of areas of professional practice. Those competencies are included in the next page. The full Educational Policy and Accreditation Standards are available at

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

REQUIRED TEXTS (available at the Penn bookstore)

Stern, M. J. and Axinn, J. (2017). *Social welfare: A history of the American response to need*, 9th ed. New York: Pearson Educational.

Additional required readings are online through the University's Canvas (<https://canvas.upenn.edu>) In order to use this site, you will need your PennKey and password. The site is organized into separate pages for each week's reading assignments.

Students are also required to read a daily newspaper (e.g., New York Times, Philadelphia Inquirer, or Washington Post) or an online news service for stories on social welfare and social policy. These will be discussed weekly during class. Each week a student will be assigned to identify several stories to discuss in class (see Assignments for more detail).

The course instructor throughout the semester will distribute additional handouts and articles for discussion purposes.

CLASS PARTICIPATION

You are expected to come to every class on time and fully prepared to discuss the material assigned for the week. **Computers and phones should be turned off and put away.** That is, you should have completed all assigned readings and be ready to discuss the readings. Attendance will be taken at the start of each class.

Social Work Competencies

2015 Educational Policy and Accreditation Standards

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on

Assignments will all be graded on conceptual clarity, responsiveness to the assignment, use and appropriate citation and reference of the literature, and completeness. Assignments must be complete to be graded. That is, sections may not be skipped or omitted. All assignments are due on the specified date. All assignments must be completed to receive a final grade for the course. Please consult the [MSW Student Handbook](https://www.sp2.upenn.edu/resources/masters-student-handbook/) (https://www.sp2.upenn.edu/resources/masters-student-handbook/) for details about grading policy.

IMPROVE YOUR WRITING

Writing is an essential professional skill for social workers. Even the best writers always have room for improvement. In some cases, instructors may suggest that students seek out help with their writing; in other cases, students might decide on their own, that professional help is in order.

The Marks Family Writing Center (http://writing.upenn.edu/critical/graduate_students/help_with_your_writing.php)

has a variety of services for those who would like help with their writing. The School also offers writing workshops.

ACADEMIC INTEGRITY

Students are expected to adhere to the University's Code of Academic Integrity, available at <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below). Students who engage in any of these actions will be referred to the University Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty. If you have a question about whether some action violates the Code, you should consult your instructor.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.
2. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.
3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

COURSE ASSIGNMENTS

Because all sections of the course will be online this semester, we have opted for many smaller assignments and three formal assignments. Assignments should be submitted through Canvas. Specific instructions for doing so will be distributed during the semester.

1. Philadelphia's Social Ecology (15% of grade, due September 21)

The first written assignment asks you to create some maps and a data report for a neighborhood in Philadelphia or some other city, (optionally) taking a walk through that neighborhood, and writing a paper that summarizes your impressions and questions about the neighborhood. ***If you have health concerns about taking a neighborhood walk, think about some other way of gaining information about the neighborhood (for example, from a local newspaper or website).***

A. Choose a neighborhood. Identify a section of the city that interests you.

B. Use Social Explorer (Persistent URL: <http://hdl.library.upenn.edu/1017/28547>) to create maps of three characteristics of the area (and its surrounding neighborhoods) and create a community profile of the neighborhood using Social Explorer's "create a report" feature. At least two points in time. For example compare the 2000 census to the most recent 2014-18 American Community Survey.

C. Schedule some time (perhaps with a safely-distant friend or classmate) to walk around the neighborhood or think of another way of gaining information about the neighborhood. If you have any concerns about walking around the neighborhood, identify another source of information about the neighborhood, like newspaper stories.

D. Write a 3-5 page (750-1,250 word) paper with the following structure:

Introduction: Summarize what you did (your method) and your findings

Map analysis:

- What characteristics did you investigate? Why did you see them as important or significant?
- Was your neighborhood homogeneous or diverse on those characteristics? (For example, was it all of the same ethnicity or income group or did it include greater diversity).
- How does the neighborhood compare to those surrounding it and to the city as a whole?

Walking tour analysis

- What did you learn about the neighborhood during your walk?
- Is the operation of power and privilege visible as you walk through the neighborhood?

- What did you learn that was consistent with your map analysis? What did you learn that was inconsistent?

