

# Resources for the Inclusion of Social Class in Psychology Curricula



## Sponsored by:

Division 9 - Society for the Psychological Study of Social Issues  
Division 35 - Society for the Psychology of Women





## **USING CURRICULUM MATERIALS ON SOCIAL CLASS TO ENHANCE AND ENRICH TEACHING IN PSYCHOLOGY**

**March 16, 2008**

**Prepared by:**

Task Force on Resources for Inclusion of Social Class in Psychology Curricula,  
jointly sponsored by Divisions 9 and 35 of the American Psychological  
Association

**Co-Chairs:**

Bernice Lott, University of Rhode Island  
Heather E. Bullock, University of California - Santa Cruz

**Members:**

Martha Bergen  
Hal Bertilson  
Crystal Blount  
Lina Chhun  
Larry Gainor  
Keri Gregory  
Katharine Hahn  
Mary Hill  
Jessica Johnson  
Julie Phillips  
Faye Reimers  
Harmony Reppond  
Christine Smith  
Shirley Truong

**Introduction:**

It is well known, but rarely recognized as a problem, that issues of social class and socioeconomic status are largely absent from textbooks in psychology and from topic areas routinely covered in syllabi. In addition, the variable of social class has been mostly invisible in discussion, teaching, and research within substantive areas in our field such as clinical, developmental, experimental, personality, physiological, or social psychology (to name a few).

Whereas gender, race/ethnicity, sexual orientation, and disability have begun to gain some recognition as independent variables that can potentially have enormous significance for behavior, this is not yet the case for social class. One example of this can be seen in the contents of a booklet published in April 1994 by APA, entitled *Toward an Inclusive Psychology: Infusing the Introductory*

*Psychology Textbook with Diversity Content.* Included are the subjects of aging; culture, ethnicity, and race; disability; gender; and sexual disability. Absent is the subject of social class. Still another example is from the 2005 *Final Report of the APA Presidential Task Force on Enhancing Diversity*. Among the recommendations in this report there was mention of age, sexual orientation, gender, religion, disability, ethnicity but – once again – not social class. There is no recognition that “marginalized groups,” as discussed in the Report, include the poor or socio-economically distressed. Nor is there recognition that diversity includes differences in socio-economic status.

Calls to action to address these gaps have been voiced. For example, APA’s 2000 Resolution on Poverty and Socioeconomic Status encouraged educators at all levels to enhance curricula by examining the causes and impact of poverty and the psychological needs of the poor. In 2006, an APA Task Force on Socioeconomic Status called for increased education related to SES and social class stating a need for classism to be taught as a major form of discrimination. Psychology will remain a non-inclusive field until teaching is related to far-ranging issues involving sociopolitical realities.

Responding to the needs of our discipline, the 2006 presidents of divisions 9 and 35 (Irene Frieze and Joan Chrisler) initiated the formation of a Task Force (TF) to gather and present social class related curricular materials. They enlisted the assistance of the co-chairs who put out a public (listserve) call for TF members. In ensuing face-to-face meetings and extensive follow-up email correspondence, decisions were made about the kinds of material to include and which members would be responsible for each section. The resources compiled are multi-disciplinary, but are focused on enriching teaching within the field of psychology by identifying materials on SES, social class, and classism.

Issues of social class are relevant to the teaching of every course in psychology from the most introductory surveys to the most advanced and specialized graduate seminars. Whether the focus is on abnormal behavior, human development, personality, psychotherapy, or social behavior, human beings must be seen as functioning within social environments that are heavily influenced by access to resources (power) as determined by position within the social class hierarchy. In studying social class and its consequences, highly significant intersections with other social statuses are readily and clearly apparent. Thus, connections with gender, race/ethnicity, and other social categories are evident throughout the material that follows.

This report presents the outcome of our work and is divided into the following sections (presented alphabetically):

**Classroom exercises**

**Course syllabi**

**Fiction**

**Legislation on SES related social policy**

**Popular media (film, TV, music, etc)**

**Scholarly books and articles**

**Websites**

Articles examining social class and socioeconomic status are published in the journals associated with Divisions 9 and 35, the *Journal of Social Issues* and *Psychology of Women Quarterly*, respectively. In an appendix, we include a list of volumes of the *Journal of Social Issues* that focus on issues related to social class and socioeconomic status.

We are pleased to present these materials and hope that they will prove useful. We invite readers to print their own copies and share them freely and generously with students and colleagues. In addition, we urge anyone who wishes to contribute to these materials to do so by contacting the co-chairs at [hbullock@ucsc.edu](mailto:hbullock@ucsc.edu) and [blott@uri.edu](mailto:blott@uri.edu). We hope to up-date the materials periodically. The vital assistance of Keyona King-Tsikata and Helena Dagadu (staff members of APA's Committee on SES) in preparing this file for electronic posting is gratefully acknowledged.

## CLASSROOM EXERCISES

### Compiled by Bernice Lott

These exercises have been contributed by colleagues in response to requests for exercises designed to raise the awareness of psychology students about social class and socioeconomic issues. In some cases, the descriptions have been *condensed* from what was originally received, or have been modified *to make them more specific to SES*. The exercises are presented in alphabetical order, with the names of contributors noted in parentheses; their cooperation in this project is acknowledged with thanks.

The following index of key concepts is provided to assist with choosing useful exercises.

*Attitudes:* “Project Implicit”

*Discrimination:* “Institutional Discrimination”

*Income:* “Allocation;” “Baby Egg”

*Oppression:* “Making a Connection;” “Re-Envisioning”

*Privilege:* “Class Privilege”, “Privilege Exercise”

*Property:* “Legacy Monopoly”

*Resources:* “Collage;” “Hunger;” “Social Class”

#### **Allocation of Possible Income** (Geoff Maruyama)

Groups of students are given different amounts of money on which to live (roughly approximating different US income groups). Each group is instructed to allocate funds to the categories of housing, clothing, education, transportation, recreation, etc. – other categories generated by the students. The groups write the results on a board for all to see. Upper income groups are asked to critique the lower income groups and vice versa. Typically “the upper groups are making attributions about the lower income groups and assuming values that are unwarranted...The exercise illustrates victim blaming, attributional processes and social perceptions, and prejudice.”

#### **Baby Egg** (Faye Reimers)

The activity involves dividing participants into high, middle, and low-income groups. Have students sit with others in their same economic group. Next distribute fake money or a total sum of money (i.e., a voucher) that each group will have to work with. For example high SES may get \$300, middle SES \$150, and low SES \$75.

Instruct all students that their goal is to purchase what they need to assure that their embryo or baby will have the best life has to offer in regard to safety and well being. There will be a “market” where each group can purchase supplies to accomplish their mission.

For example, at the market, supply items such as: 4 disposable diapers (\$100 each), 3 pieces of bubble wrap (\$75 each), 2 padded mailers (\$50), newspaper sections (\$25), pieces of fabric (\$5), and pieces of string (\$5). (Note: other items could be used)

Before purchasing begins, have all economic groups preview merchandise for sale. Then give each economic group one raw egg to represent the “baby” they are attempting to shield from harm. Allow the students from the highest income group to make all of their purchases first. Next, the middle-income group can make purchases. Last, the lowest income group can purchase from whatever merchandise is left and/or they can afford.

Instruct all groups to protect their raw egg with their supplies from the market. After they have had time to wrap their eggs to shield them from harm, ask a representative from each economic group to stand on a chair with their wrapped egg. Have all three representatives (high, middle, and low income) drop their egg to the ground.

Eggs that were best protected have the best chance of survival thus illustrating the reality of social class privilege. This experiment will most likely yield much emotion as the rich parents were better able to provide protection for their baby compared to parents with less economic advantage. Process emotions and relate this exercise to situations such as first dibs and adequate housing, healthcare, daycare, education, nutrition, etc.

### **Class Privilege Exercise (Adapted by Kumea Shorter-Gooden)**

This exercise is designed to make people more aware of power and privilege in our society. Since many privileges are implicit and invisible, this exercise aims to raise participants’ consciousness about socioeconomic and class privilege. The exercise works best with 8 to 35 or so participants.

#### Equipment needed:

- List of privileges-- Make as many copies of the Privilege List as there are participants. Then cut the privileges out so that they are all separated.
- A room large enough for the participants to sit around an open space and later to sit in a circle.

Time needed: at least an hour and a half

#### Instructions:

- Tell participants that you will read a privilege, and that they are to consider whether it applies to them. After reading the first privilege, put all of the written slips of paper for that privilege in the middle of the group. Give participants a moment to reflect and then to pick up a privilege if it applies to them. After they have finished, collect the privileges that participants have not taken and put aside or discard.

- Tell participants that they are never obligated to pick up or not pick up a privilege slip, but what's important is to be aware of their thoughts, feelings, and reactions as they make these decisions.
- Then read the second privilege, and proceed as above.
- When you have read all privileges and participants have selected the ones that pertain to them, ask them to count the number of privileges they are holding.
- Then ask them to sit in a circle according to the number of privileges. To do this, they must share with each other their total number. On one side of the Instructor should be the participant with the least number of privileges. On the other side of the Instructor should be the participant with the most privileges.
- Once the group is seated in order, ask the participants to talk about what it felt like to engage in this exercise. What were the feelings, which emerged when hearing privileges? Deciding whether or not to pick one up? Counting them? Sharing the number with others? Lining up based on number of privileges? Was there discomfort? Hesitancy? Shame? Pride? What do they think is behind those feelings?
- Then ask the group to discuss what they notice in the line-up: Are there patterns, with regards to ethnicity and race, in terms of who has more privileges and who has less privileges? Are there other patterns?
- Help the group to process what this exercise means to them, what they're surprised by and what they learned from it.

#### List of Privileges:

As a child, I never shared a bedroom.

I've lived in a home with four or more bathrooms.

As a child growing up, I never lived in a rented apartment.

My family owns a summer home or second home.

I've never worked at a fast food restaurant.

I expect to get an inheritance from my family.

No one in my immediate family has ever been on welfare.

Neither of my parents ever collected unemployment benefits.

I don't have to work in order to survive as a graduate student.

As an undergraduate student, during the academic year, I never worked more than 10 hours a week.

As an undergraduate student, I was not eligible for need-based financial aid.

I've never had to work a paid job on Christmas Eve or Christmas Day.

No one in my immediate family has ever been in jail.

I've never bought anything using a layaway plan.

I've always had health insurance.

I've traveled to a country outside the United States where I have no relatives.

I have a trust fund or stocks or bonds in my name.

I have purchased and worn a pair of shoes that cost more than \$150.

As an undergraduate, I had a credit card that my parents paid for.

I've never shopped with food stamps.

I've never worked a paid job that involved an evening or night shift.

I've never lived in a neighborhood that I considered unsafe.



At some time in my life, I've owned a brand new car.

**Collage Construction** (Michele Wittig, from Jonathan Zeledon)

This has worked well with high school students.

Small groups of 4 students each are formed. Each group is asked to make a collage using the materials they are given. Half the groups are given generous materials: colored paper, scissors, colored pens, and stickers. The other groups are given *only* a brown paper bag. Groups can communicate. It has been observed that some ask to use materials from groups with greater resources; some of those with more resources offer to share with other less affluent groups.

After about 15 minutes, there is a debriefing and discussion session.

**Hunger Banquet** (submitted by Heather Bullock, adapted from Oxfam)

This is a great exercise for raising awareness of worldwide hunger, poverty, and the distribution of resources. It is available on the Oxfam website; visit [http://harvest.oxfamamerica.org/login\\_form](http://harvest.oxfamamerica.org/login_form) to log-in and obtain free access to downloadable materials). Instructions for organizing a Hunger Banquet are provided in the *Oxfam America FAST Sourcebook*.

The activity involves dividing participants into high, middle, or low income groups. A script about the worldwide distribution of resources is provided for the moderator (instructor) as well as discussion questions for participants (students). After dividing participants into different class groupings and presenting information about the distribution of resources, participants are served a "meal" (e.g., a full-scale nutritious meal served at a banquet table vs. rice and water). Although the Oxfam exercise is geared toward a large audience, this exercise can easily be modified for classroom settings. I have used variations of this activity with great success in my upper-division course on the social psychology of poverty and social class with 30 or 60 students. This is a terrific activity to do at the start of the quarter during the first or second meeting of the class. Instead of a full meal, I typically have dessert with the high-income group being served a fancy cake from an upscale bakery, the middle-income group receiving one packaged cookie per member, and the low-income group receiving one animal cookie per member.

**Institutional Discrimination Exercise** (shared by Keith O'Brien, from Susan Goldstein, taken from Cultural Pursuit<sup>1</sup>)

Each of the following policies is presented for discussion in terms of: whether it represents a form of institutional, i.e., systematic) discrimination;

---

<sup>1</sup> Available from Patricia Rollins Trosclair, Assistant to the Dean of Students: Multicultural Students, Skidmore College, Saratoga Springs, Skidmore College, Saratoga Springs, NY 12866 <[ptroscla@scott.skidmore.edu](mailto:ptroscla@scott.skidmore.edu)> A game manual, sample cards, etc. can be ordered.

1. which groups, if any, are discriminated against;
2. the purpose of the policy; and
3. if the purpose is a valid one, how else it might be achieved.

Policies:

Children of alumni receive preference for admission into some private colleges.

Persons accused of a crime who cannot post bail are imprisoned and thus appear in court dressed in prison uniform, often in handcuffs.

An employment agency advertises for an “All-American type” to fill a public relations position.

Employees of a particular university are allowed free tuition, as are their spouses.

A corporation decides to fill an opening “in-house” rather than advertise.

A teacher requires an oral presentation as part of the final grade.

**Legacy Monopoly** (Elizabeth Cole, adapted from D. L. Stanley<sup>2</sup>)

The text below is given to each student as a handout containing the rules of the game, rationale, and discussion questions.

In the regular Monopoly game, players begin on an even footing of salary and endowments, and the winner is determined through a combination of skill and luck (dice). But in the US there are dramatic inequities in inherited wealth that can have a large impact on financial outcomes, even when other factors (such as salary or education) are equal. This game is an exercise to understand how different initial endowments impact wealth accumulation and income distribution.

There are four types of players with *different initial endowments and rules*. This player differentiation is a twist on the original Parker Brother’s Monopoly board game. Each player has a partner.

In the upper right-hand corner of the record sheet [given to each player] you will find a designation of U[pper], M[iddle], L[ower]1, or L[ower]2 that indicates which player you and your partner represent. The information includes what salary you earn upon passing Go, what initial properties you own, and your ability to mortgage the property for loans. On each turn, you and your partner should decide jointly what actions to take.

Type of Player	Cash	Property Owned	Land value	Total wealth	Cash when passing Go	Credit access
Low-Type 1	\$375	Mediterranean, Vermont, St. Charles	\$300	\$675	\$50	No bank mortgages

<sup>2</sup> Stanley, D. I. (2001). Wealth distribution and imperfect factor markets: A classroom experiment, *Journal of Economic Education*, Fall. 344-355.

<b>Low – Type 2</b> (paid for school – less cash, more salary)	\$300	Baltic, Oriental, States	\$300	\$600	\$100	Mortgage from bank at ½ value, 10%/turn
<b>Middle</b>	\$750	Virginia, Tennessee, New York, B&O and Penn Railroad, Electric Co.	1,090	\$1,840	\$100	Mortgage from bank at ½ value, 10%/turn
<b>Upper</b>	\$1500	Connecticut, Illinois, Marvin Gardens, Pacific, Penn, Park Place, Broadway, Shortline Railroad	2,210	\$3,710	\$200	Mortgage rule (as in original game) 1/2 value

Goal of the game. The goal is to acquire as much property as possible so that you may charge other players rent (and avoid paying rent yourself). Remember that your primary objective is to maximize wealth.

Acquisition of properties. Players may buy unallocated properties if they land on the spot. To speed up the process, unsold lands will be auctioned off after the first 15 minutes of play. After about 45 minutes of play, players will be allowed to swap properties among each other (under bargained terms) in the aim of getting color monopolies.

Monopolies and rents. Once all properties of a certain color are acquired by one player, s/he has a local monopoly on that section and the rent doubles. Once you have a monopoly, you may construct houses and hotels (see price on property title); these improvements then triple and quadruple the rent.

Bankruptcy. Being charged rents can give a player cash shortfalls; to acquire more ready rent cash a player must either mortgage property or acquire cash by other means (private land sales or bartering with another player for a “moneylender” loan, say at 10 percent interest per turn). Eventually a player without cash will go bankrupt, at which point the game ends.

Jail. If you land on a “go to jail” square, you may pay \$100 bail and you will not go to jail, lose a turn, or miss your salary.

#### Keeping Notes

On your record sheet, note after each role of the dice where landed, rent paid/received, salary received, loans made, net worth, emotional responses, etc.

#### Discussion Questions (at end of game)

1. Which assets seemed to make the most difference in the outcomes? Salary? Initial endowments? Skill, luck?

2. What kind of feelings did you have during play – both about your own outcomes and those of the other players?
3. What were your thoughts about risk and investment (e.g. decisions about whether to put up houses on your property)?
4. How did the two Lower players fare? Substantial differences between the L player who invested in education and the L player who did not? Between the educated L player and the M player?
5. Do you think these modified rules reflect reality?

**Making a Connection with Oppression** (from a paper by Dena Samuels<sup>3</sup>, shared by Arnie Kahn, and also by Corey Isaacs, from Steve Samuels)  
Journal entry: Write or draw a picture about a situation in which you have felt oppressed and how it made you feel; share feelings in small group or with class as a whole.

Silently standing in the face of oppression: Room is set up with chairs in a circle; everyone is seated and instructed that as a “prompt” is read, if the situation applies to you, stand up. This activity is to be done in silence. After each prompt, the facilitator asks “Please look around and notice who is standing and who is sitting.” Those who are standing can sit down before the next prompt.

Prompts:

If people routinely mispronounce your name....(stand up)

If you worry semester to semester about whether you’ll be able to afford your college tuition....(stand up)

If you represent the first generation of your family to attend college.....(stand up)

If an educator, counselor, or other authority figure ever discouraged you from pursuing a particular field of study or profession....

If you ever had a job where you received less pay than somebody for doing equal work...

If you have ever been afraid to walk to your car at night on this campus...

If there is any dimension of your identity that you have to hid from most people in order to feel safe....

If you have ever felt you were being ignored because of your social class.....

Once the prompts are completed, students are asked to address the following questions in their journals and then to discuss in class:

“How did it feel to stand up? How did it feel to be sitting while others stood?”

---

<sup>3</sup> Samuels, D. R. (2003), What’s in your student’s “Invisible Knapsack”? Facilitating their connection with oppression and privilege. In B. Scott, J. Misra, & M. Segal (Eds.), *Race, gender, and class in sociology: Toward an inclusive curriculum* (pp. 5-14). Washington, DC: American Sociological Association.

**Privilege Exercise** (Arnie Kahn, adapted from Peggy McIntosh)

Have students stand in a straight line (quite close together) and request that they hold hands with the person on either side of them for as long as possible and refrain from speaking during the exercise. Then ask:

If you were ever called names because of your race, class, ethnicity, gender, or sexual orientation, take one step back.

If your parents were professional, doctors, lawyers, etc., take one step forward.

If you were raised in an area where there was prostitution, drug activity, etc., take one step back.

If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.

If there were more than 50 books in your house when you grew up, take one step forward.

If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.

If your parents brought you to art galleries or plays, take one step forward.

If one of your parents was unemployed or laid off, not by choice, take one step back.

If you attended a private school or private summer camp, take one step forward.

If your family ever had to move because they could not afford the rent, take one step back.

If you were ever discouraged from academic pursuits or jobs because of race, class, ethnicity, gender or sexual orientation, take one step back.

If you were ever encouraged to attend a college by your parents, take one step forward.

If prior to age 18, you took a vacation out of the country, take one step forward.

If one of your parents did not complete high school, take one step back.

If your family owned your own house, take one step forward.

If you were ever offered a good job because of your association or connection with a friend or family member, take one step forward.

If you ever inherited money or property, take a step forward.

If you ever had to rely primarily on public transportation, take one step back.

If you were generally able to avoid places that were dangerous, take one step forward.

If your parents told you that you could be anything you wanted to be, take one step forward.

**“Project Implicit” Assignment** (Claudia Leight)

“I ask students to choose one or more attitude tests [from an on-line site<sup>4</sup>], then write a journal entry reflecting their results: the presence or absence of their individual biases revealed by the tests and their thoughts about how their

---

<sup>4</sup> Project Implicit <<https://implicit.harvard.edu/implicit/>>

attitudes might affect their roles as peer counselors [or.....].”

### **Re-envisioning the Historical Record** (Alexandra Rutherford and Stephanie Austin)

“Feminist scholarship has repeatedly demonstrated that how and what we come to know depends on who we are.” (Morawski, 1990, p. 175)

#### So who are we?

- 1) Instructor constructs several scenarios describing real historical figures in the history of psychology with certain biographical and contextual details ‘re-envisioned.’
- 2) Instructor hands out the scenarios and asks students to reflect on and ponder the questions individually.
- 3) After 5 minutes, students are asked to get together with the others in the class who have the same scenario as they do.
- 4) Have students discuss the scenario for about 15 minutes. Invite a spokesperson from each group to say a few words or make a comment or two about the content and process of the exercise (what they learned, what they found useful, what was funny, etc.). Everyone should hear all the scenarios during the go-around. Everyone should hear a brief description of the answers each mini-group came up with.

#### General question for individual and group reflection:

Think about the special circumstances in which your character finds herself/himself. Consider the different ways these circumstances might influence 1) his or her involvement/ representation in psychology, in history, and in the history of psychology, 2) the content and nature of his/her contributions to psychological knowledge, and 3) how these contributions may be similar or different from the theories you have actually learned about in this and other psychology courses. Consider the impact of personal, social, political, and historical contexts on your character’s ideas or theories and their possible reception.

Sample Scenarios: [these focus primarily on ethnicity/race/gender; others can be constructed that focus on social class]

- 1) Your name is Mary Prince. You are a woman who has been living her entire life as a slave in the United States and therefore you have had no access to formal education. However, you have much to say about the experience of having been enslaved and have spoken with many members of your community about their experiences. You consider this to be an important aspect of a thorough understanding of what it means to be a human being since it has affected so many people in the history of the world.
- 2) Your name is William James. You are a Black man who was taken from your home in West Africa to become a slave in the United States. You have many ideas about free will and resistance, and their importance for human beings.

These ideas shape your psychological theorizing and notion of what it means to be human.

3) Your name is Margaret Stetter.<sup>\*</sup> You are the daughter of an Illinois farmer, raised during the Great Depression, and you completed a high school education which was unusual for someone of your background. You love to write, and have just given birth to your first daughter. Watching her change and develop in her first year of life inspires you to keep a detailed diary of her behavior.

<sup>\*</sup>mother of Leta Stetter Hollingworth

4) Your name is Pradeep Bhattacharyya. It is 19<sup>th</sup> century India and in your studies you have made scientific observations that lead you to believe that species change and evolve through a process of natural selection. In India there are multiple religions practiced, and in some groups a rigid caste system is in place. You are Hindu and your family is well known and respected in your small community.

5) Your name is Francesco Galton. You live Argentina and are interested in eminence and why certain people are able to accomplish great things in their chosen fields. You decide that you would like to know more about how eminence develops and is transmitted. Unfortunately, your family is very poor and does not have the financial resources to allow you to engage in unpaid scholarly activity.

6) Your name is Susan Freud. You are interested in hysteria, as it seems to afflict so many women in late 19<sup>th</sup>-century Austria and has received so much attention from famous physicians like Jean Charcot. You are unmarried and come from a family of very limited means. You have a close friend, however, named Bertha Pappenheim, who is under treatment for hysteria with Josef Breuer.

7) Your name is Kenneth Clark. You are a Puerto Rican man who was raised in Harlem. In elementary school you were put in a special education class as a result of psychological testing. Your mother pleaded for re-testing, believing that your abilities were not accurately assessed. Because she could not speak English well, her pleas were ignored. You took a low-paying job at age sixteen and quit school. After many years, you would now like to return to school to study psychology.

**Social Class Exploration** (adapted from photocopied article, written by a group of women living in Sonoma County, from working and middle class backgrounds) Students are instructed as follows: Growing up in a class society, we've all learned attitudes about others and ourselves that help perpetuate the class system. These questions will aid you in becoming aware of the oppressions and/or privileges you've experienced because of your background and how they affect your life now. Awareness is the first step in making a commitment to change.

#### Money and Work:

Who earned money in your family? How much? Did the income change?

