

**BRESCIA UNIVERSITY COLLEGE**  
**Department of Sociology**  
**Sociology 2229b**  
**Global Inequality**  
**Winter 2018**

Course Director: Professor Julie Young  
Office: #360, UH

Class Time: Thursday 6:30-9:30pm

Office Hours: Wednesday 2:30-3:30pm, or by appointment. (in the Mercato)

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**Course Description:**

Social inequality is the sub-discipline within Sociology which focuses on how society is divided into unequal layers. In this course, we will deal with major theories for explaining how inequality comes about. Additionally, we explore the different dimensions of inequality: class, gender, race/ethnicity, etc as well as global inequality between nations and between the world's people. The organization of work, systems of global governance and development approaches are assessed. Social reproduction, including care work, is also explored as a central issue to global inequality, poverty and economic development. The course aims to build students capacity to think critically about development and inequality.

**Learning Outcomes and Brescia Competencies:**

Upon completion of this course, students will be able to:

- Identify the main bases of inequality within society (critical thinking; inquiry/analysis)
- Develop an understanding of sociological theories of inequality and be able to describe and apply them to instances of inequality within society (critical thinking; inquiry/analysis)
- Develop an understanding of the interconnections of race, class, gender, sexuality, disability, etc. and their role in social inequality (critical thinking; inquiry/analysis)
- Understand and describe inequality at a global level (critical analysis; inquiry/analysis)
- Apply the aforementioned knowledge to evaluate their own position and privilege, through experiential exercises, self-reflection and assessment (self-awareness/development, valuing)

*Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).*

**Course Prerequisites:**

1.0 from Sociology 1020, 1021E, 1025A/B, 1026F/G, 1027A/B

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### Grading and Assignment Structure:

1. Ongoing Preparation and Participation.....20%
2. Blog Assignment.....15%
3. Midterm Test.....25%
4. Group Projects.....15%
5. Final Exam.....25%

### Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, and to attend class.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

Week	TOPIC	READINGS
1	Introduction to Global Inequality	No Readings
2	Overview of Global Inequality Approaches and Theories to Understand Global Inequality Case: Rio Olympics	<ul style="list-style-type: none"><li>•Oxfam. 2016. An Economy for the 1%: How privilege and power in the economy drive extreme inequality and how this can be stopped. Available online.</li><li>•Scott, Catherine V. 1995. Gender and Development: Rethinking Modernization and Dependency Theory. L. Rienner Publishers. <b>Introduction.</b></li></ul>
3	Colonialism and its' Legacy Case: India and British Reparations	<ul style="list-style-type: none"><li>•Adam Smith. 1776 (2008). "Of the Advantages which Europe has Derived from the Discovery of America, and from that of a Passage to the East Indies by the Cape of Good Hope," in The Development Reader eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 58-63.</li><li>•Davis, Mike. 2001 (2008). "The Origins of the Third World" in The Development Reader eds. Sharad Chari and Stuart Corbridge, New York: Routledge, 14-30.</li></ul>
4	Globalization: Our Interconnected Modern World Case: Made in Bangledash	<ul style="list-style-type: none"><li>•Cammack, P. 2001. "Making the Poor Work for Globalisation", in New Political Economy. 6:3.</li><li>•Conway, Dennis. 2014. "Neoliberalism: Globalization's Neoconservative Enforcer of Austerity" in The Companion to Development Studies eds. Vandana Desai and Robert B Potter, Routledge: New York. 106-110.</li></ul>
5	Sustainable Development: A Global Agenda Film: Economics of Happiness	United Nations Sustainable Development Goals <ul style="list-style-type: none"><li>•Ziai, Aram. 2016. "The Post-2015 Agenda and the Sustainable Development Goals: The Persistence of the Development Discourse." Development Discourse and Global History: From Colonialism to the Sustainable Development Goals. New York: Routledge, 194-207.</li></ul>
6	Gender and Development <b>Blog Assignment Due 15%</b>	<ul style="list-style-type: none"><li>•Cornwall, Andrea and Edwards, Jenny. 2014. "Introduction: Negotiating Empowerment." In Feminisms, Empowerment, and Development: Changing Women's</li></ul>

