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1. According to the textbook, which inequality is based on multiple dimensions of income, wealth, prestige, and power?
a. Gender
b. Educational attainment
c. Sexual orientation
*d. Class
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: Conflict Perspective, pp. 42–43
Question Type: MC

2. Social stratification refers to
a. A large number of people with similar amounts of income and education
b. One's social ranking
c. The degree to which people feel a part of social groups
*d. The ranking of individuals into social strata or groups
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 28
Question Type: MC

3. Which of the following is not an important factor in determining an individual's life chances?
a. Wealth
b. Income
*c. Participant observation
d. Occupation
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 28
Question Type: MC

4. The term *life chances*, articulated by Max Weber, explains how each social position provides particular access to _____.
*a. goods and services
b. high positions in government
c. religious enlightenment
d. self-actualization
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 28
Question Type: MC

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

5. Based on 2013 U.S. poverty figures, what race has the highest poverty rate in the United States?
*a. Blacks
b. Whites
c. Hispanics
d. Asians
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 36
Question Type: MC

6. The gap between poorer and more affluent children and adults is not exacerbated by _____.
a. exposure to environmental contaminants
b. the neighborhood environment
*c. social justice
d. the quality of their education
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? pp. 36, 38
Question Type: MC

7. Which of the following factors has NOT contributed to the high rate of minority poverty in the United States?
a. Racial segregation
b. Discrimination
*c. Laziness
d. The wealth gap
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Answer Location: Who Are the Poor? p. 36
Question Type: MC

8. Which household type is the least likely to live in poverty in the United States?
*a. Married-coupled families
b. Households headed by members of minority groups
c. Female-headed households with no spouse present
d. Households headed by low-skilled workers
Learning Objective: LO 2-3
Cognitive Domain: Application
Answer Location: Who Are the Poor? p. 39

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

Question Type: MC

9. Which of the following federal acts is classified as the centerpiece of the social welfare system?
a. Aid to Families with Dependent Children Act
*b. Social Security Act
c. Personal Responsibility and Work Opportunity Reconciliation Act
d. Great Society Act
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 52
Question Type: MC

10. The Social Security Act was passed in _____.
a. 1929
b. 1972
*c. 1935
d. 1995
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 52
Question Type: MC

11. Which of the four categories did President Franklin D. Roosevelt's New Deal NOT provide assistance for?
a. Social insurance
b. Categorical assistance
c. Work relief
*d. Housing relief
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 52
Question Type: MC

12. When President Lyndon B. Johnson declared a war on poverty, which program was not a part of the Great Society he planned?
a. Head Start
*b. AmeriCorps
c. Upward Bound
d. Public housing
Learning Objective: LO 2-4
Cognitive Domain: Comprehension

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

Answer Location: U.S. Welfare Policy, p. 53
Question Type: MC

13. The goals of the Personal Responsibility and Work Opportunity Act were to decrease poverty by
a. Authorizing large grants to families in poverty
*b. Assisting those in poverty to achieve self-sufficiency through employment
c. Hiring those in poverty to work for the National Park Service
d. Establishing a service that lent professional clothing for job interviews at public libraries in major cities
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 53
Question Type: MC

14. According to Austin Nichols, history shows that _____ continue(s) to rise after a recession ends.
*a. unemployment and poverty rates
b. prostitution
c. urban expansion
d. population
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 54
Question Type: MC

15. _____ refers to a lack of basic necessities, such as food, shelter, and income.
*a. Absolute poverty
b. Basic poverty
c. Relative poverty
d. Status poverty
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: MC

16. The _____ is the original federal poverty measure developed by the Social Security Administration and updated each year by the U.S. Census Bureau.
a. Household Food Consumption Survey
b. USDA
c. Supplemental Nutrition Assistance Program
*d. poverty threshold

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Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, p. 34
Question Type: MC

17. Based on a 1955 Household Food Consumption Survey, the USDA determined that families of three or more people spent about _____ of their after-tax income on food.
a. two thirds
b. one half
*c. one third
d. five-eighths
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, p. 35
Question Type: MC

18. _____ refers to a situation where some people fall below the average income or lifestyle enjoyed by the rest of society.
a. Absolute poverty
b. Basic poverty
*c. Relative poverty
d. Status poverty
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: MC

