



COURSE: The Psychology of Social Class and Economic Justice - Heather Bullock

Course Description

As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.
- Nelson Mandela (2005)

No persisting structure of economic and social inequality has existed in the absence of some kind of meaning system(s) which seek both to explain and justify the unequal distribution of societal resources"
- Crompton (1998)

Deepening economic inequality is recognized as one of the greatest challenges of our time, undermining democracy, social cohesion, and individual and community health (APA Task Force on Socioeconomic Status, 2006; World Economic Forum, 2015). Since the 1970s, the economic gap has widened, with the concentration of income at the very top of the distribution rising to levels last seen more than 80 years ago. U.S. poverty rates remain unacceptably high at 13.5 percent; 43.1 million people live below official poverty thresholds (approximately \$19,000 per year for a family of three; U.S. Census Bureau, 2016), including 19.2 percent of children under the age of 18. In any given month in 2011, 1.5 million U.S. households lived on incomes of \$2.00 per person, per day (Edin & Schaefer, 2015). Economic hardship is also evidenced by the estimate that 22.5 percent of the U.S. population have incomes below 150 percent of the poverty line, or approximately \$36,375 for a family of four (U.S. Census Bureau, 2016). Communities of color, women, and single parent families experience disproportionately high rates of poverty.

Collectively, these trends underscore the urgency of marshalling evidence from psychology and related disciplines (e.g., sociology, public health, political science) to develop comprehensive poverty alleviation and economic justice initiatives. Structural and ideological barriers to poverty and economic justice are formidable and should not be underestimated, but ruptures in tolerance for economic inequality may be reaching a critical turning point. "We are the 99 percent" popularized by the Occupy Movement is now part of mainstream consciousness, support for raising the minimum wage is strong, and there is a growing sense that the economic and political systems are rigged.

Together, we will examine the social psychological dimensions of economic (in)justice, with the dual goals of understanding attitudes and beliefs that justify economic inequality and developing strategies for interrupting class oppression and fostering economic justice. Over the course of the quarter, we will study antecedents, correlates, and consequences of class-based inequities in the United States; how social class, poverty, and classism shape life chances; the impact of classism and its intersections with racism and sexism on lived experience and social policy; and strategies for reducing classist discrimination and improving interclass relations.

Course Goals

At the end of the course, you should have an appreciation of:

- social psychological (and social science) approaches to understanding and studying social class and poverty
- the role of beliefs about poverty and wealth in legitimizing class inequalities

- the impact of sexist, racist, and classist attitudes and beliefs on contemporary welfare policy and support for anti-poverty initiatives
- challenges to and opportunities for reducing classism and improving interclass relations

Course Format

I will provide an overview/presentation of the topic, however, the majority of our time will be dedicated to discussing the readings and sharing your ideas. Please come to class prepared to talk!

Required Readings

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Penguin.

I have assigned several chapters of Michael Katz's (2013), *The undeserving poor: America's enduring confrontation with poverty* (2nd edition). Although not required, you may find it helpful to read the book in its entirety. It is available electronically through UCSC's library.

With the exception of Desmond's book, all readings are available via Canvas.

Supplemental Readings

Supplemental readings are offered for students who want to read more about a particular topic. These optional readings, which are available via Canvas, expand on the week's themes and deepen coverage.

Requirements

Seminar participation (30%): Each week you should come to class having completed the reading and prepared for discussion. At least 24 hours prior to each seminar meeting (1:00 p.m. on Sunday) please post an entry on the Canvas discussion page for the course containing: (1) one insight stimulated by the set of readings and (2) one question provoked by the week's readings. You are expected to review these posts prior to our meeting and come prepared to discuss them.

Brief Analysis Papers (30%): Two brief double-spaced analyses of our readings must be completed by the last day of class. These papers should address one or more of the week's readings and can be critiques (methodological or theoretical), integrations, insights, provocative questions, etc. If you offer a critique, you must offer a concrete approach/alternative. You may wish to discuss connections to other readings, questions the material raised for you, and suggestions for further research in the area.