	<b>February 15th</b>	Lives. Eds. A. Cornwall and J. Edwards, 1-31. London and New York: Zed Books. <ul style="list-style-type: none"> <li>•Mosedale, S. 2005. "Assessing Women's Empowerment: Towards a Conceptual Framework." <i>Journal of International Development</i> 17: 243-57.</li> </ul>
	Aid versus Development Does Foreign Aid Work? Dambiso Moyo and Stephen Lewis Munk Debate	<ul style="list-style-type: none"> <li>•Alesina, Alberto, and David Dollar. 2000. "Who gives foreign aid to whom and why?" <i>Journal of Economic Growth</i> 5(1): 33-63.</li> <li>•Curry, George. 2003. "Moving Beyond Postdevelopment: Facilitating Indigenous Alternatives for Development." <i>Economic Geography</i>. Volume 79, Issue 4: 405-423</li> </ul>
7	<b>Midterm Test 25% March 1st</b>	
8	Work and Global Inequality (select topics include unpaid care work, modern day slavery, migrant workers)	<ul style="list-style-type: none"> <li>•Harcourt, Wendy. 2009. "Chapter 3: Productive and Caring Bodies." <i>Body Politics in Development: Critical Debates in Gender and Development</i>, 69-93. New York: Zed Books.</li> <li>•Misra, Joya, Jonathan Woodring and Sabine N. Merz. 2006. "The Globalization of Care Work: Neoliberal Economic Restructuring and Migration Policy." <i>Globalizations</i>, 3 (3): 317-332.</li> </ul>
9	Work and Global Inequality continued Case: Canadian Agriculture	<ul style="list-style-type: none"> <li>•Basok, Tanya. 2002. "Chapter 7: Captive Labour," <i>Tortillas and Tomatoes: Transmigrant Mexican Harvesters in Canada</i>. McGill-Queens University Press. Pp. 106-128. (On reserve)</li> <li>•Preibisch, Kerry L. and Evelyn Encalada Grez. 2010. "The Other Side of el Otro Lado: Mexican Migrant Women and Labor Flexibility in Canadian Agriculture." <i>Signs</i>, 35 (2): 289-316.</li> </ul>
10	Global Governing	<ul style="list-style-type: none"> <li>•Rodrick, Dani. 2006. "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform." <i>Journal of Economic Literature</i> 44:4, 973-987.</li> <li>•Cammack, P. 2004. "What the World Bank Means by Poverty Reduction and Why it Matters" in <i>New Political Economy</i> 9(2).</li> </ul>
11	Participatory Approaches including Microfinance	<ul style="list-style-type: none"> <li>•Amin, Ruhul. 1998. "NGO-Promoted Microcredit Programs and Women's Empowerment in Rural Bangladesh: Quantitative and Qualitative Evidence." <i>Journal of Developing Areas</i>, 32 (2): 221-236.</li> <li>•Roy, Ananya. 2010. <i>Poverty Capital: Microfinance and the Making of Development</i> (paper) Routledge, New York. (Chapter 1 and chapter 3)</li> </ul>
12	Voluntourism Film: Volunteers Unleashed	No New Readings

DETAILED BREAKDOWN OF ASSIGNMENTS:

### **1) Ongoing Preparation and Participation: 20%**

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone. Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author? What questions do you have about how to put into practice what you are reading? Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of view (if you disagree), and offer comments that further the conversation.

### **2) Blog Assignment 15%**

For this assignment, you will choose a development related issue or event that is currently receiving media attention. Select 2-3 articles that cover the issue from a variety of perspectives. Your sources may include mainstream media reports (such as the CBC, the Guardian, the Globe and Mail), alternative sources (such as Altnet, Rabble.ca, Global Voices), blog posts (such as The Guardian's Poverty Matters, UN Dispatch, from Poverty to Power, Huffington Post's Development Unplugged). Use these resources to write your own blog post. Your blog post should set the context through inclusion of an overview of the event or issue and provide a critical analysis of the issue. Consider the historical factors, what individuals and groups are impacted and the challenges they face, who has power in the situation, potential solutions and barriers to resolution. A list of sources using APA format should be included. Your blog post should be between 500-750 words (not including sources).