What were the attitudes about spending? saving? loaning/borrowing? accepting welfare?

Did you feel you had enough? more or less than your friends?

What kind of job did the money earners in the family have? How much control did they have at work?

Who owned the work place?

What were your family's/friends'/society's view of the status of that work?

Home:

What kind of neighborhood did you live in?

Did you own your home?

Did you move a lot? If so, why?

Who lived at home? grandparents? older/married children?

Who cleaned your home?

How were feelings, especially anger, expressed?

Education:

How much "formal" education did your parents have?

What were the expectations for your education?

Are you the first generation in your family to attend college?

What do you believe is the most important reason for a college education?

Health:

Did you get regular physical checkups?

When you were ill, were you taken to a doctor? a hospital? a clinic?

Did you go for regular dental exams and cleaning? Were your teeth filled?

Did you have braces?

How was smoking treated in your family?

How was alcohol use treated?

Was regular exercise considered important?

What about participation in sports?

What were the attitudes about food, eating in your family? What types of meals, snacks, drinks, desserts were common?

Now?:

How would you describe your class background and current class status?

How do you feel about your class background and status? (angry, ashamed, guilty...)

Did your parents tell you that you were from a specific class?

How do your attitudes about your work and money compare with those of your parents?

Do you see yourself as upwardly or downwardly mobile?

In groups, how do you see your power? How do you feel about, react to the power of others?

How do you relate to people in school or at work who are in a different class?

If you get in a financial jam, can your parents help you out financially?

What are some examples of oppressions and/or privileges you experience now that relate to your class background?



**COURSE SYLLABI**  
**Compiled by Katharine J. Hahn and Martha Bergen**

Psychology professors who address social class in their courses contributed relevant syllabi and class units/sessions. Class policies and professor's contact information are not included in this report.

**Undergraduate**

**Social Class Courses:**

**Poverty in the Midst of Plenty: Homelessness and What to Do About It (Beth Shinn)**

**Poverty and the Individual (Thomas Farmer)**

**The Psychology of Poverty (Bernice Lott)**

**Psychology of Socioeconomic Development (Negin Toosi)**

**Social Psychology of Poverty and Social Class (Heather Bullock)**

**Courses Including Unit on Social Class:**

**Diverse Identities (Chuck Hill)**

**Social Justice and the Common Good (Laura Stivers)**

**Youth Development and Culture (Meera Rastogi)**

**Graduate**

**Social Class Courses:**

**Equality and Inequality (Kevin Lanning and Christopher Strain)**

**Seminar in Social Psychology: Poverty (Bernice Lott)**

**Courses Including Unit on Social Class:**

**Career Counseling (Matthew Diemer)**

**Social Psychological Perspectives on -isms and Implications for Behavior (Jackie White)**

## Undergraduate Courses

### **COURSE: Poverty in the Midst of Plenty: Homelessness, and What to Do About It - Beth Shinn**

**Purpose of Course:** The course will attempt to answer five major substantive questions: Who is homeless? How big a problem is homelessness? What are the causes of homelessness? How can the United States end homelessness? How can New York City deal better with homelessness? Throughout, we will consider the methods for answering these questions and the limits of our knowledge. Students will participate in New York's homeless street count or a survey to evaluate it. Then they will pick a particular homeless group (e.g., adolescents, families, adults with mental illnesses), and in a series of individual and group projects consider the causes of homelessness for their group and the policies that could reduce homelessness or ameliorate its effects.

#### **Required Book:**

Hopper, Kim. (2003). *Reckoning with homelessness*. Ithaca: Cornell University Press.

#### **Schedule, Readings, Assignments**

##### **Section 1: What is the nature of homelessness -- Who is homeless; what are their characteristics?**

- Types of homelessness: literal homelessness, precarious housing, runaway youth
- Populations
- Single adults: men and women
- Adults in homeless families
- Children in those families
- Adolescents on their own

##### **Jan 17 Introduction and Course Overview**

##### **Jan 19 National survey data on homeless service users**

Burt, M. et al. (1999). Homelessness: programs and the people they serve: findings of the national survey of homeless assistance providers and clients. Washington, DC: Urban Institute. [Link on Blackboard]

##### **Jan 24 History and Framework**

Hopper, pp. 3-53

##### **Jan 26 Ethnographic Data: Homeless Men**

Hopper, pp. 57-130

**Jan 31 Families, children, and adolescents**

Haber, M. G., & Toro, P. A. (2004). Homelessness among families, children, and adolescents: An ecological–developmental perspective. *Clinical Child and Family Psychology Review*. 7(3): 123 – 164.

**Feb 2 Families**

Shinn, M., Rog, D., Culhane, D. (2004). *Family homelessness: background, research findings, and policy options*. Washington, DC: Interagency Council on Homelessness. [See Course Documents on Blackboard for Text]

**Feb 7 Individuals with serious mental illnesses**

Hopper, K., Jost, J., Hay, T., Welber, S., & Haugland, G. (1997). Homelessness, Severe Mental Illness, and the Institutional Circuit. *Psychiatric Services*. 48: 659-665.

**Section 2: How big a problem is literal homelessness?**

- Point, period prevalence
- Methods: shelter records, street counts, service use, phone survey

Assignment: Participate in New York City's street count or a follow-up survey

**Feb 9 Phone Surveys**

Link, B., et al. (1994). Lifetime and five-year prevalence of homelessness in the United States. *American Journal of Public Health*. 84(12): 1907 – 1912.

Ringwalt, C., et al. (1998). The prevalence of homelessness among adolescents in the United States. *American Journal of Public Health*. 88(9): 1325 -1329.

**Feb 14 Shelter Records**

Culhane, D. P., Dejowski, E. F., Ibanez, J., Needham, E., & Macchia, I. (1994). Public shelter admission rates in Philadelphia and New York City: The implications of turnover for sheltered population counts. *Housing Policy Debate*, 5, 107-140.

**Feb 16 Street Counts 1**

Hopper pp. 131-146

Coalition for the Homeless. (2004). Undercounting the Homeless (Briefing Paper).

**Feb 21 Street Counts 2**

Hopper, K., Laska, E., Meisner, M., Shinn, M., Wanderling, J., Bainbridge, J., Appel, K., & Iorga, S. (2005). Counting unsheltered homeless people 1: A plant-capture method and its results for New York City. Submitted to *American Journal of Public Health*.

Shinn, M., Hopper, K., & Laska, E. (2005). Counting unsheltered homeless people 2: Evaluating the coverage of a street count with a next day survey of service users. Submitted to *American Journal of Public Health*.

**Section 3: What are the causes of homelessness?**

- Income inequality
- Housing problems
- International comparisons (inequality, social policy)
- The question of race

Mini-Assignment: Look up housing data for one community

Assignment: Discuss causes of homelessness for your target group

**Feb 23 Overview, income inequality**

Koegel, P., Burnam, A., Baumohl, J. (1996). The causes of homelessness. In J. Baumohl, *Homelessness in America* (24 – 33). Phoenix: Oryx Press.

Two short articles from: Poverty Research Insights: A newsletter featuring research findings on poverty and policy from the National Poverty Center:

Cadena, B. & Sallee, J. (2005) Why did poverty rise in 2004? A preliminary analysis of the U.S. Census Bureau's poverty report. p.1

Danziger, S. (2005). Poverty and low-wage work 40 years after the declaration of the war on poverty. p. 3.

**Feb 28** No class: Participate in New York City's street count/follow-up survey

**Mar 2** No reading, bring report on evaluation of Street Count.

**Mar 7 Housing Problems**

Shinn, M., Weitzman, B. C., Stojanovic, D., Knickman, J. R., Jimenez, L., Duchon, L., James, S., & Krantz, D. H. (1998). Predictors of homelessness among families in New York City: From shelter request to housing stability. *American Journal of Public Health*, 88, 1651-1657.

**Mar 9 International comparisons (inequality, social policy)**

Toro, P., et al. (2004). Homelessness in Europe and the United States: A comparison of prevalence and public opinion. Prepared for *Journal of Social Issues*. [See Course Documents on Blackboard for Text]

Shinn, M. (2006). International Homelessness: Policy, Socio-Cultural, and Individual Perspectives. Prepared for *Journal of Social Issues*.

## Spring Break

### Mar 21      **The Question of Race**

Hopper, pp. 147 – 171

### **Section 4: How can the United States end homelessness? Are the answers different for different groups?**

- Prevention – primary, secondary
- Neighborhood strategies
- Advocacy
- Ten-year plans
- Successful programs: Pathways to Housing

Group Policy Analysis Assignment: Propose a policy or program to reduce homelessness or mitigate its consequences for your target group.

### Mar 23      **Prevention**

Shinn, M., Baumohl, J., & Hopper, K. (2001). The prevention of homelessness revisited. *Analyses of Social Issues and Public Policy*, 1, 95-127.

### Mar 28      **Neighborhood Strategies**

Culhane, D., Lee, C., Wachter, S. (1996). Where the homeless come from: A study of the prior address distribution of families admitted to public shelters in New York City and Philadelphia. *Housing Policy Debate*. 7(2): 327-365.

### Mar 30      **Advocacy**

Hopper pp. 175 – 218

### Apr 4      **Ten-year Plans**

NYC Department of Homeless Services: United Ten-Year Action Plan

### Apr 6      **Successful Programs: Pathways to Housing**

Tsemberis, S., Gulcur, L., & Nakae, M. (2004). Housing first, consumer choice, and harm reduction for homeless individuals with a dual diagnosis. *American Journal of Public Health*, 94(4): 651 – 656.

## **Section 5: How can New York City deal better with homelessness?**

- Right to shelter
- Shelter intake
- Housing subsidies
- Supportive housing
- Prevention
- Schooling
- Family separation

Op-Ed assignment: Write an op-ed arguing for a particular action by New York City. Include a back-up document citing sources for factual assertions

### **Apr 11 Right to Shelter and Shelter Intake**

Feerick, J.D., Kronenfeld, D., & Noyowith, G. B., (2004). Report on the Emergency Assistance Unit and Shelter Eligibility Determination. Report of the New York City Family Homelessness Special Master Panel.  
Note: You may skip the appendices.

### **Apr 13 Housing Subsidies**

Housing Stability Plus program description from Department of Homeless Services website.

Coalition for the Homeless. (2004). The Bloomberg Administration's Flawed Homeless Rental Assistance Plan: A Misguided Plan with Opportunities for Effective Change (Briefing Paper).

### **Apr 18 Schooling**

Rafferty, Y., Shinn, M., & Weitzman, B. C. (2004). Academic achievement among formerly homeless adolescents and their continuously housed peers. *Journal of School Psychology, 42*, 179-199.

### **Apr 20 Prevention**

Feerick, J.D., Kronenfeld, D., & Noyowith, G. B., (2003). Family Homelessness Prevention Report. Report of the New York City Family Homelessness Special Master Panel.

### **Apr 25 Supportive Housing**

Coalition for the Homeless. (2002). Supportive housing reduces homelessness and saves taxpayer dollars (Briefing Paper).

DHS Press release about New York – New York III Supportive housing agreement.

### **Apr 27 Family Separation**

Cowal, K., Shinn, M., Weitzman, B. C., Stojanovic, D., & Labay, L. (2002). Mother-child separations among homeless and housed families receiving public assistance in New York City. *American Journal of Community Psychology, 30*, 711-730.

## **COURSE: Poverty and the Individual (2007) - Thomas Farmer**

*Required Texts:* Course Packet  
Ehrenreich, B. (2001). *Nickel and Dimed*. Henry Holt and Company, LLC: New York.

"No country, however rich, can afford the waste of its human resources. Demoralization caused by vast unemployment is our greatest extravagance. Morally, it is the greatest menace to our social order." - FDR, 1934

**Course Overview and Description:** Poverty and the Individual is a three-credit course in which you participate in a community service placement for a total of 12 hours during the semester. Volunteer activity must occur in an approved and organized setting, such as in an elementary school classroom, a homeless shelter, an after-school or YMCA program, or a health center. In addition, you will complete readings and written assignments during the semester that connect the course material with your experiences at the site.

When Franklin Roosevelt was elected president he pledged to involve the federal government in helping the country climb out of the Depression. He was determined to develop "...a new deal for the American people." That promise still resonates in the ears of many people throughout this country. Franklin Roosevelt made it popular to talk about social justice. Roosevelt University has made an effort to continue his legacy of social justice. The mission statement describes the goal of "making higher education available to academically qualified students from all social, racial, ethnic, and religious backgrounds." My contention is that one important, underlying variable confounds the efforts to create a more socially just world: poverty. Even such issues as prejudice and racism have an underlying component of poverty. A commonly cited origin of prejudice and racism is that it legitimizes unequal economic treatment.

This class will examine issues facing those living in poverty. The issues will be presented through discussion as well as exploration. The class will look at poverty from both a micro and macro perspective, both locally and globally. We will investigate how institutions such as education, health, and the law operate with respect to those living in poverty. Furthermore, we will scrutinize the impact of poverty on mental health, physical health, and housing. All of this will be achieved through your own experiences, the readings presented in class, and class discussion.

### **Course Goals:**

- To fill unmet needs in the community through direct service.
- To increase your desire to work as an advocate for those less fortunate.
- Increase your understanding of a complex sociological phenomena as it relates to the real world.

- To expose you to societal inequalities and empower you to make a difference.
- To increase the responsibility you take in your own education.
- To do something, to do anything.

**Objectives:**

- Students will seek out information from a variety of sources (personal meetings with people in poverty or a charitable organization, the internet, research articles, books, etc.) in order to gain a multitude of perspectives on the issues.
- Students will become more capable of discussing issues relevant to social justice as it applies to the individual in poverty through frequent class discussion, individual presentations, and the final group project.
- To improve students' abilities to research and critically think about issues relevant to society.
- To improve your ability to write on difficult topics in a concise and clear manner.

**Requirements:**

1. Volunteer 12 hours in the context of an approved site placement. (More hours are highly encouraged.)

The Field Placement must involve interacting with people living in poverty so that you can learn about the issues facing them in society. Placements that allow you to get to know a smaller number of people in greater depth are generally better than those with rotating populations.

Certain tasks at the site do *not* count towards your contact hours, such as clerical tasks, administrative work, and any training that the site requires. In addition, you cannot “double count” hours that you work at the site with any other college-related experience (e.g., students enrolled in teacher preparation programs cannot simultaneously apply their volunteer work for PSYC 383 towards the College of Education’s field observation or student teaching courses) or paid employment.

The Field Placement can only be completed in organized settings, such as a school, social service agency, homeless shelter, or hospital. Informal arrangements (such as babysitting) are not permitted. In addition, the Field Placement must be supervised by an appropriate staff member at the site. The supervisor must be available to provide training when applicable, answer questions, and provide you with appropriate feedback. Supervisors must be sufficiently knowledgeable about your performance so that they can complete the required evaluation forms.



*Your 12 hours at the site only begin to count after you obtain my signature on the Site Approval and Contract Form that you received prior to the beginning of this semester.*

Your supervisor will complete a final evaluation of your work at the site; this is due during Week 12, as specified on the course calendar at the end of the syllabus. You will be responsible for providing your supervisor with the forms (which will be supplied by me) and verifying that they have been mailed to me. In addition, you will complete a form that relates your own perceptions of the site at the end of the semester. *You must fulfill your 12-hour commitment to your site to receive credit for the class. If your site requires more than 12 hours of commitment, you must abide by their requirements.*

2. Complete the assigned text readings each week.

Readings from your course packet are the primary source of information in this course. Additional readings may be assigned throughout the semester. Students are expected to come to class prepared and ready to discuss the material assigned for that day.

Students will be responsible for writing five response papers covering specific readings from the course packet. Each response paper should be about one to two pages in length and must be composed using Microsoft Word (double-spaced, Times New Roman, 12-point font with 1-inch margins on all sides). These assignments will account for 20% of your final grade.

3. Response paper about your volunteer work.

During the course of your service, you will write two response papers about your volunteer work. One paper should come about half way through your service and the other should come near the end of your service. The minimum length for each paper is two to three pages. Papers must be composed using Microsoft Word (double-spaced, Times New Roman, 12-point font with 1-inch margins on all sides) and will contain the following parts:

- (a) The date(s) and the start and stop time(s) of your volunteer work for that time period;
- (b) A summary of your activities and interactions at the site. Focus on describing the issues facing the population you are working with.
- (c) Concrete connections between your volunteer work and the readings. Note that these connections must be detailed and specific. They may relate to any part of the readings rather than only to the topic of the week. Select specific topics from the course and explain how they helped you understand children at your site. Conversely, choose some experiences at your site and explain how these interactions clarified the reading material.

(d) A commentary on what you learned, found interesting, and your emotional reactions.

4. “Nickel and Dimed” Paper.

On March 7<sup>th</sup>, a paper covering the reading of Barbara Ehrenreich’s book, “Nickel and Dimed,” will be due. The paper should include themes you have observed from your volunteer work as well as the themes discussed in class as they relate to Ehrenreich’s experiences. The paper should be between three to four pages in length and must be composed using Microsoft Word (double-spaced, Times New Roman, 12-point font with 1-inch margins on all sides).

5. Final Group Presentation.

Students will be placed in groups where they will research a specific topic either discussed in class or not covered in class. During future classes, students will have time to meet and discuss their research topic. The presentations should examine one specific issue facing someone living in poverty. The presentation may use a topic already discussed, but then should go into greater detail. If students want to investigate a topic outside of what the class has covered, they need to first clear it with me.

Each presentation should take approximately 30 minutes. Use of a visual medium such as PowerPoint is required. In addition to my grading of the presentations, each student will also be responsible for grading their peers within their own group.

6. Final Research Paper.

Each individual will be responsible for writing their own research paper on a specific issue confronted by those living in poverty. The topic will be the same as the one presented on; however, I reiterate, students will write their own research paper. The minimum length for each paper is 6-8 pages (double-spaced, Times New Roman, 12-point font with 1-inch margins on all sides). Specific requirements of both the paper and the presentation will be discussed at length later in the semester.

7. Class Discussion.

I promise that by the end of the class I will get to know your face and your name. I will remember who speaks and who does not. Class discussion is essential for a high quality learning experience, particularly with the complex issue that we are studying. I truly hope to learn just as much from you as you learn from me. If you have a problem speaking in front of others, let me know immediately. Apathy will not be rewarded! Additionally, you will formulate and turn in one intelligent question for each reading or a question that is relevant to the topic that was not

discussed in the reading. These questions should be typed. Questions should be complex and well-devised. These questions will be due at the beginning of each class.

### Course Calendar

<b>DATE:</b>	<b>TOPIC:</b>	<b>ASSIGNMENT:</b>
Jan 22	Introduction to the Course	
Jan 24	Living in poverty	
Jan 29	No Class	-APA Resolution on Poverty -Self-help and Hard Times, -The Siege
Jan 31	History of Poverty in U.S.	-Social Reproduction Theory
Feb 5	Resources	-Leveled Aspirations -The Brothers: Dreams Deferred
Feb 7	Social Reproduction Theory	-Reproduction Theory Reconsidered -Conclusion
Feb 12	No Class	GROUP MEETINGS
Feb 14	Gender	-The Upperclass and Mothers -N the Hood -The Wage Gap
Feb 19	Marriage	-Women, Children, and Poverty
Feb 21	Parenting	-What Makes the Perfect Parent?
Feb 26	Childhood Poverty	-How much does poverty affect life chances of children?
Feb 28	Race	-Latino Population -AUDIO- "Katrina"
Mar 5	Segregation	-The invisible Knapsack -The Perpetuation of the Underclass
Mar 7	Reflection Day	- <b><u>"Nickel and Dimed" Paper Due</u></b>
Mar 12	<b>SPRING BREAK</b>	
Mar 14		
Mar 19	Housing	-Work -What's it like living in hell?

Mar 21	Drugs & Alcohol	-Why drug dealers still live with their mothers. <b><u>1<sup>st</sup> RESPONSE PAPER DUE</u></b>
Mar 26	Education	-Other People's Children
Mar 28	Law	-A heaping serving of Justice -Practicing Law for Poor People
Apr 2	Mental Health	-Psychotherapy, Classism, and the Poor
Apr 4	Mental Health	-Clinical Foundations of MST
Apr 9	Globalization	-The Spread of Economic Prosperity -Voiceless Dying
Apr 11	Globalization	-The United States and the "Challenge of Relativity" -Myths and Magic Bullets -AUDIO- Sachs
Apr 16	Welfare	-Welfare to work success -Can Welfare Reform Work?
Apr 18	Presentations	
Apr 23	Presentations	
Apr 25	Presentations	
Apr 30	Presentations	<b><u>2<sup>nd</sup> RESPONSE PAPER DUE</u></b>
May 2	Presentations	
May 7	Presentations	<b><u>FINAL PAPER DUE</u></b>

**COURSE: The Psychology of Poverty (1994) - Bernice Lott**

**Course Objectives:** The primary focus of this course is the experience of poor people in the United States. We will consider the circumstances of poverty, and the consequences of poverty for behavior, aspirations, family functioning, relationships, and mental health. Using a social psychological perspective, we will examine and discuss the influence of situational variables on behavior, and the interactions between status and role. Special attention will be paid to the status categories of gender and ethnicity. The personal, social, and cultural correlates of poverty will be examined in both urban and rural settings.

A major objective of the course is to reduce the psychological distance between US and THEM, since poor people are typically perceived by those in the middle-class as being far removed, both physically and psychologically, from the majority culture. To this end, the readings focus on life among this country's poor in first-hand accounts or careful second-hand observations.

**Required Books:**

Chute	<u>The Beans of Egypt, Maine</u>
Crow Dog	<u>Lakota Woman</u>
Donaldson	<u>The Ville</u>
Ehrenreich	<u>Fear of Falling</u>
Freedman	<u>From Cradle to Grave</u>
Kotlowitz	<u>There are No Children Here</u>

**Outline of Topics and Readings:**

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Sept. 8	I. Introduction	
Sept. 13, 15, 20, 22	II. Definitions, theories, and general issues (omit Ch. 2; pp. 144-182, 213-243)	Ehrenreich
Sept. 27, 29 Oct. 4, 6, 11	III. Urban Poverty welfare homelessness health education crime begging/panhandling neighborhoods women children	Kotlowitz

Oct. 13, 18, 20, 25		Donaldson
Oct. 27	PAPERS ON KOTLOWITZ & DONALDSON	
Oct. 27, Nov.	IV. Rural poverty farming communities mining communities Native Americans	Chute 1, 3, 8
Nov. 10, 15, 17, 22		Crow Dog
Nov. 29	PAPERS ON CHUTE AND CROW DOG	
Nov. 29, Dec. 1, 3	V. Solutions: personal and structural	Freedman
Dec. 6, 8, 13	ORAL REPORTS	
	FINAL EXAMINATION	

#### GUIDELINES FOR OBSERVATION-BASED TERM PROJECTS

1. Some observational projects involve introducing yourself to the administrators of the site you choose (e.g., teacher, principal, director of shelter, etc.) and getting permission to enter the facility by explaining your objectives for the project.
2. Some observational projects may be carried out without prior introduction or permission such as watching children play in a public space (e.g., streets or playground) or spending time in a big-city train station or public park or observing the scene (physical and social) in a public area of a low-income housing project.
3. You may want to talk directly with a sample of poor people by attending meetings of organized social action groups. A good contact for this is (name and contact information for a community organizer).
4. Regardless of whether you observe with permission, or more informally, adhere strictly to the following rules:
  - o always be respectful and polite;
  - o be as unobtrusive as possible – you are not a participant observer but a visitor to the school, neighborhood, shelter, or meeting;
  - o do not get into arguments or discussions – you are there to listen, look, and learn;
  - o this does not mean to “keep your distance” in a negative sense but to remember that you are a visitor;
  - o do not ask probing questions of the children or adults you are observing (unless it is appropriate to do so, as in a meeting); if in a shelter, let the clients initiate conversations although it is alright to

- politely inquire about the circumstances that brought them to the shelter, if they seem willing to talk to you;
  - always identify yourself truthfully as a college student working on a term project; never pretend to be what you aren't.
5. As with the other types of reports, prepare a 5 minute oral presentation in addition to the 10 page written paper.
  6. Media aids are definitely acceptable – e.g., audio and/or video tapes; overhead transparencies for charts or tables; etc.

#### GUIDELINES FOR NON-OBSERVATION BASED PROJECTS

7. See items 5. and 6. above.
8. Give a clear description of your objectives, your methodology, your sources or material, your findings, your conclusions and their implications; label portions of your report accordingly.

