

Honors College Praxis Lab (Honors 3700) Fall 2018-Spring 2019

# Globalization & Inequality: Precarious Lives in Utah

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## ACKNOWLEDGMENTS

This is not your typical class. We spent an entire academic year together as a group, studying inequality in all its dimensions, reading and writing stories, and devising an art exhibit that speaks to the issues. We felt the challenge, but grew individually and collectively. In ever so small ways, we hope to have made steps in the right direction: towards greater equality and understanding, and less suffering and hardship.

None of it would have been possible without the support of our community partners, collaborators and colleagues, who supported this endeavor in myriad ways. Thank you to all of you!

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## PROCESS AND PROJECT

*This section presents a summary of our project and its genesis. In a subsequent subsection, we present brief student reflections on overarching goals as well as learning experiences.*

Our one-year exploration of inequality and immigration in Utah

In *Globalization and Inequality: Precarious Lives in Utah* (HONOR 3700-001), we set out to understand inequality and its socio-economic and political causes and consequences. We focused particularly on issues of immigration, and on those individuals leading precarious or insecure lives, whether due to economic hardships, vulnerable legal status, or some combination of the two. After an initial study of the issues, the class decided to devise an art exhibit inside a container that reflects different narratives about inequality. The exhibit was shown on campus between April 17 and May 3, 2019. The following paragraphs briefly outline our process.

We began with an intensive study of trends in inequality, globalization, and technology. This culminated in a conference hosted by the Economics Department, *The Great Polarization*, in which Joseph Stiglitz and others provided the latest research and thinking on inequality both nationally and internationally.

We then set out to explore how inequality shapes life in Utah. We had several guest speakers, including faculty as well as individuals from the Utah Department of Workforce Services and the local nonprofit *Comunidades Unidas*. Working through religious institutions, we took two field trips to meet with members of The Church of Jesus Christ of Latter Day Saints (LDS) in rural Fairview, UT, who were all white, and the community leaders of the Hispanic Commission of the Catholic Diocese in Salt Lake City, who were all Latinx and predominantly migrants.

Complementing these local experiences, we read further about political divisions among those experiencing economic insecurity, and about the experiences of low-wage workers and migrants. We confronted what sociologist Arlie Hochschild calls a “deep story”: a narrative metaphor that she developed to capture the precarious experiences and worldviews of Tea Party supporters in Louisiana. At once powerful and disturbing, her deep story clashed with our own worldviews.

Deeply moved by our reading and the people we met, we decided to gather and share the stories and experiences of people living in the Salt Lake valley. Building on Hochschild, through an extensive process of drafting, revision, and synthesis, we collectively wrote two new “deep stories.” One story, “The House on the Shore,” describes a world divided between rich and poor, while the other story, “The Oasis in the Desert,” illuminates migrant experiences by portraying a world divided between members and non-members.

These stories became the basis for interviews with residents across the Salt Lake valley. Visiting varied spaces such as libraries, soccer games, campuses, and bars, students read the two-deep stories to strangers and collected their reactions. Altogether, the class collected more than 60 interviews with residents of more than 25 zip codes, including both the East and West sides of the Salt Lake valley.

We spoke as well to an advanced drawing class from BYU about Hochschild's and our two-deep stories. The classes from the University of Utah and BYU were able to collaborate on two large canvases that portray “The House on the Shore” and “The Oasis in the Desert.” The process required each group to

start on one canvas, and, after an exchange, add to the other one. During each period, students were asked to work over and across prior contributions, providing a textured and dense visualization of the issues.

The project culminated in the art exhibit, displayed in a PODS container on the Marriott Library West Plaza. The exhibit features quotes from the interviews, a map showing where we collected the interviews, and mechanisms for visitors to share reactions and register agreement or disagreement with individual quotes. More than 50 people visited the exhibit during the Grand Opening on April 17, 2019, and the exhibit opened daily for the following two weeks.

### Student reflections

*Below we list brief thoughts by our students in response to the following questions:*

- 1. In your interpretation, what was the goal/purpose of the interviews and art exhibit? What did you want to achieve?*
- 2. What did you learn about inequality and/or immigration from the project, including any steps of the process (i.e. our readings and field trips, writing the deep stories, doing the interviews, putting together the art exhibit, seeing how people responded to the exhibit, etc.)?*

#### Student 1:

1. To me, the purpose of the interviews and art exhibit was to begin to bridge the gap between the groups in the precariat. Many groups in society live unstable lives; the descendants of white factory workers, immigrants, college students in a precarious economy, and more. These groups have intense divisions between them, yet they actually have so much in common. The House on the Shore and the Oasis story were written to start a dialogue about these issues so that people could have more understanding of opposing views. Change begins with a conversation :)
2. I learned that many people in the Salt Lake Valley, particularly those in less affluent areas, believe the "American Dream" rhetoric, which is if you work hard enough, you can improve any situation you are in. Others believed the problems were more systematic and individuals should not be so harshly criticized. I was honestly surprised by the range of answers we got, and the reactions to the pod are also incredibly diverse. It makes me wonder how we will continue to bridge this gap when there is still so much polarization.

#### Student 2:

1. After researching these issues for an entire semester, our class was not only struck by the statistics, but also by the personal stories we heard. These stories allowed us to put into perspective the situations people are facing. Because of the strong response we had with connecting personal experiences to the numbers, we decided that that might be the best way to engage people in the community.

In my opinion, the goal of the interviews and the exhibit were to offer a way to start conversations about topics that are extremely hard to talk about. By allowing people the option to step into someone else's story, my hope was they could gain a better understanding of an opposing view. If

people took the time to do this, it might harbor compassion and lessen the polarization we see around these issues.

2. From this class, I have learned an enormous amount of information about our economy and the systemic problems we face. I also gained the confidence to directly confront people about comments or opinions they have to try and understand why they hold them, as well as really make them consider what the consequences of their actions and words have.

#### Student 3:

1. The goal of the interviews is to gain a brief understanding and perception of how individuals in the Salt Lake community view inequality and immigration. The goal of the art exhibit is to convey these perceptions in an artistic manner and give these issues a humanistic approach rather than data analysis or a research paper. Overall, I just want people to realize, that even though we live in a state with a lower level of income inequality, these issues impact us all.
2. Inequality affects us all. Unequal access to opportunity affects immigrants living in various parts of the Wasatch Front, immigrants in Los Angeles and San Diego, individuals in rural Utah, individuals in the Salt Lake Valley, and others. It was also surprising to see the comments from the interviews. I was expecting that most people would be in denial about inequality. But most people seemed to be aware of inequality. The 10 people I interviewed all shared the idea that there should be equality of opportunity but not equality of outcomes which I thought was intriguing. Overall, I gained a deeper understanding of inequality and its consequences which propelled me to decide to focus my future research on inequality.