Conclusion: How might social conditions in the neighborhood influence a social worker's practice or "policy practice"?

2. Weekly blog posts (30 percent of grade)

You will be asked to post two kinds of posts most weeks:

- a. Students are expected to regularly read a newspaper (see TEXTS). In 8 of the 14 weeks of the semester, you should select one news article related to social welfare or social work and post a comment on the appropriate Canvas discussion about what interested you about the news article and its relevance for the course's themes.
- b. In 7 of the 14 weeks of the semester, in association with the lectures, you are asked to post a reply to one or more the week topics (see below). This is due the day before class.

Use the Discussions tab on canvas to post a reply to the query.

There is no set length or format for your posts. But take the time to reflect on the topic(s) and try to write an analysis that will contribute to yours and your classmates' learning,

3. Historical Source Analysis Assignment —Due November 9 (20% of course grade).

Choose one of the following options:

Option 1: Document

Study one of the following documents found in Stern and Axinn's Social Welfare:

Florence Kelley, "The Family and the Woman's Wage" (1909)

Federal Emergency Relief Administration, Monthly Report, Letter of Transmittal (1933)

Supreme Court, In re Gault. (1967)

Richard Nixon, Message on reform in welfare (1969)

Option 2: Historical photo

Identify an historical photo relevant to social work or social welfare. Among the possible sources are:

[Library of Congress photo collection](#)

[Philly History photo archive](#)

[Remembering the 1911 Triangle Shirtwaist Fire](#)

[Teaching the History of the Philadelphia Welfare Rights Organization: Supplemental Materials \(Historical Society of Pennsylvania\)](#)

[The Arthur and Elizabeth Schlesinger Library on the History of Women in America](#)

These are just examples. There are hundreds of possible sources.

Write a paper (4-6 pages), which addresses the following questions:

- What is the major theme of the source?
- How does the photo or document relate to social welfare thought or practice during the period it was produced?
- Were there social and economic trends that were relevant to the document or photo? Does the document tell us anything about how the life-course was organized at the time and how it is different from contemporary society? Were there social and economic realities that the author ignored?
- What does the document or photo tell us about the development of the social work profession at that time? What issues of professional ethics are raised in the document? Does it reflect an issue that continues to be relevant for the profession?

4. Class participation— (10 % of course grade)

Students will be evaluated on the quality of their participation in class discussions, including their use of critical thinking, ability to apply concepts from assigned reading, and demonstrated ability to listen and respond to other members of the class.

5. Final exam (25 percent of grade)

The goal of the final project is to demonstrate achievement of some of the objectives of the course (see above). The final project for your section is a final exam. The exam will cover key concepts from the class as well your ability to process and utilize the class material to understand current and historical social policy-related issues.

Your instructor will discuss the format for the final exam with you during November.

WEEKLY SCHEDULE AND READING ASSIGNMENTS

1. August 31- September 1—Introduction and Contemporary Social Welfare

Topics:

- Course objectives and requirements
- Connection between practice and policy
- Historical legacies in policy and the profession

Reading:

Luiselli, V. (2017). Tell me how it ends: An(?) essay in forty questions. Minneapolis: Coffee House Press.

Coates, Ta-Nehisi (2014, June). The case for reparations, *The Atlantic* 54-71.

“Ethical Standards in Social Work: The National Association of Social Workers’ Code of Ethics” retrieved from : <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Do: Class exercise: responding to social crisis in the Midwest

2. September 8 (Wednesday section only) — Measuring social wellbeing and poverty; Introduction to Social Explorer

Lecture 2A. Using Social Explorer--Stern

Lecture 2B. Understanding and measuring poverty --Iversen

*****No class for the Tuesday section (September 7) in observance of Rosh Hashanah**

Topics:

- Definitions of social welfare and distributive justice
- Poverty: definitions, patterns, and trends
- Character of U.S. welfare programs
- Politics in the formulation of social welfare policy

Readings:

Stern & Axinn, Social welfare, pp. 1-33.

Stern, M. J. (2014). Engaging social welfare: An introduction to policy analysis (Chapters 1, 4). Boston: Pearson Educational.

Fox, Liana (2019). The supplemental poverty measure: 2018.

