

Social Inequalities

Fall 2020 | 01:920:332:01 | Rutgers University
Professor Haruki Eda

About Professor Haruki



Hello! I'm a queer, mixed, 3rd-generation Zainichi Korean (Koreans in Japan) born and raised in the Kansai region of Japan. I came to the US in 2006 to attend San Francisco State University.

Currently, I'm a sociology PhD candidate at Rutgers specialized in race/ethnicity, social movements, queer theory, and geopolitics. I conduct ethnography of grassroots community organizing among diasporic Koreans.

I've taught sociology, Expos, East Asian studies, and Asian American studies at Rutgers since 2014. In 2018, I received the sociology department's undergraduate teaching award!

Go to harukieda.com for more info and my baby photo.

Access Information

Class Sessions - Tuesdays 7:40-9:00pm

I will be online at 7:30pm. Join early for quick questions or casual chats.

Virtual Office Hours - Thursdays 7:30pm

I will stay online until 8:00pm if nobody joins. Please make an appointment with me if you'd like to talk privately.

Email - haruki.eda@rutgers.edu

I try to respond within 48 hours during the week.

If you can join the virtual office hours for your questions/comments, please do! I prefer writing fewer emails.

Canvas -

rutgers.instructure.com/courses/68286

- Announcements
- Collaborations
- Discussions
- Grades

Course Description

What causes social inequalities in the U.S. and beyond? What justifies our taken-for-granted views on fairness and deservingness? How do socioeconomic inequalities relate to white supremacy, heteropatriarchy, neoliberalism, and state power? What solutions do we have, and what are the challenges in practicing those solutions?

This course examines these questions of unequal power relations and unjust modes of governance, attending to the history, geography, and political economy of social differences such as race, class, and gender. Considering our situated struggles through the global pandemic and elevated political tension, we will prioritize engaging with and learning from one another while reading a key text closely, instead of serving ourselves more than we can realistically digest.

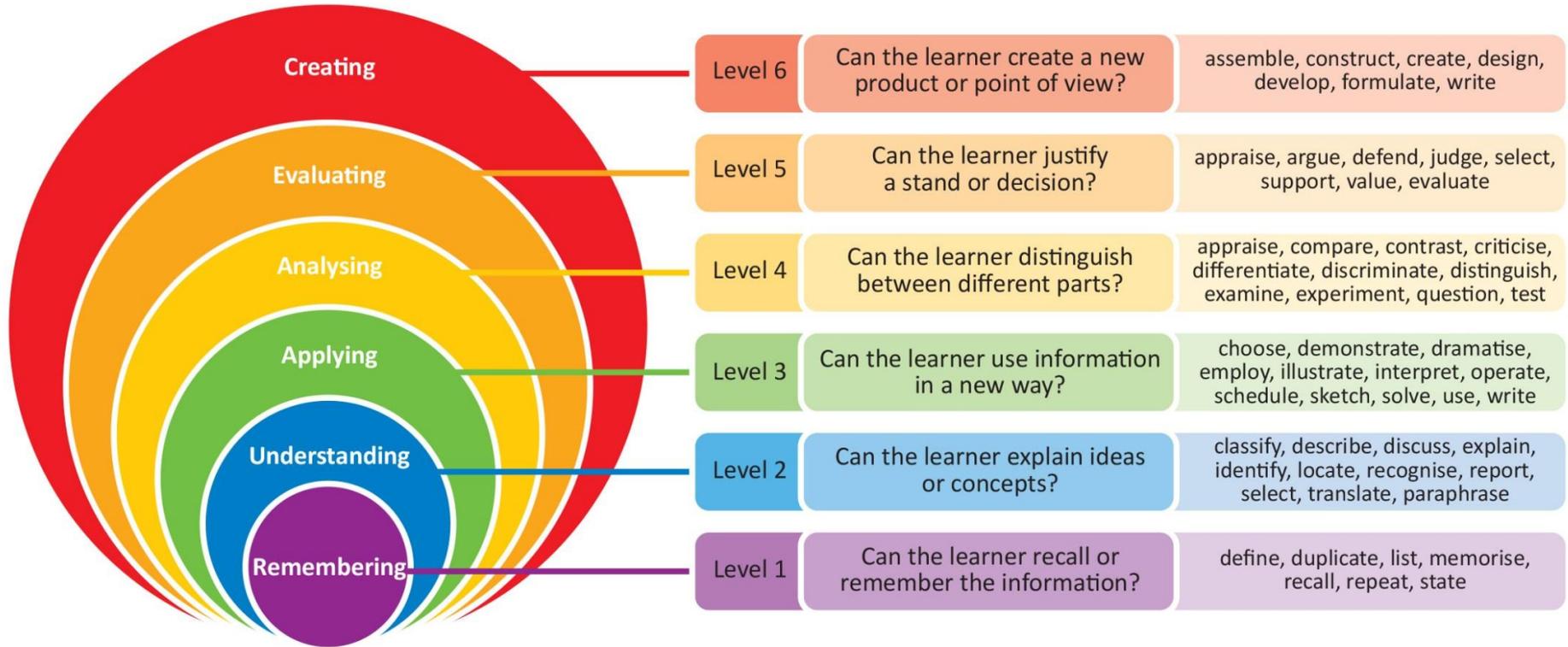
Prerequisites: Intro to Social Research, Intro to Statistics in Sociology, Development of Sociological Theory, or Contemporary Sociological Theory