19. Relative poverty emphasizes the inequality of income and the _____ gap between the richest and poorest Americans.
a. steady
b. decreasing
*c. growing
d. completely nonexistent
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: MC

20. The poverty guidelines, issued each year by the _____, are used for determining family or individual eligibility for federal programs.
a. U.S. Census Bureau
b. Department of Agriculture

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*c. U.S. Department of Health and Human Services
d. Social Security Administration
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, p. 35
Question Type: MC

21. The wealth gap between upper-income and middle-income Americans
a. Reached its highest level on record in 1950
*b. Reached its highest level on record in 2013
c. Reached its lowest level on record in 1950
d. Reached its lowest level on record in 2013
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 33
Question Type: MC

22. Which two terms, respectively, refer to a lack of basic necessities such as food, shelter, and income and a situation where some people fall behind the average income or lifestyle enjoyed by the rest of society?
a. Relative poverty and absolute poverty
*b. Absolute poverty and relative poverty
c. Poverty guidelines and poverty threshold
d. Relative poverty and poverty threshold
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: MC

23. Which two terms, respectively, refer to the original federal poverty measure developed by the Social Security Administration and updated each year by the U.S. Census Bureau and the criteria by which family or individual eligibility for federal programs such as Head Start is determined?
a. Relative poverty and absolute poverty
b. Absolute poverty and relative poverty
*c. Poverty threshold and poverty guidelines
d. Relative poverty and poverty threshold
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, pp. 34–35
Question Type: MC

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24. According to the 2013 U.S. poverty figures, _____ compose the largest group of poor individuals in the United States.
a. Hispanic Americans
b. Asian Americans
*c. Whites
d. Blacks
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 36
Question Type: MC

25. According to the National Center for Children in Poverty, children are more likely to live in poverty than
a. Australians in any other age group
b. Europeans in any other age group
c. Asians in any other age group
*d. Americans in any other age group
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 36
Question Type: MC

26. According to data from the Luxembourg Income Study, children of single mothers living in _____ fare worse than the majority of their global counterparts.
a. Germany
*b. the United States
c. Finland
d. Australia
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 39
Question Type: MC

27. _____ does not provide an explanation for the unhealthy relationship between poverty and illness.
a. The type of work available to poorly educated people
b. Limited access to preventative and therapeutic health care
c. Living in neighborhoods with increased exposure to air, noise, water, and chemical pollution
*d. The high prestige status of the working poor
Learning Objective: LO 2-4
Cognitive Domain: Analysis

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Answer Location: Health, p. 52
Question Type: MC

28. _____, which are the single largest expenditure for most households, have the potential to affect all domains of life that are subject to cost constraints, including health.
a. Education costs
b. Transportation costs
c. Food costs
*d. Housing costs
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Affordable Housing, p. 50
Question Type: MC

29. The percentage of people below poverty level in 2013 is _____ for American children under the age of 18.
a. 23.4%
b. 9.5%
*c. 19.9%
d. 13.6%
Learning Objective: LO 2-5
Cognitive Domain: Analysis
Answer Location: Who Are the Poor? p. 38
Question Type: MC

30. Which sociological perspective asserts that during periods of economic crisis, the state expands welfare rolls to pacify the poor and reduce the likelihood of serious uprising?
a. Feminist
b. Interactionist
c. Functional
*d. Conflict
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Conflict Perspective, p. 43
Question Type: MC

31. _____ concluded that the principal function of welfare is to allow the capitalist class to maintain control over labor, according to the textbook.
*a. Francis Fox Piven and Richard Cloward
b. Durkheim

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c. Mimi Abramowitz
d. Karl Marx
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Conflict Perspective, p. 43
Question Type: MC

32. The bias against women is _____ systematically in our social institutions.
a. merged
*b. reproduced
c. altered
d. discounted
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: MC

33. According to the textbook, Fraser argues that there are two types of welfare programs: _____.
a. housing and monetary assistance
*b. masculine programs and feminine programs
c. food programs and childcare programs
d. drug rehabilitation and food programs
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: MC

