



Poverty in the United States

Lecture

Brady, Baker and Finnigan (2013) found a _____ correlation between _____ and _____.

- a) positive; education; income
- b) negative; education; income
- c) positive; unionization; working poverty
- d) negative; unionization; working poverty

In the United States, the number of unemployed poor is significantly larger than the working poor.

- a) True
- b) False

Brady, Baker and Finnigan (2013) found unionization is beneficial for both the union worker and the non-union worker.

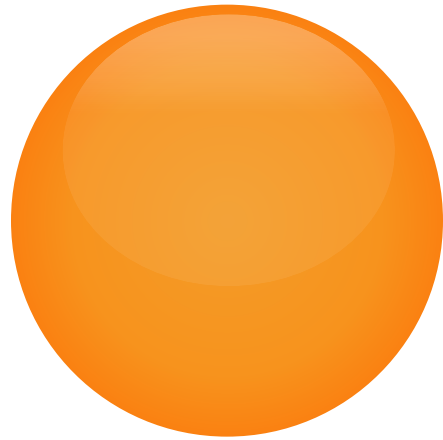
- a) True
- b) False

Lecture Learning Outcomes

Describe
Trends
Related to
Poverty in
the U.S.

Apply Social
Theory to
Explain
Poverty in
the U.S.

Evaluate the
Historical
Response to
Poverty in the
U.S.



**WHAT IS POVERTY? WHICH
GROUPS DO YOU THINK ARE MOST
EFFECTED? WHY?**

Class Discussion 

Defining Poverty

- Poverty: Individual deficiencies in necessary material goods or desirable qualities, including economic, social, political and cultural
- Absolute measure of poverty: A threshold or line(usually based on income) at or below which individuals or groups are identified as living in poverty
- Relative Measure of Poverty: A measure that looks at individuals or groups relative to the rest of their community or society rather than setting an absolute line

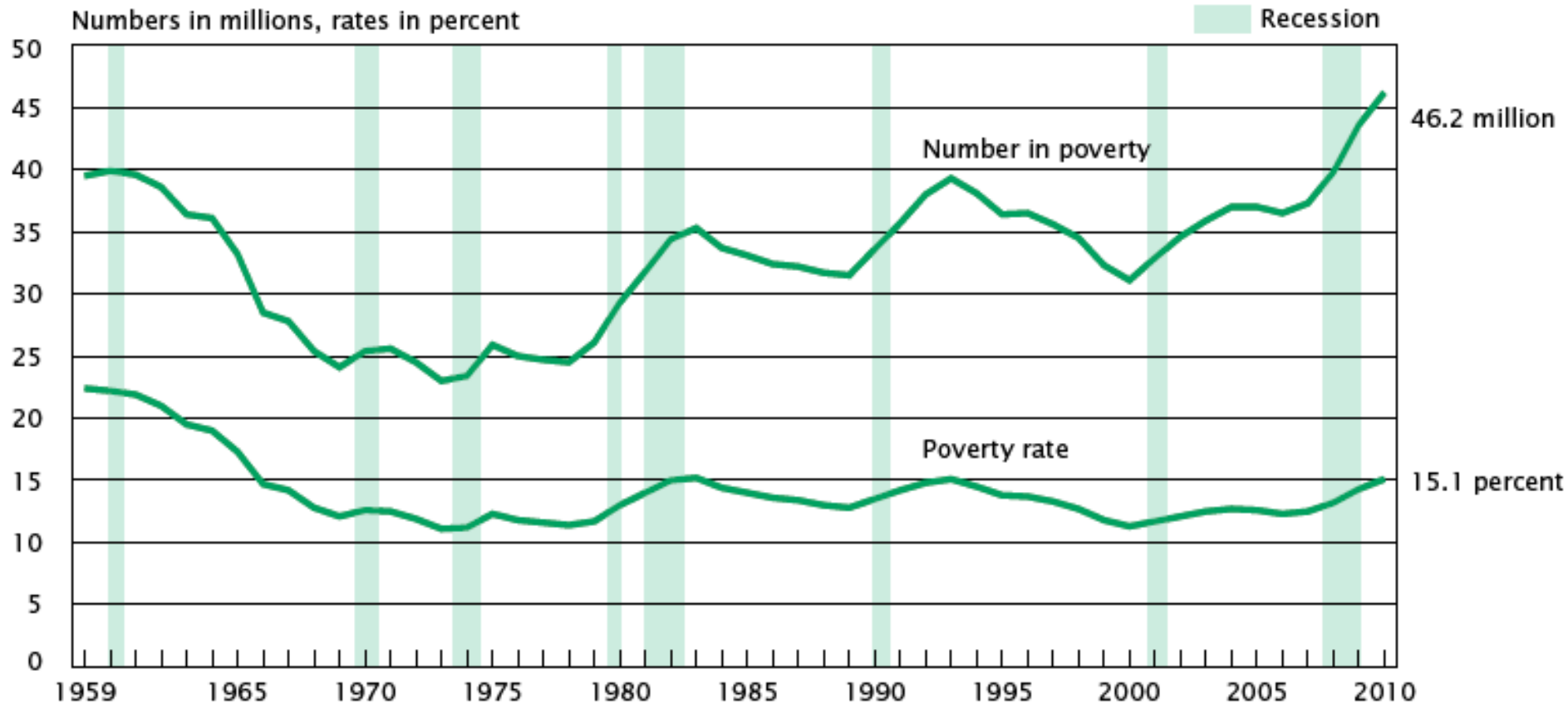
Poverty Guidelines in the United States, 2015

