I. COURSE DESCRIPTION

This course introduces students to the world of policy analysis. It addresses postmodern challenges to scientific ethos and their implications for social workers seeking to undertake policy analysis in a credible, constructive, and critical manner. The course also provides working knowledge and requisite skills to enable social workers and other helping professionals to analyze policies and programs, with client advocacy, professional integrity, and social justice in mind. The course uses a framework (dubbed the 3Ps) that classifies policies as Products (legislation, bills), Processes (making policy, implementing policy), and Performance (policy outcomes, program evaluation).

The world of policy analysis presents formidable challenges to social workers and other helping professionals seeking to retain a sense of professional integrity as analysts while fulfilling the mandate to pursue social justice. Both integrity and social justice are two core values of the social work profession but in the world of policy analysis they may come into conflict with one another. Social workers and other helping professionals having a requisite set of conceptual, critical, practical, and technical skills are better able to adjudicate competing or conflicting demands of professional integrity and social justice. This course is meant to highlight what such skill sets entail, thereby enabling social workers and other helping professionals to effectively meet such challenges and to avoid conflating advocacy for and research about public policies in general and social welfare policies in particular.

The course highlights how policies are invariably value-laden. Policy analysts must possess conceptual and technical skills to enable them to identify and assess values that underlie policies in question and those that may be ignored or downplayed. Social justice is one such value that social workers use in their assessment of policies and in determining societal priorities. Policy analysis may serve different purposes, contingent upon the context in which it is carried out. As such, its relation to policymakers and others who have a stake or an interest in the particulars of any given policy complicates the role of the policy analyst. A related goal of the course is to show how policy analysis can be done in a way that enables social workers and other helping professionals to retain professional integrity. The integrity of policy analysts, in general, and of agenda-driven policy analysts in particular, including social workers guided by the professional mandate to seek social justice, may be severely tested unless safeguards are in place. Another goal of this course is to highlight those safeguards that enhance the integrity and legitimacy of the practice of policy analysis itself.

Readings and class discussions are designed to concentrate on approaches, paradigms, and analytic problems associated with policy analysis and policy development, as well as discussion of pertinent policy issues per se. Examples of social policy issues under consideration or recently acted upon by the Trump/prior administrations will be used throughout the semester. In this regard, students are expected to keep up with the latest developments in domestic policy by reading a major national newspaper each day, with emphasis on those areas of social welfare policy pertinent to students’ research interests.
II. EDUCATIONAL OBJECTIVES

Many of the educational objectives of this course align with an earlier more elaborate version of Competencies developed by the Council on Social Work Education. All the competencies and those addressed in course weekly class session assignments are enumerated in the following table.

<table>
<thead>
<tr>
<th>#</th>
<th>DESCRIPTION</th>
<th>Class Session #</th>
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<tbody>
<tr>
<td>2.1.1</td>
<td>IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY</td>
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<td></td>
<td>Advocate for client access to the services of a social worker</td>
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<td></td>
<td>Practice personal reflection and self-correction to assure continual</td>
<td>5, 14</td>
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<td></td>
<td>professional development</td>
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<td></td>
<td>Attend to professional roles and boundaries</td>
<td>2, 3, 5, 14</td>
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<td></td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
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<td></td>
<td>Engage in career-long learning</td>
<td>14</td>
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<td></td>
<td>Use supervision and consultation</td>
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<td>2.1.2</td>
<td>APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE</td>
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<td></td>
<td>Recognize and manage personal values in a way that allows professional</td>
<td>7, 13, 14</td>
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<td></td>
<td>values to guide practice</td>
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<td></td>
<td>Make ethical decisions by applying standards of the NASW Code of Ethics</td>
<td>5, 6, 7, 13, 14</td>
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<td></td>
<td>Tolerate ambiguity in resolving ethical conflicts</td>
<td>5, 6, 7, 11, 13, 14</td>
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<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>6, 11, 13, 14</td>
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<td>2.1.3</td>
<td>APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGEMENTS</td>
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<td></td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge,</td>
<td>8, 9, 10, 11, 12, 13, 14</td>
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<td></td>
<td>including research-based knowledge and practice wisdom</td>
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<td></td>
<td>Analyze models of assessment, prevention, intervention and evaluation</td>
<td>8, 9, 10, 11, 12, 13, 14</td>
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<td></td>
<td>Demonstrate effective oral and written communication in working with</td>
<td>2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
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<td></td>
<td>individuals, families, groups, organizations, communities, and colleagues</td>
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<td>2.1.4</td>
<td>ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE</td>
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<td></td>
<td>Recognize the extent to which a culture’s structures and values may</td>
<td>8, 10, 14</td>
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<td></td>
<td>oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<td></td>
<td>Gain sufficient self-awareness to eliminate the influence of personal</td>
<td>14</td>
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<td></td>
<td>biases and values in working with diverse groups</td>
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<tr>
<td>2.1.5</td>
<td>ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE</td>
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<tr>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td>6, 8, 10, 11, 13, 14</td>
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<tr>
<td>Advocate for human rights and social and economic justice</td>
<td>14</td>
<td></td>
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<tr>
<td>Engage in practices that advance social and economic justice</td>
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<tr>
<th>2.1.6</th>
<th>ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience to inform scientific inquiry</td>
<td>14</td>
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<tr>
<td>Use research evidence to inform practice</td>
<td>8, 9, 14</td>
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</tbody>
</table>

