

Anthropology of Inequality

Anthropology 21:070:337:01 (cross-listed with: 21:920:324:01 and 21:070:492:Q1)

Note: Grading and assignments are distinct for those taking this course as non-writing intensive (Anthropology 21:070:337:01 and Sociology 21:920:324:01) and those taking it as writing-intensive (Anthropology Seminar 21:070:492:Q1), as indicated below. Only students taking this course as the writing-intensive, Anthropology Seminar 21:070:492:Q1, must complete the final paper.

Rutgers University, Newark

Fall Semester, 2020

Monday 2:30 - 3:50 Zoom Link:

<https://rutgers.zoom.us/j/97274970158?pwd=U3I5cTc4SXJpUU1ZT0FoQ280SnpmQT09>

Password: 363009

Wednesday 1:00 - 2:20 Zoom Link:

<https://rutgers.zoom.us/j/94799400452?pwd=a0lSd1dJbHZEend3TkJxeUZHRGZBUT09>

Password: 363009

Instructor: Sean T. Mitchell

seantm@rutgers.edu

Office Hours: Thursdays 1:00-3:00, or by appointment arranged via email

<https://rutgers.zoom.us/j/99655110656?pwd=WUp1UVZtc3lSRm5DUWhNbi9ReTJBdz09>

Password: 363009

Canvas Link for the Course: <https://rutgers.instructure.com/courses/75972>

Additional Zoom information can be found at the end of the syllabus

Course Description

We live in an age of staggering global inequalities—of material wealth like none that has previously existed and deadly want, of subtle and intimate status games and global realignments. This class investigates inequality in the contemporary world: its causes and consequences; how it is maintained and undone; how it is understood by social scientists, philosophers, and political actors; and how it shapes people's experience in many different global settings and many different walks of life.

Learning Outcomes

In this course students should develop: 1) an understanding of some key theoretical perspectives on inequality in anthropology and other social sciences; 2) comparative ethnographic and historical knowledge of how hierarchies of class, status, ethnicity, race, caste, and gender exist (or in some cases, don't) across a variety of settings; 3) an understanding of inequality as a *global* phenomenon with many local forms and manifestations; 4) an understanding of inequality as an *historical* phenomenon, transforming in ways that are hard to predict; 5) and an ability to analyze dynamics of inequality in current events from a well-informed and critical perspective.

Respectful Intellectual Engagement

In this class we will read about, discuss, and try to critically understand very difficult issues of inequality and violence. These issues affect everyone, but in very different ways. It is crucial that we

be respectful of the experiences and perspectives of others in this class, even when our own experiences and perspectives are different from theirs.

Online Learning and Zoom Virtual Backgrounds

This class will be conducted synchronously online, using Zoom. Class discussions, involving respectful engagement with your colleagues, their ideas, and their experiences is a crucial element of this class. Turning on your camera during Zoom sessions is NOT mandatory for this course, and everyone's preferences in this regard will be fully respected. However, I encourage people who feel comfortable about it to turn on their cameras. This class involves extensive discussion, and the anonymity of online discourse can be an impediment to fruitful discussion. Students seeing each other's faces can help with that.

If you do turn on your camera, you may also decide to use a virtual background in Zoom, as I will. People will be attending the virtual class from many different settings and virtual backgrounds help preserve everyone's privacy. Here are instructions for a virtual Zoom background:

<https://support.zoom.us/hc/en-us/articles/210707503-Virtual-background>

Additionally, your full name must be displayed in Zoom, as I will use this for attendance.

Technology Requirements

This course will require access to the internet and a computer, tablet, or similar device that can be used for conferencing, accessing documents, accessing the internet, and writing. For additional information or assistance, please see Rutgers University technology guide:

<https://it.rutgers.edu/technology-guide/>

Additionally, this course will require that you access online resources in the University's Canvas site. Please review the following link for Canvas Student Resources for assistance on getting started in Canvas: <https://canvas.rutgers.edu/students/>

Course Requirements and Grading

For Students Taking the Course as non-writing intensive (Anthropology 21:070:337:01 and Sociology 21:920:324:01):

Participation: **20%**

Discussion Board: 10 x 2%=**20%**

Take home exam 1: **30%**

Take home exam 2: **30%**

For Students Taking the Course as a writing intensive seminar (Anthropology 21:070:492:Q1):

Participation: **20%**

Discussion Board: 10 x 2%=**20%**

Take home exam 1: **20%**

Take home exam 2: **20%**

Final Paper: **20%**

Participation and Preparation

This is a seminar-style, discussion-based course, so attendance and participation are essential. In order to do well in this class, you **must** attend virtual sessions having read and thought about the assigned material, and you must be prepared to discuss the material and the ideas under discussion. You are responsible for having **two discussion** questions ready for each class session, and I will call on students randomly to start off discussion with their questions. Many of the readings are difficult, so it is fine to have difficulties with the material. Formulating your questions about the material will help us have productive discussions. Listening to and engaging thoughtfully with your colleagues is also an important

part of participation. Participation will also include group work and discussion, which we will do almost every week.