Learning Goals

- ★ **Understand** historical factors and sociological explanations regarding social inequalities in the U.S. and beyond
- ★ **Apply** relevant concepts and theories of inequalities to specific social, historical, and geographical contexts
- ★ **Analyze** the complexities of class, race, and gender in the structures and discourses of oppression
- ★ **Evaluate** competing perspectives and proposed solutions in addressing social inequalities
- ★ **Create** pedagogical and strategic tools for further civic and community engagement
- ★ **Cultivate** cognitive and emotional competencies for written, oral, and virtual communications as well as collaborative leadership

What counts as learning? Our goals are based on a theory of metacognition:

Bloom's taxonomy (revised)



Shared Expectation #1

Education is emotional

We should acknowledge that education is not only a cognitive process but also an emotional one. Learning about the reality of the world might be uncomfortable or disturbing to some people, while it might be uplifting to others. Keep in mind that we are learning about social issues that literally kill people. Our discomfort may come from our privileges, and it probably does not save any lives. Yet, embracing discomfort is an important part of collective healing. It's okay to feel uncomfortable with the reality, and we all do. Do not let your fragility hinder your learning. Education is not given, we have to earn it. You're a student, not a customer—take pride in your work.

Shared Expectation #2

Respect when it really matters

It's easy to respect someone we admire and agree with, but respect really matters when we encounter doubts and disagreements. Don't give in to the temptation to dismiss them as wrong, offensive, or ridiculous. Instead, we can challenge their assumptions and our own by asking questions. "Can you clarify what you mean by that?" or "Do you have specific examples in mind?" may be a good start. After engaging in such a way, if we find the other perspective to be a flawed argument, we shall generously and patiently explain it how. Conversely, when we are called out for our assumption, we should listen without arguing back defensively. It's okay to say, "I didn't think of it that way, thanks for pointing it out. I'll continue to think through this." In any case, let's assume good intention in others' ideas and questions and be mindful about the impact of our behaviors on others regardless of our intention.

Shared Expectation #3

We learn best from each other

Conventional teaching centered on the memorization of authoritative facts in a textbook may work in other courses, but social issues are too complex to have definitive answers for. We all arrive with different experiences and perspectives, and what is true today may no longer be true tomorrow. Instead of absorbing information, we will focus on developing intellectual and communication skills: close reading, critical thinking, active listening, public speaking, evidence-based argument, creative expression, and collaboration. Knowledge is always relational, and we are each other's resources, even when we encounter disagreements and conflicts. Real learning is much more than doing the readings; we learn best when we all try to teach one another sincerely and generously.

Required Texts

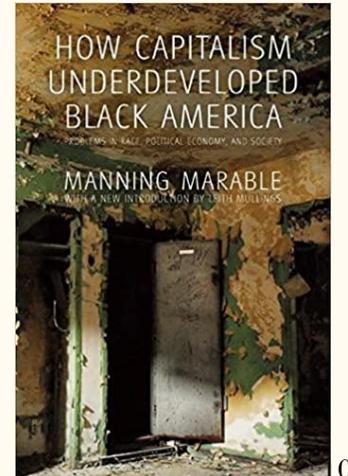
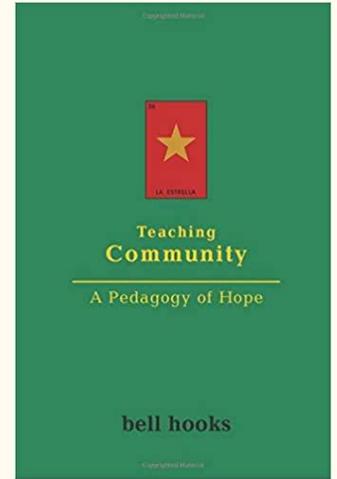
1. bell hooks, *Teaching Community: A Pedagogy of Hope* (2003), excerpts

PDF available on [Canvas Files](#); please refer to course schedule for assigned pages

2. Manning Marable, *How Capitalism Underdeveloped Black America* (1983)

E-book available via [Rutgers Libraries](#); please find it on your own

3. Mia Mingus, “[Medical Industrial Complex Visual](#)” (2015) and “[‘Disability Justice’ is Simply Another Term for Love](#)” (2018)
4. All weekly response slides created by your classmates



Course Structure

Tuesdays - Synchronous discussions

We will use Zoom for real-time discussions. Please set up your Rutgers Zoom account: it.rutgers.edu/zoom/.