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<thead>
<tr>
<th>2.1.7</th>
<th>APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</th>
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<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>4, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
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<tr>
<td>Critique and apply knowledge to understand person and environment</td>
<td>2, 4, 6, 8, 9, 10, 11, 12, 13, 14</td>
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</table>

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<thead>
<tr>
<th>2.1.8</th>
<th>ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES</th>
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</thead>
<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>6, 7, 8, 9, 10, 11, 13, 14</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action</td>
<td>6, 8</td>
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<tr>
<th>2.1.9</th>
<th>RESPOND TO CONTEXTS THAT SHAPE PRACTICE</th>
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<tr>
<td>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services</td>
<td>2, 3, 4, 7, 10, 11, 12, 13, 14</td>
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<tr>
<td>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>2, 3</td>
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<tr>
<th>2.1.10</th>
<th>ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES</th>
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<tbody>
<tr>
<td>2.1.10(a) Engagement</td>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>Use empathy and other interpersonal skills</td>
<td></td>
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<tr>
<td>Develop a mutually agreed-on focus of work and desired outcomes</td>
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<tr>
<td>2.1.10(b) Assessment</td>
<td>Collect, organize and interpret client data</td>
</tr>
</tbody>
</table>
Assess client strengths and limitations 14
Develop mutually agreed-on intervention goals and objectives 13
Select appropriate intervention strategies 12, 13

2.1.10(c) Intervention
Initiate actions to achieve organizational goals
Implement prevention interventions that enhance client capacities 12, 13, 14
Help clients resolve problems
Negotiate, mediate, and advocate for clients 12, 13
Facilitate transitions and endings

2.1.10(d) Evaluation
Analyze, monitor and evaluate interventions 12, 13, 14


### III. COURSE REQUIREMENTS

#### A. Required Text

ISBN: 978-1452203270; Retail List Price: $81.00; also available as an e-textbook 180-day rental or purchase from Vital Source, URL: [https://www.vitalsource.com/products/policy-analysis-for-social-workers-caputo-richard-k-v9781483321394](https://www.vitalsource.com/products/policy-analysis-for-social-workers-caputo-richard-k-v9781483321394)

#### B. Supplementary Texts


In addition, YU students & other affiliates can obtain paperback copies for $24.95 (includes postage and handling) by accessing the YU Libraries General & Jewish Studies YULIS catalogue, searching by either my name or book title and clicking on “Link to e-record” once you have logged into the system.


Crain, M.G., & Sherraden, M. (Eds.). (2014). *Working and living in the shadow of economic*


ISBN: 0205627080; Retail List Price: $119.60


Assigned readings from sources other than required text will be available online in the CANVAS platform.

Note: You will be expected to use primary source documents as part of your policy analysis assignments. U.S. Federal Interagency Council offers access to “Fedstats,” a comprehensive database that links researchers to statistical information compiled by more than 70 agencies of the government. The site can be searched by agency, program, subject, or keyword. Researchers can follow links to federal budget documents, policy papers, Federal Register notes, and independent statistical agencies; http://www.fedstats.gov. You may also find www.google.com to be a useful linking search engine. Other useful resources include the Congressional Record and the federal Green Book.