## **COURSE: Psychology of Socio-Economic Development - Negin Toosi**

**Course Description:** This course will explore the contributions of psychology to the arena of socio-economic development (SED). We will examine challenges faced by regions of the world, challenges faced by SED projects, and some elements that lead to successful projects. The course will meet twice a week. The first session will consist primarily of an instructor-led discussion on the readings for that week. The second session will begin with a student presentation of a case study of an SED project, and continue with a class discussion connecting the readings to the case study.

### **Course Objectives:**

1. Students will become familiar with psych readings relating to issues faced in SED.
2. Students will learn about different approaches to SED, and understand how to critically analyze SED projects – successful and otherwise – through the lens of psychology.
3. Students will be able to articulate their understanding in such a way that will further the field of psychological science, socio-economic development, or both.

**Readings:** Readings and other course materials for this course will be available on the course website, or will be passed out in class. There is no assigned textbook.

**Prerequisites:** This class is for upper-level undergraduates who have already taken Intro to Psychology, Experimental Methods, and Social Psychology, and have received instructor consent.

### **Schedule:**

Please note that the instructor reserves the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on the website and announced in class.



Week 1 **Introduction: A Decision in Mindanao (Phillipines)**

**Day 1: TERRORISM**

- Week 2 Milgram, S. (1963). Behavioral Study of obedience. *Journal of Abnormal & Social Psychology*, 67(4), 371-378.
- Milgram, S. (1964). Group pressure and action against a person. *Journal of Abnormal & Social Psychology*, 69(2), 137-143.
- Moghaddam, F. (2005). The staircase to terrorism: A psychological exploration. *American Psychologist*, 60, 161-169.
- Zimbardo, P. G. (2004). A situationist perspective on the psychology of evil: Understanding how good people are transformed into perpetrators. In A.G. Miller, (Ed), *The social psychology of good and evil* (pp. 21-50). New York: Guilford Press.

**Day 2: Case Study: Grameen Bank (Bangladesh) [Instructor-led]**

**Day 1: TERRITORIALISM**

- Week 3 Diekmann, K. A., Samuels, S. M., Ross, L., & Bazerman, M. H. (1997). Self-interest and fairness in problems of resource allocation: Allocators versus recipients. *Journal of Personality and Social Psychology*, 72(5), 1061-1074.
- Ross, L., & Ward, A. (1995). Psychological barriers to dispute resolution. In M. P. Zanna, (Ed). *Advances in experimental social psychology*, Vol. 27. (pp. 255-304). San Diego: Academic Press.
- Ross, L., & Ward, A. (1996). Naive realism in everyday life: Implications for social conflict and misunderstanding. In E.S. Reed, E. Turiel, & T. Brown, (Eds). *Values and knowledge*. (pp. 103-135). Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.

**Day 2: Case Study: Health for Humanity (Albania project)**

Week 4 **Day 1: PREJUDICE**

- Rosenthal, R. (2002). The Pygmalion effect and its mediating mechanisms. In J. Aronson, (Ed), *Improving academic achievement: Impact of psychological factors on education*. (pp. 25-36). San Diego: Academic Press.
- Fein, S. & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.
- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality & Social Psychology*, 82, 62-68.

**Day 2: Case Study: Teach for America (U.S.)**

Week 5 **Day 1: BELIEF IN A JUST WORLD**

- Lerner, M. and Simmons, C. H. (1966). Observer's Reaction to the

"Innocent Victim": Compassion or Rejection? *Journal of Personality and Social Psychology*, 4, v2.

Lerner, M. J., & Miller, D. T. (1978). Just world research and the attribution process: Looking back and ahead. *Psychological Bulletin*, 85, 1030-1051.

Rubin, Z., & Peplau, L. A. (1975). "Who Believes in a Just World," *Journal of Social Issues*, 31(3), 65-89.

Cialdini, R. B., Kenrick, D. T., & Hoerig, J.H. (1976). Victim derogation in the Lerner paradigm: Just world or just justification? *Journal of Personality and Social Psychology*, 33(6), 719-724.

## **Day 2: Case Study: National Union of Women with Disabilities of Uganda**

### Week 6 **Day 1: POWER I**

Illich, I. (1998). "To hell with good intentions". Reprinted in Shea, M. & Mattson, K. (Eds.), *Building Citizens: A Critical Reflection and Discussion Guide*. New Brunswick: Rutgers University, pp. 252-255.

Ellyson, S. L., & Dovidio, J. F. (1985). Power, dominance, and nonverbal behavior: Basic concepts and issues. In S. L. Ellyson & J. F. Dovidio (Eds.), *Power, dominance, and nonverbal behavior* (pp. 1–27). New York: Springer-Verlag.

Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review*, 110, 265–284.

Hall, J. A., & Friedman, G. B. (1999). Status, gender, and nonverbal behavior: A study of structured interactions between employees of a company. *Personality and Social Psychology Bulletin*, 25, 1082–1091.

### **Day 2: Case Study: Mahila Samakhya (India)**

### Week 7

## **SPRING BREAK – No classes**

### **Day 1: POWER II**

Week 8 Lewin, K., Lippett, R., & White, R.K. (1939) Patterns of aggressive behavior in experimentally created "social climates." *Journal of Social Psychology*, 10, 271-299.

Dépret, E., & Fiske, S. T. (1993). Social cognition and power: Some cognitive consequences of social structure as a source of control deprivation. In G. Weary, F. Gleicher, & K. Marsh (Eds.), *Control motivation and social cognition* (pp. 176–202). New York: Springer-Verlag.

Richeson, J. A., & Ambady, N. (2003). Effects of situational power on automatic racial prejudice. *Journal of Experimental Social Psychology*, 39(2), 177-183.

Baptiste, D. R., Bhana, A., Petersen, I., McKay, M., Voisin, D., Bell, C., &

Martinez, D. D. (2006) Community Collaborative Youth-Focused HIV/AIDS Prevention in South Africa and Trinidad: Preliminary Findings. *Journal of Pediatric Psychology, 31*(9) 905-916.

**Week 9 Day 1: \*\*\*FIRST DRAFT OF PAPER DUE at the beginning of class\*\*\***

**CHILDREN'S DEVELOPMENT**

Kim-Cohen, J., Moffitt, T. E., Caspi, A. & Taylor, A. (2004). Genetic and Environmental Processes in Young Children's Resilience and Vulnerability to Socioeconomic Deprivation. *Child Development, 75*(3), 651-668.

Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (Ed), *Improving academic achievement: Impact of psychological factors on education*. (pp. 37-60). San Diego: Academic Press.

**Day 2: Case Study: Children's Theatre Company (New York/ Boston, U.S.)**

**Week 10 Day 1: CULTURE I**

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*, 224-253.

Peng, K., & Nisbett, R. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist, 54*, 741-754.

Miller, J. G., & Bersoff, D. M. (1992). Culture and moral development: How are conflicts between justice and interpersonal responsibilities resolved? *Journal of Personality and Social Psychology, 62*, 541-554.

**Day 2: Case Study: Global Fund for Women (United States +)**

**Week 11 Day 1: CULTURE II**

- Hong, Y., Morris, M. W., Chiu, C., Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist, 55*, 709-720.
- Snibbe, A.C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology, 88*, 703-720.
- Cohen, D., Nisbett, R. E., Bowdle, B. R., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An "experimental ethnography." *Journal of Personality and Social Psychology, 70*, 945-960.
- Sanchez-Burks, J., Nisbett, R. E., & Ybarra, O. (2000). Cultural styles, relationship schemas, and prejudice against outgroups. *Journal of Personality and Social Psychology, 79*, 174-189.

**Day 2: Case Study: Barli Development Institute for Rural Women (India)**

**Week 12 Day 1: DIVERSITY**

- Surowiecki, J. (2004) *The Wisdom of Crowds* (Chapters 1-3). New York: Random House, Inc.
- Gaertner, S., Mann, J., Dovidio, J., Murrell, A., & Pomare, M. (1990). How does cooperation reduce intergroup bias? *Journal of Personality and Social Psychology, 59*, 692-704.
- Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*, 417-423.
- Sommers, S. R. (2006). On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations. *Journal of Personality and Social Psychology, 90*(4), 597-612.

**Day 2: Case Study: Institute for the Healing of Racism (U.S.)**

**Week 13 Day 1: LEADERSHIP**

- House, R. J., & Shamir, B. (1999). Toward the integration of transformational, charismatic, and visionary theories. *Advances in Global Leadership, 1*, 81-107.
- Anello, E. (1992). Values, Institutions, and Leadership for a Sustainable Future: Towards a Framework for Developing Moral Leadership. Prepared for symposium at the '92 Global Forum, in conjunction with the Earth Summit. June 1992. Rio de Janeiro, Brazil.

**Day 2: Case Study: Nur University (Bolivia)**

**Week 14 Reading Week**

**Week 15 FINAL PAPER DUE** – electronic copy AND hard copy due by 5pm on Wednesday.

**Day 1: LEADERSHIP**

House, R. J., & Shamir, B. (1999). Toward the integration of transformational, charismatic, and visionary theories. *Advances in Global Leadership, 1*, 81-107.

Anello, E. (1992). Values, Institutions, and Leadership for a Sustainable Future: Towards a Framework for Developing Moral Leadership. Prepared for symposium at the '92 Global Forum, in conjunction with the Earth Summit. June 1992. Rio de Janeiro, Brazil.

**COURSE: The Psychology of Poverty and Social Class (2006) - Heather Bullock**

**Required Readings:**

Course packet of readings.

Seccombe, K. (1999). *“So you think I drive a cadillac?” Welfare recipients’ perspectives on the system and its reform.* Allyn & Bacon: New York.

**Course Description and Objectives:**

This course examines social psychological dimensions of economic (in)justice and the correlates and consequences of class-based inequities in the United States. Emphasis is placed on understanding the intersectionality of class, ethnicity/race, and gender. The impact of socioeconomic status on both the individual (e.g, identity) and group levels (e.g., differential access to health care, employment opportunities) is examined.

Much of the quarter is dedicated to understanding classism, particularly how classist attitudes and beliefs influence support for various welfare policies and “safety net” programs. Institutional and interpersonal forms of classism are reviewed and strategies for reducing classist discrimination and improving interclass relations are considered.

At the end of this course, you should:

- (1) have a better understanding of the antecedents, correlates, and consequences of poverty
- (2) understand how social class influences attitudes, beliefs, and behavior
- (3) be able to analyze how stereotypes about the poor shape social policy
- (4) be able to identify factors that would improve life circumstances and opportunities for low-income families

**Course Schedule:**

**M 1/9 WELCOME TO THE COURSE!**

**I. SOCIAL CLASS, POVERTY, AND STRATIFICATION**

W1/11; W 1/18 Defining Social Class and Stratification

Assigned readings:

Weber, L. (1998). A conceptual framework for understanding race, class, gender, and sexuality. *Psychology of Women Quarterly, 22*, 13-32.

Lott, B. & Bullock, H.E. (forthcoming). Chapter 4: Psychology, social class, and resources for human welfare. In *Psychology, and economic justice: Personal and political intersections.* Washington, DC: American Psychological Association.

Rothman, R.A. (2002). Theoretical approaches to stratification. *Inequality and stratification: Race, class, and gender* (4<sup>th</sup> ed., pp. 22-35). Upper Saddle River, NJ: Prentice Hall.

Browse on the web:

U.S. Census Bureau. (2005, September). *Income, poverty and health insurance coverage in the United States: 2004* (P60-229). Retrieved December 5, 2005, from <http://www.census.gov/hhes/www/poverty/poverty04.html>

**M 1/23 Class Status and Identity**

Assigned readings:

Fine, M., Weis, L., Addleston, J., & Marusza, J. (1997). (In)secure times: Constructing White working-class masculinities in the late 20<sup>th</sup> century. *Gender and Society, 11*, 52-68.

Bettie, J. (2000). Women without Class: Chicas, cholas, trash, and the presence/absence of class identity. *Signs, 26*, 1-35.

**W1/25; M 1/30; W 2/1 Legitimizing Inequality: Classist Stereotypes and Attributions for Poverty**

Assigned readings:

Marx, K. (2001). Ideology and class. In D. Grusky (Ed.), *Social stratification: Class, race, and gender in sociological perspective* (pp. 101-102). Boulder, CO: Westview Press.

Bullock, H.E. (1995). Class acts: Middle class responses to the poor. In B. Lott and D. Maluso (Eds.), *The social psychology of interpersonal discrimination* (pp. 118-159). New York: Guilford Press.

Cozzarelli, C., Tagler, M.J., & Wilkinson, A.V. (2002). Do middle-class students perceive poor women differently? *Sex Roles, 47*, 519-529.

Lott, B., & Bullock, H.E. (forthcoming). The psychology and politics of class warfare. In *Psychology, and economic justice: Personal and political intersections*. Washington, DC: American Psychological Association.

Gilens, M. (2003). How the poor became black: The racialization of American poverty in the mass media. In S.F. Schram, J. Soss, and R.C. Fording (Eds.), *Race and the politics of welfare reform* (pp. 101-130). Ann Arbor, MI: University of Michigan Press.

**Response Paper #1 Due: Interviews about Attributions for Poverty and Wealth**

**Essay 1 Due: Wednesday 2/8 at the start of lecture**

**II. STRUCTURED INEQUALITY AND LIFE CHANCES**

**M 2/6; W 2/8 Children, Cognitive Development, and Education**

Assigned Readings

Hochschild, J.L. (2003). Social class in the public schools. *Journal of Social Issues, 59*, 821-840.

- McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.
- Fritzberg, G.J. (2001). Less than equal: A former urban schoolteacher examines the causes of educational disengagement. *The Urban Review*, 33(2), 107-129.
- Weigner, S. (1998). Poor children "know their place:" Perceptions of poverty, class, and public messages. *Journal of Sociology and Social Welfare*, 2, 100-118.

### **M 2/13 Early Parenting**

- Furstenberg, F.F. (2003). Teenage childbearing as a public issue and private concern. *Annual Review of Sociology*, 29, 23-39.
- Kalil, A., & Danziger, S.K. (2000). How teen mothers are faring under welfare reform. *Journal of Social Issues*, 56(4), 775-798
- Higginson, J.G. (1998). Competitive parenting: The culture of teen mothers. *Journal of Marriage and the Family*, 60(1), 135-149.

### **W 2/15; W 2/22 Health and Well-Being**

#### Assigned Readings:

- Scott, J. (2005, May 16). Life at the top in America isn't just better, it's longer. *New York Times*.  
Retrieved January 1, 2006, from:  
<http://www.nytimes.com/2005/05/16/national/class/HEALTH-FINAL.html?ei=5070&en=7c10c1a9eebd4a1d&ex=1136437200&adxnnl=1&adxnnlx=1136272794-SanDwTqrC+ZiJfXT9P7Z6Q>
- Belle, D., & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27, 101-113.
- Jayakody, R., & Stouffer, D. (2000). Mental health problems among single mothers: Implications for work and welfare reform. *Journal of Social Issues*, 56(4), 617-634.
- Todd, J.L., & Worrell, J. (2000). Resilience in low-income, employed, African American women. *Psychology of Women Quarterly*, 24, 119-118.

### **Response Paper #2 Due: Observational Analysis of School/Neighborhood Resources)**

#### **Essay 2 Due: Wednesday 3/1 at the start of lecture**

### **III. LIVING IN POVERTY**

#### **M 2/27 – W 3/8 Low-Income Women and the Welfare System**

#### Assigned Readings:

*So you think I drive a cadillac?*

- Lichter, D.T., & Jayakody, R. (2002). Welfare reform: How do we measure success? *Annual Review of Sociology*, 28, 117-141.



Limbert, W.M., & Bullock, H.E. (2005). "Playing the fool:" U.S. welfare policy from a critical race perspective. *Feminism and Psychology, 15*, 253-274.

#### **IV. STRATEGIES FOR IMPROVING INTERCLASS RELATIONS**

##### **M 3/13; W 3/15      Toward A More Equitable Society**

###### Assigned Readings:

Batson, D.C., Polycarpou, M.P., Harmon-Jones, E., Imhoff, H.J., Mitchener, E.C., Bednar, L.L., Klein, T.R., & Highberger, L. (1997). Empathy and attitudes: Can feeling for a member of a stigmatized group improve feeling toward the group? *Journal of Personality and Social Psychology, 72*(1), 105-118.

McIntyre, A. (2000). Constructing meaning about violence, school, and community: Participatory action research with urban youth. *The Urban Review, 32*, 123-154.

Rice, J.K. (2001). Poverty, welfare, and patriarchy: How macro-level changes in social policy can help low income women. *Journal of Social Issues, 57*, 355-374.

Mink, G. (2002). Valuing women's work. In G. Delgado (Ed.), *From poverty to punishment: How welfare reform punishes the poor* (p. 139-146). Oakland, CA: Applied Research Center.

**Response Paper #3 Due: Free Write**

## Undergraduate Units on Social Class

### **COURSE: Diverse Identities - Professor Chuck Hill**

**Course Description:** Theory and research on processes of identity formation and change. Topics include gender, ethnic, racial, national, religious, social class, geographic, school, occupational, sexual, family, health, age, political, and other identities. Analyzes stigma, prejudice, discrimination, and conflict from a global perspective. Prerequisite: PSYC 100 or SOC 200 or junior standing. One semester, 3 credits.

Taylor's Campaign -- Documentary about homelessness in Santa Monica.

#### SOCIAL CLASS IDENTITIES

(Status incongruities; status and forms of address)

#Lott & Maluso, *The social psychology of interpersonal discrimination*, 1995:

ch. 5 Bullock, Classism

#Cahill, *Inside social life*, 1998

ch. 14 Snow & Anderson, Salvaging the self from homelessness

ch. 27 MacLeod, The hallway hangers and the brothers

ch. 23 Anderson, Group and status relations on the corner

## **COURSE: Social Justice and the Common Good (2002) - Laura Stivers**

**Course Description and Objectives:** This course will examine how we should respond to discrepancies between our society's professed values and its actual performance. We will examine different types of social injustices: racism, sexism, classism, homophobia, and treatment of the disabled. We will also examine how we can talk about individual human rights as well as what is good for the community as a whole. Using the philosophical perspectives we have learned, we will critically explore several social issues such as immigration, work and welfare; family and reproductive issues; affirmative action; and housing and homelessness.

The objectives of this course are:

1. To be able to describe the nature of oppression in the American context.
2. To be able to relate political and social philosophy (e.g. concepts such as liberalism, communitarianism, justice, rights) to everyday social issues.
3. To be able to articulate moral arguments on various social issues related to social justice and injustice.
4. To organize, present, and lead a discussion on a selected social justice issue within the class context.
5. To do a service project that makes for a healthier community and world and promotes social justice in some way.
6. To develop one's own personal integrity by gaining sensitivity to issues of oppression and injustice and a will to promote social justice in your community and in the world.

### **Texts:**

Manning, Rita; Trujillo, Rene. Editors. *Social Justice in a Diverse Society*. Mountain View: Mayfield Publishing Company, 1996. (M/T)

Kozol, Jonathan. *Rachel and Her Children*. New York: Fawcett Columbine, 1988.

Various Handouts

### **Classism Unit:**

Feb 19

Social Injustice – Classism

Manning & Trujillo, p. 142-155

“Why Are Doves of Unqualified, Unprepared Kids Getting Into Our Top Colleges? Because Their Dads Are Alumni,”

Larew

“Working Class Students Speak Out” Lewis, Holland, Kelly

Feb 21

Social Injustice – Classism

Manning & Trujillo, p. 156-180

Feb 26

Social Injustice – Classism

**COURSE: Youth Development and Culture - Meera Rastogi**

**Course Objectives:** At the end of this course, students will be able to:

- (1) Articulate cultural influences on child and adolescent development
- (2) Discuss issues facing multicultural children in the US.
- (3) Identify how one's culture influences one's professional behavior.
- (4) Identify ways to reduce oppression.

2/24 or 2/25 Attend EC's Nickel and Dimed Play

2/27 HI: Social Class and Youth Development  
Lui Article on web  
Working Class and Youth Development  
Rural Culture and Youth Development  
First Generation College Students

3/1 Social Class and Hurricane Katrina  
Poverty in the US

3/6 Suburban culture and Youth Development  
Article Handout  
Film: "The Lost Children of Rockdale County"

3/8 Discussion of Film

3/20 Children Survivors of Katrina

## Graduate Courses

### **COURSE: Equality and Inequality (2005) - Kevin Lanning and Christopher Strain**

**egalitarianism** *n* (1905) **1:** a belief in human equality especially with respect to social, political, and economic rights and privileges **2:** a social philosophy advocating the removal of inequalities among people

**elitism** *n* (1947) **1:** leadership or rule by an elite **2:** the selectivity of the elite; especially: **snobbery** <elitism in choosing new members> **3:** consciousness of being or belonging to an elite

**Course overview:** In this class, we'll consider the premise of human equality in light of the differences we see in contemporary America. We will examine statistical (Herrnstein, Phillips) and anecdotal (Frank, Epstein, and Henry) evidence for manifest differences, as well as explanations for these differences grounded in sociology (Shapiro), political economics, psychology, and history. Concepts such as "class," "elites," "snobbery," "stratification," and "human value" will be considered in depth.

Our treatment will largely focus on three parameters of difference:

We will examine the concept of **intelligence** – what it is, what it is not, and how it is related to socially valued concepts (e.g., *creativity* and *parenting skill*) and cultural constructs such as *merit*. In addition to intelligence, we'll briefly consider other forms of **psychological inequality**.

We will consider **wealth** and the growing gap between rich and poor as forms of **economic inequality**. We will come to understand these growing differences, and we will consider whether this is the way it should be in America.

Finally, we will consider moralism, snobbery, and resentment as manifestations of **cultural or social inequality**. America is a country characterized and divided not just by rich and poor, but also by religion, by region, and by values. Here, the gap is not between rich and poor or smart and dull, but between effete "latte-drinking, sushi-eating, Volvo-driving, New York Times-reading" snobs and authentic Folgers-drinking, burger-munching, pick-up driving, Fox-TV-watching Americans. Do these difference matter, and if so, why?

**Readings:** There are six books for the class. We anticipate assigning significant portions of the three required texts and smaller portions of the three recommended texts. In addition, you will be responsible for the hot-linked articles given on the syllabus below:

#### Required

Herrnstein, R. J. and Murray, C. (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. NY: Free Press.

Shapiro, T. M. (Ed.) (2005). *Great Divides: Readings on Social Inequality in the United States*. NY: McGraw Hill.

Epstein, J. (2002). *Snobbery: The American Version*. NY: Mariner Books.

### Recommended

Henry, W. A. (1995). *In Defense of Elitism*. NY: Anchor.

Frank, T. (2004). *What's the Matter with Kansas? How Conservatives Won the Heart of America*. NY: Metropolitan.

Phillips, K. (2004). *Wealth and Democracy: A Political History of the American Rich*. NY: Broadway.

### **May 16      Equality and Inequality: An Introduction**

First day of class, in-class reading and discussion:  
Group 1: Vonnegut, Kurt, "Harrison Bergeron" (1961) in *Welcome to the Monkey House*. NY: Dell.  
Group 2: Geisel, T. (1961). *The Sneetches*.  
Group 3: Cuomo, M. (1984). *A Tale of Two Cities*. (Keynote address, Democratic National Convention).  
Group 4: Henry, p. 11-15.

### **May 18      Interpretations of IQ and intelligence**

Herrnstein, p. 1-50 and 553-567.  
Gottfredson et al (1994). *Mainstream science on intelligence: An editorial . . .*

### **May 23      The "cognitive elite" and stratification in America**

Herrnstein, p. 51-125.  
Scott, J., & Leonhardt, D. (2005). *NY Times series on Class Matters*  
Overview.

### **May 25      Intelligence, social behavior, longevity, and social class**

Herrnstein, p. 127-190.  
Scott, J. (2005). *NY Times series on Class Matters – Health*.

Gottfredson, L. S., & Deary, I. J. (2004). Intelligence Predicts Health and Longevity, but Why? Current Directions in Psychological Science, 13, 1-4.

**June 1 Policy implications**

Herrnstein, p. 235-251, p. 447-477.  
Neisser, U., et al., (1996). Intelligence: Knowns and Unknowns. American Psychologist, 51, 77-101.

**June 6 Economic stratification in the United States**

Herrnstein, p. 509-552  
Shapiro, Introduction  
Lewin, T. (2005). NY Times series on Class Matters – Marriage

**June 8 Theories of stratification and class**

Shapiro, Readings 1-2, 6-7, 12, 17-18

**June 13 Education and class**

Phillips, Chapter 4 and Afterword  
Shapiro, Readings 41-43  
TBA (2005). NY Times series on Class Matters – Up from the projects.