#### Student 4:

1. The goal of the art exhibit is to facilitate a conversation around issues of economic inequality and immigration. The interview responses to the “Deep Stories” served as a way to engage in this dialogue without imposing our explicit biases around these issues. The purpose of the exhibit was to showcase the general responses to these issues in an attempt to visually conceptualize how individuals living in the Salt Lake valley feel. Although executed on a local scale, the exhibit speaks to the political polarization in our society as well as to the historically rooted cultural values of the United States.
2. There is a general consensus that the American Dream is still attainable. This sentiment is coupled by deeply ingrained concepts of individualism—the perception that success is determined by one’s ability to “pull yourself up by your own bootstraps.” However, this is opposed by blatant desires for a more equitable society, achieved by equal access to opportunities (via education/healthcare, i.e. tangible programs) for all residing in this country. These ideas seem to be at odds with each other, showcasing the kind of “identity crisis” that the United States grapples with.

#### Student 5:

1. In my personal interpretation, the goal of our interviews and art exhibit was to create a venue for the economically and socially marginalized people of Salt Lake City to be heard. We wanted to create a dialogue. At the beginning of the course, I wanted to create a lasting, sustainable social force for change, perhaps even engaging in research regarding inequality in Utah. By the end of the course, my desire was to create an exhibit with these marginalized stories with which my classmates, and those we met in our process, would be satisfied.
2. Many of the things I learned were mere refinements on the impressions I already had regarding inequality. I learned statistics, trends, causes, and effects of inequality. I learned it is a complicated

issue, that there are no solutions, only trade-offs. I learned this might be the norm for an average market society, and I learned the size and complexity of the socioeconomic challenges we face, coupled with the anger and ignorance and apathy of the masses in the face of them, may make any future hope for change very unlikely.

#### Student 6:

1. To me, the interviews were an important way of delving into the community. Something I've noticed as particularly lacking in my experience in Salt Lake is any sort of conversation between the East and West sides. Coming from out of state, I only ever experienced the East side through my affiliation with the university, so the stark divide really stood out to me. It was more important to me that we follow in Hochschild's footsteps of trying to bridge the political polarization without moral judgment, using the stories as a de-personalized way to gather opinions and start a conversation without pushing an agenda, so to speak. It was also important to me that we incorporate as many diverse community members as possible, because academia (and the Honors College especially as an amplification of that academia) can be very elitist and almost isolationist, studying trends from the "ivory towers" of academic institutions.
2. My takeaway from this class, i.e. what was most impactful to me, was mostly from the readings and discussions we had around economic trends. I realized that inequality is created and defined by policy. Governmental policies that don't adjust to changing contexts or that actively favor organized interests (namely large corporations) are creating and exacerbating the growing inequalities within nations. Furthermore, the growing popularity of populist rhetoric is due in part to the need for something tangible to blame, such as countries like China or immigrants. Thus, those in charge are able to channel and manipulate feelings of frustration and desperation towards a scapegoat, dividing the growing "precarious" class along racial or political lines and essentially ensuring the absence of mass mobilization or organizing.

#### Student 7:

1. The overall purpose of the course was to see how inequality shapes life in Utah. Using Hochschild's narrative as the basis for the stories that we used during our interviews, we were able to unify the community rather than contribute to its divisiveness. We often tend to focus on opposing sides, like immigrants versus people against immigrants, minority versus majority, poor versus rich, etc. Thinking of inequality in this way allows for our society to be more divided, and by collecting these narratives and putting these stories in the form of quotes into a tangible exhibit allowed for us and other people to see that as a collective society, we face the same struggles many other people face.
2. While I definitely gained plenty of insight into how inequality has shaped the lives of many people on the East and West sides of Salt Lake City, I learned a lot more when designing the exhibit. Part of this was when we were deciding as a group how to portray the stories from the East and West Side. I learned that it would not have been a good decision to divide the exhibit explicitly and noticeably into east and west because that would attribute certain responses from certain areas, and it would not be effective to do so because it could give off the idea that we have certain biases about which responses fit which side. Therefore, I came to learn that the best way was to color code the quotes to divide them into their own side but they're intermingled with each other to symbolize that these quotes (beliefs/thoughts) are commonly shared by many people.

#### Student 8:

1. I wanted to share the stories of and be the voice for individuals who felt they could not speak. I did

not want to victimize individuals nor did I want to have a pity party to see whose socioeconomic status was worse, I just wanted to use the power of words to show different perspectives of individuals from all backgrounds. As we read and learned the first semester I understood that change would not be easy, and although most of the statistics were slightly complex to comprehend I was always able to grasp and empathize with the readings that shared personal stories and experiences I could relate to.

2. To me the two stories we wrote accurately represented issues in our world today, the only difference is the impact these issues have on individuals. As we learned in our project not everyone is affected equally. Some live these stories and are constantly reminded of the inequality that exists while others may have heard about it in the news or read a brief article in the newspaper a month ago. I wanted to educate on the issues because I feel knowledge is key for change. No more false assumptions and stereotypes.

Student 9:

1. The goal of the art exhibit was to generate a conversation among groups who do not have the opportunity to speak. They can remain anonymous, so they are not attacked for being who they are. I learned more about inequality than immigration. This mostly stems from being a daughter of immigrants. I was able to put faces to strangers and learn why they came to the U.S.
2. I did learn a lot about inequality such as the elephant curve and how everything drastically changed after the 2008 recession. Going to Fairview humbled me. People in Fairview were grateful the major city was Provo. They stayed humbled by only having needs and not wants.



## THE DEEP STORIES

*This section presents our two-deep stories, "The House on the Shore," and "The Oasis in the Desert," both in English and Spanish. Each of the two stories has a set of three possible endings. The following section details how we used the stories in the interview process.*

### The House on the Shore

We live in a large house with three floors, built on a beautiful beach. Everybody who lives here is trying to get to the top floor, where life is the most comfortable.

We live on the bottom floor, where life is hardest. We do hard labor to maintain the foundation of the house, and when a storm rolls in, we are in danger of drowning. If we could just get to the next floor up, the middle floor, things would be better. We would be protected from the weather, and we would get to work at a desk. Life would be safer and easier.

Above the middle floor is the top floor. People up there live well. They have access to the sundeck, and unlike us, they don't really have to work. They also get to make the rules for the house. On the bottom, we have to live by those rules, even though the people on the top floor don't know anything about our lives. Most of them were born on the top floor!

