

CHILD AND FAMILY POLICY SEMINAR

HUDK 6036; T8405; P8702

Fall, 2006

Professors: Jeanne Brooks-Gunn and Sheila Kamerman

A seminar (3 credits) on child and family policy taught by members of the Columbia University Institute on Child and Family Policy, bringing together health, human development, and social work perspectives, and involving special guest lecturers. The course has been designed specifically to provide a multi-disciplinary perspective on child and family policies. Sessions will cover the varying approaches taken to child policy by selected social and behavioral sciences (demography, economics, political science, developmental psychology, and health). Attention will be paid to the major child and family policy domains, the current major research developments in each domain, and the relevant policy debate, again from a multi-disciplinary as well as cross-national perspective.

Primary Instructors:

Jeanne Brooks-Gunn

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Class Time & Location:

Tuesday 4:10 to 6:00 pm
Room C-02 (Social Work, Concourse Level)

Teaching Assistant:

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PREREQUISITES

- Doctoral standing or special permission¹
- A graduate course in social policy or child development

OBJECTIVES

Upon completion of this course, students should be able to demonstrate:

1. In-depth knowledge of the varying approaches taken to child and family policy by different social and behavioral sciences and relevant professions.
2. Knowledge about policy content, issues, debates, and relevant research developments in a range of child and family policy domains.
3. The ability to apply a multi-disciplinary perspective in analyzing child and family policies.

READINGS

All required readings can be found on e-reserve, which can be accessed via the course web page through "CourseWorks" via the Columbia University School of Social Work web page. Readings from The Future of Children Journal are available on line. The best overall source for the policy domains is The Green Book. The 2004 edition is available either on line or can be ordered from the Government Printing Office.

OVERVIEW OF ASSIGNMENTS:

I. Students are expected to be active participants in the seminar and to be prepared to discuss all required readings each week.

Students will write two brief (4-5 page) papers on each of two disciplines (economics, political science, demography, developmental psychology, health, child welfare). At the 2nd session, students will provide instructors with a list of two disciplines on which they would like to write brief papers. The instructors reserve the right to make changes to ensure coverage of all disciplines.

Each brief paper will focus on application of course readings, integrated into one essay. These papers should be emailed to the entire class at least three days prior to the class session in which that perspective is discussed. In addition, students should prepare opening questions for the speaker for the weeks in which they write essays. These questions should be included at the end of the essays.

II. Students will write a longer paper (12-14 pages) and prepare a power point presentation on one of the major child policy domains below.

- Welfare/TANF
- SSI
- Child Support and Food Stamps
- Tax Policies (e.g., EITC)
- Child and Family Health

¹ For special permission, please contact Professors Brooks-Gunn and Kamerman . It is strongly recommended that students wishing to obtain permission attend the first class meeting.

- Child Welfare
- Family Parental Leave
- Early Childhood Care and Education

Students will select the policy domain that they would like to focus on at the 2nd session of the course. The instructors reserve the right to make changes to ensure coverage of all domains.

Each student will lead a class on the child policy domain that is the subject of his or her longer paper. The presentations will follow a standard outline so that they include all relevant aspects of the policy area being presented: purpose(s) of the program, history and legislative framework at both the federal and state levels (4-5 pages); current levels of financing, numbers served (and numbers not served) (1-2 page); major issues facing the program and proposals for reform, including discussion of how the program is delivered in other countries and how it varies across states (4-5 pages). Each paper should cite recent research on this program area and also identify directions for future research. The readings listed on the syllabus under each policy area are a starting point for these papers and presentations. Each student should update the reading list for his or her topic and circulate an updated reading list to the instructors and class 2 weeks prior to their presentation.

III. There will also be a final research paper. Students will address a child and family policy topic of their choice, employing a particular social science theoretical and/or methodological perspective (14-16 pages).

Students may choose to combine assignments II and III into a ~26 pg paper, where the first part discusses the policy domain and the second part examines a current issue / policy relating to it.

STUDENT EXPECTATIONS AND ACCOMODATIONS

The professor adheres to University and School policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and student evaluation of the course and its instruction as stated in the *CUSSW Student Handbook* and *CUSSW Bulletin*.

For TC students:

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, we are happy to discuss specific needs with you as well.