**June 15 Elitism and egalitarianism**

Epstein, Chapt. 1-4  
Henry, Chapt. 1  
Steinhauer, J. NY Times series on Class Matters – Markers of status.

**June 20 Materialism and mobility**

Epstein, Chapt. 10-11  
Henry, Chapt. 6-7  
Kilborn, P. T. (2005). NY Times series on Class Matters – Rootlessness and relocation.

**June 22 Two Americas**

Henry, Chapt. 8  
Frank, Chapt. 1-2  
Goodstein, L., & Kirkpatrick, D. (2005). NY Times series on Class

Matters – Religion.

**June 27**      **Group Discussion**

Review all.



**COURSE: Seminar in Social Psychology: Poverty (1995) - Bernice Lott**

**Outline and Syllabus**

**Required Texts:**

Children and Poverty. Child Development, April 1994, 65 (2).  
Sullivan, Mercer L. Getting Paid. Cornell University Press, 1989.  
Liebow, Elliot. Tell Them Who I Am. Free Press, 1993.  
Binder of Readings. \* (available for individual copying)

**Objectives:**

We will examine poverty from a social psychological perspective focusing on life conditions, and exploring correlates/consequences for attitudes, beliefs, and behavior. The cultural context and social factors will be analyzed and attention will be paid to implications for personal functioning, social change, and social policy.

Date	Topics and Readings
Jan. 18	I. Introduction A. Objectives B. Definitions C. "What's psychology got to do with it?" * DeParle, J. (1994, Dec. 18). Better work than welfare. But what if there's neither? <u>New York Times Magazine</u> , pp. 42ff. (attached)
Jan. 25	II. Who are the poor in our community? <u>Guest</u> : RI Campaign to Eliminate Childhood Poverty, George Wiley Center, Pawtucket Children & Poverty: Huston et al, pp. 275-282 Duncan et al, pp. 296-318 Garrett et al, pp. 331-345 * Brewer, R. M. (1988). Black women in poverty:... <u>Signs</u> , 13, 331-339. * Garbarino, J. (1992). The meaning of poverty in the world of children. <u>Amer. Behavioral Scientist</u> , 35, 220-237. * Bound, J., Duncan, G. J., Laren, D. S. & Oleinick, L. (1991). Poverty dynamics in widowhood. * Bane, M. J. & Ellenwood, D. T. (1989). One fifth of the nation's children: Why are they poor? <u>Science</u> , 245, 1047-1053.

- Feb. 1            III. Middle-class responses to the poor.  
 Children & Poverty: MacPhee et al, pp. 699-715  
 \* Axinn, J. M., & Hirsch, A. E. (1993, November). Welfare and the “reform” of women. Families in Society, 563-572.  
 \* Bullock, H. (1995, in press). Class acts: Middle class responses to the poor. In Lott, B. & Maluso, D. The social psychology of interpersonal discrimination. NY: Guilford.  
 \* Groskind, F. (1991). Public reactions to poor families: Characteristics that influence attitudes toward poor families. Social Work, 36, 446-453.
- Sullivan: Ch. 1 Feb. 8, 15    IV. Urban poverty  
 A. Welfare, parenting, and other frustrations  
 Sullivan: Ch. 2  
 Children & Poverty: Bradley et al, pp. 346-360  
                                  Chase-Lansdale et al, pp. 373-393  
                                  Hashima & Amato, pp. 394-403  
                                  McLoyd et al, pp. 562-589  
                                  Leadbetter & Bishop, pp. 638-648  
                                  Seitz & Apfel, pp. 667-683  
 \* Duncan, G. et al. (1988). Welfare dependence within and across generations. Science, 239, 467-471.  
 \* Jackson, A. P. (1993). Black, single, working mothers in poverty:... Social Work, 38(1), 26-34.  
 \* Gelles, R. J. (1992). Poverty and violence toward children. American Behavioral Scientist, 35, 258-274.
- Mar. 1            B. Health  
 Children & Poverty: Seitz & Apfel, pp. 666-698  
 \* Cohen, C. I. (1993). Poverty and the course of schizophrenia: Implications for research and policy. Hospital and Community Psychiatry, 44, 951-958.  
 \* Adler, N. E. et al. (1994). Socioeconomic status and health. American Psychologist, 49, 15-24.  
 \* Thomas, V. G. (1992, January). Poverty: A gateway to women’s ill health. Paper presented at CUNY.  
 \* Belle, D. (1990). Poverty and women’s mental health. American Pscyhologist, 45, 385-389.

- \*Rosenbaum, S. (1992). Child health and poor children. American Behavioral Scientist, 35, 275-289.
- \* McLeod, J. D., & Shanahan, M. J. (1993). Poverty, parenting, and children's mental health. American Sociological Review, 58, 351-366.

Mar. 8

C. Education

- Sullivan: Chs. 3, 4
- Children & Poverty: Posner & Vandell, pp. 440-456
- Caughy et al, pp. 457-471
- Phillips et al, pp. 472-492
- Connell et al, pp. 493-506
- Seidman et al, pp. 507-22
- Walker et al, pp. 606-621
- Garner et al, pp. 622-637
- Dodge et al, pp. 649-665
- Campbell & Ramey, pp. 684-698

Mar. 22

D. Crime and hustling

- Sullivan: Chs. 5-11
- Children & Poverty: Sampson & Laub, pp. 523-540
- \* Bourgois, P. (1989, Nov. 12). Just another night on crack street. New York Times Magazine, pp. 53ff.

Mar. 29, Apr. 5, 12 E. Homelessness

- \* Fischer, P. J. & Breakey, W. R. (1991). The epidemiology of alcohol, drug, and mental disorders among homeless persons. American Psychologist, 46, 1115-1128.
- \* Shinn, M., & Gillespie, C. (1994). The roles of housing and poverty in the origins of homelessness. American Behavioral Scientist, 37, 505-521.
- \* Marcos, L. R. (1991). Taking the mentally ill off the streets. International Journal of Mental Health, 20(2), 7-16.
- \* Breakey, W. R., & Fischer, P. J. (1990). Homelessness: The extent of the problem. Journal of Social Issues, 46(4), 31-47.
- \* Wright, J. D. (1990). Poor people, poor health: The health status of the homeless. Journal of Social Issues, 46(4), 49-64.
- \* Rossi, P. H. (1990). The old homeless and the new

- homeless. American Psychologist, 45, 954-959.
- \* Milburn, H., & D'Ercole, A. (1991). Homeless women. American Psychologist, 46, 1161-1169.
  - \* Shinn, M. (1992). Homelessness: What is a psychologist to do? 1-24.
  - \* Weitzman, B. C., Knickman, J. R., & Shinn, M. (1990). Pathways to homelessness among New York City families. Journal of Social Issues, 46 (4), 125-140.
  - \* Rafferty, Y., & Shinn, M. (1991). The impact of homelessness on children. American Psychologist, 46, 1170-1179.
  - \* Shinn, M., Knickman, J. R., & Weitzman, B. C. (1991). Social relationships and vulnerability to becoming homeless among poor families. American Psychologist, 46, 1180-1187.
  - \* Goodman, L., Saxe, L., & Harvey, M. (1991). Homelessness as psychological trauma. American Psychologist, 46, 1219-1225.
  - \* Foscarinis, M. (1991). The politics of homelessness. American Psychologist, 46, 1232-1238.
  - \* Masten, A. S. (1993). Children in homeless families: Risks to mental health and development. Journal of Consulting and Clinical Psychology, 61, 335-343.
  - \* Dail, P. W. (1990). The psychological context of homeless mothers with young children: Program and policy implications. Child Welfare, 69, 291-308.
  - \* Liebow: Preface, Introduction, Chs.1-7, Appendices A, C-E

Apr. 19 MID-TERM DUE

V. Living in rural poverty

A. Migrant workers, small farmers, southern mountain dwellers

Children & Poverty: Conger et al, pp. 541-61

Brody et al, pp. 590-605

- \* Clinton, B. & Larner, M. (1988). Rural community women... Journal of Primary Prevention, 9(1-2), 120-129.

- \* Glasgow, N. (1993). Poverty among rural elders: Trends, context, and directions for policy. Journal of Applied Gerontology, 12, 302-319.
- \* Rowles, G. D. & Johansson, H. K. (1993). Persistent elderly poverty in rural Appalachia. Journal of Applied Gerontology, 12, 349-367.
- \* Greenlee, R., & Lantz, J. (1993). Family coping strategies and the rural Appalachian working poor. Contemporary Family Therapy, 15 (2), 121-137.

Apr. 26

#### B. Native Americans

- \* Crow Dog, Mary (1990). Lakota Woman (Chs. 1-5). NY: Grove Weidenfeld.
- \* LaFramboise, T. D. (1988). American Indian mental health policy. American Psychologist, 43, 388-397.
- \* Yates, A. (1987). Current status and future directions of research on the American Indian child. American Journal of Psychiatry, 144, 1135-1142.
- \* Hammond, O. W. (1988). Needs assessment...Native Hawaiians... American Psychologist, 43, 383-387.
- \* Horejsi, C., Craig, B. H. R., Pablo, J. (1992). Reactions by Native American parents to child protection agencies: Cultural and community factors. Child Welfare, 71, 329-342.

May 3

#### VI. Solutions: Is there a role for psychology?

- \* Reid, P. T. (1993). Poor women in psychological research: Shut up and shut out. Psychology of Women Quarterly, 17, 133-150.
- \* Takanishi, R. & DeLeon, P. H. (1994). A head start for the 21<sup>st</sup> century. American Psychologist, 49, 120-122.
- \* Zigler, E. & Styfco, S. J. (1994). Head start: Criticisms in a constructive context. American Psychologist, 49, 127-132.
- \* Piotrkowski, C. S., Collins, R. C., Knitzer, J., & Robinson, R. (1994). Strengthening mental health services in Head Start: A challenge for the 1990s. American Psychologist, 49, 133-139.

- \* Albee, G. W. & Gullotta, T. P. (1986). Facts and fallacies about primary prevention. Journal of Primary Prevention, 6 (4), 207-218.
- \* Yoshikawa, H. (1994). Prevention as cumulative protection:... Psychological Bulletin, 115, 28-54.
- \* Levine, I. S. & Rog, D. J. (1990). Mental health services for homeless mentally ill. American Psychologist, 45, 693-968.
- \* Kiesler, C. A. (1991). Homelessness and public policy priorities. American Psychologist, 46, 1245-1252.
- \* Lott, B. (in press). Global connections: The significance of women's poverty. In J. C. Chrisler, C. Golden, & P. Rozee (Eds.). Lectures on the psychology of women. NY: McGraw Hill.

Finals Day ORAL REPORTS

## Graduate Units on Social Class

### **COURSE: Career Counseling - Matthew Diemer**

**Course Rationale:** Career counseling and career development are a specialty area that set apart the field of counseling from other mental health professions. Career development theory and career counseling may assist the public and our clients in finding a sense of meaning and economic empowerment through the world of work. Because work and career provide access to power, opportunity, and resources, career counseling and career development theory can play a critical role in the distribution of resources, opportunity, and power at the local, national, and international levels.

Apr 4

Social class & work

Required readings available as full text through library:

Blustein et al. (2002)

Blustein, D.L., Chaves, A.P. & Diemer, M.A., Gallagher, L.A., Bhati, K. & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counseling Psychology*, 49(3), 311-323.

**COURSE: Social Psychological Perspectives on –Isms and Implications for Behavior (2002) - Jackie White**

This seminar will explore how social psychological constructs (most notably, norms, social identity, collective representations, intergroup attitudes--especially prejudice, stereotyping and contact theory) contribute to our understanding of various –isms. We will explore how to address methodologically the issues raised in research. The –isms include sexism, racism, classism, heterosexism, ageism, able-bodiedism, and their intersectionalities. In the seminar students will be able to select phenomena of interest (such as relationships, mental health, violence, development, etc) and apply relevant constructs to identify and review what is known, as well as explore gaps in our knowledge. The first part of the semester will involve reading and discussion on the relevant -isms. Short summary and reaction papers will be required. The latter part of the semester will involve students applying conceptual and methodological considerations to a topic of interest, reporting to the class, and writing a paper. The objective is for each student to leave the class with the ability to use the conceptual and methodological material learned to improve the quality of their own research to make results and conclusions more appropriate for diverse groups.

**Readings:**

Glick & Fiske “Sexism and other ‘isms’: Interdependence, status, & the ambivalent content of stereotypes”

Doucette-Gates, Brooks-Gunn, Chase-Lansdale “The role of bias and equivalence in the study of race, class, and ethnicity.” In *Studying minority adolescents: Conceptual, methodological, and theoretical issues*.

**Resources for group policy and individual op-ed assignments:**

- Housing Policy Debate 15 (2) on ETIC and other ways to make housing affordable.
  - 12 (2) on violence and family homelessness
  - 9(4) Housing discrimination
  - CCNY on rental assistance (note that this does not include the latest city Housing Stability Plus program)
- <http://cccnewyork.org/publications/Rent%20Assistance.pdf>



## FICTION

Compiled by Shirley Truong, Harmony Reppond, Lina Chhun  
and Larry Gainor

The following list includes works of fiction that are focused on social class in the United States. This list only includes works published since 1950.

**Alexie, S. (1995/2005). *Reservation blues*. New York, NY: Grove Press.**  
*Reservation Blues* explores the effects of Christianity and cultural assimilation on Native American life.

**Alexie, S. (1993/2005). *The Lone Ranger and Tonto fistfight in heaven*. New York, NY: Grove Press.**

Short stories centered on two young Native American men living on a Spokane Indian Reservation.

**Allen, P. G. (1983). *The woman who owned the shadows*. San Francisco, CA: Aunt Lute Books.**

The story focuses on an American Indian woman in New Mexico who reaches a crisis in her life and leaves for a new life in San Francisco.

**Allison, D. (1992/2005). *Bastard out of Carolina*. New York, NY: Dutton.**

This novel takes place in South Carolina and centers on the life of Ruth Anne Boatwright (known as Bone), who is born to a poor, lone mother and struggles with various relationships.

**Arnow, H. (1954/2003). *The dollmaker*. New York, NY: Harper Perennial.**

Arnow's novel focuses on Gertie Nevels, a strong woman and mother, who struggles to keep her family together amidst war and poverty.

**Baldwin, J. (1953/2001). *Go tell it on the mountain*. New York, NY: Penguin Books.**

About John Grimes, a 14 year old boy who bares the secret of a tormented black family living in Harlem during the Depression.

**Baldwin, J. (1974/2006). *If Beale Street could talk*. New York, NY: Vintage.**

This novel questions the concepts of justice and punishment through the story of a talented young artist who finds himself unjustly arrested and locked away in New York's infamous Tombs prison. His pregnant girlfriend is determined to free him.

**Banks, R. (1985/2000). *Continental drift*. New York, NY: Harper Perennial Modern Classics.**

The novel reflects the spiritual yearning and materialistic frenzy of contemporary life.

**Boyle, T. C. (1995/2004). *The tortilla curtain*. New York, NY: Bloomsbury Publishing PLC.**

The Mossbachers are wealthy, white, suburban homeowners living in a gated hilltop community, while the Rincóns are undocumented immigrants from Mexico, living in a makeshift camp deep in the ravine. Their opposing worlds gradually intersect after a freak accident brings together the two couples.

**Brown, C. (1965/1999). *Manchild in the promised land*. New York, NY: Macmillan.**

A fictionalized account of Claude Brown's harrowing childhood of violent crime and poverty in Harlem.

**Brown, L. (2003). *Joe: A novel*. Chapel Hill, NC: Algonquin Books of Chapel Hill.**

*Joe* depicts the lives of poor Southerners, who struggle to get by daily and live in run-down shacks and shabby mobile homes.

**Chute, C. (1985/1995). *The Beans of Egypt, Maine*. New York, NY: Harvest Books.**

The Beans are a Maine backwoods family living in extreme poverty, but they persevere when challenged by hardship and violence.

**Chute, C. (1995). *Letourneau's used auto parts*. New York, NY: Harvest Books.**

Set in a poverty-stricken community in Maine, Big Lucien Letourneau runs the auto salvage junkyard where most of the men work. Letourneau is a compassionate man who helps his ex-wives and children, the poor, destitute, and elderly with humanity and dignity.

**Clark, N. (2003). *The hills at home: A novel*. New York, NY: Pantheon Books.**

The story takes place in a small community north of Boston, where various members of a family gather for shelter and support during an unsettled period in their lives.

**Coles, R., Testa, R., & Coles, M. H. (2001). *Growing up poor: A literary anthology*. New York, NY: W.W. Norton & Co.**

This book is a collection of poems, stories, and essays of people living in poverty, from different ages, geographical locations, and historical periods. It is thematically organized into four sections: the material circumstances of poverty, stereotypes and attributions that people who live in poverty encounter, the working poor, and stories of resiliency.

**Ellison, R. (1952/2002). *Invisible man*. New York, NY: Random House.**

*Invisible Man* chronicles the travels of its narrator, a young black man, as he moves through the many levels of American intolerance and cultural blindness.

**Erdrich, L. (1984/1993). *Love medicine: A novel*. New York, NY: Harper Perennial.**

*Love Medicine* reveals the interconnectedness of two Native American families, through first- and third-person narratives, who are affected by loss of cultural identity, government policies, poverty, and alcoholism.

**Gardner, J. (1972). *The sunlight dialogues*. New York, NY: Knopf.**

*The Sunlight Dialogues* is set in a small rural town in New York and discusses America in the turbulent 1960s with a cast of unconventional, vulnerable, and conflicting characters who share similar states of isolation and longing.

**Giardina, D. (1987/1999). *Storming heaven*. New York, NY: Ballantine Books.**

The story takes place in the hills of Appalachia where coal companies have taken the land and many of the men in the towns are forced to work in the mines and are cheated out of their pay, while their families experience starvation, malaria, and dysentery. Slowly, they begin fighting back.

**Giardina, D. (1992/1994). *The unquiet earth*. Canada: Ivy Books.**

In a coal mining town in West Virginia, union-busting by coal companies and the federal government keeps workers in check with threats of violence. The story portrays the relationship of coal mining families with nature and how they deal with the individuals who have a strong grip on their lives.

**Grayson, E. (1999). *The gazebo: A novel*. New York, NY: Harper Collins.**

Two lovers with seemingly insurmountable social class differences have met once a year for fifty years at the gazebo in the square of a small town, but this year, they do not show, and it is up to Abby Reston, the local newspaper editor, to piece together the puzzle of these two lovers.

**Hansberry, L. (1959/1994). *A Raisin in the Sun*. New York, NY: Vintage.**

*A Raisin in the Sun* is a play about the Youngers, a struggling African-American family living in the Chicago housing projects. The family members deal with poverty, racism, and painful conflict among themselves as they strive for a better life.

**Harrison, L. (2004). *The clique: A novel*. Boston, MA: Little Brown and Company.**

Westchester, New York's most privileged middle school girls have an elite, hierarchical club called the Pretty Committee where the members must be pretty as well as rich. Most members are rich, and those who aren't pretend as though they are.

**Kincaid, J. (1990/2002). *Lucy*. New York, NY: Farrar, Straus and Giroux.**

In this novel we meet Lucy: a teenage girl from the West Indies who comes to North America to work as an au pair for a wealthy couple and their four children. Almost at once, Lucy begins to notice cracks in their beautiful facade.

**Lee, M. J. (2007). *Free food for millionaires*. New York, NY: Warner Books.**

Casey Han, the child of immigrant Korean parents, is a 22-year old Princeton graduate who has trouble finding a job and is kicked out of her parents' home. As she navigates Manhattan, we see its world of haves and have-nots, with daunting themes of love, money, race, and belief systems.

**Little, B. (1996). *Good hair: A novel*. New York, NY: Simon & Schuster.**

Alice Lee, a middle-class African-American woman, finds her values are called into question when she somewhat reluctantly falls in love with surgeon Jack Russworm, a millionaire. This novel explores upper-class African-American culture as Alice struggles to be who she is while trying to fit an image of who she should be.

**McMillan, T. (1987/1991). *Mama*. New York, NY: Washington Square Press.**

In *Mama*, Terry McMillan tells the story of Mildred Peacock, a proud black woman, who throws her drunken husband out of the house after a violent fight. Now on her own, Mildred struggles to raise her five children, while working and going on welfare.

**Mills, M. (2005). *Amagansett*. New York, NY: Berkley Trade.**

The murder of a wealthy New York woman, discovered by fisherman Conrad Labarde, reveals the discord between the privileged who summer at beachfront houses and the men who live and work at the shore.

**Morrison, T. (1981/2004). *Tar baby*. New York, NY: Vintage**

*Tar Baby* tells the story of Jadine Childs, a black fashion model with a white patron and a white boyfriend and Son, a black fugitive who embodies all Jadine loathes and desires. In this novel, their relationship spans from the Caribbean to Manhattan and the deep South.

**Mosley, W. (2006). *Fortunate son: A novel*. Boston, MA: Back Bay Books.**

*Fortunate Son* follows the lives of two boys who are vastly different from one another – Tommy, who is pitied and suffers major health problems, and his stepbrother, Eric, a charming, well-liked star athlete. After tragedy breaks apart their family, the lives of these boys take different paths, with each confronting the challenges in their lives.

**Naylor, G. (1983). *The women of Brewster Place*. New York, NY: Penguin.**

*The Women of Brewster Place* depicts seven courageous black women struggling to survive life's harsh realities. It chronicles the communal strength of

the diverse women who live in run-down rental homes in a secluded, urban neighborhood.

**Naylor, G. (1986). *Linden hills*. New York, NY: Penguin.**

*Linden Hills*, is loosely based on *Dante's Inferno*, but the hell created is in an African-American middle-class neighborhood. The novel is a critical perspective of the African-American middle class that sacrifices their racial identity for material success.

**Neely, B. (1994). *Blanche among the talented tenth*. New York, NY: St. Martin's Press.**

Blanche White visits her children at their private school in Amber Cove, an exclusive, all-black resort in Maine, where she can observe them with their wealthy friends. Here she gains an insider's view of the color and class divisions within the black community.

**O'Dell, T. (2007). *Sister mine: A novel*. New York, NY: Shaye Areheart Books.**

*Sister Mine* centers on Shae-Lynn Penrose, who has overcome an abusive childhood and a teenage pregnancy to finish college, work as a police officer, raise her son alone, and return to her coal mining hometown of Jolly Mount, Pennsylvania. Then Shannon, the younger sister Shae-Lynn thought was long dead, shows up.

**Price, R. (1976/1999). *Blood brothers*. Boston, MA: Mariner Books.**

*Blood Brothers* recounts the story of Stony De Coco, an eighteen-year old boy growing up in a working-class environment. Stony's father is a construction worker who expects his son to follow in his footsteps, but Stony is determined to break loose from this life despite opposition from everyone else in his family.

**Price, R. (1992/2001). *Clockers*. New York, NY: Bloomsbury Publishing PLC.**

*Clockers* immerses the reader in the drug culture of inner-city housing projects. The novel is both an intense mystery and a revealing study of two men, a veteran homicide detective and a young African American man with a steady job and a clean record, but who has confessed to a shooting outside a fast-food restaurant.

**Price, R. (2008). *Lush life: A novel*. New York, NY: Farrar, Straus and Giroux.**

In *Lush Life*, Richard Price exposes the hidden cracks of the "new" New York, a New York of underground networks of control and violence. In this novel, we meet two different men, Eric Cash, a thirty-five year old living on the Lower East Side, serving those he desired to be, and Ike Marcus, a young man going places; their lives become intertwined after one night.

**Rivera, T. (1987). *...y no se lo tragó la tierra /...And the earth did not devour him.* (T. Rivera & E. Vigil-Piñón, Trans.). Houston, TX: Arte Publico Press. (Original work published 1971).**

This book tells its stories through the eyes of a young boy, the child of poor, migrant farm workers. The stories communicate the community's ability to come together to help one another survive and also stories that depict the pressures inflicted on relationships by the hardship of their lives.

**Russo, R. (2001/2005). *Empire falls.* New York, NY: Vintage.**

This novel explores the lives of working-class characters living in the dead-end, small town of Empire Falls, Maine.

**Segal, E. (1988). *Love story.* New York, NY: HarperTorch.**

It is the story of two young people from different worlds – Oliver Barrett IV, a wealthy Harvard jock and heir to the Barrett fortune and legacy, and Jennifer Cavilleri, daughter of a Cranston, Rhode Island baker, with not much money, but lots of love. The novel follows them as they encounter different obstacles as their love grows strong and deep.