For those of us who live on the bottom floor, it is almost impossible to make it all the way to the top. Actually, it is even getting difficult now to move up to the middle floor. The stairs are falling apart. Even when we try very hard, most of us can't make it more than a few steps.

Some people on the middle floor try to help us by throwing down food and clothes, but it doesn't change much on the bottom floor. They also put up signs about changing the rules of the house, but the people on the top floor don't listen to them. Why does it need to be this way? What can we do?

If it were up to you, how would you change the situation at the house on the shore?

- A      Fix the stairways so that some people can work their way up to the top.
- B      Move everybody from the bottom to the middle floor, so that nobody remains at risk of drowning.
- C      Create new rules: everybody contributes to the maintenance of the foundation, and everybody shares the top floor and sundeck.

## La Casa en la Orilla

Vivimos en una casa grande con tres pisos, ubicada en una playa bella. Todos los que viven aquí están tratando de conseguir el piso más alto, donde la vida es más comfortable.

Vivimos en el primer piso, donde la vida es más difícil. Trabajamos para mantener las bases de la casa y cuando viene la tormenta, estamos en peligro de ahogarnos. Si pudiéramos llegar por lo menos, al próximo nivel o al nivel medio, nos iría mejor. Estaríamos protegidos del clima y podríamos trabajar en una oficina tranquila. La vida sería más segura y fácil.

Encima del piso del medio, está el piso más alto. La gente ahí vive muy cómoda. Tienen acceso al patio afuera y no tienen que trabajar; no como nosotros. Ellos también establecen las reglas para la casa. Nosotros en el primer piso tenemos que seguir las reglas, aunque la gente en el piso más alto no conoce nuestra manera de vivir. ¡Muchos de ellos han nacido en el último piso!

Para quienes viven en el primer piso, es casi imposible llegar al último piso. Hasta para llegar al próximo piso se nos hace muy difícil. Las escaleras se están rompiendo. Aunque nos esforzamos implacablemente, no podemos avanzar más que unos pasos.

La gente en el nivel medio nos tira comida y ropa, pero nada cambia en el primer piso. También han puesto carteles para cambiar las reglas de la casa, pero la gente de arriba no les hace caso. ¿Porque tiene que ser así? ¿Qué podemos hacer?

¿Si usted pudiera, como cambiarias la situación en la casa en la orilla?

- A Arreglar las escaleras para que la gente pueda subir
- B Mover todo del piso de abajo al piso de en medio
- C Crea reglas nuevas: todos contribuye al mantenimiento de la base y todos conviven en el último piso con patio.

## The Oasis in the Desert

We have undertaken a long journey to a club called Oasis, which is full of unlimited resources. A treacherous desert surrounds Oasis, and we barely had enough money to get here. But we had high hopes, my family and I, that we would find opportunity.

At Oasis, the reality is different. We do not get to enjoy the best parts of the club, because we are not members. When I tell an Oasis employee that we just want to contribute to Oasis, and to be recognized as part of the club, he simply tells me, "Sorry, I am only following the rules."

We work very hard. We build, and clean, and serve customers. In fact, Oasis is wealthy because of our labor. But not all of the club members live well. Many individuals struggle, just like us. We want the same things they do- jobs, opportunity, stability. We wish that we could tell them our stories so that they could understand who we are and why we are here at Oasis.

Some club members are on our side. They want to change the rules. It makes us think that empathy and equal treatment are possible. But lots of club members treat us badly. They say that we do not belong, and treat us like criminals. They want to kick us out. Why? The club thrives because of our hard work.

Sometimes, Oasis employees remove non-members and put them outside. So far, we have managed to escape. But now we are in hiding inside the club, trying to build a life while living in the shadows. There are so many of us, it feels like we are the shadows. Why does it need to be this way? What can we do?

If it were up to you, how would you change the situation at the oasis in the desert?

A Let everybody inside Oasis become members but prevent anybody else from coming in. B

Change the Oasis policies to regularly incorporate new members, as their labor is needed. C

Abolish membership and make all clubs, including Oasis, open to everybody.

## El Oasis en el Desierto

Estamos embarcando en un viaje largo a un club llamado Oasis, lo cual tiene recursos ilimitados. Un desierto peligroso rodea Oasis y llegamos con las justas. Sin embargo, mi familia y yo tenemos esperanza que encontraremos oportunidades.

El Oasis es diferente de lo que pensábamos. Por no ser miembros del club, no tenemos acceso a los mejores partes. Cuando contamos que queremos contribuir al club y ser reconocidos como miembros, el empleado de Oasis nos dice, “disculpa, solamente estoy siguiendo las reglas.”

Trabajamos muy fuerte. Construimos, limpiamos, y servimos. Oasis es adinerada por nuestra labor, pero no todos los miembros viven bien. Muchos luchan como nosotros. Quieren las mismas cosas que nosotros- empleo, oportunidades, y estabilidad. Deseamos contar nuestra historia y haz les saber que somos y por lo que estamos aquí en Oasis.

Algunos de los miembros nos apoyan. Ellos quieren cambiar las reglas. Nos da esperanza que empatía y la igualdad puede suceder, pero muchos de los miembros del club nos tratan mal. Dicen que no pertenecemos y nos trata como criminales. Quieren botarnos. ¿Por qué? El club tiene éxito por nuestra labor.

Algunas veces, los empleados de Oasis botan los quien no son miembros y los ponen afuera. Hasta ahora, hemos logrado escapar, pero ahora estamos escondidos en el club, tratando de construir una vida mientras viviendo a escondidas. ¿Porque tiene que ser así? ¿Qué podemos hacer?

¿Si usted pudiera cambiar la situación en el Oasis, que harías?

- A      Permite que todos adentro de Oasis se hagan miembros, pero prohíbe a otros de entrar.
- B      Cambiar la póliza en el Oasis para aceptar nuevos miembros dependiendo como trabajan.
- C      cancelar la membrecía y hacer que todos los clubes, incluyendo Oasis, sean abiertas a todas.

## THE INTERVIEWS

*The interview script listed below served as a general guide to the interview process.*

### The Script

#### INTRODUCTION

Would you have a moment for a short interview? I am a student at the University of Utah, where our class seeks to understand how people across the Salt Lake Valley see the world. The interview will take about 5-10 minutes.

In a little bit, I will ask you some questions. If you agree, I would like to audio record your answers. Is that okay?

- **If YES to audio:** Great, thank you.
- **If NO to audio:** No problem at all. I will not audio record any of your answers. Instead, I will just make some handwritten notes about what you say. (If they disagree with you taking notes, terminate the interview).