<https://www.census.gov/content/dam/Census/library/publications/2019/demo/p60-268.pdf>

Watch this:

Who's dependent on welfare?

<https://www.youtube.com/watch?v=-rtySUhuokM>

3. September 14 (Tuesday section only) — Measuring social wellbeing and poverty; Introduction to Social Explorer

Lecture 2A. Using Social Explorer--Stern

Lecture 2B. Understanding and measuring poverty --Iversen

*****No class for the Wednesday section (September 15) in observance of Yom Kippur**

Topics:

- Definitions of social welfare and distributive justice
- Poverty: definitions, patterns, and trends
- Character of U.S. welfare programs
- Politics in the formulation of social welfare policy

Readings:

Stern & Axinn, Social welfare, pp. 1-33.

Stern, M. J. (2014). Engaging social welfare: An introduction to policy analysis (Chapters 1, 4). Boston: Pearson Educational.

Fox, Liana (2019). The supplemental poverty measure: 2018.

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Watch this:

Who's dependent on welfare?

<https://www.youtube.com/watch?v=-rtySUhuokM>

*****September 20 -- First class wide lecture: Michael Reisch "Using a Critical Lens to Discover the 'Lost History' of Social Work."**

4. September 21/22—Analyzing social policy

Anderson, Elijah (1990) *Streetwise: Race, class, and change in an urban community* (Chapter 2). Chicago: University of Chicago Press.

Gilbert, N. & Terrell, P. (2013). *Dimensions of social welfare policy*, 8th ed. Boston: Pearson Educational. Chapter 4 and 5.

Map Assignment Due Monday Sept. 20

5. September 28/29— The Origins Of US Social Welfare

Lecture 5A –Perspectives on Policy Analysis--Amy Castro Baker

Lecture 5B—The English Poor Laws and Key Concepts in Social Welfare--Cnaan

Hyde, C. (2009). Feminist approaches to social policy. Pp. 247-262 in *The Handbook of Social Policy*, James Midgley and Michele Livermore (eds.). Thousand Oaks: Sage Publications.

6. October 5/6 —The changing life cycle and child welfare; social welfare before the Civil War

Lecture 6A. Poverty and the changing life cycle in 19th century US--Stern

Lecture 6B. Social reform and institutions before the Civil War--Iversen

Topics:

- Protecting children and preserving families? The historical dilemma
- "Privatization" of child welfare services in the 19th century
- Implications of changes in the life-course on social policy

Readings:

Stern & Axinn. *Social welfare*, pp. 34-76.

Rothman, D. (1990). *The discovery of the asylum: Social order and disorder in the new republic* (pp. 30-56, 79-108) Boston: Little Brown.

Bremner, R. H., Barnard, J., Hareven, T. K., & Menzel, R. M. (Eds.). (1970). *Children and youth in America: A documentary history* (pp. 185-197). Cambridge, MA: Harvard University Press.

(1) The Case of "Little Mary Ellen" (1874).

(2) New York Society for the Prevention of Cruelty to Children (1874).

Gelles, Richard J. (2016). Why the American child welfare system is not child centered, *William and Mary Bill of Rights Journal* 24 (3) 733-53.

Cronon, W.(1983) *Changes in the land: Indians, colonists, and the ecology of New England* (pp. 34-53). New York: Hill and Wang.

WATCH: Footage shot at Eastern State Penitentiary in 1929

<https://www.youtube.com/watch?v=jcN0lhDw-U>

7. October 12/13 -- The Civil War and Reconstruction

Lecture 7A. The origins of 19th century feminism during and after the Civil War--Iversen

Lecture 7B. Reconstruction: The rise and fall of the bi-racial South after the Civil War--Stern

Topics:

- Racism and the limits of democracy
- The origins of public welfare

Readings:

Stern & Axinn. *Social welfare*, pp.77-114.

Gates, H. L., Jr. (2019) *Stony the Road: Reconstruction, White Supremacy and the Rise of Jim Crow* (Chapter 3). New York: Penguin Books.

Blackmon, D.A. (2008). *Slavery by another name: The re-enslavement of black Americans from the Civil War to World War II* (Introduction). New York: Anchor Books.