34. According to Fraser, masculine welfare programs can be described as all of the following EXCEPT this:
a. Generous
b. Rational
*c. Humiliating
d. Nonintrusive
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: MC

35. According to Fraser, feminine welfare programs can be described as all of the following EXCEPT this:
a. Inadequate

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

*b. Generous
c. Intrusive
d. Humiliating
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: MC

36. In examining poverty, an interactionist would focus on
*a. How the public perceives welfare and its recipients
b. How poverty is functional for society in many ways
c. How poverty is an arena of political struggle
d. How poverty is a result of those in power exploiting those with little or no power
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Interactionist Perspective, p. 46
Question Type: MC

37. Under the Temporary Assistance for Needy Families (TANF) welfare program, there is a federal lifetime limit of _____ of assistance, though states may put shorter limits on benefits.
a. one year
*b. five years
c. 20 years
d. six months
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 54
Question Type: MC

38. Approximately _____ of U.S. households were food insecure sometime from 2011 to 2012, according to the textbook.
*a. 15%
b. 4%
c. 14%
d. 18%
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: MC

39. Food insecurity is _____ in large cities and rural areas _____ in suburban areas

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and exurban areas around larger cities.
a. equal; and
b. less common; than
*c. more common; than
d. not noticeably measured; and
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: MC

40. The prevalence of food insecurity is higher for certain groups; _____ of single, female-headed households with children are food insecure.
*a. 35.4%
b. 24.6%
c. 23.3%
d. 40.9%
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: MC

41. The Supplemental Nutrition Assistance Program (SNAP) provides _____ to individuals and families through periods of unemployment or a crisis.
a. training programs
b. job placement
*c. temporary assistance
d. computers
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: MC

42. Which of the following was NOT a reason cited for the decline in welfare caseloads after PRWORA?
a. PRWORA also gave states primary responsibility for designing their assistance programs and for determining eligibility and benefits.
b. A strong economy
c. Increased aid to low-income working families
*d. The first to leave welfare were those with the most employable skills.
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Life After Welfare, p. 54

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

Question Type: MC

43. Under federal law, states are required to engage at least _____ of TANF families in work activities.
a. 15%
b. 30%
*c. 50%
d. 75%
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Life After Welfare, p. 54
Question Type: MC

44. About two thirds of Americans polled in a 2012 Pew Research Center survey _____ the rich are getting richer, and the poor are getting poorer.
a. disagreed that
*b. agreed that
c. were indifferent to whether
d. protested because
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 30
Question Type: MC

45. In 2013, the United Nations International Children's Emergency Fund (UNICEF) released its report on child well-being in rich countries, identifying the percentage of children living in relative poverty. Which of the following two nations were ranked at the top of that list?
a. Denmark and Sweden
b. The United Kingdom and Germany
*c. The United States and Romania
d. Australia and Japan
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 38
Question Type: MC

46. As mentioned in the textbook, poverty rates vary across geographic areas because of differences in _____ characteristics.
a. weather and climate
*b. person-specific and place-specific
c. investor and consumer

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d. education and health
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 39
Question Type: MC

47. The author Manning Marable states that capitalism is a fraud because while it promotes the idea that everyone has a fair and equal chance to succeed, advantages are given to members of particular groups based on their _____.
*a. gender, race, or social class
b. ideals
c. democracy
d. connections with the government
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Conflict Perspective, p. 43
Question Type: MC

48. The Aid to Families with Dependent Children (AFDC) program
a. Is set to end in 2025
b. Was recently authorized by Congress indefinitely
c. Was never authorized by Congress and therefore never became law
*d. Operated until 1996 but was replaced by a program called Temporary Assistance for Needy Families (TANF)
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 53
Question Type: MC

49. According to the U.S. Census of 2013, _____ of total U.S. income was earned by households in the highest quintile or top fifth, who made an average $185,206.
*a. 51%
b. 60%
c. 44%
d. 23%
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 32
Question Type: MC

50. Hildebrant and Kelber researched women who receive or had previously received Temporary Assistance to Needy Families (TANF) benefits. Their findings indicate that all

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of the following are common barriers women face as they attempt to escape poverty EXCEPT this:
a. Limited education
*b. Transferable work skills
c. Personal and family challenges
d. Chronic mental and physical health problems
Learning Objective: LO 2-4
Cognitive Domain: Application
Answer Location: Life After Welfare, pp. 55–56
Question Type: MC