**Sheehan, S. (1984). *Kate Quinton's days.* Boston, MA: Houghton Mifflin Company.**

Kate is a woman in a nursing home caught in a bureaucratic cycle of Medicare while she tries to qualify for at-home assistance so that she can leave the nursing home.

**Sheehan, S. (1994). *Life for me ain't been no crystal stair.* New York, NY: Vintage.**

This Pulitzer Prize winning author tells the story of a black family's experience with the foster care system in New York City.

**Sittenfeld, C. (2005). *Prep: A novel.* New York, NY: Random House.**

*Prep* chronicles the coming-of-age of Lee Fiora, a South Bend, Indiana, teenager who wins a scholarship to the prestigious Ault School, an East Coast institution where the presence of money of campus was as obvious as it was understated.

**Vachon, D. (2007). *Merger & acquisitions.* New York, NY: Riverhead Books.**

*Mergers & Acquisitions* is the story of Tommy Quinn, a recent Georgetown graduate who has acquired the job of his dreams as an investment banker, and the perfect girl, Frances Sloan, the daughter of one of New York's elite families. As we follow Tommy through the novel, we discover that that the job and the girl are not what they once seemed.

**Viramontes, H. M. (1996). *Under the feet of Jesus.* New York, NY: Plume.**

The story focuses on one migrant family working in California's fruit fields. The novel centers primarily around Estrella, a young girl, and her relationship with Alejo, another migrant worker of the same age.

**West, D. (1995/1997). *The wedding*. London, United Kingdom: Virago Press Limited.**

*The Wedding* opens with preparation for the marriage of Shelby Coles, the daughter of one of the most admired couples in the Oval—the exclusive black community of Martha’s Vineyard—to white jazz musician Meade Wyler. Shelby’s choice of fiancé brings a range of dormant and unresolved issues to the fore in this novel of an upper-class black family.

**Wolfe, T. (2004). *I am Charlotte Simmons: A novel*. New York, NY: Farrar, Straus and Giroux.**

*I am Charlotte Simmons* is the story of a first year college student, Charlotte Simmons, who is from a poverty-stricken rural town, and her first semester at the prestigious Dupont University. Despite the university’s scholarly reputation, the student culture is focused upon gaining material wealth, physical pleasure and social status.

**Woodrell, D. (1998). *Tomato red: A novel*. New York, NY: H. Holt.**

*Tomato Red* explores the bonds between Sammy Barlach, an ex-convict who tries to do the right thing, and the Merridews: Bev, the prostitute/mom; Jason, the stylish son; and Jamalee, the feisty redhead who wants to use anyone and anything to get out of Venus Holler, Missouri.

**Woodrell, D. (2006). *Winter's bone: A novel*. New York, NY: Little, Brown and Co.**

Rees Dolly, 17, struggles daily to care for her two brothers and an ill mother in the poverty-stricken hills of the Ozarks. When she learns that her absent father, a meth addict, has put up the family home as bond, she sets out to find him and bring him home for an upcoming court date.

## LEGISLATION GUIDE TO RESEARCHING PUBLIC POLICY RELATED TO SOCIOECONOMIC STATUS

Compiled by Jessica L. Johnson

This guide is intended to provide psychology instructors with ideas and resources on integrating public policy related to socioeconomic status into the psychology curriculum. It provides information on the legislative process, legislative codes, and guides to help search for policies. In addition, we have compiled a brief list of legislation *directly* designed to target to all levels of socioeconomic status (low, middle, & high) within the past 10 years.

### Ways to Integrate Public Policy Related to SES into the Psychology Curriculum

- Have individual students or groups track policies related to an specific topic throughout the semester
- Discuss how specific policies related to a topic in psychology may impact people from all socioeconomic status levels
- Assign research articles related to policies that have an impact on both psychology and SES
- Require students to find legislation on a specific psychology topic
- Have students interview others from different SES levels about how a specific bill or law has impacted their life
- Have students survey members of different socioeconomic levels on knowledge of the legislative process or bills passed regarding psychology issues

### THE LEGISLATIVE PROCESS

The following are recommended websites for learning about the legislative process and government as well.

[Ben's Guide to US Government for Kids](http://bensguide.gpo.gov/)

<http://bensguide.gpo.gov/>

The APA Congressional Directory of the 109th Congress: 2005-2006 includes a listing for each member of Congress, key White House staff, the Cabinet, Supreme Court, selected federal agencies, and state governors. The directory also provides information about communicating with Congress and how a bill becomes a law.

*Advancing Psychology: A Psychologist's Guide to Federal Policymaking* offers an easy-to-understand short course in the federal legislative process. There are three versions of the Guide, each offering examples relevant to science, education, or public interest advocacy. Abridged versions of the guides are available on PPO's Web site. The *Guide* explains how to develop and maintain contact with congressional decision makers in a way that does not require knowledge of all the subtleties of the public policy process.



### **Terminology of Legislation**

All bills and laws are assigned codes which usually correspond to what stage in the passage process they are in. It is possible for a law that is passed to have codes.

HR = House of Representatives = A bill that was introduced in the House.

S = Senate = A bill that was introduced in the Senate.

PL = Public Law = A bill that was passed through both houses and signed by the President becomes public law.

STAT = Statutes = Every law enacted by Congress is published in the *Statutes at Large* in order of the date of passage.

USC = US Code. Laws from the *Statutes at Large* are codified in the *US Code*, which is arranged by topic.

### **HOW DO I FIND POLICIES RELATED TO MY TOPIC?**

Reference books and library databases are the best places to begin your search for government policies related to your topic. These sources often provide the bill code in the text or the reference section.

#### **Reference Books:**

Library catalogs often have the option to limit your search to materials in the reference section.

The following are examples of reference books related to socioeconomic status:  
Mink, G. & O'Conner, A., Eds. (2004). *Poverty in the United States: An encyclopedia of history, politics, and policy*. Santa Barbara, California: ABC-CLIO.

Glasmeier, A.K. (2006). *An atlas of poverty in America: One nation, pulling apart, 1960-2003*. New York: Routledge.

#### **Internet:**

Government web pages on the internet can offer lots of useful information about BILLS. These pages usually end with .gov, .us, or, .mil.

APA Public Policy Division: Public Interest Policy

<http://www.apa.org/ppo/pi/>

APA Public Policy Division: Education Policy

<http://www.apa.org/ppo/education/>

#### **Library Databases:**

General academic databases often have options to limit your search to government documents and legislation.

#### ERIC

<http://eric.ed.gov/>

Education Resources Information Center (ERIC) is one of the more popular and

It provides access to journal articles, books, research syntheses, conference papers, technical reports, and policy papers from 1966 to the present. To search within the ERIC database for public policy document: 1) Click on the “Journal or Document Limit” option 2) Under “Publication Type” select Legal/Legislative/Regulatory Materials.

### **HOW DO I FIND INFORMATION ABOUT A SPECIFIC POLICY?**

The actual bills may be difficult to understand for those who are not familiar with government documents. Oftentimes summaries are most helpful in telling you what the bill is about.

#### Library Catalog→Government Documents

You can find government documents by searching library catalog.

#### Lexis Nexis Congressional

<http://www.lexisnexis.com/academic/universe/Congress/default.asp>

Lexis Nexis Congressional is a comprehensive online resource of Congressional hearings, legislation, and history. It can be used to access current topics of Congress, find sources of government statistics, trace a law’s legislative history, gauge Congressional attitudes toward current topics, and find out how members of Congress voted on legislation.

Instructions: 1) Click on Legislative Histories, BILLS, & Laws

2) Enter your topic in the “Keyword Search” tab

OR

Enter Law or Bill # (Ex: PL 107-16) in the “Get a Document” tab

#### Government Periodicals Index

<http://www.lexisnexis.com/academic/universe/govperiodicals/>

LexisNexis Government Periodicals Index provides access to federal government magazines and newsletters.

#### Congressional Quarterly (CQ) Library

<http://library.cqpress.com/>

The *CQ Electronic Library* (CQEL) is a resource for research in American government, politics, history, public policy, and current affairs. It includes the online version of the award-winning *CQ Researcher*, the choice of librarians and researchers for more than eighty years and four subject-specific reference databases: *CQ Congress Collection*, *CQ Supreme Court Collection*, *CQ Public Affairs Collection*, and *CQ Voting and Elections Collection*. It also includes a reference resource (*CQ Encyclopedia of American Government*), a comprehensive directory of the institutions and people of American government (*CQ Insider*), and a congressional newsletter *CQ Weekly*.

#### PAIS International

<http://www.csa.com/factsheets/pais-set-c.php>

The PAIS International database contains references to more than 553,300 journal articles, books, government documents, statistical directories, research reports, conference reports, and publications of international agencies. PAIS International includes publications from over 120 countries throughout the world. In addition to English, some of the indexed materials are published in French, German, Italian, Portuguese, and Spanish.

## **CURRENT PUBLIC POLICY RELATED TO THE LOW-INCOME POPULATION**

### **P.L. 110-28 U.S. Troop Readiness, Veterans' Care, Katrina Recovery, and Iraq Accountability Appropriations Act, 2007**

ENACTED-BILL: 110 H.R. 2206

"Making emergency supplemental appropriations and additional supplemental appropriations for agricultural and other emergency assistance for the fiscal year ending September 30, 2007, and for other purposes."

### **P.L. 109-46 Veterans Benefits, Health Care, and Information Technology Act of 2006**

ENACTED-BILL: 109 S. 3421

"To amend title 38, United States Code, to repeal certain limitations on attorney representation of claimants for benefits under laws administered by the Secretary of Veterans Affairs, to expand eligibility for the Survivors' and Dependents' Educational Assistance Program, to otherwise improve veterans' benefits, memorial affairs, and health-care programs, to enhance information security programs of the Department of Veterans Affairs, and for other purposes."

### **P.L.109-444 Veterans Programs Extension Act of 2006**

ENACTED-BILL: 109 H.R. 6342

"To amend title 38, United States Code, to extend certain expiring provisions of law administered by the Secretary of Veterans Affairs, to expand eligibility for the Survivors' and Dependents' Educational Assistance program, and for other purposes."

### **P.L. 100-93 Medicare and Medicaid Patient and Program Protection Act of 1987**

ENACTED-BILL: 100 H.R. 1444

"To amend titles XI, XVIII, and XIX of the Social Security Act to protect beneficiaries under the health care programs of that Act from unfit health care practitioners, and otherwise to improve the antifraud provisions relating to those programs."

### **P.L. 109-204 Low-Income Home Energy Assistance Funding Revision**

ENACTED-BILL: 109 S. 2320

"To make available funds included in the Deficit Reduction Act of 2005 for the Low-Income Home Energy Assistance Program for fiscal year 2006, and for other purposes."

**P.L.109-58 Energy Policy Act of 2005**

ENACTED-BILL: 109 H.R. 6

"To ensure jobs for our future with secure, affordable, and reliable energy."

**P.L.108-25 U.S. Leadership Against HIV/AIDS, Tuberculosis, and Malaria Act of 2003**

ENACTED-BILL: 108 H.R. 1298

"To provide assistance to foreign countries to combat HIV/AIDS, tuberculosis, and malaria, and for other purposes."

**P.L.107-171 Farm Security and Rural Investment Act of 2002**

ENACTED-BILL: 107 H.R. 2646

"To provide for the continuation of agricultural programs through fiscal year 2007, and for other purposes."

**P.L.107-147 Job Creation and Worker Assistance Act of 2002**

ENACTED-BILL: 107 H.R. 3090

"To provide tax incentives for economic recovery."

**P.L.107-121 Native American Breast and Cervical Cancer Treatment Technical Amendment Act of 2001**

ENACTED-BILL: 107 S. 1741

"To amend title XIX of the Social Security Act to clarify that Indian women with breast or cervical cancer who are eligible for health services provided under a medical care program of the Indian Health Service or of a tribal organization are included in the optional Medicaid eligibility category of breast or cervical cancer patients added by the Breast and Cervical Cancer Prevention and Treatment Act of 2000."

**P.L.106-472 Grain Standards and Warehouse Improvement Act of 2000**

ENACTED-BILL: 106 H.R. 4788

"To amend the United States Grain Standards Act to extend the authority of the Secretary of Agriculture to collect fees to cover the cost of services performed under that Act, extend the authorization of appropriations for that Act, and improve the administration of that Act, to reenact the United States Warehouse Act to require the licensing and inspection of warehouses used to store agricultural products and provide for the issuance of rec

**P.L.106-367 National Police Athletic League Youth Enrichment Act of 2000**

ENACTED-BILL: 106 H.R. 3235

"To improve academic and social outcomes for youth and reduce both juvenile crime and the risk that youth will become victims of crime by providing productive

activities conducted by law enforcement personnel during nonschool hours."

**P.L.106-354 Breast and Cervical Cancer Prevention and Treatment Act of 2000**

ENACTED-BILL: 106 H.R. 4386

"To amend title XIX of the Social Security Act to provide medical assistance for certain women screened and found to have breast or cervical cancer under a federally funded screening program, to amend the Public Health Service Act and the Federal Food, Drug, and Cosmetic Act with respect to surveillance and information concerning the relationship between cervical cancer and the human papillomavirus (HPV), and for other purposes."

**P.L.106-345 Ryan White CARE Act Amendments of 2000**

ENACTED-BILL: 106 S. 2311

"To amend the Public Health Service Act to revise and extend programs established under the Ryan White Comprehensive AIDS Resources Emergency Act of 1990, and for other purposes."

**P.L.106-309 Micro enterprise for Self-Reliance and International Anti-Corruption Act of 2000**

ENACTED-BILL: 106 H.R. 1143

"To establish a program to provide assistance for programs of credit and other financial services for micro enterprises in developing countries, and for other purposes."

**P.L.106-313 American Competitiveness in the Twenty-first Century Act of 2000; Kids 2000 Act; Immigration Services and Infrastructure Improvements Act of 2000**

ENACTED-BILL: 106 S. 2045

"To amend the Immigration and Nationality Act with respect to H-1B nonimmigrant aliens."

**P.L.106-170 Ticket to Work and Work Incentives Improvement Act of 1999**

ENACTED-BILL: 106 H.R. 1180

"To amend the Social Security Act to expand the availability of health care coverage for working individuals with disabilities, to establish a Ticket to Work and Self-Sufficiency Program in the Social Security Administration to provide such individuals with meaningful opportunities to work, and for other purposes."

**P.L.106-102 Gramm-Leach-Bliley Act**

ENACTED-BILL: 106 S. 900

"To enhance competition in the financial services industry by providing a prudential framework for the affiliation of banks, securities firms, insurance companies, and other financial service providers, and for other purposes."

**P.L.106-78 Agriculture, Rural Development, Food and Drug Administration, and Related Agencies Appropriations Act, 2000**

ENACTED-BILL: 106 H.R. 1906

"Making appropriations for Agriculture, Rural Development, Food and Drug Administration, and Related Agencies programs for the fiscal year ending September 30, 2000, and for other purposes."

**P.L.105-244 Higher Education Amendments of 1998**

ENACTED-BILL: 105 H.R. 6

"To extend the authorization of programs under the Higher Education Act of 1965, and for other purposes."

**P.L.105-200 Child Support Performance and Incentive Act of 1998**

ENACTED-BILL: 105 H.R. 3130

"To provide for an alternative penalty procedure for States that fail to meet Federal child support data processing requirements, to reform Federal incentive payments for effective child support performance, to provide for a more flexible penalty procedure for States that violate interjurisdictional adoption requirements, and for other purposes."

**P.L.105-135 Small Business Reauthorization Act of 1997**

ENACTED-BILL: 105 S. 1139

"To reauthorize the programs of the Small Business Administration, and for other purposes."

**P.L.105-50 Surplus Property Transfer Authority**

ENACTED-BILL: 105 H.R. 680

"To amend the Federal Property and Administrative Services Act of 1949 to authorize the transfer of surplus personal property to States for donation to nonprofit providers of necessities to impoverished families and individuals, and to authorize the transfer of surplus real property to States, political subdivisions and instrumentalities of States, and nonprofit organizations for providing housing or housing assistance for low-income individuals or families."

**P.L.105-54 Religious Workers Immigration; Aliens Employment Eligibility Documents**

ENACTED-BILL: 105 S. 1198

"To amend the Immigration and Nationality Act to extend the special immigrant religious worker program, to amend the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 to extend the deadline for designation of an effective date for paperwork changes in the employer sanctions program, and to require the Secretary of State to waive or reduce the fee for application and issuance of a nonimmigrant visa for aliens coming to the United States for certain charitable purposes."

**P.L.105-34 Taxpayer Relief Act of 1997**

ENACTED-BILL: 105 H.R. 2014

"To provide for reconciliation pursuant to subsections (b)(2) and (d) of section 105 of the concurrent resolution on the budget for fiscal year 1998."

**CURRENT PUBLIC POLICY RELATED TO THE MIDDLE-INCOME POPULATION**

**P.L.107-16 Economic Growth and Tax Relief Reconciliation Act of 2001**

ENACTED-BILL: 107 H.R. 1836

"To provide for reconciliation pursuant to section 104 of the concurrent resolution on the budget for fiscal year 2002."

**P.L.106-158 Export Enhancement Act of 1999**

ENACTED-BILL: 106 H.R. 3381

"To reauthorize the Overseas Private Investment Corporation and the Trade and Development Agency, and for other purposes."

**P.L.105-34 Taxpayer Relief Act of 1997**

ENACTED-BILL: 105 H.R. 2014

"To provide for reconciliation pursuant to subsections (b)(2) and (d) of section 105 of the concurrent resolution on the budget for fiscal year 1998."

**P.L.104-188 Small Business Job Protection Act of 1996.**

ENACTED-BILL: 104 H.R. 3448

"To provide tax relief for small businesses, to protect jobs, to create opportunities, to increase the take home pay of workers, to amend the Portal-to-Portal Act of 1947 relating to the payment of wages to employees who use employer owned vehicles, and to amend the Fair Labor Standards Act of 1938 to increase the minimum wage rate and to prevent job loss by providing flexibility to employers in complying with minimum wage and overtime

**P.L.103-392 Jobs Through Trade Expansion Act of 1994**

ENACTED-BILL: 103 H.R. 4950

"To extend the authorities of the Overseas Private Investment Corporation, and for other purposes."

**P.L. 96-49 Higher Education Technical Amendments of 1979**

ENACTED-BILL: 96 H.R. 4476

"To extend certain programs under the Higher Education Act of 1965 for one year, and for other purposes."

**P.L. 91-351 Emergency Home Finance Act of 1970**

ENACTED-BILL: 92 S. 3685

"To increase the availability of mortgage credit for the financing of urgently needed housing, and for other purposes."

## **CURRENT PUBLIC POLICY RELATED TO THE HIGH-INCOME POPULATION**

### **P.L.109-280 Pension Protection Act of 2006**

ENACTED-BILL: 109 H.R. 4

"To provide economic security for all Americans, and for other purposes."

### **P.L. 99-235 Alaska National Interest Lands Conservation Act Amendment**

ENACTED-BILL: 99 H.R. 2651

"To amend section 504 of the Alaska National Interest Lands Conservation Act to promote the development of mineral wealth in Alaska."

### **P.L.108-173 Medicare Prescription Drug, Improvement, and Modernization Act of 2003**

ENACTED-BILL: 108 H.R. 1

"To amend title XVIII of the Social Security Act to provide for a voluntary program for prescription drug coverage under the Medicare Program, to modernize the Medicare Program, to amend the Internal Revenue Code of 1986 to allow a deduction to individuals for amounts contributed to health savings security accounts and health savings accounts, to provide for the disposition of unused health benefits in cafeteria plans and flexible spending arrangements, and for other purposes."

### **P.L.102-318 Unemployment Compensation Amendments of 1992**

ENACTED-BILL: 102 H.R. 5260

"To extend the emergency unemployment compensation program, to revise the trigger provisions contained in the extended unemployment compensation program, and for other purposes."

### **P.L. 99-514 Tax Reform Act of 1986**

ENACTED-BILL: 99 H.R. 3838

"To reform the internal revenue laws of the United States."



## POPULAR MEDIA

Compiled by Christine Smith, Julie Phillips, Keri Gregory, & Mary Hill  
Antioch College

This list includes films, documentaries, TV shows, and songs that have social class as a primary theme. This could mean that they directly address social class or social class is a strong subtext. Although not an exhaustive list (which is probably not possible), it represents some of the diversity in class representation over time.

### Films

**American Job** -- Man goes from one unskilled labor job to another. Drama.

**BAPS** -- Waitresses try to raise money to open their own shop and scam a dying millionaire. Comedy.

**Billy Elliot** -- Working class boy wants to be a ballet dancer. Comedy, Drama.

**Blue Collar** -- Three car plant workers rob union safe and blackmail union. Drama.

**Born Yesterday** -- A million dollar Tycoon hires a tutor to teach his lover proper etiquette. Comedy, Romance.

**Catch Me if You Can** -- Young man poses as pilot, pediatrician and attorney to scam people. Drama.

**Cinderella Man** -- Impoverished ex-prize fighter rises up to become a champion. Drama.

**Citizen Kane** -- Reporters try to decipher last word of newspaper tycoon, whose life story is shown in flashbacks. Drama.

**City of God** -- Two boys who grow up in slums of Rio de Janeiro take different life paths. Drama.

**Coal Miner's Daughter** -- Biography of Loretta Lynn, a country and western singer who grew up in poverty. Drama, Musical.

**Class** -- Naive country boy, gets a scholarship to a classy prep school. Comedy, Drama.

**Clockwatchers** -- Work lives and loves of temps. Comedy, Drama.

**Clueless** High school student in Beverly Hills must survive the ups and downs of adolescent life. Comedy.

**Cradle Will Rock** --Story of Federal Theater Program of 1930s and its attempt to stage a musical on a steel strike. Drama.

**Crybaby** -- Delinquent falls in love with rich girl. Comedy.

**Curly Sue** --Homeless man and child attempt to scam rich woman. Comedy.

**Dangerous Liaisons** -- Rich and bored aristocrats in France play high-stakes games of passion and betrayal. Drama.

**Deliverance** -- Four urban businessmen go into the wilderness, where they run into country people. Drama.

**Dirty Dancing** -- Wealthy woman falls for dance instructor from different background. Drama, Musical.

**8 Mile** -- Young working-class white rapper from Detroit struggles with his anger through music. Drama.

**Envy** -- A man becomes increasingly jealous of his friend's newfound success. Comedy.

**Erin Brockovich** -- Unemployed single mother becomes a legal assistant and almost single-handedly brings down a California power company accused of polluting a city's water supply. Drama.

**Evita** -- Eva Peron rose from poverty to become the most famous Argentine woman in history. Drama, Musical.

**54** -- Story of Studio 54, a hot disco hangout for the social elite of New York. Drama.

**Flashdance** -- Pittsburgh woman with two jobs as a welder and an exotic dancer wants to get into ballet school Drama, musical.

**The Full Monty** -- A group of working class men form a stip group to get money. Comedy, Musical.

**Good Fences** -- Story of an upwardly mobile black family for whom the American dream becomes a nightmare. Drama.

**Good Will Hunting** -- A janitor at MIT, has a gift for mathematics which is discovered, and a psychologist tries to help him with his gift and the rest of his life. Drama.

**The Grapes of Wrath** -- Poor Midwest family is forced off of their land and travel to California, suffering the misfortunes of the homeless in the Great Depression. Drama.

**Great Expectations** -- Man of modest background falls in love with a rich girl. Mysterious benefactor gives the man an opportunity to make his dreams come true. Drama.

**The Great Gatsby** -- Young Midwesterner now living on Long Island finds himself fascinated by the mysterious past and lavish lifestyle of his neighbor. Drama.

**Hairspray** -- A fat working-class girl triumphs over her thin upper-class rivals to win a spot on a dance show and the heart of a boy. Comedy, Musical.

**Heathers** -- Girl wants to be part of popular wealthy clique of girls. Drama.

**Imitation of Life** -- Struggling young actress with a daughter sets up housekeeping with a homeless black widow and her light-skinned daughter who rejects her mother by trying to pass for white. Drama.

**The Incredibly True Adventures of Two Girls in Love** -- Rich black girl and working class white girl fall in love. Comedy.

**Inventing the Abbotts** -- Life of two boys from the wrong side of the tracks and their interaction with the three daughters of a local aristocrat. Drama.

**It Can Happen to You** -- Man wins lottery and everyone wants a piece. Comedy, Drama.

**Jawbreaker** -- Popular girls accidentally kill a girl. They are found out by poor gawky girl who wants to be part of their clique. Drama.