#### STORIES

Now I am going to read you two stories. Both reflect the society that we currently live in, but in different ways. Afterward, I will ask you to tell me which story you find most powerful in terms of capturing or representing how things work in the world today.

- Here is the first story, which we are calling “**The house on the shore**” ... **[read story]**
- Now here is the second story, which we are calling “**The oasis in the desert**” ... **[read story]**

Between these two stories, **House on the shore** and **Oasis in the desert**, which one do you think is most powerful in terms of capturing or representing how things work in the world today?

#### ENDINGS

- Now I am going to read to you some possible endings to the story you chose. **[read endings]**
- Will you please tell me, which ending do you think is best, and why? **[capture their answers]**

#### CHECKLIST

- **Consent form.** Explain that we hope to share the responses in an art exhibit and possibly other forms, such as a report or a book. Ask them to sign the consent form. Strike out and initial any items they do not want us to share (i.e. audio recording, quotes, photo).
- **Zip code.** Would you mind sharing what zip code you live in?
- **Photo.** We would like to include a photograph of you – it can be a portrait, or your hands, or some item that you have with you; it can be a photo of anything that you feel represents you, or where you live.
- **Reactions!** Don’t forget to audio record the interview OR write down direct quotes (or both!).

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**Thank you!!**

## Interview Quotes

*The majority of the interviews were audio-recorded. Students selected key sections, and the class selected subsequently, through an intensive and collaborative effort, a set of twenty-five quotes that resonated most strongly. Below we list these twenty-five quotes, in order of preference and assorted as West Side, East Side or Ambiguous depending on the residential zip code of the interviewee.*

### **WEST SIDE QUOTES – put in order of preference.**

**[W4/24]** “I think [the stories] are certainly largely conflated.... I don’t think that we’re living in some shadow-like thing.... this specific society, America, there’s not too many people living in the shadows, even if they make minimum wage....there’s like a disproportionate amount of how much those...poorer people spend on things they absolutely don’t need. That’s just a fact. They will put getting a nice new phone over getting health insurance any day of the week.... I think there’s a reason that some of those people are poor.” **[7 votes]**

**[W8]** “If we could just provide education and healthcare, it would get everyone out of the basement [of the story” 47 **[5 votes]**

**[W9/17]** “If you are fixing the stairways, then you are giving people opportunity for those on the bottom floor. All people need opportunity. Those on the top floor are not giving those on the bottom floor opportunity, because when you are born and you’ve got everything going for you, and when someone else has the opportunity to reach your level, you feel like you are being oppressed. Because you (the top floor) feels like equality is a type of oppression. People need opportunities to get to the top floor. And for those who are born on the top floor, it kind of seems like, why should someone else be given my opportunities, because this is who I am.” [Interview #30: Zip Code: 84116, West, Rose Park] **[5 votes]**

**[W18]** “We’re all just one disaster away from poverty.” 84096 **[5 votes]**

**[W19]** “Would more people want to be wealthy? Sure, but most people just want to make it.” 84096 **[5 votes]**

**[W23/28]** “[The rich are] the ones that need help too, in a different way. Not with money and material things, but with friendships and love and...compassion so that they can feel that they can give that back too” **[5 votes]**

**[W10]** “If you raise the minimum wage, it would be catastrophic for our resources...people would go out and get Hummers and all these things...they don’t need it!” (20, 84074). **[4 votes]**

**[W15/33]** “Making the club open to everyone, it opens the club up to different experiences, because people from different places and different walks of life bring different things to the table. Variety is the spice of life” Zip code: [Interview #30: 84116 West, Rose Park] **[4 votes]**

**[W20/26]** “I wouldn’t want to move everybody to the middle floor. That’s like a handout, right?” 84116 **[4 votes]**

**[W1]** “I agree, I believe that many of those who are on the third floor have lost their position on the third floor because they have not put in the effort. It does not matter where you were born, whether it be in the third floor or the second floor or the first floor. If you really have the desire to be something more you need to put in the effort to accomplish it. If you don't do more then you remain where you

are or you lose the level or floor in which you are. I believe that yes we can reach the third floor, I have met people who have made it there, but they have made it through hard work and I also know that many of the persons who are on the third floor have made it there through their effort and their hard work and yes those people and their kids are privileged to belong and be born inside that floor, but it is their responsibility to remain on that floor. [West side, soccer game] **[3 votes]**

**[W6]** If everyone would be able to share, it wouldn't be as bad as it is now **[3 votes]**

**[W14]** "I have some friends that are very wealthy, and they don't know how to work...[their wealth] kind of is a crutch for them" (16, 84104) **[3 votes]**

**[W16/30]** "I don't think you can legislate quality in society. I think human differences manifest themselves in all sorts of ways in society and trying to level those types of differences is a dubious task. " [Interview #22: Zip code: 84116 West, Rose Park] **[3 votes]**

**[W21/E20]** "If you fix the stairways, I don't think there is a way you can completely fix the stairways and keep them fixed." 84093 **[3 votes]**

#### **EAST SIDE QUOTES – put in order of preference.**

**[E4/23]** "In today's society, we shouldn't have any on the bottom floor. We're smart enough now, theoretically, to put policies in place that can change all of that, get people out of poverty and give everyone a chance at a good education. There shouldn't have to be a bottom floor." **[8 votes]**

**[E10]** "People don't want to work, that is why they are on the streets. If they did not want to be there they wouldn't be there." 50 **[6 votes]**

**[E41]** Avery's write-in quote, NEED TO FILL IN **[6 votes]**

**[E3/27]** A "everyone should have an opportunity to get to the top, but I also think they need to work for it and it shouldn't just be given to everyone" **[5 votes]**

**[E39]** "Even if those people (lower class) work hard to get to the top, they will still be treated as they're from the lower level and so they will not get the opportunities" 84112- campus(east) **[5 votes]**

**[E6/22]** "Most poor people feel as if they have been done wrong, that there's something unjust going on. And that really hurts them in their effort to get through it, and that's why you see so many people laying out there under a blanket. It's someone else's fault; it's not my doing." 84115 **[4 votes]**

**[E19/30]** "The first story {the house} implied that if you were on the top floor you did not work for it. And that is not true all the time, it is true some of the time." [Interview #48: 84105 East Sugarhouse] **[4 votes]**

**[E29]** "The idea of no borders, it would be hard to manage so many people. No borders would change the story of the Oasis to the story of the House on the Shore, and all immigrants would be at the bottom." **[4 votes]**

**[E1/16]** "Ideally I would choose C for the House on the Shore because living on the top would be ideal. It's all about equality and everyone is still required to contribute their share. There are no free riders. And at the same time, they are all given the same opportunities and a better life." (29, 84102) **[3 votes]**

**QUOTES NOT EAST OR WEST – put in order of preference.**

**[A1]** "Why would we be a club? Why does me being successful, why should that restrict someone else's chances of being successful just because I'm in a club? Why do you have to cap anyone's success?"