Please join the weekly session on time; we begin promptly at 7:40pm.

Read all the response slides before class, and post a short reflection on Canvas Discussions by Wednesday noon 12pm.

Thursdays - Asynchronous assignments

Aside from the optional virtual office hours, we will not meet on Thursdays.

Please complete the assigned reading(s) and create your response slide in the week's Google Slides file via Canvas Collaborations by Friday 5pm.

Assessment and Grading

Response Slides - 40%

4 points x 12 weeks; lowest 2 scores dropped

Fishbowl Discussions - 50%

- Participation: 6 points x 5 sessions
- Short reflections: 2 points x 11 weeks (lowest score dropped)

Digital Zine Project - 10%

Final Grade Range

A = 90 points or more

B+ = 85-89

B = 80-84

C+ = 75-79

C = 70-74

D = 60-69

F = 59 points or less

*Final grades are not negotiable.
Please do your work while you can.

Response Slides

Purpose: Engage with the text, articulate original response, and educate others

Directions:

1. Identify one passage in the text that stood out to you
2. Include the quote and page number in the speaker notes
3. Create a slide content with a critical or creative response to the quote
4. Explain in the speaker notes how the slide content connects to the quote

Sample formats: you are expected to try all 5 formats at least once throughout the semester.

- ❖ **Textual:** personal story, poem, original analysis/perspective/argument, historical event, key concept/terminology
- ❖ **Visual:** archival image, photography, illustration, collage, meme
- ❖ **Statistical:** data visualization, table/chart, opinion polls, infographic
- ❖ **Journalistic:** current affairs, domestic and global issues, political debates
- ❖ **Strategic:** grassroots organization, policy analysis, protest, what can be done

Response Slides

Grade Breakdown (1 point each; 4 points total x 12 weeks; lowest 2 scores dropped)

- ★ **Timely completion:** all parts of the submission was completed on time
- ★ **Critical engagement:** the slide makes an explicit connection to the text and elaborates on a meaningful passage
- ★ **Originality:** the slide content moves beyond the superficial level to illuminate a deeper understanding of the text; in particular, the slide promotes marginalized social groups' perspectives on social inequalities
- ★ **Visual aesthetics:** the slide has a clear focus, presents the content effectively, cites the source, avoids errors and excessive information, and looks good

Fishbowl Discussions

Purpose: Discuss the text and response slides, speak to each other, and learn together

Facilitation:

Class will be split into A and B sections, which will take turn speaking in the fishbowl. Those who are not speaking will also join the Zoom session and take turns taking shared notes.

[Click here for fishbowl grouping](#)

Directions:

1. Review all the response slides from the previous week
2. Write down a discussion question in the designated slide(s) if you are up for the fishbowl that week
3. Speak in the fishbowl and/or contribute to note-taking
4. **Submit a short reflection on Canvas Discussions by Wednesday 5pm (whether or not you spoke in the fishbowl)**

Fishbowl Discussions

Participation Points (up to 6 points; all 5 sessions required)

- ★ Contributed to the discussion without dominating it (1 point)
- ★ Responded to a fellow fishbowler's comment (1 point)
- ★ Addressed a discussion question (2 points)
- ★ Made an explicit reference to the text or a classmate's slide (2 points)
- ★ Offered an insightful perspective (2 points)
- ★ Posed a further question to delve deeper (2 points)

Short Reflection Passing Criteria (2 points x 11 weeks; lowest score dropped)

- ★ Discusses specific details from the fishbowl (who said what) and evaluates the significance of the comments/questions

Digital Zine Project: *Governance as Violence*

Purpose: Create a pedagogical or strategic tool for civic/community engagement, collaborate in a team, and express the knowledge we have cultivated through the course

Process:

Each student will sign up as a section contributor, illustrator, or editor. We will dedicate Weeks 14 & 15 to the production and publication via issuu.com.

Suggested topics:

- Education and schooling
- Prison, detention, policing
- Medicine, health care, therapy
- Labor, underemployment, unions
- Housing and homelessness
- Welfare and family services
- Urban/suburban environments

In what ways does governance enact violence in these fields? How are these fields related to one another in maintaining inequalities?