**Joe Dirt** -- Working class man searches for family, becomes famous as butt of jokes of a radio DJ. Comedy.

**Julie Johnson** -- Working class woman realizes dream of going to college. Drama.

**Little Darlings** -- Rich girl and poor girl at summer camp. Comedy.

**Look Back in Anger** -- A disillusioned, angry university graduate comes to terms with his grudge against middle-class life and values. Drama.

**Love Story** -- Educated couple marry, and he is disinherited from father's will, leaving them to start marriage at rock bottom. Drama.

**Maid in Manhattan** -- Senatorial candidate falls for a hotel maid, thinking she is a socialite. Comedy.

**Matewan** -- Story of unionization of Western Virginia coal mines in 1920s. Drama.

**Memoirs of a Geisha** -- Woman transcended her fishing-village roots to become one of Japan's most celebrated geishas. Drama.

**Mommie Dearest** -- Wealthy disturbed actress adopts daughter to give her "what I never had." Drama.

**Money for Nothing** -- Unemployed dockworker finds \$1.2 million that fell off of an armored car, and decides to take the money and run. Comedy.

**Mr. Deeds** -- Small-town pizzeria owner and poet inherits \$40 billion from his deceased uncle and is besieged by opportunists. Comedy.

**Mrs. Winterbourne** -- Poor girl is mistaken for widow of wealthy man. Comedy, Drama.

**My Fair Lady** -- Wealthy man takes poor girl and makes her into a "lady." Comedy, Musical.

**9 to 5** -- Lives and working conditions of secretaries. Comedy.

**Norma Rae** -- Working class woman unionizes her workplace. Drama.

**North Country** -- Women working in coal mines who are harassed because of gender try to improve their status. Drama.

**The Notebook** -- Young lovers separated because parents disapproval of class background. Drama.

**Pecker** -- Working class guy from Baltimore becomes "discovered" as a photographer. Comedy.

**Poor White Trash** -- Poor family resorts to trash to send son to college. Comedy.

**Pretty in Pink** -- Working-class girl, social outcast, dates preppy upper class boy from the in-crowd. Comedy.

**Pretty Woman** -- Wealthy man falls in love with prostitute. Comedy, Romance.

**Pride and Prejudice** -- Lives of wealthy women in Georgian England. Drama.

**The Prince and Me** -- Pre-med student who falls in love with a Danish Prince. Romance.

**The Pursuit of Happyness** -- Struggling salesman takes custody of his son as he's poised to begin a life-changing professional endeavor. Drama.

**Pygmalion** -- Wealthy man takes poor girl and makes her into a "lady." Comedy, Musical.

**A Raisin in the Sun** -- Struggling young man lives with family that gets an unexpected windfall. Drama.

**Rebel Without a Cause** -- Middle-class teen angst in the 1950s. Drama.

**Rocky** -- Small time boxer gets a once in a lifetime chance to fight the heavyweight champ. Drama.

**Rushmore** -- Prep school boy falls in love with teacher who is dating wealthy older friend. Comedy.

**Slums of Beverly Hills** -- Lower middle-class teenager and her oddball family. Comedy.

**Soul Plane** -- Airplane offers different accommodations by social class. Comedy.

**Sordid Lives** -- Three generations of a Texas working-class family gather for a funeral. Comedy.

**Spanglish** -- Woman and her daughter emigrate from Mexico for a better life in America and work for a wealthy family. Comedy, Drama.

**Straight Talk** -- Woman ditches her small town life for big city Chicago, where she becomes a sensation as a radio show host. Comedy.

**A Streetcar Named Desire** -- Refined woman visits sister and working-class husband. Drama.

**Sweet Home Alabama** -- Woman from poor background runs away from her husband in Alabama and reinvents herself as a New York socialite. Comedy, Romance.

**The In Crowd** -- A mentally disturbed young woman takes a job at a posh country club and falls in with a clique of wealthy college kids. Drama, Thriller.

**Titanic** -- Rich girl and poor boy who meet on the ill-fated voyage of the 'unsinkable' ship. Drama, Romance.

**Trading Places** -- Snobby investor and a street con artist find their positions reversed as part of a bet by two callous millionaires. Comedy.

**A Tree Grows in Brooklyn** -- Story of girl in poverty who maintains idealism. Drama.

**Valley Girl** -- Lives of middle-class kids from San Fernando valley, and relationship of middle-class girl with boy from working class. Comedy.

**Wall Street** -- Stockbrokers who will do anything to succeed. Drama.

**West Side Story** -- Two teens from rival NYC gangs fall in love. Romance, Musical.

**Willie Wonka and the Chocolate Factory** -- Poor boy wins opportunity to tour candy factory. Musical, Fantasy.

**With Honors** -- Harvard student finds thesis paper being held hostage by a homeless man, who schools the young man on life. Drama, Comedy.

**Working Girl** -- Secretary's idea is stolen by her boss, who seizes opportunity to steal it back by pretending she has her boss's job. Comedy, Drama.

### Documentaries

**American Dream** -- Account of the protracted strike of the employees of the Hormel meat-packing plant in Austin, Minnesota, in 1984

**Born into Brothels** -- Lives of children born to prostitutes in India.

**Born Rich** -- Children of the mega-rich.

**Celebration** -- Story of Celebration, Florida, a planned community.

**Country Boys** -- Story of two boys in Appalachia.

**Fast Food Women** -- Story of women who work in fast-food industry.

**Flag Wars** -- Wealthy white gay men begin to gentrify poor black neighborhood.

**Girls Like Us** -- Story of four urban teenaged girls.

**Harlan County USA** -- Chronicles labor strike in mining town in Kentucky

**Legacy** -- Story of family of black women who vow to change their lives after a family member is murdered.

**Life and Debt** -- Effects of globalization on Jamaican industry and agriculture

**Life and Times of Rosie the Riveter** -- Story of five women who worked in trades during WWII.

**People Like Us: Social Class in America** -- Title says it all. A must see.

**Roger & Me** Michael Moore pursues GM CEO Roger Smith to confront him about the harm he did to Flint, Michigan with his massive downsizing.

**Seeing Red** -- Story of members of the American Communist Party.

**Up series** -- (7 Up, 14 Up, etc) Longitudinal study of British children from different social classes.

### **TV Shows**

**All in the Family** – Working class family deals with (and often argue) over issues contemporary to the seventies.

**Arrested Development** – Chronicles the transition a wealthy family undergoes after the patriarch is jailed for embezzlement. Deals with family trying to readjust their lifestyle to a different class status.

**Beverly Hillbillies** – A “hillbilly” family strikes oil and moves out to Beverly Hills, where they have problems fitting in with their upper class neighbors.

**Beverly Hills 90210** – Explores the problems of a group of rich kids in Beverly Hills.

**Blue Collar TV** – A sketch comedy show focusing on “redneck” and working class humor.

**COPS** – Shows real life police officers on their jobs. Often focuses on criminals from the working class and underclass.

**Cosby Show** – Follows a middle to upper middle class African American family.

**Dallas** – Shows the exploits of an oil-rich family.

**Dirty Jobs** – Shows jobs that are, as the title suggests, dirty. Most jobs are manual labor and often involve jobs that occupied by the working classes.

**Dukes of Hazzard** – Focuses on the Duke family, a southern family of moonshiners and “never do wells”. Portrayed the hillbilly and redneck stereotype of the South, including such characteristics as poor, uneducated, and unrefined.

**Everybody Hates Chris** – Based on Chris Rock’s childhood, a sitcom that follows Chris’ family. Mother and father work multiple jobs in order to send Chris to a better school.

**Freaks & Geeks**- Followed a group of teenagers in the eighties. Occasionally portrayed class differences between several of the characters.

**Fresh Prince of Bel Air** – Sitcom about an inner-city poor kid (Will Smith) who moves in with his upper class relatives in Bel Air.

**Gilligan’s Island** – Seven people are stranded on an island and must deal with their differences in order to help each other survive. The Howells, an elderly married couple, are extremely wealthy. The Professor is a professional and somewhat middle or upper middle class. Ginger, an actress, is also somewhat well off. The others – Mary Ann, the Skipper, and Gilligan represent the working class.

**Green Acres** – An upper class family moves to the country to live as farmers.

**Good Times** – Show about a poor African American family in the projects.

**Hee Haw** – Variety show based on “hillbilly/hicks”.

**The Jeffersons** – Follows a newly rich African American family that moves into a luxury apartment and begin to develop relationships with their neighbors.

**Knights of Prosperity** – A bunch of blue collar men decide to rob a celebrity in New York City.

**Married with Children** – A sitcom about a lower class family, led by patriarch Al Bundy, a miserable shoe salesman.

**MTV Cribs** – A series that videotapes celebrities giving a personal tour of their homes. Focused on conspicuous consumption and displays of wealth.

**My Name is Earl** – After winning the lottery, a “never do well” tries to right the wrongs of his past.

**My Sweet 16** – Documents the planning and throwing of several rich girls’ sixteenth birthday parties, with much emphasis on the amount of money being spent on each party.



**The Oblongs** – A cartoon about a misfit family that, due to where they live at the bottom of the Hill where chemicals are dumped, are all suffering from physical mutations. The Oblong family and their neighbors, ostensibly working class, are often pitted against the people who live up on the Hill, who are the elite and wealthy (as well as physically beautiful) of the town.

**One Day at a Time** – Sitcom that follows a recently divorced mother and her two children.

**Roc** – Follows the trials and tribulations of a city garbage collector.

**Roseanne** – This is a sitcom about a working class family that struggles with situations from everyday life. Based on the life of Roseanne Bar.

**Sanford & Son** – Follows the adventures of a junk dealer and his son.

**Sex and the City** – Four women in New York City discuss their sex lives. Slight class differences between the characters, but mostly within the middle to upper strata.

**The Simple Life** – Paris Hilton and Nicole Richie, two wealthy women, leave behind their lives of luxury in order to try their hands at a “simpler life”. Documents their exploits as they struggle to work, cook, and hold various internships.

**The Sopranos** – Series that focuses on a mob boss and his family.

**Trailer Fabulous** – A home improvement show for the lower class, specifically those who live in mobile homes.

**The Waltons** – Show about a hard working poor mountain family, set in the thirties.

**Ugly Betty** – Betty is hard working girl who is hired into the fashion industry, where she encounters problems as someone who is of not the same class status, doesn't fit the beauty standards, and has a stronger moral base from which to work.

**Welcome Back Kotter** – Teacher returns to his inner city high school to teach a group of underachievers. Deals with class and education issues.

**The White Shadow** – A white former NBA professional retires and gets a job coaching at a mostly black inner city school. Class differences play out in the episodes.

**Wife Swap** – A reality television show that takes two seemingly opposite families and switches the wives in order to watch how the families react to having a new rule maker. Many episodes take families from different class statuses to swap.

**Wonderfalls** – A college grad falls into a rut wherein she lives in a trailer park and works as a retail clerk. She is told by tiny figurines to do things or face dire consequences.

### **Specific TV Episodes or Characters**

**Family Guy**—committing welfare fraud; Peter loses job; Peter’s father visits after retirement; Lois’ father loses all of their money

**King of the Hill**—Khan; LuAnn

**DeGrassi** -- The next generation—Sean; Craig and his father

**Veronica Mars**—The first season

**Queer as Folk**—First season relationship between Michael and Dr. David

### **Songs**

Billy Bragg collection

Brooks & Dunn—Hard Working Man

Garth Brooks—I have friends in Low Places

Tracy Chapman—Fast Car; Talking About a Revolution

Everlast—What It’s Like

Good Charlotte—Lifestyles of the Rich & Famous

Hall & Oates—Rich Girl

Billy Joel—Allentown

Sammy Kershaw—Queen of my Double Wide Trailer; Working Woman’s Holiday

John Lennon—Working Class Hero

Loretta Lynn collection

Reba McIntyre—Fancy

Joan Cougar Mellencamp—collection

Dolly Parton—9 to 5; Coat of Many Colors; Bargain Store

Rise Against—Swing Life Away

Bruce Springsteen—collection

Doug Stone—Addicted to a Dollar

The Supremes—Love Child

Gretchen Wilson—Red Neck Woman

## SCHOLARLY ARTICLES AND NON-FICTION BOOKS/READINGS

### Compiled by Faye Reimers and Hal Bertilson

The bibliography collected includes articles published in scholarly journals, dissertations, academic books, non-fiction books, and relevant articles from popular press venues. All readings were selected based on relevance, readability, and perceived engagement for students at both the undergraduate and graduate level. Readings covered the time period 1965 through the present (2007); however, the classics were limited to first person narratives. Narrative psychology has pedagogical advantages, allowing the reader to walk in someone else's shoes without directly having had the lived experience. The majority of the readings in this bibliography reflect current research and/or writings; hence most readings are from the 90's through the present. This is not an exhaustive bibliography, but it should provide assistance in course planning and reading assignments.

### Bibliography

- Abowitz, D. (2005). Social mobility and the American dream: What do college students believe? *College Student Journal*, 39, 716-728.
- Abramovitz, M. (2001). Learning from the history of poor and working class women's activism. In R. Albeda, & A. Withorn (Eds.), *Reforming welfare, redefining poverty* (N/A ed., pp. 118-130). Thousand Oaks, CA: Sage Publications.
- Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender and Society*, 20, 441-464.
- Adair, V. (2005a). Class absences: Cutting class in feminist studies. *Feminist Studies*, 31, 575-605.
- Adair, V. (2005b). U.S. working-class/poverty-class divide. *Sociology*, 39, 817-834.
- Adler, N., Epel, E., Castellazzo, G., & Ickovics, J. (2000). Relationship of objective and subjective social status with psychological functioning: Preliminary data in healthy White women. *Health Psychology*, 19, 586-592.
- Albeda, R., & Withorn, A. (2001). *Reforming welfare, redefining poverty*. Thousand Oaks, CA: Sage Publications.
- Allison, D. (2001). In Crawford M., Unger R. (Eds.), *In our own words: Writings from women's lives*. (2nd ed.). Boston: McGraw-Hill.
- American Psychological Association. (2000). Resolution on poverty and socioeconomic status. *Roeper Review*, 25, 103-106.
- Anderson, E. (1990). *Streetwise: Race, class, and change in an urban community*. Chicago: University of Chicago Press.
- APA School-to-Work Task Force. (1999). *How psychology can contribute to the school-to-work opportunities movement: Report of the school-to-work task force*. Washington, DC: American Psychological Association.

- APA Task Force on Socioeconomic Status. (2006). *Final report: APA task force on socioeconomic status*. Washington, DC: American Psychological Association.
- APA Task Force on Women, Poverty and Public Assistance. (1998). *Making welfare to work really work*. Washington, DC: American Psychological Association.
- Aponte, H. (1994). *Bread and spirit: Therapy with the new poor*. New York: Norton.
- Archibold, R. C. (2006, January 15). Problem of homelessness in Los Angeles and its environs draws renewed calls for attention. *New York Times*.
- Argyle, M. (1994). *The psychology of social class*. New York: Routledge.
- Arnold, D., & Doctoroff, G. (2003). The early education of socioeconomically disadvantaged children. *Annual Review Psychology*, *54*, 513-545.
- Aronson, H. (2006). Treating "the poor" - classism or a rigid loyalty to theory. *American Psychologist*, *61*, 335-336.
- Baker, N. (1996). Class as a construct in a "classless" society. In M. Hill, & E. Rothblum (Eds.), *Classism and feminist therapy: Counting costs* (pp. 13-24). New York: Harrington Park Press.
- Baluch, S., Pieterse, A., & Bolden, M. (2004). Counseling psychology and social justice: Houston...we have a problem. *The Counseling Psychologist*, *32*, 89-98.
- Barney-Dews, C., & Leste-Law, C. (1995). *This fine place so far from home: Voices of academics from the working class*. Philadelphia: Temple University Press.
- Barry, D. (2007, October 21). Beside a smoldering dump, a refuge of sorts. *New York Times*.
- Bassuk, L., Buckner, J., & Bassuk, S. (1998). Prevalence of mental health and substance use disorders among homeless and low income housed mothers. *American Journal of Psychiatry*, *155*, 1561-1564.
- Baxter, E., & Hopper, K. (1981). *Private lives/public spaces: Homeless adults on the streets of New York City*. New York: Community Service Society.
- Belle, D. (1982). *Lives in stress: Women and depression*. Beverly Hills: Sage Publications.
- Belle, D., & Dodson, L. (2006). Poor women and girls in a wealthy nation. In J. Worell, & C. Goodheart (Eds.), *Handbook of girls' and women's psychological health: Gender and well-being across the lifespan* (pp. 122-128). New York: Oxford University Press.
- Belle, D., & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, *27*, 101-113.
- Bettie, J. (2002). *Women without class: Girls, race, and identity*. Berkley: University of California Press.
- Betz, N. (2001). Perspectives on future directions in vocational psychology. *Journal of Vocational Behavior*, *59*, 275-283.

- Blustein, D., Chaves, A., Diemer, M., Gallagher, L., Marshall, K., & Sirin, S. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counseling Psychology, 49*, 311-323.
- Bornstein, R. (2006). The complex relationship between dependency and domestic violence: Converging psychological factors and social forces. *American Psychologist, 61*, 595-606.
- Bowleg, L. (2008). The health risks of being Black, Latina, woman, and/or poor. *Lectures on the psychology of women* (4th ed.), McGraw-Hill.
- Brand, J. (1978). *The life and death of Anna Mae Aquash*. Toronto: J. Lorimer.
- Brown, M. (2004). The career development influences of family of origin: Considerations of race/ethnic group membership and class. *The Counseling Psychologist, 32*, 587-595.
- Brown, M., Fukunaga, C., Umemoto, D., & Wicker, L. (1996). Social class, work, and retirement behavior. *Journal of Vocational Behavior, 49*, 159-189.
- Brown, S. (2002). We are, therefore I am: A multisystems approach with families in poverty. *Counseling and Therapy for Couples and Families, 10*, 405-409.
- Buckner, J., Bassuk, L., & Weinreb, L. (2001). Predictors of academic achievement among homeless and low-income housed children. *Journal of School Psychology, 39*, 46-69.
- Bullock, H. (1995). Class acts: Middle-class responses to the poor. In B. Lott, & D. Maluso (Eds.), *The social psychology of interpersonal discrimination* (pp. 118-159). New York: Guilford Press.
- Bullock, H. (1999). Attributions for poverty: A comparison of middle class and welfare recipients' attitudes. *Journal of Applied Psychology, 29*, 2059-2082.
- Bullock, H. (2004a). Diagnosis of low-income women. In P. Caplan & L. Cosgrove (Eds.), *Bias in psychiatric diagnosis* (pp. 115-120). Lanham, MD: Jason Aronson.
- Bullock, H. (2004b). From the front lines of welfare reform: An analysis of social worker and welfare recipient attitudes. *The Journal of Social Psychology, 144*, 571-588.
- Bullock, H., & Lott, B. (2001). Building a research and advocacy agenda on issues of economic justice. *Analyses of Social Issues and Public Policy (ASAP), 1*, 147-162.
- Bullock, H., & Waugh, I. (2005). Beliefs about poverty and opportunity among Mexican immigrant farm workers. *Journal of Applied Social Psychology, 35*, 1132-1149.
- Bullock, H., Wyche, K., & Williams, W. (2001). Media images of the poor. *Journal of Social Issues, 57*, 229-246.
- Burman, E., & Chantler, K. (2003). Across and between: Reflections of researching race, gender, and mental health. *Feminism & Psychology, 13*, 302-309.
- Burnham, L. (2001). Welfare reform, family hardship, and women of color. In R. Albelda & A. Withorn (Eds.), *Reforming welfare, redefining poverty* (pp. 38-48). Thousand Oaks, CA: Sage Publications.
- Byerly, V. M. (1986). *Hard times cotton mill girls: Personal histories of womanhood and poverty in the south*. Ithaca, N. Y.: Cornell University.

- Cahill, S. (2005). Welfare moms and the two grooms: The concurrent promotion and restriction of marriage in U.S. public policy. *Sexualities, 8*, 168-187.
- Cahn, E. (1969). *Our brother's keeper: The Indian in White America*. Washington: New Community Press.
- Cain, G. (1970). *Blueschild baby*. New York: McGraw-Hill.
- Cass, N., Shove, E., & Urry, J. (2005). Social exclusion, mobility and access. *Sociological Review, 53*, 539-555.
- Caudill, H. M. (1976). *The watches of the night* (1st ed.). Boston: Little, Brown.
- Chafel, J. (1997). Societal images of poverty: Child and adult beliefs. *Youth and Society, 28*, 432-463.
- Chancer, L., & Watkins, B. (2006). *Gender, race, and class: An overview*. Malden, MA: Blackwell Publishing.
- Charles, M. (2005). *Social inequality: Class, race, and gender*. [http://weber.ucsd/~mcharles/soc139\\_syl\\_2003.htm](http://weber.ucsd/~mcharles/soc139_syl_2003.htm)
- Chaves, A., Diemer, M., Blustein, D., Gallagher, L., DeVoy, J., & Casares, M. (2004). Conceptions of work: The view from urban youth. *Journal of Counseling Psychology, 51*, 275-286.
- Chronister, K., & McWhirter, E. (2006). An experimental examination of two career interventions for battered women. *Journal of Counseling Psychology, 53*, 151-164.
- Clark, K. B. (1965). *Dark ghetto; dilemmas of social power*. New York: Harper & Row.
- Coiro, M. (2001). Depressive symptoms among women receiving welfare. *Women & Health, 32*, 1-23.
- Coles, R. (1970). *Uprooted children; the early life of migrant farm workers*. Pittsburgh: University of Pittsburgh Press.
- Coles, R., & Clayton, A. (1969). *Still hungry in America*. New York: World Publishing Company.
- Coles, R., & Coles, J. H. (1978). *Women of crisis: Lives of struggle and hope*. New York: S. Lawrence.
- Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. (2nd ed.). New York: Routledge.
- Comas-Diaz, L. (1997). *Latina realities: Essays on healing, migration, and sexuality*. Boulder, CO: Westview Press.
- Constantine, M. (2002). The intersection of race, ethnicity, gender, and social class in counseling: Examining selves in cultural contexts. *Journal of Multicultural Counseling and Development, 30*, 210-215.
- Corliss, C. (2006). *Treating the poor - psychology's reachable star*. (Paper session: 3158). Washington, DC: American Psychological Association.
- Coyle, D. (1993). *Hardball: A season in the projects*. New York: Putnam.
- Cozzarelli, C., Tagler, M., & Wilkonson, A. (2002). Do middle-class students perceive poor women and poor men differently? *Sex Roles, 47*, 519-530.
- Cozzarelli, C., Wilkonson, A., & Tagler, M. (2001). Attitudes toward the poor and attributions for poverty. *Journal of Social Issues, 57*, 207-230.
- Crittenden, A. (2001). *The price of motherhood: Why the most important job in the world is still the least valued*. New York: Henry Holt.

- Danziger, S., & Sandefur, G. D. (1994). *Confronting poverty: Prescriptions for change*. New York: Russell Sage Foundation.
- Dargan, A., & Zeitlin, S. J. (1990). *City play*. New Brunswick: Rutgers University Press.
- Dean, B., & Rosenbaum, D. (2005). *House agriculture committee reconciliation package targets food stamp program for cuts*. <http://www.cbpp/10-27-05a.htm>
- Dean, K. (2005). Weaving a way to social justice. *Psychology of Women Quarterly*, 29, 453-454.
- Dittman, M. (2005). APA task force addresses socioeconomic inequalities. *Monitor on Psychology*, 36, 14.
- Donaldson, G. (1993). *The ville: Cops and kids in urban America*. New York: Ticknor & Fields.
- Dujon, D., & Withorn, A. (1996). *For crying out loud: Women's poverty in the United States*. Boston: South End Press.
- Duncan, G., Hill, M., & Hoffman, S. (1988). Welfare dependence within and across generations. *Science*, 239.
- Durning, A. T. (1989). *Action at the grassroots: Fighting poverty and environmental decline*. Washington, D. C.: Worldwatch Institute.
- Editorial. (2007, April 17). Counting the poor it's not official, but it's virtually indisputable. *New York Times*.
- Edwards, S., Rachal, K., & Dixon, D. (1999). Counseling psychology and welfare reform: Implications and opportunities. *The Counseling Psychologist*, 27, 263-284.
- Edwards, S., Rachal, K., & Dixon, D. (1999). Counseling psychology and welfare reform: Implications and opportunities. *The Counseling Psychologist*, 27, 263-284.
- Ehrenreich, B. (1989). *Fear of falling: The inner life of the middle class*. New York: Pantheon Books.
- Emmet, H. L. (1989). *Fruit tramps: A family of migrant farmworkers*. Albuquerque: University of New Mexico Press.
- Erdrich, L. (1984). *Love medicine: A novel*. New York: Holt, Rinehart, and Winston.
- Farr, S. S. (1981). *Appalachian women: An annotated bibliography*. Lexington, KY: University Press of Kentucky.
- Fauth, R., Leventhal, T., & Brooks, J. (2005). Early impacts of moving from poor to middle-class neighborhoods on low-income youth. *Journal of Applied Developmental Psychology*, 26, 415-439.
- Fauth, R., Leventhal, T., & Brooks, J. (2005). Early impacts of moving from poor to middle-class neighborhoods on low-income youth. *Journal of Applied Developmental Psychology*, 26, 415-439.
- Fetterman, J. (1967). *Stinking creek*. New York: Dutton.
- Fine, M., & Burns, A. (2003). Class notes: Toward a critical psychology of class and schooling. *Journal of Social Issues*, 59, 841-860.