[84065] **[6 votes]**

**[A3/9]** "There are lots of people on the bottom floor, and there's a reason they're there. You have to fight your way up from the bottom, like me. I've had to fight. All those people down at the homeless shelter, with drugs and alcohol, they fight, but they fight because of the drugs. They can't fight without them; without them, they're nothing." [Downtown (84101)] **[3 votes]**



## THE EXHIBIT

*This section documents the exhibit itself. The first subsection presents a description, which was posted verbatim at the entrance to the exhibit as an orientation for the audience. Below we follow with examples of the artwork.*

### Description

#### About this exhibit

Growing inequality characterizes our world. Against the backdrop of globalization and rapid technological advance, we are increasingly divided between those living comfortably and those leading precarious lives – without a job, or a secure livelihood, maybe even working long hours but still teetering on the edge of poverty.

This exhibit reflects a year-long effort to understand the causes and consequences of growing inequality, and how inequality relates to debates and experiences around immigration. To connect these global issues to our local context, we talked to Utah residents – immigrants and the native-born – as well as representatives of government and non-profit organizations.

We also read a lot. We were struck by what sociologist Arlie Hochschild called a “deep story”: a narrative metaphor that she developed to capture the precarious experiences and worldviews of Tea Party supporters in Louisiana. Hochschild’s deep story left a profound impact. It was both disturbing and powerful. It also clashed with our own worldviews and political orientations.

To dig deeper into the issues of inequality and immigration, we decided to gather and share the stories and experiences of people living on the East and West sides of the Salt Lake valley. Building on Hochschild, we wrote two new “deep stories” and took them into the community. The quotes presented in this exhibit capture how people responded to the two-deep stories, titled “The House on the Shore,” and “The oasis in the desert.”

The two large canvases engage with the two-deep stories. They represent a collaborative project with a class of art students at Brigham Young University. Our meeting grew out of an early trip to Fairview, in Sanpete County, to learn about how inequality and globalization are experienced in rural Utah. Each class spent several weeks working on each canvas, adding and contributing new ideas to the shared piece.

We hope that this exhibit will further conversations about inequality and immigration. As you take in what others are saying, please share your own reactions in the open space, and use the pins to register your agreement or disagreement with the quotes. Thank you for coming!

*Avery Druyon, Belinda Hernandez, Devon Jecmen, David Lee, Jayla Lundstrom, Jack Markman, Camille Morgenstern, Marcel Paret, Melissa Regalado, Alejandra Tellez-Montenegro, Rudi von Arnim.*  
*Participants in the Honors College Praxis Lab, “Globalization and Inequality: Precarious Lives in Utah”*

### Hochschild's deep story

Here is an excerpt from Arlie Hochschild's essay, "The Ecstatic Edge of Politics: Sociology and Donald Trump," based on her book, *Strangers in Their Own Land* (New Press, 2016):

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I devised what I call a deep story—a metaphor-based narrative, the details of which corresponded to the emotions experienced by my informants. A deep story is a feels-as-if story—stripped of facts and moral judgment. It tells us what participants think it's normal to feel (everyone does) and normative to feel (everyone should): envy, anxiety, grief, anger, and suspicion ... Here now is the deep story of the far right:

*You are standing in a long line leading up a hill, as in a pilgrimage, patient but weary. You are in the middle of this line, along with others who are also white, older, Christian, native-born, and predominantly male, some with college degrees, some not. At the crest of the hill is the American Dream, the goal of everyone waiting in line, a standard of living higher than that your parents enjoyed. Many behind you in line are people of color—poor, young and old, mainly without college degrees. You wish them well, but your attention is trained on those ahead of you. And now you notice the line isn't moving. In fact, is it moving backward?*

*You've suffered. You've had marriage problems, and you are helping out a troubled sibling and an ill co-worker. Your church has seen you through hard times. You've shown strong character, and the American Dream is a badge of moral honor, as you see it, for that.*

*But look! Some people are coming from behind and cutting in line ahead of you! As they cut in, you are being moved back. How can they just do that? You're following the rules. They aren't. Who are they? They are black. They are brown. They are career-driven women, helped by Affirmative Action programs. The liberal government wants you to believe they have a right to cut ahead.*

*You've heard stories of oppressed blacks, dominated women, weary immigrants, closeted gays, desperate Syrian refugees. But at some point, you say to yourself, we have to build a wall against more sympathy. You feel like a refugee yourself.*