Size of Family Unit	Poverty Guideline (annual income in \$USD)
1	11,490
2	15,510
3	19,530
4	23,550
5	27,570
6	31,590
7	35,610
8	39,630

Poverty Levels in the United States,

Figure 4.

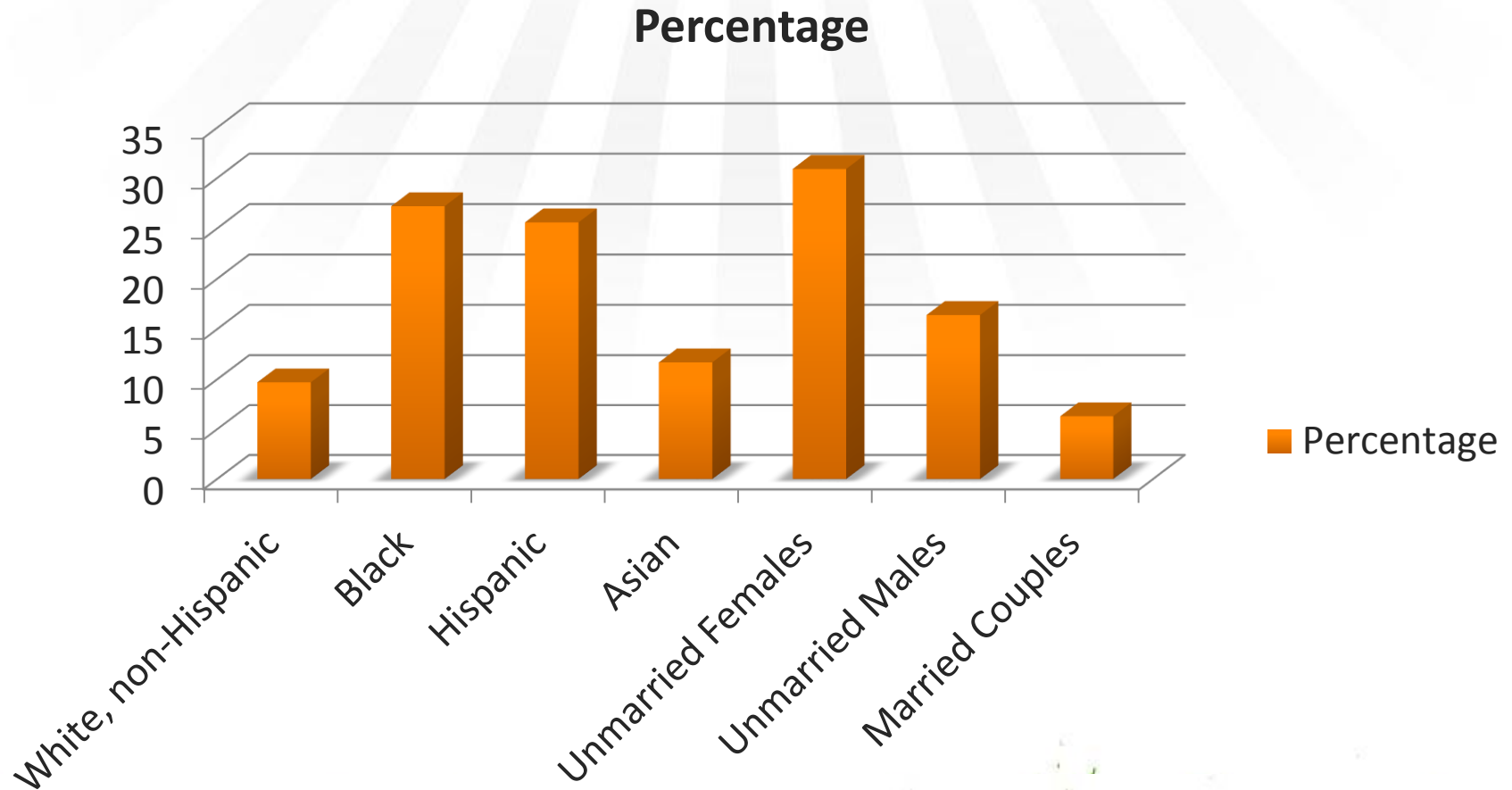
Number in Poverty and Poverty Rate: 1959 to 2010