IN Incomplete: The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the grade submitted, the final

grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

For School of Social Work students:

If a student does not fulfill the requirements of a course he/she will be assigned an “Incomplete”. Thereafter the student must complete the requirements and receive a letter grade before the beginning of the same term in the follow year. Failure to do so will result in the course grade automatically becoming an “F”.

For Mailman School of Public Health students:

IN Incomplete: There is no automatic grade of “Incomplete” (IN). Students are expected to complete ALL course assignments and exams on schedule by the end of a semester. An incomplete (IN) may be given only when a student has met the attendance requirement but certain course assignments have not been completed for reasons satisfactory to the instructor. The instructor may grant an extension, usually for a specified period of time, and usually not more than several weeks. Unless there is notification of change of grade from IN to a letter grade within one year from the end of the semester of registration, the IN will automatically be converted to Unofficial Withdrawal (UW), defined as “student did not compete attendance and/or assignments, but failed to withdraw.”

SEMINAR IN CHILD AND FAMILY POLICY – FALL 2006

SCHEDULE

PART I Introduction and Background

- 9/5/06 1. Overview and Introductions: Sheila Kamerman and Jeanne Brooks-Gunn
- 9/12/06 2. Childhood Social Indicators
- 9/19/06 3. Child Poverty: Jeanne Brooks-Gunn

PART II Disciplinary Perspectives

- 9/26/06 4. Demography: Julien Teitler
- 10/03/06 5. Developmental Psychology: Jeanne Brooks-Gunn
- 10/10/06 6. Political Science: Jeffrey Henig
- 10/17/06 7. Economics: Jane Waldfogel

Part III Major Policy Domains

- 10/24/06 8. TANF, Food Stamps, and SSI
- 10/31/06 9. Child Support & Tax policy
- 11/7/06 ELECTION DAY: NO CLASS
- 11/14/06 10. Child and Family Health policies/programs: Sherry Glied
- 11/21/06 11. . Child Welfare: Kathryn Conroy
- 11/28/06 12. Family & Parental Leave; Early Child Education & Care
- 12/5//06 13 . Research, Policy and Advocacy: Gail Nayowith

Part IV Wrap-Up

- 12/12/06 14 . Concluding Session: Jeanne Brooks-Gunn and Sheila Kamerman

READINGS

PART I Introduction and Background

9/5/06 Session 1 - Child and Family Policy Introduction

Required:

Kamerman, S.B. & Kahn, A.J. (Eds.). (1981). Family policy: Government and families in fourteen countries. New York, NY: Columbia University Press. [Introduction]

Kamerman, S.B. & Kahn, A.J. (Eds.). (1997). Family Change and Family Policies In Britain, Canada, New Zealand and United States. Oxford, England: Oxford University Press. [Introduction].

Recommended:

Bane, M. J. (2001). Presidential address – expertise, advocacy and deliberation: Lessons from welfare reform. Journal of Policy Analysis and Management, 20, 2, 191-197.

Folbre, N. (2001). Leave no child behind? How government subsidy fails needy kids. The American Prospect: Children and Families, January 1-15, 20-22.

Gauthier, A.H. (1996). The State and the Family. Oxford, England: Clarendon Press. [p. 1-12; 192-207]

Gornick, J. C. & Meyers, M. K. (2001). Support for working families: What the United States can learn from Europe. The American Prospect: Children and Families, January 1-15, p. 3-7.

Grubb, W.N. & Lazerson, M. (1982). Broken promises. New York, NY: Basic Books.

Moynihan, D.P. (1968). In A. Myrdal, Nation and Family. Cambridge, MA: M.I.T. Press. [Introduction]

Pedersen, S. (1993). Family, Dependence, and The Origins Of The Welfare State. New York, NY: Cambridge University Press. [Conclusion]

Schorr, A.L. (1968). “Family Policy In the United States.” In A.L. Schorr Explorations in Social Policy. New York, NY: Basic Books.

Sealander Judith. (2004). "The History of Childhood Policy," *The Journal of Policy History*, Volume 16, No. 2, pp. 175-187

9/12/06 Session 2 - Childhood Social Indicators: Sheila Kamerman
[Short essays and policy topics selected]

Required

America's Children: Key National Indicators of Well-Being 2006.
<http://childstats.gov/pubs.asp>. OR <http://childstats.gov/americaschildren>.

