

Social and Economic Justice

SOCI 273

Fall 2018 Syllabus, Updated 8/17/2018

Instructor: Akram Al-Turk

Email: alturkaa@live.unc.edu

Time and Location: TuTh 12:30-1:45pm, F Brooks - Sitterson - Room F009

Office Hours: By appointment, Hamilton 218. Schedule appointment here:
<https://alturkaa.youcanbook.me/>

Course Overview and Learning Objectives

In this course, we will focus on three main questions. First, what explains social and economic inequality? Second, what have social scientists and political philosophers argued would constitute a more equal and just society? And third, what role do schools and civil society organizations play in perpetuating or alleviating social and economic inequality?

This is a service learning course that requires you to volunteer for 30 hours at a local school or nonprofit. You should plan on completing these hours by volunteering about 3-4 hours a week for 9-10 weeks. In addition to volunteering, the service learning component of the class is intended to give you an opportunity to observe the routines and norms of these local organizations and, in a cursory way, analyze the relationship between these organizations and the broader topics we discuss in the course.

The academic and service components of the course, therefore, should allow you to do the following:

1. Identify the major social scientific explanations of social and economic inequality.
2. Articulate and assess the strengths and weaknesses of the different theories of social and economic justice.
3. Effectively write field notes based on your volunteer experience.
4. Make a coherent argument about inequality and ways to address it by incorporating different explanations, multiple theories of justice, and your service learning experience.

Requirements

Readings

This is a reading and writing intensive course. Please read all assigned material *before* coming to class. Our discussions and assignments in class will require you to have read and at least tried to process the readings. Some of the readings are

pretty short, but even then, a lot of them are hard to process. You are expected not just to do the readings but to think about them before class.

Assignments

Your grade will be based on reading notes, field notes from your service-learning volunteering, completion of your 30 hours of volunteer work, two tests, one paper, and a final exam.

1. Reading Notes (23 sets) - 20 percent
2. Field Notes (10 sets) - 20 percent
3. Volunteer Hours - 10 percent
4. Tests (2) - 10 percent each
5. Paper - 20 percent
6. Final Exam - 10 percent

Respect

Discussing issues related to social and economic justice is bound to be contentious. The readings in this course will show you that there are many ways to interpret the topics we will discuss. Because of that, I hope that we will be able to have fruitful debates that will challenge all of us to compare different viewpoints. Please keep in mind that our goal should be to debate ideas not each other as individuals.

Grading Scale

You will be graded on a 100-point scale. A grade of 93.33 and above will qualify for an A, 90 and above A-, 86.67 and above B+, 83.33 and above B, 80 and above B-, and so on. I do, however, reserve the right to maintain some flexibility in this scale.

Important Dates and Assignments:

(Subject to change. Check Calendar tab in Sakai for latest. Percent of final grade in parentheses.)

- Ongoing: Reading notes (20%)
- Ongoing: Field notes (20%)
- Monday, 8/27: Submit site preferences by 5:00 pm
- Friday, 9/7: Service-learning agreement due by 5:00 pm
- Tuesday, 10/9: Test #1 (10%)
- Tuesday, 11/13: Test #2 (10%)
- Friday, 11/30: Paper due at 5:00 pm (20%)
- Tuesday, 12/4: Service-learning time log due in class (10%)
- Friday, 12/7 at 12 pm: Final Exam (10%)

Administrative Issues

Academic Honesty

All assignments are subject to the university's Honor Code. Do not claim other people's work as your own and give credit for words and ideas that you quote or paraphrase. UNC-Chapel Hill has had a student-led honor system for over 100 years. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance.

Student Accommodations

UNC-Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. Please visit their website, call them at 919-962-8300, or email them. A student is welcome to initiate the registration process at any time. The process can, however, take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

Electronic Device Policy

Please turn off your cell phone and store it during class. If you need to take a call for some reason, put your phone on vibrate and step out quietly. Please also store your laptop during class. Research shows that using a laptop during class hinders your learning and the learning of students around you. There may be times when we'll need either your phone or laptop, but I will let you know in advance if that is the case.

If for any reason you feel you need to use a laptop to take notes, please talk with me after the first class.

Office Hours

This semester, I am going to use an online meeting scheduler. You can see times I'm available and book an appointment at <https://alturkaa.youcanbook.me/>. Please schedule the appointment at least 24 hours in advance. If it's something quick, you can also talk to me right after class.

Email Policy

I try to avoid checking emails after 6 pm and on weekends, and in that spirit, I will not email you (or reply to an email) during those times. My goal is to respond to all emails within one working day during the week or, if you email on Friday or the weekend, the following Monday. Please take this email policy into account when thinking about assignments. If you wait until the last minute and realize you have a question about an assignment, I may not get back to you in time.

Course Outline

(Subject to change. Check Calendar tab in Sakai for latest.)

