**Human Relations Chapter 11**

**Classism-refers to attitudes and discriminatory actions toward others based on their low socioeconomic status**

**-Americans are encouraged to admire winners**

**-poor people are usually perceived as losers**

**Cultural classism-negative cultural messages concerning class**

**I.Cultural classism**

**A.What was the early response to people in poverty in England?**

**-outdoor relief-food, funds, and other assistance were disturbed to people as needed**

**-vagrancy laws were created that proscribed punishment for beggars and vagrants which included public whippings, exile, forced labor and possibly execution**

**-English policies were brought over to colonial times**

**B .What was the response to poverty in America during the colonial period?**

**-outdoor relief included sharing food, providing common grazing land, building shelters and caring for sick persons in their homes when no family was available**

**-people could be warned out and told to leave the community**

**-poorhouses provided food and shelter and was an alternative to outdoor relief….BUT many were crowded together with contagious disease and too little food or medical care and people didn’t like the stigma that went with living there**

**C.What happened to the religious obligation to help the poor?**

**-the Christian faith in America was a major contributor to increasingly harsh attitudes toward the poor**

**-colonial Protestants believed that poverty was a consequence of sin and slothfulness and assumed that the rich were rewarded for their thrift and virtue**

**-Matthew Carey believed that poverty was caused from low wages, poor working conditions and economic problems**

**D.Why were people who had a job so close to poverty?**

**-in 1833, construction worker’s salaries were hardly sufficient to support a wife and two children**

**-there was a rapid development of the use of machines throughout the second half of the nineteenth century**

**-institutions were promoted as a solutions to social problems such as prisons, hospitals, orphanages, reform schools, and poorhouses**

**“It is the function of religion to teach society to value human life more than property” Walter Rauschenbusch (1861-1918)**

**E.Why were children removed from poorhouses?**

**-social activists believed that poverty was caused in part by hereditary pauperism like a genetic defect so that adults were beyond help but maybe the children could be changed**

**F.How did unions help workers gain higher salaries?**

**-when employers discovered that their workers earned enough to put something away, they concluded that they had been overpaying them**

**-it has never been settled, and even today there is a huge fight over increasing the minimum wage**

**G.What was the outcome of the New Deal?**

**-Roosevelt’s New Deal program included social programs and the principal of the federal government involvement in poverty issues…**

**-14 states prevented people who received relief from voting**

**II.Individual Classism**

**-refers to attitudes and discriminatory actions stemming from prejudice against poor people**

**-in 2000, 77% of Americans believe most people could find a job if they really wanted to**

**-Americans tend to blame the victim and overlook that children represent the largest percentage of poor people in the United States and then they are blamed for not working harder to lift themselves out in school**

**A.How are children from low-income families disadvantaged in schools?**

**-U.S. is the only industrialized country without a universal and preschool, and child support program**

**-the French child care programs of infant care, nursery schools, paid leave for parents of newborns, and medical care that includes a preventive care system for children and public health nurses to monitor children’s health and they value ALL children, not just the middle or upper-class children**

**-poor children tend to have greater needs than middle or upper class children**

**-a majority of Americans seem oblivious to the impact of poverty**

**B.How has the federal government addressed the disadvantages for low income students?**

**-if a school is marked as failing for a set amount of time….the following may happen:**

**1.replacing all or most of their staff**

**2.extending their school year or school day**

**3.contracting with an outside entity to operate the school**

**-let’s think about this….the schools with our lowest test scores are living in poverty or a member of a minority group…these tests are culturally biased to almost ensure that these kids score low and then the schools are punished…it’s almost a guarantee to prevent some schools with come children from getting ahead…coincidence??**

**-advocates for children living in poverty insist that disadvantaged children need to have the problems that they encounter outside of school addressed if they are to perform more effectively in school**

**-schools in this country are not only segregated by race, but even more by social class**

**-children in poverty are less likely to receive the proper nutrition**

**-children in poverty are less likely than other children to have stable home lives that promote financial and personal security**

**-children in poverty are more likely to suffer from environmental deficiencies that often lead to health problems and are less likely to receive appropriate medical care**

**-children who come to school hungry are known to have shorter attention spans and are unable to perform as well as their peers**

**-environmental factors leading to health problems have adverse effects on learning and that learning can be improved when social problems are addressed**

**II.Insitutional classism**

**-institutional policies and practices that exploit low-income people and benefit the middle or upper class**

**-the increased economic disparity in the United States has made it more difficult for individuals from one class to move up to a higher class, contradicting the belief in social mobility that is still part of the American Dream**

**A.Why is the disparity between the richest and poorest Americans increasing?**

**-federal policies have played a major role in diverting resources to the richest Americans**

**-tax breaks to wealthy individuals and corporations**

**-dramatic increase in billionaires**

**-the wage gap between low skilled men and women shrank because of gains made by female workers and the decline of real wages for men**

**B.Who suffers the most from poverty?**

**-a poverty rate of 31% for single females head of house hold and 13% for single men both with no spouses**

**-when mothers live in poverty than so do their children and many social activists have argued that children are the group most adversely affected by poverty**

**C.Ageism**

**-systematic stereotyping and discrimination against people because they are old**

**-we have a pervasive worship of youth culture in Hollywood**

**-women make up ¾ of the elderly poor with the highest poverty rates**

**D.How do institutions exploit poor people?**

**-redlining-refers to banks and other lenders identifying a deteriorating portion of a city, and then refusing to lend money for mortgages or business loans in an area**

**-blank price tags-ask more than what something is worth**

**-bait and switch-offer something cheap and than show something more expensive and better**

**-rent to own-HUGE interest rates**

**-pawnshops-rip us off when we need money fast**

**E.What can federal and state governments do to assist families living in poverty?**

**1.provide services to address critical needs**

**2.subsidize child care services for low-income women who are enrolled in education or training programs**

**3.raise minimum wage and strive for a living wage**

**4.restuructre public school funding so that taxes are dispersed to schools taking into account special needs such as number of low-income students, number of special learners, ect….**

**5.provide tax relief for low-income students**

**6.offer tax incentives for corporations to locate in inner cities, and tax incentives for corporations crating day care centers at the worksite**

**7.strengthen educational opportunity by increasing support for Head start programs, preschools, and summer programs**

**8.increase the opportunity for affordable housing**

**9.maintain reasonable regulation of the private sector concerning job discrimination, possibly with affirmative action policies focused on socioeconomic status**