Ben-Arieh, A. & Goerge, R. (Eds) 2006. Indicators of Children's Well-Being: Understanding their Role, Usage, and Policy Influence. Netherlands: Springer Press. ["Preface," ppviii-xi; "Measuring and Monitoring Children's Well-Being: The Policy Process," pp 21-32; "Preparing Indicators for Policymakers and Advocates," pp. 93-104, and Studying the Impact of Indicators of Child Well Being on Policies and Programs,199-202]

Recommended:

Websites: Child Trends and Childhood Social Indicators Newsletter

Skim:

America's Children Trends in the Well Being of Americans' Children and Youth
<http://www.childstats.gov/>

Kids Count: <http://www.aecf.org/kidscount>

Keeping Track: <http://cccnewyork.org/aboutkt.html>

9/19/06 Session 3 - Child Poverty: Jeanne Brooks-Gunn

Required:

The Future of Children, Volume 7, No. 2, 1997. Skim entire issue, and read in particular: Betson, D.M., & Michael, R.T. "Why So Many Children Are Poor".
www.futureofchildren.org/pubs-info2825/pubs-info.htm?doc_id=72141

Brooks-Gunn, J. & Duncan, G.J. (1997, Summer/Fall). The Effects of Poverty On Children. The Future of Children, Special Issue on Children and Poverty, 7 (2), 55-71. www.futureofchildren.org/usr_doc/vol7no2ART4.pdf

Committee on Ways and Means, U.S. House of Representatives. (2004). 2004 Green Book: Background material and data on programs within the jurisdiction of the committee on ways and means (selected sections). Washington, D.C: Author. (2004

Ed. On Line or on Reserve)

<http://waysandmeans.house.gov/documents.asp?section=813>

Duncan, G. & Brooks-Gunn, J. (1997). Consequences of Growing Up Poor. New York, NY: Russell Sage Foundation Press. [Chapters 1, 2, 3 & 4]

Duncan, G. J., Yeung, W. J., Brooks-Gunn, J., & Smith, J. R. (1998). How much does childhood poverty affect the life chances of children? *American Sociological Review*, 63, 406-423.

Mayer, S. (1997). What Money Can't Buy. Cambridge, MA: Harvard University Press. [Chapters 1 & 9]

Unicef, Innocenti Centre (2006) Child Poverty in Rich Countries 2005. Florence, Italy: Innocenti Centre, Report

Recommended:

Bernstein, J. (2001). Let The War On the Poverty Line Commence. New York: The Foundation for Child Development.

Cornia, G.A. & Danziger, S. (Eds.). (1997). Child Poverty and Deprivation In the Industrialized Countries. Oxford, England: Oxford University Press.

Edin, K. & Lein, L. (1998). Making Ends Meet. New York, NY: Russell Sage Foundation Press.

Haskins, R. (1995). Losing Ground Or Moving Ahead? Welfare Reform and Children. In P.L. Chase-Lansdale & J. Brooks-Gunn (Eds.), Escape From Poverty: What Makes a Difference For Children? New York, NY: Cambridge University Press. [Chapter 11]

Unicef. (2000). Innocenti Report Card, Issue 1. (Florence, Italy: Innocenti Research Center.)

PART II **Disciplinary Perspectives**

9/24/06 **Session 4 - Demography: Julien Teitler**

Required:

Morgan, P. (2003). Is Fertility a Twenty-First Century Demographic Crisis? *Demography*, 40 (4): 589-60.

Preston, S. (1996). American Longevity: Past, Present, and Future. Syracuse University Policy Brief. No 7, 1996.

Preston, S. (1984). Children and the Elderly: Divergent Paths for America's Dependents. *Demography*, 21: 435-457.

McLanahan, S. (2004). Diverging Destinies: How Children are Faring under the Second Demographic Transition. *Demography*, 41(4): 607-627.

Recommended:

America's Children: Key National Indicators of Well-Being 2005. Highlights. <http://childstats.gov/pubs.asp> OR <http://childstats.gov/americaschildren>

The Green Book, Appendix M

McLanahan, S. & Casper, L. (1995). Growing Diversity and Inequality In the American Family. In R. Farley (Ed.), *State of the Union: America in the 1990s*. (pp 1-45). New York, NY: Russell Sage Foundation Press.