Tuesday, 8/21: Introduction to the Course

Thursday, 8/23: Introduction to Service Learning and Fieldwork

Service Learning

- Eby, John. 1998. "Why Service-Learning Is Bad." *Service Learning, General*. Paper 27.
- Mitchell, Tania D. 2008. "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models." *Michigan Journal of Community Service Learning*.

Fieldwork

- Fetterman, David M. 2008. "Fieldwork." in *The SAGE Encyclopedia of Qualitative Research Methods*. Thousand Oaks, CA: SAGE Publications, Inc.
- Emerson, Robert, Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2nd ed. Chicago: University of Chicago Press, excerpts.

Tuesday, 8/28: Introduction to Debates about Inequality and Distributive Justice

- Grusky, David B. and Jasmine Hill. 2018. "Poverty and Inequality in the 21st Century." In *Inequality in the 21st Century: A Reader*, edited by David B. Grusky and Jasmine Hill. New York: Routledge.
- Olsaretti, Serena. 2018. "Introduction: The Idea of Distributive Justice." In *The Oxford Handbook of Distributive Justice*, edited by Olsaretti, Serena. Oxford: Oxford University Press.

Thursday, 8/30: Explanations of Inequality: Skills and Education

- Smith, Adam. 1776. *The Wealth of Nations*, excerpts.
- Goldin, Claudia and Lawrence F. Katz. 2008. *The Race between Education and Technology*. Cambridge, Mass.: Belknap Press of Harvard University Press, excerpt.
- Miller, Claire Cain. 2017. "The Long-Term Jobs Killer Is Not China. It's Automation." *The New York Times*, December 22.

Tuesday, 9/4: Explanations of Inequality: Power and Resources, Part I

- Marx, Karl. 1844. “Economic and Philosophic Manuscripts of 1844,” excerpts.
- Marx, Karl. 1867. *Capital, Vol. I*, excerpts.
- Rosenfeld, Jake, Patrick Denice, and Jennifer Laird. 2016. “Union Decline Lowers Wages of Nonunion Workers.” Economic Policy Institute Report, p. 1-7.

Thursday, 9/6: Explanations of Inequality: Power and Resources, Part II

- Weber, Max. 1920. “Class, Status, Party” in *Economy and Society*, edited by Guenther Roth and Claus Wittich in 1978. University of California Press.
- Collins, Randall. 2009. *Conflict Sociology: A Sociological Classic Updated*. Abridged and updated by Stephen K. Sanderson. New York: Routledge, p. 19-23.

Tuesday, 9/11: Explanations of Inequality: Institutions and Policies

- Brady, David, Agnes Blome, and Hanna Kleider. 2016. “How Politics and Institutions Shape Poverty and Inequality.” In *The Oxford Handbook of the Social Science of Poverty*, edited by D. Brady and L. M. Burton. Oxford University Press, excerpt.
- Hacker, Jacob S., and Paul Pierson. 2010. “Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States.” *Politics & Society* 38:2.
- Irwin, Neil. 2017. “What Would It Take to Replace the Pay Working-Class Americans Have Lost?” *The New York Times*, December 22.

Thursday, 9/13: Explanations of Inequality: Race

- Du Bois, W.E.B. 1935. *Black Reconstruction and the Racial Wage*, excerpt.
- Chetty, Raj, Nathaniel Hendren, Maggie Jones, and Sonya Porter. 2018. “Race and Economic Opportunity in the United States: An Intergenerational Perspective.” Cambridge, MA: National Bureau of Economic Research. Summary of findings.
- Badger, Emily, Claire Cain Miller, Adam Pearce, and Kevin Quealy. 2018. “Extensive Data Shows Punishing Reach of Racism for Black Boys.” *The New York Times*, March 19.

Tuesday, 9/18: Explanations of Inequality: Gender

- Cecilia Ridgeway. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford: Oxford University Press, excerpt.
- Freakonomics podcast. 2016. “The True Story of the Gender Pay Gap.” Retrieved August 20, 2018 (<http://freakonomics.com/podcast/the-true-story-of-the-gender-pay-gap-a-new-freakonomics-radio-podcast/>).
- Warraich, Haider Javed and Robert Califf. 2017. “Men Still Die before Women. Is Toxic Masculinity to Blame?” *The Guardian*, June 26.

Thursday, 9/20: Explanations of Inequality: Syntheses

- Tilly, Charles. 2000. "Relational Studies of Inequality." *Contemporary Sociology* 29(6):782-785.
- Reeves, Richard. 2018. *Dream Hoarders: How the American Upper Middle Class Is Leaving Everyone Else in the Dust, Why That Is a Problem, and What to Do about It*. Washington, D.C.: Brookings Institution Press. Chapters 2 and 6.

Tuesday, 9/25: Education

- Reardon, Sean F. 2011. "The Widening Academic Achievement Gap Between the Rich and the Poor." In *Inequality in the 21st Century: A Reader*, edited by David B. Grusky and Jasmine Hill in 2018. New York: Routledge.
- Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2nd ed., with an update a decade later. Berkeley: University of California Press, excerpts.

