

SOC345H1S: Global Inequality

Winter 2026

University of Toronto – St. George Campus Jan- April (Jan 5 – April 6)

Wednesdays, 2:10 pm – 5pm **ONLINE ZOOM**

Instructor: Jennifer Peruniak (**Jenn – 2nn’s**) (she/her) **E-mail:** Jennifer.peruniak@utoronto.ca

Office Hours: By appointment

TA: TBD

COURSE DESCRIPTION

This course examines the social processes that characterize stratification and social inequality across the globe. We will examine impacts on lived experiences of people across geographical regions. We will also look at disparities in education, income and employment, as well as ideas of family. This is a program-only course and is restricted to sociology majors and specialists.

LAND ACKNOWLEDGEMENT

I live as a settler colonist in the traditional land of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River, where the University of Toronto is located. This territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, this meeting place is still the home to many Indigenous people from across Turtle Island. I am grateful to have the opportunity to work on this land.

PREREQUISITES

The prerequisite to take this course is 1.0 SOC credits at the 200+ level. Students without this requirement will be removed from the course without notice. This requirement is firm and it will not be waived. The exclusion for this course is SOC319H1. Students who have taken the exclusion cannot take this course.

LEARNING GOALS

This course will help you:

- Analyze and evaluate a variety of theoretical perspective pertaining to global inequality across national contexts
- Connect theory and apply to real world cases of people
- Study inequality in different geographical areas of the world
- Understand generational impact of global inequality

CLASS STRUCTURE

- **Online zoom meetings on Wednesdays, 2:10 pm – 5pm**
The first hour and a half of our meetings will be lecture and discussion-based. We will then have a 15-minute break. From 4:15 pm to 5 pm, we will have workshop portion, which will alternate between guest speakers, participation activities, and TA led skill building workshops, as well as time to work with peers and professor on assignments.
- **All materials for this course will be available through Quercus.**
 - All correspondence with the instructor must be sent through a valid Utoronto email.
 - Include the course code as well as your student number in your email subject line.
 - DO NOT send emails through the Quercus platform.

EVALUATIONS & SUGGESTED TIME-MANAGEMENT DEADLINES

March 11 Participation (5%) Film mock tweet and discussion write up

We will watch the film Maria Full of Grace 2004. You will come to class for a live discussion of the film relating to course material, you will then complete a short write up of 300-500 words due March 13th at 11:59pm. You must do both components to get the points.

Feb 4 (25%) Midterm: Comparative essay

Pick 2 modules and compare the theoretical approaches to Global Inequality. You may also use outside sources but are not necessary for this assignment. 12 pt Times New Roman, 6-8 pages double spaced. I will provide further details on this in class.

March 4 (25%) Media Analysis Project

Pick from the list of films and shows and analyze the character's experiences and portrayal using course modules. You must utilize course materials and can consult outside sources to analyze their experiences and portrayals and how they relate to impacts and questions of inequality on a global scale. 12 pt Times New Roman, 6-8 pages double spaced. I will provide further details on this in class.

April 6 (30%) Final Policy proposal Critically analyze a policy related to course content and materials. Provide a summary of chosen policy. Critique or modify the policy and demonstrate your knowledge by connecting to course material. 12 pt Times New Roman, 10-12 pages double spaced. Pick any subtopic based on the course outline. The paper should consist of three main parts: an introduction, a body and conclusion. The introduction should contain an overview of the issue you wish to discuss and the main thesis statement. The body will contain your arguments derived from the articles chosen to support your topic. In conclusion, you should summarize the main issues raised in the body as well as your opinion on the issues you discussed. I will provide further details on this in class.

Creative media (ongoing) must be submitted by last week of course (15%)

There will be one creative activity that you will get points for so long as you participate and put a genuine effort into them. I would like to see creativity where possible, and a critical engagement with peers and course content.

You will be creating a mock- TikTok short video (2-4 min) about one module of the semester. Include your biggest takeaways, soundbites of information the public can understand (get creative)! (15% **(due by end of semester)**)

****Rain check policy** – every student will be allotted 48-hour grace period to be used during the semester. You can split between two assignments or on one, just write in the comment submission using rain check policy, no questions asked, and you will not be deducted late marks.

DETAILED COURSE OUTLINE

INTRODUCTIONS Jan 7

In this first lecture, I will introduce myself and go over the syllabus. We will do a Syllabus Q&A and talk about our expectations for the course. Please introduce yourself on our discussion board (list your favourite show or movie).

Module 1 Jan 14: World systems theory & Global Inequality

Topics: global north and global south, colonization

Bassano, G., Jacob, F., & Nord Universitet funder. (2023). Wallerstein 2.0 : Thinking and Applying World-Systems Theory in the 21st Century (F. Jacob, Ed.). **(Chapter 2)**

Collyer, F. M. (2018). Global patterns in the publishing of academic knowledge: Global North, global South. *Current Sociology*, 66(1), 56–73.