Hernandez, D. (1993). *America's Children*. New York, NY: Russell Sage Foundation Press. [Chapters 1 & 11 (and any others)]

Mason, K.O. & Jensen, A. (Eds.). (1995). *Gender and Family Change In Industrialized Countries*. Oxford, England: Oxford University Press. [Part III, "Public Policy in Relation to Gender and Family Change"]

McLanahan, S. & Sandefur, G. (1994). *Growing Up With a Single Parent*. Cambridge, MA: Harvard University Press. [Conclusion].

10/3/06 Session 5 - Developmental Psychology: Jeanne Brooks-Gunn

Required:

Brooks-Gunn, J., & Markman, L.B. The Contribution of Parenting to Racial and Ethnic Gaps in School Readiness. *The Future of Children*, Vol. 15, No. 1, Spring 2005. http://www.futureofchildren.org/usr_doc/pg_139_markman_&_brooks-gunn.pdf.

Brooks-Gunn, J. (1995). Strategies For Altering The Outcomes of Poor Children and Their Families. In Chase-Lansdale, P.L. & Brooks-Gunn, J. (Eds.). *Escape From Poverty: What Makes a Difference For Children?* P. 87-117. New York, NY: Cambridge University Press.

Leventhal, T., & Brooks-Gunn, J. (2002). Poverty and child development. *The International Encyclopedia of the Social and Behavioral Sciences*, 3, Article 78, 11889-11893.

Yeung, J., Linver, M., & Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73, 1861-1879.

Collins, W. A. (2000). The Case For Nature and Nurture. American Psychologist, 55(2), 1-15.

Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. Child Development, 63, 1-19.

White, S. (1996). The Relationship of Developmental Psychology To Social Policy. In E.F. Zigler, S.L. Kagan & N. Hall (Eds.), Children, Families, and Government: Preparing For The 21st Century. New York, NY: Cambridge University Press.

Recommended:

Aber, J.L., Gephart, M., Brooks-Gunn, J. & Connell, J. (1997). Development In Context: Implications For Studying Neighborhood Effects. In J. Brooks-Gunn, G. J. Duncan & J. L. Aber (Eds.), Neighborhood Poverty: Context and Consequences For Children (Volume I, pp. 44-61). New York, NY: Russell Sage Foundation Press.

Bronfenbrenner, U. & Weiss, H.B. (1983). Beyond Policies Without People: An Ecological Perspective On Child and Family Policy. In E.F. Zigler, S.L. Kagan & E. Klugman (Eds.), Children, Families, and Government. New York, NY: Cambridge University Press.

Harris, J. R. (1995). [Where is the child's environment? A group socialization theory of development.](#) *Psychological Review*, 102, 458-489.

Plomin, R. & Rutter, M. (1998, August). Child Development Molecular Genetics and What To Do With the Genes Once They Are Found. Child Development, 69 (4), 1223-42.

Plomin, R. (1990). Nature and Nurture. Pacific Grove, CA.: Brooks/Cole Publishing Co.

Scarr, S. & McCartney, K. (1983). How People Make Their Own Environments: A Theory of Genotype-Environment Effects. Child Development, 54, 424-435.

Werner, E.E. (1994). Overcoming the Odds. Journal of Developmental and Behavioral Pediatrics, 15 (2), 131-136.

10/10/06 **Session 6 - Political Science: Jeffrey Henig**

Required:

Brewer, G.D. (1983). The Policy Process As a Perspective For Understanding. In E.F. Zigler, S.L. Kagan & E. Klugman (Eds.), Children, Families, and Government (pp. 57-76). New York, NY: Cambridge University Press.

Hecló, H. (1994). "Poverty Politics." In S. Danziger, G. Sandefur, & D. Weinberg (Eds.), Confronting Poverty. New York: Russell Sage.

Henig, J. (2006, May) *Conservatives and Education*. Paper presented at the Annual Meeting of New England Political Science Association, Portsmouth, New Hampshire.

Marmor, T.R. (1983). Competing Perspectives On Social Policy. In E.F. Zigler, S.L. Kagan & E. Klugman (Eds.), Children, Families, and Government. New York, NY: Cambridge University Press.