Thursday, 9/27: Education

- Reeves, *Dream Hoarders*, chapter 3.
- Khan, Shamus. 2011. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, N.J.: Princeton University Press, excerpts.

Tuesday, 10/2: Housing

- McCabe, Brian. 2016. *No Place Like Home: Wealth, Community, and the Politics of Homeownership*. New York, NY: Oxford University Press. Chapter 3.
- Massey, Douglas S. 2016. "Segregation and the Perpetuation of Disadvantage." In *The Oxford Handbook of the Social Science of Poverty*, edited by D. Brady and L. M. Burton. Oxford University Press, excerpts.

Thursday, 10/4: Housing

- McCabe, *No Place Like Home*, chapters 4 and 5.

Tuesday, 10/9: Test 1

- Work on fieldwork (notes, interviews) afterward

Thursday, 10/11: Theories of Justice: Utilitarianism and Liberal Egalitarianism (Part 1)

- Mill, John Stuart. 1859. *On Liberty*, excerpts.
- Rawls, John. 1971. *A Theory of Justice*. Cambridge: Belknap Press, excerpt.

Tuesday, 10/16: Theories of Justice: Liberal Egalitarianism (Part 2)

- Kant, Immanuel. 1793. "Theory and Practice." In Sterba, James, ed. 1999. *Justice: Alternative Political Perspectives*. 3rd ed. Belmont, CA:

Wadsworth Pub, excerpt.

- Rawls, John. 1971. *A Theory of Justice*. Cambridge: Belknap Press, excerpt.

Thursday, 10/18: Fall Break

Tuesday, 10/23: Theories of Justice: Libertarianism

- Friedman, Milton, and Rose Friedman. 1980. *Free to Choose: A Personal Statement*. In Sandel, Michael. 2007. *Justice: A Reader*. New York: Oxford University Press, excerpts.
- Nozick, Robert. 1974. *Anarchy, State, and Utopia*. In Sandel, *Justice: A Reader*, excerpts.
- Hayek, Friedrich. 1960. *The Constitution of Liberty*. In Sandel, *Justice: A Reader*, excerpts.

Thursday, 10/25: Theories of Justice: Virtue and Community Based Perspectives

- Aristotle. ~350 BCE. *Nicomachean Ethics*, Book V, excerpts.
- Sandel, Michael J. 1996. *Democracy's Discontent: America in Search of a Public Philosophy*. In Sandel, *Justice: A Reader*, excerpts.
- Walzer, Michael. 1984. *Spheres Of Justice: A Defense Of Pluralism And Equality*. In Sandel, *Justice: A Reader*, excerpts.

Tuesday, 10/30: Theories of Justice: Capabilities Approach

- Sen, Amartya. 2009. *The Idea of Justice*. Cambridge, Mass.: Belknap Press of Harvard University Press, excerpts from chapters 11-13.

Thursday, 11/1: Theories of Justice: Feminism

- Okin, Susan. 1989. *Justice, Gender, and the Family*. New York: Basic Books, excerpts.

Tuesday, 11/6: Theories of Justice: Black Radical Liberalism

- Mills, Charles. 2017. *Black Rights / White Wrongs: The Critique of Racial Liberalism*. New York, NY: Oxford University Press, excerpts.

Thursday, 11/8: Theories of Justice: Synthesis (Justice and Politics)

- Young, Iris. 2011. *Responsibility for Justice*. New York: Oxford University Press, excerpts.

Tuesday, 11/13: Test 2 and Catch-up

Thursday, 11/15: Nonprofits

- Salamon, Lester. 2012. "The Resilient Sector: The Future of Nonprofit America." In Salamon, Lester. *The State of Nonprofit America*. 2nd ed. Washington, D.C.: Brookings Institution Press.
- Frumkin, Peter. 2002. *On Being Nonprofit: A Conceptual and Policy Primer*. Cambridge, Mass.: Harvard University Press, chapter 6.

Tuesday, 11/20: Nonprofits

- Cornelius, Marla and Patrick Corvington. 2012. “Nonprofit Workforce Dynamics.” In Salamon, Lester. *The State of Nonprofit America*. 2nd ed. Washington, D.C.: Brookings Institution Press.

Thursday, 11/22: Thanksgiving Break

Tuesday, 11/27: Nonprofits

- Clemens, Elisabeth S. 2006. “The Constitution of Citizens: Political Theories of Nonprofit Organizations.” In Powell, Walter and Richard Steinberg. *The Nonprofit Sector: A Research Handbook*. 2nd ed. New Haven: Yale University Press.
- Smith, Steven Rathgeb and Kirsten A. Gronberg. 2006. “Scope and Theory of Government-Nonprofit Relations.” In Powell, Walter and Richard Steinberg. *The Nonprofit Sector: A Research Handbook*. 2nd ed. New Haven: Yale University Press.

Thursday, 11/29: Wrap-up: Justice and Inequality

Readings TBD

Tuesday, 12/4: Wrap-up: The Role of Schools and Nonprofits

Readings TBD

Friday, 12/7, 12 pm: Final Exam