Mtapuri, O. (Ed.). (2023). *Poverty, Inequality, and Innovation in the Global South* (1st ed. 2023.). Springer International Publishing. **(Chapter 1)**

Module 2 Jan 21: East + Southeast Asia and Colonization

Topics: Working conditions, marriage and exploitation

Piper, N. (2004). Gender and Migration Policies in Southeast and East Asia: Legal Protection and Sociocultural Empowerment of Unskilled Migrant Women. *Singapore Journal of Tropical Geography*, 25(2), 216–231.

Silvey, R., & Parreñas, R. (2020). Precarity chains: cycles of domestic worker migration from Southeast Asia to the Middle East. *Journal of Ethnic and Migration Studies*, 46(16), 3457–3471.

Low, C. C. (2021). The historical development of the nature of “desirability” in naturalisation regimes in East and Southeast Asia. *Citizenship Studies*, 25(4), 491–513.

Module 3 Jan 28: South Asia and Colonization

Topics: exploitative labour, modern slavery

Amin, S., Diamond, I., Naved, R. T., & Newby, M. (1998). Transition to Adulthood of Female Garment-Factory Workers in Bangladesh. *Studies in Family Planning*, 29(2), 185–200.

Arun, T., Borooah, V., & Arun, S. (2013). EARNINGS INEQUALITY IN SRI LANKA. *The Journal of Developing Areas*, 47(1), 355–371.

Sumalatha, B. S., Bhat, L. D., & Chitra, K. P. (2024). Employment Status and Working Conditions: A Situational Analysis of Female Domestic Workers in India. *Review of Development & Change*, 29(2), 176–197.

Module 4 Feb 4: North America and Colonization

Topics: Indigenous peoples, colonization

Oka Crisis: Youtube short

https://www.youtube.com/watch?v=w2I_pyZqK1A

Adese, J. (2016). The new people: Reading for peoplehood in métis literatures. *Studies in American Indian Literatures*, 28(4), 53A,53-79

Middelton-Moz, J., Mishna, F., Martell, R., Williams, C., & Zuberi, S. (2021). Indigenous trauma and resilience: pathways to “bridging the river” in social work education. *Social Work Education, ahead-of-print*(ahead-of-print), 1–18.

James, R. (2020). An evolution in queer indigenous oral histories through the Canada Indian residential school settlement agreement. *The International Journal of Human Rights*, 24(4), 335–356.

Feb 4 (25%) Midterm: Comparative essay Due 11:59pm

Module 5 Feb 11: Africa and Colonization

Topics: blood diamonds, gold

Snyder, R., & Bhavnani, R. (2005). Diamonds, blood, and taxes: A REVENUE-CENTERED FRAMEWORK FOR EXPLAINING POLITICAL ORDER. *The Journal of Conflict Resolution*, 49(4), 563-597.

Gukurume, S., & Nhodo, L. (2020). Forced displacements in mining communities: politics in Chiadzwa diamond area, Zimbabwe. *Journal of Contemporary African Studies*, 38(1), 39–54.

New article:

<https://www.watanserb.com/en/2025/04/06/sudans-hidden-war-economy-how-smuggled-gold-fuels-conflict-and-enriches-the-uae/>

Stewart, P. (2015). “Wages are but an expression of time”: The misapprehension of labour time in the historiography of the South African gold mines since 1886. *South African Review of Sociology*, 46(3), 64–81.

Feb 18 READING WEEK NO CLASS (FEB 16-20th reading week)

Module 6 Feb 25: Consequences of Global Inequality I

Topics: temporary foreign workers, precarious work, labour unions

Aziz, C., & Mostafa Henaway. (2015). “Temporary Employment Agency Workers in Montreal: Immigrant and Migrant Workers’ Struggles in Canada”. In *Just Work?*. Pluto Press. pp. 230–249

Lenard, P. T., and C. Straehle. (2011). “Temporary Labour Migration, Global Redistribution, and Democratic Justice.” *Politics, Philosophy, and Economics* 10(1): pp. 1-25.

Ruhs, M. (2012). “The Human Rights of Migrant Workers: Why Do So Few Countries Care?”. *American Behavioural Scientist* 56(9): pp. 1277– 93.

Module 7 March 4: Consequences of Global Inequality II

Topics: demographics, politics, survival

Francisco, V., & Rodriguez, R. M. (2014). Countertopographies of Migrant Women: Transnational Families, Space, and Labor as Solidarity. *WorkingUSA*, 17(3), 357–372.

Ruhs, M. (2013). An Empirical Analysis of Labor Immigration Programs in Forty-Six Countries. In *The Price of Rights*. Princeton University Press. pp. 53–90.

Brown, R. H. (2016). Re-examining the Transnational Nanny: MIGRANT CAREWORK BEYOND THE CHAIN. *International Feminist Journal of Politics*, 18(2), 210–229.

March 4 (25%) Media Analysis Project Submission

Module 8 March 11: Film Screening Maria Full of Grace 2004 (film) March 11

Maria Full of Grace 2004 – Please come to class having watched the film. We will then watch together a series of music videos which you will then do a mock live tweet drawing comparisons between the music videos, the film, and course material. This is due once class ends at 3pm. You will then do a reflection write up due March 13th at 11:59pm.