You can select which weeks to write your brief analysis papers, however, I encourage you to space them out and not turn in both papers at the quarter.

Final paper (40%): Your final paper should explore a topic relevant to the class and of great interest to you. I want to encourage creativity and your projects can take different forms and directions (e.g., literature review, research proposal), however, several core elements are essential to all papers: a clear research question and statement of focus, articulation of the perspective from which you are approaching the question/issue, and a description of how you will examine the question/issue. Your paper must also include a comprehensive literature review in which you illuminate key findings. An excellent paper will not only foster understanding of the issues, but also include your own analysis and interpretation. Your paper should be formatted using American Psychological Association publication guidelines (6th edition).

Course Summary with Key Dates

I. Social Class, Poverty, and Stratification

Welcome!	4/3/17
Conceptualizing Social Class, Poverty, and Stratification	4/10/17
Class Status: Identity, Privilege, and Stigma	4/17/17
Structured Inequality, Life Chances, and the (Re)production of Inequality	4/24/17

II. Justifying Class Inequality: Stereotypes, Beliefs, and Attributions

Classist Stereotypes, Attributions for Poverty and Wealth, and Other Legitimizing Beliefs 5/1/17

System Justification, Class Consciousness, and Rejecting the Status Quo 5/8/17

Framing Inequality
5/15/17

III. Critical Perspectives on Poverty, “Welfare Reform,” and Housing

Welfare Reform, Poor Women, and Poverty Politics 5/22/17

Memorial Day Holiday – No Class 5/29/17

Evicted 6/5/17

IV. Thoughts on Promoting Economic Justice

Toward a More Equitable Society 6/12/17

Detailed Course Schedule

I. Social Class, Poverty, and Stratification

4/3/17 Welcome!

4/10/17 Conceptualizing Social Class, Poverty, and Stratification

Required Readings

- Hout, M. (2013). How class works: Objective and subjective aspects of class since the 1970s. In A. Lareau and D. Conley (Eds.), *Social class: How does it work?* New York, NY: Russell Sage.

- Smeeding, T.M. (2016). Poverty measurement. In D. Brady and L.M. Burton (Eds.), *Oxford handbook of the social science of poverty* (pp. 21-47). New York, NY: Oxford University Press.
- Hick, R., & Burchardt, T. (2016). Capability deprivation. In D. Brady and L.M. Burton (Eds.), *Oxford handbook of the social science of poverty* (pp. 75-92). New York, NY: Oxford University Press.
- Bullock, H. E. (2016). The widening economic divide: Economic disparities and classism as critical community context. In M.A. Bond, C. Keys, and I. Serrano-García (Eds.), *APA handbook of community psychology* (pp. 353-367). Washington, DC: American Psychological Association.
- APA Task Force on Socioeconomic Status (2006, August). Task force report on socioeconomic status. Retrieved from www.apa.org/pi/ses/resources/publications/task-force-2006.pdf
- Dodson, L., & Schmalzbauer, L. (2005). Poor mothers and habits of hiding: Participatory methods in poverty research. *Journal of Marriage and Family*, 67, 949-959.

Skim/Browse

- U.S. Census Bureau. (2016, September). Income and poverty in the United States: 2015. (P60-256). Retrieved from <http://www.census.gov/library/publications/2016/demo/p60-256.html>

Supplemental Readings

- Leonhardt, D. (2016, December 8). The American dream, quantified at last. *New York Times*. Retrieved from <http://www.nytimes.com/2016/12/08/opinion/the-american-dream-quantified-at-last.html?emc=eta1>
- Diemer, M.A., Mistry, R.S., Wadsworth, M.E., Lopez, I., & Riemers, F. (2012). Best practices in conceptualizing and measuring social class in psychological research. *Analyses of Social Issues and Public Policy*, 13, 77-113.
- Rank, M.R., & Hirsch, T.A. (2001). Rags or riches? Estimating the probabilities of poverty and affluence across the adult American lifespan. *Social Science Quarterly*, 82, 651-669.

