

**University of Toronto St. George**  
**Department of Sociology**  
**SOC 345H: Global Inequality**  
**Summer 2022**  
**Mondays & Wednesdays: 16:10-19:00**

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Instructor: Brigid Burke  
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Course Delivery: Online Via Zoom  
Office hours: Mondays and Wednesdays 15:00  
Course website: Access via U of T Quercus ([q.utoronto.ca](http://q.utoronto.ca))  
Teaching Assistant: Umaima Miraj (Office Hours TBA)

### **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.

*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

## **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 is a fully virtual class. Synchronous video lectures will take place via *Zoom* during the scheduled class time. Attendance is required and students are expected to come to class having done the readings so as to participate in class debates and discussions. Students will have the opportunity to ask questions and receive clarifications about the class material or assignments during class, weekly office hours, or any time via email/the class discussion board.

## **Textbooks and Other Materials**

- There is no assigned textbook for this class. Hyperlinks to all assigned readings are provided in the syllabus.
- 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.

## Evaluation Components

<u>Assignment</u>	<u>Weight</u>	<u>Due Date</u>
3 Reading Responses	15 points (x3)	Ongoing
In-Class Participation	10 points	Ongoing
Final Project Pitch	15 points	July 25th
Final Project	30 points	Aug. 15th
<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](#).

## Grading

1. **Reading Responses:** The goal of these assignments is to ensure that students stay on top of the readings, to allow students to grapple with and think about the assigned material in a critical manner, and to reflect on their outside applicability. All reading responses should be 2-3 double-spaced pages each must be uploaded to Quercus (emailed submissions will not be accepted) within 1 week of the corresponding class.

In total, students are expected to complete 3 class memos, each making up 15% of the final grade. N.B. submitting a memo does not guarantee a passing mark. A failing mark might be given if the memo is incomplete or shows little evidence of engagement with the material.

Students must submit at least one memo on:

- Class 2 or 3
  - Class 5 or 6, and;
  - Any class 7-11.
2. **In-Class Participation:** Throughout the semester students will be required to participate in lecture and complete brief cooperative participation activities based on lecture material. These will be completed in instructor-assigned groups and submitted to the instructor during class. Participation in each class (weeks 2-11) will be graded as 1 point, to make up a total of 10 points of the final grade.
  3. **Final Project:** Students will work in groups to complete a final project examining a contemporary issue of global inequality using class readings and relevant outside sociological literature. Groups selection will be finalized by Class 3. In Class 4 we will have a research project workshop to go over assignment expectations, provide methodological support to students, and allow time for group brainstorming and project development.

Students will continue to work on their project ideas inside and outside of class throughout the semester. The final project grade will be scaffolded, with 2 major components:

- I. **Project Pitch:** Students will prepare a project proposal outlining their proposed topic, supporting literature, research methods and analytical strategy. This will be presented in a group meeting with the TA the week of July 25<sup>th</sup>-July 29<sup>th</sup> (sign-up for specific project pitch time slots will occur via Quercus). Students will have up to 25 minutes to pitch their proposed projects to the course TA. Presentations should include a slide-deck with a written and visual break down of their proposed ideas, to be submitted to Quercus by July 25th. Students will have access to the grading rubric to aid in their preparation. Following the presentation grading, students will then have the remaining meeting time (approx. 35 minutes) to receive personalized feedback and project guidance from the TA, and to consult with them on project questions.
- II. **Project Presentation:** The final class of the semester will be dedicated to final project presentations. Groups will have approximately 25-30 minutes (exact time will be determined based on final number of groups) to share their research project and findings with the class. Presentations should assume no prior knowledge from the audience and should be accompanied by a slide deck and/or (virtual) hand-out covering key information presented. Each group member must participate in the presentation. Students will have a rubric in advance to aid in presentation preparation. Grading will be a combination of TA and Instructor grading, and within-group peer evaluation of team-member performance.

\*Hand-outs will be posted to Quercus providing to students with detailed guidelines and expectations for each evaluation component, and class time will be allocated to going over assignment instructions.

## 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 U of T Outlook accounts.
- 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

There are no late penalties in this course. **Work more than 7 days late will not be accepted without supporting documentation. After 7 days, a grade a zero will be applied.**

In case of illness, you must declare your absence on ACORN on the day the assignment is due, in addition to contacting the instructor. 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.

Given the ongoing pandemic, I understand students may experience additional difficulties in completing coursework. My priority is on you, your wellbeing and your learning *as people*, and in supporting you to get through the semester. 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 we can work out 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.

### Academic Integrity

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.

#### 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.

### **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 social inequality from a global 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.

### **ENGAGING WITH COURSE PARTICIPANTS**

I encourage students to engage in vibrant online 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 synchronous 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). As noted above, students may experience more disruptions than usual due to Covid-19. Please be patient and supportive of groupmates facing challenges. I have adopted flexible submission policies for precisely this reason.

## RECORDING AND DISTRIBUTION OF COURSE MATERIALS

- Sharing, Distributing or Reposting Course Materials (including online lectures and slides) is strictly prohibited. All class materials (including lecture slides) are the intellectual property of the course instructor and are protected by the University of Toronto copyright restrictions. If at any time the course instructor discovers class materials posted online without proper authorization, posting of all lecture slides will cease.
- Recording any portion of lectures is strictly forbidden without written permission from the instructor. If you would like a recording of the lectures for accessibility reasons please make a request before the start of class.
- Respect the rights all class participants and refrain from taking screenshots or videos during online lecture.

## COURSE SCHEDULE

July 4 <sup>th</sup>	<b>Class 1: Introduction &amp; Class Overview</b>
July 6 <sup>th</sup>	<b>Class 2: Globalization &amp; Inequality</b> <ol style="list-style-type: none"><li>1. Warwick-Booth, L. (2013). Globalisation and the global dimensions of inequality. In <a href="#">Social inequality</a> (pp. 119-143). SAGE Publications Ltd</li><li>2. Steger, &amp; James, P. (2020). <a href="#">Disjunctive Globalization in the Era of the Great Unsettling</a>. <i>Theory, Culture &amp; Society</i>, 37(7-8), 187–203.</li></ol>
July 11 <sup>th</sup>	<b>Class 3: Structural Causes of Global Inequality</b> <ol style="list-style-type: none"><li>1. Hickel, Jason (2017) Addressing the Structural Causes of World Suffering. In: Anderson, R. E. (Ed) <a href="#">Alleviating World Suffering: The Challenge of Negative Quality of Life</a>. Springer International Publishing.</li><li>2. McGill, K. (2016). Welfare and Economic Inequality. In: <a href="#">Global inequality: Anthropological Insights</a>. University of Toronto [Ontario] Press.</li></ol>
July 13 <sup>th</sup>	<b>Class 4: Research Project Workshop</b>
July 18 <sup>th</sup>	<b>Class 5: Global Inequality through a lens of Suffering</b> <ol style="list-style-type: none"><li>1. Rothbart, Daniel &amp; Poul Poder (2017) Systematic Humiliation as Daily Social Suffering. In: Anderson, R. E. (Ed) <a href="#">Alleviating World Suffering: The Challenge of Negative Quality of Life</a>. Springer International Publishing.</li></ol>

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.

July 20<sup>th</sup>

### **Class 6: 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.

July 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

**\*Final Project Pitches this Week**

July 27<sup>th</sup>

### **Class 8: Global Health & Environmental Inequality**

1. Beckfield, Olafsdottir, S., & Bakhtiari, E. (2013). [Health Inequalities in Global Context](#). *The American Behavioral Scientist (Beverly Hills)*, 57(8), 1014–1039.
2. Salas. (2021). [Environmental Racism and Climate Change — Missed Diagnoses](#). *The New England Journal of Medicine*, 385(11), 967–969.
3. 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.

**\*Final Project Pitches this Week**

Aug. 1<sup>st</sup>

**Civic Holiday (no class)**

Aug. 3<sup>rd</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-Qasmieh (Ed.), [\*Refuge in a Moving World: Tracing refugee and migrant journeys across disciplines\*](#)(pp. 166–176).

Aug. 8<sup>th</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. <https://doi.org/10.1007/s12142-008-0065-3>

Aug. 10<sup>th</sup>

**Class 11: Global Mobilization & Resistance**

1. 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.
2. McGill, K. (2016). Resistance and Social Organization in an Unequal World. In: [Global inequality](#). University of Toronto [Ontario] Press.

Aug. 15<sup>th</sup>

**Class 12: Final Project Presentations**