- Fiscella, K., Gold, M., & Clancy, C. (2000). Addressing socioeconomic, racial, and ethnic disparities in health care. *Journal of the American Medical Association*, *238*, 2579-2584.
- Fisher, G. (2000). *Reasons for measuring poverty in the United States in the context of public policy: A historical review, 1916-1995*. <http://aspe.os.dhhs.gov/poverty/papers/reasmeaspov.htm>
- Forbes. (2006). *The world's billionaires: Special report*. <http://www.forbes.com/billionaires>
- Fothergill, A. (2003). The stigma of charity: Gender, class, and disaster assistance. *Sociological Quarterly*, *44*, 659-680.
- Fouad, N., McPherson, R., Gerstein, L., Blustein, D., Elman, N., Helledy, K., et al. (2004). Houston, 2001: Context and legacy. *The Counseling Psychologist*, *32*, 15-77.
- Frable, D. (1997). Gender, racial, ethnic, sexual, and class identities. *Annual Review Psychology*, *48*, 139-162.
- Fraser, N., & Gordon, L. (1994). A genealogy of dependency: Tracing a keyword of the U.S. welfare state. *Signs*, *19*, 309-336.
- Frazier, C., Mintz, L., & Mobley, M. (2005). A multidimensional look at religious involvement and psychological well-being among urban elderly African Americans. *Journal of Counseling Psychology*, *52*, 583-590.
- Freedman, S. G. (1990). *Small victories: The real world of a teacher, her students, and their high school*. New York: Harper & Row.
- Frey, D. (1994). *The last shot: City streets, basketball dreams*. Boston: Houghton Mifflin Co.
- Fumham, A. (1985). Just world beliefs in an unjust society: A cross cultural comparison. *Journal of Social Psychology*, *15*, 363-366.
- Fumham, A. (2003). Poverty and wealth. In S. Carr, & T. Sloan (Eds.), *Poverty and psychology* (pp. 163-183). New York: Kluwer Academic Press.
- Gallow, L., & Mathews, K. (2003). Understanding the association between socioeconomic status and physical health. *Psychological Bulletin*, *129*, 10-51.
- Gans, H. (2003). Poverty and powerlessness: The uses of poverty: The poor pay all. In J. Henslin (Ed.), *Down to earth sociology: Introductory readings* (12th ed., pp. 340-346). New York: Free Press.
- Gentry, D. K. (1988). *Enduring women*. College Station: Texas A&M University Press.
- Gloria, A. (2001). The cultural construction of Latinas. In D. Pope-Davis, & H. Coleman (Eds.), *The intersection of race, class, and gender in multicultural counseling* (pp. 3-24). Thousand Oaks, CA: Sage Publications.
- Golden, S. (1992). *The women outside*. Berkeley: University of California Press.
- Gomez, M., Cooke, K., Fassinger, R., Prosser, J., Mejja, B., & Luna, J. (2001). Voces abriendo caminos (voices forging paths): A qualitative study of the career development of notable Latinas. *Journal of Counseling Psychology*, *48*, 286-300.

- Goodgame, D. (1993, February 22). Welfare for the well-off. February 22. *Time*, 36-38. Retrieved December 14, 2007, from <http://www.time.com/time/magazine/article/0,9171,977812,00.html>
- Goodman, L., Liang, B., Helms, J., Latta, R., Sparks, E., & Weintraub, S. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, 32, 793-837.
- Graham, S. (1992). "Most of the subjects were white and middle class": Trends in published research on African Americans in selected APA journals. *American Psychologist*, 47, 629-639.
- Greenwood, R., Schaefer, N., & Winkel, G. (2005). Decreasing psychiatric symptoms by increasing choice in services for adults with histories of homelessness. *Journal of Community Psychology*, 36, 223-238.
- Griffith, S., & Bertilson, H. (1998). Where is the voice of women in poverty in the psychology classroom? In K. Rhoades, & A. Statham (Eds.), *Speaking out: Women, poverty, and public policy: Proceedings of the twenty-third annual women's studies conference* (pp. 183-190). Madison, WI: Office of the University of Wisconsin General Library System.
- Grimes, M., & Morris, J. (1997). *Caught in the middle: Contradictions in the lives of sociologists from working-class backgrounds*. Westport, CT: Praeger Publisher.
- Guffy, O., & Ledner, C. (1971). *Ossie: The autobiography of a Black woman*. New York: Norton.
- Guy-Sheftall, B. (1995). *Words of fire: An anthology of African American feminist thought*. New York: The New Press.
- Hall, B. (2005). *Center on hunger and poverty bulletin*. <http://www.centeronhunger.org/pdf/Oct2005Bulletin.pdf>
- Harley, D., Jolivet, K., McCormick, K., & Tice, K. (2002). Race, class, and gender: A constellation of positionalities with implications for counseling. *Multicultural Counseling and Development*, 30, 216-238.
- Harman, J., & Johnson, B. (2003). Not all psychologists are classist. *American Psychologist*, 58, 144-145.
- Harrington, M. (1962). *The other America: Poverty in the United States*. New York: MacMillan.
- Harrington, M. (1984). *The new American poverty*. New York: Holt, Rinehart, and Winston.
- Harris, P. (2006). Use your words. *Journal of Developmental Psychology*, 24, 253-261.
- Hartmann, H., Allen, K., & Owens, C. (1999). *Equal pay for working families: National and state data on the pay gap and its costs*. Washington, DC: Institute for Women's Policy Research.
- Haynie, D., South, S., & Bose, S. (2006). The company you keep: Adolescent mobility and peer behavior. *Sociological Inquiry*, 76, 397-426.
- Heider, D. (2004). *Class and news*. Lanham, MD: Rowman & Littlefield.
- Heinonen, K., Raikkonen, K., & Mathews, K. (2003). Socioeconomic status in childhood and adulthood: Associations with dispositional optimism and pessimism over a 21-year follow-up. *Journal of Personality*, 74, 1111-1126.

- Herbert, B. (2007, July 14). Poor kids living in a war zone. *American Journal of Health*.
- Heritage Foundation. (2004). *Poverty and inequality*.  
<http://www.heritage.org/Research/Features/issues2004/Poverty-and-Inequality.cfm>
- Hertz, S. H. (1981). *The welfare mothers movement: A decade of change for poor women?*. Washington, D.C.: University Press of America.
- Heymann, S., Penrose, K., & Earle, A. (2006). Meeting children's needs: How does the United States measure up? *Merrill-Palmer Quarterly*, *52*, 189-215.
- Hillerbrand, E. (1988). The relationship between socioeconomic status and counseling variables at a university counseling center. *Journal of College Student Development*, *29*, 250-254.
- Hirsch, K. (1989). *Songs from the alley*. New York: Ticknor & Fields.
- Hoch, C., & Slayton, R. (1989). *New homeless and old: Community and the skid row hotel*. Philadelphia: Temple University Press.
- Hoffman, L., & Youngblade, L. (1998). Maternal employment, morale and parenting style: Social class comparisons. *Journal of Applied Developmental Psychology*, *19*, 389-413.
- Hollingshead, A. (1975). *The four-factor index of social status*. Unpublished manuscript.
- Holyfield, L. (2002). *Moving up and out: Poverty, education, and the single parent family*. Philadelphia, PA: Temple University Press.
- hooks, b. (2000a). *Feminism is for everybody: Passionate politics*. Boston: South End Press.
- hooks, b. (2000b). *Where we stand: Class matters*. New York: Routledge, Chapman & Hall.
- Hout, M. (2006). *Exploration in social inequality*.  
<http://www.trinity.edu/~mkearl/strat.html>
- Howe, L. K. (1977). *Pink collar workers: Inside the world of women's work*. New York: Putnam.
- Hoyt, S. (1999). Mentoring with class: Connections between social class and developmental relationships in the academy. In A. Murrell, F. Crosby & R. Ely (Eds.), *Mentoring dilemmas: Developmental relationships with multicultural organizations* (pp. 189-210). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hunt, M. (1996). The individual, society, or both? A comparison of Black, Latino, and White beliefs about the causes of poverty. *Social Forces*, *75*, 293-322.
- Hunt, M. (2004). Race/ethnicity and beliefs about wealth and poverty. *Social Science Quarterly*, *85*, 827-853.
- Hurtado, A. (1996). *The color of privilege: Three blasphemies on race and feminism*. Ann Arbor, MI: The University of Michigan Press.
- Jayakody, R., & Stauffer, D. (2000). Mental health problems among single mothers: Implications for work and welfare reform. *Journal of Social Issues*, *56*, 617-634.
- Jencks, C. (1972). *Inequality; a reassessment of the effect of family and schooling in America*. New York: Basic Books.

- Jencks, C. (1992). *Rethinking social policy: Race poverty, and the underclass*. Cambridge, Mass: Harvard University Press.
- Jennings, J. (2001). Welfare reform and neighborhoods: Race and civic participation. In R. Albelda, & A. Withorn (Eds.), (pp. 94-106). Thousand Oaks, CA: Sage Publications.
- Jurik, N. (2005). *Bootstrap dreams: U.S. microenterprise development in an era of welfare reform*. Ithaca, NY: Cornell University Press.
- Kahn, K. (1973). *Hillbilly women*. Garden City, N.Y.: Doubleday.
- Kane, E., & Kyyro, E. (2001). For whom does education enlighten? Race, gender, education and beliefs about social inequality. *Gender and Society*, 15, 710-733.
- Kangas, O. (2003). The grasshopper and the ants: Popular opinions of just distribution in Australia and Finland. *The Journal of Socio-Economics*, 31, 721-743.
- Kaplan, G., Siefert, K., Ranjit, N., Raghunathan, T., Young, E., Tran, D., et al. (2005). The health of poor women under welfare reform. *American Journal of Health*, 95, 1252-1258.
- Katz, M. (1989). *The undeserving poor: From the war on welfare to the war on poverty*. New York: Pantheon.
- Katz, M. (1995). *Improving poor people: The welfare state, the "underclass" and urban schools as history*. Ewing, NJ: Princeton University Press.
- Katz-Gerro, T. (2002). Highbrow cultural consumption and class distinction in Italy, Israel, West Germany, Sweden, and the United States. *Social Forces*, 81, 207-229.
- Keniston, K. (1977). *All our children: The American family under pressure*. New York: Harcourt Brace Jovanovich.
- Kent, G. (1984). *The political economy of hunger: The silent holocaust*. New York: Praeger.
- Kluegel, J., & Smith, E. (1986). *Beliefs about inequality: Americans' views of what is and what ought to be*. New York: Hawthorne.
- Kohl, H. R. (1967). *36 children*. New York: New American Library.
- Kolder, V., Gallagher, J., & Parsons, M. (1987). Court-ordered obstetrical intervention. *New England Journal of Medicine*, 316, 1192-1196.
- Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Doubleday.
- Kozol, J. *Rachel and her children: Homeless families in America*. New York: Crown Publishers.
- Kozol, J. (1992). *Savage inequalities: Children in America's schools*. New York: Harper.
- Krieger, N., Williams, D., & Moss, N. (1997). Measuring social class in public health research: Concepts, methodologies, and guidelines. *Annual Review of Public Health*, 18, 314-378.
- Kristof, N. D. (2007, April 8). A woman's work earns her enemies. *New York Times*.
- Krugman, P. (2007, August 31). Katrina all the time. *New York Times*.

- Lane, R. (2001). Self-reliance and empathy: The enemies of poverty - and the poor. *Political Psychology*, 22, 473-493.
- Langston, D. (1992). Tired of playing monopoly? In M. L. Anderson, & P. H. Collins (Eds.), (pp. 110-120). Belmont, CA: Wadsworth.
- Langston, D. (1993). Who am I? The politics of class identity. In M. Tokarczyk, & E. Fay (Eds.), *Working-class women in the academy: Laborers in the knowledge factory* (pp. 60-72). Amherst, MA: The University of Massachusetts Press.
- Lareau, A. (2002). Invisible inequality: Social class and childrearing in Black families and White families. *American Sociological Review*, 67, 747-776.
- Lee, K. (2005). Effects of experimental center-based child care on developmental outcomes of children living in poverty. *Social Science Review*, 79, 158-180.
- Lee, M., Vernon-Feagans, L., & Kolak, A. (2003). The influence of family environment and child temperament on work/family role strain for mothers and fathers. *Infant and Child Development*, 12, 421-439.
- Lee, R., & Dean, B. (2004). Middle-class mythology in an age of immigration and segmented assimilation: Implication for counseling psychology. *Journal of Counseling Psychology*, 51, 19-24.
- Lefkowitz, R., & Withorn, A. (1986). *For crying out loud: Women and poverty in the United States*. New York: Pilgrim Press.
- Leland, J. (2007, August 28). Nonprofit payday loans? Yes, to mixed reviews. *New York Times*.
- Lemann, N. (1991). *The promised land: The great Black migration and how it changed America*. New York: A. A. Knopf.
- Lens, S. (1969). *Poverty: America's enduring paradox; a history of the richest nation's un-won war*. New York: Crowell.
- Leondar-Wright, B. (2005). *Class matters: Cross-class alliance building for middle-class activists*. Gabriola Island, BC: New Society Publishers.
- Leonhardt, D. (2006, December 24). Gender pay gap, once narrowing, is stuck in place. *New York Times*.
- Liebow, E. (1967). *Tally's corner; A study of Negro streetcorner men*. Boston: Little, Brown.
- Liebow, E. (1993). *Tell them who I am: The lives of homeless women*. New York: Maxwell Macmillan.
- Limbert, W., & Bullock, H. (2005). 'Playing the fool': U.S. welfare policy from a critical race perspective. *Feminism & Psychology*, 15, 253-274.
- Little, A. G. (2007, September 2). Not in whose backyard? *New York Times*.
- Liu, W. (2001). Expanding our understanding of multiculturalism: Developing a social class worldview model. (pp. 127-170). Thousand Oaks, CA: Sage Publications.
- Liu, W. (2006). Classism is much more complex. *American Psychologist*, 61, 337-338.
- Liu, W., Ali, S., Soleck, G., Hopps, J., Dunston, K., & Pickett Jr., T. (2004). Using social class in counseling psychology research. *Journal of Counseling Psychology*, 51, 3-18.

- Liu, W., & Pope-Davis, D. (2004). Understanding classism to effect personal change. In T. Smith (Ed.), *Practicing multiculturalism: Affirming diversity in counseling and psychology*. (pp. 294-308). Boston: Allyn & Bacon.
- Liu, W., Shafer, T., Stinson, R., Friedman, A., Arguello, J., & Hernandez, J. (2006). *Social class and classism in therapy - theory, research, and practice*. American Psychological Association.
- Liu, W., Soleck, G., Hopps, J., & Pickett Jr., T. (2004). A new framework to understand social class in counseling: The social class worldview model and modern classism theory. *Journal of Multicultural Counseling and Development, 32*, 95-122.
- Lorant, V., Deliege, D., Eaton, W., Robert, A., Philippot, P., & Anseau, M. (2003). Socioeconomic inequalities in depression: A meta-analysis. *American Journal of Epidemiology, 157*, 98-112.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist, 57*, 100-110.
- Lott, B. (2003). Psychologists and the disruption of classism. *American Psychologist, 58*, 145.
- Lott, B., & Bullock, H. (2001). Who are the poor? *Journal of Social Issues, 57*, 189-210.
- Lott, B., & Bullock, H. (2007). *Psychology and economic injustice: Personal, professional, and political intersections*. Washington, DC: American Psychological Association.
- Lupton, B. (2006). Explaining men's entry into female-concentrated occupations: Issues of masculinity and social class. *Gender, Work, and Organization, 13*, 103-128.
- Madon, S., Jussim, L., & Keiper, S. (1998). The accuracy and power of sex, social class, and ethnic stereotypes: A naturalistic study in person perception. *Personality and Social Psychology Bulletin, 24*, 1304-1318.
- Maguire, M. (2005). Textures of class in the context of schooling: The perceptions of a 'class-crossing' teacher. *Sociology, 39*, 427-443.
- McAdoo, H. (1995). Stress levels, family help patterns, and religiosity in middle and working class African American single mothers. *Journal of Black Psychology, 21*, 424-449.
- McCourt, F. (1996). *Angela's ashes: A memoir*. New York: Scribner.
- McNeil, D. G. (2007). Shining light on diseases often in the shadows. *New York Times*.
- Mead, L. M. (1992). *The new politics of poverty: The nonworking poor in America*. New York, NY: BasicBooks.
- Meyers, L. (2006). Katrina trauma lingers long. *Monitor on Psychology, 37*, 46-47.
- Miller, S. (1995). *Class dismissed?* <http://www.prospect.org/print/V6/21/miller-s.html>
- Mink, G. (2001). Violating women: Rights abuses in the welfare police state. In R. Albeda, & A. Withorn (Eds.), *Reforming welfare, redefining poverty*. (pp. 79-93). Thousand Oaks, CA: Sage Publications.

- Minuchin, P., Colapinto, J., & Minuchin, S. (1998). *Working with families of the poor*. New York: Guilford Press.
- Murray, C. A. (1984). *Losing ground: American social policy, 1950 - 1980*. New York: Basic Books.
- National Coalition for the Homeless. (2006). *A dream denied: The criminalization of homeless in U.S. cities*.  
<http://www.nationalhomeless.org/publications/crimreport/report.pdf>
- Naylor, G. (1983). *The women of Brewster place*. New York: Penquin Books.
- Nelson, M., Englar-Carlson, M., & Tierney, S. (2006). Class jumping into academia: Multiple identities for counseling academics. *Journal of Counseling Psychology, 53*, 1-14.
- Newcomb, M., Abbott, R., Catalano, R., Hawkins, J., Battin-Pearson, S., & Hill, K. (2002). Mediational and deviance theories of late high school failure: Process roles of structural strains, academic competence, and general versus specific problem behaviors. *Journal of Counseling Psychology, 49*, 172-186.
- Newcomb, M., Romero, G., Wayament, H., Wyatt, G., Tucker, M., Carmona, J., et al. (1998). Acculturation, sexual risk taking, and HIV health promotion among Latinas. *Journal of Counseling Psychology, 45*, 454-467.
- Nightingale, C. H. (1993). *On the edge: A history of poor Black children and their American dreams*. New York: Basic Books.
- Nord, M., Andrews, M. & Carlson, S. (2005). *Household food security in the United States*. <http://www.ers.usda.gov/publications/err11/>
- Nugent, T. (1998). *Helping America's 'forgotten half' find jobs*.  
<http://www.apa.org/monitor/ju98/school.html>
- Oliver, M., & Shapiro, T. (1995). *Black wealth/White wealth: A new perspective on racial inequality*. New York: Routledge.
- Olsen, T., & Koch-Grunberg, S. (1979). *Yonnodio*.
- Ostrove, J., & Coleman, E. (2003). Psychological meanings of social class in the context of education. *Journal of Social Issues, 59*, 677-865.
- Padilla, Y., & Sherraden, M. (2005). Communities and social policy issues - persistent poverty, economic opportunity, and asset development. In M. Weil (Ed.), *The handbook of community practice* (pp. 102-116). Thousand Oaks, CA: Sage Publications.
- Parrado, E. (2005). Economic restructuring and intra-generational class mobility in Mexico. *Social Forces, 84*, 733-757.
- Pearson, S., & Bieschke, K. (2001). Succeeding against the odds: An examination of familial influences on the career development of professional African American women. *Journal of Counseling Psychology, 48*, 301-309.
- Phillips, K. P. (1990). *The politics of rich and poor: Wealth and the American electorate in the Reagan aftermath*. New York: Random House.
- Pilisuk, M., & Pilisuk, P. (1971). *Poor Americans: How the White poor live*. Chicago: Aldine Pub. Co.
- Piven, F. F., & Cloward, R. A. (1971). *Regulating the poor; the functions of public welfare*. New York: Pantheon Books.

- Piven, F. F., & Cloward, R. A. (1977). *Poor people's movements: Why they succeed, how they fail*. New York: Pantheon Books.
- Polakow, V. (1994). *Lives on the edge: Single mothers and their children in the other America*. Chicago: University of Chicago Press.
- Pope-Davis, D., & Coleman, H. (2001). *The intersection of race, class, and gender in multicultural counseling*. Thousand Oaks, CA: Sage Publications.
- Press, E. (2007, July 29). Family-leave values. *New York Times*.
- Price, C. (2005). Performing welfare reform: Postsecondary education policy: Two state case studies in political culture, organizing and advocacy. *Journal of Sociology and Social Welfare, 32*, 81-106.
- Price, J., Desmond, S., & Eoff, T. (1989). Nurses' perceptions regarding health care and the poor. *Psychological Reports, 65*, 1043-1052.
- Rank, M. (2004). *One nation, underprivileged: Why American poverty affects us all*. New York: Oxford University Press.
- Reid, P. (1993). Poor women in psychological research: Shut up and shut out. *Psychology of Women Quarterly, 17*, 133-150.
- Reimers, F. (2007). Putting it all together: A content analysis and methodological review of the intersection of class, race, and gender in the counseling psychology literature. Dissertation Abstracts International: Section B: The Sciences and Engineering, 68.
- Reyna, C., Henry, P., Korfmacher, W., & Tucker, A. (2005). Examining the principles in principles conservatism: The role of responsibility stereotypes as cues for deservingness in racial policy decisions. *Journal of Personality and Social Psychology, 90*, 109-128.
- Rice, J. (2001). Poverty, welfare, and patriarchy: How macro-level changes in social policy can help low-income women. *Journal of Social Issues, 57*, 355-374.
- Richards, E., Bird, C., & Altongy, J. (1987). *Below the line: Living poor in America*. Mount Vernon, N.Y.: Consumers Union.
- Rimer, S. (2007, July 27). Making a hard-life story open a door to college. *New York Times*.
- Rivera, L. (2007, January 16). An experiment and a protest in shantytown for homeless. *New York Times*.
- Romano, J., & Hage, S. (2000). Prevention and counseling psychology: Revitalizing commitments for the 21st century. *The Counseling Psychologist, 28*, 733-763.
- Rosenbaum, M., Altman, D. & Blendon, R. (2001). *Poverty in America* <http://www.npr.org/programs/specials/poll/poverty/>
- Rousseau, A. M. (1981). *Shopping bag ladies: Homeless women speak about their lives*. New York: Pilgrim Press.
- Rowe, D., & Rodgers, J. (1997). Poverty and behavior: Are environmental measures nature and nurture? *Developmental Review, 17*, 358-375.
- Rubin, L. B. (1976). *Worlds of pain: Life in the working-class family*. New York: Basic Books.
- Russo, N., & Vaz, K. (2001). Addressing diversity in the decade of behavior: Focus on women of color. *Psychology of Women Quarterly, 25*, 280-294.