Note: The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A.

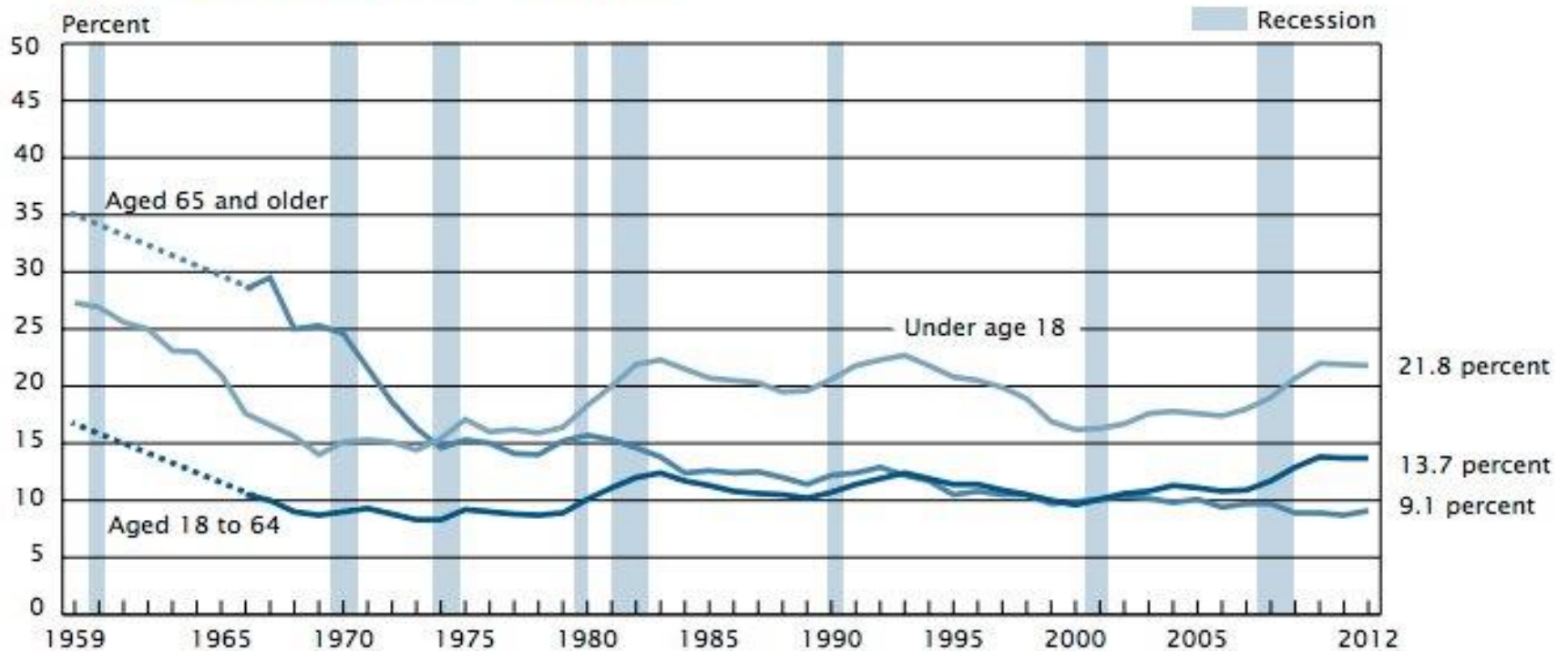
Source: U.S. Census Bureau, Current Population Survey, 1960 to 2011 Annual Social and Economic Supplements.