Note: The course may be revised periodically for time management and topical reasons.
IV. COURSE ASSIGNMENTS

Readings

It is expected that all reading assignments listed as "required" in the course outline will be read and that students will make every effort to avail themselves of the recommended readings. In addition to the assigned readings, students are expected to skim a major national newspaper -- *The New York Times*, *Washington Post*, or *Wall Street Journal* -- each day, and to clip, read, and retain for their own files copies of articles that are relevant to dissertation interests. Students with a special interest in social policy will be familiar with current policy issues through regular reading of *Congressional Quarterly*, *Congressional Weekly*, and professional journals. These sources will be extremely helpful to all students in preparing class assignments and participating in class discussions.

Papers

One paper is due, either Assignment I or Assignment II, by Thursday, November 8, 2018, affording me sufficient time to read/comment/return to you by Wednesday, November 21, 2018 and you sufficient time if warranted for revisions to be submitted to me by Thursday, December 6, 2018 at the latest.

**Assignment 1**

1. Provide a summary description of legislation currently under consideration by the U.S. Congress, a State Assembly, or a local municipality (county, city, or other local government).
   
   a. Who gets what, under what circumstances?
   
   b. How is the proposed bill to be funded?

2. What eligibility criteria were used to determine the beneficiaries of the policy described in #1 above?

   a. What values are associated with these eligibility criteria?
   
   b. Assess the merits and/or limitations of the eligibility criteria.
   
   c. Given your understanding of human behavior and the social environment, what theoretical frameworks undergird these eligibility criteria and the values associated with them.

3. Discuss trade-offs likely to occur when considering modifications to or alternatives of eligibility criteria embedded in the legislation described in #1 above and identified in #2 above.

   a. Given that some trade-offs are likely to be more consistent with the professional mandate to advance social justice, rank each alternative trade-off on a scale of 0–10, with 10 signifying the greatest degree of consistency with the professional mandate for advancing social justice.
b. Taking the two extreme alternatives as ranked above (i.e., the lowest and highest ranked), provide a rationale for your rankings.

Length: 12-15 pages, not including references.

**OR**

**Assignment 2 (Chose any two of the four)**

1. Identify a major social welfare policy or program, such as TANF, Medicaid, or SSI. What are the theoretical or causal links, either as advocated by policy proponents or as can be inferred from identifiable provisions of the policy, or both, between the policy or program and the social problem(s) it is meant to address?

   a. What ideological assumptions are driving or justifying the purported or stated link between the targeted beneficiaries of the program?

   b. Assess the relative merits of these justifications.

   c. What can be gleaned from the assumptions about the cultural and political environment in which the policy or program was originally adopted and about contemporary society?

   d. Based on these assumptions, what changes if any would you propose to advance social and economic justice?

2. Identifying the eligibility criteria of the policy or program in skill building exercise #1.

   a. Discuss, when appropriate, how each conveys negative connotations about a policy’s or program’s merits.

   b. What does this tell us about the cultural and political environment in which the policy or program was originally adopted and about contemporary society?

3. Discuss trade-offs likely to occur when considering modifications to or alternatives of eligibility criteria embedded in the legislation described in skill building exercise #1 and identified in skill building exercise #2.

   a. Assess the relative merits of the trade-offs.

   b. Which trade-offs are most consistent with social work ethics, sound practice, and advancing social justice?

   c. Why?
4 Discuss the differences between income and payroll taxes, between progressive and regressive taxes, and between earned income and non-earned income taxes in light of who is likely to pay them, who to benefit from them, and how they are likely to do so.

a. What changes in the tax code would you like to have Congress pass?

b. Discuss policies or programs that might benefit from greater private sources of financing than from public and vice-versa.

c. Discuss policies or programs that might benefit from hybrid sources of funding, such as might be suitable to social entrepreneurship or social impact bonds.

Length: 12-15 pages, not including references.

Adherence to APA style of sectioning, referencing and margins is required. It is expected that students will evidence communication skills consistent with doctoral education standards. It is recommended that written work be carefully proofread (by self and others) before submission. It is expected that assignments will be handed in on the due date. Grades will be reduced for late papers.

V. CLASS FORMAT

The course is online. Students are encouraged to draw upon their experiences and the literature to think analytically about current issues, problems and alternative solutions regarding policy practice. Each student is expected to actively participate in class discussions, contributing knowledge, experience and ideas. No one need discuss every item asked for in the Discussions. Rather, move the discussion forward, engaging one another by stating agreements and/or disagreements to specific points or matters of interest to you while justifying why so. Avoid repeating what others have written.