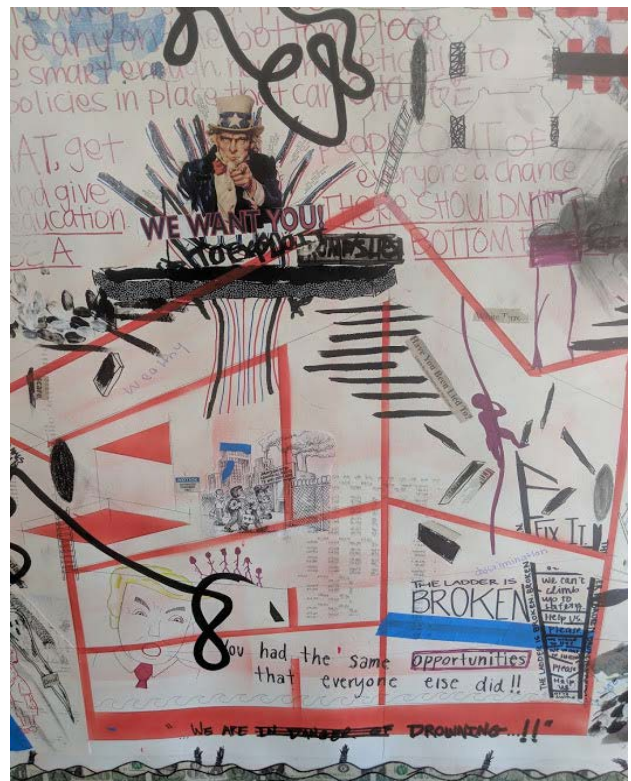
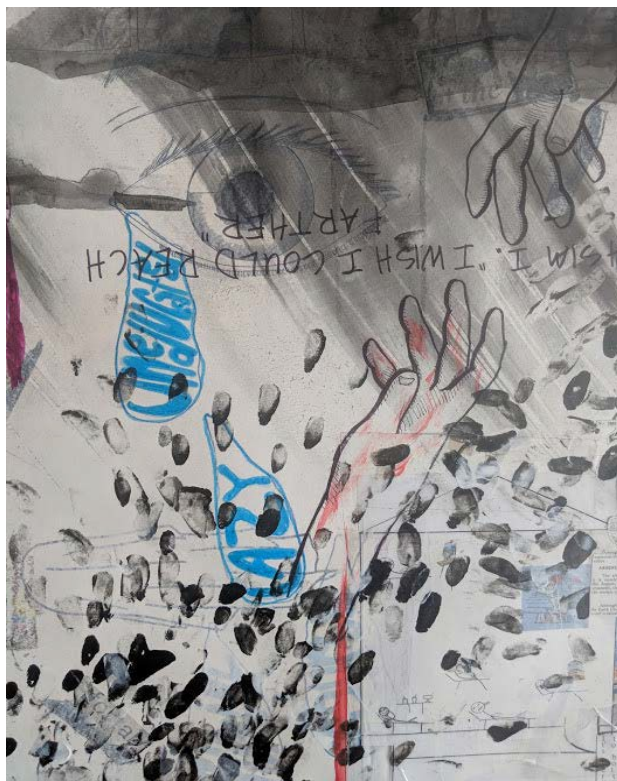
*You're a compassionate person. But now you've been asked to extend your sympathy to all the people who have cut in line ahead of you. And who's supervising the line? It's a black man whose middle name is Hussein. He's waving the line cutters on. He's on their side. He's their president, not yours. What's more, all the many things the federal government does to help them don't help you. Should the government really help anyone? Beyond that, from ahead in line, you hear people calling you insulting names: "Crazy redneck!" "White trash!" "Ignorant southern Bible-thumper!" You don't recognize yourself in how others see you. You are a stranger in your own land. Who recognizes this?*

Art Work

The POD

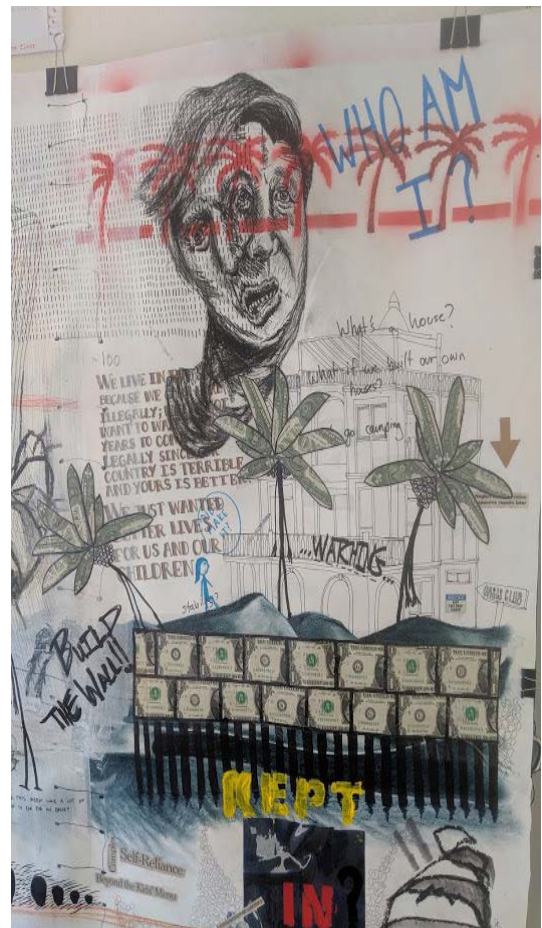
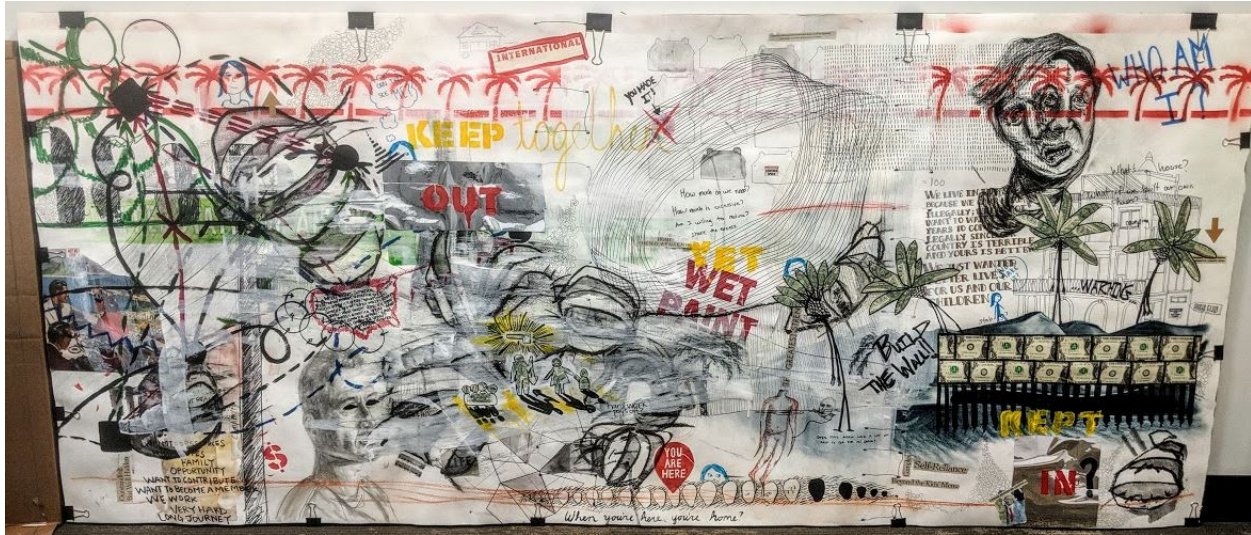