Module 9 March 18: Family dynamics and Global Inequality

Topics: Intersectionality, gender roles, femineity and motherhood, race

Erel, U., Reynolds, T., & Kaptani, E. (2018). Migrant mothers' creative interventions into racialized citizenship. *Ethnic and Racial Studies*, 41(1), 55–72.

Dyck, I. (2018). Migrant mothers, home and emotional capital - hidden citizenship practices. *Ethnic and Racial Studies*, 41(1), 98–113.

Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and “transit migration” in Morocco. *Ethnic and Racial Studies*, 35(9), 1577–1595.

Module 10 March 25: Modern Enslavement across the globe

Topics: slavery, colonization

Carpi, E., & Owusu, P. (2022). Slavery, lived realities, and the decolonisation of forced migration histories: An interview with Dr Portia Owusu. *Migration Studies*.

Schroeder, H., O'Connell, T. C., Evans, J. A., Shuler, K. A., & Hedges, R. E. M. (2009). Trans-Atlantic slavery: Isotopic evidence for forced migration to Barbados. *American Journal of Physical Anthropology*, 139(4), 547–557.

Martins Junior, A., & O'Connell Davidson, J. (2022). Tacking towards freedom? Bringing journeys out of slavery into dialogue with contemporary migration. *Journal of Ethnic and Migration Studies*, 48(7), 1479–1495.

Module 11 April 1: Global Inequality & human trafficking and the drug trade

Topics: human trafficking, drug trades, gender and race

Nawyn, S. J., Kavakli, N. B., Demirci-Yılmaz, T., & Pantic Oflazoğlu, V. (2016). Human Trafficking and Migration Management in the Global South. *International Journal of Sociology*, 46(3)

Avdan, N. (2012). Human trafficking and migration control policy: vicious or virtuous cycle? *Journal of Public Policy*, 32(3), 171–205

Joarder, M. A. M., & Miller, P. W. (2014). Empirical Evidence on Human Trafficking and Migration-Debt Contracts in Bangladesh. *The Journal of Development Studies*, 50(3), 399–412.

April 6th (30%) Final Policy proposal

COMMUNICATION & COMMUNITY GUIDELINES

Questions: We will have a discussion board for questions about the course on Quercus. Please consider posting your questions there if you feel comfortable. The answer might be helpful to your classmates as well. If you have any announcements for your classmates, please feel free to post on the discussion board which will remain open all semester.

E-mail policy: Feel free to contact me for any questions or personal requests regarding illness, accommodations, grades, or any concerns you might have. I will try to answer your e-mails within 24 hours (except weekends). Please write our course code, SOC345, in the e-mail subject. If you don't get a response in 48 hours (except weekends), feel free to write a follow-up e-mail.

Equity and respect: In this course, we will strive to build an environment in which all feel included, safe, and respected. This is our collective responsibility. As a course instructor, I will not condone behaviour that undermines the dignity, safety, and well-being of any student in this course. Sexist, racist, homophobic, transphobic, or xenophobic language will not be tolerated. In your course communications, please use gender-inclusive language and respect your peers' pronouns. If you believe that the instructor, the TAs, or any person in this course is engaging in language or practices that make you or your classmates feel unsafe or excluded, please reach out to the Teaching Team. If you are still reading this, send your favourite meme to my e-mail to get a 1% bonus for reading the syllabus. Shush, don't tell anyone.

Accessibility:

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible.

Recording and sharing lectures and meetings: The lectures and discussions for this course will be delivered online. You may not share or live stream any materials or recordings from this course in the public domain or social media, in its entirety, or in small excerpts. Please note that this is a fundamental policy to maintain the safety and privacy of the teaching team and your classmates. Warning: I will find out if components of this course end up on social media, me and my friends are absolutely addicted and we will be able to see.

LATE POLICY

Rain check Policy again*: I will grant one 48h-extension per student, no questions asked. You can

use this rain check once during the term for any assignment. When you upload your late assignment to Quercus, leave a comment saying: “I’m using the rain check policy”. Other extension requests must be submitted to me via e-mail. In case of illness, you must supply a completed Declaration of Absence on ACORN.

Missed deadlines and tests: Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with **one of the following:**

- Absence declaration via ACORN (**can only be used once during the semester**)
- U of T Verification of Illness or Injury Form
- College Registrar’s letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Late Assignments: Late-term papers without a valid excuse will be deducted 2% per day, including weekends and holidays. We will not be accepting work submitted over a week late. Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor

REGRADE POLICY

The teaching team will do our best to grade fairly and consistently. If issues with your grade arise and you wish to appeal, please follow this procedure:

• **Regrade requests for term work-** they can be submitted to the person who marked for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In those instances, where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in the mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same.

ACADEMIC INTEGRITY

Cannot use Generative AI

- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.

- The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
- Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
- The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- Be sure that you have familiarized yourself with the Code of Behaviour on Academic Matters before submitting assignments or sitting for exams. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offences.
- You can find advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources at <http://advice.writing.utoronto.ca/using-sources>.

Turnitin

'Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.'

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.