VI. COURSE GRADING

The University grading system will be applied. The grade will be based upon the extent to which the student meets the course objectives, as demonstrated in the form, content, and promptness of written assignments as well as class attendance and participation.

Criteria for final grades are:

1. Assignment 1 OR 2  65%
2. Online Participation 35%

VII. EVALUATION

Students are provided opportunity to evaluate doctoral courses. An online anonymous evaluation form pertaining to the course and instructor will be made available on or about the 13th or 14th class session in December. Students will also have an opportunity to share evaluative commentary in the CANVAS online platform about the course, also in December. Evaluation, however, is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester on the CANVAS course platform.
VIII. PLAGIARISM
Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

IX. HIPAA ALERT
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

X. CONFIDENTIALITY
Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

XI. STUDENTS WITH DISABILITIES
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, (646) 685-0118, during the first week of class. Once you have been approved for accommodations, contact me to ensure the successful implementation of those accommodations.

Note: The Encyclopedia of Social Work can be found on the YU Libraries General & Jewish Studies Databases, All Databases, under letter E.

COURSE SCHEDULE

Session 1 September 6-12 INTRODUCTION & OVERVIEW OF THE COURSE
- Overview of course and course assignments
- Social policy and social work: relationship and history
- Roles and responsibilities of social workers in the policy process
- The current social work policy agenda: federal, state and local

Session 2 September 13-17 POLICY ANALYSIS AND POLICY STUDIES
• Historical Roots
• Contemporary Development of Policy Studies
• Think Tanks

Required Readings


Recommended Readings


Session 3 September 18-26  SCIENCE, VALUES, & POLICY ANALYSIS

• The postmodern challenge
• Social work and competing in the policy analysis arena
• Value-neutrality, value-relevance, and critical thinking

Required Readings


Recommended Readings


Session 4 September 27 – October 3 THE PURPOSE OF POLICY ANALYSIS

- Rationales for public policy
- Market considerations
- Distributional and other goals

Required Readings


Recommended Readings


Session 5 October 4-10 APPROACHES TO POLICY ANALYSIS

- A typology of roles
- Advocacy, ethics, and policy analysis
- Forming a policy agenda – what should be done
- Deciding on an appropriate type of analysis

Required Readings


Recommended Readings


Session 6 October 11-17 POLICY AS PRODUCT: EVALUATING POLICY PROPOSALS

- Criteria for selecting policy proposals (e.g., effectiveness, efficiency, equity, liberty/freedom, political feasibility, social acceptability, administrative feasibility, and technical feasibility among others)
- Descriptive summary of policy proposals (e.g., “who gets what?”, “for what reasons?”, “under what conditions?”)

Required Readings


Recommended Readings


Session 7 October 18-24 POLICY AS PRODUCT: MATCHING POLICY PROPOSALS TO PROBLEMS

- Goodness-of-fit with analysis of social problem
- Criteria specific to eligibility rules
- Trade-offs in evaluating eligibility rules
- Funding of policy

Required Readings


Recommended Readings


**Recommended Readings**


**Session 8 October 25 - October 31 Work on Assignment I or Assignment II**

- Submit Papers through the CANVAS course platform under Assignment: **DUE BY 6PM, December 6, 2018**

**Session 9 November 1-7 COSTS, BENEFITS, AND RISKS; APPLYING COST-BENEFIT ANALYSIS**

- T Development of cost-benefit analysis (CBA)
- CBA and common sense
- Steps to CBA
- Monetizing impact
- Distributional effects and weights to CBA
- Risk assessment
- axing alcohol to save lives
- Identifying alternatives

**Required Readings**


**Recommended Readings**


**Recommended Readings**


Session 10 November 8-14  POLICY AS PROCESS: MAKING POLICY

- Making laws
- Conceptual and theoretical considerations
- Practical consideration

Required Readings


Recommended Readings


Session 11 November 15-21 POLICY AS PROCESS: IMPLEMENTING POLICY

- Theoretical considerations
- Practical considerations
- Street-level bureaucrats

Required Readings


Recommended Readings


Session 12 November 22-28 POLICY AS PERFORMANCE

- General considerations
- Main approaches to evaluation: Pseudo-evaluation, formal evaluation, & decision-theoretic evaluation

Required Readings


Session 13 November 29 – December 5 EVALUATION, VALUES, AND THEORY

- Values and evaluation
- The role of theory in program evaluation and policy analysis

Required Readings


Session 14 December 6-12 A HOLISTIC FRAMEWORK FOR POLICY ANALYSIS

- General principles, guidelines, and standards of evaluation practice
- An overarching framework for program evaluation and policy analysis

Required Readings


Recommended Readings


Note: The following resources provide students with the overview literature in the field of social policy analysis. The bibliography draws primarily from the human services and political science literature. There are a wealth of books and periodical materials available on specific social welfare policy areas and students are strongly encouraged to conduct extensive literature reviews relevant to their dissertation topics.