Poverty Rates of Selected U.S. Subgroups, 2012



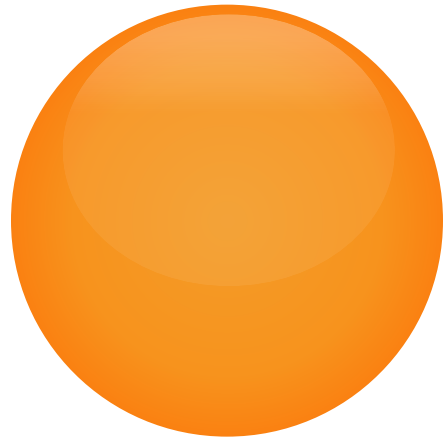
Poverty Rates by Age

Figure 5.
Poverty Rates by Age: 1959 to 2012



Note: The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A. Data for people aged 18 to 64 and 65 and older are not available from 1960 to 1965.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2013 Annual Social and Economic Supplements.



WHY ARE PEOPLE POOR? WHAT CONTRIBUTES TO POVERTY?

Class Discussion 



Functionalist Interpretations of Poverty

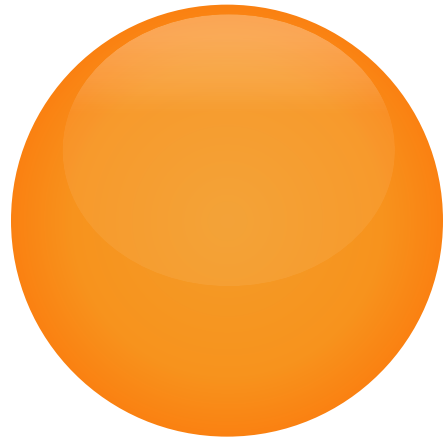
- Explanations of Poverty and Social Class
 - Inequality is inevitable and emerges from the social structure.
 - Poverty serves a social function.
- Questions asked about Poverty and Social Class
 - What are the functions and dysfunctions of inequality?
 - What portions of society benefit from poverty?

Interactionist Interpretations of Poverty

- Explanations of Poverty and Social Class
 - Each social class has a specific set of norms, values and beliefs.
 - Poverty is a learned phenomenon based on a “culture of poverty” that encourages and perpetuates poverty.
 - The public’s perception of the welfare system and of welfare recipients is shaped by the media, political groups and stereotypes.
- Questions asked about Poverty and Social Class
 - Is poverty a learned behavior?
 - How are our perceptions of the poor determined by the media, news reports and politicians?
 - Has society created two images- the deserving versus the undeserving poor? Are these images accurate?

