

# [Social inequalities, american cultures](https://assignbuster.com/social-inequalities-american-cultures/)

[Sociology](https://assignbuster.com/essay-subjects/sociology/)

Social Inequalities, American Cultures Amid slow economic recovery, more Americans identify as lower by EmilyAlpert explains the challenges most people face in finding work in America and the rate of unemployment. The article sites the story of a 28-year old man Chris Roquemore who has done many odd jobs to make ends meet but does not seem to succeed in his finances. Apart from performing odd jobs, Roquemore began studying nursing at Long Beach City College as a way of creating himself a career because job issue did not seem to come out (Owen & Sawhill 50). The circumstances he underwent hugely changed his way of thinking especially about his situation and how he can come out of it.
Alpert explains that Roquemore is amongst the many Americans who are making great efforts to succeed in their economies despite being identified as lower class (Web). This is a situation that most Americans undergo and explains how poverty can affect brainpower especially in light of the bruising economy. Although most Americans take themselves as either middle class or working class, the truth of the matter is that many Americans are lower class (Reskin & Padavic Ch. 9). Many people do not want to regard themselves as lower class because the term is perceived as an insult thus making it hard to assist the individuals in that social class (Bowen & Bok 32). Lower class is seen as a confused term and the proposers believe that the people coined as lower class only have less money.
Alpert argues that unemployment that increased during the downturn hugely raised the level of poverty because many households were struggling to put enough food on the table (Web). Most Americans find it hard to get along with their daily basic demands although there is good chance of improving their standard of living (Newman Ch. 2). In most cases, joblessness is associated with lower class because the group of people that struggle with daily economic challenges that include satisfying their families’ basic needs (Owen & Sawhill 45-50). It is significant to note however that that apart from the jobless people, people working part time also form part of the lower class because of the frustrations that include few working hours and less pay (Alpert Web). Even though workers are trying to work hard to create wealth and earn a living, the pay is very less and nothing good can be done with it (Reskin & Padavic Ch. 9). The pay is too small to cater for even the few basic things thus rendering the part time workers as people of the lower class.
Inequality is actually a much talked about issue and many people seem aware of the growing gap between the rich and the poor as it is stipulated in the media (Bowen & Bok Ch. 9). Issue of the lower class seems to involve high school dropouts and a few individuals who have taken part of their time in college (Rosenbaum 12). The number of lower class people among Americans irrespective of their educational level has hugely soared. Working class is currently not separated with the lower class because of the struggles that face those including buying homes and taking themselves to better institutions (Delpit 285-293).
Newman explains that most of the employees in US are paid less money that is sometimes below poverty for family (Ch. 1). Temporary and the increasing trend of part time jobs accompanied with less benefit yet basic things are increasingly expensive because of the increased inflation and other factors that have made prices of commodities go high (Alpert Web). Less pay associated with temporary jobs and the higher unemployment level has made many Americans to fall into the lower class category.
Works Cited
Alpert, Emily. Amid slow economic recovery, more Americans identify as lower class. Los Angeles Times, 15 Sep. 2013. Web. 9 May 2014.
Bowen, W. & Bok, D. The Shape of the River: Long-Term Consequences of Considering Race in College Admissions. Princeton, NJ: Princeton University Press, 2001. Print.
Delpit, L. The Silenced Dialogue: Power and Pedagogy in Educating Other Peoples Children. Harvard Educational Review, 58. 3 (1988): 280-98.
Newman, Katherine. No Shame in My Game: The Working Poor in the Inner City. New York: Russell Sage Foundation, Vintage, 1999. Print.
Owen, S. & Sawhill, I. Should Everyone Go to College? Center on Children and Families, Briefing. Brookings Institution, 2013. Print.
Reskin, B. & Padavic, I. Women and Men at Work. Thousand Oaks, CA: Pine Forge Press, Sage, 2002. Print.
Rosenbaum, J. Beyond College for all: Career Paths for the Forgotten Half. New York: Russell Sage Foundation, 2001. Print.