51. In 2011, the U.S. Census Bureau released the _____ report to explain poverty by examining geographic differences and the dollar amount spent on food and clothing, among other factors.
a. Suppressed Poverty Measure (SPM)
*b. Supplemental Poverty Measure (SPM)
c. Sociological Poverty Measure (SPM)
d. Substantial Poverty Measure (SPM)
Learning Objective: LO 2-5
Cognitive Domain: Analysis
Answer Location: Changing the Definition—Redefining Poverty, p. 59
Question Type: MC

52. Wealth preserves the division between the _____, providing an important mechanism for the intergenerational transmission of inequality.
a. educated and uneducated
b. employed and unemployed
*c. wealthy and nonwealthy
d. food secure and food insecure
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 33
Question Type: MC

53. As Melvin Oliver and Thomas Shapiro state in the textbook, wealth does not provide access to _____.
a. create opportunities
b. secure a desired standard of living
*c. decreased life chances
d. unnecessary purchasing
Learning Objective: LO 2-1
Cognitive Domain: Comprehension

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Answer Location: Introduction, p. 33
Question Type: MC

54. Under Franklin D. Roosevelt's New Deal, assistance was provided in four categories: general relief, work relief, social insurance, and categorical assistance.
*a. True
b. False
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 52
Question Type: TF

55. According to the feminist perspective, the welfare system is separate and unequal.
*a. True
b. False
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: MC

56. President Lyndon B. Johnson declared a War on Poverty and implemented his plan to create an acceptable level of poverty.
*a. True
b. False
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 53
Question Type: TF

57. Absolute poverty refers to a lack of basic necessities, such as food, shelter, and income.
*a. True
b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: TF

58. According to the textbook, Martin Marger writes "Measured in various ways, the gap between the rich and poor is wider than [in] any other society with comparable economic institutions and standards of living."
*a. True

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b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: Introduction, p. 32
Question Type: TF

59. As originally defined, the poverty threshold was set at five times the cost of an economy food plan.
a. True
*b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, p. 35
Question Type: TF

60. There are separate poverty guidelines for those living in Alaska and Hawaii versus the rest of the United States.
*a. True
b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: The Federal Definitions of Poverty, p. 35
Question Type: TF

61. According to the World Bank, in 2012, because of changes in education, gender, equality, health care, environmental degradation, and hunger, there has been an increase in both the overall poverty rate and the number of poor.
a. True
*b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: What Does It Mean To Be Poor? p. 34
Question Type: TF

62. Analysts predict that within a few years, Latinos will have a lower poverty rate than Blacks do.
a. True
*b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 36
Question Type: TF

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63. Families with a female householder and no spouse present were less likely to be poor than families with a male householder and no spouse present.
a. True
*b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 39
Question Type: TF

64. In 2012, children's poverty rates in the United States ranged from 13.2% in North Dakota to 34.7% in Mississippi.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 38
Question Type: TF

65. The functionalist perspective is that poverty is a product of our social structure and is necessary.
*a. True
b. False
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Functionalist Perspective, p. 41
Question Type: TF

66. From a conflict perspective, inequality is systematically created and maintained by those trying to preserve their advantage over the system.
*a. True
b. False
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Answer Location: Conflict Perspective, p. 42
Question Type: TF

67. Karl Marx argued that the *power elite* rule society.
a. True
*b. False
Learning Objective: LO 2-2
Cognitive Domain: Comprehension

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Answer Location: Conflict Perspective, p. 43
Question Type: TF

68. Poor children are eligible for medical care under Medicaid.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Health, p. 52
Question Type: TF

69. Food stamps cannot be used to buy hygiene products, alcoholic beverages, and vitamins and medicines.
*a. True
b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: TF

70. Most families who leave welfare for work do not earn enough money to afford decent-quality housing.
*a. True
b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Affordable Housing, p. 50
Question Type: TF

71. According to the National Low Income Housing Coalition, there is no state where a low-income worker can reasonably afford a modest one- or two-bedroom rental unit.
*a. True
b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Affordable Housing, p. 50
Question Type: TF

