

University of Toronto Mississauga  
Department of Sociology  
**SOC 345H: Global Inequality**  
**Fall 2023**  
**Wednesdays: 17:10-20:00**

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Office hours: Mondays 2pm via zoom (or by appointment)  
Teaching Assistant: Paul Pritchard

### **Course Description**

This course examines the social processes that characterize stratification and social inequality across the globe, by looking at whether global inequality is growing, shrinking or stagnant and the impact of globalization on global inequality. Particular emphasis will be placed on examining the causes, manifestations, and consequences of social, political, and economic global inequalities. This is a program-only course and is restricted to sociology majors and specialists.

Students will be challenged to adopt a sociological lens, exploring the roles of structure and agency in processes of global stratification. The first part of the course will provide students with an empirical and theoretical grounding for understanding global dimensions of inequality, specifically in relation to contemporary globalization and neoliberal capitalism ideology. We will explore connections between macro-level global structures and individual lived experiences of inequality and suffering. In the second part of the course, we will use this lens to interrogate the dynamics, processes and consequences of global inequality as they play out in labour markets, reproduction, migration, environment and health. We then conclude the course by considering challenges and possibilities for accountability and social justice within a globalized world.

### **Learning Outcomes**

In the course students will:

- Learn about and evaluate sociological theories relevant to processes of globalization and social stratification
- Gain a deeper understanding the complexities of global inequality through empirical social science research
- Engage in critical thinking to evaluate the causes, patterns and consequences of global inequalities and analyze the challenges in how these might be addressed
- Develop research, team work and communication skills to conduct a case study of a global inequality, evaluate relevant scholarly research, as well as develop and defend their findings and viewpoints.

### **Land Acknowledgement**

The city of Toronto, including the UTSG campus, is on Indigenous territory. We acknowledge this land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. The territory is 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 and we are grateful to have the opportunity to work in the community, on this territory.

### **Course Format**

This an in-person class. The format will be a combination of lecture and active learning and participation activities. As such, students are expected to come to class with the readings completed, prepared to ask and answer questions and engage in group-work based on assigned material. Classes may also include the presentation of material above and beyond that covered in the assigned readings (video clips, theory, empirical data, etc.). Class discussion and debate are strongly encouraged, providing they follow the expectations set out in the class etiquette section of the syllabus.

**Prerequisites and Exclusions:** The prerequisites to take this course are: SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/SOC254H1. Please note, it is your responsibility to ensure that the prerequisites for this course have been met. Students without this prerequisite will be removed any time they are discovered and without notice. Students who have already completed SOC308H1 are not permitted to take this course. The class prerequisites and exclusions are firm and cannot be waived. *Distribution Requirement: SSc*

### **Textbooks and Other Materials**

- There is no assigned textbook for this class. Hyperlinks to all assigned readings will be provided.
- Selected book chapters not accessible online will be made available through Quercus.
- The list of assigned journal articles is included in the class schedule.
- Every attempt will be made to follow this list, but it is subject to change at the discretion of the instructor.
- N.B. if you encounter a broken link throughout the semester, please advise asap so that it can be updated.

### **ASSIGNMENTS & EVALUATIONS**

**1 Class Participation:** Students will earn 10% of the final grade for attendance and participation in in-class activities. Instruction will be given in-class. Students should come to class having done the assigned readings to be prepared to complete the participation activities.

**2 Reading Response:** Students will demonstrate understanding of, and critical engagement with, the readings by preparing responses to assigned readings from classes 2, 4, 5, 7, 9, 10, or 11. Assignment of reading response weeks will take place week 1. Responses can be presented as: a written memo (no more than 3 pages double spaced) or a video response (no more than 3 minutes long). Each reading response is worth 10% of the final grade. Responses must be posted to the discussion board on Quercus (emailed submissions will not be accepted) by Wednesday midnight the week of the corresponding class. N.B. submitting a response does not guarantee a passing mark. A failing mark might be given if the response is incomplete or shows little evidence of critical engagement with the material. Full details on grading are provided in the Reading Response Instruction Sheet posted on Quercus.