4/17/17 Class Status: Identity, Privilege, and Stigma

Required Readings

- Link, B.G., Phelan, J.C., & Hatzenbuehler, M.L. (2014). Stigma and social inequality. In J. McLeod, M., Schwalbe, and E.J. Lawler (Eds.), *Handbook of the social psychology of inequality* (pp. 49-64). New York, NY: Springer.
- Mistry, R.S., Brown, C.S., White, E.S., Chow, K.A., & Gillen-O'Neil, C. (2015). Elementary school children's reasoning about social class: A mixed-methods study. *Child Development*, 86, 1653-1671.
- Piff, P. K. (2014). Wealth and the inflated self: Class, entitlement, and narcissism. *Personality and Social Psychology Bulletin*, 40, 34-43.
- Radmacher, K., & Azmitia, M. (2013). Unmasking class: How upwardly mobile poor and working-class emerging adults negotiate an "invisible" identity. *Emerging Adulthood*, 4, 314-329.
- Hancock, A.M. (2003). Contemporary welfare reform and the public identity of the "welfare queen." *Race, Gender, and Class*, 10, 31-49.
- Brodsky, A.E. (2001). More than epistemology: Relationships in applied research with underserved communities. *Journal of Social Issues*, 57, 323-335.
- Supplemental Readings

- Stuber, J., & Kronebusch, K. (2004). Stigma and other determinants of participation in TANF and Medicaid. *Journal of Policy Analysis and Management*, 23, 509-530.
- Adair, V.C. (2005). US working class/poverty-class divides. *Sociology*, 39, 817-834.
- Bettie, J. (2000). Women without class: Chicas, cholas, trash, and the presence/absence of class identity. *Signs*, 26, 1-35.

4/24/17 Structured Inequality, Life Chances, and the (Re)Production of Inequality

Required Readings

- McLoyd, V., Jocson, R. M., & Williams, A. (2016). Linking poverty and children's development: Concepts, models and debates. In D. Brady and L.M. Burton (Eds.), *Oxford handbook of the social science of poverty* (pp. 141-168). New York, NY: Oxford University Press.
- Streib, J. (2011). Class reproduction by four year olds. *Qualitative Sociology*, 24, 337-352.
- Gourdeau, S., & Croizet, J.C. (2017). Hidden advantages and disadvantages of social class: How classroom settings reproduce inequality by staging unfair comparison. *Psychological Science*, 28, 162-170.
- Baker, B. (2016). School finance and the distribution of equal educational opportunity in the post-recession U.S. *Journal of Social Issues*, 72, 629-655.
- Pacheco, J.S., & Plutzer, E. (2008). Political participation and cumulative disadvantage: The impact of economic and social hardship on young citizens. *Journal of Social Issues*, 64, 571-593.
- McLeod, J.D., Erving, C., & Caputo, J. (2014). Health inequalities. In J. McLeod, M., Schwalbe, and E.J. Lawler (Eds.), *Handbook of the social psychology of inequality* (pp. 715-742). New York, NY: Springer.
- Belle, D., & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27, 101-113.

Supplemental Readings

- Odgers, C. L. (2015). Income inequality and the developing child: Is it all relative? *American Psychologist*, 70, 722-731.
- Burgard, S. A., & Kalousova, L. (2015). Effects of the great recession: Health and well-being. *Annual Review of Sociology*, 41, 181-201.
- Pickett, K.E., & Wilkinson, R.G. (2015). Income inequality and health: A causal review. *Social Science and Medicine*, 128, 316-326.
- Grau, J. M., Wilson, K.S., Smith, E.N., Castellanos, P., & Duran, P.A. (2012). Adolescent parenting: Risk and protective factors in the context of poverty. In V. Maholmes and R.B. King (Eds.), *Oxford handbook of poverty and child development* (pp. 157-182). New York, NY: Oxford University Press.
- Johnson, A. D., & Brooks-Gunn, J. (2012). Child care and early education for low-income families: Choices and consequences. In V. Maholmes and R.B. King (Eds.), *Oxford handbook of poverty and child development* (pp. 354-371). New York, NY: Oxford University Press.
- Shah, A. K., Mullainathan, S., & Shafir, E. (2012). Some consequences of having too little. *Science*, 338, 682-685.