Clark, J.B. (1897). The scholar’s political opportunity. Political Science Quarterly, 12, 589-602.


http://www.gpo.gov/fdsys/browse/collection.action?collectionCode=ERP&browsePath=2011&isCollapsed=false&leafLevelBrowse=false&isDocumentResults=true&ycord=0


  http://www.egyptianaaa.org/EligibilityGuidelines.htm


maintenance experiment. Washington, DC: Office of the Assistant Secretary for Planning and
http://aspe.hhs.gov/hsp/SIME-DIME83/index.htm

government*. Washington, DC: Author. Retrieved from

Ogburn, W.F. (1922). *Social change with respect to culture and original nature*. New York: B.W.
Huebsch.


Press.

Oliver, T.R., Lee, P.R., & Lipton, H.L. (2004). A political history of Medicare and prescription drug

Press.

truth on issues from tobacco smoke to global warming*. New York: Bloomsbury Press.


(Original work published 1937)


Quadagno, J. (2007). Who are the deciders now? The legacy of C. Wright Mills. [Review of the books Radical nomad: C. Wright Mills and his times, by T. Hayden; and Diversity in the power elite: How it happened, why it matters, by R.L Zweigenhaft & G.W. Domhoff], Contemporary Sociology, 36, 422-425.


Washington, DC: The Heritage Foundation. Retrieved from


**Recommended Journals**

Note: There are hundreds of journals in the social, economic, and political sciences. These are only a sample.

Administration and Policy in Mental Health
Administration and Society
Administrative Science Quarterly
Adoption Quarterly
AFFILIA, Journal of Women & Social Work
American Behavioral Scientist
American Journal of Economics and Sociology
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Sociological Review
American Sociologist
Annals of the American Academy of Political & Social Science
Applied Behavioral Science Review
Child Abuse and Neglect
Children and Society
Chronicle of Philanthropy
Community Mental Health Journal
Contemporary Sociology
Crime, Law, and Social Change
Current Sociology
Cultural Values
Disability and Society
Economy and Society
Families in Society
Families, Systems, and Health
Gender and Society
Health Affairs
International Journal of Public Opinion Research
International Journal of Sociology
International Social Science Journal
Journal of Aging and Social Policy
Journal of Applied Social Sciences
Journal of Black Studies
Journal of Community Practice
Journal of Family Issues
Journal of Health & Social Behavior
Journal of Health Care Finance
Journal of Labor Economics
Journal of Health and Social Policy
Journal of Jewish Communal Service
Journal of Philosophy and Public Affairs
Journal of Policy Analysis and Management
Journal of Politics
Journal of Public Policy
Journal of Social Issues
Journal of Social Policy
Journal of Social Service Research
Journal of Social Work Education
Journal of Multicultural Social Work
Journal of Policy History
Journal of Social Issues
Journal of Social Policy
Journal of Sociology & Social Welfare
Law and Social Inquiry
Law & Society Review
Mobilization
Multicultural Perspectives
Nonprofit and Voluntary Sector Quarterly
Policy and Practice of Public Human Services
Policy Review
Policy Sciences
Policy Studies
Policy Studies Journal
Policy Studies Review
Political Behavior
Political Research Quarterly
Political Science Review
Public Administration and Management
Public Administration Quarterly
Public Administration Review
Public Management
Race and Society
Social Forces
Social Policy and Administration
Social Problems
Social Science Quarterly
Social Service Review
Social Thought
The following “popular” journals and magazines provide insight into contemporary conservative and liberal viewpoints.

Conservative
Commentary
The Economist
First Things
National Review
Weekly Standard

Liberal
The American Prospect
Boston Review
Dissent
Mother Jones
Nation
Progressive
Tikkun

Middle of the Road
Atlantic Monthly
Harpers
New Republic
Newsweek
Time

Web Sites
Center for Law and Social Policy: www.clasp.org
Campaign for America’s Future: http://www.ourfuture.org/
Center on Budget and Policy Priorities: http://www.cbpp.org/