**3 Reading Response Feedback:** Students will demonstrate thoughtful engagement with the readings and peers' perspectives by providing constructive comments on each other's responses. Responses must follow the [RISE Model for Peer-to-Peer Feedback](#). Feedback must be developed for 2 peer reading responses, each worth 5% of the final grade, and must be posted to the discussion board within 1 week of the original reading response being published. N.B. submitting feedback does not guarantee a passing mark. A failing mark might be given if the response does not follow the RISE Model or shows little evidence of critical engagement with the material. Full details on grading are provided in the Reading Response Feedback Instruction Sheet posted on Quercus.

**4 Learning Module Proposal:** Students will work in groups to select a topic relevant to exploring a global inequality topic/theory/concept/findings from the class in more depth, and develop a proposal for a 1 hour learning module on their chosen topic. The proposal must include: 1) a justification of the sociological relevance of the learning module, 2) a literature review, 3) an infographic or online resource with key terminology, concepts and/or findings, 4) a recommended audiovisual or multi-modal resource to engage learners to think critically about the topic as "pre-learning", 5) an overview of proposed activities for the 1 hour learning module and accompanying PPT.

- *Topic Proposal & Justification*—Must be uploaded for approval by October 4<sup>th</sup>.
- *Final Learning Module Proposals*—Must be uploaded for grading by November 22<sup>nd</sup>.

All assignments must be submitted to Quercus (emailed assignments will not be accepted). Detailed instructions and grading instructions will be posted to Quercus.

**5 Tests:** Students will write 2 non-cumulative tests to assess their grasp of class materials. These tests will be multiple choice and cover both assigned readings and lecture materials. Each test is worth 20% of the final grade.

#### GRADING SUMMARY

Assignment	Weight	Due Date
In-Class Participation	10 points	Ongoing
Reading Response	10 points	Ongoing
2 Reading Response Feedback (5% each)	10 points	Ongoing

Test 1	20 points	Oct. 18th
Learning Module Proposal	30 points	Nov. 22nd
Test 2	20 points	Dec. 6th
<b>Total</b>	<b>100 points</b>	

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Please note that Grades in Quercus gives early access to preliminary grades; it does not represent your official final marks. For final grades logon to [ACORN](#).

## PROCEDURES AND RULES

### Course Webpage

The course syllabus, links to all the readings, handouts, assignment submission links and course announcements will be posted on Quercus. You are responsible for all course content posted to Quercus. Please make sure to check your official utoronto.ca email addresses, Quercus Messages as well as the course Quercus page regularly. You might want to review your Quercus settings to ensure that course notifications are turned on.

### Electronic communication and electronic learning technology

You are encouraged to use electronic communication to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All online communication must be conducted through Quercus Messaging (not Outlook).
- All online communication must include the course code (i.e., SOC345) in the subject line.
- All online communication should be signed with the student's full name and student number.
- Online communication from students will generally be answered within 48 hours of receipt (except on weekends or holidays).
- All online course communication must maintain a respectful and professional tone.
- Online communication asking questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth; when is the assignment due; when is the test..") will not receive a response.
- Online communication must identify a specific question or concern. Students asking questions that are very involved or in-depth may be asked to attend office hours.

**\*Emails that do not follow these guidelines will not receive a response.**

### Grade Appeals

Students who are dissatisfied with their grades have one week to address their concerns, in writing, to the teaching assistant. Students contesting a grade will submit a 1-page typed document to the TA, outlining why the grade is believed to be inappropriate. The teaching assistant will then review the claim and respond in writing, either by email or hard copy.

Students who remain unhappy with the response should make an appointment with me to review the case.

### Missed Deadlines/Tests

If a health, personal or family crisis prevents you from meeting a deadline, you should contact **your college registrar**. It is recommended you always advise your registrar if a crisis is interfering with your studies. Should this occur, I advise you to inform both me and your registrar as soon as possible so we can coordinate any needed accommodations. If you delay, it becomes more difficult to put accommodations in place.

I understand students may experience difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting your mastery on the material and overall success in the class. If you feel like you are falling behind or experiencing academic difficulties in the course, I encourage you to make an appointment with me so that I can assess the situation and recommend a strategy for moving forward. Again, if this is the case it's imperative you reach out as soon as possible, as the longer you wait the harder it will be for me to help you.

- Marked participation activities will take place weekly throughout the semester. Students can miss no more than 3 weeks (excluding workshops weeks) to receive full participation marks
- Students who miss the Test writing time due to illness or emergency/unavoidable circumstances must contact the instructor or TA within 24 hours to schedule a make-up.

### Academic Integrity & Use of Artificial Intelligence Tools

Students are expected to know and adhere to the University's principles of academic integrity. Any act of plagiarism or other unethical behavior will be addressed in accordance with University guidelines. Please see the "[Code of Behaviour on Academic Matters](#)" for specific information on academic integrity at the U of T. Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented/cited in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work. AI tools are not permitted to help with tests.

### Accessibility and Student Accommodations

Students with diverse learning styles and needs are welcome in this course. If you may require accommodations, please feel free to approach me and visit the [Accessibility Services Office](#) as soon as possible.

### Writing Support

Students are urged to seek assistance from the [University of Toronto Writing Centre](#) should they anticipate problems in this area.

## Food Insecurity Support

Students who are experiencing food insecurity are encouraged to access either [The University of Toronto Student Union \(UTSU\) Food Bank](#) or [The Toronto Food Bank and Community Food Programs](#).

## **ENGAGING WITH COURSE MATERIAL**

To prepare yourself to engage with the class materials as critical and analytic consumers, you should ask yourself a few questions as you read the assigned materials: *What are the main points that the author is trying to make? How do each of the articles relate to each other or contradict each other? What are the common themes across the readings? What implications do these readings have for how we understand health from a sociological perspective? What are the strengths and weaknesses of the readings?* Being able to answer these questions will help you move beyond absorbing facts, to develop a critical lens. If you are unsure about how to approach a specific reading or you are confused about what you should be getting out of the reading, please come speak to me during office hours.

## **CLASS ETIQUETTE**

I encourage students to engage in vibrant debate and discussion about the course material. Some topics covered may be sensitive in nature. Students are expected to conduct themselves professionally and be respectful of different opinions. If confronted with an opposing idea, my expectation is for students to engage in dialogue with each other to build understanding around these differences. It is important to recognize that each person in the class has valuable insights to contribute and that our learning as a group will be maximized when we each commit to sharing with and listening to each other as openly as possible.

During in-person lectures, for example, students will not only hear the instructor lecture, but they are also exposed to their classmates' questions (many of which they might not have thought of on themselves), opinions/responses (which they may or may not agree with to varying degrees), real life examples/experiences (which may resonate with them in a variety of ways: e.g. as relatable, reassuring, eye-opening, strange, or uncomfortable), etc. Regular participation in class is therefore a vital element of your and your classmates' learning and should be prioritized.

The same level of respect and professionalism should be brought to group work. Students are expected to be respectful of others' time, ideas, and perspectives, and work dialectically to resolve any conflicts. Students are expected to be proactive in reaching out to the instructor as needed for additional problem-solving support (e.g., office hours, or by Quercus messages). Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason. **Videotaping and recording lectures is strictly forbidden without written permission from the instructor.**

## **COURSE SCHEDULE**

- Sept. 13<sup>th</sup>      **Class 1: Introduction to Globalization & Inequality**
1. Warwick-Booth, L. (2013). Globalisation and the global dimensions of inequality. In [Social inequality](#) (pp. 119-143). SAGE Publications Ltd
  2. Steger, & James, P. (2020). [Disjunctive Globalization in the Era of the Great Unsettling](#). *Theory, Culture & Society*, 37(7-8), 187–203
- Sept. 20<sup>th</sup>      **Class 2: Structural Causes of Global Inequality**
1. Hickel, Jason (2017) Addressing the Structural Causes of World Suffering. In: Anderson, R. E. (Ed) [Alleviating World Suffering: The Challenge of Negative Quality of Life](#). Springer International Publishing.
  2. McGill, K. (2016). Welfare and Economic Inequality. In: *Global inequality*. University of Toronto [Ontario] Press. (ON QUERCUS)
- Sept. 27<sup>th</sup>      **Class 3: Global Inequality Workshop**
1. Knott, Deborah (N.D.) [Critical Reading Towards Critical Writing](#). New College Writing Center – University of Toronto
- Oct. 4<sup>th</sup>      **Class 4: Global Inequality through a lens of Suffering**
1. Rothbart, Daniel & Poul Poder (2017) Systematic Humiliation as Daily Social Suffering. In: Anderson, R. E. (Ed) [Alleviating World Suffering: The Challenge of Negative Quality of Life](#). Springer International Publishing.
  2. Becker, Howard. 1963. “Outsiders—Defining Deviance.” Pp. 10–27 in [The Outsiders: Studies in the Sociology of Deviance](#). The Free Press of Glencoe.
  3. Farmer, Paul. 1996. “[On Suffering and Structural Violence: A view from Below](#).” *Daedalus*. 125(1): 261-283.
- Oct. 11<sup>th</sup>      **Class 5: Intersectionality & Reproductive Inequality**
1. Yuval-Davis, Nira. 2015. “[Situated Intersectionality and Social Inequality](#).” *Raisons Politiques : Études de Pensée Politique* 58 (2): 91–100.
  2. Deomampo, D. (2016). Physician racism and the commodification of intimacy. In: [Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India](#). New York, USA: New York University Press.
  3. Fudge, J. (2012) [Global Care Chains: Transnational Migrant Care Workers](#). *International Journal of Comparative Labour Law and Industrial Relations* 28 (1): 63-70.
- Oct. 18<sup>th</sup>      **Class 6: Test 1**
- Oct. 25<sup>th</sup>      **Class 7: Global Labour Market Inequality**
1. Kalleber, A. L. & Vallas, S.P. (2017). [Probing Precarious Work: Theory, Research, and Politics](#) . *Precarious Work*, 31, 1–30.

2. Purser, G. (2009). [The Dignity of Job-Seeking Men: Boundary Work among Immigrant Day Laborers](#). *Journal of Contemporary Ethnography*, 38(1), 117–139

Nov. 1<sup>st</sup>

### **Class 8: Workshop 2**

1. Buttram, C., MacMillan III, D. & Koch, Jr., R.T. (2012) [Comparing the Annotated Bibliography to the Literature Review](#). Center for Writing Excellence-University of Northern Alabama
2. Beckfield, Olafsdottir, S., & Bakhtiari, E. (2013). [Health Inequalities in Global Context](#). *The American Behavioral Scientist (Beverly Hills)*, 57(8), 1014–1039.
3. Salas. (2021). [Environmental Racism and Climate Change — Missed Diagnoses](#). *The New England Journal of Medicine*, 385(11), 967–969.
4. McCoy. (2017). [Critical global health: responding to poverty, inequality and climate change comment on “politics, power, poverty and global health: systems and frames.”](#) *International Journal of Health Policy and Management*, 6(9), 539–541.

Nov. 8<sup>th</sup>

### **READING WEEK - No Class**

Nov. 15<sup>th</sup>

### **Class 9: Migration, Belonging and Violence**

1. Korteweg, Anna and Goekce Yurdakul (2009) [Islam, gender, and immigrant integration: boundary drawing in discourses on honour killing in the Netherlands and Germany](#). *Ethnic and Racial Studies*. 32 (2): 218 -238
2. Speed, S. (2016). [States of violence: Indigenous women migrants in the era of neoliberal multicriminalism](#). *Critique of Anthropology*, 36(3), 280-301
3. Snow, T. (2020). Visual politics and the ‘refugee’ crisis: The images of Alan Kurdi. In E. Fiddian-Qasmiyeh (Ed.), [Refuge in a Moving World: Tracing refugee and migrant journeys across disciplines](#)(pp. 166–176).

Nov. 22<sup>nd</sup>

### **Class 10: Challenges to Addressing Global Injustices**

1. Malin, Opsal, T., Shelley, T. O., & Hall, P. M. (2019). [The Right to Resist or a Case of Injustice? Meta-Power in the Oil and Gas Fields](#). *Social Forces*, 97(4), 1811–1837.
2. Corntassel, & Holder, C. (2008). [Who’s Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala, and Peru](#). *Human Rights Review (Piscataway, N.J.)*, 9(4), 465–489.

Nov. 29<sup>th</sup>

### **Class 11: Global Mobilization & Resistance**

- Brodie, M. J. (2018). Social Movements on the Path to Economic and Social Equality. In [Contemporary inequalities and social justice in Canada](#). University of Toronto [Ontario] Press.
- McGill, K. (2016). Resistance and Social Organization in an Unequal World. In: [Global inequality](#). University of Toronto [Ontario] Press. (ON QUERCUS)

Dec. 6<sup>th</sup>

### **Test 2**