II. Justifying Class Inequality: Stereotypes, Beliefs, and Attributions

5/1/17 Classist Stereotypes, Attributions for Poverty and Wealth, and Other Legitimizing Beliefs

Required Readings

- Katz, M.B. (2013). Chapter 1. The undeserving poor: Morals, culture, and biology. In *The undeserving poor: America's enduring confrontation with poverty* (2nd edition; pp. 1-50). New York, NY: Oxford University Press.
- Lott, B. (2002). Cognitive and behavioral distancing from the poor. *American Psychologist*, 57, 100-110.
- Bullock, H. E. (2013). Chapter 3. Beliefs about poverty, wealth, and social class: Implications for intergroup relations and social policy. In *Women and poverty: Psychology, public policy, and social justice*. (pp. 40-69). Chichester, UK: Wiley-Blackwell.
- McCall, L. (2013). Chapter 3. American beliefs about income inequality: What, when, who, and why? In *The undeserving rich: American beliefs about inequality, opportunity, and redistribution* (pp. 96-36). New York, NY: Cambridge University Press.
- Edsall, T. (2016, March 23). What does it take to climb up the ladder. *New York Times*. Retrieved from https://www.nytimes.com/2017/03/23/opinion/what-does-it-take-to-climb-up-the-ladder.html?_r=0
- Davidai, S., & Gilovich, T. (2015). Building a more mobile America – One income quintile at a time. *Perspectives on Psychological Science*, 10, 60-71.
- 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.
- Brown-Iannuzzi, Dotsch, R., Cooley, E., & Payne, B. K. (early view). The relationship between mental representations of welfare recipients and attitudes toward welfare. *Psychological Science*, 1-12.

Supplemental Readings

- Watkins-Hayes, C., & Kovalsky, E. (2016). The discourse of deservingness: Morality and the dilemmas of poverty relief in debate and practice. In D. Brady and L.M. Burton (Eds.), *Oxford handbook of the social science of poverty* (pp. 193-220). New York, NY: Oxford University Press.
- Hunt, M. O., & Bullock, H. E. (2016). Ideologies and beliefs about poverty. In D. Brady and L.M. Burton (Eds.), *Oxford Handbook of the Social Science of Poverty* (pp. 93-116). New York, NY: Oxford University Press.
- Smith, L. (2010). Expecting the worst: Exploring the associations between poverty and misbehavior. *Journal of Poverty*, 14, 33-54.
- Henry, P. J., Reyna, C., & Weiner, B. (2004). Hate welfare but help the poor: How the attributional content of stereotypes explains the paradox of reactions to the destitute in America. *Journal of Applied Social Psychology*, 34, 34-58.
- Durante, F., Bearns Tablante, C., & Fiske, S. T. (2017). Poor but warm, rich but cold (and competent): Social classes in the stereotype content model. *Journal of Social Issues*, 73, 138-157.
- Armstrong, E.A., Hamilton, L.T., Armstrong, E.M., & Seeley, J.L. (2014). "Good girls:" Gender, social class, and slut discourse on campus. *Social Psychology Quarterly*, 77, 100-122.
- Loughnan, S., Haslam, N., Sutton, R.M., & Spencer, B. (2014). Dehumanization and social class: Animality in the stereotypes of "white trash," "chavs," and "bogans." *Social Psychology*, 45, 54-61.