72. Nearly one in four working households spends more than half its income on housing costs.
*a. True
b. False

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Affordable Housing, p. 50
Question Type: TF

73. Under the Personal Responsibility and Work Opportunity Reconciliation Act, there is a limit of 36 months (three years) of assistance.
a. True
*b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: U.S. Welfare Policy, p. 54
Question Type: TF

74. Enacted in 1975, the Earned Income Tax Credit (EITC) program provides federal tax relief for low-income working families, especially those with children.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Earned Income Tax Credit, p. 57
Question Type: TF

75. In the textbook, the author points out that Debra Henderson, Ann Tickamyer, and Barry Tadlock argue that the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) program requirements deny women the choice to be full-time mothers.
*a. True
b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Feminist Perspective, p. 44
Question Type: TF

76. Fifteen percent of households in the U.S. were food insecure at least some time from 2011 to 2012.
*a. True
b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: TF

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77. The U.S. food stamp program is now called the Supplemental Nutrition Assistance Program (SNAP).
*a. True
b. False
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: TF

78. The perception of welfare as a Black phenomenon is a serious obstacle to public support for antipoverty programs.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Interactionist Perspective, p. 47
Question Type: TF

79. The *working poor* are men and women who spend at least 27 weeks of the year working or looking for work but whose incomes fell below the official poverty level.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 39
Question Type: TF

80. Black and Hispanic workers were more than twice as likely as White and Asian workers to be working poor.
*a. True
b. False
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Answer Location: Who Are the Poor? p. 39
Question Type: TF

81. Race and racism are not important in understanding public and political support for antipoverty programs.
a. True
*b. False
Learning Objective: LO 2-3

Social Problems Interactive eBook Community Policy and Social Action 5th edition Leon Guerrero Test Bank

Cognitive Domain: Comprehension
Answer Location: Interactionist Perspective, p. 46
Question Type: TF

82. Fifty-nine percent of the food-insecure households said they participated during the previous month in five or more federal food and nutrition assistance programs.
a. True
*b. False
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Answer Location: Food Insecurity and Hunger, p. 48
Question Type: TF

83. Discuss the issue of drug testing for TANF recipients. Do you feel that drug testing is an appropriate action for social aid? What could be the consequences of such a policy? What other issues can affect the solutions and/or the problems related to social welfare?
*a. Answers may vary. In 2011, more than 36 states considered drug testing for Temporary Assistance for Needy Families (TANF) recipients. Opponents of this policy argue that punitive testing policies perpetuate the stereotype that people on public assistance are morally corrupt and more likely to use drugs. It also distracts from the need for access to drug treatment and prevention. A 2012 assessment of the Florida welfare drug-testing law revealed that there were no direct savings for the state; contrary to the law's intent, it did not identify many drug users and had no effect on reducing the number of individuals applying for welfare assistance. The Florida law was struck down by a federal appeals court in 2014; the court ruled that the state failed to demonstrate that drug abuse was more prevalent or unique among TANF clients than in the general population.
Learning Objective: LO-2-5
Cognitive Domain: Analysis
Answer Location: Conflict Perspective, pp. 43–44
Question Type: ESS

84. Discuss how health can be affected by poverty. Why are the poor more likely to suffer from health issues? What are the issues that you feel are most important to the topic? Discuss how neighborhood conditions might exacerbate health inequalities.
*a. Answers may vary. Scholars have found that many factors, including standard of living, work conditions, housing conditions, access to better-quality food, leisure activities, and the social and psychological connections with others, play a role in determining health status. For those in poverty, these conditions are less predictable and often lacking. The poor have little time or opportunity to practice healthy activities, including exercise and eating healthful foods. In addition, lack of financial resources

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limits access to preventative and therapeutic health care. Neighborhood conditions play a key role in health disparities, as poor, unsafe housing conditions contribute to infectious and chronic diseases, injuries, and illnesses, including lead poisoning when children eat peeling paint. Neighborhoods may also expose the poor to hazardous conditions, including air, noise, water, and chemical pollution.
Learning Objective: LO-2-3
Cognitive Domain: Analysis
Answer Location: pp. 20–21
Question Type: ESS

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