Take Home Exams

At the midpoint, and at the end of the course, you will be given a take-home exam consisting of two essays (3-4 pages each, double spaced, 12pt. font, 1" margins). Each of the essays must respond to a question chosen from a list that I will hand out. I will grade the exams on your ability to understand, analyze, compare and critically assess the arguments and evidence presented by relevant authors.

Discussion Board

Each week, I will post discussion questions for the next week's readings on Canvas. For at least 10 weeks out of the semester, you must engage the question and other students in the discussion board. As with (virtual) in-class discussion, respectful intellectual engagement is crucial for a successful discussion board.

FOR STUDENTS TAKING THIS CLASS AS A WRITING INTENSIVE SEMINAR

21:070:492:Q1 ONLY: Writing Assignments

Each student taking the seminar class, must discuss a paper topic with me by week three. The paper should rely principally on class readings as sources, but your chosen topic will also allow you to develop your knowledge and analysis in a personal area of interest. I will help guide students through the process of creating drafts and outlines as the semester progresses. I will also check up on this work at different points during the semester. You will have opportunities during the semester to share your drafts with, and receive comments from, other students and with me. The final writing assignment (6-8 pages, double spaced, Times New Roman 12 point font, 1" margins) will be due on December 7.

Attendance Policy

After two unexcused absences, each additional unexcused absence will remove 5% from your final grade. I fully understand that these are difficult times and that many of us are facing serious challenges. So, there is flexibility about this policy, but you need to tell me right away if there might be an attendance problem.

Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and do not know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate University services. For information on using sources in writing, see the Identifying and Avoiding Academic Dishonesty section of the Rutgers Academic Integrity web site:

<http://academicintegrity.rutgers.edu/resources-for-students/>

Student Code of Conduct

Students are required to adhere to the University Student Code of Conduct delineated in the Rutgers Student Affairs website Student Conduct page:

<http://studentconduct.rutgers.edu/student-conduct-processes/university-code-of-student-conduct/#1495568095620-2f5ce77d-17dd>

Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Student Support Services

Academic Services:

- For academic support visit Rutgers Academics Student Support at <https://www.rutgers.edu/academics/student-support>
- Any student can obtain tutoring and other help at the Learning Centers on each campus. Check the website at <https://rlc.rutgers.edu/>
- For coaching help with writing skills and assignments visit the Writing Coaching webpage at <https://rlc.rutgers.edu/student-services/writing-coaching>
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the Rutgers Libraries website at <https://www.libraries.rutgers.edu/>

Rutgers Student Health Services:

Rutgers Student Health Services is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff. Services are available at several locations throughout the New Brunswick-Piscataway area. For more information visit:

<http://health.rutgers.edu/>

Veteran Services:

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the Office of Veteran and Military Programs and Services website for more information:

<https://veterans.rutgers.edu/>

Required Books

Note: You may use any edition of these books. I know that textbooks are expensive and I encourage you to use the least expensive editions, or any electronic version, you can find. If you find an edition that has different page numbering from that of your colleagues, make sure to read the right pages and chapters.

Fields, Karen E., and Barbara J. Fields. 2012. *Racecraft: The Soul of Inequality in American Life*. London: Verso.

THROUGH SEPTEMBER 30, THIS BOOK IS AVAILABLE AT 40% OFF FROM THE PUBLISHER, VERSO HERE: <https://www.versobooks.com/blogs/4830-40-off-all-student-reading>

Hickel, Jason. 2018. *The Divide: Global Inequality from Conquest to Free Markets*. New York: W.W. Norton & Co.

IMPORTANT NOTE: HICKEL HAS TWO BOOKS WITH THE TITLE, “THE DIVIDE.” Do not buy the one titled, The Divide: A Brief Guide to Global Inequality and its Solutions

Tarlar, Rebecca. 2020. *Occupying Schools, Occupying Land: How the Landless Workers’ Movement Transformed Brazilian Education*. Occupying Schools, Occupying Land. Oxford University Press.