5/8/17 System Justification, Class Consciousness, and Rejecting the Status Quo

Required Readings

- Jost, J. T., Gaucher, D., & Stern, C. (2015). "The world isn't fair:" A system justification perspective on social stratification and inequality. In M. Mikulincer and P. R. Shaver (Eds.), *APA handbook of personality and social psychology: Vol. 2. group processes* (pp. 317-340). Washington, DC: American Psychological Association.
- Uhlmann, E. L., Poehlman, T. A., & Bargh, J. A. (2009). American moral exceptionalism. In J. T. Jost, C. Kay, and H. Thorisdottir (Eds.), *Social and psychological bases of ideology and system justification* (pp. 27-52). New York, NY: Oxford University Press.
- Hafer, C.L., & Choma, B.L. (2009). Belief in a just world, perceived fairness, and justification of the status quo. In J.T. Jost, A.C. Kay & H. Thorisdottir (Eds.), *Social and psychological bases of ideology and system justification* (pp. 107-125). New York, NY: Oxford University Press.
- Rodriguez-Bailon, R., Bratanova, B., Willis, G.B., Lopez-Rodriguez, L., Sturrock, A., & Loughnan, S. (2017). Social class and ideologies of inequality: How they uphold unequal societies. *Journal of Social Issues*, 73, 99-116.
- Fine, M., Weis, L., Addleston, J., & Marusza, J. (1997). (In)secure times: Constructing white working-class masculinities in the late 20th century. *Gender and Society*, 11, 52-68.
- Bullock, H.E., Limbert, W.M., & Downing, R.A. (2013). Chapter 5. Low-income women, critical resistance, and welfare rights activism. In *Women and poverty: Psychology, public policy, and social justice* (pp. 104-139). Chichester, UK: Wiley-Blackwell.
- Owuamalam, C.K., Rubin, M., Spears, R., & Weerabangsa, M.M. (2017). Why do people from low-status groups support class systems that disadvantage them? A test of two mainstream explanations in Malaysia and Australia. *Journal of Social Issues*, 73, 80-98.
- Batruch, A., Autin, F., & Butera, F. (2017). Re-establishing the social-class order: Restorative reactions against high achieving, low-SES pupils. *Journal of Social Issues*, 73, 42-60.

Supplemental Readings

- McCoy, S.K., Wellman, J.D., Cosley, B., Saslow, L., & Epel, E. (2013). Is the belief in meritocracy palliative for members of low status groups? Evidence for a benefit of self-esteem and physical health via perceived control. *European Journal of Social Psychology*, 43, 307-318.
- Wiederkehr, V., Bonnot, V., Krauth-Gruber, S., & Damon, C. (2015). Belief in school meritocracy as a system-justifying tool for low-status students. *Frontiers in Psychology*, 6, 10-19.
- Sengupta, N.K., & Sibley, C.G. (2013). Perpetuating one's own disadvantage: Intergroup contact enables the ideological legitimization of inequality. *Personality and Social Psychology Bulletin*, 39, 1391-1403.

5/15/17 Framing Poverty, Wealth, and Inequality

Required Readings

- Katz, M.B. (2013). Chapter 5. The rise and fall of the underclass. In *The undeserving poor: America's enduring confrontation with poverty* (2nd edition; pp. 203-267). New York, NY: Oxford University Press.
- Bullock, H.E., Wyche, K.F., & Williams, W.R. (2001). Media images of the poor. *Journal of Social Issues*, 57, 229-246.

- Streib, J., Ayala, M., & Wixted, C. (2017). Benign inequality: Frames of poverty and social class inequality in children's movies. *Journal of Poverty*, 21, 1-19.
- Stryker, R., & Wald, P. (2009). Redefining compassion to reform welfare: How supporters of the 1990s US federal welfare reform aimed for the moral high ground. *Social Politics*, 16, 519-557.
- McCall, L. (2013). Chapter 2. The emergence of a new social issues: Media coverage of economic inequality and social class in the United States. In *The undeserving rich: American beliefs about inequality, opportunity, and redistribution* (pp. 53-95). New York, NY: Cambridge University Press.
- Eng, N. (2016). Education inequality: Broadening public attitudes through framing. *Journal of Social Issues*, 4, 676-695.
- Enterprise and Frameworks Institute (2016, October). "You don't have to live here:" Why housing messages are backfiring and 10 things we can do about it. Retrieved from http://www.frameworksinstitute.org/assets/files/PDF/You_Don't_Have_to_Live_Here.pdf.

