Anthropology of Inequality

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=U3I5cTe4SXJpUU1ZT0FoQ280SnpmQT09
Password: 363009

Wednesday 1:00 - 2:20 Zoom Link:
https://rutgers.zoom.us/j/94799400452?pwd=a0lSd1dJbHZEend3TkJxcUZHRGZBUT09
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=WUp1UVZtc3ISRm5DUWhNbi9ReTJBdz09
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](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/](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/](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 website: 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:
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.


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

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

Tarlau, 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.box.com/s/s5b3hh6q2jb783m96n2f3dj5yfq1aa7

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


Week Three: Theoretical Perspectives
September 14: Marx, Karl. “Classes in Capitalism and Pre-Capitalism.” https://rutgers.box.com/s/j9vw3lj3zxnvucmv9obmjoa26e73v


Week Four: Theoretical Perspectives
https://rutgers.box.com/s/b8pq2e0kxelkvqou3lx5ca50yfupnr0


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**  
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?**  

**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/tJMvcO2hTsrH9xEL1b8HQOP7CzD1VZ6pB6c/ics?icsToken=98tyKuCvrDwuE9OVsRyPRowEAL_CLPPwtmJcgypFuTO0AXh7UyzGYcFYFuNJKo7A

Join Zoom Meeting
https://rutgers.zoom.us/j/97274970158?pwd=U3I5cTc4SXJpUU1ZT0FoQ280SnpmQT09

Join by SIP
97274970158@zoomerc.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 <a href="https://it.rutgers.edu/help-support/">contact the Office of Information Technology Help Desk</a>

**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/tjAqfuCsrjsuH9YrkOeSvx-RtlMXDmZHFUkE/ics?icsToken=98tyKuCsqTljHtSVtByFRowIB4r4XejziGJbgvpkjhTKBhNKek7Elu5vCpZyKvD2

Join Zoom Meeting
https://rutgers.zoom.us/j/94799400452?pwd=a0lSd1dJlbHZEvend3TkJxcUZHRGZBUT09

Join by SIP
94799400452@zoomerc.com

Meeting ID: 947 9940 0452
Password: 363009
One tap mobile
+13126266799,94799400452# US (Chicago)
+16465588656,94799400452# 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: 947 9940 0452
Find your local number: https://rutgers.zoom.us/u/adzQIkrG3

Join by Skype for Business
https://rutgers.zoom.us/skype/94799400452

If you have any questions, please <a href="https://it.rutgers.edu/help-support/">contact the Office of Information Technology Help Desk</a>.

**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/tj0rcuyprzssH9KLIffG_mqy_t0r6ByIdL04/ics?icsToken=98tyKuChqD4vG9WVthyBRox5Bl_4Z-vzmGJdgvp2sDbjJB9ecxjrIrJQZJBmOdzc

Join Zoom Meeting
https://rutgers.zoom.us/j/99655110656?pwd=WUp1UVZtc3lSRm5DUNWhNbi9RcTJBdz09

Join by SIP
99655110656@zoomerc.com

Meeting ID: 996 5511 0656
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+16465588656#, 99655110656# 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: 996 5511 0656
Find your local number: https://rutgers.zoom.us/u/acHOvgrneX

Join by Skype for Business
https://rutgers.zoom.us/skype/99655110656

If you have any questions, please <a href="https://it.rutgers.edu/help-support/">contact the Office of Information Technology Help Desk</a>