Available online at:

https://rutgers.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=13995162900004646&institutionId=4646&customerId=4645

All class readings not in these books will be linked in this syllabus and on Canvas

<https://rutgers.instructure.com/courses/75972>

Additional Class Material

In addition to the reading assigned on this syllabus, I will sometimes assign articles about current events from newspapers, magazines, or blogs, when I think they are relevant to class discussion. These articles are also mandatory reading. Films, available only in class, are course material and there will be quiz questions based on films—in addition, of course, to questions based on readings and lectures.

Week One: An Introduction to the Course

September 2: Course Objectives and Requirements

Week Two: A New Gilded Age? A New Great Depression? New Political Mobilization?

NOTE: MONDAY CLASS HELD ON TUESDAY

TUESDAY, September 8: Piketty, Thomas. 2014. *Capital in the Twenty-First Century* (Introduction).
<https://rutgers.box.com/s/s5b3hhu6q2jb783m96n2f3dj5yfq1aa7>

September 9: Wallace-Wells, David. 2020. “Thomas Piketty Knew This Was Coming.” *Intelligencer*. April 27, 2020. <https://nymag.com/intelligencer/2020/04/thomas-piketty-capital-and-ideology-coronavirus-inequality.html>.

Taylor, Keeanga-Yamahatta. 2020. “Opinion | Of Course There Are Protests. The State Is Failing Black People.” *The New York Times*, May 29, 2020, sec. Opinion.
<https://rutgers.box.com/s/rmo9a3r981d4h8w2ycc7p9jnbx3kupqq>

Week Three: Theoretical Perspectives

September 14: Marx, Karl. “Classes in Capitalism and Pre-Capitalism.”

<https://rutgers.box.com/s/19vw3lj3zxnivtucmv9obmdoja26e73v>

September 16: Weber, Max. “Class, Status, Party.”

<https://rutgers.box.com/s/uovq89843bw5b534av6iwjq7z38661fm>

Week Four: Theoretical Perspectives

September 21: Bourdieu, Pierre. “Distinction”

<https://rutgers.box.com/s/b8pq2c0kxelkvjou3lx5ca50yfupnkr0>

September 23: Crenshaw, Kimberle. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review*, 1241–99.

<https://login.proxy.libraries.rutgers.edu/login?url=https%3a%2f%2fwww.jstor.org%2fstable%2f1229039%3fsid%3dprimo%26origin%3dcrossref>

Week Five: *The Divide: Global Inequality from Conquest to Free Markets*

September 28: *The Divide*, Preface - Chapter 2

September 30: *The Divide*, Chapter 3

Week Six: *The Divide: Global Inequality from Conquest to Free Markets*

October 5: *The Divide*, Chapter 4-5

October 7: *The Divide*, Chapter 6

Week Seven: *The Divide: Global Inequality from Conquest to Free Markets*

October 12: *The Divide*, Chapter 7-8

October 14: *The Divide*, Chapter 9

Week Eight: *COVID 19 and Inequality*

October 19 (Guest lecture, Benjamin Junge, SUNY New Paltz): Hoffman, Jan. 2020. "Mistrust of a Coronavirus Vaccine Could Imperil Widespread Immunity." *The New York Times*, July 18, 2020. <https://rutgers.box.com/s/spgppugz21vc2d4rzekpz19pv910hvg0>

Manderson, Lenore, and Susan Levine. 2020. "COVID-19, Risk, Fear, and Fall-Out." *Medical Anthropology* 39 (5): 367–70.

<https://www.tandfonline.com/doi/full/10.1080/01459740.2020.1746301>

TAKE-HOME MIDTERM HANDED OUT

October 21: No Reading Assignment. Discussion of Take-Home Midterm.

Week Nine: *Racecraft: The Soul of Inequality in American Life*

October 26: *Racecraft*, Introduction

TAKE-HOME MIDTERM DUE

October 28: *Racecraft*, Chapter 1-2

Week Ten: *Racecraft: The Soul of Inequality in American Life*

November 2: *Racecraft*, Chapter 3-4

November 4: *Racecraft*, Chapter 5

Week Eleven: *Racecraft: The Soul of Inequality in American Life*

November 9: *Racecraft*, Chapter 6-7

November 11: *Racecraft*, Chapter 8-Conclusion

Week Twelve: *Brazil and the United States: Hegemonies, Racial and Imperial?*

November 16: Hanchard, Michael George. 1994. *Orpheus and Power: the Movimento Negro of Rio de Janeiro and São Paulo, Brazil, 1945-1988*. Princeton: Princeton University Press., pp. 31-76.

