

Winter 2022
University of Toronto
Department of Sociology
SOC 345H1S – L0101: Global Inequality
Class Time: Tuesday 9.10-12 am *
Location: SS 2111

Instructor

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Teaching Assistant

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Course Catalogue 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, with particular emphasis on examining disparities over time in education, income/wealth and health. This is a program-only course and is restricted to sociology majors and specialists.

Prerequisite & Exclusion

Prerequisite: SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/SOC254H1

Exclusion: SOC308H1

Distribution Requirement: Social Science

Breadth Requirement: Society and its Institutions (3)

Note: We do not waive or substitute our stated requirements. Students who fail to meet these requirements will be removed at any time discovered and without notice.

* There will be several tutorials (11-12 am) on selected days. On those days, regular class duration will be shorter than usual (9.10-11 am).

Course Site

This course will be available via University of Toronto Learning Management System, Quercus (<https://q.utoronto.ca>). All course materials, instructions, announcements etc. will be posted on this site. It is your responsibility to check the course site each week to get course-related information.

Course Description

Global inequality is a widely debated topic since the financial crisis of 2008, which generated immense scholarly interests in various dimensions of inequality across the globe. The rise of populist politics also draws attention to the devastating consequences of global inequality experienced by people living in both the developed and developing world. Many argue that inequality is growing in the era of contemporary globalization influenced by neoliberal rationality. This course offers sociological perspectives on global inequality vis-à-vis neoliberal globalization using theoretical and empirical materials. It situates the discussion within the context of the structural forces of globalization, which shape state policies and actions and create uneven consequences for people living in different parts of the world. Who are the winners and losers of contemporary globalization (i.e., global economic integration)? How does it shape various state policies and actions (e.g., deregulation, privatization, austerity, flexibility), which in turn affect different aspects of stratification in a society such as income/wealth, poverty, work/labor, health, education, gender, and race? How does global inequality affect climate crisis and produce unequal consequences for climate vulnerable countries? What are the consequences of growing global inequality for democratic politics around the world? This course examines these questions and more to achieve the following goals:

- Students will engage with social science scholarship on the effects of globalization on various aspects of inequality across the globe.
- Students will gain a deeper understanding of global inequality in the era of globalization.
- Students will develop critical thinking skills (intellectual standards of critical thinking such as *clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness*) to expand the horizons of their worldview on globalization, development, and multiple dimensions of inequality across the globe.
- Students will apply their knowledge to become better-informed citizens who can make positive changes in the world around them.

Learning Outcomes

Upon successful completion of this course students will be able to:

- Identify and explain historical and structural forces of global inequality
- Organize evidence and analyze a particular dimension of global inequality to develop a nuanced understanding of the phenomenon.
- Critically evaluate scholarly arguments on multiple dimensions of global inequality and defend their views supported by evidence.

Note: The above-mentioned underlined words (verbs) indicate the desired skills required to successfully complete this course. Various evaluation components will assess these skills (learning outcomes).

Marking Scheme

#	Assessment Title	Date (s)	Percent
1	Annotated Bibliography*	February 1	15
2	Research Proposal*	March 1	15
3	Book Report/Review Essay*	March 29	20
4	Class Test	April 5	20
5	Research Paper*	Exam Period (April 14)	30
	Total		100

* Tutorials will cover these components

Required Readings

Each week I will use selected book chapters and/or journal articles as required readings. Electronic copy of these materials will be available on the course site (Quercus).

Class Schedule

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

Week	Date	Topic	Required Readings
1	January 11	Introduction to the Course and Community Building	Read the syllabus
2	January 18	Globalization, Global Economy, and Inequality	Steger, M. 2020 Sassen, S. 2014

3	January 25	Globalization and Inequality: Structural Forces-1	Hickel, J. 2017
4	February 1	Globalization and Inequality: Structural Forces-2	Hickel, J. 2017
5	February 8	Global Inequality and Income/Wealth: Winners and Losers	Milanovic, B. 2016 Freeland, C. 2012
6	February 15	Global Inequality and Labor Market	Kalleberg and Vallas 2018 Standing, G. 2011
7	February 22	Reading Week (No Class)	--
8	March 1	Global Inequality and Health	Beckfield et al. 2013 Hall and Lamont 2009
9	March 8	Global Inequality and Gender/Race	Deomampo, D. 2016 Luik. E. 2017
10	March 15	Global Inequality and Climate Crisis	Roberts 2001 UNDP 2019
11	March 22	Global Inequality and Political Resistance	Baber 2015 Bayat 2015
12	March 29	The Covid-19 Pandemic, Global Inequality, and Policy Responses (What is to be Done?)	TBA
13	April 5	Class Test	--

Class Format

This class is a lecture-based course. However, a segment of each class will be devoted to engaging students in some form of active-learning activities. I will use interactive lecture each week. Students will be asked to participate in active learning tasks which involve discussion, reflection, and low-stake writing exercises (no grading) to facilitate understanding of class materials. Lecture slides will be posted on the course site after each class. Class discussions are strongly encouraged, so please feel free to ask questions and share your ideas (using online discussion board). To facilitate a student-centered learning process, I will use relevant short Audio/Visual materials and current newspaper reports and magazine articles.

Course Works

a) Research Paper (3 components worth 60%)

A research paper on a selected dimension of global inequality covered in the course (*see week 5, 6, 8, 9, 10 topics*) will be worth more than half of the final grade. Students will

conduct research on a topic related to one of these five dimensions of global inequality. The final paper will be based on secondary sources both theoretical and empirical (books, journal articles, newspaper/magazine articles, and data sources available online such as the websites of the World Bank, various UN Organizations, and International NGOs). It is designed as a scaffolding assignment. In other words, the research paper is divided into three components (graded separately), which will allow students to receive feedback and gradually move towards the completion of the project.

First, the project will begin with an annotated bibliography on a dimension of global inequality (*approved by the instructor*). The annotated bibliography (4-5 pages, double-spaced) will include a critical summary of 5 scholarly sources (books/book chapters/peer-reviewed journal articles) on the selected topic. No non-academic and popular sources will be accepted.

Learning Outcome: Students will explain the arguments presented in each source. In so doing, students will demonstrate why they selected each of these scholarly sources.

Second, the project will move to the next stage: writing a research proposal (4-5 pages, double-spaced). The proposal will include a brief description of the research topic, research question(s), tentative thesis statement (main argument), and a brief analysis of scholarly literature on the topic.

Learning Outcome: Students will analyze the scholarly works on a research topic, develop research question(s), and offer an answer to the research question(s).

Third, students will prepare a final paper (12-14 pages, double-spaced excluding references) in which they will use relevant information from annotated bibliography and proposal, add expanded literature review, and analyze relevant research findings extracted from secondary theoretical and empirical sources, mentioned above. Drawing on their analysis of scholarly literature and research findings, they will also reflect on policy changes or implications to deal with the problem addressed in the paper.

Learning Outcome: Students will evaluate academic sources, articulate research question(s), develop a thesis statement, organize, and analyze research findings, and identify policy-relevant/political implications.

Note: Detailed instructions and tips for each component will be discussed in tutorial classes.

b) Book Report/Review Essay (worth 20%)

Students will submit a book report/review essay (4 pages; double-spaced) i.e., a review of the following recent book on global inequality. Detailed instruction will be discussed in class.

Hickel, Jason. 2017. *The Divide: Global Inequality from Conquest to Free Markets*. New York: W.W Norton & Company.

The book is available at Robarts Library (call number: HD82.H53 2017Y). Note the different title from another publisher (both versions are same). It will also be available for purchase at the University of Toronto Bookstore. Use the following digital link if you prefer to purchase a digital copy.

<https://uoftbookstore.vitalsource.com/products/the-divide-global-inequality-from-conquest-to-jason-hickel-v9780393651379?term=9780393651379>

c) Class Test (worth 20%)

The class test will require students to write two essays engaging materials used in the course. Students will use the class time (3 hours) to write the test and submit their essays (a single document) on the course site (Quercus). *More about the format and test arrangement will be discussed in class and a final note will be posted on the course site.*

Note: Learning outcomes and rubrics for these course works will be discussed in class and posted on the course site. Carefully review these learning outcomes and rubrics before submitting your work.

Grading Criteria

The overall grading criteria as per the university policy are:

A) Excellent: Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B) Good: Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.

C) Adequate: Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.

D) Marginal: Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.

F) Inadequate: Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

For more information on meaning of grades and grade scales, please see the following links:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>

Note: These are general expectations. Specific rubric will be applied to each item described above. These will be posted on the course site before the due date for each item.

Procedures and Rules

1. Course Drop Date

- March 14, 2022. Students will receive at least 10% grade before this date.

2. Missed Course Works

- Students who miss a course work will be assigned a mark of zero for that course work unless they satisfy the following conditions:
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.

3. Requests for Re-Marking of Course Work

Instructors and teaching assistants take the marking of course works very seriously and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen.

A student who believes an individual item of course work has been incorrectly or unfairly marked may request that it be remarked. Such requests should be made to the Teaching Assistant as soon as possible after the work was returned, and **no later than one week after it was returned.**

If you wish to appeal:

You must submit to the Teaching Assistant a written request (Email) explaining why you think your mark should be altered. Please note statements such as “I need a higher grade to apply to X” are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

Note: Students making a request for a remarking must accept that the resulting mark will become the new mark, whether it goes up or down or remains the same.

4. Course Work Submission

- Only online submission through the course site (Quercus). Please DO NOT email your course work to the instructor/teaching assistant.
- University of Toronto's Plagiarism Detection Tool will be used to check each course work.
- If you have any concern regarding course work submission, please contact the instructor.

5. Late assignments

- You are expected to complete course works on time. Students submitting course works late will lose **5% for each day** (weekends and holidays included). No assignment will be accepted after 7 days.
- In order not to be considered late, course works must be submitted by the due date mentioned in the syllabus.
- You are expected to keep a back-up, hard copy of your course work in case it is lost.
- Students who cannot turn in any course work on time, due to a reason *beyond their control* (e.g., illness, death, accident) may request special consideration by contacting their College Registrar (see above section on missed course work).
- Late course works should be submitted through the course site (Quercus) and NOT by email.
- DO NOT send your course work to the department office staff or other instructors.

6. Classroom etiquette (netiquette)

- Students are expected to join class on time.
- To create a positive and safe learning environment, I hope that mutual respect and civility will prevail during class. We have to ensure that every student has an excellent opportunity for learning. I hope that students will present differences in opinions or concerns in a mutually respectful manner.
- Videotaping and recording lectures are **strictly forbidden** without written permission from the instructor.
- Lecture slides (Power Point files) posted on the course site are instructor's intellectual property. These are for the sole use of students registered in this course.
- ***Lecture materials shall not be distributed or disseminated to anyone in any form. Failure to abide by these instructions will constitute a copyright infringement.***

7. Electronic communication and electronic learning technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow few rules:

- Send email to course instructor and teaching assistant using your UTORONTO email address.
- Emails from non-UTORONTO address will not receive a response.
- All emails must include the course code (e.g., SOC345) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 24 hours of receipt, excluding weekends and holidays.
- Treat emails as like any other professional communication (start your email with ‘Dear Professor Faruque’). Review the following link for helpful tips: <https://academicpositions.com/career-advice/how-to-email-a-professor>
- Emails that ask questions that are answered in the course syllabus or course site (e.g., “how much is assignment X worth”) will not receive a response.
- DO NOT send message to course instructor and TA via the course site (Quercus).
- ***All course-related announcements will be made through the course site (Quercus).***

8. Academic Integrity

Academic integrity (AI) is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves. Students are expected to know what constitutes AI: Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T. Potential offences include, but are not limited to:

In course works:

- Using someone else’s ideas or words without appropriate acknowledgement;
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Including references to sources that you did not use;
- Obtaining or providing unauthorized assistance on any assignment including a) working in groups on assignments that are supposed to be individual work; b) having someone rewrite or add material to your work while “editing”;

- Lending your work to a classmate who submits it as his/her own without your permission.
- Misrepresenting your identity;
- Submitting an altered course work for re-grading;
- Falsifying or altering any documentation required by the University, including doctor's notes;
- Falsifying institutional documents or grades.

To remind you of these expectations and help you avoid accidental offences, I will ask you to submit a copy of a signed Academic Integrity Checklist for each major course work. If you do not include the statement, your work will not be graded (a copy of this checklist will be posted on the course site). The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the University Writing Website (<http://www.writing.utoronto.ca/>). If you are experiencing personal challenges that are having an impact on your academic work, please contact the INSTRUCTOR or seek the advice of your college registrar. You may find other useful resources at <http://www.artsci.utoronto.ca/osai/resources>

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behavior that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. To learn more about equity and diversity, please see the link: <http://equity.hrandequity.utoronto.ca/>

Accessibility Services & Accommodated Testing Services

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students with diverse learning styles and needs are welcome in this course. Please feel free to approach the instructor or Accessibility Services so we can assist you in achieving academic success in this course. Students are encouraged to registrar with the Accessibility Services (<http://www.studentlife.utoronto.ca/as>) as early in the term as possible. Students who need such accommodation should also inform the instructor as early in the term. Students

should continue to register with ATS for each in-class and online assessment for which they require their accommodations. Please see the following link for more information: <https://lsm.utoronto.ca/ats/>

Accommodations for Religious Observances

Please see the following link on the above subject:

<https://www.viceprovoststudents.utoronto.ca/policies-guidelines/accommodation-religious/#RelevantDates202122>

If you need such accommodation, please email the instructor as soon as possible.

Mental Health, Personal Safety, and Sexual Violence and Sexual Harassment

For a variety of issues such as mental health, personal safety, and sexual violence and sexual harassment, the University of Toronto offers help. Please see the following link if you need any such help: <http://safety.utoronto.ca/>

Writing Support: Available University Resources

Please take advantage of the wide range of writing-related resources available in Arts and Science.

1. Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. The teaching approach of the college writing centres is described at <http://www.writing.utoronto.ca/writing-centres/learning>.
2. The home page for the website “Writing at the University of Toronto” is www.writing.utoronto.ca. You can use the navigation bar or the search function to find pages relevant to your course. Students will benefit from your recommendations.
 - More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice. A complete list of printable PDF versions is listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
 - I request you to use “How Not to Plagiarize” and other advice on documentation format and methods of integrating sources; these are listed in the section at www.writing.utoronto.ca/advice/using-sources.
3. You will find more resources in Writing Plus workshop series, described at <http://www.writing.utoronto.ca/writing-plus>.
4. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. You might be interested in the following activities:

- The Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term for practice with oral skills like class discussion and presentations.
- Reading e-writing, an online program that helps students engage course readings more effectively.