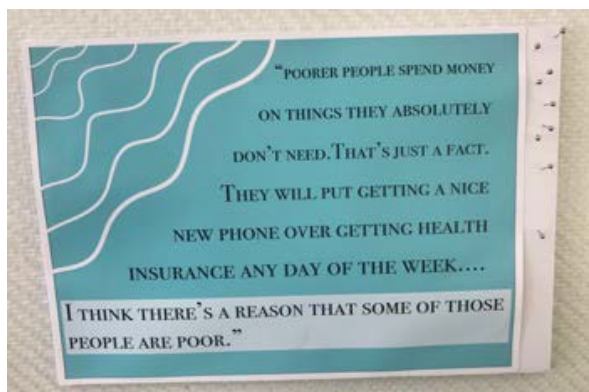
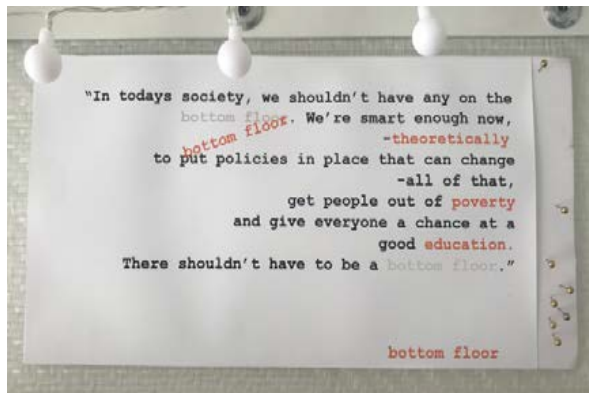
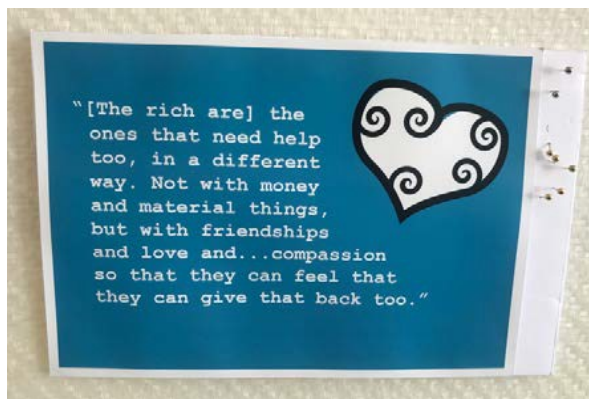


## Canvas 2: The Oasis in the Desert



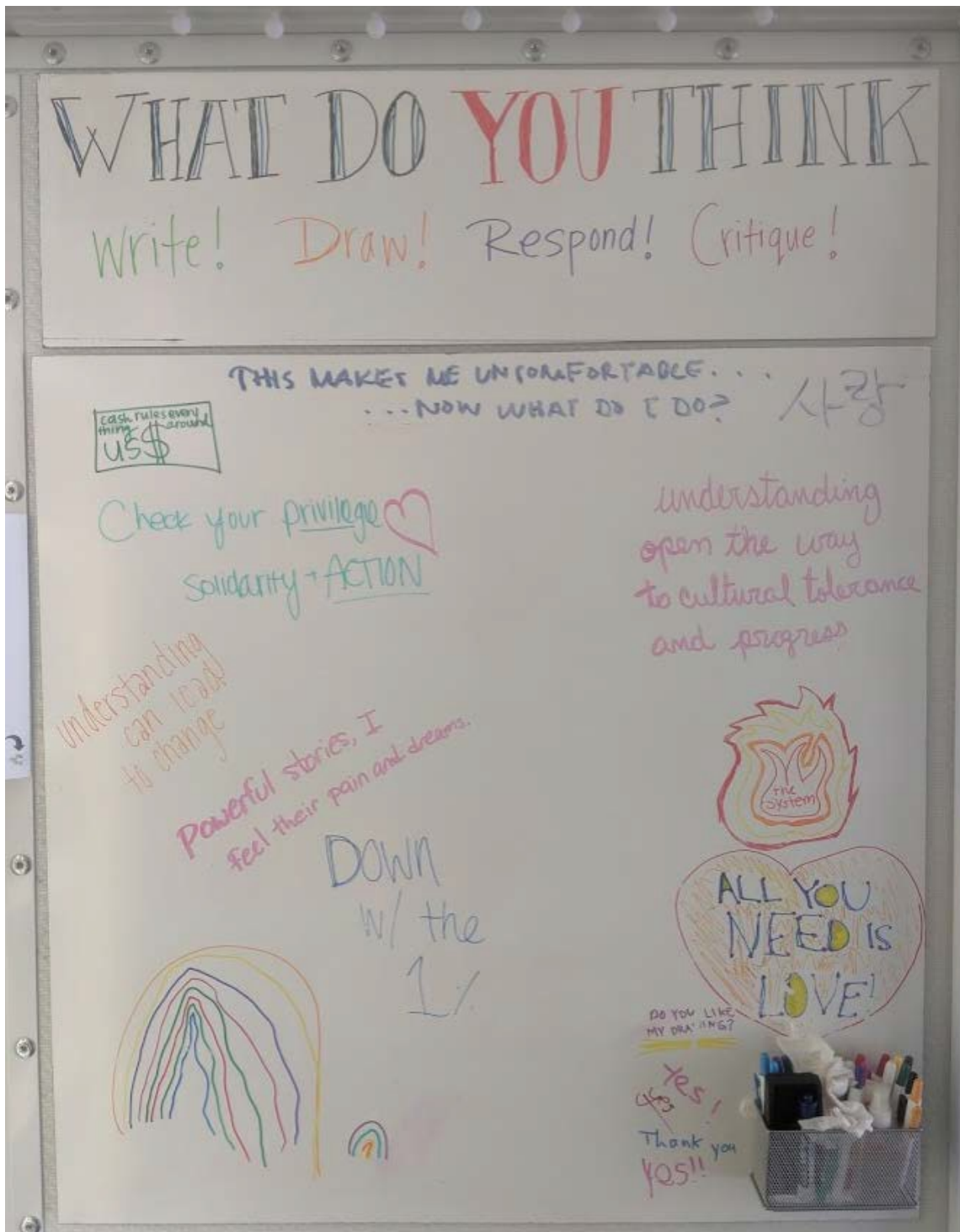


## Quotes



## Feedback Mechanism: The Whiteboard

Thursday, April 18





Thursday, April 25





Tuesday, April 30

WHAT DO YOU THINK

Write! Draw! Respond! Critique!  
¡Escriban! ¡Dibujen! ¡Respondan! ¡Critiquen!

[illegible]



Wednesday, May 1

# WHAT DO YOU THINK

Write! Draw! Respond! Critique!  
¡Escriban! ¡Dibujen! ¡Respondan! ¡Critiquen!