<https://rutgers.box.com/s/4vv0xrg2ra1w915dn0xmftma8w6pcda8>

November 18: Bourdieu, Pierre, and Loïc Wacquant. 1999. "On the Cunning of Imperialist Reason." *Theory, Culture & Society* 16 (1):41-58.

<https://login.proxy.libraries.rutgers.edu/login?qurl=https%3a%2f%2fjournals.sagepub.com%2fdoi%2fabs%2f10.1177%2f026327699016001003>

Week Thirteen: *Occupying Schools, Occupying Land*

November 23: *Occupying Schools, Occupying Land*, Introduction – Chapter 1

November 25: **NO CLASS (FRIDAY CLASSES HELD FOR THANKSGIVING BREAK)**

Week Fourteen: Occupying Schools, Occupying Land

November 30: *Occupying Schools, Occupying Land*, Chapter 2-4

December 2: *Occupying Schools, Occupying Land*, Chapter 5

Week Fifteen: Occupying Schools, Occupying Land

December 7: *Occupying Schools, Occupying Land*, Chapter 6

SEMINAR ASSIGNMENT ONLY: FINAL PAPERS DUE

December 9: *Occupying Schools, Occupying Land*, Conclusion

TAKE-HOME FINAL EXAM HANDED OUT

Additional Zoom Links for Monday Classes

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

https://rutgers.zoom.us/meeting/tJMvcO2hqTsrH9xEL1b8HQOP7CzD1VZ6pB6c/ics?icsToken=98tyKuCvrDwuE9OVsRyPRowEAI_CLPPwtmJcgvpFuTO0AXh7UyzGYcFYFuNJKo7A

Join Zoom Meeting

<https://rutgers.zoom.us/j/97274970158?pwd=U3I5cTc4SXJpUU1ZT0FoQ280SnpmQT09>

Join by SIP

97274970158@zoomcrc.com

Meeting ID: 972 7497 0158

Password: 363009

One tap mobile

+13126266799,,97274970158# US (Chicago)

+16465588656,,97274970158# US (New York)

Join By Phone

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Germantown)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 972 7497 0158

Find your local number: <https://rutgers.zoom.us/u/acChgtV5cR>

Join by Skype for Business

<https://rutgers.zoom.us/skype/97274970158>

If you have any questions, please [contact the Office of Information Technology Help Desk](https://it.rutgers.edu/help-support/)

Additional Zoom Links for Wednesday Classes

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: <https://rutgers.zoom.us/meeting/tJAqfuCsrsuH9YrkOeSyx-RtIMXDmZHFUkE/ics?icsToken=98tyKuCsqTIjHtSVtByFRowIB4r4XejiGJbgvpkjhTKBhNKek7Eiu5vCpZyKvD2>

Join Zoom Meeting

<https://rutgers.zoom.us/j/94799400452?pwd=a0lSd1dJbHZEend3TkJxeUZHRGZBUT09>

Join by SIP

94799400452@zoomcrc.com

Meeting ID: 947 9940 0452

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+1 646 558 8656 US (New York)

+1 301 715 8592 US (Germantown)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 947 9940 0452

Find your local number: <https://rutgers.zoom.us/u/adzQIkriG3>

Join by Skype for Business

<https://rutgers.zoom.us/skype/94799400452>

If you have any questions, please [contact the Office of Information Technology Help Desk](https://it.rutgers.edu/help-support/)

Additional Zoom Links for Office Hours

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

https://rutgers.zoom.us/meeting/tJ0rcuyprzssH9KLIfG_mqy_t0r6ByIdlL04/ics?icsToken=98tyKuChqD4vG9WVthyBRox5BI_4Z-vzmGJdgvp2sDbjJB9ecxrJrJQZJBModz

Join Zoom Meeting

<https://rutgers.zoom.us/j/99655110656?pwd=WUp1UVZtc3lSRm5DUWhNbi9ReTJBdz09>

Join by SIP

99655110656@zoomcrc.com

Meeting ID: 996 5511 0656

Password: 363009

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+16465588656,,99655110656# US (New York)

Join By Phone

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- +1 346 248 7799 US (Houston)
- +1 669 900 9128 US (San Jose)
- +1 253 215 8782 US (Tacoma)

Meeting ID: 996 5511 0656

Find your local number: <https://rutgers.zoom.us/j/99655110656>

Join by Skype for Business

<https://rutgers.zoom.us/j/99655110656>

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