Conflict Interpretations of Poverty

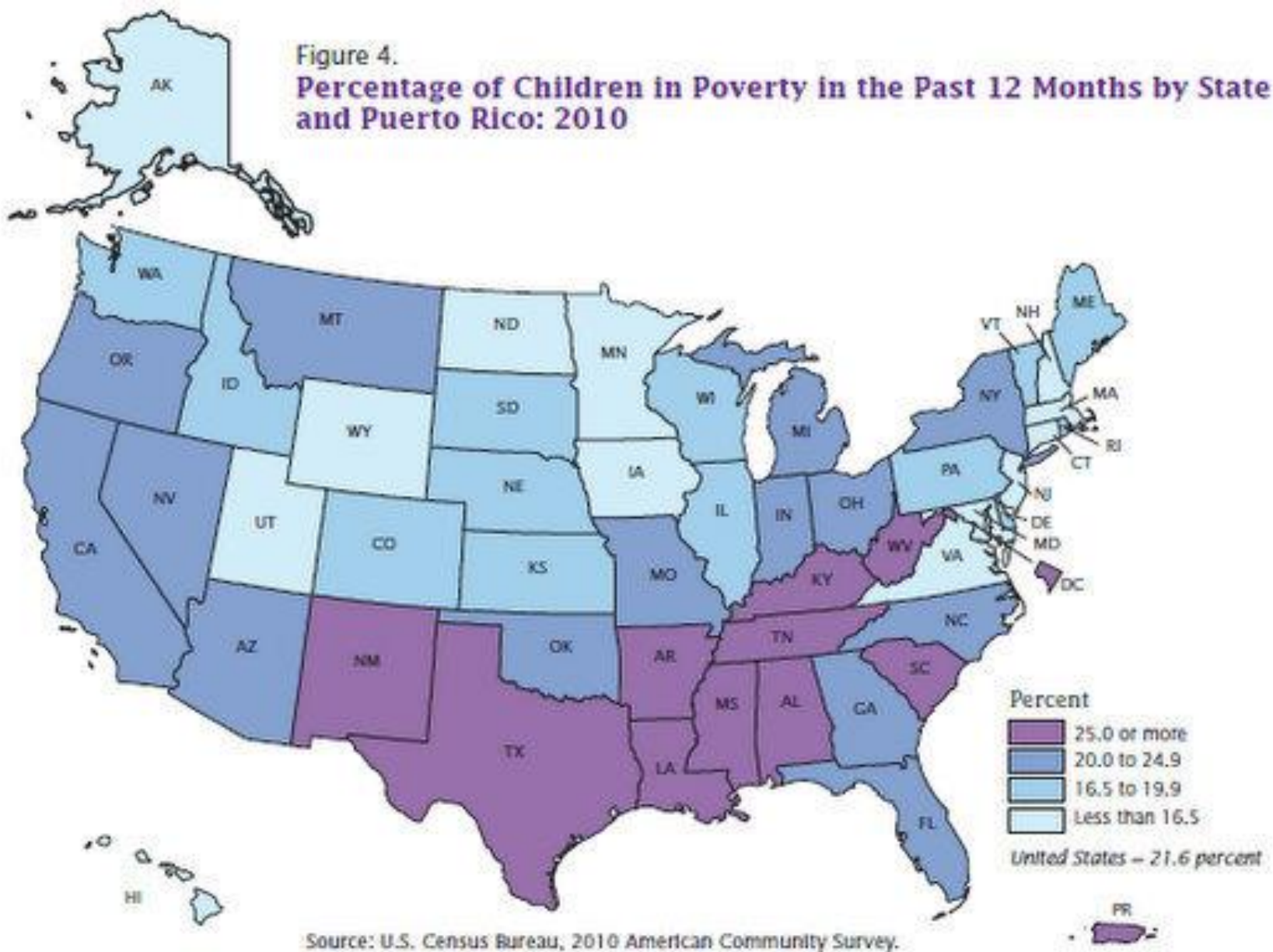
- Explanations of Poverty and Social Class
 - Inequality is systematically maintained by those trying to preserve their class advantage.
 - Welfare bureaucracies represent important interest groups that influence the creation and implementation of welfare policies.
- Questions asked about Poverty and Social Class
 - What powerful interest groups determine class inequalities?
 - How do our welfare policies reflect specific political, economic and social interest groups?