**THIS MAKES ME UNCOMFORTABLE...**  
...NOW WHAT DO I DO?

**Socialism Sucks.** *False! Explain why your social comrades are doing better than the rest of them!*  
**Only capitalism works.** *Shareholder!*

**Check your privilege** *Beautiful*  
**Dismantle Borders**  
**Solidarity + ACTION** *¡Amor!*

**Understanding can lead to change**  
**Love your neighbor**  
**Immigrants are getting the job done and progress**  
**Love your neighbor**  
**don't agree with all**  
**exit, but love**  
**the premise**  
**More Equity than Equality**  
**What is Capitalism?**  
**inequality sucks**

**THIS IS OUR RESPONSIBILITY**  
**to repent for the sins of our fore-fathers**

**It is our responsibility to repent for the sins of our fore-fathers**

**See HUMANITY**  
**From a REZ NATIVE!**  
**Work is Work!**  
**and Rent work carries to the next life!**  
**what u learn in this world will carry on to the next! so work good!**  
**because bad works carry on too!**

**Business is for**  
**This display is fundamentally**  
**honest Marxist Crap**  
**isn't it? TRUE.. A LOT OF EFFORT WAS TAKEN TO SEE & UNDERSTAND BOTH SIDES & I THINK THAT IS THE KEY.**  
**¡Jun 1st!**

**Orang MRA BAO**  
**cash rules every thing**  
**US\$**  
**Democratic opportunity is difficult to maintain in a culture of greed, collusion, and coercion. Every human being strives to create (work) and most people, given the choice, decide to support (quality & services)**  
**Beautiful**  
**Understanding can lead to change**  
**Borders are inherently**  
**unethical**  
**Disolve borders**  
**free society**  
**most consequences are related to our choices**  
**Business is for**  
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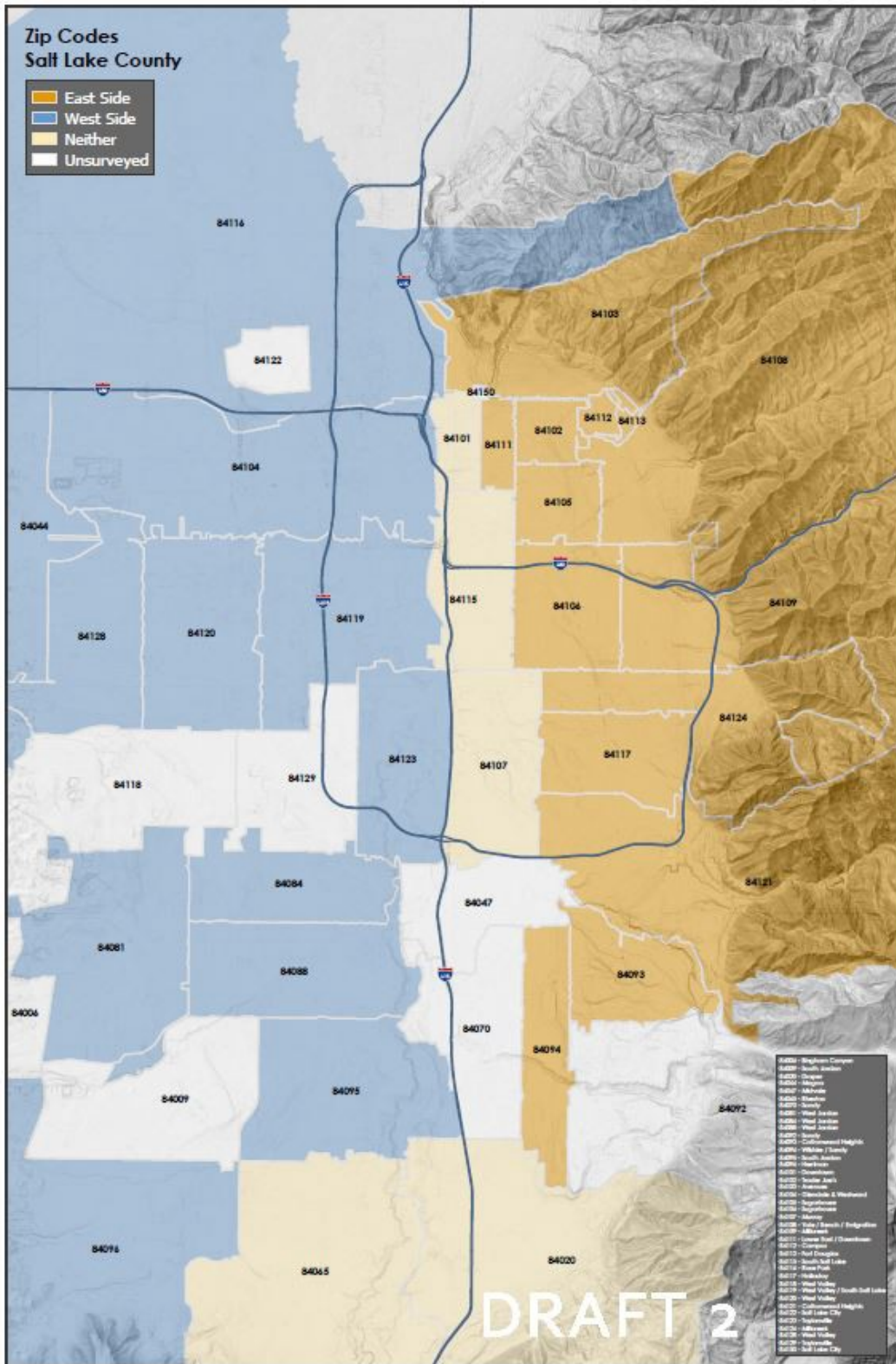
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## The Map







**WE ARE  
DROWNING.**

WHAT DO YOU THINK ABOUT  
**INEQUALITY &  
IMMIGRATION?**  
**DESIGUALDAD & INMIGRACIÓN**

**EXHIBIT GRAND OPENING | GRAN INAUGURACIÓN**  
Wednesday, April 17, 2019 | 5:30-7PM | Marriott Library West Plaza

*The exhibit inside the storage container invites you to engage with the issues and people's attitudes about them. The exhibit is open April 18-May 3, 2019 | M-F 11:00 AM-3:00 PM*

**HONORS 3700 GLOBALIZATION & INEQUALITY: PRECARIOUS LIVES IN UTAH**  
For questions or more information, please email [honors\\_3700-SG@utah.edu](mailto:honors_3700-SG@utah.edu)

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THE UNIVERSITY OF UTAH

 **Honors College**  
THE UNIVERSITY OF UTAH

**PRAXIS**  
THEORY + ACTION



WHAT DO YOU THINK ABOUT  
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# WE ARE THE SHADOWS.



WHAT DO YOU THINK ABOUT  
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IMMIGRATION?**  
**DESIGUALDAD & INMIGRACIÓN**

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# SOMOS LAS SOMBRA.



## WHAT DO YOU THINK ABOUT **INEQUALITY & IMMIGRATION?** **DESIGUALDAD & INMIGRACIÓN**

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