Supplemental Readings

- Giles, D., & Shaw, R.L. (2009). The psychology of news influence and the development of media framing analysis. *Social and Personality Compass*, 3/4, 375-393.
- van Doorn, B.W. (2015). Pre- and post-welfare reform media portrayals of poverty in the United States: The continuing importance of race and ethnicity. *Politics and Policy*, 43, 142-162.
- Johnson, J.D., Olivo, N., Gibson, N., Reed, W., & Ashburn-Nardo, L. (2009). Priming media stereotypes reduces support for social welfare policies: The mediating role of empathy. *Personality and Social Psychology Bulletin*, 35, 463-476.
- Sparks, H. (2003). Queens, teens, and model mothers: Race, gender, and the discourse of welfare reform. In S.F. Schram, J. Soss, and R.C. Fording (Eds.), *Race and the politics of welfare reform* (pp. 171-195). Ann Arbor, MI: University of Michigan Press.
- Avery, J.M., & Peffley, M. (2003). The impact of news coverage of welfare reform on public opinion. In S.F. Schram, J. Soss, and R.C. Fording (Eds.), *Race and the politics of welfare reform* (pp. 171-195). Ann Arbor, MI: University of Michigan Press.
- Zhao, Y. (2016). From deficiency to strength: Shifting the mindset about education inequality. *Journal of Social Issues*, 72, 720-739.

III. Critical Perspectives on Poverty, "Welfare Reform," and Housing

5/22/17

Welfare Reform, Poor Women, and Poverty Politics

Required Readings

- Katz, M.B. (2013). Chapter 4. Interpretations of poverty in conservative ascendance. In *The undeserving poor: America's enduring confrontation with poverty* (2nd edition; pp.156-202). New York, NY: Oxford University Press.
- Gilman, M.E. (2014). The return of the welfare queen. *Journal of Gender, Social Policy, & the Law*, 22, 247-279.
- 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.
- Ridzi, F. (2009). Chapter 6. "Not everybody fits into their box:" Work-first, gender, race, and families (p. 170-204). In *Selling welfare reform: Work-first and the new common sense of employment*. New York, NY: NYU Press.

- Bullock, H. E. (2013). Chapter 4. Welfare reform at 15 and beyond: How are low-income women and families faring? In *Women and poverty: Psychology, public policy, and social justice*. (pp. 701-713). Chichester, UK: Wiley-Blackwell.
- Soss, J., Schram, S.F., Vartanian, T.P., & O'Brien (2003). The hard line and the color line: Race, welfare, and get-tough reform. In S.F. Schram, J. Soss, and R.C. Fording (Eds.), *Race and the politics of welfare reform* (pp. 225-253). Ann Arbor, MI: University of Michigan Press.
- Soss, J. (2005). Making clients and citizens: Welfare policy as a source of status, belief, and action. In A. Schneider and H. Ingram (Eds.), *Deserving and entitled: Social constructions and public policy* (pp. 291-328). New York, NY: State University of New York Press.