*****October 18: Class-wide lecture: Ram Cnaan "incarceration, reentry, and racism in America."**

8. October 19/20—Progressivism

Lecture 8A-C: Urban liberalism—Stern

Topics:

- Progressive reform and urban realities
- Economic dislocation and public welfare

Readings:

Stern & Axinn. Social welfare, pp. 115-155.

Park, Y., & Kemp, S. P. (2006). 'Little alien colonies': Representations of immigrants and their neighborhoods in social work discourse, 1875-1924. *Social Service Review*, 80(4), 705-734.

Keyssar, A. (2009), The right to vote: The contested history of democracy in the United States (Introduction, Chapters 4,6

9. October 26/27—Industrialization and the Development of the Social Work Profession

Lecture 9A. Religion and the Origins of the Social Work Profession--Cnaan

Lecture 9B. Persistent themes and continuing dilemmas within the profession--Iversen

Topics:

- Social welfare's response to industrialization and urbanization
- From cause to function: the dilemma of professionalization
- The triumph of casework

Readings:

Fisher, R. (1994). Let the people decide: Neighborhood organizing in America. (Updated ed., pp. 1-31). New York: Twayne Publishing.

Flexner, A. (2001). Is social work a profession? *Research on Social Work Practice*, 11(2), 152-165.

Addams, J. (1910). First days at Hull House. In *Twenty years at Hull House*, (pp. 75-81). New York: Macmillan.

Colson, M.H. (1928, September) Negro homework in Chicago (pp. 385-413). *Social Service Review* 2:3.

O'Donnell, S.M. (2001, September). The right to work is the right to live: The social work and political and civic activism of Irene McCoy Gaines (pp. 456-478). *Social Service Review* 75:3.

10. November 2/3 : The New Deal and its Legacy

Lecture 9A. US public welfare in international perspective--TBA

Lecture 9B. Coalition-building during the New Deal--Stern

Topics:

- Political coalitions and the transformation of public policy
- How New Deal decisions still define our social welfare policies
- Social work's role in political mobilization and policy formulation

Readings:

Stern & Axinn. Social welfare, (pp. 156-204).

Reisch, M. and Andrews, J. (2002), *The Road Not Taken: A History of Radical Social Work in the United States* (pp. 61-85). New York: Brunner Routledge.

Katznelson, Ira (2005). *When affirmative action was white: An untold history of racial inequality in 20th-century America* (pp. 113-141). New York: Norton.

11. November 9/10—The War of Poverty and the impact of mass incarceration on social welfare

Lecture 11A. Mass incarceration's impact on African American communities?--Cnaan

Lecture 11B. War on Poverty: Myths and Realities.--Stern

Topics:

- How (and why) African Americans were left out of the postwar welfare expansion
- Grassroots mobilization and political coalitions in the remaking of social welfare
- Can the government challenge the “establishment”?

Readings:

Stern & Axinn. Social welfare, pp. 205-250.

Hinton, Elizabeth (2016). *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America*. Cambridge, Mass.: Harvard University Press. Chapter 4.

[Western, B., & Pettit, B. \(2010\). Incarceration & social inequality. *Daedalus*, 139\(3\), 8-19.](#)

Harrington, M. (1962). *The invisible land*. In *The other America*, (pp. 1-19). New York: Macmillan.

Orleck, Annelise (2005) *Storming Caesars Palace: How black mothers fought their own war on poverty* (Chapter 4). Boston: Beacon Press.

Available online at: <http://hdl.library.upenn.edu/1017.12/1553835>

*****November 15: Third Class-wide lecture: Yoosun Park**

12. November 16/17—Economic and Social Transformations, 1970-2020

Lecture 12A. The Disability Rights movement's unfinished agenda--Stern

Lecture 12B. Second wave feminism and social work--Iversen

Topics:

- Recent changes in work and family life
- Stigmatizing women of color and the “welfare reform” debate
- The declining significance of poverty for public policy

Readings:

Stern & Axinn. Social welfare, pp. 251-284.

Bagenstos, S. R. (2004). The future of disability law. *Yale Law Journal*, 114 (1), 1-83. (Only pages 3-22 are required).

Guetzkow, J. (2010). Beyond deservingness: Congressional discourse on poverty, 1964-1996. *The ANNALS of the American Academy of Political and Social Science*, 629, 173-197.

