
Required Readings:
Course packet of readings.


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:

Browse on the web:

M 1/23 Class Status and Identity
**Assigned readings:**

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

**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**

**M 2/13 Early Parenting**

**W 2/15; W 2/22 Health and Well-Being**
**Assigned Readings:**

**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?*

**IV. STRATEGIES FOR IMPROVING INTERCLASS RELATIONS**

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

* Assigned Readings: