



Sociology 2229B (530): Global Inequality
January - April 2020

Dr. Stephen Lin

Office Hours: By appointment

Email: clin64@uwo.ca

Class time/room:

Wednesdays 6:30pm - 9:30pm / BR 302

COURSE DESCRIPTION

This course will be issue driven, focusing on the relations of power, privilege and prestige that characterize stratification and social inequality across the globe. The central question guiding the content for this course will be “who gets what and why?” – underscoring the various socio-demographic factors (i.e. gender, race/ethnicity, class) that shape individuals’ opportunities and life chances in different contexts.

PREREQUISITE

1.0 from Sociology courses at the 1000 level.

ANTIREQUISITE

Sociology 2239

COURSE OBJECTIVES AND COMPETENCIES:

- Identify the main bases of inequality within society (critical thinking 2; inquiry/analysis 3)
- Develop an understanding of sociological theories of inequality and be able to describe and apply them to instances of inequality within society (critical thinking 2; inquiry/analysis 3)
- Develop an understanding of the interconnections of race, class, gender, sexuality, disability, etc. and their role in social inequality (critical thinking 2; inquiry/analysis 3)
- Understand and describe inequality at a global level (critical analysis 2; inquiry/analysis 3)
- Apply the aforementioned knowledge to evaluate their own position and privilege, through experiential exercises, self-reflection and assessment (self-awareness/development 3, valuing 3)

READING

**Readings will be provided on OWL.

METHODS OF INSTRUCTION

Teaching methods will include lectures and in-class discussions.

COURSE MANAGEMENT POLICY

The course involves a large commitment of student participation and reading on your own. You are advised to attend to every lecture and view every media presentation, as well as participate in class activities at various levels. Missed lectures and any material given in class are the responsibility of the student, not the professor. **There will NOT be any make-up examinations nor extra work for the purpose of improving grades.**

Late submission of an assignment by due date will result in .5 deduction of total weight of the assignment for each day beyond the deadline except when the instructor recognizes that there are legitimate and documented exceptional circumstances (e.g., illness, death in the family). However, all such documentation should go to academic advising and the instructor will be notified with academic accommodation given the student.

METHOD OF EVALUATION

Quiz (February 5)	20 %
Midterm Exam (March 4)	30 %
Individual Oral Presentation (April 1)	15 %
Global News Assignment (April 3)	35 %
Total	100%

EVALUATION DETAILS

1. In-Class Quiz (20%) – Wednesday, February 5

This quiz will cover course materials from January 8 to January 29. You should use **lecture slides and notes** as your primary preparation materials. You can use the reading as study supplement. The format will be short answer questions.

2. Midterm Exam (30%) – Wednesday, March 4

This closed-book exam will cover the material from January 8 until February 26. You should use **lecture slides and notes** as your primary preparation materials. You can use the reading as study supplement. This exam will consist of multiple-choice questions plus one major essay question. Questions will come from the readings, lecture slides and class discussion.

3. Individual Oral Presentation (15%) – Wednesday, April 1

In the last class of this course, students will do a short presentation (6 minutes maximum) to showcase others what our course on global inequalities is about. Imagine yourself to advertise this course to future students, what would you tell them about this course? The evaluation of this presentation is based on the following criteria:

- the comprehensiveness of content coverage
- logical organization and critical thinking
- creativity (e.g., short video, storytelling, etc.)

4. Global News Assignment (35%) – Friday, April 3

Students will identify **2** articles from reputable newspapers or magazines or posted special reports from major networks (e.g., Globe & Mail, McLean's, CBC; the Economist; Time; Newsweek; BBC; *not* "rags", *not* official policy documents, and *not* research journals) covering current events (as recent as possible and **no more than five years old**; either Canadian content or international content) that relate to global inequalities. These must be news stories or cover stories. The outline of this assignment is listed as below:

1. **Briefly** summarize the articles (1.5 pages max.)
2. Write a **critical analysis** of the 2 articles (2.5 pages max.) by relating articles to a substantial amount of course materials. You should be explicit about how your articles are relevant to the course materials and whether any concepts or theories you learned in class apply to your article content (3 pages max.)
3. **Conclude** the paper with your reflection to the main problems stated in articles (1 page max.)

This assignment should be **5 double-spaced typed pages (12-pitch font)** in length. A reference page with **full citations** (title, source, date, page number, internet site, date) must be included as part of your submission and it is due by **Friday, April 3 by 5:00pm**. Please include your articles with this assignment and submit all together as one single WORD file to **OWL's dropbox**.

Note: late assignments will be docked 5% per day, unless accommodation is given.

Examples of Citing Lectures

- In-text citation: (Lin, 2019)
- Reference citation: Lin, S. (2019). Lecture Topic. Month, Date Sociology 2229B: Global Inequalities. Brescia University College, London ON Canada.

Course Schedule & Readings

Part 1: Global Inequalities: Capitalism, Migration, Work and Life

January 8: Introduction of Course / A World of Rich and Poor

- Milanovic, B. (2013). Global Income Inequality in Numbers: In History and Now. *Global Policy* Volume, 4(2), 198-208.
- Sernau, S. (2012). *Global Problems: The Search for Equity, Peace, and Sustainability*. Pearson Canada. Chapter 1

January 15: Work and Trade and the Global Poor

- Sernau, S. (2012). *Global Problems: The Search for Equity, Peace, and Sustainability*. Pearson Canada. Chapter 2
- *OECD Income Inequality Update*
<https://www.oecd.org/social/OECD2016-Income-Inequality-Update.pdf>

January 22: Global Inequalities: Migration, Gender and Family

- Sernau, S. (2012). *Global Problems: The Search for Equity, Peace, and Sustainability*. Pearson Canada. Chapter 3
- Bachour, M-K. (2015). Disrupting the Myth of Maquila Disposability: Sites of Reproduction and Resistance in Juárez. *Women's Studies International Forum*, 48, 174-184.

January 29: Labour Markets in Global Perspective: Non-standard Employment

- Kalleberg, A.L. (2013). Globalization and Precarious Work. *Contemporary Sociology*, 42 (5): 700-706.
- Lewis, H., Dwyer, P., Hodkinson, S., & Waite, L. (2015). Hyper-precarious lives: Migrants, Work and Forced Labour in the Global North. *Progress in Human Geography*, 39(5), 580-600.
- Barrientos, S.W. (2013). 'Labour Chains': Analysing the Role of Labour Contractors in Global Production Networks. *The Journal of Development Studies*, 49(8), 1058-1071.

February 5: Bonded Labour in Global Economy

- In-Class Quiz
- Bail, et al. (2012). The Impact of Invisibility on the Health of Migrant Farmworkers in the Southeastern United States: A Case Study from Georgia. *Nursing Research and Practice*, 1-8.
- Lin, S., & Bélanger, D. (2012). Negotiating the Social Families: Migrant Live-in Elder Care-workers in Taiwan. *Asian Journal of Social Science*, 40, 295-320.

Part 2: Global Inequalities & Vulnerable Populations

February 12: Global Poverty & Human Trafficking

- Shelley, L (2010). *Human Trafficking: A Global Perspective*. New York: Cambridge University Press, pp. 1-41.
- Purkayastha, B., & Yousaf, F.N. (2018). Trafficking for Sexual Exploitation. In *Human Trafficking: Trade for Sex, Labor, and Organs* (pp. 32-60). Medford, MA: Polity Press.

February 19:

- Reading Week (No class)

February 26: Child Trafficking for Marriage

- Davidson, J.O. (2011). Moving Children? Child Trafficking, Child Migration, and Child Rights. *Critical Social Policy*, 31(3), 454-477.
- Stockl, H., Kiss, L., Koehler, J., Dong, D. & Zimmerman, C. (2017). Trafficking of Vietnamese Women and Girls for Marriage in China. *Global Health Research and Policy*, 2(28).

March 4: Midterm Week

- In-Class Test (30%)

March 11: Global Inequalities of Education

- Schleicher, A., Zoido, P. (2016). Global Equality of Educational Opportunity: Creating the Conditions for All Students to Succeed. *Journal of Social Issues*, 72(4), 696-719.
- Damon, A., Glewwe, P., Wisniewski, S., & Sun, B. (2016). Education in Developing Countries: What Policies and Programmes Affect Learning and Time in School. Retrieved from <https://www.oecd.org/derec/sweden/Rapport-Education-developing-countries.pdf>

March 18: Global Health Inequalities

- Gostin, L.O. (2007). Why rich countries should care about the world's least healthy people. *JAMA*, 298(1), 89-92.
- Butsch, C., Sakdapolrak, P., & Saravanan, V.S. (2012). Urban Health in India. *Internationales Asienforum*, 43 (1-2), 13-32.

March 25

Part I: Global Food Security

- D'odorico, P., Carr, J.A., Davis, K.F., Dell'Anfelo, J., Seekell, D.A. (2019). Food Inequality, Injustice, and Rights. *BioScience*, 69(3), 180-190.
- Elliot, B., Jayatilaka, D., Brown, C., Varley, L., & Corbett, K. (2012). "We are not heard": Aboriginal perspectives on traditional foods access and food security". *Journal of Environmental and Public Health*, p.1-9.

Part II: Global Inequality and Climate Change

- Hackmann, H., Moser, S.C., & St. Clair, A.L. (2014). The Social at the Heart of Global Environmental Change. *Nature Climate Change*, (4) August: 653-655.
- Boyce, J.K. (2018) “The Environmental Cost of Inequality: Power imbalances facilitate environmental degradation—and the poor suffer the consequences” *Scientific American* 319(5):72-77.

April 1: Oral Presentation (No Reading)

- Global News Assignment due on Friday, April 3 by 5:00pm
- Submission through OWL dropbox

2019-20 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.

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=Live&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.