Digital Zine Project: *Governance as Violence*

Grade Breakdown

10 points total; lack of participation in Weeks 14 & 15 will lead to reduced points

9 - 10	Performance exceeds expectation by contributing significantly and facilitating the project's success through leadership.
7 - 8	Performance meets expectation by contributing sufficiently to make the project presentable.
6	Performance falls short of expectation by contributing minimally to the project's overall coherence.
5	Fulfills responsibilities by completing all expected tasks. Levels of communication, engagement, and effort are not acceptable.

Course Policy

Academic Integrity

Please cite your sources properly! Rutgers University has a policy on academic integrity that addresses plagiarism, cheating, fabrication, and so on. Whenever we use someone else's idea in our work, we must acknowledge it. The formal legal procedure outlined in this policy will be followed in the case of a violation, along with a failing grade. Please refer to this link:

academicintegrity.rutgers.edu/academic-integrity-policy.

Absences and Late/Incomplete Work

For response slides, you may earn partial points for completing your work by Monday 5pm after the Friday deadline. Let Haruki know.

For short reflections, no late submissions are accepted; the discussion portal will close automatically on Wednesday noon 12pm. You cannot submit a reflection on a fishbowl you were absent for.

For fishbowl participation, let Haruki know in advance if you will be absent. You cannot make up for an unexcused absence.

Course Schedule and Assigned Readings

Week	Tuesdays	Thursdays
1	Sep 1 Introduction	Sep 3 bell hooks “Democratic Education” pp. 41-49 [Canvas]
2	Sep 8 - Labor Day Schedule Change NO CLASS (attend your Monday classes)	Sep 10 - Last day to add/drop bell hooks “Talking Race and Racism” pp. 25-40 [Canvas]
3	Sep 15 Fishbowl A Click here for fishbowl grouping	Sep 17 bell hooks “What Happens When White People Change” pp. 51-66 [Canvas]
4	Sep 22 Fishbowl B	Sep 24 Mia Mingus “ Medical Industrial Complex Visual ” and “ Disability Justice is Simply Another Term for

5	Sep 29 Guest talk on student wellness	Oct 1 Manning Marable, Chapter 1 “The Crisis of the Black Working Class”
6	Oct 6 Fishbowl A	Oct 8 Manning Marable, Chapter 2 “The Black Poor: Highest Stage of Underdevelopment”
7	Oct 13 Fishbowl B	Oct 15 Manning Marable, Chapter 3 “Groundings with My Sisters: Patriarchy and the Exploitation of Black Women”
8	Oct 20 Fishbowl A Zine discussion - overview	Oct 22 Manning Marable, Chapter 4 “Black Prisoners and Punishment in a Racist/Capitalist State”
9	Oct 27 Fishbowl B Zine discussion - sign-up	Oct 29 Manning Marable, Chapter 5 “Black Capitalism: Entrepreneurs, Consumers, and the Historical Evolution of the Black Market”

10	Nov 3 - Election Day Fishbowl A	Nov 5 Manning Marable, Chapter 6 “Black Brahmins: The Underdevelopment of Black Political Leadership”
11	Nov 10 Fishbowl B	Nov 12 Manning Marable, Chapters 7 “The Ambiguous Politics of the Black Church” and 8 “The Destruction of Black Education”
12	Nov 17 Fishbowl A	Nov 19 Manning Marable, Chapters 9 “The Meaning of Racist Violence in Late Capitalism” and 10 “Conclusion: Toward a Socialist America”
13	Nov 24 Fishbowl B	Nov 26 - Turkey Day NO CLASS
14	Dec 1 Zine discussion - select previous slides to use	Dec 3 Work on zine contents - full efforts required
15	Dec 8 Zine discussion - feedback	Dec 10 Finalize zine contents

Resources

Disability 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: 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 on the ODS web site at: ods.rutgers.edu/students/registration-form.

Academic and Wellness Support

Dean of Students

deanofstudents.rutgers.edu/

Student Legal Services

rusls.rutgers.edu/

Counseling, ADAP and Psychiatric Services (CAPS)

rhscaps.rutgers.edu

Violence Prevention and Victim Assistance (VPVA)

vpva.rutgers.edu

Community Agreements

1. Consent and Confidentiality
 - a. Audio/video recordings including screenshots are strictly prohibited
2. Questions > Assumptions
3. Intent vs. Impact
4. Challenge Ourselves
 - a. Expect discomfort
 - b. Conflict is a relationship
5. Attend and Engage Generously
 - a. Mute yourself + Keep video on