Soss J., Schram, S., Vartanaian T., O'Brien, E. (2001). Setting the Terms of Relief: Explaining State Policy Choices in the Devolution Revolution. American Journal of Political Science, 45 (2), 378-395.

Weaver, R.K. (1998). Ending Welfare As We Know It. In M. Weir (Ed.), The Social Divide: Political Parties and the Future Of Activist Government, pp. 361-416. Washington DC: Brookings Institution Press. Available on-line (on Columbia University's Net Library) at: www.netlibrary.com You will need to set up your own User ID and Password.

Recommended:

Gilens, M. (1999). Why Americans Hate Welfare: Race, Media and the Politics of Antipoverty Policy. Chicago: University of Chicago Press. [Chs. 3 and 8].

Gormley, Jr., W.T. (1995). Everybody's Children. Washington, DC: The Brookings Institution.

Hayes, C.D. (Ed.). (1982). Making Policies For Children: A Study of the Federal Process. Washington, D.C.: National Academy Press.

Hecló, H. (1997, Summer/Fall). Values Underpinning Poverty Programs For Children. The Future of Children, Special Issue on Children and Poverty, 7 (2). www.futureofchildren.org/usr_doc/vol7no2ART9.pdf

Huston, A.C. (Ed.). (1991). Children In Poverty: Child Development and Public Policy. Cambridge, MA: Cambridge University Press. [Chapters 1 and 12]

Lieberman, R.C. (1998). Shifting the Color Line: Race and the American Welfare State. Cambridge, MA: Harvard University Press.

Steiner, G. (1976). The Children's Cause. Washington, D.C.: Brookings Institution. [Chapters 1 and 10]

Steiner, G. (1981). The Futility of Family Policy. Washington, D.C.: Brookings Institution.

10/17/06 Session 7 - Economics: Jane Waldfogel

Required:

Currie, J. (1997). Choosing among alternative policies for poor children. *The Future of Children*, Special Issue on Children and Poverty, 7(2), 113-131.

Currie, J. (2006) *The Invisible Safety Net*. Princeton, N.J. Princeton University Press. Chapters 1,3, and 8

Danziger, S. & Waldfogel, J. (2000). Investing in children: What do we know? What should we do? In Danziger, S. & Waldfogel, J. (Eds.). *Securing the future: Investing in children from birth to college*, (pp.1-15). New York: Russell Sage Foundation Press.

Karoly, L., P. Greenwood, S. Everingham, J. Hoube, R. Kilburn, P. Rydell, M. Sanders,& J. Chiesa (1998) *Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions*. Santa Monica: Rand. "Comparing Costs and Savings," pp. 73-104; Appendix, pp. 123-142. Available from <http://www.rand.org>.

Waldfogel, Jane (2005). "Work and Family Research: A Public Policy Perspective". in Suzanne Bianchi and Lynne Casper (eds). Work, Family, Health, and Well-Being. (See also, SBK review in *Social Service Review*, June 2006)

Recommended:

Duncan, G. J., Yeung, W. J., Brooks-Gunn, J., & Smith, J. R. (1998). How much does childhood poverty affect the life chances of children? *American Sociological Review*, 63, 406-423.

Haveman, R.H. & Wolfe, B. (1994). *Succeeding generations: On the efforts of investment in children* (pp. 1-21; 237-265). New York, NY: Russell Sage Foundation Press.

Levin, H. (1991). Cost benefit and cost effectiveness analysis of interventions for children in poverty. In A. Huston (Ed.), *Children in poverty: Child development and public policy*. New York, NY: Cambridge University Press.

Lynch, L. (1998). Trends in and consequences of investments in children. In Danziger, S. & Waldfogel, J. (Eds.). *Securing the future: Investing in children from birth to college* (pp. 19-46). New York: Russell Sage Foundation.

Piachaud, David and Holly Sutherland (2000). "How Effective is the British Government's Attempt to Reduce Child Poverty?" Innocenti Working Paper No. 77, UNICEF Innocenti Research Centre.

Piachaud, David and Holly Sutherland (2002). "Changing Poverty Post-1997." CASEpaper 63, Centre for Analysis of Social Exclusion, London School of Economics.

Porter, Kathryn and Wendell Primus (1999). "Recent Changes in the Impact of the Safety Net on Child Poverty." Washington, DC: Center on Budget and Policy Priorities, December 1999. Available from <http://www.cbpp.org>.

