

Sociology 345H1F LEC0101
Fall 2024
Global Inequality
Scheduled Times: Fridays 10:10 am - 1:00pm
Online Synchronous: Quercus is available at <https://q.utoronto.ca/>

Instructor: James Lannigan
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Office hours: Fridays via Zoom (1:00pm – 2:00pm)
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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, 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.

Pre-requisites:

SOC201H1, SOC202H1, SOC204H1 and 1.0 credit from SOC251H1, SOC252H1, SOC254H1

Course Goals

After completing this course, students should be able to:

- Write careful theoretical reflections on their current state of understanding and directions for future learning
- Sociologically situate their understanding of issues in global inequalities
- Develop a well-reasoned stance on a pressing social issue

Requirements and Grading

'Writing to learn' assignments	30%
Reflection 1 – Sept 27	(10%)
Reflection 2 – Oct 11	(10%)
Reflection 3 – Nov 15	(10%)
Term paper outline – Oct 25	20%
Term paper – Nov 29	40%
Workshop participation (ongoing beginning Sept 20)	10%

Course Schedule

* Schedule of topics may be altered at the discretion of the Course Instructor

Date	Topic	Readings	Assignments due/important tasks	Supplemental resources
Sept 06	Introduction	Milanovic Introduction	Familiarize yourself with Quercus and obtain course readings	Zinsser, William. 1993. <i>Writing to Learn</i> . New York: Harper and Row.
Sept 13	The rise of the Global Middle Class and Global Plutocrats	Milanovic Chapter 1		Milanovic, Branko. 2024. "The three eras of global inequality, 1820-2020 with the focus on the past thirty years." <i>World Development</i> 177:1-24.
Sept 20	Inequality within Countries	Milanovic Chapter 2	Workshop participation begins Workshop 1	Peach, James T. and Richard V. Adkisson. 2020. "Regional Income Inequality in the United States: 1969 – 2017." <i>Journal of Economic Issues</i> 2:341-348.
Sept 27	Inequality among Countries	Milanovic Chapter 3	Reflection 1 due (10%) Workshop 2	Chancel, Lucas and Thomas Piketty. 2021. "Global Income Inequality, 1820-2020: The Persistence and Mutation of Extreme Inequality." <i>Journal of the European Economic Association</i> 19(6):3025-3062.
Oct 4	Global inequality in this century and the next	Milanovic Chapter 4	Workshop 3	Clark, Rob. 2020. "Income inequality in the post-2000 era: Development, globalization, and the state." <i>International Sociology</i> 35(3):260-283.
Oct 11	What's Next? Part 1	Milanovic Chapter 5	Reflection 2 due (10%) Workshop 4	N/A

Oct 18	Term Paper Instructions + Case Explorations	Term Paper Outline Instructions Term Paper Instructions	Workshop 5	N/A
Oct 25	Case 1: War	Gerber, Theodore P. and Vladimir Gimpelson. 2024. "Inequality and social stratification in Russia during the Putin regime: From market transition to war on Ukraine." <i>Sociology Compass</i> 18(3): e13196.	Term paper outline due (20%) Additional office hour	Biscione, Antonella and Raul Caruso. 2019. "Military Expenditures and Income Inequality Evidence from a Panel of Transition Countries (1990-2015)." <i>Defence and Peace Economics</i> 32(1):46-67.
Nov 8	Case 2: Global warming	Islam, S. Nazrul, and John Winkel. 2017. "Climate Change and Social Inequality." UN <i>Department of Economic & Social Affairs Working Paper No. 152</i> .	Workshop 6	Diffenbaugh, Noah S. and Marshall Burke. 2019. "Global warming has increased global economic inequality." <i>Proceedings of the National Academy of Sciences</i> 116(20):9808-9813.
Nov 15	Case 3: Technology	Heeks, Richard. 2022. "Digital inequality beyond the digital divide: conceptualizing adverse digital incorporation in the global South." <i>Information Technology for Development</i> 28(4):688-704.	Reflection 3 due (10%) Workshop 7	Imran, Ahmed. 2022. "Why addressing digital inequality should be a priority." <i>The Electronic Journal of Information Systems in Developing Countries</i> 89(3):e12255.
Nov 22	Case 4: COVID-19	Deaton, Angus. 2021. "COVID-19 and Global Income Inequality." <i>LSE Public Policy Review</i> 1(4):1-10.	Workshop 8	Jeanne et al. 2023. "Economic globalization and the COVID-19 pandemic: global spread and inequalities." <i>GeoJournal</i> 88:1181-1188.
Nov 29	What's Next? Part 2	N/A	Term paper due (40%)	

Course Policies

Course Website

The course website on Quercus is available at <https://q.utoronto.ca/>. The site will contain the course syllabus, all handouts, links of interest and course announcements. Students are responsible for the content of all course materials. You will also find all of the above readings available here as well.