### **2) Mid-term Exam: 25%**

This midterm will cover all material (i.e., lectures, and readings) from the beginning of the course up to the date of the midterm.

### **3) Group Proposal Presentations: 15 %**

This presentation is part of your major assignment for this course. In groups of 3-4 you will select one of the course readings and present a 20-30 minute interactive and engaging presentation of the content.

### **4) Final Exam: 25%**

Date: To be scheduled during the December Exam period.

## **COURSE POLICIES**

### **Attendance Policy**

This course has a Student Focused Learning (SFL) attendance policy. Class attendance is the best predictor of academic performance, so by attending class, you are setting yourself up for success. Missing more than 25% (or 9 hours) of scheduled course hours without an academic accommodation will result in the following academic consequences: 1) receiving a "0" in the semester class contribution component, and, 2) completing the group project independently.

You are expected to attend class. You should check your UWO email and OWL site mail regularly for any notifications regarding your attendance. You should read the course outline and clarify any concerns that you might have regarding the class attendance policy with me. I suggest that you track your class attendance.

I will send you an email if you are at risk of exceeding the allowable level of absenteeism. If you are struggling with attendance, I encourage you to talk to me, to your academic advisor, to a spiritual advisor, or to a member of the student life staff. We may be able to help. If you believe that your situation warrants an academic accommodation, please consult with your academic advisor to determine if an accommodation would apply to your situation.

### **Student Use of Technology in Class**

I welcome the use of laptops in the classroom if they are used for class related purposes, such as research, participation in class exercises. Using your computer or phone during class for personal activities such as reading or writing e-mail, surfing the web, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. Please ensure your phones are turned off and placed inside a bag.

Recent research shows that grades decline when you use laptops in the classroom for non-educational tasks. Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). So, if I find you using a laptop for non-class related activities, I will ask you to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half were requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. The students who texted scored 16% points lower than those who did not text (Ellis, Daniels & Jauregui, 2010). As a result, if I find you texting I will ask you to put your phone away.

Fried, C. (2008). In-class laptop use and its effects on student learning. *Computers and Education* (50). 906-914.

Ellis, Y., Daniels, B.& Jauregui, A. (2010). The effect of multi-tasking on the grade performance of business students. *Research in Higher Education*. (8).1 – 10.

### **Email**

Email is a useful tool for sharing news, setting up appointments, or for a simple assignment clarification, but for more complex questions, a face-to-face meeting is best. Please make an appointment to discuss any

personal, academic, group work, or controversial issues in person, especially any concerns that you might have about your grades.

For privacy reasons, you must use your Western email account to contact me. Please include your name, course and section number in the subject line of your emails. I check email Monday through Friday during office hours; you can expect a response within 48 hours during the work week. I will not check email over weekends and holidays, so plan accordingly.

### **Appointments**

Students are welcome to meet with me by arranging an appointment at a mutually convenient time. Be on time for your appointment, have an objective for the discussion and bring a copy of your paper or exam you wish to discuss.

### **Privacy**

To respect privacy laws and the privacy of individual students, all grades will be distributed on OWL only. If you wish to discuss a grade, or review a test or paper, please make an appointment with the professor to do so in person. To respect your privacy, I will discuss your grades only with you. Please do not share or compare your grades. I cannot share information about another student's grades, so discussions comparing grades between students will not be entertained.

### **DROPPING A COURSE**

To drop a course without academic penalty, you must drop the course by the following dates:

Fall Term Half Credit Course	November 12, 2017
Winter Term Half Credit Course	March 7, 2018
Full Credit Course	November 30, 2017

For further details, check the online academic calendar in the registrar's website. To book an appointment with one of Brescia's Academic Advisors, call 519.432.8353, extension 28266. If you are registered at another college or main campus, please make an appointment to see your academic advisor at your home campus.

## **2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS**

### **1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include

supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is required if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/pg117.html>

## **2. ACADEMIC CONCERNS**

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html> ). You should consult with the course instructor and the

Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://westerncalendar.uwo.ca/2017/pg130.html> )

### **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision

may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## 7. SUPPORT

### Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to [Mental\\_Health@Western](mailto:Mental_Health@Western) <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

### Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario