

BRESCIA UNIVERSITY COLLEGE
Department of Sociology
Sociology 2229B
Global Inequality
Winter 2021

Course Director: Professor Julie Young

Class Time/Location: Online materials will be posted by 9:30am on Mondays
Office Hours: TBA

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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 (L2 critical thinking; L3 inquiry/analysis)
- Develop an understanding of sociological theories of inequality and be able to describe and apply them to instances of inequality within society (L2 critical thinking; L3 inquiry/analysis)
- Develop an understanding of the interconnections of race, class, gender, sexuality, disability, etc. and their role in social inequality (L3 critical thinking; L3 inquiry/analysis)
- Understand and describe inequality at a global level (L2 critical analysis; L3 inquiry/analysis)
- Apply the aforementioned knowledge to evaluate their own position and privilege, through experiential exercises, self-reflection and assessment (L3 self-awareness/development, L3 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).

Antirequisite(s): Sociology 2239.

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 enroll 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. Reflections.....20%
- 2. Blog Assignment.....15%
- 3. Mini Paper.....25%
- 4. Class Contribution (Blog/Forums).....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 complete the class materials made available in our online classroom.

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"> •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. •Scott, Catherine V. 1995. Gender and Development: Rethinking Modernization and Dependency Theory. L. Rienner Publishers. Introduction.
3	Colonialism and its' Legacy Case: India and British Reparations	<ul style="list-style-type: none"> •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. •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.
4	Globalization: Our Interconnected Modern World Case: Made in Bangledash	<ul style="list-style-type: none"> •Cammack, P. 2001. "Making the Poor Work for Globalisation", in New Political Economy. 6:3. •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.
5	Sustainable Development: A Global Agenda Film: Economics of Happiness	United Nations Sustainable Development Goals <ul style="list-style-type: none"> •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.
6	Gender and Development Blog Assignment Due 15%	<ul style="list-style-type: none"> •Cornwall, Andrea and Edwards, Jenny. 2014. "Introduction: Negotiating Empowerment." In Feminisms, Empowerment, and Development: Changing Women's Lives. Eds. A. Cornwall and J. Edwards, 1-31. London and New York: Zed

	February 8th	Books. <ul style="list-style-type: none"> •Mosedale, S. 2005. "Assessing Women's Empowerment: Towards a Conceptual Framework." <i>Journal of International Development</i> 17: 243-57.
7	Aid versus Development Does Foreign Aid Work? Dambiso Moyo and Stephen Lewis Munk Debate	<ul style="list-style-type: none"> •Alesina, Alberto, and David Dollar. 2000. "Who gives foreign aid to whom and why?" <i>Journal of Economic Growth</i> 5(1): 33-63. •Curry, George. 2003. "Moving Beyond Postdevelopment: Facilitating Indigenous Alternatives for Development." <i>Economic Geography</i>. Volume 79, Issue 4: 405-423
8	Work and Global Inequality (select topics include unpaid care work, modern day slavery, migrant workers)	<ul style="list-style-type: none"> •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. •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.
9	Work and Global Inequality continued Case: Canadian Agriculture	<ul style="list-style-type: none"> •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) •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.
10	Global Governing	<ul style="list-style-type: none"> •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. •Cammack, P. 2004. "What the World Bank Means by Poverty Reduction and Why it Matters" in <i>New Political Economy</i> 9(2).
11	Participatory Approaches including Microfinance	<ul style="list-style-type: none"> •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. •Roy, Ananya. 2010. <i>Poverty Capital: Microfinance and the Making of Development</i> (paper) Routledge, New York. (Chapter 1 and chapter 3)
12	Voluntourism Film: Volunteers Unleashed	TBA

DETAILED BREAKDOWN OF ASSIGNMENTS:

1) Class Contribution Through Blog/Forums: 15%

Participation and contribution to class discussions will be measured through comments made on blog posts and discussion forums throughout the course. Students are encouraged to respond to the

professor's prompts as well as their student colleague's comments. The very nature of this discussion approach demands a high level of thoughtful contribution.

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). **DUE: February 8 at 5:00pm**

2) Mini Paper: 25%

For this written assignment you will be asked to critically examine the ways in which a marginalized group has been disproportionately affected by COVID-19. You will identify barriers the group has faced, how government initiatives have or have failed to address them, and propose alternative solutions to support the marginalized group. For example, women and children may experience more violence (at by their abusive partners) if they have been isolated and forced to stay at home during Covid-19. Accessing services may be more difficult. Many services have been offered by zoom or telephone, or while women are in the home with their abusive partner. Please attend office hours if you would like to discuss your topic to determine if it is appropriate for this assignment.

Given that the pandemic and COVID-19 are new, you will not be expected to rely solely on academic journal articles. You may refer to sources such as mainstream media reports (such as the CBC, the Guardian, the Globe and Mail) or other reputable sources (contact Brescia's library if you are unsure whether a source is reputable or appropriate for this assignment). A list of sources using APA format should be included. This paper should be 5-6 pages (not including sources). **DUE: March 29 at 5:00pm**

3) Reflections: 20 %

Reflections will be submitted through OWL throughout the term (a total of 5 bi-weekly reflections). These reflections will include prompts or specific questions upon which you will reflect using course material and personal thoughts/ideas. Examples and thoughtful answers are encouraged. **DUE: January 18, February 1 & 22, March 8 & 22 (all at 5:00pm)**

4) Final Exam: 25%

The Final Exam will be a take-home exam, meaning it is to be completed at home rather than at the school. Date will be announced through OWL. You will have 6 hours to complete this exam, after which it will be closed and no longer available to you.

TEACHING METHODOLOGY AND EXPECTATIONS OF STUDENTS

This course will be taught online. Each week, a series of powerpoint presentations, video presentations, reflection worksheets and blog posts will be uploaded. Students may complete this coursework at a time and location convenient to them but are encouraged to stay on pace with the course week-to-week.

Sociology requires a much greater involvement of the student in class than does some subjects. Students will read the assigned readings and complete the assigned exercises in preparation for the class discussion. The blog will take the place of the traditional class discussion, and students are encouraged to respond to the professor's prompts as well as their student colleague's comments.

In this way, the instructor will act as discussion leader, with emphasis on students' active participation. The very nature of this discussion approach demands a high level of thoughtful contribution.

Privacy

In order to respect privacy laws, and the privacy of individual students, student grades will ONLY be communicated via OWL, in-person, or on a test/exam/report/essay paper. Your instructor is not able to email your grade to any email address, and will only discuss individual grades with the student in question via teleconference. Student grades are confidential. Please take this into consideration when sharing your grades or asking others to share their grades.

The University is committed to protecting specific types of information, which, if disclosed, could reasonably be expected to result in harm to the University, an identifiable individual, or a third party. As a result, your professor is not able to release any information including, but not limited to, personal information, attendance or grade records, to anyone other than the individual involved.

A Note Regarding Email

I will check email and our course site on OWL Monday through Friday during office hours; you can expect a response within 48 hours during the work week. Over weekends and holidays I will not be checking email or OWL, so plan accordingly.

Appointments

Students are welcome to meet with the professor via teleconference or ZOOM. Please email to set up an appointment.

ACADEMIC ACCOMMODATION

If, on medical or compassionate grounds, a student is unable to complete a course component worth **greater than 10 per cent** of the final course grade, it is the responsibility of the student to consult

with an Academic Advisor and follow the procedures documented in the “**POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES**” found below within this outline.

For academic accommodation to be considered for any course component worth **less than 10 per cent** of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion (within two business days of the missed deadline). Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision.

2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed a **maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;

4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form** to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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.

Please note that for asynchronous online courses, attendance or participation requirements maybe different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Li ve&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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.