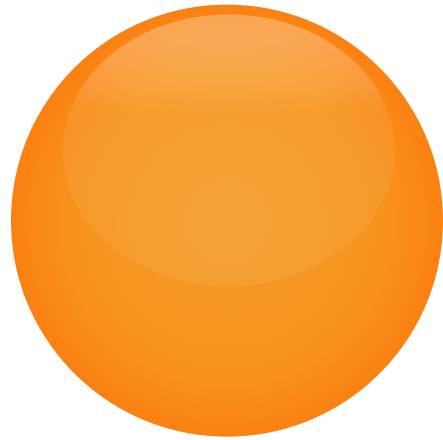
**WHICH PARTS OF THE COUNTRY DO
YOU THINK HAVE HIGHER CHILD
POVERTY RATES? WHY?**

Class Discussion 

Figure 4.
**Percentage of Children in Poverty in the Past 12 Months by State
 and Puerto Rico: 2010**



Source: U.S. Census Bureau, 2010 American Community Survey.

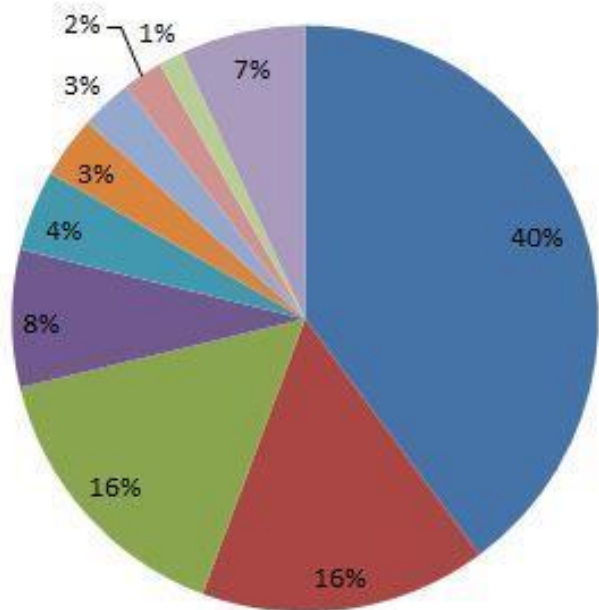


HOW DO YOU THINK POVERTY EFFECTS SPENDING PATTERNS?

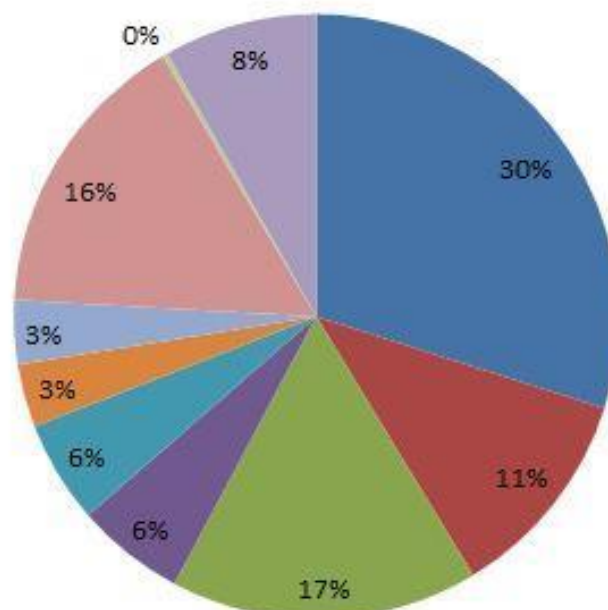
Class Discussion 



Poor



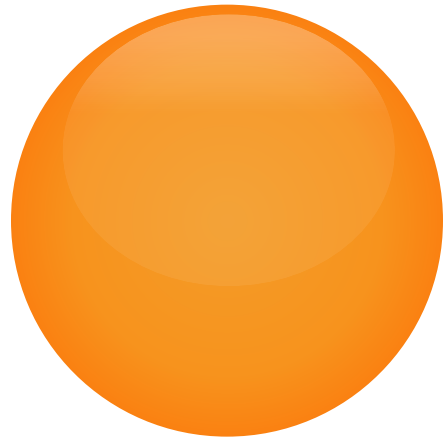
Rich



- Housing
- Food
- Transportation
- Health care
- Entertainment
- Apparel and services
- Education
- Personal insurance and pensions
- Tobacco
- Other

Source: 2012 Bureau of Labor Statistics

Reference: Boomer Report



HOW DOES POVERTY EFFECT ONE'S LIFE CHANCES?

Class Discussion 



Implications of Poverty

- Health and Healthcare
 - Medicaid Expansion Gap
- Food Insecurity and Hunger
 - Food Stamp Cuts
- Affordable Housing
 - Working Poor
 - Homelessness



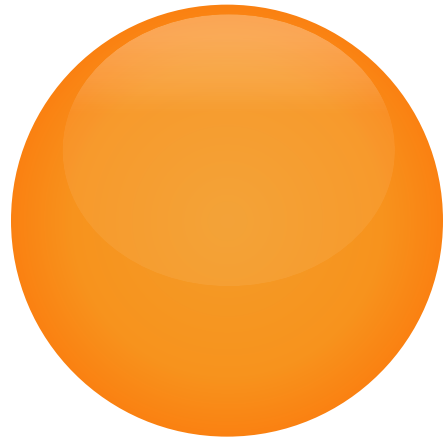
Adult Outcomes by Poverty Status between the Prenatal Year and Age 5

	<i>Income below the official U.S. poverty line</i>	<i>Income between one and two times the poverty line</i>	<i>Income more than twice the poverty line</i>
Completed years of schooling	11.8	12.7	14.0
Earnings (\$1,000s)	\$17.9	\$26.8	\$39.7
Annual work hours	1,512	1,839	1,963
Food stamps	\$896	\$337	\$70
Poor health	13%	13%	5%
Arrested (men only)	26%	21%	13%
Nonmarital birth (women only)	50%	28%	9%

Note: Figures given in the table are either the mean or a percentage.

Source: Duncan and Magnuson (2011).

Childhood Poverty and Life Chances



WHAT IS WELFARE? WHAT IS ITS FUNCTIONS AND DYSFUNCTIONS?

Class Discussion 



United States Welfare Policy

- Roosevelt's New Deal (1935)
 - Social Security
 - Civilian Conservation Corps
 - Unemployment Compensation
 - Aid to Families with Dependent Children
- LBJ's War on Poverty (1965)
 - Head Start
 - Upward Bound
 - Job Corps
 - Public Housing
- Welfare Reform
 - Earned Income Tax Credit (1975)
 - Temporary Assistance for Needy Families (1996)
 - Continued Benefit Cuts and Increased Requirements



Video-

“Impacts of Welfare-to-Work
Programs on Children”
-Ginger Knox

<https://www.youtube.com/watch?v=x7ZMSrJ6uMc>



Small Group Discussion-

Evaluate MDRC's Research

- What is the research question?
- What data and methods are used to answer the question?
- What are the findings?
- Is the evidence adequate?
- What could be done to improve the study?
- If this perspective is correct, what are the implications?



Questions...

“Education is the most powerful weapon which you can use to change the world.” -Nelson Mandela