Skim/Browse:

- A better way: Our vision for a confident America. (2016, June 7). Retrieved from <https://abetterway.speaker.gov/>

Supplemental Readings

- Gustafson, K. (2009). The criminalization of poverty. *Journal of Criminal Law and Criminology*, 99, 643-716.
- Onwuachi-Willig, A. (2005). The return of the ring: Welfare reform's marriage cure as the revival of post-bellum. *California Law Review*, 93, 1647-1696.
- McClelland, S. I., & Fine, M. (2008). Embedded science: Critical analysis of abstinence-only evaluation research. *Cultural Studies, Critical Methodologies*, 8, 50-81.
- Houser, L., Schram, S.F., Soss, J., & Fording, R.C. (2014). From work support to work motivator: Child care subsidies and caseworker discretion in the post-welfare reform era. *Journal of Women, Politics, and Poverty*, 35, 174-193.
- Amundson, K., Zajicek, A.M., & Hunt, V.H. (2014). Pathologies of the poor: What do the war on drugs and welfare reform have in common? *Journal of Sociology and Social Welfare*, 41, 5-28.
- Reese, E. (2011). Chapter 3. Challenging welfare racism: Cross-racial coalitions to restore legal immigrants' benefits (pp. 47-71). In *Welfare rights activism in an era of retrenchment*. New York, NY: Russell Sage.
- Reese, E. (2011). Chapter 4. Battling the welfare profiteers: Campaigns against welfare privatization. In *Welfare rights activism in an era of retrenchment* (pp. 72-97). New York, NY: Russell Sage.

5/29/17 Memorial Day Holiday

6/5/17 Evicted (read text)

IV. Thoughts on Promoting Economic Justice

6/12/17 Toward A More Equitable Society

Required Readings

- Rank, M. R. (2016). Toward a new paradigm for understanding poverty. *Oxford handbook of the social science of poverty* (pp. 866-883). New York, NY: Oxford University Press.
- Katz, M.B. (2013). Epilogue. What kind of problem is poverty? In *The undeserving poor: America's enduring confrontation with poverty* (2nd edition; pp. 268-277). New York, NY: Oxford University Press.

- Bullock, H. E. (2013). Chapter 6. Women and economic justice: Pitfalls, possibilities, and promise. In *Women and poverty: Psychology, public policy, and social justice*. (pp. 140-158). Chichester, UK: Wiley-Blackwell.
- Fine, M., & Barreras, R. (2001). To be of use. *Analyses of Social Issues and Public Policy*, 1, 75-182.
- Smith, L. (2015). Raising the minimum wage: Toward a psychological perspective. *American Psychologist*, 6, 557-565.
- Bullock, H. E., Truong, S. V., & Chunn, L. (2017). Combatting social exclusion: “Safe space” and the dynamics of inclusion at a homeless farming site. *Journal of Poverty*, 21, 166-192.
- Shrivastava, P., & Ivanova, O. (2015). Inequality, corporate legitimacy and the Occupy Wall Street movement. *Human Relations*, 68, 1209-1231.

Skim/Browse Overview and Full Report

- United Nations Development Programme. (2014, August). The Role of the Private Sector in Inclusive Development: Barriers at the Base of the Pyramid. United Nations Development Programme, Istanbul International Center for Private Sector in Development (IICPSD). Turkey: UNDP. Available at http://www.undp.org/content/undp/en/home/librarypage/poverty-reduction/private_sector/barriers-andthe-opportunities-at-the-base-of-the-pyramid---the-/

Supplemental Readings

- Roussos, G., & Dovidio, J. F. (2016). Playing below the poverty line: Investigating an online game as a way to reduce prejudice toward the poor. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 10.
- 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, 105-118.
- Mistry, R.S., Nenadal, L., Griffin, K.M., Zimmerman, F.J., Cochran, H.A., Thomas, C.A., & Wilson, C. (2016). Children’s reasoning about poverty, economic mobility, and helping behavior: Results of a curriculum intervention in the early school years. *Journal of Social Issues*, 72, 760-788.
- Morgan, G. S., & Chan, W.Y. (2016). Different paths to protest: Predictors of collective action in the Occupy movement. *Journal of Applied Social Psychology*, 46, 565-582.
- Markus, H.R. (2017). In this together: Doing and undoing inequality and social class divides. *Journal of Social Issues*, 73, 211-221.