Course Expectations

This course will be conducted remotely via the use of Quercus, Zoom, and Microsoft Powerpoint. It is necessary for you to familiarize yourself with these platforms in order to contact the instructor or TAs, and to receive the course content. Lectures will be conducted synchronously (and **not recorded**) on Fridays using Zoom. It is your responsibility to attend these sessions and give them the same attention as you would in a regular in-person lecture. Anticipate that each of these lectures will require two hours of your attention.

The workshop for this course will also be held synchronously. Again, it is your responsibility to give them the same attention as you would in a regular in-person workshop. Anticipate that each of these workshops will require one hour of your attention.

Email

When contacting your professor or TAs, use your utoronto.ca e-mail address only. **We will not respond to Quercus e-mails.** Please also include "SOC345" and a brief description in the subject line, so your email can be easily prioritized. Emails will typically be answered within 72 hours, during the workweek (i.e., Monday through Friday, between 9am-5pm). Keep in mind that for simple questions, e-mail is the preferred method of communication. However, for longer questions, students should schedule an appointment with the appropriate TA or the professor.

Late Assignments

Unless otherwise specified, all assignments must be submitted on Quercus **by 10:10am EDT** on the due date provided. Since these are low-stakes assignments and designed to keep students on task with the larger course project, **late submissions will not be accepted and grades will not be reweighed to earlier or later assignments.**

For the final project submission, late assignments will be penalized 10 percentage points per day (starting at 10:10am EDT on the due date), including weekend days. Work handed in late should be submitted to Quercus per usual. **Late assignments will not be accepted via email, and assignments later than 5 days will not be accepted.**

Requests for Extensions

Students are responsible for submitting term work in accordance with the timeline outlined on the course schedule. Requests for extensions **will not** be considered

within 72 hours of an assignment deadline, with the exception of students experiencing serious illness and/or unforeseen circumstances (such as a death in the family). In these cases, students are expected to contact the professor at the earliest available opportunity, so that accommodations can be arranged. It is additionally advised that students take the proactive step of contacting their college Registrar if due dates are missed for personal reasons, and have their Registrar email the instructor (NOT the TA).

Re-Grading Assignments

All requests for re-grading course assignments should be made to your TA within **one week** of the date when the assignments are returned to the class. A short memo that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment **must** be submitted to your TA. No re-grading requests will be considered if they are submitted more than one week after the assignments are returned to the class. This deadline applies to all students including those who missed the class when the assignments were returned. A re-grade may result in an increase or decrease of the original grade.

Turnitin

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Turnitin. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Turnitin is integrated into Quercus. For the assignments set up to use Turnitin, the software will review your paper when you upload it to Quercus. To learn more about Turnitin's privacy policy please review its Privacy Policy.

Students not wishing their assignment to be submitted through Turnitin will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Writing Centres

All students are encouraged to visit and make use of the available writing centres. Writing tutors may help you brainstorm ideas, develop a thesis, structure and organize your paper, present your evidence effectively, argue logically, cite appropriately and express yourself clearly and concisely. However, proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing centres. Please visit <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. **If you are registered with Accessibility Services, please forward your accommodations paperwork to the professor within the first two weeks of the course so that arrangements can be made.** Accommodations must be requested and arranged for each course assignment/test/exam for which they are sought. Accommodations will not be implemented retroactively.

Missed deadlines and tests

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

- Absence declaration via ACORN
- U of T Verification of Illness or Injury Form
- College Registrar's letter (e.g., in case of personal/family crisis or emergency)
- Letter of Academic Accommodation from Accessibility Services

Academic Integrity/Academic Misconduct

The University of Toronto treats academic integrity and academic misconduct very seriously. To participate honestly, respectfully, responsibly, and fairly in the academic community at U of T, you should familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>).

In addition, students should acquaint themselves with the rules concerning plagiarism and other forms of academic misconduct, including but not limited to:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source without quotation marks.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including (e.g.) working in groups on assignments that are supposed to be individual work
- Lending your work to a classmate who submits it as his/her own.
- Letting someone else look at your answers on a test.
- Falsifying or altering any documentation required by the University.

Use of AI

Any use of AI tools, such as but not limited to ChatGPT, NotebookLM, DALL-E, Google Bard, etc. is prohibited unless otherwise specified. If you are unsure, please contact the course instructor at your earliest convenience.