Plotnick, R. (1997). Child poverty can be reduced. *The Future of Children*, Special Issue on Children and Poverty, 7 (2), 72-87.

Rainwater, L. & Smeeding, T. (1995). Doing poorly: The real income of American children in comparative perspective. Luxembourg Income Study Working Paper 127, CEPS/INSTEAD, Luxembourg.

Sawhill, I. (1977, Spring). Economic perspectives on the family. *Daedalus*, 106 (2).

Waldfogel, J. (2000). Economic Dimensions of Social Policy. In J. Midgely, et al. (Eds.), *The Handbook of Social Policies*. Thousand Oaks, CA: Sage.

Waldfogel, Jane, Patrick Villeneuve, and Irwin Garfinkel (2000). "The Impact of Welfare Reform for Families with Children: Evidence from New York", *Journal of Social Service Research*, 26(4), pp. 1-27.

PART III The Major Policy Domains

Note: The best overall source for the policy domains is The Green Book. The 2004 edition is now available either on line or can be ordered from the Government Printing Office.

The readings that appear below are a starting point for the student papers and presentations. Each student will circulate an updated reading list for his or her topic 2 weeks prior to the class presentation.

10/24/06 Session 8 - TANF, Food Stamps and SSI

Required:

U.S. House of Representatives, Committee on Ways and Means. *The Green Book 2004*. Washington, DC: GPO. [Section 7; Appendix K; Appendix L] and Section 3 , pp 1-7; 35 – 45
<http://waysandmeans.house.gov/Documents.asp?s>

Currie, J. (2006) *The Invisible Safety Net*. Princeton, N.J.: Princeton University Press, Chapters 1, 3 and 8

Blank, R. M. (2002). "Evaluating Welfare Reform in the United States." Journal of Economic Literature 40(4): 1105-1167.

Blank, R. & Haskins, R. (Eds.). (2001). *The New World of Welfare*. Washington, DC: Brookings Press. (Not available online, book available in Social Work/TC libraries).

Morris, P.A., Duncan, G.J., & Clark-Kauffman, E. (2004). (Special paper, Next Generation Project). *Child well-being in an era of welfare reform: The sensitivity of transitions in development to policy change*. New York, NY: MDRC.
<http://www.northwestern.edu/ipr/publications/papers/2004/duncan/3WelfarePolicyChild.pdf>.

Morris, P. A., Huston, A. C., Duncan, G. J., Crosby, D. A., & Bos, J. M. (2001). *How Welfare and Work Policies Affect Children: A Synthesis of Research*. New York: Manpower Demonstration Research Corporation.
www.mdrc.org/publications/100/execsum.pdf

Morris, P. A. (2002). The Effects of Welfare Reform Policies on Children. *SRCD Social Policy Report*, 16, 1, 4-20. Washington, DC: Society for Research in Child Development. <http://www.srcd.org/sprv16n1.pdf>

Haskins, R. (1995). Losing Ground or Moving Ahead? Welfare Reform and Children. In P.L. Chase-Lansdale & J. Brooks-Gunn (Eds.), *Escape from Poverty: What Makes a Difference for Children?* New York: Cambridge University Press. [Chapter 11]

Sawhill, Isabel (Editor). (2003). One Percent for the Kids: New Policies, Brighter Futures for America's Children. Washington, DC: Brookings Institution Press. Social Work Library **only**

Munnell, Alicia (2004). "A bird's eye view of the social security debate". Center for Retirement Research at Boston College.
http://www.bc.edu/centers/crr/issues/ib_25.pdf.

Remainder of the Green Book, 2004, Social Security Section, pp 1-82.

Web sites for Century Foundation, Center of Budget and Policy Priorities, and SSA.

Issue Briefs on Survivor Benefits and Unemployment Insurance from Clearinghouse on International Developments: www.childpolicyintl.org.

Favreault, M. et al. (2002). Social Security and the Family. Washington, D.C.: Urban Institute Press.

Rivlin, A., & Weiner, J. (1988). "Caring for the Disabled Elderly". Washington, DC: Brookings Institution.

