The radical model presumes that society is class divided and that elites support social programs to the extent that those programs serve their class interests.

A. Three main themes from the radical approach
   1. Recognize that manifest and latent functions are significant in most social service settings—cultivate an attitude of cynicism.
   2. Programs have moral implications—radicals think of services in terms of political insults but that puts the moral dimension on the table.
   3. Viewing programs in the context of larger historic and political continuities.

B. Elite interests in social services, or why social services have a place in the Marxist perspective on economic change.
   1. Socialization into civility, docility, subordination
      a. false consciousness
      b. religion as the opiate of the masses
      c. the myth of meritocracy
      d. Accepts validity of efforts to develop critical thinking and methods of pragmatic social action
   2. Control and social order
      a. coercive control
         1) police power and controlling rabble
         2) economic leverage to channel people into low wage jobs (Piven and Cloward on welfare)
      b. Identity management
         1) labeling and stigmatized statuses
         2) racial and ethnic conflict as distractions from true class conflict issues.
   3. Profit making
      a. Overt reality that certain services are profit centers and that the “design” of services is responsive to business interests making money.
      b. Neglect of population groups who could manifestly benefit from good services but where providing them would not serve elite interests
         1) schools and improved education programs (but increased taxes)
         2) health care for minorities and inadequate insurance and underserved areas.

C. Polemical character of radical analysis makes moral discourse a central feature.
1. Rejects positivist model where scientists carry out cause-effect analyses while others make moral decisions.
2. Recognition that everyone has a political point of view and that this should be made explicit in research, policy-making, and discourse.
3. Emphasizing latent functions causes us to ask what the proper moral purpose of an institution is.

II. An Institutional theory of economic class divisions.
   A. Institutional interests define class realities
   B. Class is culturally defined with institutional practices being both frameworks within which class is developed and causal agents