- Ryan, J., Tracey, T., & Rounds, J. (1996). Generalizability of Holland's structure of vocational interests across ethnicity, gender, and socioeconomic status. *Journal of Counseling Psychology, 43*, 330-337.
- Sack, K. (2007, August 22). Many eligible for child health plan have no idea. *New York Times*.
- Saegert, S., & Evans, G. (2003). Poverty, housing niches, and health in the United States. *Journal of Social Issues, 59*, 569-589.
- Saris, R., & Johnston-Robledo, I. (2000). Poor women are still shut out of mainstream psychology. *Psychology of Women Quarterly, 24*, 233-235.
- Schein, V. (1995). *Working from the margins: Voices of mothers in poverty*. Ithaca, NY: Cornell University Press.
- Schnitzer, P. (1996). They don't come in! Stories told, lessons taught about poor families in therapy. *Journal of American Orthopsychiatry, 66*, 572-582.
- Schor, J. (1999). *The overspent American*. New York: Harper.
- Schultz, A., Williams, D., Israel, T., Becker, A., Parker, E., James, S., et al. (2000). Unfair treatment, neighborhood effects, and mental health in the Detroit metropolitan area. *Journal of Health and Social Behavior, 41*, 314-322.
- Scott, H. (1984). *Working your way to the bottom: The feminization of poverty*. Boston: Pandora Press.
- Scott, S., Crowder, K., & Chavez, E. (2005). Exiting and entering high-poverty neighborhoods: Latinos, Blacks, and Anglos compared. *Social Forces, 84*, 873-900.
- Secombe, K. (2007). *So you think I drive a Cadillac?* (2nd ed.). Boston: Allyn & Bacon.
- Secombe, K., James, D., & Walters, K. (1998). 'They think you ain't much of nothing': The social construction of the welfare mother. *Journal of Marriage and Family Therapy, 60*, 849-865.
- Segal, M., & Martinez, T. (2007). Intersections of gender, race, and class: Readings for a changing landscape. Los Angeles: Roxbury.
- Seifer, N. (1976). *Nobody speaks for me!: Self-portraits of American working class women*. New York: Simon and Schuster.
- Seifert, K., Heflin, C., Corcoran, M., & Williams, D. (2004). Food insufficiency and physical and mental health in a longitudinal survey of welfare recipients. *Journal of Health and Social Behavior, 45*, 171-186.
- Shapiro, S. (2003). The relationship among mental health clinicians' beliefs in a just world, attitudes toward the poor, and beliefs about helping the poor. *Dissertation Abstracts, International Section B: The Sciences and Engineering, 63*.
- Sheehan, S. (1976). *A welfare mother*. Boston: Houghton Mifflin.
- Sidel, R. (1986). *Women and children last: The plight of poor women in affluent America*. New York, NY: Viking.
- Siefert, K., Bowman, P., & Heflin, C. (2000). Social and environmental predictors of maternal depression in current welfare recipients. *American Journal of Orthopsychiatry, 70*, 510-522.

- Silverstein, L. (2006). Integrating feminism and multiculturalism: Scientific fact or science fiction? *Professional Psychology: Research and Practice*, 37, 22-31.
- Simon, A. R. (1966). *Faces of poverty*. New York: Concordia Pub. House.
- Simoni, J., Martone, M., & Kerwin, J. (2002). Spirituality and psychological adaptation among women with HIV/AIDS: Implications for counseling. *Journal of Counseling Psychology*, 49, 139-147.
- Skowron, E. (2005). Parent differentiation of self and child competence in low income urban families. *Journal of Counseling Psychology*, 52, 337-346.
- Smith, G., & Hart, C. (1998). Socioeconomic factors, health behaviors, and mortality. *Journal of the American Medical Association*, 280, 1744-1745.
- Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their absence. *American Psychologist*, 60, 687-697.
- Smith, L. (2006). Addressing classism, extending multicultural competence, and serving the poor: Reply. *American Psychologist*, 61, 338-339.
- Smith, V. (1998). *Not just race, not just gender*. New York: Routledge.
- Smyth, N., & Kost, K. (1998). Exploring the nature of the relationship between poverty and substance abuse. knowns and unknowns. *Journal of Human Behavior in the Social Environment*, 1, 67-82.
- Sousa, L., & Eusebio, C. (2005). When multi-problem poor individuals' meet practitioners' values. *Journal of Community & Applied Social Psychology*, 15, 353-367.
- Stack, C. B. (1974). *All our kin: Strategies for survival in a Black community*. New York: Harper & Row.
- Stallard, K., Ehrenreich, B., & Sklar, H. (1983). *Poverty in the American dream: Women & children first*. Boston, MA: South End Press.
- Stansfield, S., Head, H., & Marmot, M. (1998). Explaining social class differences in depression and well-being. *Social Psychiatry and Psychiatric Epidemiology*, 33, 1-9.
- Sullivan, M. L. (1989). *Getting paid: Youth crime and work in the inner city*. Ithaca: Cornell University Press.
- Sullivan, O. (2004). *African American millionaires: Rags to riches*. San Francisco: Jossey-Bass.
- Terkel, S. (1988). *The great divide: Second thoughts on the American dream*. New York: Pantheon Books.
- Thandeka. (2001). *Learning to be White: Money, race, and God in America*. New York: Conitnuum Publishing Group.
- Tokarczyk, M., & Fay, E. (1993). *Working-class women in the academy: Laborers in the knowledge factory*. Boston: University of Massachusetts.
- Tomes, H. (1999). *Rationing care to the poor*.  
<http://www.apa.org/monitor/feb99/pubint.html>
- Toporek, R. (2002). The relationship between counseling graduate students' attributions about the problems of poor people, racial attitudes, and multicultural counseling training. *Dissertation Abstracts, International Section A: Humanities and Social Sciences*, 62.

- Toporek, R., Gerstein, L., Fouad, N., Roysircar, G., & Israel, T. (2006). *Handbook for social justice in counseling psychology: Leadership, vision, and action*. Thousand Oaks, CA: Sage Publications.
- Toporek, R., & Pope-Davis, D. (2005). Exploring the relationship between multicultural training, racial attitudes, and attributions of poverty among graduate counseling trainees. *Cultural Diversity & Ethnic Minority Psychology, 11*, 259-271.
- Tuljapurkar, S. (2006). *Future mortality: A bumpy road to Shangri-La?*  
<http://www.med.stanford.edu/profiles/frdActionServlet?choiceId=showFacPublications&fid=6246>
- United States. (1988). *A domestic priority: Overcoming family poverty in America: Hearing before the select committee on children, youth, and families, House of Representatives, One Hundredth Congress, Second Session, hearing held in Washington, D.C., September 22, 1988*. Washington, DC: U.S. G.P.O.
- United States. Task Force on Homelessness and Severe Mental Illness. (1992). *Outcasts on main street: Report of the federal task force on homelessness and severe mental illness*. Washington, D. C.: Interagency Council on the Homeless.
- Ward, E. (2005). Keeping it real: A grounded theory study of African American clients engaging in counseling at a community mental health agency. *Journal of Counseling Psychology, 52*, 471-481.
- Waxman, C. I. (1977). *The stigma of poverty: A critique of poverty theories and policies*. New York: Pergamon Press.
- Weller, J. E. (1965). *Yesterday's people; life in contemporary Appalachia*. Lexington: University of Kentucky Press.
- Wellstone, P. (1998). *United auto workers speech*.  
[http://www.wellstone.org/archive/article\\_detail.aspx?itemID=5426&catID=3605](http://www.wellstone.org/archive/article_detail.aspx?itemID=5426&catID=3605)
- Welsch, K. (2004). *Those wintery Sundays: Female academics and their working-class parents*. Lanham, MD: University Press of America.
- Whiston, S., & Keller, B. (2004). The influences of the family of origin on career development: A review and analysis. *The Counseling Psychologist, 32*, 493-568.
- Whyte, W. H. (1988). *City: Rediscovering the center*. New York: Doubleday.
- Williams, A., Yu, Y., & Jackson, J. (1997). Racial differences in physical and mental health: Socioeconomic status, stress, and discrimination. *Journal of Health Psychology, 2*, 335-351.
- Williams, M. D. (1981). *On the street where I lived*. New York: Holt, Rinehart and Winston.
- Williams, M. D. (1989). *The cocaine kids: The inside story of a teenage drug ring*. Reading, Mass.: Addison-Wesley Pub. Co.
- Williams, T. M., & Kornblum, W. (1985). *Growing up poor*. Lexington, Mass.: Lexington Books.
- Wilson, W. (1988). The ghetto underclass and the social transformation of the inner city. *Black Scholar, 19*, 10-17.

- Wilson, W. (1996). *When work disappears: The world of the new urban poor*. New York: Alfred A. Knopf.
- Wilson, W. J. (1987). *The truly disadvantaged: The inner city, the underclass, and public policy*. Chicago: University of Chicago Press.
- Wright, E. (1997). *Class counts: Comparative studies in class analysis*. New York: Cambridge University Press.
- Zarefsky, D. (2005). *President Johnson's war on poverty: Rhetoric and history*. Tuscaloosa, AL: University Alabama Press.
- Zinn, H. (1999). *A people's history of the United States*. New York: HarperCollins.
- Zweig, M. (2001). *The working class majority: America's best kept secret*. Ithaca, NY: Cornell University Press.

## **WEBSITES**

**Compiled by Heather Bullock**

The websites included on this list are reliable sites that can be expected to be updated and maintained over time. Although some sites contain international demographics and information, the majority of the sites listed are U.S. focused.

### **Stratification, Inequality, and Poverty Statistics**

#### **United States**

##### ***Center on Budget and Policy Priorities***

**<http://www.cbpp.org>**

Analyses of government poverty and income statistics are provided. Reports can be downloaded. Working on the state and federal levels, the Center on Budget and Policy Priorities is a national policy organization that focuses on economic policy and public programs that affect low- and moderate-income families and individuals.

##### ***Explorations in Social Inequality***

**<http://www.trinity.edu/~mkearl/strat.html>**

This website is part of the broader site, “Exercising the Sociological Imagination.” The website includes a compilation of statistics about inequality with live links to other sites.

##### ***Inequality.org***

**<http://www.demos.org/inequality/>**

Website dedicated to tracking and documenting rising inequality. Reports can be downloaded. The site is a collaboration of the Institute for Policy Studies and Demos.

##### ***Information Please***

**<http://www.infoplease.com/ipa/A0854972.html>**

Useful site for selected statistics on poverty and public assistance use.

##### ***U.S. Census Bureau***

**<http://www.census.gov>**

Government site for statistics on poverty, income, health insurance, and other socioeconomic information. Reports can be downloaded.

##### ***U.S. Department of Labor***

**<http://www.dol.gov>**

Government site for statistics on employment, occupational structure, and wages. Reports and tables can be downloaded.

##### ***Who Rules America?***

**<http://sociology.ucsc.edu/whorulesamerica/power/wealth.html>**

This website is maintained by the G. William Domhoff, the author of *Who Rules America?* This site includes information about the distribution of power in the U.S., and theories of power and social change.

### **International**

***Global Issues: Social, Political, Economic, and Environmental Issues that Affect Us All***

**<http://www.globalissues.org/TradeRelated/Facts.asp>**

This website provides selected statistics on worldwide poverty and inequality.

### **Class and Classism**

#### **United States**

***Class Action***

**<http://www.classism.org/>**

This educational website provides extensive information about social class and interpersonal and institutional classism. An annotated bibliography of readings related to class and classism is provided. Educational resources (e.g., videos) are available for purchase.

### **Hunger and Food Insecurity**

#### **United States**

***Food Research and Action Center***

**<http://www.frac.org>**

This website provides extensive information about federal food programs (e.g., food stamps), hunger in the U.S., childhood nutrition, and after school and school breakfast programs. Facts and statistics about hunger and program participation are included. Reports can be downloaded.

#### ***Second Harvest***

**<http://www.secondharvest.org>**

Information about hunger and legislative initiatives and advocacy are provided. The website also allows visitors to search for foodbanks in their area. Reports can be downloaded.

#### ***U.S. Department of Agriculture***

**<http://www.usda.gov>**

Government website provides extensive information about food, nutrition, hunger, and federal programs. Reports can be downloaded.

### **International**

***Bread for the World***

**<http://www.bread.org>**

Website of “Bread for the World,” an organization dedicated to ending hunger. Reports can be downloaded. Statistics about world hunger can be found at:

<http://www.bread.org/learn/hunger-basics/hunger-facts-international.html>

## **Children and Poverty**

### **United States**

#### ***National Center for Children in Poverty***

**<http://www.nccp.org/>**

Website provides extensive information about low-income children including fact sheets, demographic and policy analysis, and research findings. A broad range of issues is addressed related to health, education and parenting and economic supports. State profiles can be obtained. Publications can be downloaded.

The National Center for Children in Poverty (NCCP) was founded in 1989 as a division of the Mailman School of Public Health at Columbia University. NCCP is a nonpartisan, public interest research organization.

#### ***Children's Defense Fund***

**<http://www.childrensdefense.org>**

This website provides extensive information about childhood poverty and health and well being. Information about child welfare and mental health, early childhood development, child health, youth development, family income, and federal budget analysis is provided. CDF conducts its own research and analyzes government data. Reports can be downloaded.

The Children's Defense Fund is a private, nonprofit organization supported by foundation and corporate grants and individual donations.

#### ***The Future of Children (journal)***

**<http://www.futureofchildren.org/>**

This website provides free access to the journal, *The Future of Children*.

### **International**

#### ***Unicef***

**<http://www.unicef.org>**

International facts and statistics about childhood poverty can be found at this website. Reports can be downloaded.

## **Race and Poverty**

#### ***Poverty and Race Action Council***

**<http://www.prrac.org/>**

The Poverty & Race Research Action Council (PRRAC) is a policy organization convened by major civil rights, civil liberties, and anti-poverty groups. This website provides policy briefs and abstracts of PRAC publications related to broad range of issues including criminal justice, education, poverty/racism, civil

rights, health, and immigration. A job bank lists current opportunities. Grant opportunities are also posted.

***Institute on Race and Poverty***

**<http://www.irpumn.org/website/>**

This website is maintained by the University of Minnesota and include reports and papers on a broad range of topics such as educational opportunity, digital justice, and racial segregation can be downloaded.

**Women and Poverty**

**United States**

***Center for Women's Policy Studies***

**<http://www.centerwomenpolicy.org/programs/poverty/>**

Includes information and analysis of policies affecting women and families (e.g., marriage promotion, welfare reform). Reports can be downloaded.

***Institute for Women's Policy Research***

**<http://www.iwpr.org/index.cfm>**

Provides information about women and poverty, welfare, and income security including welfare policy, social security, and access to higher education for low-income women. Publications can be downloaded.

**International**

***UNIFEM: United Nations Development Fund for Women***

**[http://www.unifem.org/gender\\_issues/women\\_poverty\\_economics/](http://www.unifem.org/gender_issues/women_poverty_economics/)**

International information and programs about women, poverty, and economics. Reports can be downloaded.

**Homelessness**

**United States**

***National Alliance to End Homelessness***

**<http://www.endhomelessness.org/>**

Focus areas include families, chronic homelessness, youth, rural homelessness, veterans, domestic violence, and mental and physical health. Research, policy, and training information are available and reports can be downloaded. Fact sheets for children are available.

***National Coalition for the Homeless***

**<http://www.nationalhomeless.org/>**

This website provides a resources about homelessness including side-by-side legislative analyses, directories of national and local homeless and housing organizations including state contacts for the education of homeless children and youth. Fact sheets about homeless and reports can be downloaded. They also have a speaker's bureau.



***National Law Center on Homelessness and Poverty***

**<http://www.nlchp.org/>**

This website is a clearinghouse for lawyers working to end homelessness and poverty. Legislative updates and information related to housing, domestic violence, income, children and youth, human rights, civil rights, and Hurricane Katrina is provided. The website includes action alerts. Reports can be downloaded.

***National Low Income Housing Coalition***

**<http://www.nlihc.org/template/index.cfm>**

Website provides news and legislative updates about homelessness. Housing affordability data for renter households in Congressional districts is available. Information about federal housing programs is also available. Publications can be downloaded.

***National Resource Center on Homelessness and Mental Illness***

**<http://www.nrchmi.samhsa.gov/>**

Government “Homeless Resource Center” that provides information about homelessness and trauma, mental health, substance abuse, housing, health, employment, and benefits and entitlements. Extensive access to reports and journal articles is available.

**Social Policy: Welfare, Anti-Poverty, and Inequality**

**United States**

***Brookings Institution***

**<http://www.brookings.org/>**

Examines a broad range of policy areas including children and families, poverty, taxes, social security, health (e.g., Medicaid, minority health disparities), housing, immigration, and welfare reform. Reports can be downloaded. Books are available for purchase.

The Brookings Institution, a private nonprofit organization, is committed to independent research and policy solutions.

***Center for Budget and Policy Priorities***

**[www.cbpp.org](http://www.cbpp.org)**

A broad range of policy areas are analyzed including asset tests, earned income tax, food assistance, health, housing, Hurricane Katrina, low-income immigrants, social security, poverty/income, unemployment, and welfare reform/TANF. Legislative updates are provided. Reports can be downloaded.

The Center on Budget and Policy Priorities is a national policy organization that works at the federal and state levels on fiscal policy and public programs that affect low- and moderate-income families and individuals.

***Center for Law and Social Policy (CLASP)***

**<http://www.clasp.org>**

This website provides information about policies affecting low-income families including child care and early education, child support and fathers, child welfare, childbearing and pregnancy prevention, civil legal assistance, disconnected youth, welfare policy, schools and education, prisoner re-entry, and workforce development. Reports can be downloaded.

Founded in 1968, CLASP is a public interest law firm.

***Joint Center for Poverty Research (JCPR)***

**<http://www.jcpr.org>**

Working papers, policy briefs, research summaries, and online books and reports can be downloaded from this website. Basic information about poverty is also provided. A broad range of topics are examined including but not limited to childcare, child development, child support, community and neighborhood, crime and violence, education and training, food stamps and food insecurity, gender, race, and ethnicity, TANF, household wealth, labor and employment, immigrants, Medicaid, and WIC.

The Joint Center for Poverty Research is a national and interdisciplinary academic research center of the Northwestern University and the University of Chicago.

***National Poverty Center (research and working paper also)***

**[www.npc.umich.org](http://www.npc.umich.org)**

This website includes facts about poverty and extensive access to working papers by national poverty scholars. A wide range of research areas are examined including health, marriage and family, race and ethnicity, welfare reform, and family well being as measured by consumption behavior. Policy areas include but are not limited to welfare reform, health insurance, tax policies for low-income workers, work support policies, and child care.

Established in 2002, the National Poverty Center (NPC) is a university-based, nonpartisan research center located within the Gerald R. Ford School of Public Policy at the University of Michigan.

***Sargent Shriver National Poverty Law Center***

**<http://www.povertylaw.org>**

This website provides information about poverty law. Practical information is provided (e.g., how to create a legislative score card).

### ***United for a Fair Economy***

**<http://www.faireconomy.org/estatetax/index.html>**

This website focuses on the estate tax and educating the public about the estate tax and who benefits from it. Current projects include the “racial wealth divide project: and the “responsible wealth project.”

United for a Fair Economy is a national, independent, nonpartisan, nonprofit organization.

### ***Urban Institute***

**<http://www.urbaninstitute.org/>**

Ten policy centers housed in the Urban Institute examine issues such as crime/justice, economy/taxes, education, health/healthcare, housing, welfare, and work/income. Reports can be downloaded. Books are available for purchase.

The Urban Institute is a nonpartisan economic and social policy research center.

## **SES and Health**

### ***MacArthur Network***

**<http://www.macses.ucsf.edu/Default.htm>**

This website includes research reports, measurement tools, and publications about the relationship between socioeconomic status and health. Papers can be downloaded.

## **Psychology and SES**

### **United States**

#### ***APA Committee on SES***

**<http://www.apa.org/pi/ses/homepage.html>**

This website provides information about the American Psychological Association’s Socioeconomic Status Office. Information about the committee and its works as well as current advocacy initiatives within APA are posted.

## **Working Class Studies**

### **United States**

#### ***Center for Working-Class Studies at Youngstown State University***

**<http://www.centerforworkingclassstudies.org/>**

Information and resources about working class studies is provided including resources for teaching, conference information, and newsletters.

#### ***Center for Study of Working Class Life at Stony Brook University***

This website offers information about working class studies. Papers can be downloaded. A working class resource guide with links other sites is provided.

## Activism

### United States

#### ***Kensington Welfare Rights Union***

**<http://www.kwru.org>**

According to their website, the Kensington Welfare Rights Union (KWRU) is “a multiracial organization of, by and for poor and homeless people.” KWRU organizes welfare recipients, the homeless, the working poor and all groups committed to economic justice. This website includes information about economic justice organizing and recent demonstrations. Educational information about poverty and organizing is also provided.

#### ***AFL-CIO Working Families E-Activist Network***

**<http://www.unionvoice.org>**

The Working Families Network (WFN) is a network of unions that use the internet to communicate news and information about U.S. workers. This site allows you to sign up to receive email alerts regarding union activities.

#### ***United Farm Workers***

**[www.ufw.org](http://www.ufw.org)**

This comprehensive website provides information about legislation, organizing, and news updates related to farm workers and other working people. Research reports are also available.

#### ***Student/ Farmworker Alliance***

**[www.sfalliance.org](http://www.sfalliance.org)**

The Student/Farworker Alliance, a national network of students and youth organizing with farmworkers, seeks to eliminate sweatshop labor and oppressive field conditions. Press archives, planned actions, and organizing information are provided.

#### ***Alliance for Fair Food***

**[www.allianceforfairfood.org](http://www.allianceforfairfood.org)**

According their website, the Alliance for Fair Food is “a network of human rights, religious, student, labor, and grassroots organizations who work in partnership with the Coalition of Immokalee Workers (CIW).” This site includes news articles, campaign documents, and information about planned activities.

#### ***Farm Labor Organizing Committee AFL-CIO***

**[www.floc.com](http://www.floc.com)**

The Farm Labor Organizing Committee of the AFL-CIO describes itself as “both a social movement and a labor union.” FLOC’s primary constituency is migrant agricultural workers, but FLOC is also involved with other constituencies including immigrant workers, Latino/as, local communities, and social justice coalitions. Information about immigrant rights, recent events, planned activities, and links to other sites are provided.

## Appendix

Listed below are volumes of the *Journal of Social Issues* focusing on issues related to social class and socioeconomic status.

Allen, V.L. (Ed.) (1970). Ghetto riots. *Journal of Social Issues*, 26(1).

Bell, D., & Lipset, S.M. (Eds.) (1953). Trade unions and minority problems. *Journal of Social Issues*, 9(1).

Daiute, C., & Fine, M. (Eds.) (2003). Youth perspectives on injustice and violence. *Journal of Social Issues*, 59(1).

Dooley, D., & Catalano, R. (Eds.) (1988). Psychological effects of unemployment. *Journal of Social Issues*, 44(4).

Freudenberger, H.J. (Eds.) (1974). The free clinic handbook. *Journal of Social Issues*, 30(1).

Gallas, H.B. (1980). (Eds.) Teenage parenting: Social determinants and consequences. *Journal of Social Issues*, 36(1).

Guttentag, M. (Eds.) (1970). The poor: Impact on research and theory. *Journal of Social Issues*, 26(2).

Guttentag, M. (Eds.) (1970). Professionals and the poor. *Journal of Social Issues*, 26(3).

Hartig, T. & Lawrence, R. J. (Eds.) (2003). The residential context of health. *Journal of Social Issues*, 59(3).

Hofferth, S.L., & Phillips, D.A. (Eds.) (1991). Child care policy research. *Journal of Social Issues*, 47(2).

Kaplan, B.H. (Eds.) (1965) Poverty dynamics and interventions. *Journal of Social Issues*, 21(1).

Lott, B., & Bullock, H.E. (Eds.) (2001). Listening to the voices of poor women. *Journal of Social Issues*, 57(2).

Lowe, R.H., & Wittig, M.A. (Eds.) (1989). Approaching pay equity through comparable worth. *Journal of Social Issues*, 45(4).

- Mayton, D.M., Loges, W.E., Ball-Rokeach, S.J., & Grube, J.W. (Eds.) (1994). Human values and social issues: Current understanding and implications for the future. *Journal of Social Issues, 50*(4).
- Merton, R.K., West, P.S., Jahoda, M., & Selvin, H.C. (Eds.) (1951). Social policy and social research in housing. *Journal of Social Issues, 7*(1,2).
- Ostrove, J.M., & Cole, E.R. (Eds.) (2003). Psychological meanings of social class in the context of education. *Journal of Social Issues, 59*(4).
- Shinn, M.B., & Weitzman, B.C. (Eds.) (1990). Urban homelessness. *Journal of Social Issues, 46*(4).
- Shumaker, S.A., & Stokols, D. (Eds.) (1982). Residential mobility: Theory, research, and policy. *Journal of Social Issues, 38*(3).
- Tangri, S.S., & Levitin, T.E. (Eds.) (1993). New medical technologies: Economic, ethical, and political considerations for policy. *Journal of Social Issues, 49*(2).
- Zuckerman, D. & Kalil, A. (Eds.) (2000). The impact of welfare reform. *Journal of Social Issues, 56*(4).