Special paper available through Joint Center for Poverty Research. *Assessing the implications of welfare reform on children's SSI receipt.*

http://www.jcpr.org/wpfiles/bass_mosley_sg00_01.pdf?CFID=2609027&CFTOKEN=96516417.

Recommended readings on welfare:

Danziger, S. H. (2001). *After Welfare Reform and an Economic Boom: Why is Child Poverty Still so Much Higher in the U.S. Than in Europe?* Paper presented at the 8th International Research Seminar of the Foundation for International Studies on Social Security, "Support for Children and Their Parents", Sigtuna, Sweden, June 2001. Available on line at <http://www.fordschool.umich.edu/poverty/sigtuna.pdf>.

Danziger, S., Corcoran, M., Danziger, S. H., Heflin, C. et al. (2000). Barriers to The Employment of Welfare Recipients. Chapter 8 in Cherry, R. and Rodgers, W. M. (eds.) (2000). *Prosperity for All?: The Economic Boom and African Americans*. New York: Russell Sage Foundation.

Danziger, S.H. and Haveman, R.H. (eds.) (2001). *Understanding Poverty*. Russell Sage Foundation and Harvard University Press.

Brady-Smith, Christy, Brooks-Gunn, Jeanne, Waldfogel, Jane, and Fauth, Rebecca (2001). Work or Welfare? Assessing the Impact of Recent Employment and Policy Changes on Very Young Children. *Evaluation and Program Planning*, 24: 409-425. Duncan, G. and Chase-Lansdale, eds. For Better and for Worse: Welfare Reform and the Well-being of Children and Families. New York: Russell Sage.

Edin, K. and Lein, L. (1998). *Making Ends Meet*. New York: Russell Sage Fdn.

Gais, T.L., Nathan, R.P., Lurie, I., and Kaplan, T. (2001). Implementation of the Personal Responsibility Act of 1996. In Danziger and Haveman (Eds.) *Understanding Poverty*, Chapter 12. Russell Sage Foundation and Harvard University Press.

Katz, M. B. (1996). *In the Shadow of the Poorhouse: A Social History of Welfare in America*. 2nd Edition. New York: Basic Books.

Kaushal, N. and Kaestner, R. (2001). From Welfare to Work: Has Welfare Reform Worked? *Journal of Policy Analysis and Management*, Vol. 20, No. 4, 699-719.

Lichter, D.T. and Jayakody, R. (2002). Welfare Reform: How do We Measure Success? *Annual review of Sociology*, Vol. 28: 117-141.
<http://arjournals.annualreviews.org/toc/soc/28/1>

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10/31/06 Session 9 - Child Support & Tax Policy

Required:

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Garfinkel, I. (2001). Child support in the new world of welfare. In Blank, R. & Haskins, R. (Eds.). *The new world of welfare: An agenda for reauthorization and beyond*. Washington DC: The Brookings Institution.

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Garfinkel, I., McLanahan, S. S., Mayer, D. R., & Seltzer, J. A. (Eds.). (1998). *Fathers under fire: The revolution in child support enforcement (pp. 302-330)*. New York: Russell Sage Foundation.

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11/14/06 Session 10 - Child and Family Health policies / programs: Sherry Glied, Mailman School of Public Health

Required:

U.S. House of Representatives, Committee on Ways and Means. *The Green Book 2004*. Washington, DC: GPO. [Section 15; Appendix C].
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Reports by the Commonwealth Fund: www.cmwf.org

Special Issue of *The Future of Children* on Child Health: Health Insurance for Children, (2003) Volume 13, no. 1.
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11/21/06 Session 11 - Child Welfare – Kathryn Conroy, Social Work

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11/28/06 **Session 12 - Family Parental Leave and Early Child Education & Care**

Required readings

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www.srcd.org/spr17-1.pdf

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Recommended readings:

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Waldfogel, Jane (2001). "Family-Friendly Policies for Families with Young Children." *Employee Rights and Emp*

12/5/06 Session 13 - Research, Policy and Advocacy: Gail Nayowith

Required:

Hayes, C. D. ed. (1982) *Making Policies for Children.: A Study of the Federal Process* Washington DC: National Academy Press

Imig, D. (2005) *Building Public Will and Community Mobilization for Children.*

12/12/06

Session 14 - Concluding Session: Jeanne-Brooks-Gunn and Sheila Kamerman