Lafer, G. and Loustaunau, L. (2020, July 23). Fear At work: An inside account of how employers threaten, intimidate, and harass workers to stop them from exercising their right to collective bargaining. Washington, D.C.: Economic Policy Institute.

13. November 30/December 1— The Great Recession of 2008 and its Aftermath

Lecture 13A. Instant analysis: The implications of the 2020 election--TBA

Lecture 13B. The Affordable Care Act and the Future of Health Care--Stern

Topics:

- “Markets” and “Tradition”: Why welfare is central to the conservative agenda
- Challenge to the Social Security consensus
- How does one measure policy success?

Readings:

Stern & Axinn, Social welfare, pp. 285-328.

Kaiser Family Fund (2013). Summary of the Affordable Care Act.

<https://files.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act>

Center on Budget and Policy Priorities. “Chart Book: The Legacy of the Great Recession.”
<https://www.cbpp.org/research/economy/chart-book-the-legacy-of-the-great-recession>

National Academy of Social Insurance (2019, December) Enhancing Social Security and improving retirement security: Four innovative proposals. Washington, DC: NASI.

Harvey, D. (2005) A brief history of neoliberalism (pp. 39-63). New York: Oxford University Press.

<http://hdl.library.upenn.edu/1017.12/1333356>

14. December 7/8—Immigrants in American social welfare history: Change and continuity

Lecture 14A. The History of US Immigration Policy--Iversen

Lecture 14B. “Who Sees Poverty”—Ananya Roy

https://www.youtube.com/watch?v=hrW8ier_4Q

- The international attack on the welfare state
- International migration and the national impact of immigration

Readings:

Okrant, Daniel (2019). The Guarded Gate: Bigotry, Eugenics, and the Law that Kept Two Generations of Jews, Italians, and other European Immigrants Out of America (Chapter 8). New York: Scribner.

Dionne, E.J., Jr., Ornstein, N. J., Mann, T. E. (2018) One Nation After Trump (pp. 147-173). New York: St. Martin’s Press.

US Supreme Court (2018). Trump v. Hawaii 585 US Dissent of Justice Sotomayor. The entire decision is available at:

<https://supreme.justia.com/cases/federal/us/585/17-965/>

Watch the video: “Who Sees Poverty”

2020 - Poverty and Policy Websites for SW 601

American Enterprise Institute	www.aei.org
Brookings	www.brookings.edu
Cato Institute	www.cato.org
Center for American Progress	www.americanprogress.org
Center on Budget & Policy Priorities (CBPP)	www.cbpp.org
Center for Law & Social Policy (CLASP)	www.clasp.org
Congressional Budget Office	www.cbo.gov
Congressional Record	https://www.congress.gov/congressional-record
Congressional Quarterly	https://info.cq.com
Economic Policy Institute	www.epi.org
Fact Check (Annenberg)	www.factcheck.org
Finance Project	www.financeproject.org
Government Accountability Office	www.gao.gov
Heritage Foundation	www.heritage.org
Influencing State Policy	www.statepolicy.org
Institute for Research on Poverty (IRP) – Univ. of Wisconsin – Madison	www.irp.wisc.edu
Mathematica Policy Research	www.mathematica.org
MDRC (Manpower Demonstration Research Corporation)	www.mdrc.org
Poverty Solutions (formerly National Poverty Center)	https://poverty.umich.edu
N.C. Poverty Research Fund	www.law.unc.edu/centers/poverty/
New York Times online	www.nytimes.com
Philadelphia Inquirer & Philadelphia Daily News online	www.philly.com
Policy Magic	http://www.policymagic.org/resources.htm

PolitiFact	www.politifact.com
Policy Network (International)	https://policynetwork.org
Republicans in Congress	www.gop.gov
State Policy Network	www.spn.org
<i>Statistics, Politics, & Policy</i> (online journal)	www.degruyter.com/view/j/spp
Urban Institute	www.urban.org
U.S. House of Representatives	www.house.gov
U.S. Senate	www.senate.gov
Washington Post online	www.washingtonpost.com
National Association of State Workforce Agencies	www.naswa.org
Working Poor Families Project	www.workingpoorfamilies.org
American Council of Young Political Leaders	www.yacypl.org